

**AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**

December 14, 2017

**Fantastic 49 - 6:00 p.m.**

**Business Meeting – 6:30 p.m.**

**Education Service Center – Board Room**

<b>Fantastic 49</b>	<b>• Honoring Military Partnerships</b>
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**1.00 Call to Order and Roll Call**

**2.00 Welcome and Pledge of Allegiance**

**3.00 Approval of Agenda**

**4.00 Consent Agenda**

4.01 Approval of Minutes of Regular Board of Education Meeting 11/9/2017

4.02 Approval of Matters Relating to Administrative Personnel

4.03 Approval of Matters Relating to Licensed Personnel

4.04 Approval of Matters Relating to Educational Support Personnel

4.05 Approval of Matters Relating to Schedule B Personnel

4.06 Approval of District Accountability Advisory Committee (DAAC) Membership

**5.00 *Board Update***

**5.01 *Chief Officer Update***

**5.02 *Student Board of Representatives Update***

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

**7.00 Action Items**

7.01 Approval of Policy Review

a. BDA Board Organizational Meeting

b. BEDD Rules of Order

c. BG School Board Policy Process

d. GBD Vacation Leave and Holidays

e. GBGG Staff Sick Leave

f. GD Educational Support Staff

g. GDBA Educational Support Staff Salary Schedules

h. GDK Educational Support Staff Schedules and Calendars

7.02 Action on Policy Revisions

a. FEE, FEE-R, FEE-E Site Selection and Acquisition

b. GBJD Staff Positions Job Descriptions

c. GCA Professional Staff Positions

d. GDA Educational Support Staff Positions

7.03 Action on Revised Job Descriptions

a. Transportation Route Coordinator

b. Maintenance Technician

7.04 Action on New Job Descriptions

a. Reading Specialist at Patriot High School

b. Transportation Lead Trainer

c. Zone Custodial Lead

- 7.05 Action on Falcon High School Three Year Program Approval for the Entrepreneur Service Capstone Project (ESCAPE)
- 7.06 Action on New Course Proposals
  - a. Computer Science Essentials at Vista Ridge High School
  - b. HLT 150 Irrigation 1, HLT 151 Irrigation 2 at Falcon High School
- 7.07 Certification of Mill Levies for Property Tax Year 2017
- 7.08 Approval of 2018-2019 School Family Calendar and Preliminary Approval of 2019-2020 School Family Calendar
- 7.09 Action on Policy JRCB, JRCB-R Privacy and Protection of Confidential Student Information (5 minutes)
- 7.10 Items Removed from Consent Agenda

#### **8.00 Information Items**

- 8.01 Process Improvement Update
  - a. ADF-R Wellness Policy and Guidelines
  - b. BG-R School Board Policy Process
  - c. GDBA-R Educational Support Staff Salary Schedules
- 8.02 Expulsion Information
- 8.03 Student Study Trips
- 8.04 Current Legal Issues

#### **9.00 Discussions Items**

- 9.01 New Course Proposals
  - a. Advanced Business at Sand Creek High School (5 minutes)
  - b. College Preparatory Chemistry at Vista Ridge High School (5 minutes)
- 9.02 Revised Course Proposal
  - a. Change of Name from Honors Biology to College Prep-Biology at Vista Ridge High School (5 minutes)
- 9.03 Policy and Procedure Review
  - a. EF Food Services
  - b. EFC, EFC-R Free & Reduced-Price Food Services (5 minutes)
  - c. EFEA Nutritious Food Choices
- 9.04 2016 3B Projects Update (10 minutes)
- 9.05 Voice of the Workforce (VoW) Annual Early Analysis & Observations (10 minutes)
- 9.06 Update on Future Homeschool Enrichment Program Location (10 minutes)
- 9.07 Amended Budget Update (10 minutes)
- 9.08 Update on In Progress School Accreditation Designations (15 minutes)
- 9.09 Classic Homes/Elite Properties Dedicated Land Conversion Proposal (10 minutes)
- 9.10 Liberty Tree Academy Charter Contract (10 minutes)
- 9.11 Board Annual Planning Retreat Agenda (10 minutes)

#### **10.00 Other Business**

- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Education Officer evaluation and review
- 10.02 Executive Session: Pursuant to C.R.S. 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear stakeholder grievance
- 10.03 Determination of whether to conduct a hearing on a Stakeholder Grievance matter

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**11.00 *Adjournment***

DATE OF POSTING: December 7, 2017

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Donna Richer  
Executive Assistant to the Board of Education

**BOARD OF EDUCATION ITEM 4.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** D. Richer, Executive Assistant to the Board

**TITLE OF AGENDA ITEM:** Approval of Minutes of Regular Board of Education Meeting  
 11/9/17

**ACTION/INFORMATION/DISCUSSION:** Consent Agenda-Action

**BACKGROUND OR RATIONALE**

Board review and approval is required prior to posting minutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Once approved by the board, the minutes will be posted on the district website.

**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 <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>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the November 9<sup>th</sup> regular board of education meeting.

**APPROVED BY:** Dave Cruson, Board Secretary

**DATE:** December 1, 2017



**BOARD OF EDUCATION ITEM 4.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Paul Andersen, Director of Human Resources

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Administrative Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes. 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 actions, 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:**

<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 <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>	

**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:** December 1, 2017

**BOARD OF EDUCATION ITEM 4.03**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Melanie White, Human Resources Manager

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Licensed Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes. 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 actions, 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:**

<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 <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>	

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

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

**DATE:** December 1, 2017

**BOARD OF EDUCATION ITEM 4.04**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Nicole Evans, Human Resources Manager

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Educational Support Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes. 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 actions, 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:**

<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 <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>	

**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:** December 1, 2017

**BOARD OF EDUCATION ITEM 4.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Nicole Evans, Human Resources Manager

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Schedule B Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes. 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 actions, 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:**

<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 <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>	

**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:** December 1, 2017

**BOARD OF EDUCATION ITEM 4.06**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

<b><u>BOARD MEETING OF:</u></b>	December 14, 2017
<b><u>PREPARED BY:</u></b>	Deb Hall, Administrative Assistant to Cultural & Services
<b><u>TITLE OF AGENDA ITEM:</u></b>	District Accountability Advisory Committee Appointments
<b><u>ACTION/INFORMATION/DISCUSSION:</u></b>	Consent Agenda - Action

**BACKGROUND OR RATIONALE**

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

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

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

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

The enclosed membership applications include the name of three DAAC member for the 2017- 2019 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Recommended DAAC members: Michael Regennitter – FHS, Kris Levi – MRES, Lisa Baker (Alternate) – IIR, Scott Richardson (Alternate) – WHES, Melanie Holts (Alternate) - FES. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2019.

**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 DAAC is the primary system of formal accountability to our community.  Community participation on the DAAC gives senior leaders input from all stakeholders.
	<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>	

BOE Regular Meeting December 14, 2017  
Item 4.06 continued

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

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

**DATE:** DECEMBER 1, 2017

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**BOARD OF EDUCATION ITEM 7.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** D. Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Policy and Procedure Review

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

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.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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.

No.	Designation	Title	Reviewed by	Recommendations
7.01.a	BDA	Board Organizational Meeting	D. Richer	Minor revision to include confidentiality affidavit requirement
7.01.b	BEDD	Rules of Order	D. Richer	Reviewed, no changes recommended
7.01.c	BG	School Board Policy Process	D. Richer	Updated to include procedure for regulations. Revised to reflect current practice
7.01.d	GBD	Vacation Leave and Holidays	N. Evans	Minor revisions, updated to reflect current practice
7.01.e	GBGG	Staff Sick Leave	N. Evans	Revised to reflect current practice
7.01.f	GD	Educational Support Staff	N. Evans	Revised to reflect current practice
7.01.g	GDBA	Educational Support Staff Salary Schedules	N. Evans	Revised to reflect current practice
7.01.h	GDK	Educational Support Staff Schedules and Calendars	N. Evans	Recommend repeal; content consolidated and added to GD

**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	
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BOE WORK SESSION DECEMBER 14, 2017  
ITEM 7.01 CONTINUED

<div data-bbox="121 430 154 535">Strategy</div> <div data-bbox="154 277 803 684"><p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p><p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p><p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p></div> <div data-bbox="803 277 1559 684"><p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p></div>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review at the previous work session, move to approve the eight policies in item 7.01.

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

**DATE:** December 6, 2017





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Board Organizational Meeting</b>
Designation	<b>BDA</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

Within fifteen (15) days after the school district receives the official abstract of votes, the Board of Education shall meet in an organizational session at a regular or special meeting for the purpose of selecting officers.

The incumbent president of the Board shall preside until a successor is elected, whereupon the successor will assume the chair.

Following the swearing in of the newly-elected Board member or members, the following officers, in order, shall be elected or appointed: president, vice president, secretary, and treasurer.

Nominations for president and vice president shall be made from the floor and voting shall be by roll call or secret ballot after a vote to do so by the majority of the Board members present. Should no nominee receive a majority vote of Board members, the election shall be declared null and void, further nominations may be made and the roll call or secret ballot vote shall be retaken.

The president and vice president shall serve two-year terms and shall hold office until their successors are elected.

The Board shall then appoint a secretary and treasurer who may or may not be members of the Board. The secretary and treasurer shall hold their offices for terms at the pleasure of the Board.

Following election and appointment of the officers, the Board shall appoint the staff members who will fill the offices of secretary to the Board and assistant treasurer.

Each school board member is required to sign an affidavit stating the board member is aware of and will comply with the confidentiality requirements and restrictions applicable to executive sessions of the board. The affidavit shall be signed at the board's organizational meeting and kept with the minutes of the board meeting.

Then such other items of business shall be considered by the Board as are scheduled on the agenda.

### **Officer resignation**

Should one or more officers of the Board resign, the Board shall select another member or members to fill the vacant office or offices as provided by law, using the procedures described above. A newly-selected officer shall assume the duties immediately upon selection. Inasmuch as the selection of a new officer on a four-officer, five-member board frequently requires a shifting of officers it shall be permissible for a member to be nominated for another office without resigning the current office. Upon acceptance of the nomination and election to the new office, the former office shall be declared vacant and another member elected to fill that position.

- Adopted: April 21, 1977
- Revised: August 4, 1994
- Revised: September 3, 1998
- Revised: October 8, 2009
- Revised: December 11, 2014

- Revised: December 14, 2017

## LEGAL REFS:

- C.R.S. 22-31-104 (3) (*biennial school elections*)
- C.R.S. 22-32-104 (1),(2),(3),(4) (*organization of the board*)
- C.R.S. 22-32-108(5)(a) (*meetings of the board*)
- C.R.S. 22-32-108 (6) (*meetings of the board – voting procedure*)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Rules of Order</b>
Designation	<b>BEDD</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

Except as otherwise specified by state law or Board policies pertaining to its own operating procedures, the Board shall operate by the rules prescribed in *Robert's Rules of Order, Newly Revised* as those rules can reasonably be applied to the conduct of school board business.

It shall be the responsibility of the Board president to utilize such rules when appropriate to do so.

- Adopted: April 21, 1977
- Revised: September 3, 1998
- Revised: November 3, 2005
- Reviewed: January 14, 2010
- Reviewed: December 11, 2014
- Reviewed: December 14, 2017

Title	<b>School Board Policy Process</b>
Designation	<b>BG</b>
Office/Custodian	<b>Board of Education/Executive Assistant to BOE</b>

It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

The Board endorses for use in this district the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board policy manual.

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, any Chief Officer, the Executive Assistant to the Board, staff members, parents, students, consultants, civic groups or other residents of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the Chief Officers, the custodian of the policy and the viewpoints of persons and groups affected by the policy.

The policies of the Board are framed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within state and federal levels of government.

### **Policy adoption**

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1. **First meeting:** The proposal shall be presented for the first reading ~~and~~ a discussion ~~item~~.
2. **Second meeting:** The proposal shall be presented for a second reading, discussion and vote.

During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent. In addition, the Board shall establish procedures to waive policies to facilitate attainment of school-level goals.

### **Policy revision and review**

In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The Chief Officers and the Executive Assistant to the Board are given the continuing commission of calling to the Board's attention all policies that have not been reviewed or revised within the past three years or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption.

### **Board review of regulations**

The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district wide regulations issued by the administration.

Regulations shall be officially approved by the Board when this is required by state or federal law or when strong community, staff or student attitudes make it advisable for the regulations to have Board approval.

When required to consider or adopt regulation proposals, the administration shall adhere to the following procedures to ensure they are well examined before final adoption.

1. First meeting: The proposal shall be presented for the first reading and discussion.
2. Second meeting: The proposal shall be presented for a second reading, discussion and adoption by the administration.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

### **Policy communication/feedback**

The Chief Officers and the Executive Assistant to the Board are directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Staff will be informed of policy changes on a regular basis.

Accessibility is to extend to at least all employees of the school system, to members of the Board and, insofar as conveniently possible, to all persons in the District.

The Board shall evaluate how the policies have been executed by staff and shall weigh the results. It shall rely on the staff, students, and community for providing evidence of the effect of the policies which it has adopted.

The Board's policy manual is a public record and shall be open for inspection on line at [www.d49.org](http://www.d49.org) under Board of Education Board Policies.

### **Suspension/repeal of policy**

In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

- Current practice codified: 1980

- Adopted: date of manual adoption
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: April 10, 2014
- Revised: September 10, 2015
- Revised: December 14, 2017

## LEGAL REFS:

- C.R.S. 22-32-109 (1)(a-c), ~~(y)~~(I) (*specific duties of board*)



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	Vacation Leave and Holidays
Designation	GBD
Office/Custodian	Business/Director of Human Resources

### Vacations – Administrative Personnel

All full-time administrative personnel working ~~260 full year (260/261)~~ days per fiscal year shall be entitled to annual vacation leave of twenty (20) days per year.

Vacation leave for administrative personnel hired after the beginning of the fiscal year will be pro-rated. Vacation leave will be granted at the rate of 1.67 days per month for each month worked during the current fiscal year. Vacation leave must be used by June 30<sup>th</sup> in the fiscal year given. Administrative personnel forfeit any unused vacation leave remaining at the end of the fiscal year. Up to five (5) days of earned but unused vacation leave may be carried forward into the next fiscal year with the approval of the immediate supervisor and/or appropriate Chief Officer. Vacation leave carried forward must be used no later than September 1<sup>st</sup> of the following fiscal year. After September 1<sup>st</sup>, any unused prior year vacation will be forfeited.

### Vacations – Educational Support and Professional-Technical Personnel

All full-time educational support and professional-technical personnel working ~~260 full year (260/261)~~ days per fiscal year shall be entitled to vacation based on the following:

Date of hire to end of first fiscal year	<del>5/6.83</del> vacation days per month
One to three years	10 vacation days
Four years and up to and including ten years	15 vacation days
Eleven or more years	20 vacation days

Employees hired between April 1 and June 30 will be considered 1<sup>st</sup> year on July 1 of the following year.

Vacation days granted during a fiscal year must be used by June 30<sup>th</sup> of the following fiscal year. Unused vacation days are forfeited if not by used by the end of the second fiscal year.

### Vacations – Administrative, Educational Support and Professional-Technical Personnel

Vacation leave is granted and available for use to eligible personnel at the beginning of each fiscal year. However, vacation leave is earned as the year progresses on a monthly basis.

Employees eligible for 10 vacation days will earn leave at the rate of .83 days per month

Employees eligible for 15 vacation days will earn leave at the rate of 1.25 days per month

Employees eligible for 20 vacation days will earn leave at the rate of 1.67 days per month

At the time of separation from the district, any earned but unused vacation time will be paid to the employee at his/her per diem rate of pay. In the instance of separation where the entire fiscal year is not completed, any overused vacation time (used but not earned) will be deducted from the employee's final paycheck.

All requests for vacation leave require the preapproval of the employee's immediate supervisor. Vacation leave may be taken in one-half day or full-day increments only.

### Transfer Credit – Educational Support Personnel

For the purpose of vacation day computation, personnel working a school-year calendar who subsequently transfer to a full-time year (260/261 day) calendar position will be given credit for the months and years of service to the District on a month-for-month basis.

**Holidays – Administrative, Licensed, Educational Support and Professional-Technical Personnel**

The district grants to all full-time/full year (260/261-day) personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as recommended by the administration approved by the board. The Board-approved calendar shall specify the paid holidays.

Should any one of the observed holidays occur during an employee's vacation period, the employee is not required to use a vacation day for the board approved holiday.

Holiday time is not counted as hours worked in the computation of overtime. Full-time/full year, non-exempt employees who are authorized to work on a board approved holiday will be paid their regular pay for the holiday in addition to their hourly rate of pay for the hours worked.

- Adopted: November 13, 2014
- Revised: February 11, 2016
- Revised: December 14, 2017

**LEGAL REFS:**

- C.R.S. 22-1-112 (school year – national holidays)





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Staff Sick and Personal Leave</b>
Designation	<b>GBGG</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

The Board of Education recognizes that there may be times when an employee is unable to fulfill the duties of his/her position due to illness or to attend to personal matters. Therefore, paid sick leave and paid personal leave is provided for full time employees in accordance with this policy.

### **Sick leave**

Sick leave may be accumulated up to a maximum of 120 work days or the equivalent sick hours for the position. An employee shall be paid at the rate of one half the substitute rate for that position for each day of unused sick leave accumulated over 120 days. Payment will be made on an annual basis at the end of the fiscal year in which an overage has been accumulated.

Sick leave may be taken for personal illness, personal medical appointments, and bereavement or for the necessary care and attendance of a member of the employee's immediate family. For sick leave purposes, the term "immediate family" shall be defined as spouse, partner in a civil union, children and parents. Educational Support Personnel shall be permitted to use sick leave in quarter hour increments except in the instance of Family and Medical Leave Act which permits leave usage in as little as hourly increments.

Evidence of illness may be required for approval of sick leave pay. Sick leave shall not apply during vacation leave or paid holidays.

A completed leave of absence form (~~GBGG-E~~) may be required for leaves less than five (5) consecutive work days in duration but in all cases will be required for leaves of five (5) or more days in duration.

Upon retirement, an employee who has worked for the district for fifteen (15) or more years or who is eligible for Public Employees Retirement Association (~~PERA~~) retirement and has at least five consecutive years' service in the district shall be reimbursed for earned but unused sick leave hours at the current substitute rate of pay for that position up to a maximum of 120 days. Documentation from the Public Employees Retirement Association verifying retirement eligibility will be required of all retiring employees who have been employed with the district for less than fifteen (15) years.

In cases related to retirement or unused sick leave accumulated over 120 days, Administrative, Professional/ Technical, and Instructional staff shall be paid at the base substitute rate for teachers.

### **Personal leave**

Full-time employees who work 30 hours or more per week may be absent for the purpose of personal leave according to the sick and personal leave accrual schedule contained in this policy. Personal days not used by the end of the fiscal year shall be added to the employee's sick leave days balance for to the following fiscal year. ~~Employee's working in a position that is .8 FTE or greater but less than a 1.0 FTE will receive pro-rated personal leave benefits.~~

Employees should submit a request for personal leave to their immediate supervisor at least three days prior to the day for which it is requested. Requests for personal leave less than three days prior may be granted at the discretion of their immediate supervisor.

Employees may not take personal leave the school day before or the school day after a school break unless his/her supervisor pre-approves the request.

~~When an employee separates from the district, earned but unused personal leave will be paid to the employee at the employee's then per diem rate of pay.~~

#### **Sick and personal leave accrual schedule**

Full-time/Full year employees accumulate twelve (12) sick days or one (1) day for each month worked and two (2) personal days or (1/2) one half day for each school quarter worked.

Full-time Instructional staff and school year Educational Support Personnel accumulate sick and personal leave according to the following schedule:

	At Hire	At Start of Year 5	At Start of Year 10	At Start of Year 15
Sick Days	10	9	8	7
Personal Days	2	4	6	8
Total Sick & Personal Days	12	13	14	15

Full-time extended school year employees who are scheduled to work 201 to 220 days will accumulate sick and personal leave each year according to the following schedule:

-	<u>At Hire</u>	<u>At Start of Year 5</u>	<u>At Start of Year 10</u>	<u>At Start of Year 15</u>
<u>Sick Days</u>	<u>11</u>	<u>10</u>	<u>9</u>	<u>8</u>
<u>Personal Days</u>	<u>2</u>	<u>4</u>	<u>6</u>	<u>8</u>
<u>Total Sick &amp; Personal Days</u>	<u>13</u>	<u>14</u>	<u>15</u>	<u>16</u>

Sick and personal leave for all full time staff hired after the beginning of the fiscal year will be pro-rated. Full time ~~Employee's~~ working in a position that is .8 FTE or greater but less than a 1.0 FTE will receive pro-rated sick and personal leave benefits.

At the time of separation from the district, any earned but unused sick leave is not paid out to the employee except in the instance of retirement as stated above. ~~or~~ Personal leave, earned but unused, ~~leave~~ will be paid to the employee at his/her per diem rate of pay. In the instance of separation where the entire fiscal year is not completed, any overused sick or personal leave (used but not earned) will be deducted from the employee's final paycheck.

- Adopted: December 12, 2010
- Revised: September 8, 2011
- Revised: May 9, 2013
- Revised: February 12, 2015
- Revised: September 14, 2017
- Revised: December 14, 2017

#### LEGAL REF.:

- C.R.S. 14-15-101 *et. Seq.* (Colorado Civil Union Act)

#### CROSS REFS:

- GBGGA, Catastrophic Leave Bank
- GBGI, Staff Leaves and Absences
- GBC, FMLA Eligible Staff Leaves and Absences

Title	<b>Educational Support <del>Staff</del> Personnel and Calendars</b>
Designation	<b>GD</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

The Board of Education establishes certain positions to support the educational process and provide services to carry out the efficient operation of schools, programs and departments. These positions are referred to as Educational Support and persons assigned to these positions are referred to as Educational Support Personnel (ESP). ESP positions are classified as non-exempt, paid on an hourly basis, do not require licensure by the Colorado Department of Education and ~~refer to those employees assigned to an ESP designated position based on the job description and contain all of the following characteristics: hourly, non-exempt, non-licensed and are~~ paid from the ESP salary schedule.

Staff assigned to ESP positions are eligible for overtime pay in accordance with the Fair Labor Standards Act (FLSA). ESP employees are paid one and one half their regular rate of pay for hours worked in excess of 40 hours in a work week.

## Classifications

ESP positions may have one or more of the following classifications:

1. Full Time. A full-time educational support employee is one who works a 40-hour, five-day week.
2. Part-time. A part-time educational support employee is one who works less than eight hours but at least four or more hours per day on a regular basis.
3. Year-round. Any educational support employee who is hired for a full or part-time position and is scheduled to work 260 days per year (this includes eleven (11) paid holidays and four (4) additional days which include the day prior to Thanksgiving and three (3) additional days during the Christmas break period. Salaries for those working 30 hours or more per week will be annualized.
4. Extended year. Any educational support employee who is hired for a full or part-time position and is scheduled to work more than the District approved school calendar days in a given year. Salaries for those working 30 hours or more per week will be annualized.
5. School year. Any educational support employee who is hired for a full or part-time position and is scheduled to work the District approved school calendar days in a given year. Salaries for those working 30 hours or more per week will be annualized.
6. Temporary. Any position where a person is hired on a temporary basis for a position scheduled to last more than 20 consecutive work days but will end at or prior to the end of the current school year. A temporary employee shall be paid at the first step of the salary schedule for the corresponding position. No benefits will be available for these positions, and salaries be paid from the timesheet and will not be annualized. Employees in temporary positions will be reclassified if the position lasts 90 consecutive work days.
7. Substitute. Any educational support employee who is called on a day-to-day basis to substitute for another employee in the District.

~~Non-exempt employee. Employees whose positions do not meet Fair Labor Standards Act (FLSA) criteria for being exempt from overtime pay are paid one and one half their regular rate of pay for hours worked in excess of 40 hours in a work week.~~

Full-time employee. An employee normally scheduled to work at least 30 hours per week (or transportation employees who work at least 25 hours per week).

Part-time employee. An employee normally scheduled to work less than 30 hours per work week.

Substitute employee. An employee who is hired in a job established for an as needed basis.

Seasonal/Temporary employee. An employee who is hired in a job established for a seasonal or temporary period or for a specific assignment.

~~All year-round, extended year and school year educational support employees who work 30 hours or more per week are eligible for District benefits.~~

~~All transportation employees who work more than twenty-five (25) hours each week will also be eligible for District benefits.~~

### Calendars

~~The work year for all employees who are scheduled to work less than but twelve (12) -months employees shall be determined by the job classification as approved by the Chief Officer Education Officer, Chief Business Officer, Chief Operation Officer or designee. The work year for twelve (12)-month employees shall be determined by the official calendars adopted annually by the Board of Education. If the Board declares a fiscal emergency during a budget year as allowed by state law, it may alter the work year of all employees. Three general categories of calendars have been established.~~

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

Full year. Any employee who is hired for a full or part-time position and is scheduled to work 260/261 days per year.

Extended year. Any employee who is hired for a full or part-time position and is scheduled to work more than the district approved school calendar days in a given year.

School year. Any employee who is hired for a full or part-time position and is scheduled to work the district approved school calendar days in a given year.

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

- Adopted: April 21, 1977
- Revised: August 17, 1978
- Revised to conform with practice: date of manual adoption
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: October 7, 2010
- Revised: May 9, 2013

- [Revised: December 14, 2017](#)

~~Note: Policies and regulations in this GD section (Educational Support Staff) pertain to classified and Non-certificated staff and cover all categories of personnel including: clerical, food services, maintenance, grounds, custodial, bus driver, bus monitors, etc.~~

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Educational Support <del>Staff</del> Personnel Salary Schedules</b>
Designation	<b>GDBA</b>
Office/Custodian	<b>Business/Director of Human Resources and Finance</b>

The Board of Education shall establish salary schedules for Educational Support Personnel (ESP) positions. ~~and each ESP position shall be assigned to a range on the salary schedule by taking into consideration the qualifications and responsibilities required of the position. for classifications of the support staff, including the secretarial staff, aides, custodians, maintenance workers, bus drivers, cafeteria workers and other categories as established by the Board.~~

~~Such schedules shall take into account the qualifications required, the responsibilities of the position and the number of years the employee has been in service with the District.~~

If the Board declares a fiscal emergency during a budget year as allowed by state law, it may reduce salaries for all employees on a proportional basis or alter the work year of employees. Any such reduction in salaries may be made notwithstanding any adopted salary schedule or policy.

~~Annual increments shall be dependent upon the employee's satisfactory performance in the position and upon appropriation of funds by the Board.~~

- Adopted: April 21, 1977
- Revised: August 17, 1978
- Revised: October 4, 1979
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision E
- Reviewed: May 11, 2000
- Revised: August 28, 2001
- Revised: November 11, 2010
- Revised: December 14, 2017

## LEGAL REFS:

- C.R.S. 22-32-109(1)(f) (*Board of education-specific duties*)
- C.R.S. 22-32-110 (5) (*Board of education-specific powers*)
- C.R.S. 22-44-115.5(2) (*Fiscal emergency-effect on budget*)

## CROSS REFS:

- DBH, Fiscal Emergencies



## BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

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

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



**BOARD OF EDUCATION AGENDA ITEM 7.02A**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Brett Ridgway, Chief Business Officer  
Melissa Andrews, Community & Facility Planning Manager

**TITLE OF AGENDA ITEM:** Proposed Revisions to Policy FEE, Regulation FEE-R

**ACTION/INFORMATION/DISCUSSION:** Action

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**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

In addition to more than twenty occupied parcels of land, District 49 holds dedications for another sixteen parcels that have been accepted as dedications from land developers in the past.

During those past dedications, District 49 often simply accepted whatever land dedication was offered by the land developer. While that position has changed, D49 still finds itself as the de-facto possessor of several parcels that may never be useful to locate a district facility on.

Proposed revisions to policy FEE, Site Selection and Acquisition; FEE-R, Site Selection and Acquisition; and the addition of FEE-E, District Facility Sites – Selection, Acquisition and Disposal are intended to better define and establish process for the decisions that are part of overall facility site planning.

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**RATIONALE:**

With a changing landscape in education, and with changing demographics, concentrations, and public infrastructures within the borders of District 49, process and criteria needs to be maintained to fit the current situation and the currently projected long-term scenario for District 49.

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

Depending on the location being in the city of Colorado Springs or not, either Colorado Springs city ordinance, or El Paso County Land Development Code will drive the initial quantification of land requirements from any proposed development.

Beyond that initial quantification, however, school districts have the opportunity and responsibility to ensure that land decisions are appropriate for district and educational needs.

If certain aspects of the community, the district, or education in general change over time, it could affect the feasibility and need to maintain previously accepted dedications. FEE, FEE-R and FEE-E should provide adequate process and key points of consideration for making decisions related to land acquisition and disposal.

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**INNOVATION AND INTELLIGENT RISK:**

Taking a proactive approach to managing the district's portfolio of dedicated land can either provide a current opportunity by converting prior dedications to fee in-lieu-of land remittances, or it can simply ensure that the current portfolio of land dedications fits with current long-term strategy and intentions for facility growth or replacement.

Simply sitting on a portfolio of previous land dedications introduces risk of loss of the dedication due to non-conversion of the dedication as well as potential changes to the city ordinance or the county code that would be a long-term cost to District 49 and all other school districts in the region.

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**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	<i>Pursuing purpose and innovation in decision making around land dedications is good work.</i>
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Having a public discussion of the opportunities and risks to various scenarios will support the effort to preserve trust between the district and constituents.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	<i>Allowing previously dedicated land parcels to remain fallow may not be the best situation for the local community.</i>
	Rock #3— Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	<i>The quality of the future school portfolio can be greatly impacted by the quality of site and quality of location of the site within district borders.</i>
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	<i>Establishing process and criteria for decision making around land dedications will increase the foundational strength of the district by actively managing its real property portfolio.</i>
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:** only relevant on a case-by-case basis

**AMOUNT BUDGETED:** N/A - No current budget impact.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After discussion and review at the prior work session, I move to approve revisions to policy FEE and the accompanying regulation and exhibit as recommended by the administration.

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

**DATE:** December 1, 2017

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## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<u>District Facility Sites - Selection and Acquisition and Disposal</u>
Designation	FEE
Office/Custodian	<u>Business/Strategic PlannerCommunity &amp; Facility Planning Manager</u>

The Board of Education acknowledges that the acquisition and disposal of school sites is an essential aspect of educational facilities planning. The Board shall approve school site acquisitions and disposals only after presented with evidence that the following have been satisfied:

1. for acquisitions, the proposed site conforms with the District site criteria~~/~~, standards and long term strategy;
- ~~4.2.~~ for disposals, the site no longer conforms with District site criteria, standards, and long term strategy;
- ~~2.3.~~ statutory requirements have been met;
- ~~3.4.~~ if purchased, the proposed property acquisition can be acquired-transacted at a reasonable price based upon not to exceed fair market value;
- ~~4.5.~~ the proposed property acquisition can be conveyed in fee simple; and
- ~~5.6.~~ the proposed property acquisition can be conveyed free of all encumbrances, encroachments and any easements or rights of way except those easements or rights of way that do not adversely affect the full use of the site for the District's intended purposes.

The Board believes that the location of school sites adjacent to public parks is desirable, when appropriate and mutually beneficial. The Board also desires, and intends to cooperate with, all involved governmental units to plan school sites and to fulfill this policy and the supporting procedures.

Certain situations may warrant the payment receipt of cash -in-lieu-lieu-of land rather than land dedication itself. Policy Regulation FEE-R will establish criteria for such decisions. If a cash in-lieu-of option is selected, the payment shall be made directly to the District. ~~Such circumstances may be due to inadequate student generation from the development to justify a complete site, or unavailability of a suitable site because of unsatisfied criteria. The following criteria should be satisfied for cash-in-lieu payments:~~

~~A. Cash in lieu of land shall be in an amount equal to the price the District would pay per acre for a fully improved site, as required by District regulation, multiplied by the proportionate land need generated by the proposed development (as determined in FBD and FBD-R).~~

~~B. The cash in lieu payment shall be made either directly to the District or to the land use control entity prior to recordation of a final plat, unless otherwise mutually agreed upon by the District and town or county. These payments may be made based upon the proportion of residential property being platted relative to the total project or, if a substantial change in housing units is evident compared with the original development plan, may be recalculated and based upon the proportionate number of housing units being platted. If cash in lieu of land is paid to the land use control entity and the anticipated use of funds is demonstrated as provided in 22-45-109(1)(c), the county or city will transfer the funds to the District as agreed upon but not less than annually.~~

- Adopted~~:-~~ February 15, 2006
- Revised~~:-~~ December 9, 2010
  - December 14, 2017

## LEGAL REFS:

- C.R.S. 22-32-110 (1)(a),(b),(1),(y)
- C.R.S. 22-32-111 C.R.S. 22-45-103(1)(c)
- Part 12, article 7, Chapter 7 of the Code of the City of Colorado Springs



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b><u>District Facility Sites – Selection, <del>and</del> Acquisition and Disposal</u></b>
Designation	<b>FEE-R</b>
Office/Custodian	<b>Business/<del>Strategic Planner</del>Community &amp; Facility Planning Manager</b>

School site selections and for acquisition and disposal involve a diligent team effort by District staff, appropriate facility planning individuals and real property professionals in cooperation with local government officials, the school community, and property owners.

The District will maintain student yield/generation rate information, will calculate the student yields for elementary, middle and high school levels throughout the District and will re-examine these ratios periodically, as warranted. The District will also evaluate demographic and development trends to assist with determining the best locations for new schools.

### **Building Capacities and Site Size Criteria**

The District shall maintain facility capacity standards for each school type. The following standards, as adjusted for scheduling efficiencies, apply:

School Type	Student Capacity
Elementary	600
K-8	900
Middle	900
Senior High	1,600

Certain minimum site sizes will be required for a site to fully accommodate facilities with the above student capacities. The following minimum net usable acreage standards are required:

School Type	Minimum Net Usable Acres
Elementary	12
K-8	25
Middle	25
High	60
K-12	70

### **Site Pursuit/Disposal Criteria**

Exhibit FEE-E, attached to this regulation, sets out general process steps and decision points to frame and inform the decision to pursue land dedications vs. fee in-lieu-of land; as well as potential disposals or releases of previous dedications. In addition to the Objective Review outlined therein, other site selection criteria may be relevant and considered in the final decision

### **Site Selection Criteria**

School sites may be acquired through various methods but the following criteria are to be considered when evaluating school sites in the selection process:

- A. the net developable size of the site needed to satisfy applicable school needs as stated above,

- B. appropriate site configuration for school use, which ~~must~~ should generally be square or rectangular in shape, ~~but not 3x5 in proportion,~~
- C. location with respect to the area to be served and compatibility with surrounding land uses,
- D. appropriate vehicular pedestrian access and circulation for proposed use;
  1. Access to as many sides as possible (minimum of two);
  2. Site configuration and surrounding street alignments will provide for separate access of school buses and private vehicles;
  3. Location needs to maximize walking and limit crossing of major arterials. Elementary schools may not be adjacent to or have access to arterials; middle and high schools may have access to arterials via collector streets.
- E. the suitability of topography for school use. There may not be excessive or inadequate slopes on the site. ADA limits slopes on sites to less than 5%; however slopes of less than 2% do not provide adequate drainage,
- F. drainage, flood zones, storm water systems;
  1. Structures may not be built in 100 year flood plains, but play fields may if there are no related safety hazards. Elementary school sites may never be built in flood plains.
  2. There shall be no standing water on school sites such as retention ponds.
- G. geologic/soils report, Geo-technical consultant and Colorado Geological Survey. The sites must have good soil:
  1. no expansive soils,
  2. no collapsible grained soils,
  3. no rock beds,
  4. no toxic materials or debris may be present,
  5. ground water must be at least twelve (12) feet below the surface.
- H. impact of the easements and rights of way,
- I. availability and adequacy of utilities including; storm water, domestic water, sewer, natural gas, electricity and telecommunications.
- J. municipal services such as fire and police protection, recreational programs, etc.;
- K. natural/environmental factors such as:
  1. orientation, exposure, and micro-climate of site.
  2. wetlands.
  3. air traffic patterns-School sites may not be in the NO CONSTRUCTION Zone (1.5 miles from the ends or sides of the runway surface) or in Zone A (3 miles from the end of the runway).
  4. electromagnetic fields, - in regards to high voltage power transmission lines, school sites should not be within:
    - a. 100 feet from the edge of an easement for a 50-133Kv line.
    - b. 150 feet from the edge of an easement for a 220-230Kv line
    - c. 350 feet from the edge of an easement for a 500-550 Kv line.
  5. buried high pressure gas lines may not be located on school sites.
  6. school sites must be at least one mile from any propane farm or storage facility.
  7. school sites must be at least 1000 feet from a medical marijuana dispensary
  8. mine activity
  9. hazardous materials
    - a. There may be no hazardous waste and may not be adjacent to or downstream from landfill areas.
    - b. There may be no geologic hazards such as asbestos, oil or gas.
  10. lakes, streams, irrigation ditches, etc.

11. trucks on highways may carry hazardous materials. There must be an offset of at least 2,500 feet when explosives are carried and an offset of at least 1,500 feet when combustible or poisonous gases are transported.

- L. natural/environmental Anticipated relative cost for site development, and
- M. evidence of clear title to the property.

### **Methods of Site Acquisition**

Site acquisition may be accomplished by any of the following methods:

#### **Dedication**

Dedication involves the appropriation of land for school use by a private owner or public entity. The District will identify appropriate school sites and endeavor to obtain dedication of those sites in conjunction with the review of land development rezoning and subdivision requests submitted to the District.

#### **Negotiated purchase or lease**

An appraisal by a certified real estate appraiser will be obtained by the District to establish a basis for determining fair market value in negotiating the purchase price for school sites. Sites may be obtained by direct purchase, installment purchase, lease agreement with or without the option to purchase, or similar agreement approved by the Board and subject to state law.

#### **Eminent domain**

The exercise of eminent domain refers to the District's right to take property for public use upon payment of just compensation. This method of acquisition is called a condemnation proceeding. Board approval is required for such a condemnation proceeding to be initiated. However, consultation with the District's attorney is required prior to initiating this process.

#### **Exchange**

This transaction involves the exchange of property ownership between the District and one or more other property owners. In order to facilitate judicious decision making regarding determination of fair market value for each property, an appraisal will be obtained by the District from a certified real estate appraiser on the properties to be exchanged. The District shall consult with the applicable land use authority before completing a land exchange.

### **Title Conveyance**

An ownership and encumbrance report or title commitment prepared by an abstract or Title Company will be obtained for any property to be acquired. Title to the property will be conveyed to the District in fee simple and not subject to any conditions, including reversion clauses, which would limit title to the property without approval by the Board. If ownership is received directly from a private party, conveyance is to be by general or special warranty deed. Conveyance from a county or municipality is preferred via general or special warranty deed but may be accomplished by quit claim deed if the county or municipality holds title to the property free and clear of any encumbrances, et cetera. The property will not be subject to any easements or rights of way that adversely affect full utilization of property.

- Adopted: December 9, 2010
- Revised: December 14, 2017

#### **LEGAL REFS:**

- C.R.S. 22-32-110 (1) (a), (b), (1), (y) (*Board of education-specific powers*)
- C.R.S. 22-32-111 (*power of eminent domain*)
- Part 12, Article 7, Chapter 7 of the Code of the City of Colorado Springs

CROSS REFS:

- FEE, Site Selection and Acquisition Criteria



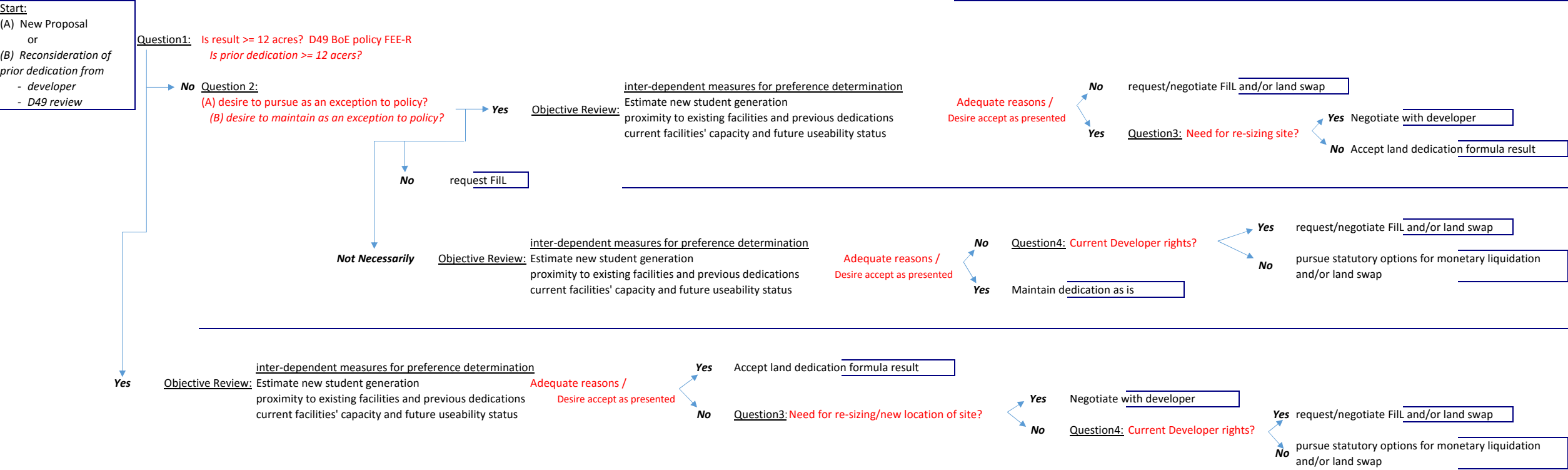
BOARD APPROVED POLICY OF DISTRICT 49

Title	District Facility Sites - Selection, Acquisition and Disposal
Designation	FEE - E
Office / Custodian	Business / Community & Facility Planning Manager

<u>City or County Regulations drive initial quantification</u>	<u>Single Family Units</u>	<u>Multi-Family Units</u>
Colorado Springs city ordinance 4768	single-family unit < 8 units/acre 871 sq ft. of land per unit	multi-family > 8 units/acre 209 sq ft. of land per unit
El Paso County Land Development Code, Chapter 8, Section 8.5	Family Detached Unit 697 sq ft. of land per unit	Other Residential Unit 371 sq ft. of land per unit

General Criteria for Objective Review: *a single positive answer may not be enough for affirmative result.*  
Estimate new student generation:  
*600 SHC minimum w/ over capacity at other facilities*  
proximity to existing facilities and previous dedications:  
*min. 1.5 miles from other facilities (city-residential density); 5 miles in rural-residential [ES] - 3.0, 10.0 miles [MS-HS]*  
current facilities' capacity and future useability status:  
*current/future over-capacity issues combined with new students >120% of current capacity*

Land / Fill decision criteria:



Fill = Fee in-lieu-of Land

**BOARD OF EDUCATION ITEM 7.02B-D**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 1, 2017

**PREPARED BY:** Paul Andersen, Director of Human Resources

**TITLE OF AGENDA ITEM:** Proposed Changes to Multiple Personnel Policies

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The Human Resources team has been working on updating several key personnel policies to reflect current practice and to simplify them. Among them is a proposed new policy (GB) that combines two existing policies (which are recommended for repeal) and adds language that addresses recent discussion regarding job description revisions.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The refreshed policies will align with current practice and bring more consistency to our policies.

**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	Strong, clear policies support a culture of trust, respect and responsibility for our staff.
<b>Strategy</b>	<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>	Strong, clear policies are part of a firm foundation and foster trust in our community of learners.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the policy revisions outlined in item 7.02b-d as recommended by the administration.

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

**DATE:** December 1, 2017

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Positions Job Descriptions
Designation	<b>GBJD</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

### Establishment of new positions

All positions in the district shall be established initially by the Board of Education. The Board delegates to the chief officers or designee(s) the task of writing job descriptions, which will include a statement of purpose, the essential functions of the position, requisite knowledge, skills and abilities, along with the physical demands and work environment factors required. The Board shall approve all job descriptions for new positions recommended by the chief officers.

A new position shall be defined as one for which an existing job description is not at least a 90% match in purpose or essential functions.

Only the Board may abolish a position that it has created.

### Modification of existing positions

From time to time, the administration will identify the need to modify an existing job description. The Board delegates to the chief officers or designee(s) the authority to approve certain modifications to job descriptions. Other modifications require approval of the Board. Approval requirements for job description changes are as follows:

Changes Requiring Board Approval	Changes Within Administrative Discretion
Change in job title Change in FLSA status (exempt vs non-exempt) Move from one pay range to another pay range Move from one salary schedule to another Change in reporting relationships Major modifications to essential duties and responsibilities, qualifications or other work factors	Formatting and template modifications Minor modifications to essential duties and responsibilities, qualifications, or other work factors Revisions to reflect shifts in the district's lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an "Administrative Revision". Job descriptions for all positions shall be housed on the district website at [www.d49.org](http://www.d49.org).

Unless otherwise designated by contract or Board policy, employees of the district shall be considered "at will" employees. At will employment allows the employee or administration the right to terminate the employment relationship at any time, for any reason. Where an employment contract exists, the term of employment and termination provisions will be stated therein.

- Adopted: December 14, 2017

### LEGAL REFS:

- 20 U.S.C. 6312 (c)(6) (teacher licensure requirements under Every Student Succeeds Act)
- C.R.S. [22-32-110](#) (1)(h) (Board power to terminate employment)
- C.R.S. [22-60.5-101](#) et seq. (teacher licensure law)
- C.R.S. [22-63-101](#) et seq. (teacher employment law)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Professional Staff Positions</b>
Designation	<b>GCA</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

~~All instructional, administrative, and supervisory positions in the district shall be established initially by the Board of Education. All changes in the titles, salary and/or significant changes in responsibilities of administrative and supervisory positions shall be approved by the Board.~~

~~In each case, the Board shall approve the broad purpose and function of the position in harmony with state laws and regulations and approve a statement of job requirements as recommended by the chief officer or designee.~~

~~The Board delegates to the chief officers or their designee the task of writing job descriptions, which must include the essential functions required for specific positions.~~

~~Any administrative contract of employment with the district shall be effective only after it has been authorized by the Board of Education in appropriate action, recorded in its minutes, and executed by the parties, subject only to the conditions and limitations prescribed by Colorado law.~~

- ~~• Current practice codified: 1980~~
- ~~• Adopted: date of manual adoption~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: October 8, 2009~~
- ~~• Revised: September 8, 2011~~
- ~~• Revised: January 10, 2013~~
- ~~• Revised: April 13, 2017~~

### LEGAL REFS:

- ~~• C.R.S. 22-32-110 (1)(h)~~
- ~~• C.R.S. 22-60.5-101 et seq.~~
- ~~• C.R.S. 22-63-101 et seq.~~

~~*Note: Job descriptions for all personnel are housed on the district website at [www.d49.org](http://www.d49.org).*~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Educational Support Staff Positions</b>
Designation	<b>GDA</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

~~All educational support staff positions in the school system shall be established initially by the Board of Education.~~

~~All paraprofessionals who provide instructional support for students in Title I School-wide Programs, Targeted Assistance Programs, and programs funded by IDEA shall meet the qualifications set forth in federal law and regulations.~~

~~Educational support staff employees, unless otherwise designated by contract or Board policy, shall be considered "at will" employees who serve at the pleasure of the Board and shall have only those employment rights expressly established by Board policy. Support staff members shall be employed for such time as the District is in need of or desirous of the services of such employees.~~

~~In each case, the Board shall approve a statement of job requirements as presented by the Chief Education Officer, Chief Operation Officer and Chief Business Officer or designee. This shall be in the form of a job description setting forth the qualifications for the job, a detailed list of performance responsibilities, and any required physical capabilities.~~

~~Only the Board may abolish a position that it has created.~~

- ~~• Current practice codified: 1980~~
- ~~• Adopted: date of manual adoption~~
- ~~• Revised: April 18, 1985~~
- ~~• Revised: June 2, 1988~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: December 13, 2001~~
- ~~• Revised: October 7, 2010~~
- ~~• Revised: September 8, 2011~~
- ~~• Revised: January 10, 2013~~

### ~~LEGAL REFS:~~

- ~~• C.R.S. 22-32-109(1)(f) *Board of education—specific duties*~~
- ~~• C.R.S. 22-32-110(1)(h), (ee) *Board of education—specific powers*~~

### ~~CROSS REF:~~

- ~~• GDQD, Discipline, Suspension, and Dismissal of Support Staff~~
- ~~• GDE/GDF, Support Staff Hiring/Recruiting~~

~~Note: Job descriptions for support staff positions are on the District web site [www.d49.org](http://www.d49.org).~~

**BOARD OF EDUCATION ITEM 7.03A**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Jack Pietraallo, Director of Transportation

**TITLE OF AGENDA ITEM:** Revised Job Description: Transportation Route Coordinator

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

On September 14, 2017 the board voted to allow transportation the opportunity to follow the APEx (Aligned Partner Experts) team organization structure. In the process of analyzing and aligning all of transportation's positions to meet this new structure, we found the current transportation routing coordinator job description needed to be updated to fit within the new structure.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The transportation router job description is going to be the first of all transportation job descriptions requiring updating moving forward. We need to update this position first as we have recently posted and interviewed for the position. We are updating the job title from transportation routing coordinator to transportation router at the request of the personnel department to align with their job descriptions. We have updated the description to be up to date with the responsibilities of the transportation router, and placed in the correct location of the organization chart. There are no monetary changes to this position.

**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	Having an accurate job description and scope of work, helps to improve job performance and expectations.
<b>Strategy</b>	<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>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** At the December regular board meeting, transportation is requesting approval of the updates and changes to the transportation route description to align with the organizational structure of the department.

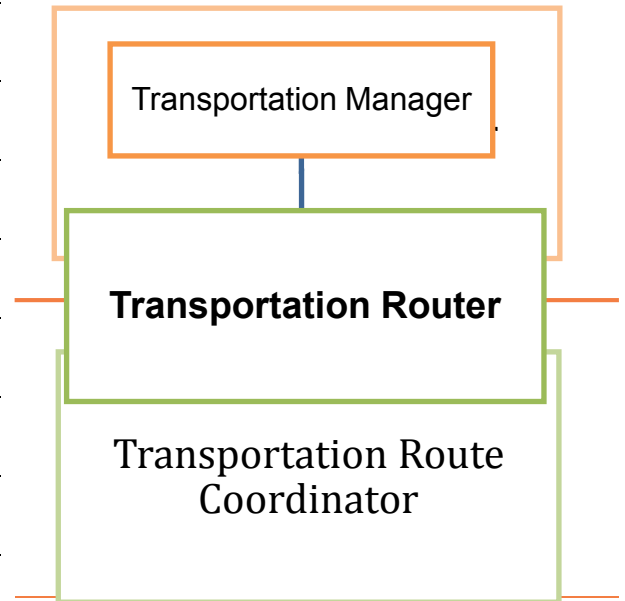
**APPROVED BY:** Pedro Almeida, Chief Operations Officer

**DATE:** December 1, 2017

## TRANSPORTATION ROUTER ~~COORDINATOR~~

<b>Job Title:</b>	Transportation Router <del>Coordinator</del>
<b>Initial:</b>	August 31, 2009
<b>Revised:</b>	<del>February 2014</del> December 14, 2017
<b>Work Year:</b>	261 days
<b>Office:</b>	Operations
<b>Department:</b>	Transportation
<b>Reports To:</b>	Transportation <del>Director</del> Manager
<b>FSLA Status:</b>	Non-Exempt
<b>Pay Range:</b>	<u>Educational Support Personnel</u> Range 14

### Related Organization Chart



**POSITION SUMMARY:** ~~The Transportation Router is responsible~~ for developing and maintaining bus routes; coordinating transportation for students attending out of district schools, programs and activities; evaluating effectiveness and efficiency of routes; and developing and promoting community relationships. As necessary, this position assists and serves as back up to dispatch, operates a bus or serves as a bus paraprofessional.

**NOTE:** This position is designated as “essential.” On district delayed opening or closure days this position may be required to report for work due to operational necessity. This position has periodic required “on-call” duties, including weekend on call duty as scheduled. While on call, this position may be required to report to work.

### 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.

- Act as liaison to community with regard to bus routes and stops. Provide customer service for special needs students in accordance with state and federal laws and regulations.
- Monitor and approve route changes. Distribute information to drivers, schools and parents. ~~Computer package times.~~ Post and configure new programs and routes. Calibrate routing information with time keeping system. ~~Check time sheets for accuracy.~~
- Coordinate, develop, implement and supervise new transportation and scheduling methods including route development for regular and special education. Prepare directions, maps and other information needed to assist drivers and ~~p~~Para-professionals transporting students. Verify new roads and ensure new routes have been driven prior to implementation.
- Work closely and collaboratively with other routers and assistant routers.

*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.*



- Evaluate effectiveness and efficiency of routes by monitoring stop locations; talking to parents, building administrators, and drivers; riding with drivers and responding to concerns. Perform and coordinate bus stop evaluations.
- ~~Use and train individuals on~~ Operate specialized software programs to computerize departmental forms, detailed maps, graphics and other operational paperwork. Train others on these software programs.
- Assist with departmental training for special needs and safety. Plan training in coordination with ~~lead trainer~~ the transportation training supervisor.
- Attend meetings, individual evaluation plans at schools, conferences and seminars as needed. Meet with personnel from other transportation departments nationally and within the state for problem solving, coordination and implementation of new rules.
- Maintain reports, department records and files for developing statistics for analysis of growth and state reports.
- Research school times, boundaries, walking distances, services and cost. Develop alternate methods of transportation for out of district and non-required programs. ~~attend Transportation Advisory Committees.~~
- -Compile and present reports and projects to Board of Education, administrators, supervisors, principals and other transportation staff.
- Prepare routes for bid by coordinating Bbus Ddrivers and paraprofessional's coverage, evaluating times for each route, calculating weekly time match-up of paraprofessional and driver to best meet needs of students and coordinate any special assignments that coincide with routes.
- Perform duties as assistant to dispatcher when needed, which may include opening, closing, assigning route coverage and buses. Handles phone and radio calls along with providing customer service.
- Perform duties as a bus driver or bus paraprofessional when needed.
- Perform other duties as assigned.

#### **Supervision & Technical Responsibilities:**

- ~~This position reports the Transportation Director~~
- This position has no supervisory responsibilities.

#### **QUALIFICATIONS**

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

#### **Education & Training:**

- High school diploma or equivalent including basic computer classes.

#### **Experience:**

- No experience required; experience in bus driving and transportation routing and scheduling including computerized routing preferred.

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

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.

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



- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- ~~Ability and willingness to carry a pager, be on call and/or respond to calls 24/7.~~
- Knowledge of computer routing software and federal and state laws and regulations related to transportation and special needs children preferred at hire.
- ~~Operating knowledge of Zonar within and associated equipment to include GPS specific.~~

### Materials and Equipment Operating Knowledge:

- Operating knowledge of Zonar student and vehicle tracking systems- within and associated equipment to include GPS specific.
- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with various software packages including Microsoft Word, Excel and Routing.
- Operating knowledge of and experience with general office equipment, including telephones, copier, and fax machine, etc.
- Operating knowledge of school buses and adapting equipment required for hire.
- Operating knowledge of two-way radios preferred at hire; required within 1 month after hire.

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required at hire, -CDL preferred upon hire; required within 90 days of hire.
- CPR and First Aid certifications required 3 months after 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 sit; use hands to finger, handle, or feel; reach with hands and arms. The employee frequently is required stand or walk. The employee is occasionally required to climb or balance; or smell. The employee must frequently lift and/or move up to 50 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; high, precarious places; fumes or airborne particles; toxic or caustic chemicals; outdoor weather conditions; vibration. The noise level in the work environment is usually moderate to loud.

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

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

**BOARD OF EDUCATION ITEM 7.03B**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Daniel Payne, Co-Director of Facilities

**TITLE OF AGENDA ITEM:** Change job description/title: Maintenance Technician to Electrician

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

In the past the District has had two electrical positions, one titled as an Electrician, and the other as a Maintenance Technician. Changing the title of maintenance technician to Electrician will more accurately describe the job duties and allow the district to attract, hire, and retain a high quality electrician.

**RATIONALE:**

Completing this change will significantly reduce the need for contracting out electrical work, which will result in cost efficiencies.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The expected outcome is to make this position more appealing in a highly competitive job market. By hiring a quality individual the district can reduce response time for work orders and lower repair costs.

**INNOVATION AND INTELLIGENT RISK:**

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

Reduced work order response times and reduced operating costs.

C u l t u r e	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
S t r a t e g y	<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>	

**BUDGET IMPACT:** Approximately \$7,000 increase over the current position.

**AMOUNT BUDGETED:** \$45,000 a year.

BOE Regular Meeting December 14, 2017  
Item 7.03b continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve changing the current Maintenance Technician position to the proposed Electrician job description as recommended by the administration.

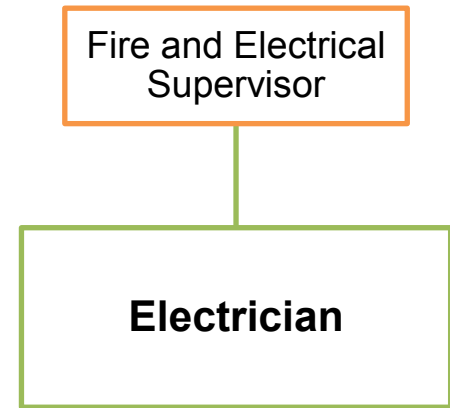
**APPROVED BY:** Pedro Almeida, Chief Operating Officer; Brett Ridgway, Chief Business Officer

**DATE:** December 1, 2017

## ELECTRICIAN

<b>Job Title:</b>	Electrician
<b>Initial:</b>	February 8, 2010
<b>Revised:</b>	<del>April 2014</del> December 14, 2017
<b>Work Year:</b>	<u>260</u> /261 Days
<b>Office:</b>	Operations
<b>Department:</b>	Facilities
<b>Reports To:</b>	<del>Director of Facilities</del> Fire and Electrical Supervisor
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	<u>Educational Support Personnel Range 30</u>

### Related Organization Chart



**POSITION SUMMARY:** Under the direction of the immediate supervisor, perform ~~master~~ journeyman-level electrical work in the construction, installation, maintenance and repair of electrical systems and equipment.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Perform licensed level electrical work in the construction, installation, maintenance and repair of electrical systems and equipment with the ability to work from blueprints, shop drawing and sketches.
- Operate a variety of equipment and machines utilized in the basic trade including testing equipment, drills, saws, and various hand and power tools.
- Diagnose repair needs and defects in electrical systems.
- Estimate materials and approximate time required of electrical work.
- Work cooperatively and effectively with others and be able to work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Supervise apprentice or journeyman level electrical workers within code regulations.

### Supervision & Technical Responsibilities:

- Supervises apprentices and sub-contractors as needed.

### Budget Responsibility:

- This position does not have any direct budget responsibility.

*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.*

---

## QUALIFICATIONS

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

### Education & Training:

- High school diploma or equivalent
- ~~Electrician licensed or Master preferred.~~ Journeyman Electrical License required

### Experience:

- At least four years in the trade
- Commercial service experience highly preferred

### Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Ability to read and understand construction drawings, and specifications.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability and willingness to be on call.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Knowledge of materials, methods, tools and equipment used in the installation, maintenance and repair of electrical equipment.
- Knowledge of and ability to create and design electrical systems.
- Knowledge of electrical theory and principles.
- Ability to perform calculations necessary for complex electrical systems.
- Electrical codes and their proper implementation.
- Ability to follow health and safety regulations.
- Ability to operate a vehicle observing legal and defense driving practice.
- Knowledge of technical aspects of field specialty.
- Knowledge of applicable health and safety regulations.
- Knowledge of proper methods of storing equipment, materials and supplies.
- Knowledge of proper record keeping techniques.
- Ability to read and follow rules, regulations, policies and procedures.
- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of skills in using hand and power tools, equipment and materials of trades.

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Lock Out – Tag Out training required within 6 months after hire.
- 2 hr AHERA training required within 6 months after hire.
- SDS/MSDS and Right to Know required within 6 months after hire.
- Confined Space training required within 6 months after 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 regularly required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl; talk and hear. The employee frequently is required to climb or balance. The employee is occasionally required to sit; smell. The employee must regularly lift and/or move up to 80 pounds frequently lift and/or move up to 100 pounds and occasionally lift and/or move more than 100 pounds using safe and proper methods and equipment. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

### **WORK ENVIRONMENT:**

While performing the duties of this job, the employee is frequently exposed to wet and/or humid conditions; moving mechanical parts; fumes or airborne particles; outdoor weather conditions; risk of electrical shock. The employee is occasionally exposed to exposed to high, precarious places; toxic or caustic chemicals; extreme cold; extreme heat; vibration. 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 compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize. Frequently required to evaluate, use interpersonal skills, and compile. Occasionally required to negotiate.

**BOARD OF EDUCATION ITEM 7.04A**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Jim Bonavita, Associate Principal, Patriot High School

**TITLE OF AGENDA ITEM:** Request to Create a New Job Description

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Implementation of a comprehensive literacy program in a blended learning environment is needed at PHS

**RATIONALE:**

This position is necessary to Patriot High School as the school works to address the reading deficits of our secondary students. Despite our best efforts at the elementary level to ensure reading proficiency by third grade, gaps in reading skills still exist for some secondary students. A Reading Specialist's expertise will diagnosis and target those literacy gaps so students are functional readers when they graduate from PHS.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Academic Growth for Patriot High School does not meet performance expectations in English Language Arts. The addition of a formative assessment (Reading Horizons) confirmed these performance results.

Approximately 40% of our students are not on grade level in Reading. Many of our students are more than 2 grade levels below expectations.

Our #1 Priority this school year is to increase student growth in Reading by at least 2 grade levels for every student.

**INNOVATION AND INTELLIGENT RISK:**

As a teacher (80%), the reading specialist is responsible for providing direct instruction to students, individually or in small groups, to enable students to develop literacy skills.

As a literacy leader (20%), the position is collaboratively responsible for implementing a comprehensive literacy program in a blended learning environment at an alternative high school by coaching, supporting, and guiding teachers in best practices for literacy instruction and data analysis.

**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	This position will provide teachers with researched-based best practices to better serve PHS students increasing their efficacy.
	<b>Outer Ring</b> —How we treat our work	This will create a literacy-minded, data-focused environment that will permeate all courses and aspects of planning and instruction.
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	We will be able to better service students at their level of need for reading and literacy by graduating literate, and college/career ready students.
	<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>	

BOE Regular Meeting December 14, 2017

Item 7.04a continued

<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Students will increase skill levels in reading and literacy and will be better suited for college or a career post-graduation.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Students will receive instruction based on their individual need. Not the needs of a group.

**BUDGET IMPACT:** This position will not impact the overall budget. It is filling an FTE that is already assigned to PHS.

**AMOUNT BUDGETED:** Annual pro-rated teacher salary

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Patriot High School requests approval of the Reading Specialist job description to better serve the students at PHS.

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

**DATE:** December 1, 2017



## READING SPECIALIST

<b>Job Title:</b>	Reading Specialist
<b>Initial:</b>	December 14, 2017
<b>Revised:</b>	
<b>Work Year:</b>	182 Days
<b>Office:</b>	Education
<b>Department:</b>	Assigned Zone
<b>Reports To:</b>	Site Administrator
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Licensed Salary Schedule

### Related Organization Chart



**POSITION SUMMARY:** This position is necessary as the school works to address the reading deficits of secondary students. Despite best efforts at the elementary level to ensure reading proficiency by third grade, gaps in reading skills still exist for some secondary students. A Reading Specialist's expertise will diagnosis and target those literacy gaps so students are functional readers by the time they graduate.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

Under the direction of the Site Administration, the responsibilities of the position fall into two categories. (80%) As a teacher, the Reading Specialist is responsible for providing direct instruction to students, individually or in small groups, to enable students to develop literacy skills. (20%) As a literacy leader, the position is collaboratively responsible for implementing a comprehensive literacy program by coaching, supporting, and guiding teachers in best practices for literacy instruction.

- Provide direct instruction to students identified as reading deficient to increase their comprehension and reading skills.
- Develop lesson plans and instructional materials suitable for verbal or visual instruction of students with wide range of mental, physical, and emotional maturities.
- Communicate with parents through a variety of means. Hold parent conferences to discuss individual student's progress and interpret the school program. Interact with students, staff and parents in a positive and professional manner.
- Provide opportunities for student goal setting, reflection and self-assessment.
- Evaluate students' academic growth, keep appropriate records, and prepare progress reports.

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

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- Maintain and submit accurate and complete records as required.
  - Create and present professional development training opportunities for staff.
  - Administer group-standardized tests in accordance with the District assessment program.
  - Participate in faculty committees and the sponsorship of student activities.
  - Enforce school board policies and regulations.
  - Performs other related duties as assigned.

**Supervision & Technical Responsibilities:**

- This position does not supervise other employees.

**Budget Responsibility:**

- This position does not have any direct budget responsibility.

**QUALIFICATIONS**

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

**Education & Training:**

- Bachelor's Degree; Master's Degree in Reading Preferred

**Experience:**

- Minimum of 3 years successful classroom teaching experience

**Knowledge Skills & Abilities:**

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

**Certificates, Licenses, & Registrations:**

- Current Colorado Teacher Licensure
- Reading Certification
- Criminal background check required for hire
- Valid Colorado driver's license required for hire

**OTHER WORK FACTORS**

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

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

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

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

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, 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 ITEM 7.04B**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Jack Pietraallo, Director of Transportation

**TITLE OF AGENDA ITEM:** New Job Description: Transportation Training Supervisor

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

On September 14, 2017 the board voted to allow transportation the opportunity to follow the APEX (Aligned Partner Experts) team organization structure, and hire a second transportation manager. In the process of analyzing and aligning all of transportations positions to meet this new structure, we found the current lead trainer position contained the expertise and responsibility to require a new exempt position called the transportation training supervisor.

**RATIONALE:**

Following the APEX structure we are aligning experts to specific tasks and taking this opportunity to align transportation. This APEX structure has been and continues to be a highly effective and efficient organizational structure for D49. There is no legal or regulatory obligation served by this action. The expectations for this new position allows sole focus on the safety training for our drivers and para professionals in order to improve employee performance and continued growth. The addition of this position enforces this district's mission to continue to have the best drivers and paras to support our students.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We will be able to measure the impact of this position by continuing to track our number of preventable crashes, student injuries, and student management issues. Being solely focused on training, these numbers should decrease as our drivers and paras get better at their performance. It will be expected that this new position would also create more data driven decisions affecting the direction of the training department.

**INNOVATION AND INTELLIGENT RISK:**

Moving forward this position will increase the quality of training our drivers and paras receive, and in no way creates any more risk in placing a well-trained driver or para into service. Increasing the training will reduce the risks of crashes, injuries, and student management issues.

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

Culture	Inner Ring—How we treat each other	Investing in our drivers and paras by providing them with the most up to date and best practices in driver training.
	Outer Ring—How we treat our work	This position focuses solely on the development and training of drivers and paras without the responsibility of corrective action practices.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	By improving the training of D49 drivers and paras to be more safety oriented while supporting our students.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Coordinates student training of bus safety programs such as Buster the Bus during district breaks at Garden Ranch YMCA, and reaching out to D49 neighborhood community centers.

BOE Regular Meeting December 14, 2017  
Item 7.04b continued

<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	Promote continuous learning for drivers and paras through national and state organizations which promote school bus safety training, and transportation operations.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Train and develop D49 drivers and paras to better serve student needs.

**BUDGET IMPACT:** This new position will require the professional/technical salary Range 2, while removing the current lead trainer position.

**AMOUNT BUDGETED:**

The funds needed to support this proposed position are already contained within this year's budget due to the many open positions in transportation.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the new job description for a Transportation Training Supervisor, rescinding the Transportation Lead Trainer job description as recommended by the administration.

**APPROVED BY:** Pedro Almeida, COO, Brett Ridgway CBO

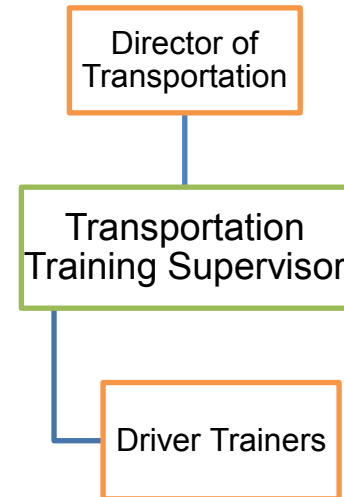
**DATE:** December 1, 2017

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## TRANSPORTATION TRAINING SUPERVISOR

<b>Job Title:</b>	Transportation Training Supervisor
<b>Initial:</b>	December 14, 2017
<b>Revised:</b>	
<b>Work Year:</b>	261 days
<b>Office:</b>	Operations
<b>Department:</b>	Transportation
<b>Reports To:</b>	Director of Transportation
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Professional/Technical Salary Range 2

### Related Organization Chart



**POSITION SUMMARY:** The Transportation Training Supervisor develops and maintains all transportation training programs and materials to meet CDL, CDE and District 49 regulations. The Transportation Training Supervisor oversees the training of drivers and paraprofessionals and directly supervises and evaluates all driver trainers and the student management liaison.

**NOTE:** This position is designated as “essential.” On district delayed opening or closure days you may be required to report for work due to operational necessity. This position has periodic required “on-call” duties, including weekend on call duty as scheduled. The Transportation Training Supervisor may be required to report to work while on call.

### 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.

#### Supervision and Evaluation of Employees

- Assists with conducting interviews for new drivers and paraprofessionals, and makes recommendation for hire.
- Assists with recruiting, approval and denial of prospective applicants. Coordinates and instructs students and drivers in school bus safety evacuation programs.
- Performs annual evaluations of all driver trainers and student management liaison.
- Provides input on driver and paraprofessional performance evaluations.
- Assists with performance counseling and improvement plans on all drivers and paraprofessionals per 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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### **Supervision of the Training Function**

- Supervises, conducts and reviews all driver and paraprofessional ride checks. Conducts new driver ride checks and supervises and conducts ride checks of drivers and paraprofessionals based on complaints or observations.
- Supervises, reviews and implements safety training programs regarding Special Needs drivers and paraprofessionals. Provides additional instruction on all new and existing programs to improve student safety.
- Assists with investigations of all accidents and incidents, per state and district guidelines. Follows up on the Accident Review Committee and implements all transportation recommendations of retraining of drivers or paraprofessionals with Driver Trainers. Investigates and assists on accident scenes and with documentation of accidents.
- Assists with the review of bus stops, school parking and bus scheduling.
- Ensure the planning and conducting of all driver and paraprofessional safety meetings to keep them up to date on the latest safety issues.
- Coordinates, conducts, evaluates, and trains CDE evacuations according to minimum standards.
- Evaluates existing programs to improve and develop new training programs for staff.
- Ensures effective training of all new and existing drivers, paraprofessionals and driver trainers.
- Supervises the maintenance of driver training programs and training records according to federal, state, and district policy.
- Maintains a CDL third party tester licensee and tests new drivers per CDL requirements.
- Attends classes to improve and maintain the quality of the training department.
- Attends meetings required by management to develop new district programs, and build relationships with other districts.
- Maintain a Red Cross Instructor License and instruct all new and existing drivers in Red Cross and district procedures. Supervises all Red Cross Trainers.
- Reviews all drive qualification files and insures that drivers are current with all federal, state and district programs.

### **Student Management**

- Supervises and reviews all levels of student management for transportation.
- Builds relationships with parents and school staff to improve the image of school transportation and the school district.
- Counsels drivers and paraprofessionals in daily student management and follow-up.
- Supervises and conducts fact finding investigations regarding parent/student or school complaints, and resolves those issues.
- Handles transportation concerns from students, parents, school officials and the public.

### **Other Responsibilities**

- Assists with the development and coordination of the school bus route.
- Drives bus routes when needed and maintains a CDL license with BP2S endorsement.
- Coordinates all driver trainer workload and conduct driver trainer meetings.
- Perform other duties as assigned.

### **Supervision & Technical Responsibilities:**

- This position directly supervises driver trainers and student management liaison. Supervises transportation employees in the absence of the director of transportation.

*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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**Budget Responsibility:**

- This position does not have any direct budget responsibility.

**QUALIFICATIONS**

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

**Education & Training:**

- High school diploma or equivalent.

**Experience:**

- Minimum of 3 years as a school bus driver required
- Minimum of 1 year as a Driver Trainer required

**Knowledge Skills & Abilities:**

- Ability to supervise, lead, train and work with others.
- Ability to counsel employees with the goal of improved performance.
- Ability to supervise and manage multiple employees performing multiple tasks.
- Ability to supervise and defuse volatile and stressful situations.
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability and willingness to carry a cell phone, be on call and/or respond to calls 24/7.
- Ability to maintain excellent attendance.
- Knowledge of and awareness of all age groups of students to effectively train in student management.
- Knowledge of and ability to recognize and address the importance of safety in the workplace, follow safety rules, practice safe workplace, follow safety rules, practice safe work habits, and utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Working knowledge of student and vehicle tracking systems.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with BP2S endorsement required for hire.
- CPR and First Aid certifications required within 3 months of hire.
- Hold or the ability to obtain a CDL Third Party Tester license.
- Hold or the ability to obtain a Red Cross Instructor Certificate.
- Available to obtain CDE Driver Trainer Certifications

*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 is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions and vehicle vibration.

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

**BOARD OF EDUCATION ITEM 7.04C**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** David Knoche, Executive Principal, PPEC

**TITLE OF AGENDA ITEM:** iConnect Zone Custodial Position

**ACTION/INFORMATION/DISCUSSION:** Action

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**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

The iConnect Zone coordinated schools have grown significantly since the zones inception. Currently Springs Studio for Academic Excellence, Falcon Homeschool, and Patriot Learning center have isolated custodial services. Pikes Peak Early College does not have a custodian but utilizes the Creekside building manager. A change in custodial staffing at the Falcon Legacy Campus where Patriot High School and Falcon Home School are located provide an opportunity to re-imagine a Building Manager position to a Lead position in an effort to better oversee our taxpayers capital assets, balance workloads and effectively maximize economies of scale over the zone.

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**RATIONALE:**

This position is right for D49 because it will provide compliance oversight, effective training and collaborative approaches to building maintenance and improvements. Many of the sites require significant human capital commitments which have been outsourced to complete high need projects. An opportunity for effective management and collaboration of human capital will allow us to complete projects with in house staff by eliminating the current model of each school being its own island. Establishing a training program lead for custodial services at each location is a major priority to ensure all buildings are maintained at the highest levels and demonstrate a sense of pride for D49 stakeholders. Zone custodial oversight will ensure fidelity of compliance of state and local measures for health and safety needs.

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

The expected outcomes of this position be:

- Compliance based training model for all safety protocols at each location will be established
- Establishment of collaboration based project management procedures to reduce need for external human capital.
- Increased fiscal responsibility through evaluation and oversight of individual campus practices
- Liaison to zone leadership for MLO projects and all construction opportunities that exist
- Aligned support at all campus when emergency needs or special events require additional support
- Ability to focus on campus improvements versus simple maintenance.
- Better evaluation oversight of building managers
- Balanced workloads in times of high need and absences.

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**INNOVATION AND INTELLIGENT RISK:**

The proposal for this position brings little to no identified risk and actually will reduce risk throughout the zone with more oversight in the arenas of health and safety compliance, training, and evaluations. Leveraging this position will allow Principals to focus on instructional leadership and have collaborative support in monitoring and evaluating the building management needs in their buildings. Support of this proposal will help balance workloads and continue to improve the working conditions for our support staff. Additionally, this position will help maintain consistency in employment status which has cost, as well as process and procedural benefits.

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

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Focusing on the mission of being the best place to learn work and lead is a priority in the iConnect zone and this position will support those support staff members who have the biggest challenges in the zone schools. Support and collaboration are the two major areas that our custodians have identified as major needs to better satisfy the requirements and satisfaction within their jobs. This is a cost-effective way to provide zone custodial leadership by hiring an expert in custodial best practices. Additionally this will reduce the reliance on admin secretaries to support the building managers in the arenas of ordering and organizational management.

Culture	<b>Inner Ring</b> —How we treat each other	To maximize our return on investment with staff members we must create a supportive and collaborative environment that consistently seeks improvement and continuously trains and adopts best practices. This position will elevate the skill sets of all custodial positions within the zone so that custodians can better serve staff and students.
	<b>Outer Ring</b> —How we treat our work	Working in isolation at SSAE, FHP and PPEC has been a challenging model for building managers when work requires additional human capital. This position will increase communication practices between zone leadership and building needs to better support school needs when gaps in human capital occur.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Treating our capital investments with pride and ensuring they are well maintained demonstrates that the D49 community has made wise investments in education and we take care of their investment. Well maintained schools are a source of pride for the community.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	A more collaborative model of custodial support will allow buildings to be utilized since down time for maintenance and improvements will be decreased.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This position directly supports our Portfolio schools and ensures that our stakeholders can be proud of the
	<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>	

**BUDGET IMPACT:** Multiple schools have requested additional custodial positions and this will be a cost savings when comparing hiring additional full time employees.

**AMOUNT BUDGETED:** The funds for this position have been budgeted at the zone level by Andy Franko the iConnect Zone Leader.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the new job description of Zone Custodial Lead as recommended by the administration.

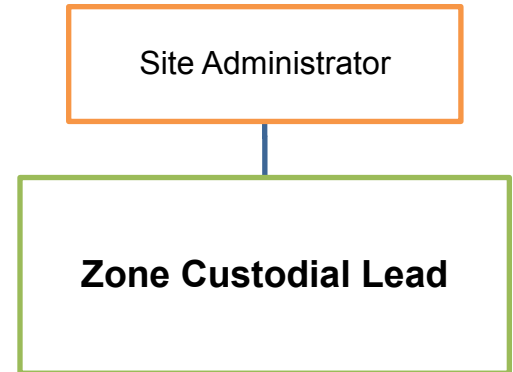
**APPROVED BY:** Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

**DATE:** 12/01/2017

## ZONE CUSTODIAL LEAD

<b>Job Title:</b>	Zone Custodial Lead
<b>Initial:</b>	December 14, 2017
<b>Revised:</b>	
<b>Work Year:</b>	260/261 days
<b>Office:</b>	Education
<b>Department:</b>	Zone
<b>Reports To:</b>	Site Administrator
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support Personnel Range 20

### Related Organization Chart



**POSITION SUMMARY:** The Zone Custodial Lead will serve as a liaison between zone leadership, building administration, facilities and maintenance to support school custodial needs consistently by utilizing best practice across a designated District 49 innovation zone. This position is responsible for facilitating large projects, compliance oversight, effective training and collaborative approaches to building maintenance and improvements within each facility throughout the zone.

**NOTE:** This position is designated as “essential.” On district delayed opening or closure days this position may be required to report for work due to operational necessity. This position has periodic required “on-call” duties, including weekend on call duty as scheduled. While on call, this position may be required to report to work.

### 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.

- Perform quality control checks by checking classrooms, restrooms, hallways and office to make sure that trash is taken out, sinks are clean, carpet is vacuumed properly, restrooms are clean and disinfected completely and deodorized. Snow removal as needed.
- Inspect the building to make sure that all systems are working properly by checking the heating system, air condition system, hot water system, lights that are not working. Submit maintenance requests as necessary.
- Perform cafeteria duties to include setting up tables and chairs, keeping the trash cans emptied and the trash off the floor as much as possible, clean all tables and chairs between lunch groups, clean up any spills. Clean cafeteria after lunch is over by, remove all trash and food that was left in cafeteria, remove all trash

*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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from the kitchen, sweep and mop cafeteria floor, clean any spills on walls, take down all tables and chairs, set up cafeteria for next class to come in.

- Perform minor repairs in building and in grounds as needed. This may include repairing chairs, desks, installing light bulbs, light plumbing repairs, cleaning main entry way glass, spot clean as needed.
- Coordinate outside contractors that are working in the building.
- Provide day to day oversight to building technicians. Meet with night crew, give them a report on the activities in the building for that night, give the results of the quality control check that was done in the morning, give them any special instructions that are needed for that night, listen to any feedback, and give guidance to them as needed.
- Complete paper work to include, stock orders, fire inspection reports, employee related reports, vacation requests, sick day forms, personal day reports, blue sheets and accident reports.
- Maintain and update a proactive training program for the zone to include all areas of custodial responsibility including cleaning, maintenance, communication, customer service and safety.
- Coordinate all facility, operations & maintenance for compliance with all federal, state, and local laws, Education Service Center/zone compliance and consistency issues by overseeing the activities of the building managers assigned to each school or instructional campus. Ensure that all district school sites are in compliance with applicable state, federal and local laws and district-defined requirements or standards.
- Assist zone leadership, building managers and principals with evaluating staffing needs, recruiting, training, hiring, performance evaluation input, and budget management.
- Ensure completion of the required building custodial tasks, coordinate custodial staffing at each school site by scheduling substitutes and district variable site building technicians and deploying roving building manager to appropriate school sites.
- Develop and provide initial new hire, annual and ongoing training for all custodial staff to ensure consistency and compliance across the zone.
- Ensure completion of required annual inspections (e.g., Fire, Health, ADA accessibility, Playgrounds, Elevator (if applicable), Backflow, Chemical management, etc.) for each location.
- Train and work with all building managers to ensure implementation of best practices in the overall maintenance of building, grounds and facility.
- Work with building managers to ensure that annual needs assessments are generated for operations and capital needs, how to utilize the work order process for requested work, understand building level maintenance standards of performance, including what needs to be performed by the site and what needs to be requested from the district facilities department.
- Work with the facilities manager to develop a work order user guide and facilities maintenance workbook, and best practices for all aspects of building maintenance. Appropriate procedures for the use of the building facilities by outside stakeholders.
- Advise building managers regarding approved supplies, materials and equipment to ensure compliance and consistency across the zone.
- In collaboration with the facilities manager, develop a performance facility audit tool that can be used to efficiently provide an overview on the status of each school campus.
- Perform other work related duties as assigned.

### **Supervision & Technical Responsibilities:**

- This position has no supervisory responsibilities.

### **QUALIFICATIONS**

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

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

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**Education & Training:**

- High School Diploma or equivalent required.
- Specialized courses in OSHA and safety training preferred.

**Experience:**

- Ten years (10) of experience in custodial or facility maintenance related work preferred
- Three to five years of experience in K-12 site maintenance preferred

**Knowledge Skills & Abilities:**

- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- Ability to read and understand construction drawings, and specifications.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability and willingness to be on call and/or respond to calls 24/7.
- Knowledge of and experience with facility maintenance and custodial standards.
- Knowledge of operation and safety procedures for the following: Floor and carpet maintenance equipment, cleaning chemicals, building systems, HVAC, fire alarms, intercoms, outdoor equipment such as tractors, snow blowers, weed eaters and mowers, and various lifts used at the District.
- Ability to keep up-to-date technically and apply new knowledge to assigned work. Includes adapting to and mastering new system applications and processes as implemented by the district or department.
- Ability to promote and follow Board of Education policies and building and department procedures.
- Ability to communicate, interact and work effectively and cooperatively with people from diverse ethnic and educational backgrounds.
- Ability to recognize the importance of safety in the workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Ability to frequently travel among district facility locations.

**Certificates, Licenses, & Registrations:**

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

**OTHER WORK FACTORS**

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

**Physical Demands:** While performing the duties of this job, the employee is regularly required to communicate; stand; walk; reach with hands and arms; use hands to finger, handle, or feel; The employee is occasionally required to sit; climb or balance; stoop, kneel, crouch, or crawl; smell. The employee must regularly lift and/or move up to 25 pounds frequently lift and/or move up to 50 pounds and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.

*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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**Work Environment:** While performing the duties of this job, the employee is frequently exposed to wet and/or humid conditions; moving mechanical parts. The employee is occasionally exposed to high, precarious places; toxic or caustic chemicals; extreme cold; extreme heat; electrical shock; or vibration. 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 compare, analyze, communicate, synthesize, evaluate, use interpersonal skills and negotiate. The employee is frequently required to coordinate and compile, instruct and compute.



**BOARD OF EDUCATION ITEM 7.05**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Cheryl DeGeorge, Principal, Falcon High School

**TITLE OF AGENDA ITEM:** Falcon High School Three Year Program Approval for the  
Entrepreneur Service Capstone Project (ESCAPE)

**ACTION/INFORMATION/DISCUSSION:** Action

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**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Many of students at FHS have expressed a desire to have Service Learning and other opportunities offered at FHS. We have a team of 5 teachers that have been working on this program since January 2017. It will offer students an opportunity to complete a comprehensive three year capstone project. It will help students demonstrate competency in many different areas and prepare them for the graduation expectations beginning in 2021. Students will create a non-profit “company” from the ground up. They will begin with research on Haiti (this cohort will focus on Haiti, future cohorts may pick other geographical areas) and work to identify critical areas of need in that country. They will reach out to other non- profit groups and government agencies, local businesses to help build student teams and partnerships, created company vision and mission, build portfolio for presentation and fund raising, etc.

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**RATIONALE:**

Students are looking and asking for authentic experiences. They want ownership of their learning and they need to learn to use the 21Century Skills that employers/colleges are looking for. This program will allow students to drive their learning to develop and practice daily 21 Century skills such as critical thinking and problem solving, communication, collaboration, creativity and innovation, information literacy, self-direction, flexibility, cross-cultural interaction, productivity and accountability. They will develop these 21<sup>st</sup> Century Skills while demonstrating mastery of standards in a multitude of content areas.

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

Programs at FHS that offer authentic experiences for students (like CNA and EMT) are currently showing student success rates at 100%. Students that are engaged in a “career” environment are thriving. They are combining content knowledge with real-life experiences and development of 21<sup>st</sup> Century Skills. This is a new opportunity for students to experience entrepreneurship and service learning together while developing skills and demonstrating preparedness for high school graduation and beyond.

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**INNOVATION AND INTELLIGENT RISK:**

This is a new pathway opportunity for students and addresses the District’s commitment to capstone projects. It also promotes community involvement with FHS and our students. It enables students to demonstrate mastery of standards in several different areas and empowers students to take control of their own learning and their path to graduation.

The risks associated with failure to successfully implement and complete this project include, but are not limited to: losing ground with our community engagement, trust of our parents and failure of students to be able to add a capstone to their Pathway and diploma endorsements.

In order to mitigate the risks we have selected teachers that are passionate and engaged in creating this project. We are working to create frameworks that are personality independent. We want this project and the ones that we hope will follow to be immune to changes in staff over time. Students will lead the project with teachers, administration, and community providing mentoring and support. Students will complete a rigorous application process and we are

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bringing parents in to the process from the beginning to provide additional support. All teachers in the program have at least one common plan to ensure that we are on track and to review progress and results.

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**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	This program is specifically designed to not only encourage, but require community participation, to include local, state, national and international organizations.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Approval of additional CTE courses and capstone projects supports the continued need for development of various academic pathways for Falcon High School Students and meet 2021 graduation guidelines.
	<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>	This is an opportunity for students to build a nonprofit organization from the ground up. They will design their curriculum and educational system as they develop and grow the company. After year one they will be able to specialize if they choose (i.e. marketing, design, HR).

**BUDGET IMPACT:** This proposal will require a level of funding years one and two, after that the expectation is that the program will be self -funding. The amount needed for year one is \$6,000.00 to cover teacher stipends and supplies. Year two will be \$5,000 for teacher stipends and supplies.

**AMOUNT BUDGETED:** These funds are not currently budgeted but can be pulled from Principal's discretionary account. We are also working with CTE to leverage supply funding from that area.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve ESCAPe Program Capstone for Falcon High School as recommended by the administration.

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

**DATE:** December 15, 2017

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Falcon High School



Entrepreneur Service Capstone Project

Principal:  
Cheryl DeGeorge

Advisors:  
Eric Canuel – Visual Arts  
Sarah Busby – Social Studies  
Justin Tropp – Mathematics  
Kiera Coffin – Science  
Lisa Stump – Language Arts

# Visual Arts

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>High School</b>	
1. Observe and Learn to Comprehend	1. Visual art has inherent characteristics and expressive features 2. Historical and cultural context are found in visual art 3. Art and design have purpose and function
2. Envision and Critique to Reflect	1. Reflective strategies are used to understand the creative process 2. A personal philosophy of art is accomplished through use of sophisticated language and studio art processes 3. Interpretation is a means for understanding and evaluating works of art
3. Invent and Discover to Create	1. Demonstrate competency in traditional and new art media, and apply appropriate and available technology for the expression of ideas 2. Assess and produce art with various materials and methods 3. Make judgments from visual messages
4. Relate and Connect to Transfer	1. The work of art scholars impacts how art is viewed today 2. Communication through advanced visual methods is a necessary skill in everyday life 3. Art is a lifelong endeavor

### 21<sup>st</sup> Century Skills and Readiness Competencies in Visual Arts

The visual arts subcommittees embedded 21<sup>st</sup> century skills, school readiness, and postsecondary and workforce readiness skills into the revised standards utilizing descriptions developed by Coloradans and vetted by educators, policymakers, and citizens.

### Standards Use Overview: Visual Arts

**Standards will be covered in each of these projects:**

- Branding & Marketing of Non-Profit Program.
- Presentations for investors and local businesses.
- Awareness posters for specific societal needs.
- Graphic Design related to individual programs & products.
- Packaging design for products when necessary.
- Product design which may include use of 3D printers.

# Social Studies

## Grade Level Expectations at a Glance

Standard	Grade Level Expectation
<b>High School</b>	
1. History	<ol style="list-style-type: none"> <li>1. The historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence from a variety of primary and secondary sources</li> <li>2. Analyze the key concepts of continuity and change, cause and effect, complexity, unity and diversity over time</li> <li>3. The significance of ideas as powerful forces throughout history</li> </ol>
2. Geography	<ol style="list-style-type: none"> <li>1. Use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions</li> <li>2. Explain and interpret geographic variables that influence the interaction of people, places, and environments</li> <li>3. The interconnected nature of the world, its people and places</li> </ol>
3. Economics	<ol style="list-style-type: none"> <li>1. Productive resources - natural, human, capital - are scarce; therefore choices are made about how individuals, businesses, governments, and societies allocate these resources</li> <li>2. Economic policies impact markets</li> <li>3. Government and competition impact markets</li> <li>4. Design, analyze, and apply a financial plan based on short- and long-term financial goals (PFL)</li> <li>5. Analyze strategic spending, saving, and investment options to achieve the objectives of diversification, liquidity, income, and growth (PFL)</li> <li>6. The components of personal credit to manage credit and debt (PFL)</li> <li>7. Identify, develop, and evaluate risk-management strategies (PFL)</li> </ol>
4. Civics	<ol style="list-style-type: none"> <li>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, or national issues or policies</li> <li>2. Purposes of and limitations on the foundations, structures and functions of government</li> <li>3. Analyze how public policy - domestic and foreign - is developed at the local, state, and national levels and compare how policy-making occurs in other forms of government</li> </ol>

## Standards Use Overview: Social Studies

### **Standard 1: History**

1. Write a report on the history of Haiti using primary and secondary sources.
2. Analyze charts and graphs to determine economic, social, and political concerns of Haiti.
3. Use current data to identify the immediate needs of Haiti.

### **Standard 2: Geography**

- Develop geographic questions to guide inquiry into the environmental issues of Colorado Springs and Haiti.
- Analyze maps and various geographic tools to investigate and solve primary geographic issues in Colorado Springs and Haiti.
- Identify the key geographic variables which influence the interaction of the Haitian people and their environment.
- Utilize research to bridge local perspective to a global perspective.

### **Standard 3: Economics**

- Design, analyze, and apply a financial plan to both the Colorado Springs and Haiti Projects.
- Analyze how individuals, businesses, governments, and communities in Haiti allocate resources in attempting to solve environmental, economic, and social issues. What resources are available?
- Utilize data from (#2) to create a viable solution to a problem in Colorado Springs and Haiti.

### **Standard 4: Civics**

- Research and engage in civic participation in Colorado Springs.
- Analyze how public policy in Colorado Springs and Haiti have contributed to social and economic problems in these communities.
- Create a plan to advocate change in Colorado Springs and Haiti.

# Mathematics

## Grade Level Expectations at a Glance

### Standard

### Grade Level Expectation

High School	
1. Number Sense, Properties, and Operations	<ol style="list-style-type: none"><li>1. The complex number system includes real numbers and imaginary numbers</li><li>2. Quantitative reasoning is used to make sense of quantities and their relationships in problem situations</li></ol>
2. Patterns, Functions, and Algebraic Structures	<ol style="list-style-type: none"><li>1. Functions model situations where one quantity determines another and can be represented algebraically, graphically, and using tables</li><li>2. Quantitative relationships in the real world can be modeled and solved using functions</li><li>3. Expressions can be represented in multiple, equivalent forms</li><li>4. Solutions to equations, inequalities and systems of equations are found using a variety of tools</li></ol>
3. Data Analysis, Statistics, and Probability	<ol style="list-style-type: none"><li>1. Visual displays and summary statistics condense the information in data sets into usable knowledge</li><li>2. Statistical methods take variability into account supporting informed decisions making through quantitative studies designed to answer specific questions</li><li>3. Probability models outcomes for situations in which there is inherent randomness</li></ol>
4. Shape, Dimension, and Geometric Relationships	<ol style="list-style-type: none"><li>1. Objects in the plane can be transformed, and those transformations can be described and analyzed mathematically</li><li>2. Concepts of similarity are foundational to geometry and its applications</li><li>3. Objects in the plane can be described and analyzed algebraically</li><li>4. Attributes of two- and three-dimensional objects are measurable and can be quantified</li><li>5. Objects in the real world can be modeled using geometric concepts</li></ol>

## Standards Use Overview: Mathematics

### **Standard 1: Number Sense, Properties, and Operations**

- Budgeting the funds raised by ESCAPe effectively
- Understanding the Tax Application process and using the finances of ESCAPe to submit complete & correct IRS Applications

### **Standard 2: Patterns, Functions, and Algebraic Structures**

- Using the budget-creating process as a system that needs to be evaluated & solved
- Expressing the financial data in an organized, readily presented fashion

### **Standard 3: Data Analysis, Statistics, and Probability**

- Gathering data about the logistics of the running a not-for-profit company so that they can present the analysis of the data to potential investors
- Analyzing statistics and data based on environmental issues in order to effectively take on the issues

### **Standard 4: Shape, Dimension, and Geometric Relationships**

- Creating prototypes of desired student inventions using schematics
- Using a three-dimensional printer to create inventions

# Science

## Grade Level Expectations at a Glance

Standard

Grade Level Expectation

High School	
1. Physical Science	<ol style="list-style-type: none"> <li>1. <b>Newton's laws of</b> motion and gravitation describe the relationships among forces acting on and between objects, their masses, and changes in their motion – but have limitations</li> <li>2. Matter has definite structure that determines characteristic physical and chemical properties</li> <li>3. Matter can change form through chemical or nuclear reactions abiding by the laws of conservation of mass and energy</li> <li>4. Atoms bond in different ways to form molecules and compounds that have definite properties</li> <li>5. Energy exists in many forms such as mechanical, chemical, electrical, radiant, thermal, and nuclear, that can be quantified and experimentally determined</li> <li>6. When energy changes form, it is neither created not destroyed; however, because some is necessarily lost as heat, the amount of energy available to do work decreases</li> </ol>
2. Life Science	<ol style="list-style-type: none"> <li>1. Matter tends to be cycled within an ecosystem, while energy is transformed and eventually exits an ecosystem</li> <li>2. The size and persistence of populations depend on their interactions with each other and on the abiotic factors in an ecosystem</li> <li>3. Cellular metabolic activities are carried out by biomolecules produced by organisms</li> <li>4. The energy for life primarily derives from the interrelated processes of photosynthesis and cellular <b>respiration</b>. <b>Photosynthesis transforms the sun's light energy into the</b> chemical energy of molecular bonds. Cellular respiration allows cells to utilize chemical energy when these bonds are broken.</li> <li>5. Cells use the passive and active transport of substances across membranes to maintain relatively stable intracellular environments</li> <li>6. Cells, tissues, organs, and organ systems maintain relatively stable internal environments, even in the face of changing external environments</li> <li>7. Physical and behavioral characteristics of an organism are influenced to varying degrees by heritable genes, many of which encode instructions for the production of proteins</li> <li>8. Multicellularity makes possible a division of labor at the cellular level through the expression of select genes, but not the entire genome</li> <li>9. Evolution occurs as the heritable characteristics of populations change across generations and can lead populations to become better adapted to their environment</li> </ol>
3. Earth Systems Science	<ol style="list-style-type: none"> <li>1. The history of the universe, solar system and Earth can be inferred from evidence left from past events</li> <li>2. As part of the solar system, Earth interacts with various extraterrestrial forces and energies such as gravity, solar phenomena, electromagnetic radiation, and impact <b>events that influence the planet's geosphere, atmosphere, and biosphere in a variety of</b> ways</li> <li>3. The theory of plate tectonics helps to explain geological, physical, and geographical features of Earth</li> <li>4. Climate is the result of energy transfer among interactions of the atmosphere, hydrosphere, geosphere, and biosphere</li> <li>5. There are costs, benefits, and consequences of exploration, development, and consumption of renewable and nonrenewable resources</li> <li>6. The interaction of Earth's surface with water, air, gravity, and biological activity causes physical and chemical changes</li> <li>7. Natural hazards have local, national and global impacts such as volcanoes, earthquakes, tsunamis, hurricanes, and thunderstorms</li> </ol>



## Standards Use Overview: Science

### **Standard 1: Physical Science**

- Students can portray knowledge in presentation format to: class, school, community, and businesses
- Partake in discussions of literature on environmental impacts related to historical or geographical events that pertain to the science
- Reviewing pertinent materials for projects, including but not limited to: scientific documentation, operating instructions, training manuals, and academic research journals
- Analyzing collections of data to determine trends and calculate extrapolation that would correlate to student specific project

### **Standard 2: Life Science**

- Students can portray knowledge in presentation format to: class, school, community, and businesses
- Reviewing pertinent materials for projects, including but not limited to: scientific documentation, operating instructions, training manuals, and academic research journals
- Analyzing collections of data to determine trends and calculate extrapolation that would correlate to student specific project

### **Standard 3: Earth Systems Science**

- Students can portray knowledge in presentation format to: class, school, community, and businesses
- Partake in discussions of literature on environmental impacts related to historical or geographical events that pertain to the science
- Reviewing pertinent materials for projects, including but not limited to: scientific documentation, operating instructions, training manuals, and academic research journals
- Analyzing collections of data to determine trends and calculate extrapolation that would correlate to student specific project
- Determine methods and/or remedies to negative environmental impacts that can be implemented

# Reading, Writing, and Communicating Grade Level Expectations at a Glance

## Standard

## Grade Level Expectation

### Tenth Grade

1. Oral Expression and Listening	<ol style="list-style-type: none"> <li>Content that is gathered carefully and organized well successfully influences an audience</li> <li>Effectively operating in small and large groups to accomplish a goal requires active listening</li> </ol>
2. Reading for All Purposes	<ol style="list-style-type: none"> <li>Literary and historical influences determine the meaning of traditional and contemporary literary texts</li> <li>The development of new ideas and concepts within informational and persuasive manuscripts</li> <li>Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts</li> </ol>
3. Writing and Composition	<ol style="list-style-type: none"> <li>Literary or narrative genres feature a variety of stylistic devices to engage or entertain an audience</li> <li>Organizational writing patterns inform or persuade an audience</li> <li>Grammar, language usage, mechanics, and clarity are the basis of ongoing refinements and revisions within the writing process</li> </ol>
4. Research and Reasoning	<ol style="list-style-type: none"> <li>Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions</li> <li><b>An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy</b></li> </ol>

### Eleventh Grade

1. Oral Expression and Listening	<ol style="list-style-type: none"> <li>Verbal and nonverbal cues impact the intent of communication</li> <li>Validity of a message is determined by its accuracy and relevance</li> </ol>
2. Reading for All Purposes	<ol style="list-style-type: none"> <li>Complex literary texts require critical reading approaches to effectively interpret and evaluate meaning</li> <li>Ideas synthesized from informational texts serve a specific purpose</li> <li>Knowledge of language, including syntax and grammar, influence the understanding of literary, persuasive, and informational texts</li> </ol>
3. Writing and Composition	<ol style="list-style-type: none"> <li>Stylistic and thematic elements of literary or narrative texts can be refined to engage or entertain an audience</li> <li>Elements of informational and persuasive texts can be refined to inform or influence an audience</li> <li>Writing demands ongoing revisions and refinements for grammar, usage, mechanics, and clarity</li> </ol>
4. Research and Reasoning	<ol style="list-style-type: none"> <li>Self-designed research provides insightful information, conclusions, and possible solutions</li> <li>Complex situations require critical thinking across multiple disciplines</li> <li>Evaluating quality reasoning includes the value of intellectual character such as humility, empathy, and confidence</li> </ol>

### Twelfth Grade

1. Oral Expression and Listening	<ol style="list-style-type: none"> <li>Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness</li> <li>Effective collaborative groups accomplish goals</li> </ol>
2. Reading for All Purposes	<ol style="list-style-type: none"> <li>Literary criticism of complex texts requires the use of analysis, interpretive, and evaluative strategies</li> <li>Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills</li> </ol>
3. Writing and Composition	<ol style="list-style-type: none"> <li>Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose</li> <li>Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes</li> <li>Standard English conventions effectively communicate to targeted audiences and purposes</li> </ol>
4. Research and Reasoning	<ol style="list-style-type: none"> <li>Independent research designs articulate and defend information, conclusions, and solutions that address specific contexts and purposes</li> </ol>

## Standards Use Overview: English Language Arts

### **Standard 1: Oral Expression and Listening**

- All presentations: class, school, community, and businesses
- Visiting or calling businesses
- Working in teams and small groups in class
- Contacting international emissaries or groups of note
- Discussion of literature and cultural impact of historical or geographical events (See Standard 2)

### **Standard 2: Reading for All Purposes**

- Reviewing pertinent materials for projects, including but not limited to: scientific documentation, operating instructions, training manuals, and academic research journals
- Reading relevant nonfiction texts regarding service work or geographic context of selected areas
- Reading historical documents from affected/selected areas, both locally and globally
- Additional multicultural works for context and exposure
- Appropriate time period fiction for further context regarding regional struggles and perspective

### **Standard 3: Writing and Composition**

- Grant writing
- Contacting businesses or embassies via formal letters or emails
- Reaching out to the community via formal letters, memos, or surveys
- Presenting information formally with a written visual aid, such as a Prezi or a PowerPoint
- Analyzing literature for cultural understanding in class

### **Standard 4: Research and Reasoning**

- Acquiring pertinent information on selected local and global regions
- Discovering multiple multi-faceted issues in unfamiliar areas and finding realistic solutions for each
- Creating multiple possibilities for solving a problem
- Explaining findings either in presentation or writing (See standards 1 and 3, respectively) to outside groups for clarification of purpose

## **Falcon High School ESCAPE Capstone Program to begin for the 2018-2019 Academic Year**

The Falcon High School Entrepreneur Service Capstone Project (ESCAPE) is a three year capstone opportunity for students to design and build a not for profit organization. Student will complete an application process to enter the capstone and will work with a cohort of teachers and local, state, national and international agencies to create a nonprofit organization from the ground up. They will learn about and apply to be a 501(c), will develop concept and complete a business plan, work with the community to develop funding streams, will do a needs assessment of health, education, and environmental issues, and then will work to provide products and services to meet those needs.

Students will own this process with faculty acting as advisors to help students meet the goals that they have identified. Students will demonstrate mastery in 21 century skills as well as in many other areas to include but not be limited to: math, English, social studies, science, art, and business. They will not only design the organization but will also identify and mastery many Colorado Academic Standards on the way to completing their pathway and meeting graduation requirements. Below is a skeleton framework by semester. Note that this is a dynamic framework and will be further refined by students as they begin the capstone. This capstone will be a 2 block class for the first year. This capstone is open to sophomores for the 2018-2019 school year with consultant opportunities for upper classmen that may be interested.

### **Year One – 1<sup>st</sup> Semester**

#### ***Local Focus – Making a Difference***

- Develop Community Needs Assessment
- Building Student Teams
- Data Collection
  - Survey from actual local population
- Decide Main Local Issue
  - i.e. Food Distribution to Homeless
  - Stray Cats/Neuter-spay
  - Organizing Donations
- Problem solve & address

Present this to school for feedback

## **Year One – 2<sup>nd</sup> Semester**

### ***Skills, Standards, and Acquiring Resources***

- Contacting local businesses
  - Ask staff who has seen success with local business
  - Presenting previous semester work
  - Requesting aid/money/resources
- Establishing actual business(es)
  - Unique “theme” & vision
  - Shirts, etc.
- Prepping skill sets & problem solving
  - Portfolio building
  - Meeting standards for credit
  - Developing skills in each class as needed

## **Year Two – 1<sup>st</sup> Semester**

### ***Bridging to a Global Perspective***

- Global research – reality for everyone else
- Focus research to Haiti
  - In-depth research and data collection
  - Contacting international embassies
  - Grassroots work
- Identify potential issues – student led
- Problem solve and create potential solutions
- Connect to Haitian guests, local Haitian community

## **Year Two – 2<sup>nd</sup> Semester**

### ***Building a Brighter Future: Planning for Haitians***

- Business proposals
- Acquiring resources from local businesses
- Logistics and design of product(s)
- Prepping skill sets & problem solving
  - Portfolio building
  - Meeting standards for credit
  - Developing skills in each class as needed

## **Year Three – 1<sup>st</sup> Semester**

### ***Making Dreams a Reality***

- Creating & testing prototype
- Showcase and present to businesses
  - Acquisition of resources
- Media involvement

## **Year Three – 2<sup>nd</sup> Semester**

### ***Implementing Final Plans***

- Finalizing trip plans
- Visiting Haiti and implementing ideas
  - March, before Spring Break

Canuel to get C class license from possibly Sieczkowski  
Canuel to paint rocks

Tropp to attend board meeting if necessary

**BOARD OF EDUCATION ITEM 7.06A****OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS****BOARD MEETING OF:** December 14, 2017**PREPARED BY:** Cynthia Olmstead, Information Technology Teacher**TITLE OF AGENDA ITEM:** VRHS Course Proposal for Computer Science Pathway**ACTION/INFORMATION/DISCUSSION:** Action**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Seeking approval of the addition of a yearlong block course entitled Computer Science Essentials. This course will replace Introduction to Computer Science, currently a semester long course.

**RATIONALE:**

Project Lead the Way (PLTW) has enhanced their computer science pathway by adding Computer Science Essentials (CSE). Currently the PLTW courses are Introduction to Computer Science (ICS), Computer Science Principals (CSP), and Computer Science Applications (CSP). PLTW is moving the first course, ICS, to the middle school program. They are replacing ICS with Computer Science Essentials, (CSE).

*Computer Science Essentials***Grade Level: 9-10****Length: Year**

CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Through the completion of the Computer Science Pathway, students will be able to:

- Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).
- Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.
- Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.
- Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).
- Design algorithms using sequence, selection, and iteration.
- Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).
- Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, and sounds).
- Convert between binary, decimal, and hexadecimal representations of data (e.g., convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation).

- Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.
- Design and develop a software artifact working in a team.
- Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).
- Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.
- Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

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**INNOVATION AND INTELLIGENT RISK:**

Adding Computer Science Essentials (CSE) to the Computer Science Pathway will assist in completing their ICAP and pathways during high school. This course is an excellent entry point for new high school computer science (CS) learners. And students who have prior CS experiences will find ample opportunity to expand upon those experiences in this course. All students who take CS Essentials will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, or connecting computing with the physical world. It will boost student success for those who continue in CS courses. These intentional connections to widely accepted standards will help students gain confidence and reinforce essential concepts and skills that build toward life-long success in the computer science pathways beyond just PLTW courses.

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**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	Approval of career preparation courses helps to define an academic pathway in Computer Science for students.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	Provides students with career and college readiness skills that can be applied immediately following graduation

**BUDGET IMPACT:** Yes. \$3000 for Instructor training - CTE Course

**AMOUNT BUDGETED:** The funds needed are being added to the District CTE budget.

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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the new course proposal for Computer Science Essentials at Vista Ridge and Sand Creek High Schools as recommended by the administration.

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

**DATE:** December 1, 2017

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*Collaborate to create mobile apps. Solve problems and create value for others through innovation and creativity. Explore how innovations in computing impact and connect our world. With a gentle introduction to programming, you will learn how to put your designs into practice.*

*Whether these are your first steps in computer science, or a continuation of your journey, Computer Science Essentials will give you confidence to succeed today and beyond.*

Computer Science Essentials is designed to be a full-year (180-day) course implemented in the 9th grade. This course is an excellent entry point for new high school computer science (CS) learners. And students who have prior CS experiences will find ample opportunity to expand upon those experiences in this course. All students who take CS Essentials will have many opportunities for creative expression and exploration in topics of personal interest, whether it be through app development, web design, or connecting computing with the physical world. CS Essentials is designed with strong connections to the Computer Science K12 Frameworks (CS K12), the Computer Science Teachers Association K-12 Computer Science (CSTA K-12 CS) Level 3A Standards, and the Advanced Placement Computer Science Principles (AP CSP) Frameworks. Though CS Essentials is not an instance of the AP Computer Science Principles course (CSP), it will boost student success for those who continue in CS courses. These intentional connections to widely accepted standards will help students gain confidence and reinforce essential concepts and skills that build toward life-long success in the computer science pathways beyond just PLTW courses.

CS Essentials introduces students to coding fundamentals through an approachable, block-based programming language where they will have early success in creating usable apps. As students sharpen their computational thinking skills, they will transition to programming environments that reinforce coding fundamentals by displaying block programming and text based programming side-by-side. Finally, students will learn the power of text-based programming as they are introduced to the Python® programming language.

The course engages students in computational thinking practices and collaboration strategies, as well as industry-standard tools authentic to how computer science professionals work. Students will learn about professional opportunities in computer science and how computing can be an integral part of all careers today. The following is a list of the units of study in the course.

- |        |  |
|--------|--|
| Unit 1 | Creative Computing: Building with Blocks   |
| Unit 2 | Computing and Society: Transitions to Text |
| Unit 3 | Web Development: Solving with Syntax       |
| Unit 4 | Computing with a Purpose                   |

## **Unit 1: Creative Computing: Building with Blocks**

Unit 1 welcomes new and returning students to the world of computer science and coding fundamentals. Students work with MIT App Inventor to create basic apps that rely on the concepts of event-driven programming, branching, iteration, variables, and abstraction—the building blocks of creating with code. Students are introduced to essential computational thinking practices, such as developing abstractions, collaborating around computing,

and communicating as they create, test, and refine computational artifacts of Android™ apps.

**Creative Computing: Building with Blocks**

Lesson 1.1	Introduction to Computer Science Essentials and Coding Fundamentals
Lesson 1.2	Collaborating Around Computing
Lesson 1.3	Innovation and Computational Problem Solving

**Lesson 1.1 Introduction to Computer Science Essentials and Coding Fundamentals**

Mobile computing has changed our world, and many of today's students have never known a life without apps. This lesson gives students the tools they need to create their own apps using MIT App Inventor. The goal of this lesson is to introduce students to coding fundamentals through block-based programming. Students will develop independent and collaborative strategies that will help them communicate around computing as they learn and reinforce the fundamental concepts of coding. With a powerful yet approachable tool, students will use their creativity to produce computational artifacts like those that are essential to all of us today.

Activity 1.1.1	Block-based Programming: Getting Started with MIT App Inventor
Activity 1.1.2	Conditionals and Event-driven Programming
Activity 1.1.3	Operators, Data Types, Logic, and Strings
Activity 1.1.4	Global Variables and Local Variables
Activity 1.1.5	Pair Programming: Iteration and Loops
Project 1.1.6	App Development: Create a Game

**Lesson 1.2 Collaborating Around Computing**

This lesson focuses on collaborative strategies that coding professionals use when creating programs and applications, while it continues to introduce essential concepts in computer science and coding. The lesson also introduces the idea that computer science can be more than just innovation and creative expression; it can be powerful in trying to solve many problems in today's world. Students apply an Agile development process and task decomposition to solve a problem that meets the needs of others.

Activity 1.2.1	Problem Solving and Innovation
Activity 1.2.2	Algorithms
Activity 1.2.3	Procedural Abstraction: Procedures, Functions, and Methods
Activity 1.2.4	Lists
Project 1.2.5	Decomposition: Solve a Problem

**Lesson 1.3 Innovation and Computational Problem Solving**

The final lesson of this unit gives students the freedom to select the focus of their development in choosing the type of app they would like to collaborate to create. Student groups will apply development strategies and user-centered research to create an app that has value to others. Students will gain insight on the importance of creativity, persistence, and value of diverse perspectives in an iterative development process.

Problem 1.3.1	App Development: Creating Value for Others
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## Unit 2: Computing and Society: Transitions to Text

Unit 2 continues to reinforce coding fundamentals as students are gradually introduced to text-based programming. In this unit, students will explore the impacts of computer science on our society and bring coding off the screen and into the physical world. Students will learn how images can be used to make decisions in programs and explore real-world applications and innovations that will shape our future.

### Computing and Society: Transitions to Text

Lesson 2.1	Transitions to Text-based Coding
Lesson 2.2	Computing and Careers
Lesson 2.3	Computing in Our World

### Lesson 2.1 Transitions to Text Based Coding

Block-based programming is a great way to introduce coding fundamentals, but many students want to know, “What is happening inside those blocks?” Lesson 2.1 introduces students to the idea of a lower level of abstraction in a programming language. Students will develop in an environment that allows them to create in blocks, but see that same code in a text-based language.

Activity 2.1.1	Transitioning from Blocks to Text
Activity 2.1.2	Variables, Strings, Operators, and Conditions
Activity 2.1.3	Functions and Loops
Activity 2.1.4	Lists
Activity 2.1.5	Procedure-oriented Programming
Activity 2.1.6	Object-Oriented Programming
Project 2.1.7	Automating Our World

### Lesson 2.2 Computing and Careers

Just as clicks of a button or “swipes” of a screen are used to trigger events in an app, today, images are becoming increasingly important as a way to make decisions in programming. In this lesson, students will explore image processing and other innovations that are changing our society. Students will also begin to investigate the wide range of careers in computer science and how computational thinking is an important part of the majority of professions today and in the future.

Activity 2.2.1	Careers in Computer Science
Activity 2.2.2	Big Data and Image Processing
Activity 2.2.3	Image Processing Methods
Activity 2.2.4	Decisions from Images
Project 2.2.5	Image Processing: Navigation and Collision Avoidance

### Lesson 2.3 Computing in Our World

Tomorrow’s solutions involve all of us. In the final lesson, student groups will learn how to take collaborations to scale to achieve a common goal.

Project 2.3.1	Cooperative Driving and Self-driving Vehicles
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## Unit 3 Web Development: Solving with Syntax

The goal of Unit 3 is for students to begin to understand and use the flexibility and power of programming in a text-based environment. They will learn how client-side and server-side connections make the Web work. Students will be introduced to the Python® programming language in the collaborative Cloud9 development environment. In this unit, students will continue to build on coding fundamentals as they apply the same coding concepts, computational thinking practices, and development processes introduced in units 1 and 2.

### Web Development: Solving with Syntax

Lesson 3.1	The Power of Text-based Coding
Lesson 3.2	Web Languages and the Internet
Lesson 3.3	Creating and Connecting

### Lesson 3.1 The Power of Text-Based Coding

In this lesson, students will reinforce previously learned concepts as they are introduced to the power of programming in a text-based language. The goal of this lesson is for students to become comfortable implementing algorithms using conditionals and loops in Python. Students create a game simulation and reinforce what they have learned about functions, arguments, and return values. Students generalize from this simulation to learn about model abstraction and the impact that simulation and data are having across career fields. Students then apply their Python skills to compete in a rock-paper-scissors game, developing functions to implement a complex strategy that attempts to detect and react to their opponent's strategy.

Activity 3.1.1	Python Programing on Cloud9
Activity 3.1.2	Variables and Conditionals
Activity 3.1.3	Data Types, Lists, and Elements
Activity 3.1.4	Iteration and Counts
Activity 3.1.5	Built-in Functions
Project 3.1.6	PS Rock

### Lesson 3.2 Web Languages and the Internet

In this lesson students will be introduced to the Django web development platform as they explore how websites are designed and viewed on the client side, as well as how they connect, manage, and share data on the server side. Students will be exposed to common web programming languages as they learn to make decisions about how people view and interact with a website and how to protect data that is exchanged.

Activity 3.2.1	The Web, Crowds, and Clouds: Explore Task
Activity 3.2.2	HTML and Basic Web Page Formatting
Activity 3.2.3	Configuring a Server
Activity 3.2.4	Setting Up Databases
Activity 3.2.1	Creating Web Forms and Views
Project 3.2.5	Web Development: Creating and Connecting a Website

### Lesson 3.3 Creating and Connecting Websites

This lesson will allow students to collaboratively design, create, and connect a secure website based on an

interest or need that the student group defines. Student groups will apply development strategies and user-centered research to create a website that has value to others and protects sensitive data.

Problem 3.3.1      Web Development: Creating Your Own Website

## Unit 4 Computing with a Purpose

The final unit in CS Essentials allows students to apply all that they have learned in a student-defined, student-driven development. Whether creating an app, a website, or a physical computing device, students will apply computational thinking practices and a strategic development process to create computational artifacts that solve problems and create value for others. Students will collaborate the way computing professionals do as they pursue solutions to authentic needs. For those students continuing on to CSP, this unit provides an excellent model of how to participate in, document, and create a performance task for AP CSP.

### Computing with a Purpose

Lesson 4.1      Innovation of Computational Problem Solving

### Lesson 4.1 Innovation of Computational Problem Solving

The goal of this lesson is to allow students the opportunity to apply the collaboration, technical, and communication skills that they have developed to solve an authentic problem that is relevant to them.

Problem 4.1.1	Your Development Process: Create Performance Task
Part a	Finding a Development to Pursue
Part b	Presenting Your Development Process
Part c	Prepare, Investigate, and Plan
Part d	Design, Create, and Test
Part e	Evaluation and Reflection

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# Computer Science Essentials

## Lesson 1.1

### The Computer Science Teachers Association Standards

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-7 Computer Science Teachers Association (CSTA)

Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-C-5-14 Computer Science Teachers Association (CSTA)

Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds).

#### 3A-D-4-18 Computer Science Teachers Association (CSTA)

Convert between binary, decimal, and hexadecimal representations of data (e.g., convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

**Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.**

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

**Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.**



# Computer Science Essentials

## Lesson 1.2

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-I-7-25 Computer Science Teachers Association (CSTA)

Describe how computation shares features with art and music by translating human intention into an artifact.

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

**Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.**

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

**Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.**

# Computer Science Essentials

## Lesson 1.3

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-5 Computer Science Teachers Association (CSTA)

Use user-centered research and design techniques (e.g., surveys, interviews) to create software solutions.

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-I-2-22 Computer Science Teachers Association (CSTA)

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

**Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.**

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

**Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.**

**3A-I-6-29 Computer Science Teachers Association (CSTA)**

**Redesign user interfaces (e.g., web pages, mobile applications, animations) to be more inclusive, accessible, and minimizing the impact of the designer's inherent bias.**

# Computer Science Essentials

## Lesson 2.1

### The Computer Science Teachers Association Standards

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-7 Computer Science Teachers Association (CSTA)

Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-C-5-14 Computer Science Teachers Association (CSTA)

Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds).

**3A-C-4-15 Computer Science Teachers Association (CSTA)**

Demonstrate the role and interaction of a computer embedded within a physical system, such as a consumer electronic, biological system, or vehicle, by creating a diagram, model, simulation, or prototype.

**3A-D-4-19 Computer Science Teachers Association (CSTA)**

Analyze the representation trade-offs among various forms of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).

**3A-D-3-21 Computer Science Teachers Association (CSTA)**

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-2-22 Computer Science Teachers Association (CSTA)**

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-1-26 Computer Science Teachers Association (CSTA)**

Compare and debate the positive and negative impacts of computing on behavior and culture (e.g., evolution from hitchhiking to ridesharing apps, online accommodation rental services).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

# Computer Science Essentials

## Lesson 2.2

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

**3A-C-5-14 Computer Science Teachers Association (CSTA)**

Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds).

**3A-C-4-15 Computer Science Teachers Association (CSTA)**

Demonstrate the role and interaction of a computer embedded within a physical system, such as a consumer electronic, biological system, or vehicle, by creating a diagram, model, simulation, or prototype.

**3A-D-3-21 Computer Science Teachers Association (CSTA)**

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-1-26 Computer Science Teachers Association (CSTA)**

Compare and debate the positive and negative impacts of computing on behavior and culture (e.g., evolution from hitchhiking to ridesharing apps, online accommodation rental services).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

**3A-N-4-31 Computer Science Teachers Association (CSTA)**

Illustrate the basic components of computer networks (e.g., draw logical and topological diagrams of networks including routers, switches, servers, and end user devices; create model with string and paper).

**3A-N-1-32 Computer Science Teachers Association (CSTA)**

Compare and contrast multiple viewpoints on cybersecurity (e.g., from the perspective of security experts, privacy advocates, the government).

**3A-N-3-33 Computer Science Teachers Association (CSTA)**

Explain the principles of information security (confidentiality, integrity, availability) and authentication techniques.

**3A-N-6-35 Computer Science Teachers Association (CSTA)**

Identify digital and physical strategies to secure networks and discuss the trade-offs between ease of access and need for security.



# Computer Science Essentials

## Lesson 2.3

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-D-3-21 Computer Science Teachers Association (CSTA)

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-2-22 Computer Science Teachers Association (CSTA)**

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

# Computer Science Essentials

## Lesson 3.1

### The Computer Science Teachers Association Standards

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-4-7 Computer Science Teachers Association (CSTA)

Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-C-5-14 Computer Science Teachers Association (CSTA)

Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds).

#### 3A-D-4-19 Computer Science Teachers Association (CSTA)

Analyze the representation tradeoffs among various forms of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).

#### 3A-D-3-20 Computer Science Teachers Association (CSTA)

Discuss techniques used to store, process, and retrieve different amounts of information (e.g., files, databases, data warehouses).

**3A-D-3-21 Computer Science Teachers Association (CSTA)**

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-2-22 Computer Science Teachers Association (CSTA)**

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

**3A-I-6-29 Computer Science Teachers Association (CSTA)**

Redesign user interfaces (e.g., web pages, mobile applications, animations) to be more inclusive, accessible, and minimizing the impact of the designer's inherent bias.

**3A-N-7-30 Computer Science Teachers Association (CSTA)**

Describe key protocols and underlying processes of Internet-based services (e.g., http/https and SMTP/IMAP, routing protocols).

**3A-N-1-32 Computer Science Teachers Association (CSTA)**

Compare and contrast multiple viewpoints on cybersecurity (e.g., from the perspective of security experts, privacy advocates, the government).

**3A-N-3-33 Computer Science Teachers Association (CSTA)**

Explain the principles of information security (confidentiality, integrity, availability) and authentication techniques.

**3A-N-6-35 Computer Science Teachers Association (CSTA)**

Identify digital and physical strategies to secure networks and discuss the trade-offs between ease of access and need for security.

# Computer Science Essentials

## Lesson 3.2

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

**3A-C-5-14 Computer Science Teachers Association (CSTA)**

Create, extend, or modify existing programs to add new features and behaviors using different forms of inputs and outputs (e.g., inputs such as sensors, mouse clicks, data sets; outputs such as text, graphics, sounds).

**3A-D-4-18 Computer Science Teachers Association (CSTA)**

Convert between binary, decimal, and hexadecimal representations of data (e.g., convert hexadecimal color codes to decimal percentages, ASCII/Unicode representation).

**3A-D-4-19 Computer Science Teachers Association (CSTA)**

Analyze the representation trade-offs among various forms of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).

**3A-D-3-20 Computer Science Teachers Association (CSTA)**

Discuss techniques used to store, process, and retrieve different amounts of information (e.g., files, databases, data warehouses)

**3A-D-3-21 Computer Science Teachers Association (CSTA)**

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-7-24 Computer Science Teachers Association (CSTA)**

Discuss implications of the collection and large-scale analysis of information about individuals (e.g., how businesses, social media, and government collect and use personal data).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

**3A-N-7-30 Computer Science Teachers Association (CSTA)**

Describe key protocols and underlying processes of Internet-based services (e.g., http/https and SMTP/IMAP, routing protocols).

**3A-N-1-32 Computer Science Teachers Association (CSTA)**

Compare and contrast multiple viewpoints on cybersecurity (e.g., from the perspective of security experts, privacy advocates, the government).

**3A-N-3-33 Computer Science Teachers Association (CSTA)**

Explain the principles of information security (confidentiality, integrity, availability) and authentication techniques.

**3A-N-3-34 Computer Science Teachers Association (CSTA)**

Use simple encryption and decryption algorithms to transmit/receive an encrypted message.

# Computer Science Essentials

## Lesson 3.3

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-5 Computer Science Teachers Association (CSTA)

Use user-centered research and design techniques (e.g., surveys, interviews) to create software solutions.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-4-9 Computer Science Teachers Association (CSTA)

Demonstrate the value of abstraction for managing problem complexity (e.g., using a list instead of discrete variables).

#### 3A-A-3-10 Computer Science Teachers Association (CSTA)

Design algorithms using sequence, selection, and iteration.

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

#### 3A-D-4-19 Computer Science Teachers Association (CSTA)

Analyze the representation trade-offs among various forms of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).



**3A-D-3-20 Computer Science Teachers Association (CSTA)**

Discuss techniques used to store, process, and retrieve different amounts of information (e.g., files, databases, data warehouses).

**3A-D-3-21 Computer Science Teachers Association (CSTA)**

Apply basic techniques for locating and collecting small- and large-scale data sets (e.g., creating and distributing user surveys, accessing real-world data sets).

**3A-I-2-22 Computer Science Teachers Association (CSTA)**

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

**3A-I-6-29 Computer Science Teachers Association (CSTA)**

Redesign user interfaces (e.g., web pages, mobile applications, animations) to be more inclusive, accessible, and minimizing the impact of the designer's inherent bias.

**3A-N-7-30 Computer Science Teachers Association (CSTA)**

Describe key protocols and underlying processes of Internet-based services (e.g., http/https and SMTP/IMAP, routing protocols).

**3A-N-1-32 Computer Science Teachers Association (CSTA)**

Compare and contrast multiple viewpoints on cybersecurity (e.g., from the perspective of security experts, privacy advocates, the government).

**3A-N-3-33 Computer Science Teachers Association (CSTA)**

Explain the principles of information security (confidentiality, integrity, availability) and authentication techniques.

**3A-N-3-34 Computer Science Teachers Association (CSTA)**

Use simple encryption and decryption algorithms to transmit/receive an encrypted message.

# Computer Science Essentials

## Lesson 4.1

### The Computer Science Teachers Association Standards

#### 3A-A-2-1 Computer Science Teachers Association (CSTA)

Design and develop a software artifact working in a team.

#### 3A-A-2-2 Computer Science Teachers Association (CSTA)

Demonstrate how diverse collaborating impacts the design and development of software products (e.g., discussing real-world examples of products that have been improved through having a diverse design team or reflecting on their own team's development experience).

#### 3A-A-7-3 Computer Science Teachers Association (CSTA)

Compare and contrast various software licensing schemes (e.g., open source, freeware, commercial).

#### 3A-A-5-4 Computer Science Teachers Association (CSTA)

Design, develop, and implement a computing artifact that responds to an event (e.g., robot that responds to a sensor, mobile app that responds to a text message, sprite that responds to a broadcast).

#### 3A-A-5-5 Computer Science Teachers Association (CSTA)

Use user-centered research and design techniques (e.g., surveys, interviews) to create software solutions.

#### 3A-A-5-6 Computer Science Teachers Association (CSTA)

Integrate grade-level appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.

#### 3A-A-4-7 Computer Science Teachers Association (CSTA)

Understand the notion of hierarchy and abstraction in high-level languages, translation, instruction sets, and logic circuits.

#### 3A-A-4-8 Computer Science Teachers Association (CSTA)

Deconstruct a complex problem into simpler parts using predefined constructs (e.g., functions and parameters and/or classes).

#### 3A-A-6-12 Computer Science Teachers Association (CSTA)

Use a systematic approach and debugging tools to independently debug a program (e.g., setting breakpoints, inspecting variables with a debugger).

**3A-I-2-22 Computer Science Teachers Association (CSTA)**

Debate the social and economic implications associated with ethical and unethical computing practices (e.g., intellectual property rights, hacktivism, software piracy, diesel emissions testing scandal, new computers shipped with malware).

**3A-I-7-24 Computer Science Teachers Association (CSTA)**

Discuss implications of the collection and large-scale analysis of information about individuals (e.g., how businesses, social media, and government collect and use personal data).

**3A-I-7-25 Computer Science Teachers Association (CSTA)**

Describe how computation shares features with art and music by translating human intention into an artifact.

**3A-I-1-27 Computer Science Teachers Association (CSTA)**

Demonstrate how computing enables new forms of experience, expression, communication, and collaborating.

**3A-I-1-28 Computer Science Teachers Association (CSTA)**

Explain the impact of the digital divide (i.e., uneven access to computing, computing education, and interfaces) on access to critical information.

**3A-I-6-29 Computer Science Teachers Association (CSTA)**

Redesign user interfaces (e.g., webpages, mobile applications, animations) to be more inclusive, accessible, and minimizing the impact of the designer's inherent bias.

**BOARD OF EDUCATION ITEM 7.06B.1**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Dave Kranz-FHS

**TITLE OF AGENDA ITEM:** New Class Proposal- Irrigation Tech 1

**ACTION/INFORMATION/DISCUSSION:** Action

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**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Irrigation Tech 1 is the next class in the series of growing Agricultural Pathway at FHS. Irrigation Tech 1 introduces students to relevant irrigation components and their use, installation and maintenance. This class will be taught with the expectation of the students achieving certification and future options of college credit. The students could be eligible for a possible internship with various irrigation companies in the region.

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

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**RATIONALE:**

There is an ever-growing demand for trained and certificated irrigation technicians in the Pikes Peak and Front Range region. This class, along with my other landscape class, is very much supported by the landscape industry in the Colorado Springs area along with the Associated Landscape Contractors of Colorado and the national Irrigation Association out of Virginia. This class will be taught in conjunction with community colleges along the Front Range of Colorado.

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

Certified irrigation technicians (CITs) are one of the fastest growing career fields in the landscape industry. With the ever increase interest in water conservation, having an employee who understands the workings of an entire irrigation system is invaluable today. Not only for private companies but also municipalities who are ever watched by the citizens to make sure that water is not being wasted. Who likes to see a sprinkler system watering the street?

Irrigation Tech 1 Outcomes

1. Demonstrate familiarity with commonly used irrigation components, their installation, repair, maintenance, and layout of an overhead spray and drip irrigation systems.
2. Demonstrate an understanding of irrigation system hydraulics (i.e. pressure, flow and velocity) and its impact on irrigation system design and operations.
3. Install a simple irrigation system from an irrigation plan using appropriate installation equipment and tools.
4. Demonstrate an understanding of the effect of plant types and soil conditions on plant water use, and its impact on irrigation system design and operations (ex. scheduling and auditing).
5. Demonstrate familiarity with regulations and safety procedures related to working with raw and reclaimed water.
6. Complete documentation related to client communication, job reporting, and as-built plans.
7. Demonstrates job prioritization, satisfactory oral and verbal communication skills and professionalism in a lab setting.
8. Use numeracy and problem solving skills to solve content related problems.

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**INNOVATION AND INTELLIGENT RISK:**

This new course would add innovation for the district as this would be the only irrigation class offered in the Pikes Peak region and one of only a few in the entire State. Pikes Peak Community College is just now offering it as well with hopes of a working relationship in the future such as articulation or even concurrent enrollment.

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

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BOE Regular Meeting December 14, 2017  
Item 7.06b.1 continued

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	The landscape community in the Colorado Springs area is behind the program and supporting the program 100%. In many cases, it is with financial support, employees coming in to teach the students or just lending support to me when I am in need.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This new class will have the distinction of making FHS the only school offering it in the Pikes Peak region.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This class will lead to building more relationships between FHS and the landscape industry in the Pikes Peak region.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The new class will open many doors in the most dynamic area of the landscape industry and the one that generally pays the most for the expertise that is needed in this area.

**BUDGET IMPACT:** Much of the materials that I will need I have already. Should I need other things, the relationships that I have built with the landscape and irrigation industry in the area is very eager to help in many ways.

**AMOUNT BUDGETED:** I do have my Perkins Funds that I can use. I also have received a \$1000 grant from the FEF.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After prior discussion, I move to approve the new course proposal for HLT 150 Irrigation 1 as recommended by the administration.

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

**DATE:** December 1, 2017

# Irrigation Tech 1

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## Basic Course Information

**Course Name:** Irrigation Tech 1  
**Semester:** Fall 2018  
**Credits:** .5  
**Prerequisites/Co-requisites:** None  
**Meetings/Times:** TBA  
**Location:** Falcon High School

## Instructor Information

**Instructor:** Mr. Kranz  
**Office Phone:** 919-749-1149 ext 2083  
**Email:** dkranz@d49.org  
**Office Location:** J208  
**Office Hours:** TBD

## Course Materials

*Principles of Irrigation*, by the Irrigation Association

*Irrigation Installation and Maintenance*, by the Irrigation Association

**Both texts will be supplied to you**

## Course Overview

### Catalog Course Description

Introduces students to relevant irrigation components and their use, installation and maintenance.

The course will be a combination of lecture, discussion, and hands-on lab exercises.

### Statewide Learning Outcomes

This course teaches all of the following competencies, (ensuring future transferability of this course between all institutions within the Colorado Community College System.)

#### STANDARD COMPETENCIES:

1. Demonstrate familiarity with commonly used irrigation components, their installation, repair, maintenance, and layout of an overhead spray and drip irrigation systems.
2. Demonstrate an understanding of irrigation system hydraulics (i.e. pressure, flow and velocity) and its impact on irrigation system design and operations.

3. Install a simple irrigation system from an irrigation plan using appropriate installation equipment and tools.
4. Demonstrate an understanding of the effect of plant types and soil conditions on plant water use, and its impact on irrigation system design and operations (ex. scheduling and auditing).
5. Demonstrate familiarity with regulations and safety procedures related to working with raw and reclaimed water.
6. Complete documentation related to client communication, job reporting, and as-built plans.
7. Demonstrates job prioritization, satisfactory oral and verbal communication skills and professionalism in a lab setting.
8. Use numeracy and problem solving skills to solve content related problems.

## **Course Expectations**

### **Instructor's Overview of the Course**

Hands-On Activities and Projects- This class will be highly hands on and you will be graded based on your participation in these activities

Attendance- Because of the nature of the class and the amount of hands-on activities you will not be able to pass this class if your class attendance is poor. You must show up and participate. Even if you do all of the reviews it is going to be extremely difficult to pass without the hands-on activities. COME TO CLASS!!!

### **Attendance and Participation**

- Attendance will be taken at each session.
- You are expected to: attend each class session; be on time; and stay for the entire session. Please inform the instructor of any planned absences you are aware of in advance.
- Befriend someone in class so that they can help you get the notes that you missed while absent.

## Course Schedule

### Course Plan- Tentative Schedule

Week	Date	Topic	Readings	Assignment/Lab/Exam
Week 1		Intro and Class Expectations		
Week 2				
Week 3		Basics of Irrigation Types of Irrigation	<ul style="list-style-type: none"> <li>Chapter 1 <i>Principles</i></li> <li>Chapter 1,3,4 <i>Installation</i></li> </ul>	<ul style="list-style-type: none"> <li>Component Organizer</li> <li>Article Response</li> </ul>
Week 4		Head/Nozzles Swing Joints Soil/Plant/Water Interaction	<ul style="list-style-type: none"> <li>Chapter 2 <i>Principles</i></li> </ul>	<ul style="list-style-type: none"> <li>Edible Soil Layers</li> </ul>
Week 5		Same as Week 4	Same as Week 4	Same as Week 4
Week 6		Precipitation Rate Distribution Uniformity	Chapter 3&4 <i>Principles</i>	<ul style="list-style-type: none"> <li>PR/DU worksheet</li> </ul>
Week 7		Review Week Exam 1		<ul style="list-style-type: none"> <li>Exam 1</li> </ul>
Week 8		Scheduling Programming Controllers Weather Sensors Backflow Prevention Valves/Manifold Types	<ul style="list-style-type: none"> <li>Chapter 5&amp;6 <i>Principles</i></li> <li>Chapter 5&amp;8 <i>Installation</i></li> </ul>	<ul style="list-style-type: none"> <li>Scheduling Worksheet</li> <li>Component Organizer Survey</li> </ul>
Week 9		Same as Week 8	Same as Week 8	Same as Week 8
Week 10		Pipe and Fittings Connections and Repair Hydraulics & Water Supply Calculating Pressure Losses	<ul style="list-style-type: none"> <li>Chapter 7&amp;8 <i>Principles</i></li> <li>Chapter 6&amp;9 <i>Installation</i></li> </ul>	<ul style="list-style-type: none"> <li>Hydraulics Worksheet</li> <li>Pipe Sizing Worksheet</li> </ul>
Week 11		Same as Week 10	Same as Week 10	Same as Week 10
Week 12		Review Week Exam 2		<ul style="list-style-type: none"> <li>Exam 2</li> </ul>
Week 13		Pumps Wiring ET Controllers	<ul style="list-style-type: none"> <li>Chapters 9&amp;10 <i>Principles</i></li> <li>Chapters 7&amp;10 <i>Installation</i></li> </ul>	<ul style="list-style-type: none"> <li>Hands-On Lab</li> <li>Irrigation Take-Off Worksheet</li> </ul>
Week 14		Same as Week 13	Same as Week 13	Same as Week 13
Fall Break				
Week 15		System Connection Business Management	<ul style="list-style-type: none"> <li>Chapter 9 <i>Installation</i></li> </ul>	<ul style="list-style-type: none"> <li>Installation Lab</li> </ul>
Week 16		Review Final Exam	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Final Exam</li> </ul>
Week 17				



Week	Date	Topic	Readings	Assignment/Lab/Exam
Week 18		Final Exa		

**BOARD OF EDUCATION ITEM 7.06B.2**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Dave Kranz-FHS

**TITLE OF AGENDA ITEM:** New Class Proposal- Irrigation Tech 2

**ACTION/INFORMATION/DISCUSSION:** Action

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**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Irrigation Tech 2, is the next class in the series of growing Agricultural Pathway at FHS. Irrigation Tech 2 introduces students to irrigation system best management practices. Topics include electric and hydraulic troubleshooting, repair, efficiency and water conservation practices. This class will be taught with the expectation of the students achieving certification and future options of college credit. The students could be eligible for a possible internship with various irrigation companies in the region.

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

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**RATIONALE:**

There is an ever-growing demand for trained and certificated irrigation technicians in the Pikes Peak and Front Range region. This class, along with my other landscape class, is very much supported by the landscape industry in the Colorado Springs area along with the Associated Landscape Contractors of Colorado and the national Irrigation Association out of Virginia. This class will be taught in conjunction with community colleges along the Front Range of Colorado.

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

Certified irrigation technicians (CITs) are one of the fastest growing career fields in the landscape industry. With the ever increase interest in water conservation, having an employee who understands the workings of an entire irrigation system is invaluable today. Not only for private companies but also municipalities who are ever watched by the citizens to make sure that water is not being wasted. Who likes to see a sprinkler system watering the street?

**Irrigation 151 Outcomes**

Demonstrate job prioritization, satisfactory oral and verbal communication skills, safe work practices and professionalism during labs.

Use numeracy and problem solving skills to solve content related problems.

Complete relevant business documents (e.g. work orders, change orders, job reporting, etc.).

Troubleshoot electric and hydraulic deficiencies in an irrigation system and propose repairs

Repair common electrical and hydraulic problems (i.e. defective diaphragms, solenoids, etc.).

Conduct an irrigation audit and tune-up.

Create an audit report, tune-up plan and irrigation schedule appropriate to site conditions (i.e. soil, plants material, exposure, water source, etc.).

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**INNOVATION AND INTELLIGENT RISK:**

This new course would add innovation for the district as this would be the only irrigation class offered in the Pikes Peak region and one of only a few in the entire State. Pikes Peak Community College is just now offering it as well with hopes of a working relationship in the future such as articulation or even concurrent enrollment.

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**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	The landscape community in the Colorado Springs area is behind the program and supporting the program 100%. In many cases, it is with financial support, employees coming in to teach the students or just lending support to me when I am in need.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This new class will have the distinction of making FHS the only school offering it in the Pikes Peak region.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This class will lead to building more relationships between FHS and the landscape industry in the Pikes Peak region.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The new class will open many doors in the most dynamic area of the landscape industry and the one that generally pays the most for the expertise that is needed in this area.

**BUDGET IMPACT:** Much of the materials that I will need I have already. Should I need other things, the relationships that I have built with the landscape and irrigation industry in the area is very eager to help in many ways.

**AMOUNT BUDGETED:** I do have my Perkins Funds that I can use. I also have received a \$1000 grant from the FEF.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the new course description for HLT 150 Irrigation 2 at Falcon High School as recommended by the administration.

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

**DATE:** December 1, 2017

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## **Syllabus for Irrigation Tech 2**

Irrigation Tech 2 Spring 2019

Description: This course Introduces students to irrigation system best management practices. Topics include electric and hydraulic troubleshooting, repair, efficiency and water conservation practices.

Prerequisites: Irrigation Tech 2 with a C or higher

Meeting Times: TBA

Teacher Info: Mr. Kranz, 719-495-1149 ext 2083, dkranz@d49.org

Textbook: Landscape Irrigation Auditor, Irrigation Association, 3<sup>rd</sup> Addition, ISBN: 978-1-935324-13-3

### Primary Class Goals:

Demonstrate job prioritization, satisfactory oral and verbal communication skills, safe work practices and professionalism during labs.

Use numeracy and problem solving skills to solve content related problems.

Complete relevant business documents (e.g. work orders, change orders, job reporting, etc.).

Troubleshoot electric and hydraulic deficiencies in an irrigation system and propose repairs

Repair common electrical and hydraulic problems (i.e. defective diaphragms, solenoids, etc.).

Conduct an irrigation audit and tune-up.

Create an audit report, tune-up plan and irrigation schedule appropriate to site conditions (i.e. soil, plants material, exposure, water source, etc).

### Tentative Schedule:

Week 1- Intro

Week 2 & 3- Site Inspection and Tune-up

Week 4 & 5- Head Anatomy & Troubleshooting

Week 6 & 7- System Tests, Exam 1

Week 8 & 9- Soil Based Scheduling

Week 10 & 11- Electric & Controllers

Week 12 & 13- Toner & Locators, Exam 2

## Week 14- Review

## Week 15- Final Exam

Attendance: Students are expected to attend every day in the Career Pathways program. Our programs provide hands on experiences that are crucial to student success and difficult to make up. If extenuating circumstances occur and a student must miss class, the student must contact the instructor before the missed class period.

Absences for high school related activities will be excused, provided the student provides the instructor with proper documentation of the activity. If extenuating circumstances occur and a student must miss class, the student should follow the policies listed below:

- Students are expected to contact their instructors before the missed class period to explain why they will be absent.
- Students are responsible for checking in with instructors while absent or immediately upon their return. Check in should include submitting assignments completed prior to the absence, requesting make up work from the instructor, and setting a deadline for submitting missed assignments.
- Students should be aware that they will receive an "I" for lab activities that cannot be made up or replicated.

**BOARD OF EDUCATION ITEM 7.07**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

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

**TITLE OF AGENDA ITEM:** Certification of Mill Levies for Property Tax Year 2017

**ACTION/INFORMATION/DISCUSSION:** Action

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

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

In November 2014, the voters of District 49 approved a measure put forth by the District (2014-3A) that would allow the District to utilize a portion of the then already-approved annual Mill Levy Override revenues originally established by the November 2005 election. The MLO passed in November 2005 was capped at \$7.5mm of annual collections to service MLO certificates that had been issued to fund the construction program of 2006-2010. This year, like last year, the District's Assessed value has grown to the point that the traditional 9.800 mills collected would exceed the \$7.5mm cap. Accordingly, this year's assessment for the 2014-3A MLO will be reduced to 8.922 mills.

In November 2016, the voters of District 49 approved a measure put forth by the District (2016-3B) that would allow the District to transition the then expiring Bond Levy into a new Mill Levy Override so that the combined levy for both items would not exceed 10.159 mills. With the Bonds now paid off, the transition is complete and the 2016-3B override will now receive the full 10.159 mills.

In the actual assessment, the two separate Mill Levy Override assessment rates will be combined into a single rate. Therefore the combination of 2014-3A (8.922 mills) and 2016-3B (10.159 mills) will combine to a single assessment rate of 19.081 mills. The need for a Bond Levy has expired, and so no mills are assigned to that priority.

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

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**RELEVANT DATA AND EXPECTED OUTCOMES:** The Total Program Levy should be 24.459 mills, the Abatement Levy should be 0.108 mills, the Override Levy should be 19.081 mills; all applied to a Gross Assessed Value of property in the district of \$ 840,574,750.

It is also interesting and appropriate to note that the 'what if' assessment that considers what the total assessment would be in the absence of state support would project to 211.729 mills – an amount that is nearly 5x the proposed actual assessment.

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**INNOVATION AND INTELLIGENT RISK:** District 49's innovation is on full display with this assessment. Having now refinanced and redesigned our previous bonded borrowings into multi-priority mill levy overrides, D49 now is

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BOE Regular Meeting December 14, 2017  
Item 7.07 continued

only assessing a General Funds levy rather than past assessments that were broken into separate General Funds and Bond levies. This consolidation allows taxpayers not to feel ‘nickel-dimed’ with the potential of six separate levies.

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**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>Explaining and having clarity on assessing taxes to our constituents, especially when District 49 Mill Rates will be at their lowest level since 2004.</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>	

**BUDGET IMPACT:** \$2,475,773 increase; 70% of which is absorbed in program formula funding, thereby reducing the level of state equalization and resulting in no increased funding to D49.

**AMOUNT BUDGETED:** \$34,213,633

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to certify, to the El Paso County Commissioners, a Mill Levy to property owners within the district totaling 43.648 mills, comprised entirely of General Funds Levy.

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

**DATE:** December 6, 2017

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# CERTIFICATION OF VALUATION BY COUNTY ASSESSOR

NAME OF JURISDICTION: FALCON SCHOOL NO 49 NEW ENTITY: ( ) YES (X) NO  
 IN EL PASO COUNTY, COLORADO ON November 22, 2017

## USE FOR STATUTORY PROPERTY TAX REVENUE LIMIT CALCULATION ("5.5%" LIMIT) ONLY

**In accordance with 39-5-121(2)(a) and 39-5-128(1), C.R.S., and no later than August 25, the Assessor certifies the total valuation for assessment for the taxable year 2017:**

Previous year's net total taxable assessed valuation:	\$ 783,104,780
Current year's gross total taxable assessed valuation: <sup>δ</sup>	\$ 840,574,750
Less TIF district increment, if any:	\$ 0
Current year's net total taxable assessed valuation:	\$ 840,574,750
New construction: <sup>λ</sup>	\$ 37,571,230
Increased production of producing mine: <sup>Δ</sup>	\$ 0
Annexations/Inclusions:	\$ 0
Previously exempt federal property: <sup>Δ</sup>	\$ 0
New primary oil or gas production from any producing oil and gas leasehold or land (29-1-301(1)(b), C.R.S.): <sup>ξ</sup>	\$ 0
Taxes collected last year on omitted property as of August 1 (29-1-301(1)(a), C.R.S.):	\$ 733.58
Taxes abated and refunded as of August 1 (29-1-301(1)(a) and 39-10-114(1)(a)(I)(B), C.R.S.):	\$ 90,400.04

<sup>δ</sup> This value reflects personal property exemptions IF enacted by the jurisdiction as authorized by Art. X, Sec. 20(8)(b), Colo. Constitution.

<sup>λ</sup> New construction is defined as: Taxable real property structures and the personal property connected with the structure.

<sup>Δ</sup> Jurisdiction must submit a certification to the Division of Local Government in order for a value to be accrued. (DLG 52 & 52A)

<sup>ξ</sup> Jurisdiction must submit an application to the Division of Local Government in order for a value to be accrued. (DLG 52B)

## USE FOR "TABOR LOCAL GROWTH" CALCULATION ONLY

**In accordance with the provision of Article X, Section 20, Colorado Constitution, and 39-5-121(2)(b), C.R.S., the Assessor certifies the total actual valuation for the taxable year 2017:**

Current year's total actual value of all real property: <sup>φ</sup>	\$ N/A
<b>ADDITIONS TO TAXABLE REAL PROPERTY</b>	
Construction of taxable real property improvements: <sup>ψ</sup>	\$ N/A
Increased mining production: <sup>Ω</sup>	\$ N/A
Annexations/Inclusions:	\$ N/A
Previously exempt property:	\$ N/A
Oil or gas production from a new well:	\$ N/A
Taxable real property omitted from the previous year's tax warrant: (If land and/or a structure is picked up as omitted property for multiple years, only the most current year's actual value can be reported as omitted property.)	\$ N/A
<b>DELETIONS FROM TAXABLE REAL PROPERTY</b>	
Destruction of taxable real property improvements:	\$ N/A
Disconnection/Exclusion:	\$ N/A
Previously taxable property:	\$ N/A

<sup>φ</sup> This includes the actual value of all taxable real property plus the actual value of religious, private schools and charitable real property.

<sup>ψ</sup> Construction is defined as newly constructed taxable real property structures.

<sup>Ω</sup> Includes production from a new mine and increase in production of an existing producing mine.

In accordance with 39-5-128(1), C.R.S. and no later than August 25, the Assessor certifies to the school districts:

**1. TOTAL ACTUAL VALUE OF ALL TAXABLE PROPERTY** \$ 8,885,347,862

**NOTE: All levies must be certified to the County Commissioners no later than December 15, 2017.**



# El Paso County School District No. 49

## Current Mill Levy Assessments with Historical Trends

December 31, 2017

	Assessment Date: For collections in:	12/31/2015 2016	12/31/2016 2017	12/31/2017 2018	17->18 mill change
1 Total Program		24.459	24.459	24.459	0.000
2 Categorical Buyout		0.000	0.000	0.000	0.000
3 Overrides:					
a. Voter-approved		9.800	13.756	19.081	5.325 (1)
b. Hold harmless		0.000	0.000	0.000	0.000
c. Excess hold harmless		0.000	0.000	0.000	0.000
4 Abatement		0.217	0.222	0.108	(0.114)
5 Total General Fund (sum of lines 1 through 4)		34.476	38.437	43.648	5.211
6 Bond Redemption Fund		10.159	5.980	0.000	(5.980) (1)
7 Transportation Fund		0.000	0.000	0.000	0.000
8 Special Building and Technology Fund		0.000	0.000	0.000	0.000
9 Full Day Kindergarten Fund		0.000	0.000	0.000	0.000
10 Other (Loan, Charter School)		0.000	0.000	0.000	0.000
11 Total (sum of lines 5 through 10)		44.635	44.417	43.648	(0.769)

### Assessed Valuation As of December 10

Gross Assessed Valuation	751,972,470.00	783,104,780.00	840,574,750.00
(less) Tax Increment Financing (TIF)	0.00	0.00	0.00
Net Assessed Valuation	751,972,470.00	783,104,780.00	840,574,750.00

Abatements/Refunds (Total across all counties)	163,245.52	173,660.46	90,400.04
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### Information for certification to county treasurer:

Full funding mill levy	220.264	213.344	211.729	(1.615)
Funding received from state	132,068,448.50	132,287,356.92	141,284,520.36	

### (1) Reconciliation of Transition in Bond & Override Levies

#### Voter Approved Overrides:

2014-3A	9.800	9.577	8.922	(0.655)
2016-3B		4.179	10.159	5.980
Total of Overrides	9.800	13.756	19.081	5.325

#### 2016 Bond-MLO transition

2016-3B		4.179	10.159	5.980
Bond Levy	10.159	5.980	0.000	(5.980)
Total of Bond+163B	10.159	10.159	10.159	0.000

Colorado Department of Education (CDE)  
District Certification of Mill Levies for Property Tax Year 2017  
(to be collected in 2018)

**EL PASO**

Primary County

**D49-FALCON**

School District

CATEGORY	CDE Preliminary Mill Levy as of November 29, 2017	School District Final Mill Levy Certified As of December 15, 2017
1. Total Program	24.459	24.459
2. Categorical Buyout	0.000	0.000
3. Overrides:		
a. Voter-approved	12.843	19.081
b. Hold harmless	0.000	0.000
c. Excess hold harmless	0.000	0.000
4. Abatement	0.108	0.108
5. Total General Fund (sum of lines 1 through 4)	37.410	43.648
6. Bond Redemption Fund		0.000
7. Transportation Fund	0.000	0.000
8. Special Building and Technology Fund	0.000	0.000
9. Full Day Kindergarten Fund	0.000	0.000
10. Other (Loan, Charter School)	0.000	0.000
11. Total (sum of lines 5 through 10)	37.410	43.648

**Assessed Valuation**

**As of November 29, 2017**

**As of December 10, 2017**

Gross Assessed Valuation	840,903,410	840,574,750
(less) Tax Increment Financing (TIF)		
Net Assessed Valuation	840,903,410	840,574,750
Abatements/Refunds (Total across all counties)	90,400.04	90,400.04

**Information for certification to county treasurer:**

Full funding mill levy	216.871	211.729
Funding received from state	141,284,520.362	141,284,520.36

**Brett Ridgway**

Form completed by

**719.495.1130**

Phone Number

**COMPLETE AND RETURN TO TIM KAHLE BY DECEMBER 20, 2017:**

Public School Finance Unit  
Colorado Department of Education  
201 E. Colfax Avenue; Room 206  
Denver, CO 80203



**BOARD OF EDUCATION ITEM 7.08**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Amber Whetstine, Executive Director of Learning Services

**TITLE OF AGENDA ITEM:** D49 School Family Calendars 2018-2019 and 2019-2020

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The proposed 18-19 and 19-20 School Family Calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities.

Policy ICA states that, "The first day of school for students shall be in early August, but not before August 1<sup>st</sup>." An exception is requested for the 19-20 school-year, allowing for the first orientation day (for kindergarteners, sixth and ninth graders only) to take place on July 31.

**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 <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>	The development of Board policies ICA and ICA-R was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the 2018-2019 School Family Calendar and preliminarily approve the 2019-2020 School Family Calendar.

**APPROVED BY:** Peter Hilts, CEO

**DATE:** November 30, 2017



# 2018-2019

## District Calendar



RSS, iCAL Feeds at D49.org

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

AUGUST 2018						
S	M	T	W	T	F	S
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

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

OCTOBER 2018						
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

NOVEMBER 2018						
S	M	T	W	T	F	S
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

DECEMBER 2018						
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9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

### Important Dates

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

Aug. 1 ..... First Day for Kindergarten, 6<sup>th</sup> Grade & 9<sup>th</sup> Grade  
 Aug. 2 ..... First Day for All Students  
 Aug. 6 ..... First Day for Preschool  
 Aug. 10 ..... Elementary School Assessments\*  
 Aug. 31 ..... Professional Development, No Students

Sept. 3 ..... **Labor Day**  
 Sept. 28 ..... End of 1<sup>st</sup> Quarter

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

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

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

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

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

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

May 3 ..... Professional Development, No Students  
 May 10 ..... Elementary School Assessments\*  
 May 23 ..... Last Day of Preschool  
 May 24 ..... End of 4<sup>th</sup> Quarter  
 May 27 ..... **Memorial Day**  
 May 29 ..... Teachers' Last Day

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

..... Important Date  
 ..... No Students  
 ..... No Students, No Teachers  
 ..... District Closed

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

JANUARY 2019						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
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27	28	29	30	31		

FEBRUARY 2019						
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24	25	26	27	28		

MARCH 2018						
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24	25	26	27	28	29	30
31						

APRIL 2019						
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MAY 2019						
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JUNE 2019						
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23	24	25	26	27	28	29



# 2019-2020

## District Calendar



RSS, iCAL Feeds at D49.org

JULY 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
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21	22	23	24	25	26	27
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AUGUST 2019						
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SEPTEMBER 2019						
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OCTOBER 2019						
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27	28	29	30	31		

NOVEMBER 2019						
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DECEMBER 2019						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

### Important Dates

July 4 ..... **Independence Day**  
 July 23 ..... New Teacher Orientation Begins  
 July 26 ..... Teachers Return From Summer Break  
 July 31 ..... First Day for Kindergarten, 6<sup>th</sup> Grade & 9<sup>th</sup> Grade

Aug. 1 ..... First Day for All Students  
 Aug. 5 ..... First Day for Preschool  
 Aug. 9 ..... Elementary School Assessments\*  
 Aug. 30 ..... Professional Development, No Students

Sept. 2 ..... **Labor Day**  
 Sept. 30 ..... End of 1<sup>st</sup> Quarter

Oct. 10 ..... Work Day, No Elementary Students  
 Oct. 11 ..... Parent Teacher Conferences, No Students  
 Oct. 14-25 ..... Schools Closed for **Fall Break**

Nov. 11 ..... **Schools Open for Veterans Day**  
 Nov. 25-29 ..... Schools Closed for **Thanksgiving Break**

Dec. 13 ..... Elementary School Assessments\*  
 Dec. 20 ..... End of 2<sup>nd</sup> Quarter  
 Dec. 23-31 ..... Schools Closed for **Christmas Break**

Jan. 1 ..... **New Year's Day**  
 Jan. 1-3 ..... Schools Closed for **Christmas Break**  
 Jan. 6 ..... Professional Development, No Students  
 Jan. 20 ..... **Martin Luther King Jr.'s Day**

Feb. 14 ..... Parent Teacher Conferences, No Students  
 Feb. 17 ..... **Presidents Day**

March 6 ..... Professional Development, No Students  
 March 6 ..... End of 3<sup>rd</sup> Quarter  
 March 13 ..... Work Day, No Elementary School Students  
 March 16-27 ..... Schools Closed for **Spring Break**

May 1 ..... Elementary School Assessments\*  
 May 8 ..... Professional Development, No Students  
 May 21 ..... Last Day for Preschool  
 May 22 ..... End of 4<sup>th</sup> Quarter  
 May 25 ..... **Memorial Day**  
 May 27 ..... Teachers' Last Day

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

..... Important Date  
 ..... No Students  
 ..... No Students, No Teachers  
 ..... District Closed

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

JANUARY 2020						
S	M	T	W	T	F	S
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FEBRUARY 2020						
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MARCH 2020						
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APRIL 2020						
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MAY 2020						
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JUNE 2018						
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**BOARD OF EDUCATION ITEM 7.09**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Dr. Lou Fletcher (Dir. of Culture and Services)

**TITLE OF AGENDA ITEM:** The Student Data Transparency and Security Act

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

December 31, 2017 is the compliance date for the Colorado Data Transparency and Security Act; therefore, it would be ideal to obtain board for approval as soon as practicable. The Act provides guidance that reinforces federal and state laws that protect personally identifiable information (PII) found in a student's school record.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Implementation of policy JRCB and regulation JRCB-R provides the guidance to align the district's student information handling practices with state legislation. Although the release of student information is also governed by FERPA, this act addresses the student's right to know about breaches of security that involve their PII.

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

This action would ensure that the district begins the calendar year with data transparency and security guidance in place, which puts the district into compliance with the state's legislation.

Culture	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
	<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>	This exigent approval reinforces trust within our community. If an event involving the compromise of student information occurs, on the local or vendor level, the community would have assurances that the district has contingency response protocols in place. In addition to response and containment procedures, the district would report the breach event to the affected population without undue delay.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** It is humbly requested that the BOE makes a motion and votes in the affirmative to approve policy JRCB and regulation JRCB-R, which would put the district into compliance prior to the December 31, 2017 deadline.

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

**DATE:** December 6, 2017





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Privacy and Protection of Confidential Student Information</b>
Designation	<b>JRCB</b>
Office/Custodian	<b>Education/Director of Culture and Services</b>

The Board is committed to protecting the confidentiality of student information obtained, created and/or maintained by the district. Student privacy and the district's use of confidential student information are protected by federal and state law, including the Family Educational Rights and Privacy Act (FERPA) and the Student Data Transparency and Security Act (the Act). The Board directs district staff to manage its student data privacy, protection and security obligations in accordance with this policy and applicable law.

### Definitions

"Student education records" are those records that relate directly to a student. Student education records may contain, but not necessarily be limited to, the following information: identifying data; academic work completed; level of achievement (grades, standardized achievement test scores); attendance data; scores on standardized intelligence, aptitude and psychological tests; interest inventory results; health and medical information; family background information; teacher or counselor ratings and observations; reports of serious or recurrent behavior patterns and any Individualized Education Program (IEP).

"Student personally identifiable information" or "student PII" means information that, alone or in combination, personally identifies an individual student or the student's parent or family, and that is collected, maintained, generated, or inferred by the district, either directly or through a school service, or by a school service contract provider or school service on-demand provider.

"Security breach" means the unauthorized disclosure of student education records or student PII by a third party.

The following terms used in this policy shall be as defined by the Act: "school service," "school service contract provider" and "school service on-demand provider."

### Access, collection and sharing within the district

The district shall follow applicable law and Board policy in the district's access to, collection and sharing of student education records.

District employees shall ensure that confidential information in student education records is disclosed within the district only to officials who have a legitimate educational interest, in accordance with applicable law and Board policy.

### Outsourcing and disclosure to third parties

District employees shall ensure that student education records are disclosed to persons and organizations outside the district only as authorized by applicable law and Board policy. The term "organizations outside the district" includes school service on-demand providers and school service contract providers.

Any contract between the district and a school service contract provider shall include the provisions required by the Act, including provisions that require the school service contract provider to safeguard the privacy and security of student PII and impose penalties on the school service contract provider for noncompliance with the contract.

In accordance with the Act, the district shall post the following on its website:

- a list of the school service contract providers that it contracts with and a copy of each contract; and
- to the extent practicable, a list of the school service on-demand providers that the district uses.

### **Privacy and security standards**

The security of student education records maintained by the district is a high priority. The district shall maintain an authentication and authorization process to track and periodically audit the security and safeguarding of student education records.

### **Security breach or other unauthorized disclosure**

Employees who disclose student education records in a manner inconsistent with applicable law and Board policy may be subject to disciplinary action, up to and including termination from employment. Any discipline imposed shall be in accordance with applicable law and Board policy.

Employee concerns about a possible security breach shall be reported immediately to the Director of Culture and Services. If the Director of Culture and Services is the person alleged to be responsible for the security breach, the staff member shall report the concern to the Chief Education Officer.

When the district determines that a school service contract provider has committed a material breach of its contract with the district, and that such material breach involves the misuse or unauthorized release of student PII, the district shall follow this policy's accompanying regulation in addressing the material breach.

Nothing in this policy or its accompanying regulation shall prohibit or restrict the district from terminating its contract with the school service contract provider, as deemed appropriate by the district and in accordance with the contract and the Act.

### **Data retention and destruction**

The district shall retain and destroy student education records in accordance with applicable law and Board policy.

### **Staff training**

The district shall provide periodic in-service trainings to appropriate district employees to inform them of their obligations under applicable law and Board policy concerning the confidentiality of student education records.

### **Parent/guardian complaints**

In accordance with this policy's accompanying regulation, a parent/guardian of a district student may file a written complaint with the district if the parent/guardian believes the district has failed to comply with the Act.

### **Parent/guardian requests to amend student education records**



Parent/guardian requests to amend his or her child's education records shall be in accordance with the district's procedures governing access to and amendment of student education records under FERPA, applicable state law and Board policy.

### **Oversight, audits and review**

The Director of Culture and Services shall be responsible for ensuring compliance with this policy and its required privacy and security standards.

The district's practices with respect to student data privacy and the implementation of this policy shall be periodically audited by the Director of Culture and Services or designee.

A privacy and security audit shall be performed by the district on an annual basis. Such audit shall include a review of existing user access to and the security of student education records and student PII.

The Director of Culture and Services or designee shall periodically review this policy and accompanying regulation to ensure it remains current and adequate to protect the confidentiality of student education records in light of advances in data technology and dissemination. The Director of Culture and Services shall recommend revisions to this policy and/or accompanying regulation as deemed appropriate or necessary.

### **Compliance with governing law and Board policy**

The district shall comply with FERPA and its regulations, the Act, and other state and federal laws governing the confidentiality of student education records. The district shall be entitled to take all actions and exercise all options authorized under the law.

In the event this policy or accompanying regulation does not address a provision in applicable state or federal law, or is inconsistent with or in conflict with applicable state or federal law, the provisions of applicable state or federal law shall control.

- Adopted: December 14, 2017

### **LEGAL REFS:**

- 15 U.S.C. 6501 *et seq.* (*Children's Online Privacy Protection Act*)
- 20 U.S.C. 1232g (*Family Educational Rights and Privacy Act*)
- 20 U.S.C. 1232h (*Protection of Pupil Rights Amendment*)
- 20 U.S.C. 1415 (*IDEIA procedural safeguards, including parent right to access student records*)
- 20 U.S.C. 8025 (*access to student information by military recruiters*)
- 34 C.F.R. 99.1 *et seq.* (*FERPA regulations*)
- 34 C.F.R. 300.610 *et seq.* (*IDEIA regulations concerning confidentiality of student education records*)
- C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)
- C.R.S. 22-1-123 (*district shall comply with FERPA and federal law on protection of pupil rights*)
- C.R.S. 22-16-101 *et seq.* (*Student Data Transparency and Security Act*)
- C.R.S. 22-16-107 (2)(a) (*policy required regarding public hearing to discuss a material breach of contract by school service contract provider*)
- C.R.S. 22-16-107 (4) (*policy required regarding student information privacy and protection*)
- C.R.S. 22-16-112 (2)(a) (*policy required concerning parent complaints and opportunity for hearing*)
- C.R.S. 24-72-204 (3)(a)(VI) (*schools cannot disclose student address and phone number without consent*)
- C.R.S. 24-72-204 (3)(d) (*information to military recruiters*)

- C.R.S. 24-72-204 (3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)
- C.R.S. 24-72-204 (3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)
- C.R.S. 24-80-101 *et seq.* (*State Archives and Public Records Act*)
- C.R.S. 25.5-1-116 (*confidentiality of HCPF records*)

**CROSS REFS:**

- BEDH, Public Participation at School Board Meetings
- EHB, Records Retention
- GBEB, Staff Conduct (and Responsibilities)
- GBEE\*, Staff Use of the Internet and Electronic Communications
- JLDAC, Screening/Testing of Students (and Treatment of Mental Disorders)
- JRA/JRC, Student Records/Release of Information on Students
- JRCA\*, Sharing of Student Records/Information between School District and State Agencies
- JS\*, Student Use of the Internet and Electronic Communications
- KLMA, Relations with Military Recruiters, Postsecondary Institutions and Prospective Employers

Title	<b>Privacy and Protection of Confidential Student Information (Hearing and Complaint Procedures)</b>
Designation	<b>JRCB-R</b>
Office/Custodian	<b>Education/Director of Culture and Services</b>

**Contract breach by school service contract provider**

Within a reasonable amount of time after the district determines that a school service contract provider has committed a material breach of its contract with the district, and that such material breach involves the misuse or unauthorized release of student PII, the Board shall make a decision regarding whether to terminate the district's contract with the school service contract provider in accordance with the following procedure.

1. The district shall notify the school service contract provider of the basis for its determination that the school service contract provider has committed a material breach of the contract and shall inform the school service contract provider of the meeting date that the Board plans to discuss the material breach.
2. Prior to the Board meeting, the school service contract provider may submit a written response to the district regarding the material breach.
3. The Board shall discuss the nature of the material breach at a regular or special meeting.
4. At the Board meeting, a district representative shall first be entitled to present testimony or other evidence regarding the district's findings of a material breach. The school service contract provider shall then have an opportunity to respond by presenting testimony or other evidence. If the school service contract provider is unable to attend the meeting, the Board shall consider any written response that the school service contract provider submitted to the district.
5. If members of the public wish to speak to the Board regarding the material breach, they shall be allowed to do so, in accordance with the Board's policy on public participation at Board meetings.
6. The Board shall decide whether to terminate the contract with the school service contract provider within 30 days of the Board meeting and shall notify the school service contract provider of its decision. The Board's decision shall be final.

**Parent/guardian complaints**

In accordance with the accompanying policy, the parent/guardian of a district student may file a written complaint with the Director of Culture and Services if the parent/guardian believes the district has failed to comply with the Student Data Transparency and Security Act (the Act).

1. The parent/guardian's complaint shall state with specificity each of the Act's requirements that the parent/guardian believes the district has violated and its impact on his or her child.
2. The Director of Culture and Services or designee shall respond to the parent/guardian's written complaint within 30 calendar days of receiving the complaint.
3. Within 10 calendar days of receipt of the district's response, the parent/guardian may appeal to the Board. Such appeal must be in writing and submitted to the Director of Culture and Services.

4. The Board shall review the parent's complaint and the district's response at a regular or special meeting. A district representative and the parent/guardian may make brief statements to the Board, but no new evidence or claims may be presented. The Board may choose to conduct the appeal in executive session, to the extent permitted by law.
5. The Board shall make a determination regarding the parent/guardian's complaint that the district failed to comply with the Act within 60 days of the Board meeting. The decision of the Board shall be final.
6. This procedure shall not apply to parent/guardian concerns with his or her child's education records. If the parent/guardian files a complaint regarding his or her child's education records, the district shall follow its procedures governing access to and review of student education records, in accordance with FERPA, applicable state law and Board policy.

### **Governing law and Board policy**

Nothing contained herein shall be interpreted to confer upon any person the right to a hearing independent of a Board policy, administrative procedure, statute, rule, regulation or agreement expressly conferring such right. The complaint and hearing procedures described in this regulation shall apply, unless the context otherwise requires and/or unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts any of these procedures, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

- Adopted: December 14, 2017

**BOARD OF EDUCATION ITEM 8.01A**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Rachel Duerr, Health and Wellness Coordinator

**TITLE OF AGENDA ITEM:** ADF-R Wellness Policy Regulation Updates

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

Federal law requires all school districts receiving federal funding for child nutrition programs to have adopted a policy on “school wellness.” New federal rules require updating the policy to be in compliance by June 30, 2017. After implementation of the updated guidelines, we received a number of questions and concerns from our schools. Additional guidance was requested from the Colorado Department of Education Nutrition around policy requirements. The District-wide Wellness Advisory Council met to clarify the guidelines and provide less stringent criteria around marketing to students around fundraisers/opportunities occurring after the school day.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Improved guidance and flexibility to our schools on wellness policy regulations.

**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	Improved guidance and flexibility to our schools on wellness policy regulations.
<b>Strategy</b>	<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>	Schools will have more clarity on the regulation and implementation.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Support changes to ADF-R.

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

**DATE:** 12/01/17



## DISTRICT 49 REGULATION

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

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

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

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

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

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

- [1](#) – Get Your Administrators on Board
- [2](#) – Identify Leaders for the School Health Team
- [3](#) – Assemble a School Health Team
- [4](#) – Conduct an Assessment of Your Current School Health Efforts
- [5](#) – Identify a Priority for the School Health Improvement Plan
- [6](#) – Write a School Health Improvement Plan
- [7](#) – Implement the School Health Improvement Plan

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

Items sent from home for student’s personal consumption are exempt from the District guidelines except in the case of classroom/school allergies.  
District 49, El Paso County, Colorado

Nutrition Category	Federal Law	State Law	Board Policy	Best Practice
<b>School Meals and Ala Carte Operated by D49 Nutrition Services Department</b>	Must comply with all laws that govern the National School Lunch and Breakfast Programs.	<p>Must comply with all laws that govern the National School Lunch and Breakfast Programs.</p> <p>SB12-068* prohibits public schools from making foods with industrial trans-fats available to students. This includes all food and beverages made available to a student on school grounds during each school day and extended school day, including:</p> <ul style="list-style-type: none"> <li>• School cafeteria a la carte items</li> <li>• School stores</li> <li>• Vending machines</li> <li>• Other food service entity existing upon school grounds</li> <li>• Food or candy handed out by teachers in the classroom</li> </ul>		<p>Schools will aspire to:</p> <ul style="list-style-type: none"> <li>• Give adequate time for students to sit and eat for breakfast (10 min) and lunch (15 min)</li> <li>• Provide a dining area that is clean, orderly and inviting.</li> <li>• Provide seating to accommodate all students served during each meal period.</li> <li>• Provide supervision in the dining area.</li> <li>• Allow students converse in a reasonable manner with one another while they eat their meals.</li> </ul> <p><b>Entire silent lunch periods are not allowed, however brief no-talking</b></p>

				periods are allowed for safety and to accommodate students through the lunchroom procedure.
<b>Vending Machines accessible to students during the school day (midnight to 30 minutes after last bell)</b>	All vended foods and beverages sold in schools must comply with HHFKA Smart Snack Regulations.	All vended foods and beverages sold in schools must comply with the Colorado SB12-068*.	All vended beverages and foods must meet Board Policy EFEA.	
<b><u>Fundraisers After School Day</u></b>	<u>All fundraisers after the school day (30 minutes after the bell until midnight) are exempt from competitive food standards and Smart Snack requirements (see resources)</u>			<ul style="list-style-type: none"> <li>• <u>Notification of fundraisers occurring after the school day is allowable on school campus to students through posters, social media, website and emails.</u></li> </ul>
<b><u>Fundraisers During School Day</u></b>	All fundraisers during the school day <u>(midnight to 30 minutes after the bell)</u>	Schools are allowed 3 fundraisers that are exempt from the Smart Snack regulation in the 17-18 school year. The school must maintain documentation of the fundraiser along with all nutritional labels. See the Nutrition Services web page for CDE exemption tracker. Exempt fundraisers are to be determined by School Administration. Learn more at <a href="http://www.cde.state.co.us/nutrition/smartsnackscolopolicyexemptfundraisers">www.cde.state.co.us/nutrition/smartsnackscolopolicyexemptfundraisers</a>		<ul style="list-style-type: none"> <li>• <u>Plan ahead with school administrators for the 3 school-wide food exempt</u></li> </ul>



	available to sale to students for immediate consumption must meet the Smart Snack Regulation under the HHFKA.	The sale of all food or beverages outside of the Nutrition Department will not take place from 30 minutes before through 30 minutes after the last meal period to follow the Colorado State Competitive Food Service Policy 2202-R-20300.  SB12-068*		fundraisers to get the best ROI.
<b><u>Marketing of Food &amp; Beverages</u></b>	<u>Marketing of food and beverage on district property during the school day to students (midnight to 30 minutes after the last bell) must meet competitive food standards and be Smart Snack compliant (see resources)</u>			<ul style="list-style-type: none"> <li><u>Food and beverages may be marketed 30 minutes after the bell. Examples: banners that are placed 30 minutes after the bell and removed after a game or vendors who provide food at games 30 minutes after the bell.</u></li> </ul>
<b>Classroom Parties, Celebrations, Classroom Rewards</b>		SB12-068*		<ul style="list-style-type: none"> <li>Foods offered during the school day will be store bought items of <b>100 calories or less, 0 grams of trans fat</b> with recommendations of</li> </ul>

				<p>less than 4 grams fat and less than 9 grams sugar with the exception of fresh fruit.</p> <ul style="list-style-type: none"><li>• No candy or sodas will be allowed.</li><li>• Items are to be store bought with Nutritional Information visible.</li><li>• Food prepared in a private home may not be served at school to students because knowledge of ingredients, sanitation, preparation, and temperature of food in storage or transit is not available. In addition, quality and sanitation standards cannot be controlled.</li><li>• Exceptions <del>to</del> <del>store bought items</del> can be made by the principal for grade-level/school-wide curriculum related events. <u>A sample form can be found at <a href="http://www.d49.org/wellnesspolicy">www.d49.org/wellnesspolicy</a></u></li></ul>
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				<p><u>Administrators will keep on file.</u></p> <ul style="list-style-type: none"><li>• One day per quarter will be allowed for school-wide celebrations. These days are exempt from the district wellness policy nutritional values but food needs to be store bought for food safety.</li><li>• Birthday celebrations with treats will follow Wellness Policy Guidelines and school level policies.</li><li>• Parents, teachers, and organizations are informed about the guidelines and encouraged to follow them during the school day.</li><li>• <u>School administrators may allow teachers to set their own guidelines for students' personal snacks in classrooms.</u></li><li>• <u>Reward and incentive programs that provide coupon</u></li></ul>
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				cards for food not available for immediate consumption is allowable. <u>Examples: coupon card.</u>
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<b>Marketing of Food &amp; Beverages</b>	<del>Marketing of food and beverage on district property during the school day (midnight to 30 minutes after the last bell) must meet competitive food standards</del> <a href="http://www.ede.state.co.us/nutrition/nutricompetitivefoods">http://www.ede.state.co.us/nutrition/nutricompetitivefoods</a>			
<b>After School Programs</b>	<ul style="list-style-type: none"> <li>Snacks served under the USDA after School Care Snack Program must comply with all applicable federal regulations and state policies if they are receiving funding from federal sources.</li> </ul>	<ul style="list-style-type: none"> <li>Snacks served under the USDA after School Care Snack Program must comply with all applicable federal regulations and state policies.</li> </ul>		

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

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

Wellness Education Category	Federal Law	State Law	Board Policy	Best Practice
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<b>Comprehensive Health Education and Physical Education</b>		SB 08-212 created comprehensive health education and updated physical education standards. SB 09-163 requires reporting of all non-tested content areas, including school health and wellness indicators as a measurement of school performance.		<ul style="list-style-type: none"><li>• Teachers are encouraged to secure recommended wellness education resources.</li><li>• Teachers are encouraged to incorporate wellness topics in lesson plans throughout the school year.</li><li>• School administrators inform teachers about opportunities to attend training on wellness and the importance of role modeling healthful habits for students.</li><li>• Staff development will be offered inside and outside the district to support staff and student wellness. District will support the use of buildings for staff development opportunities by not charging facilities usage fees for staff and school wellness activities during regular building hours. If a school needs to utilize the facilities for wellness staff/student activities on the weekend or any days the district is closed, the school will incur the expense of any custodial staff needed on site.</li><li>• Instruction encourages hands-on activities that engage students in developmentally appropriate, culturally sensitive, participatory activities.</li></ul>
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<b>Family and Community</b>				<ul style="list-style-type: none"> <li>• Parents are invited to join students for school meals.</li> <li>• Schools are encouraged to provide families with information that encourages them to teach their children about health and nutrition.</li> <li>• Family and community members are encouraged to become actively involved in programs that provide wellness education.</li> <li>• Opportunities are available for the WSCC team and for individuals to share their healthful practices with the school and community.</li> </ul>
<b>Staff Wellness</b>				<ul style="list-style-type: none"> <li>• The school encourages each member of the staff to serve as a healthy role model for students.</li> <li>• The WSCC team will support/encourage at least one school-wide activity each year that promotes staff wellness.</li> </ul>

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

<b>Physical Activity Category</b>	<b>Federal Law</b>	<b>State Law/Practice</b>	<b>Board Policy/District Practice</b>	<b>Best Practice</b>
<b>Physical Education Class</b>		<ul style="list-style-type: none"> <li>• HB 11-1069 requires all public elementary schools to provide students with a minimum of 600 minutes of physical activity per month (30 minutes per school day).</li> <li>• The physical education</li> </ul>	<ul style="list-style-type: none"> <li>• IFK Graduation Requirements require high school students demonstrate mastery in health and physical education to graduate.</li> <li>• All District 49 PE teachers must hold an</li> </ul>	<ul style="list-style-type: none"> <li>• Middle schools students are encouraged to take more than one semester of physical education.</li> <li>• High school students are encouraged to take more than two semesters of physical education.</li> </ul>

		<p>curriculum is sequential and consistent with Colorado Board of Education approved physical education teaching standards for pre-kindergarten through grade 12.</p> <ul style="list-style-type: none"> <li>Physical education teachers are licensed by the Colorado Department of Education.</li> </ul>	endorsement in PE.	<ul style="list-style-type: none"> <li>The school provides a physical and social environment that encourages safe and enjoyable physical activity for all students, including those who are not athletically gifted. Students have the opportunity to participate in lifetime physical activities (e.g. walking, Pilates, swimming, golf, tennis, etc.).</li> <li>Adequate age-appropriate equipment is available for all students to participate in physical activity.</li> <li>Physical activity facilities on school grounds are safe.</li> </ul>
<b>Throughout the Day</b>				<ul style="list-style-type: none"> <li>Classroom health education reinforces the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television.</li> <li>When circumstances make it necessary for students to remain indoors and inactive for two or more hours, the students are given periodic breaks during which they stand and be moderately active.</li> <li>Physical activity breaks and brain boosters should be provided in all courses.</li> </ul>
<b>Punishment</b>				<ul style="list-style-type: none"> <li>Strenuous physical activity is not used (e.g. running laps, pushups)</li> </ul>

				<p>as punishment.</p> <ul style="list-style-type: none"> <li>Students should not be required to “sit out” any part of recess as punishment. A student’s recess time can be replaced with a focused physical activity or community service. This guideline does not apply to extracurricular sports teams or office referrals.</li> </ul>
<b>Recess</b>		<ul style="list-style-type: none"> <li>HB 11-1069 requires all public elementary schools to provide students with a minimum of 600 minutes of physical activity per month (30 minutes per school day).</li> </ul>		<ul style="list-style-type: none"> <li>Elementary school students will have a minimum of 30-minutes daily supervised. Recess for ½ day Kindergarten will be determined by each individual building.</li> </ul>
<b>Before and After School</b>				<ul style="list-style-type: none"> <li>All elementary, middle and high schools offer extracurricular physical activity programs, such as physical activity clubs or intramural programs.</li> </ul>

**Resources:****Nutrition:**

[www.cde.state.co.us/nutrition](http://www.cde.state.co.us/nutrition)

[www.actionforhealthykids.org](http://www.actionforhealthykids.org)

[www.schoolnutrition.org](http://www.schoolnutrition.org)

[www.sneb.org](http://www.sneb.org)

[rdp.healthiergeneration.org/calc/calculator/](http://rdp.healthiergeneration.org/calc/calculator/)

<https://www.fns.usda.gov/school-meals/tools-schools-focusing-smart-snacks>

**Wellness Education:**

[www.cde.state.co.us/cohealthpe/statestandards](http://www.cde.state.co.us/cohealthpe/statestandards)



[www.healthteacher.com](http://www.healthteacher.com)  
<http://www.heart.org/HEARTORG/>

**Physical Activity:**

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

- Adopted: March 30, 2006
- Revised: April 25, 2006
- Revised: February 7, 2007
- Revised: June 15, 2007
- Revised: September 11, 2008
- Revised: September 30, 2008
- Revised: September 17, 2012
- Revised: February 13, 2013
- Revised: December 12, 2013
- Revised: October 30, 2014
- Revised: December 9, 2015
- Revised: May 11, 2017
- Revised: December 14, 2017

**BOARD OF EDUCATION ITEM 8.01B-C**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** D. Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Process Improvement Update

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

We seek to continuously improve our processes in the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

No.	Designation	Title	Reviewed by	Recommendations
8.01.b	BG-R	School Board Policy Process	D. Richer	Update regulation to match current practice
8.01.c	GDBA-R	Educational Support Staff Salary Schedules	N. Evans	Revised to reflect current practice

**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	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	<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>	

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

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

**DATE:** December 1, 2017



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Policy Adoption (Waiver Requests)</b>
Designation	<b>BG-R</b>
Office/Custodian	<b>Board of Education/Executive Assistant to the BOE</b>

School-level accountability committees may request a waiver of Board policy to facilitate attainment of a school-level goal by submitting a written application to the Board of Education. The request for waiver or renewal of an existing waiver must be supported by a majority of committee members and the building principal.

Waivers will be good for ~~two~~three years and may be renewed without limit for additional ~~two~~three-year periods after review by the Board.

The waiver or waiver renewal request must include:

1. Coding and title of the policy to be waived.
2. Specific documentation demonstrating how the policy prohibits the school from achieving a school goal.
3. Expected outcome of the waiver or waiver renewal.
4. Duration requested for the waiver or waiver renewal.
5. Explanation of how the waiver or waiver renewal would assist the school in reaching its goal.
6. Financial impact of the waiver.

The written request for a waiver or waiver renewal must be ~~received~~proposed at a board meeting for discussion by the Board at least ~~60~~90 days prior to proposed implementation.

At the next regular board meeting, ~~t~~The waiver or waiver renewal will be granted if the Board determines that the school has clearly demonstrated that the waiver or waiver renewal will result in the school's accomplishing its goal.

~~The Board will provide a written response to the waiver or waiver renewal request within 5 days of receipt of the request.~~

- Adopted: September 3, 1998
- Reviewed: September 10, 2009
- Reviewed: December 11, 2014
- Revised: December 14, 2017



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support <del>Staff Personnel</del> Salary Schedules
Designation	GDBA-R
Office/Custodian	Business/Director of Human Resources and Finance

~~After the Board of Education adopts salary schedules, the Human Resources Department will prepare notification of salary for the following school year.~~

### Initial salary placement

Employees new to the ~~D~~district will be placed on an appropriate salary schedule which corresponds to their job assignment. New employees will have their work history reviewed, and credit for relevant years of paid, full-time equivalent experience in a highly comparable like work experience like positions may be granted up to the same limit as a licensed employee. It is the responsibility of each staff member to present complete, accurate evidence of previous experience on their application.

### Salary movement

Continuing employees: A step increase may take place if the employee is hired with the district prior to April 1<sup>st</sup> of that calendar year and the board approves a step increase. based on supervisor recommendation, continuing employees will be advanced a horizontal step for positive job performance.

In addition, the board may also choose to approve an increase in the ~~base~~ salary schedule base rate of pay. The decision to increase the base and/or approve a step increase can coincide together or can occur independent from one another. ~~After the Board of Education adopts salary schedules, the Employees will receive notification from the~~ The Human Resources Department will notify employees ~~will prepare notification of their~~ salary for the following school year.

Request for review: aAny employee, new or continuing, may has the right ability to request a review of their salary placement or movement on the salary schedule one time per each job title held. If a change in pay is granted as a result of the review, the new rate of pay will only be retroactive back to the date of the request. In addition, credit for years of previous relevant experience will only be granted up to the limit that was in place at the time of the initial placement into that position.

Transfer: aAn employee ~~that who~~ voluntarily transfers from one position to another within the district will be evaluated and credit for relevant years of paid, full-time equivalent experience in highly comparable like positions may be granted up to the same limit as a licensed employee. will be allowed to take all years of experience in the District to the new position for salary placement. The steps on the salary schedule do not directly correspond to years of experience, therefore, there is no guarantee that an employee will remain on the same step when transferring from one position to another.

### Eligibility for salary advancement

### ~~Employees must be on the job prior to April 1st annually to receive consideration for a step increase.~~ Overtime

From time to time, employees may be required to work overtime. The federal overtime provisions are contained in the Fair Labor Standards Act (FLSA). Unless exempt, employees covered by FLSA must receive overtime pay for hours worked over 40 in a workweek at a rate not less than time and one-half their regular rates of pay. The Act applies on a workweek basis. The established workweek for District 49 begins at 12:01 a.m. on Sunday and ends at 12:00 p.m. midnight on Saturday.

For purposes of calculating overtime payments, only hours actually worked are counted. Employees must request permission from their supervisor prior to working any overtime.

### Overtime

- ~~1. Exempt employees normally are excluded from supplementary pay plans. Generally speaking, executive supervisors, administrators, and certificated employees are considered exempt and not eligible for overtime pay.~~
- ~~2. Nonexempt employees are staff members, other than certificated or administrative employees, who are eligible for overtime pay.~~
- ~~3. Overtime is all hours worked by non-administrative support staff in excess of 40 hours per week.~~
- ~~4. Work week for the school District begins at 12:01 a.m. Sunday and continues through 12 midnight the following Saturday.~~
- ~~5. Work time is all approved hours spent performing work on behalf of the District.~~
- ~~6. Holidays are those days granted by the Board of Education for 12-month employees.~~

### Basic overtime rate

- ~~1. Overtime will be paid at a rate equal to one and one half times the hourly rate.~~
- ~~2. Nonexempt employees who are authorized to work on a Board approved holiday will be paid their regular pay for the holiday plus one and one half times the hourly rate for the hours worked.~~

### Responsibility

- ~~1. The Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee will be responsible for determining the exempt or nonexempt status of each position in the District.~~
- ~~2. Overtime will be determined by the administrator with budgetary responsibilities. Administrators designated by the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee will be authorized to approve overtime in their areas of responsibility within the limitation of available funds. The Board must approve expenditures which exceed the current budgetary allocation.~~

- Adopted: April 18, 1985
- Revised: June 2, 1988
- Reviewed: May 11, 2000
- Revised: December 13, 2001
- Revised: November 11, 2010
- Revised, November 10, 2011

- Revised: January 10, 2013
- Revised: December 14, 2017

**BOARD OF EDUCATION ITEM 8.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** N. Lemmond, Executive Director of Individualized Education

**TITLE OF AGENDA ITEM:** Expulsion Information

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

See attached confidential sheet for list of expulsions in November, 2017 per board policy.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

**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 <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>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

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

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

**DATE:** December 1, 2017

**BOARD OF EDUCATION ITEM 8.03**

**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Barbara Austin-Seeley, Executive Assistant to CEO

**TITLE OF AGENDA ITEM:** Student Study Trips

**ACTION/INFORMATION/DISCUSSION:** Information

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**BACKGROUND OR RATIONALE**

**FHS**

Abraham Lincoln Invitational in Denver, CO

Depart 1/26/18 Return 1/27/18

14 Students will attend this trip.

Cost of this trip will be \$50 per students and includes transportation, meals and lodging.

This event is part of the 17-18 wrestling schedule.

Fundraising will not be part of this trip.

**FHS**

Toas Dual and Bulldog Classic in Pueblo, CO

Depart 1/12/18 Return 1/13/18

25 Students will attend this trip.

Cost of this trip will be \$50 per students and includes transportation, meals and lodging.

This event is part of the 17-18 wrestling schedule.

Fundraising will not be part of this trip.

**FHS**

Winter STUCO retreat at Copper Mtn

Depart 12/16/17 Return 12/18/17

15 Student will attend this trip.

Cost of this trip will be \$90 per students and includes transportation, meals and lodging.

This trip is used for a couple of aspects. The first one being for the council to bond as a Student Council, The second is for our executive team to present leadership lessons, the third is for the executive team to revamp our selection process of executive members qualifications and to clarify the requirements to be a student council member for the upcoming year and finally it will be used for event planning for the remainder of the year.

Fundraising will not be part of this trip.

**FHS**

Orange and Black Basketball Tournament in Colby, Kansas

Depart 1/18/18 Return 1/20/18

28 Students will attend this trip.

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

This event is part of the 17-18 Basketball schedule

Fundraising will not be part of this trip.

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BOE Regular Meeting December 14, 2017  
Item 8.03 continued

## FHS

Weld Central HS Trace Young Memorial Basketball Tournament

Depart 12/7/17 Return 12/9/17

20 Students will attend this trip.

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

This event is part of the 17-18 Basketball schedule

Fundraising will not be part of this trip.

## FMS

Costa Rica Trip

Depart 3/18/19 Return 3/28/19

12 Students will attend this trip.

Cost of this trip will be \$2,650 per student and will include transportation, meals, lodging, insurance and tours.

Students will: Gain awareness of global perspectives and connections Promote international understanding, respect for different cultures, language learning and global citizenship. Align our school curricula to bring subjects, people, places and events to life. Provide global settings to sharpen key 21st century skills - critical thinking, problem solving, communication, collaboration and global competence Develop interpersonal and leadership skills necessary to navigate new experiences with confidence and adaptability.

Fundraising will not be part of this trip.

## PPEC

EF Tour Trip to England, Ireland, Wales, Paris & Normandy

Depart 3/22/18 Return 4/2/18

12 Students will attend this trip.

Cost of this trip will be \$3,950 per student and will include transportation, meals, lodging, insurance and tours.

Many students today live in their own bubble and have never ever traveled out of Colorado let alone overseas. By traveling overseas students get to experience new cultures, navigate new lands, explore historic sites and bring history to life and develop a global perspective needed today. Students have been briefed as to the itinerary and another meeting will be held in late January to go over travel expectations, rules and guidelines, how to conduct themselves as representatives of our student body etc. Students will be immersed in cultures very different than their own and will have an option to earn college credit by registering for that portion of the program. The best way to help students gain awareness is by building confidence and leadership abilities. One way to do so is to show them other perspectives and values. Students will be engaged in their own personal learning experience.

Fundraising will not be part of this trip.

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## RELEVANT DATA AND EXPECTED OUTCOMES:

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### 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	

BOE Regular Meeting December 14, 2017  
Item 8.03 continued

<div data-bbox="121 394 147 512" data-label="Text">Strategy</div> <div data-bbox="159 262 800 646" data-label="List-Group"><p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p><p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p><p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p></div>	<p>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.</p>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only.

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

**DATE:** December 6, 2017

**BOARD OF EDUCATION ITEM 8.04**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Shannon Hathaway, Risk & Benefits Manager

**TITLE OF AGENDA ITEM:** Current Legal Issues

**ACTION/INFORMATION/DISCUSSION:** Information - Confidential

**BACKGROUND OR RATIONALE**

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

**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	<i>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</i>
<b>Strategy</b>	<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>	<i>Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.</i>

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No action necessary – information only. All information presented in this item should be kept strictly confidential.

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

**DATE:** December 1, 2017

**BOARD OF EDUCATION ITEM 9.01A**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Erika Siemieniec, Business & Mathematics Teacher

**TITLE OF AGENDA ITEM:** SCHS Course Proposal for Advanced Business

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Seeking approval of the addition of a semester long block course entitled Advanced Business.

**RATIONALE:**

The Sand Creek High School Business Pathway is growing. Current pathway courses are Introduction to Business, Introduction to Communication, Business Communications, Marketing, Entrepreneurship, Management, Business Law, and Hospitality & Tourism. A pursuance of articulated and/or Concurrent Enrollment (BUS115) option within this pathway would meet the needs of students whose desire is to continue in Business as a post-secondary goal.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

*Advanced Business*

**Grade Level: 11-12      Length: Semester**

Students will focus on the operation of the American business system. Covers fundamentals of the economy, careers and opportunities, marketing, management, production, governmental regulations, tools of business, and social responsibilities. This course will empower students to develop professional industry skills to transfer into a workplace career.

**INNOVATION AND INTELLIGENT RISK:**

**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	Provide students and local businesses a bridge for educational outreach opportunities.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Approval of career preparation courses helps to define an academic pathway in Business for students.
	<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>	Provides students with career and college readiness skills that can be applied immediately following graduation.

BOE Regular Meeting December 14, 2017  
Item 9.01a continued

**BUDGET IMPACT:** Absorbed in current CTE Budget.

**AMOUNT BUDGETED:** Replace this text by reporting whether the funds needed to support this proposal are already budgeted.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** With board approval, move course proposal for Advanced Business at Falcon, Vista Ridge and Sand Creek High Schools for action at the January 11<sup>th</sup> regular board meeting.

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

**DATE:** December 1, 2017

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## **Advanced Business**

### **Suggested Syllabus**

#### **PART 1 Business in a Global Environment**

- 1 The Changing Face of Business
- 2 Business Ethics and Social Responsibility
- 3 Economic Challenges Facing Contemporary Business
- 4 Competing in World Markets

#### **PART 2 Starting and Growing Your Business**

- 5 Small Business and Forms of Business Ownership
- 6 Starting Your Own Business

#### **PART 3 Management: Building Organizational Capability for Superior Performance**

- 7 Management, Leadership, and the Internal Organization
- 8 Human Resource Management: From Recruitment to Labor Relations
- 9 Top Performance through Empowerment, Teamwork, and Communication
- 10 Production and Operations Management

#### **PART 4 Marketing Management**

- 11 Customer-Driven Marketing
- 12 Product and Distribution Strategies
- 13 Promotion and Pricing Strategies

#### **PART 5 Managing Technology and Information**

- 14 Using Technology to Manage Information

#### **Suggested Text**

## Advanced Business



ISBN-13: 978-1118336496

ISBN-10: 1118336496

### Instructional Goals and Policies

**The Instructional Unit has identified the following lifelong/workplace skills that are the foundation for your course of study**

1. Communication
2. Critical Inquiry
3. Intra/Interpersonal Responsibility
4. Quantitative Reasoning
5. Technology
6. Aesthetic Perception

Of these skills, this course will focus on Communication, Critical Inquiry, and Technology.

### General Learning Intentions

Successful students will have shown through in-class exercises and specific course assignments the ability to pursue and retain knowledge, comprehend the various significant levels of acquired

## **Advanced Business**

knowledge (analyzing and identifying their various components), evaluate the significance of the knowledge, synthesize ideas from multiple sources, and apply what is learned to work and life situations.

### **General Outcomes**

Successful occupational and technical students will be able to:

1. Perform tasks related to specific jobs or cluster of jobs.
2. Understand the conceptual framework underlying the acquired technical skills.
3. Demonstrate an understanding of personal and work characteristics that contribute to effective job performance.

### **As BUS 115**

Articulation/Concurrent Enrollment Options

**STANDARD COMPETENCIES ACCORDING TO THE COMMON COURSE NUMBERING SYSTEM:**

1. Give students a macro view of business that is essential to such advanced and specialized courses as finance, marketing, management and human relations.
2. Provide students with meaningful, real-world-oriented information that can play a key role in their success both within and beyond the classroom.
3. Give students an integrated view of the dynamic and exciting world of business.
4. Create an awareness of the varied career opportunities in business and aid in selecting a vocation or enhance the vocation already selected.
5. Discuss social and ethical responsibilities of business.

Syllabus Additions for Common Course Numbering Alignment:

### **Part 5 Technology and Information**



## **Advanced Business**

- **Using the Internet for Business Success**
- **Using Financial Information and Accounting**

### **Part 6 Stock Market and Investing**

### **Part 7 Legal Environment and Government Regulations**

**BOARD OF EDUCATION ITEM 9.01B**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Cale Csizmadi, Vista Ridge Science Department

**TITLE OF AGENDA ITEM:** Creation of College Preparatory Chemistry at Vista Ridge High School

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Seeking approval of the addition of the year long course College Prep-Chemistry

**RATIONALE:**

Optional course for sophomore, juniors or senior. The rationale behind this course is to give students who are academically prepared to take chemistry and are planning on taking AP chemistry in high school or college chemistry a course that prepares for the topics and pace in these courses

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Successful completion of this course can be measured by students successfully completing a College level chemistry course with a “C” or better, or by taking AP chemistry and passing the AP Exam.

**INNOVATION AND INTELLIGENT RISK:**

This course covers a greater depth and breadth of material and moves at a quicker pace than the chemistry class. It is expected that students enrolling in this course be highly motivated and have a strong interest in pursuing a chemistry related field. The course designed to prepare college bound science majors for the work they will encounter in college programs related to: medicine, pharmacology, molecular biology, chemical engineering, chemical industry, forensics and environmental science.

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

This course is a rigorous first-year chemistry course that will prepare students for AP chemistry or college chemistry. This advanced chemistry course gives students a solid basis to move on to more advanced courses in chemistry. The course surveys all key areas, including atomic structure, chemical bonding and chemical kinetics, equilibrium solutions, stoichiometry, electrochemistry, thermochemistry, and nuclear chemistry, enhanced with challenging model problems and assessments. Our goal is also to teach students to be good problem solvers and apply their knowledge of chemistry to their everyday lives.

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	

BOE Regular Meeting December 14, 2017  
Item 9.01b continued

<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	Approval of science courses helps to define academic pathway for students in STEM careers
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Academically prepared to take chemistry and are planning on taking AP chemistry in high school or college chemistry a course that prepares for the topics and pace in these courses

**BUDGET IMPACT:** None- Students will pay lab fee (\$15) same as other lab based science classes

**AMOUNT BUDGETED:** None- Students will pay lab fee (\$15) same as other lab based science classes

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move this item for action at the January 11<sup>th</sup> regular board meeting.

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

**DATE:** December 5, 2017

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# Vista Ridge High School College Preparatory Chemistry

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Course Text: Chemistry, Prentice Hall and

## Course Description:

This course represents the first year in a comprehensive two-year sequence of chemistry. Students who elect to go on to the second year course, AP Chemistry or College Level Chemistry, will be prepared to take the AP Exam or College Chemistry at the end of that course. Algebra are recommended pre-requisites to this course; the work done in PSI Physics is applied and expanded upon to explain macroscopic phenomenon through an understanding of the microscopic. The course is both quantitative and qualitative in nature, so mathematics will often be applied to the solving of problems. Throughout the year, students will be involved in problem-solving activities on an individual, small group and large group basis. Through this process the ability to read and understand problems, break them down into their component parts and then create and present solutions will be developed.

These same skills will be developed with activities in the chemistry laboratory. In that case, problem solving will be done in real time with hands-on problems. Both analytical techniques as well as technological capability will be developed. Students who have successfully completed this course will be well prepared for AP Chemistry or College Chemistry.

Materials: Please bring the following to class each day

- 3-ring Binder with dividers, loose-leaf paper AND several sheets of graph paper
- Pen (dark ink only) and Pencil
- Scientific Calculator or Graphing Calculator
- Planner
- 4-pk Expo Markers for personal use
- Colored Pens for Grading for personal use
- Sticky Notes or Flags (any size and color you prefer for personal use)
- Flash drive - at least 8Gb
- Recommended but not required: head phones, Mobile Device (cell phone, iPod, PSP, etc), index cards, highlighters, poster-making materials (glue sticks, markers or colored pencils, display board)

## Introduction to Flipped Chemistry: Chemistry Learning in the 21<sup>st</sup> Century

Given that we live in an ever-shrinking world in which graduates will be competing with students from other countries for jobs, we must strive to create individuals who will be competitive in a global job market. In order to do so, we endeavor to develop skills in our students that will equip them to be independent life-long learners who can adapt to meet any challenging task at hand. As a result, we require students to demonstrate a great amount of independence in accessing information and collaborating with their peers to master the content.

The following activities are included in the Chemistry course:

- **Worksheets and Bookwork:** Students will complete activities in class that contain material that corresponds with the assigned instructional video. Problems include descriptive chemistry, mathematical problems, and explanations of concepts. For Bookwork, students can outline the reading or answer the questions assigned. Credit will be given if the assignment is finished completely, the student checks the accuracy of their work AND can answer a few questions asked by the instructor about their approach to solving the problems.
- **Demonstrations:** Occasionally, the teacher will demonstrate a chemistry concept to a small group or the whole class. Credit will be given when the student writes a descriptive paragraph and diagram about the concepts demonstrated.
- **Laboratory Investigations:** Students will often conduct lab experiments during class. All safety and cleanup procedures must be followed. Credit will be given when a student completes the data collection (MUST be stamped by instructor at the time of completion), data analysis and answers the questions at the end of the lab. About once per quarter a full lab report will be required.
- **Tests:** Prep Chemistry tests are more rigorous and comprehensive than general chemistry, so careful reading of the textbook chapters and completion of each assignment will be especially important in preparation for the exam.

## Ticket to a Retake

Each student has the option to retake each unit test once. More recent information will replace old information. If you want to retake a unit test, you must meet these conditions:

1. Have all assignments from the unit complete.

2. Complete the self-evaluation and test corrections from the original test.
3. Schedule a time before or after school to attend tutoring and retake the test.

**\*\*Note:** Because you have the opportunity to retake any unit test or quiz, the test grades will NOT be **curved! If you don't know it on the date of the test, study a little more and retake it once you have mastered the material!**

Grading: Within each unit of study are a set of Learning Objectives, LOs, which define the standard set of knowledge and skills each student must master. Students be ranked in their learning as they progress towards mastery on a scale from 0 – 4. These are formative assessments, meaning they change as students demonstrate each skill with more accuracy and consistency. This allows all invested parties (student, teacher, parent, counselor, admin, etc.) to identify strengths and areas for growth. Labs and quizzes are worth 30 – 50 points and tests are worth 100 points, so these assessments have much more impact on **the student's grade than the LOs. Overall letter grades are assigned based on the following scales.**

### Grading Scales

Letter Grade	Scale Score	Percentage Score
A+	4.0	100
A	3.5	95
A-	3.0	90
B+/B/B-	2.5	80
C+/C/C-	2.0	70
D+/D/D-	1.5	65
Failing - Lack of understanding	1.0	50 - 60
Incomplete - Not enough information	Below 1.0	50

Modified from 2008 Marzano

Our focus is on student learning. Tutoring will be available for students who need extra help. Retakes of all major assessments are encouraged so that the emphasis is on what students learn and not when they learn it and not allowing students to fail by constantly encouraging them to keep trying. Learning the material is the responsibility of each individual student, therefore completing the assignments is up to YOU, the student. Not everyone will require the same amount of practice to master the content of the course, but because of the academic rigor of this class, most students have to complete every assignment to be successful. Each student must complete his or her own work. Students found to be copying assignments or labs will be required to redo the work on their own time **and may have "Academic Dishonesty" notated on their high school transcript.** Students who have good study habits are more successful in class. DO YOUR WORK ON TIME! Procrastination will kill your chemistry grade.

Tutoring Schedule

Chemistry.....

Attendance: You are expected to attend class on each scheduled day. Chemistry is a tough class to miss and make up because the interactions in the classroom enhance the learning process and cannot be recreated. Each class begins with a 3-5 minute activity, called the Warm-Up. If you need more time to work out the problems, you should come early because when the time runs out, we start grading! You will receive a warning for your first tardy, but after that, a three-strike policy will be enforced. If you are late three times, you will be expected to make up the time you missed by serving after school detention as well as any other consequences outlined by the student handbook. BE ON TIME!!!

**Make Up:** Some labs are not possible to keep out for weeks on end. Once chemicals begin to decompose, they must be neutralized and discarded. For this reason, you may need to schedule time outside of class to complete labs if you fall behind. You may be working with another teacher or lab group during the makeup lab, but you are still responsible for turning in the lab write-up within one week. Those who come for lab day without the pre-lab assignment complete will be asked to complete the lab another day because they have not sufficiently reviewed the procedure to perform the lab safely. It is possible that the lab must be cleared away and a student must forfeit the points and the learning opportunity, or complete an alternate assignment.

**What can Parents Do To Help:** Studies show that the most successful students around the world have parents who TALK to their kids! When they are young, reading out loud to your kids has enormous benefits. As they get older, talking to students about current events, books, movies, and social issues is one of the best ways to impact their learning at school. **So instead of asking "Did you do your homework?" (and starting a battle!), consider trying "Tell me your thoughts on the upcoming election." or "What did you think of the way Maleficent was portrayed in that movie?"** Thank you in advance for the encouragement and support you provide for your child this year.

**Class Rules:** In order to maintain a safe and orderly environment conducive to learning for all students, there must be discipline and structure in the classroom.

1. Be prepared for class and working when the bell rings.
2. Follow classroom procedures and directions the first time.
3. Keep words and actions respectful at all times.
4. Refrain from distracting behaviors.
5. Be aware of all safety rules and signs for this chemistry lab. Remember that we may be working with volatile substances and that these rules are set up for your safety.

## Course Outline

### Unit One: The Wave Nature of Matter (Review from Physics)

- A. The Wave Nature of Light
- B. Photons and the photoelectric effect
- C. The Nature of Matter – Wave-Particle Duality

### Unit Two: Atomic Structure

- A. **Dalton's Atomic Theory**
- B. Subatomic Particles
- C. Ions, Isotopes, and Average Atomic Mass

### Unit Three: Locating Electrons and the Periodic Table

- A. Emission Spectra and the Bohr Model of the Atom
- B. The Quantum Mechanical Model of the Atom
- C. Electron Configurations

### Unit Four: Periodic Trends

- A. Review of Coulombic Attraction (from Physics)
- B. Periodic trends
- C. Atomic size
- D. Electronegativity
- E. Ionization Energy
- F. Valence electrons and periodic trends

### Unit Five: Ionic Bonding and Ionic Compounds

- A. Formation of Cation and Anions
- B. Formation of Ionic Compounds
- C. Properties of Ionic Compounds
- D. Naming of Ionic compounds

### Unit Six: Covalent Bonding and Molecular Compounds

- A. Covalent bonding
- B. Properties of Ionic Compounds and Molecular Compounds
- C. Naming of molecules
- D. Lewis Structures
- E. Molecular shapes (the VSEPR model)\*
- F. Polarity of molecules

### Unit Seven: Chemical Reactions

- A. Balancing chemical equations
- B. Classifying chemical reactions

### Unit Eight: Nuclear Reactions

- A. Radioactive Particles
- B. Types of Nuclear Reactions
- C. Balancing Nuclear Equations
- D. Half-Life and Radioactive Decay
- E. Applications of Nuclear Chemistry

## Fall Semester Final

### Unit Nine: Predicting Products of Reactions

- A. Use of solubility tables to predict reaction
- B. Use of activity series to predict reaction
- C. Net ionic equations
- D. Oxidation-Reduction reactions
- E. Combustion Reactions – completing and balancing

### Unit Ten: Scientific Measurement

- A. Scientific Notation
- B. Error, Accuracy, and Precision
- C. Significant Figures
- D. Metric Conversions
- E. Density
- F. Dimensional Analysis and T-Tables

Unit Eleven: Moles and the Periodic Table

- A. **Avogadro's Number**
- B. Converting between number of atoms and moles of an element
- C. Converting between volumes and moles of gas at STP
- D. Converting between mass and moles of an element
- E. Empirical Formula
- F. Molecular Formula

Unit Twelve: Stoichiometry

- A. Mole Ratios
- B. Predicting Amounts of Products and Reactants
- C. Limiting Reagent
- D. Percent Yield

Unit Thirteen: Solutions

- A. Concentration units
- B. Saturated solutions
- C. Factors affecting solubility
- D. Acids and Bases

Unit Fourteen: Gases, Liquids and solids

- A. Kinetic – molecular Theory
- B. The ideal gas law
- C. Gas density and molar mass
- D. **Dalton's law of partial pressures**
- E. Graham's law of Effusion

Unit Fifteen: Thermochemistry and Thermodynamics

- A. Specific Heat and Calorimetry
- B. **Hess's** Law and Enthalpy
- C. Entropy
- D. **Gibb's Free Energy**

Unit Sixteen: Chemical Equilibrium

- A. The equilibrium constant: forward and reverse rates of reaction
- B. Calculating  $K_c$  and  $K_p$
- C. **Le Chatelier's Principle**



**BOARD OF EDUCATION ITEM 9.02A**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Jaime Levi, Vista Ridge Science Department

**TITLE OF AGENDA ITEM:** VRHS Change of Name from Honors Biology to College Prep-Biology

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Seeking approval of the addition of the year long course College Prep-Biology. This will be similar to Honors Biology previously taught at VRHS. The name change is needed to be consistent within the building and to aid in the growth of the A.P. science classes or college level Biology.

**RATIONALE:**

Optional course for freshmen, sophomore, or junior. This course will be designed for academically prepared students to take a more rigorous biology course in preparation for the rigor, topics, and pace expected in AP Biology, AP Environmental, and College Biology courses.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Successful completion of this course can be measured by students successfully completing a College level Biology course with a “C” or better, or by taking AP Biology and passing the AP Exam.

**INNOVATION AND INTELLIGENT RISK:**

This course covers a greater depth and breadth of material and moves at a quicker pace than the biology class. It is expected that students enrolling in this course be highly motivated and have a strong interest in pursuing a biology related field. The course designed to prepare college bound science majors for the work they will encounter in college programs related to: medicine, pharmacology, molecular biology, forensics and environmental science.

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

This course is a rigorous first-year biology course that will prepare students for AP biology or college biology. This advanced biology course gives students a solid basis to move on to more advanced courses in biology. The course surveys all key areas, including living organisms, chemical composition of the cell, cell structure and function, cellular transport, bioenergetics, cellular respiration, photosynthesis, cellular reproduction, genetics, protein synthesis, origin of life and biotechnology. Our goal is also to teach students to be good problem solvers and apply their knowledge of biology to their everyday lives.

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>	

BOE Regular Meeting December 14, 2017  
Item 9.02a continued

<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval to rename a science courses helps to define academic pathway for students in STEM careers
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Academically prepared to take chemistry and are planning on taking AP Biology in high school or college biology a course that prepares for the topics and pace in these courses

**BUDGET IMPACT:** None- Students will pay lab fee (\$15) same as other lab based science classes

**AMOUNT BUDGETED:** None- Students will pay lab fee (\$15) same as other lab based science classes

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Request to move this revised course for action at the January 11<sup>th</sup> regular board meeting.

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

**DATE:** December 5, 2017

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# **College Preparatory Biology Syllabus**

## **Unit 1: Introduction to Biology**

**Colorado Standards:** 1 & 6

**Readings:** Campbell Ch. 1

### **Objectives:**

Science Basics

- A. Know and use the 6 steps of the Scientific Method.
- B. Know and use SI units and prefixes.
- C. Know and demonstrate laboratory safety guidelines.
- D. Know and use factor label method of conversion.

### The Scope of Biology

- 1.1 Define the levels of biological organization from molecules to the biosphere, noting the relationship each level has to the others.
- 1.2 Compare the flow of chemical nutrients and the flow of energy in an ecosystem.
- 1.3 Be able to identify that cells are the structural and functional units of life.

### Evolution, Unity, and Diversity

- 1.4 Know that DNA encodes a cell's information.
- 1.4 Describe seven properties that are common to all life.
- 1.5 Know that life's diversity can be organized through a means of classification.
- 1.6 Describe the process and products of natural selection. Explain why individuals cannot evolve.
- 1.6 Know that organisms change over time through the process of biological evolution.

### The Process of Science

- 1.7 Describe the goals and limits of scientific investigations. Compare discovery science and hypothesis-based science.
- 1.7 Define a hypothesis, and compare inductive and deductive reasoning.
- 1.8 Explain how deductive reasoning is part of hypothesis-based science.
- 1.8 Define a control, and describe an example.

### Biology and Everyday Life

- 1.9 Compare the goals of science and technology. Explain why an understanding of biology is essential to all of our lives.

## **Unit 2: Chemistry**

**Colorado Standards:** 1 & 2

**Readings:** Campbell Ch. 2

### **Objectives:**

Elements, Atoms, and Molecules

- 2.1 Define atoms, elements, compounds, molecules and matter.

- 2.2 Define and Explain how and why trace elements are added to the human diet and give examples.
- 2.4 Describe the structure of an atom.
- 2.4 Define the atomic number and mass number of an atom.
- 2.4 Define an isotope and explain what makes some isotopes radioactive.
- 2.5 Explain why radioactive isotopes are important to biologists.
- 2.6 Explain how the electron configuration of an atom influences its chemical behavior.
- 2.7–2.10 Distinguish among nonpolar covalent bonds, polar covalent bonds, ionic bonds, and hydrogen bonds, noting their relative strengths and how and where they form.

### Water's Life-Supporting Properties

- 2.11–2.14 Describe the special properties of water that make it vital to living systems. Explain how these properties are related to hydrogen bonding.
- 2.11 Define and distinguish between cohesion and surface tension.
- 2.12 Define and distinguish between heat and temperature.
- 2.14 Define a solute, a solvent, and a solution.
- 2.15 Explain how acids and bases directly or indirectly affect the hydrogen ion concentration of a solution.
- 2.15 Explain the basis for the pH scale.
- 2.15 Explain how buffers work.
- 2.16 Describe the causes of acid precipitation, and explain how it adversely affects the fitness of the environment.

### Chemical Reactions

- 2.17 Define a chemical reaction, and distinguish between the reactants and products.

## **Unit 3: Biochemistry**

**Colorado Standards:** 1, 2 & 3

**Readings:** Campbell Ch. 3

### **Objectives:**

#### Introduction to Organic Compounds

- 3.1 Explain why carbon is unparalleled in its ability to form large, diverse molecules.
- 3.1 Define organic compounds, hydrocarbons, a carbon skeleton, and an isomer.
- 3.2 Describe the properties of and distinguish among the five functional groups of organic molecules.
- 3.3 List the four classes of macromolecules, explain the relationship between monomers and polymers, and compare the processes of dehydration synthesis and hydrolysis.

#### Carbohydrates

- 3.4–3.7 Describe the structures, functions, properties, and types of carbohydrate molecules.

#### Lipids

- 3.8–3.10 Describe the structures, functions, properties, and types of lipid molecules.

- 3.10 Describe the health risks associated with the use of anabolic steroids.

#### Proteins

- 3.11–3.14 Describe the structures, functions, properties, and types of proteins.  
3.15 Describe the major achievements of Linus Pauling.

#### Nucleic Acids

- 3.16 Compare the structures, functions, and types of nucleic acids.

### **Unit 4: Cells**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 4

#### **Objectives:**

##### Introduction to the Cell

- 4.1 Compare the designs of and images produced by a light microscope, a scanning electron microscope, and a transmission electron microscope. Distinguish between magnification and resolving power.  
4.1 Know the structures and the functions of each structure of the compound light microscope.  
4.1 Define cell theory and briefly describe the discoveries that led to its development.  
4.2 Know there are upper and lower limits to cell size.  
4.3–4.4 Distinguish between the structures of prokaryotic and eukaryotic cells.  
4.4 Explain why compartmentalization is important in eukaryotic cells.  
4.4 Compare the structures of plant and animal cells. Note the function of each cell part.

##### Organelles of the Endomembrane System

- 4.5–4.10,  
4.12–4.13 Describe the structure and functions of the nucleus, endomembrane system, smooth and rough endoplasmic reticuli, Golgi apparatus, lysosomes, and vacuoles.  
4.11 Explain how impaired lysosomal function can cause the symptoms of storage diseases.

##### Energy-Converting Organelles

- 4.14–4.15 Compare the structures and functions of chloroplasts and mitochondria.

##### The Cytoskeleton and Related Structures

- 4.16 Compare the structures and functions of microfilaments, intermediate filaments, and microtubules.  
4.17 Explain how the structure of cilia and flagella relate to their functions.

##### Cell Surfaces and Junctions

- 4.18 Compare the structures and functions of cell surfaces and intercellular junctions of plant and animal cells.

##### Functional Categories of Organelles

- 4.19 Describe the four functional categories of eukaryotic organelles, noting which organelles are in each group.
- 4.19 Describe the three fundamental features of all life forms on our planet.

## **Unit 5: The Working Cell**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 5

### **Objectives:**

#### How Enzymes Function

- 5.5 Explain how enzymes speed up chemical reactions.
- 5.6 Describe the structure of an enzyme-substrate interaction.
- 5.7 Explain how the cellular environment affects enzyme activity.
- 5.8 Explain how competitive and noncompetitive inhibitors alter an enzyme's activity.
- 5.8 Describe the process of feedback inhibition.
- 5.9 Explain how certain poisons, pesticides, and drugs inhibit enzymes.

#### Membrane Structure and Function

- 5.10 Explain how membranes help organize the chemical activities of a cell.
- 5.11 Relate the structure of phospholipid molecules to the structure and properties of cell membranes.
- 5.12 Describe the fluid mosaic structure of cell membranes.
- 5.13 Describe the diverse functions of membrane proteins.
- 5.14 Define diffusion and describe the process of passive transport.
- 5.15 Explain how transport proteins facilitate diffusion.
- 5.16 Explain how osmosis can be considered to be the diffusion of water across a membrane.
- 5.17 Distinguish among hypertonic, hypotonic, and isotonic solutions.
- 5.17 Explain how plant and animal cells change when placed into hypertonic or hypotonic solutions.
- 5.15, 5.18 Compare the processes of facilitated diffusion and active transport.
- 5.19 Distinguish among exocytosis, endocytosis, phagocytosis, pinocytosis, and receptor-mediated endocytosis.
- 5.20 Describe the cause of hypercholesterolemia.

## **Unit 6: Cellular Respiration**

**Colorado Standards:** 1, 2 & 3

**Readings:** Campbell Ch. 6

### **Objectives:**

#### Introduction to Cellular Respiration

- 6.1 Compare the processes and locations of cellular respiration and photosynthesis. Explain how you rely on energy from the sun.
- 6.2 Define and compare the processes of breathing and cellular respiration.
- 6.3 Describe the overall chemical equation for cellular respiration. Compare the efficiency of this process in cells to the efficiency of a gasoline automobile engine.

- 6.4 Explain how the human body uses its daily supply of ATP.
- 6.5 Explain how the energy in a glucose molecule is released during cellular respiration.
- 6.5 Explain how redox reactions are used in cellular respiration.
- 6.5 Describe the roles of dehydrogenase,  $\text{NAD}^+$ , and the electron transport chain in cellular respiration.

#### Stages of Cellular Respiration and Fermentation

- 6.6 List the cellular regions where glycolysis, the citric acid cycle, and oxidative phosphorylation occur.
- 6.7–6.12 Compare the reactants, products, and energy yield of the three stages of cellular respiration.
- 6.13 Compare the reactants, products, and energy yield of alcohol and lactic acid fermentation. Distinguish between strict anaerobes and facultative anaerobes.

#### Interconnections Between Molecular Breakdown and Synthesis

- 6.14 Explain how polysaccharides, fats, and proteins are broken down to yield ATP. Explain why a gram of fat yields more ATP than a gram of starch or protein.
- 6.15 Explain how food molecules are used in biosynthesis.
- 6.16 Describe the fundamental relationship between respiration and photosynthesis.

### **Unit 7: Photosynthesis**

**Colorado Standards:** 1, 2 & 3

**Readings:** Campbell Ch. 7

#### **Objectives:**

##### An Overview of Photosynthesis

- 7.1 Define the terms autotrophs, photoautotrophs, and producers.
- 7.2 Describe the structure of chloroplasts and their location in a leaf. Identify specifically where most light energy is converted to chemical energy.
- 7.3 Explain how plants produce oxygen. Describe the experiments that revealed the source of the oxygen produced during photosynthesis.
- 7.4 Describe the role of redox reactions in photosynthesis.
- 7.5 Compare the reactants and products of the light reactions and the Calvin cycle. Explain how the term photosynthesis relates to these reactions.

##### The Light Reactions: Converting Solar Energy to Chemical Energy

- 7.6 Describe the properties and functions of the different photosynthetic pigments.
- 7.7 Explain how photosystems capture solar energy.
- 7.8–7.9 Explain how the electron transport chain and chemiosmosis generate ATP, NADPH, and oxygen in the light reactions.

##### The Calvin Cycle: Converting $\text{CO}_2$ to Sugars

- 7.10 Describe the reactants and products of the Calvin cycle. Explain why this cycle is dependent upon the light reactions.

##### Photosynthesis Reviewed and Extended

- 7.11 Review the overall process of the light reactions and the Calvin cycle, noting the products, reactants, and locations of each major step.
- 7.12 Compare the mechanisms that C<sub>3</sub>, C<sub>4</sub>, and CAM plants use to obtain carbon dioxide. Note examples of plants that use each of these systems.

#### Photosynthesis, Solar Radiation, and Earth's Atmosphere

- 7.13 Describe the greenhouse effect and explain how deforestation and the use of fossil fuels affect this phenomenon.
- 7.14 Explain how the ozone layer forms, how human activities have damaged it, and the consequences of the destruction of the ozone layer.

### **Unit 8: The Cellular Basis of Reproduction and Inheritance**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 8

**Objectives:**

#### Connections Between Cell Division and Reproduction

- 8.1 Compare the relationship between a parent and its offspring resulting from asexual versus sexual reproduction.
- 8.2 Explain why cell division is essential for eukaryotic and prokaryotic life.
- 8.3 Explain how daughter prokaryotic chromosomes are separated from each other during binary fission.

#### The Eukaryotic Cell Cycle and Mitosis

- 8.3–8.4 Compare the structure of prokaryotic and eukaryotic chromosomes.
- 8.5 Describe the stages and significance of the cell cycle.
- 8.6 List the phases of mitosis, and describe the events characteristic of each phase. Recognize the phases of mitosis from diagrams and micrographs.
- 8.7 Compare cytokinesis in animals and plants.
- 8.8–8.9 Explain how anchorage, cell density, and growth factors control the cell cycle.
- 8.10 Explain how cancerous cells are different from healthy cells. Distinguish between benign and malignant tumors, and explain the strategies behind some common cancer treatments.
- 8.11 Describe the functions of mitosis.

#### Meiosis and Crossing Over

- 8.12 Explain how chromosomes are paired. Distinguish between autosomes and sex chromosomes.
- 8.13 Distinguish between (a) somatic cells and gametes and (b) diploid cells and haploid cells.
- 8.14 List the phases of meiosis I and meiosis II, and describe the events characteristic of each phase. Recognize the phases of meiosis from diagrams or micrographs.
- 8.15 Describe key differences between mitosis and meiosis. Explain how the result of meiosis differs from the result of mitosis.
- 8.16–8.18 Explain how crossing over during prophase I of meiosis, independent orientation of chromosomes at metaphase I, and random fertilization contribute to genetic variation in sexually reproducing organisms.



## Alterations of Chromosome Number and Structure

- 8.19 Explain how and why karyotyping is performed.
- 8.20 Describe the causes and symptoms of Down syndrome.
- 8.21 Define nondisjunction, explain how it can occur, and describe what can result.
- 8.22 Describe the consequences of abnormal numbers of sex chromosomes.
- 8.23 Describe the main types of chromosomal changes. Explain why cancer is not usually inherited.

### **Labs and Activities:**

- 1. Mitosis slides
- 2. Meiosis activity
- 3. Karyotype

## **Unit 9: Patterns of Inheritance**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 9

### **Objectives:**

#### Mendel's Laws

- 9.2 Explain why Mendel's decision to work with peas was a good choice. Define and distinguish among true-breeding organisms, hybrids, the P generation, the F<sub>1</sub> generation, and the F<sub>2</sub> generation.
- 9.3 Define and distinguish between the following pairs of terms: genotype versus phenotype, dominant allele versus recessive allele, and heterozygous versus homozygous. Also define a monohybrid cross and a Punnett square.
- 9.3 Explain how Mendel's law of segregation describes the inheritance of a single characteristic.
- 9.4 Describe the genetic relationship between homologous chromosomes.
- 9.5 Explain how Mendel's law of independent assortment applies to a dihybrid cross. Illustrate this law with examples from Labrador retrievers and Mendel's work with peas.
- 9.6 Explain how a testcross is performed to determine the genotype of an organism.
- 9.7 Explain how and when the rule of multiplication and the rule of addition should be used to determine the probability of an event. Explain why Mendel was wise to use large sample sizes in his studies.
- 9.8 Explain how family pedigrees can help determine the inheritance of many human traits.
- 9.9 Explain how recessive and dominant disorders are inherited. Provide examples of each.
- 9.10 Compare the health risks, advantages, and disadvantages of the following forms of fetal testing: amniocentesis, chorionic villus sampling, and ultrasound imaging. Describe the ethical dilemmas created by advances in biotechnology.

#### Variations on Mendel's Laws

- 9.11–9.15 Describe the inheritance patterns of incomplete dominance, multiple alleles, pleiotropy, and polygenic inheritance.
- 9.16 Explain why human skin coloration is not sufficiently explained by polygenic inheritance.
- 9.17 Describe the limits, benefits, and ethical challenges of genetic testing.

## The Chromosomal Basis of Inheritance

- 9.18 Define the chromosome theory of inheritance. Explain the chromosomal basis of the laws of segregation and independent assortment.
- 9.19 Explain how linked genes are inherited differently from nonlinked genes.
- 9.20 Explain the significance of crossing over as it relates to genetic variation.

**Labs and Activities:**

- 1. Using Scientific Method With Genetics
- 2. Punnett Square Genetics (Sponge Bob)
- 3. Autosomal Pedigrees
- 4. “A Human Pedigree” (Sex-Linked)
- 5. Dragon genetics

**Unit 10: Molecular Biology of the Gene**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 10

**Objectives:**

The Structure of the Genetic Material

- 10.1 Describe the experiments of Griffith, Avery, and Hershey and Chase, which demonstrated that DNA is the genetic material.
- 10.2–10.3 Compare the structure of DNA and RNA.

DNA Replication

- 10.4 Explain how the structure of DNA facilitates its replication.
- 10.5 Describe the process of DNA replication.

The Flow of Genetic Information from DNA to RNA to Protein

- 10.6 Describe the locations, reactants, and products of transcription and translation.
- 10.7–10.8 Explain how the “languages” of DNA and RNA are used to produce polypeptides.
- 10.9 Explain how RNA is produced.
- 10.10 Explain how eukaryotic RNA is processed before leaving the nucleus.
- 10.11 Explain how tRNA functions in the process of translation.
- 10.12 Describe the structure and function of ribosomes.
- 10.13 Explain how translation begins.
- 10.14 Describe the step-by-step process by which amino acids are added to a growing polypeptide chain.
- 10.15 Diagram the overall process of transcription and translation.
- 10.16 Describe the major types of mutations and their possible consequences.

Microbial Genetics

- 10.17 Compare the lytic and lysogenic reproductive cycles of a phage.
- 10.18 Compare the structures and reproductive cycles of an enveloped RNA virus and the herpesvirus.
- 10.20 Explain why RNA viruses tend to have an unusually high rate of mutation.
- 10.20 Describe three ways that new disease-causing viruses evolve.
- 10.21 Explain how the AIDS virus enters a host cell and reproduces.

- 10.22 Define and compare the processes of transformation, transduction, and conjugation.
- 10.23 Describe the roles of bacterial F factors. Define a plasmid, and explain why R plasmids pose serious human health problems.

**Labs and Activities:**

- 1. DNA Extraction
- 2. Protein Synthesis and Words
- 3. Virus Replication Activity

**Unit 11: DNA Technology and Genomics**

**Colorado Standards:** 1 & 3

**Readings:** Campbell Ch. 12

**Objectives:**

**Bacterial Plasmids and Gene Cloning**

- 12.1 Explain how plasmids are used in gene cloning.
- 12.2 Explain how restriction enzymes are used to “cut and paste” DNA into plasmids.
- 12.3 Describe the process used to produce many copies of a desired human gene.
- 12.4 Explain how plasmids and phages can be used to construct genomic libraries.  
Explain how packing influences gene expression.
- 12.7 Explain how DNA technology has helped to produce insulin, growth hormone, and vaccines.

**Restriction Fragment Analysis and DNA Fingerprinting**

- 12.8 Explain how a nucleic acid probe can be used to identify clones carrying specific genes.
- 12.9 Explain how DNA microarrays make it easy to determine exactly what genes are active in any particular cell at a certain time.
- 12.10 Explain how gel electrophoresis is used to sort DNA and proteins.
- 12.11 Explain how restriction fragment analysis is used to detect differences in DNA sequences.
- 12.12 Explain how DNA fingerprinting is used to make identifications and answer questions about family relationships.
- 12.13 Describe the recent efforts and potential of human gene therapy. Discuss the ethical issues that these techniques present.
- 12.14 Explain how the polymerase chain reaction works. Describe the circumstances where it is best used, and list examples of its application.

**Genomics**

- 12.15 Describe the three overlapping stages of the Human Genome Project. Explain why it is important to sequence the genomes of humans and other organisms.

**Genetically Modified Organisms**

- 12.18 Explain how genetically modified organisms are transforming agriculture.
- 12.19 Describe the risks posed in the creation and culturing of GM organisms and the safeguards that have been developed to minimize risks.
- 12.20 Describe the significance of the human genome project and some of its surprising results.

**Labs and Activities:**

1. Paper Transformation
2. Bacterial Transformation
3. Who Ate the Cheese?
4. Demo: Electrophoresis

**Unit 12: How Populations Evolve****Colorado Standards:** 1 & 3**Readings:** Campbell Ch. 13**Objectives:**

Darwin's Theory of Evolution

- 13.2 Explain how the work of Thomas Malthus and the process of artificial selection influenced Darwin's development of the idea of natural selection.
- 13.3 Explain how the fossil record provides some of the strongest evidence of evolution.
- 13.4 Explain how biogeography, comparative anatomy, comparative embryology, and molecular biology document evolution.
- 13.5 Describe two examples of natural selection known to occur in nature. Note three key points about how natural selection works.

Population Genetics and the Modern Synthesis

- 13.6 Define the gene pool, a population, and a species.
- 13.6 Explain how microevolution occurs.
- 13.7 Describe the five conditions required for Hardy-Weinberg equilibrium.
- 13.7–13.8 Explain the significance of Hardy-Weinberg equilibrium to natural populations and to public health science.
- 13.9 Define genetic drift and gene flow. Explain how the bottleneck effect and the founder effect influence microevolution.

**Labs and Activities:**

1. Variation in Seed Size
2. Biochemical Evidence for Evolution (?)
3. Whangdoodles in Biologia
4. Dissections

**Unit 13: The Origin of Species****Colorado Standards:** 1 & 3**Readings:** Campbell Ch. 14**Objectives:**

Concepts of Species

- 14.1 Define and distinguish between microevolution and macroevolution.
- 14.2 Compare the definitions, advantages, and disadvantages of the different species concepts.
- 14.3 Describe five types of prezygotic barriers and three types of postzygotic barriers that prevent populations belonging to closely related species from interbreeding.

Mechanisms of Speciation

- 14.8 Define adaptive radiation, and explain why the Galápagos finches are a good example.
- 14.10 Compare the gradualism model and the punctuated equilibrium model of evolution. Explain which model is most consistent with the fossil record. Explain how the idea that species appear suddenly is misleading.

#### Macroevolution

- 14.12 Explain how genes that program development are important in the evolution of life.

**BOARD OF EDUCATION ITEM 9.03**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** D. Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Policy and Procedure Review

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

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.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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.

No.	Designation	Title	Reviewed by	Recommendations
9.03a	EF	Food Services	M. Deines-Henderson	Updated to reflect current laws and regulations
9.03b	EFC, EFC-R	Free & Reduced-Price Food Services	M. Deines-Henderson	Updated to reflect current laws and regulations
9.03c	EFEA	Nutritious Food Choices	M. Deines-Henderson	Updated to reflect current laws and regulations

**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 <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>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review, move policies for action at the next regular board meeting.

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

**DATE:** December 6, 2017

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<del>Food Services</del> <u>School Nutrition Program</u>
Designation	EF
Office/Custodian	Operations/Director of Nutrition Services

The district will operate a school lunch program in its schools which shall be under the overall supervision of the Director of Food Services.

The Director of Food Services shall cooperate with each school principal in matters essential to the proper functioning of the food service program. The responsibility for control of students using the school cafeteria shall rest with the building principal.

Food services shall include hot lunches and breakfasts at participating schools through participation in the National School Lunch Program [and National School Breakfast Program](#).

The Board of Education shall approve the prices set for meals ~~and the price of milk~~.

As required for participation in the National School Lunch Program, the Board agrees to the following regulations:

1. That the food service programs be operated on a nonprofit basis.
- ~~2. That an approved lunch and breakfast be made available for students. to meet at least one-third of their daily food requirements.~~
- ~~2. That free and reduced-price lunches be provided students who cannot afford to pay the price of the approved lunch.~~

Students shall be permitted to bring their lunches from home.

- Current practice codified: 1980
- Revised: March 4, 1999
- Revised: February 11, 2010
- Revised: January 10, 2013
- Revised: January 18, 2017

## LEGAL REF:

- 42 U.S.C. 1751 et seq. (*National School Lunch Act*)
- 7 C.F.R. Part 210 (*National School Lunch Act regulations*)
- 7 C.F.R. Part 220 (*School Breakfast Program regulations*)
- C.R.S. 22-32-120 (*food services*)
- C.R.S. 22-32-136.3 (*trans fat ban*)
- C.R.S. 22-82.7-101 et seq. (*Start Smart Nutrition Program provides funding to eliminate amount students who qualify for reduced priced meals pay in school breakfast program*)
- C.R.S. 22-82.9-101 et seq. (*Child Nutrition School Lunch Protection Program provides funding to eliminate amount students in preschool through fifth second grade pay for school lunch program, if they qualify for reduced price meals*)

CROSS REF:

- EFC, Free and Reduced-Price Food Services



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Free and Reduced-Price Food Services</b>
Designation	<b>EFC</b>
Office/Custodian	<b>Operations/Director of Nutrition Services</b>

The district shall take part as feasible in the National School Lunch and other food programs which may become available to ensure that all students in the district receive proper nourishment.

The administration shall establish regulations ~~which conform with state and federal (or other) requirements regarding participation in programs for free and reduced price meals and supplementary food in accordance with applicable state and federal law. - Such regulations shall be presented to the Board from time to time for its approval.~~

- Current practice codified: 1980
- Adopted: date of manual adoption
- Reviewed: March 4, 1999
- Reviewed: January 27, 2010
- Reviewed: May 12, 2016
- Revised: January 11, 2018

### LEGAL REFS:

- 42 U.S.C. 1751 et seq. (National School Lunch Act)
- 7 C.F.R. 245.5 (must inform families of the availability of reimbursable school meals and provide information about applying for free or reduced price meals)
- C.R.S. 22-32-120 (food services)
- C.R.S. 22-82.7-101 et seq. (Start Smart Nutrition Program provides funding to eliminate amount students who qualify for reduced price meals pay in school breakfast program)
- C.R.S. 22-82.9-101 et seq. (Child Nutrition School Lunch Protection Program provides funding to eliminate amount students in preschool through fifth grade pay for school lunch program, if they qualify for reduced price meals)

### CROSS REF:

- EF, Food Services School Nutrition Program



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Free and Reduced-Price Food Services</b>
Designation	<b>EFC-R</b>
Office/Custodian	<b>Operations/Director of Nutrition Services</b>

The following criteria have been established for use in determining eligible patrons for free and reduced-price meals:

1. The food service director has been designated as the official to determine which individual students are eligible for a reduced-price or a free meal.
2. The district will provide forms (on line and paper) to parents or guardians on which application for consideration of eligibility of their children for reduced-price or free lunches can be made. This application form and its content are considered part of policy and regulations.
3. The district will provide a free lunch to the students upon approval of the application.
4. If the application is denied, the parents or guardians may appeal this decision to the business manager and a hearing will be conducted under the hearing procedure prescribed in Section 9 of the National School Lunch Act, as amended. Prior to the hearing, the student will continue to receive a reduced- price or free lunch.
5. The district will abide by the income poverty guidelines based on the U.S. Office of Management and Budget guidelines as adjusted by the secretary of the U.S. Department of Agriculture.
6. The district will notify the parents at the beginning of the school year of the availability of the reduced-price or free lunch. This notice will be placed on the Districts web page.
7. ~~The district~~[Colorado Department of Education \(CDE\)](#) ~~will~~ provides a release to all informational media in the ~~areastate~~[areastate](#). This notice is considered part of policy and regulations.
8. Students receiving free or reduced-price meals will participate in the meal program with all other students in the school. The names will not be made public, but shall be confidential information.
9. In order to protect the anonymity of the student receiving the reduced price or free lunch, an electronic point of service will be used for all students.

- Adopted: July 21, 1977
- Revised: December 20, 1984
- Revised: March 4, 1999
- Reviewed: January 27, 2010
- [Revised: May 12, 2016](#)
- [Revised: January 11, 2018](#)



## BOARD-APPROVED POLICY OF DISTRICT 49

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

### Nutritious Food Choices

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

Schools are encouraged to take steps to ensure:

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

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

- a la carte items [\(separate food choices\)](#) offered by the food service program;
- “competitive foods” which are snacks and beverages sold from vending machines, school stores and fund-raising activities that compete with the food service program; and
- refreshments that are available at school parties, celebrations and meetings.

Each beverage/snack offered for sale to students from any source, including the school cafeteria, vending machines, school stores and fund-raising activities conducted on school grounds, shall meet with Federal Smart Snack regulations along with beverages/snacks adopted by the State Board of Education or Falcon School District Wellness Policy guidelines- [The Board imposes the following additional restrictions:](#)

- [the sale of diet soda on high school campuses is prohibited](#)

- [\\_\\_\\_\\_\\_](#)

~~District 49 chooses not to allow diet soda to be available for sale to students. This applies~~  
[These standards shall apply](#) to beverages/snacks sold on campus during the regular school day and [extended school day, including but not limited to extracurricular activities such as clubs, yearbook, band, student government and drama as well as childcare programs.](#) ~~time spent by students after the school's regular hours of operation for any purpose, including participation in child care programs or extracurricular activities.~~

[These shall not apply to the sale of beverages at school-related events where parents and other adults are invited attendees. Such activities include but are not limited to interscholastic sporting events, school plays and band concerts.](#)

- Adopted: May 27, 2009
- Reviewed: January 27, 2010
- Revised: May 12, 2016
- [Revised: May 11, 2017](#)
- [Revised: January 11, 2018](#)

### LEGAL REF:

- C.R.S. 22-32-134.5 (*healthy beverage requirement*)
- C.R.S. 22-32-136.3 (*trans fat ban*)

- 1 CCR 301-79 (*State Board of Education – healthy beverages rules*)
- C.R. 2202-R-203 (*Colorado Competitive Food Service Policy*)
- [7 CFR 210 & 220 FNS 2011-019](#) (*Smart Snack*)

**BOARD OF EDUCATION ITEM 9.04**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Ron Lee, Director of 3B MLO

**TITLE OF AGENDA ITEM:** 3B Projects Updates

**ACTION/INFORMATION/DISCUSSION:** Discussion Item

**BACKGROUND OR RATIONALE**

Discussion item, 3B project updates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Clarity of understanding our current 3B MLO projects and status.

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

<div>Culture</div>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
	<div>Strategy</div> <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>	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency.  Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

**APPROVED BY:** Pedro Almeida, Chief Operations Officer

**DATE:** December 1, 2017



# 3B / MLO Capital Construction Progressive Update

Ron Lee, Director of 3B/MLO Capital Construction

*December 2017*

The Best Choice to Learn, Work and Lead



## Review of Last Month:

Safe Entries:

WHES & OES – Completed

SES, SVMS & MRES to be completed Summer 2018



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# Carpeting / Flooring –

MRES, SES & RES

- SRES – 10 rooms completed in October
- Add'l flooring over Springs Break & Summer 2018

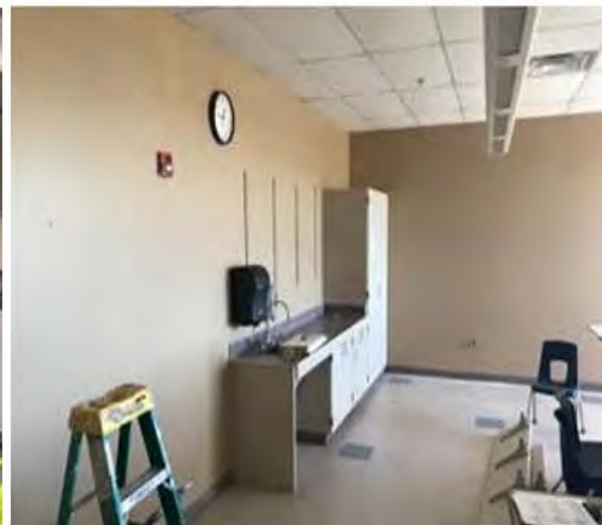
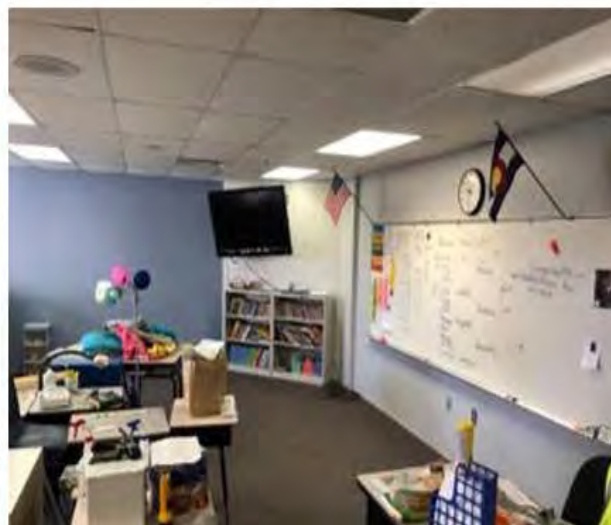


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# Painting Interior & Exterior –

WHES, RVES & SVMS



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## Basketball Court - RES



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## Remodel – HMS



- On going remodeling to front offices & entry
- Office addition taking shape with concrete & steel erection completed
- Staff began to occupy portions of the remodeled areas in early November



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## Field House – SCHS



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## Baseball Turf Field - FHS



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## Building Addition - SCHS

- Interior wall set & add'l mechanical systems



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# Building Additions – VRHS & FHS

- GE Johnson deployed



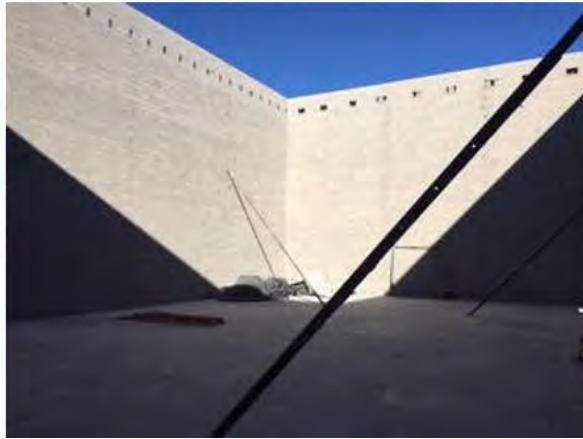
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# New Construction –

## BRE

- Masonry is nearing completion with all the stair towers, common walls and gym walls in place.
- Steel superstructure is now being set in place including roofs and second level decking. New stair tower near completion.



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Thank you for your  
time this evening.

Questions?

Ron Lee, Director of 3B/MLO Capital Construction

*December 2017*

The Best Choice to Learn, Work and Lead

## Project Update Report

**Project Name:**  
Wember Inc. Project Number:  
Issue Date:

**District 49 Schools – P2 Projects**  
2016.63  
December 6, 2017

The purpose of this update is to report on the current status of the District 49 School P2 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

### Summary

- Projects below are information thru December 5<sup>th</sup> 2017
- Focus of the work at this time, summer and Fall Break project closeout.
- Full Schedule of Projects and Project Planning is attached.

### Budget Key

<b>Initial Budget</b>	Approved Budget for the MLO approved by the schools SAC.
<b>Current Forecast</b>	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
<b>Committed Cost</b>	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
<b>Projected to Complete</b>	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
<b>Projected (Over)/Under</b>	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

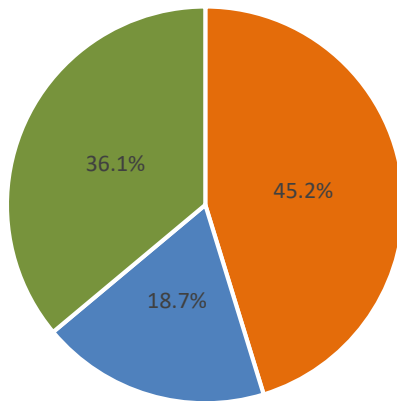
### Other Definitions

- GC - General Contractor  
 HVAC - Heating, Ventilation, & Air Conditioning  
 Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.  
 Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

**Budget & Schedule Color Legend**

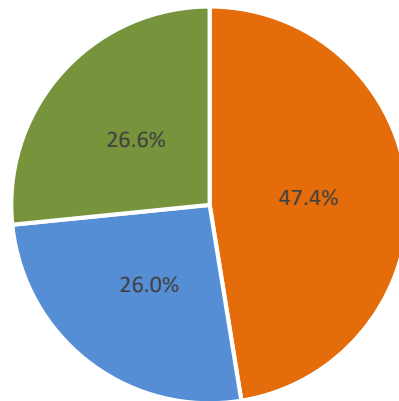
	Used in Budget Table - Projects in the budget colored Purple are projects that are below the 60% threshold and will not be executed at this time unless they are part of a grouping of projects together for economies of scale or are only be Planned / Scoped at this time.
	Used in Schedule Table - Completed Projects – There may be some invoices yet to pay and final closeout but the project is Substantially Complete.
	Used in Schedule Table – In Progress Projects – These projects are someone in the process between Planning, Design, Bidding & Construction but are on full path to be contracted and completed.
	Used in Schedule Table - Future Projects – These projects are not in the 60% but are either in the Planning process because they will take some extra time to plan or they are being planned as part of combining multiple projects for economies of scale.

Falcon Zone



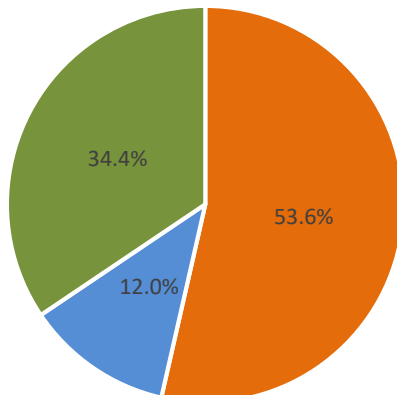
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



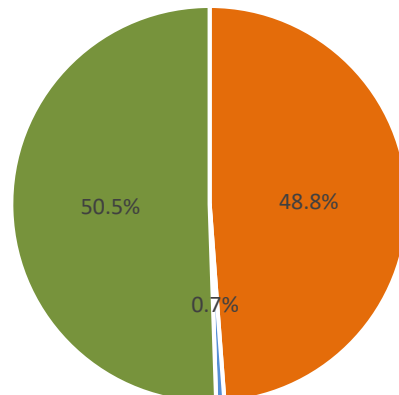
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

I Connect



- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

**Overall P2 Budget Summary**

			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$3,353,257.91	\$2,083,268.50	\$687,973.59
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,081,263.00	\$15,000.00	\$281,737.00
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$861,027.07	\$1,294,179.50	\$285,793.43
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$526,788.97	\$448,571.00	\$64,140.03
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$504,579.87	\$83,178.00	(\$16,757.87)
	A.5	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$379,599.00	\$242,340.00	\$73,061.00
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$2,513,657.12	\$2,058,851.72	\$210,491.16
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$713,414.74	\$304,435.26	\$149,650.00
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$664,820.50	\$879,290.00	\$5,389.50
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$334,427.66	\$34,800.00	\$14,772.34
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$428,836.68	\$229,850.29	\$21,813.03
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$372,157.54	\$610,476.17	\$18,866.29
C	Sand Creek Zone		\$6,946,500.00	\$6,946,500.00	\$3,225,565.61	\$2,842,913.29	\$878,021.10
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$2,711,500.00	\$479,703.25	\$1,540,291.00	\$691,505.75
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,271,994.75	\$240,000.00	\$26,505.25
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$372,592.68	\$764,634.64	\$93,272.68
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$714,365.25	\$71,749.35	\$5,385.40
	C.5	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$386,909.68	\$226,238.30	\$61,352.02
D	I Connect Zone		\$1,154,000.00	\$1,154,000.00	\$590,751.09	\$423,500.00	\$139,748.91
	D.1	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$63,161.39	\$0.00	\$12,338.61
	D.2	FLC - Falcon Legacy Campus	\$990,000.00	\$990,000.00	\$475,298.90	\$416,000.00	\$98,701.10
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$52,290.80	\$7,500.00	\$28,709.20
E	Charter Schools		\$1,037,000.00	\$1,037,000.00	\$5,730.00	\$855,679.00	\$175,591.00
	E.1	BLA - Banning Lewis Ranch Academy	\$444,000.00	\$444,000.00	\$0.00	\$344,000.00	\$100,000.00
	E.2	ICA - Imagine Classical Academy	\$258,500.00	\$258,500.00	\$0.00	\$245,250.00	\$13,250.00
	E.3	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$5,730.00	\$155,779.00	\$47,491.00
	E.4	RMCA - Rocky Mountain Classical Academy	\$125,500.00	\$125,500.00	\$0.00	\$110,650.00	\$14,850.00
F	Owner Requirements		\$0.00	\$0.00	\$98,800.00	\$0.00	(\$98,800.00)
	Total		\$20,045,000.00	\$20,045,000.00	\$9,787,761.73	\$8,264,212.51	\$1,993,025.76

**Falcon High School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	<u>FHS-01-HVAC System</u>	\$200,000.00	\$210,670.00	\$210,670.00	\$0.00	\$0.00
A.1.B	FHS-02-Turf Baseball Field	\$500,000.00	\$600,593.00	\$600,593.00	\$0.00	\$0.00
A.1.C	FHS-03-Flooring	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.D	FHS-04-Paint - Interior Classrooms & Gym	\$70,000.00	\$70,000.00	\$70,000.00	\$0.00	\$0.00
A.1.E	FHS-05-Paint - Exterior Doors & Trim	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
A.1.F	FHS-06-Lighting & Automation	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.G	FHS-07-Auditorium Lights & Sounds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
A.1.H	FHS-Contingency - Unallocated Funds	\$393,000.00	\$281,737.00	\$0.00	\$0.00	\$281,737.00
<b>Total</b>		<b>\$1,378,000.00</b>	<b>\$1,378,000.00</b>	<b>\$1,081,263.00</b>	<b>\$15,000.00</b>	<b>\$281,737.00</b>

Task Name	Start	Finish	Notes
<b>01-HVAC System</b>	<b>Tue 5/30/17</b>	<b>Fri 6/29/18</b>	
Design	Tue 5/30/17	Fri 7/28/17	
Construction	Mon 9/18/17	Fri 6/29/18	
<b>02- Turf Baseball field</b>	<b>Tue 5/30/17</b>	<b>Fri 11/24/17</b>	
Design	Tue 5/30/17	Fri 8/11/17	
Construction	Mon 9/11/17	Fri 11/24/17	
03-Flooring	Thu 5/17/18	Tue 5/29/18	
04- Paint - Interior Classrooms and Gym	Wed 5/2/18	Mon 6/4/18	
05-Paint - Exterior doors/trim	Tue 5/29/18	Tue 7/31/18	Have one Bid working, Working on two others
06-Lighting & Automation	Mon 5/21/18	Tue 5/29/18	
07-Auditorium lights and sound system			Working with School to confirm scope for Design Consultant

**Falcon Middle School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.2.A	<u>FMS-01-Library/Office Reconfigure - Bldg Efficiency</u>	\$600,000.00	\$682,601.00	\$660,581.57	\$0.00	\$22,019.43
A.2.B	FMS-02-Science Lab - Bldg Efficiency	\$123,000.00	\$123,000.00	\$0.00	\$123,000.00	\$0.00
A.2.C	FMS-03-Classroom Flooring - Bldg Efficiency	\$170,000.00	\$170,000.00	\$67,141.50	\$102,858.50	\$0.00
A.2.D	FMS-06-Roof Replacement - Decks - Roof	\$200,000.00	\$200,000.00	\$0.00	\$200,000.00	\$0.00
A.2.E	FMS-05-LED Fixture Upgrade -Lighting	\$250,000.00	\$250,000.00	\$42,000.00	\$208,000.00	\$0.00
A.2.F	FMS-07-Fixed Furnishings - Bldg Efficiency	\$200,000.00	\$200,000.00	\$41,705.00	\$158,295.00	\$0.00
A.2.G	FMS-08-Paving - Bus Loop - Transportation	\$206,125.00	\$206,125.00	\$23,700.00	\$182,425.00	\$0.00
A.2.H	FMS-09-Ext Conc Repair and Drainage - Safety	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$0.00
A.2.I	FMS-10-Custodial Equip - Bldg Efficiency	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$0.00
A.2.J	FMS-11-Safety & Security Package	\$45,500.00	\$45,500.00	\$0.00	\$45,500.00	\$0.00
A.2.K	FMS-12-Bldg Automation Upgrade - Bldg Efficiency	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$0.00
A.2.L	FMS-04-Paint Refresh	\$60,000.00	\$60,000.00	\$25,899.00	\$34,101.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$346,375.00	\$263,774.00	\$0.00	\$0.00	\$263,774.00
	<b>Total</b>	<b>\$2,441,000.00</b>	<b>\$2,441,000.00</b>	<b>\$861,027.07</b>	<b>\$1,294,179.50</b>	<b>\$285,793.43</b>

Task Name	Start	Finish	Notes
<b>01-Reconfigure library/front office</b>	<b>Tue 5/30/17</b>	<b>Fri 9/1/17</b>	
Front Office	Tue 5/30/17	Tue 8/1/17	
Library	Tue 5/30/17	Fri 9/1/17	
02-Science lab update	Tue 5/29/18	Tue 7/31/18	Getting Quotes from Three Contractors - Bryan, GH Phips & ???
03-Classroom flooring	Tue 5/29/18	Tue 7/31/18	Project to be scoped - Summer Work due to Abatement
<b>04-Paint - Interior</b>	<b>Mon 10/9/17</b>	<b>Fri 10/20/17</b>	
Phase 1 - Gym Ceiling	Mon 10/9/17	Fri 10/20/17	
Phase 2			Other paint areas need to be identified.
<b>05-LED Lighting upgrades</b>	<b>Mon 3/19/18</b>	<b>Fri 3/30/18</b>	
Phase 1 - Gym Lighting	Mon 3/19/18	Fri 3/30/18	Bidding this work
Phase 2			
06-Roof replacement	Tue 5/29/18	Tue 7/31/18	Areas of Roof Replacement to be highlighted - Bid with Skyview?
07-Fixed furnishings	Mon 3/19/18	Fri 3/30/18	Being scoped as part of flooring and paint
<b>08-Pave bus loop</b>	<b>Wed 11/1/17</b>	<b>Fri 6/29/18</b>	
Design	Wed 11/1/17	Wed 1/31/18	
Construction	Mon 4/2/18	Fri 6/29/18	Will be Bid by GE Johnson when Design complete
09-Exterior concrete repair and drainage			
10-Custodial equipment upgrade			
11- Safety & Security Package			
12-Building automation upgrade			



**Falcon Elementary School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	<u>FES-01-Safe Entry</u>	\$155,000.00	\$185,724.29	\$185,724.29	\$0.00	\$0.00
A.3.B	<u>FES-02-Intercom System</u>	\$71,000.00	\$63,352.00	\$63,352.00	\$0.00	\$0.00
A.3.C	<u>FES-03-Refresh Exterior Play Area</u>	\$278,000.00	\$278,000.00	\$243,283.68	\$0.00	\$34,716.32
A.3.D	<u>FES-04-Flooring</u>	\$160,000.00	\$160,000.00	\$34,429.00	\$125,571.00	\$0.00
A.3.E	<u>FES-05-Paint Classrooms</u>	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$0.00
A.3.F	<u>FES-06-Electronic Marquee</u>	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
A.3.G	<u>FES-07-Replace Drinking Fountain</u>	\$8,000.00	\$8,000.00	\$0.00	\$8,000.00	\$0.00
A.3.H	<u>FES-08-LED Fixture Upgrade</u>	\$125,000.00	\$125,000.00	\$0.00	\$125,000.00	\$0.00
A.3.I	<u>FES-09-Update Fixed Furnishings</u>	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00
A.3.J	<u>FES-Contingency - Unallocated Funds</u>	\$52,500.00	\$29,423.71	\$0.00	\$0.00	\$29,423.71
	<b>Total</b>	<b>\$1,039,500.00</b>	<b>\$1,039,500.00</b>	<b>\$526,788.97</b>	<b>\$448,571.00</b>	<b>\$64,140.03</b>

Task Name	Start	Finish	Notes
<b>01-Safe Entry</b>	<b>Tue 5/30/17</b>	<b>Fri 10/20/17</b>	
Safe Entry Doors	Tue 5/30/17	Tue 8/1/17	
Entry Canopy	Mon 10/9/17	Fri 10/20/17	
02-Intercom system	Tue 5/30/17	Fri 8/4/17	
<b>03-Refresh Exterior Play Area</b>	<b>Tue 5/30/17</b>	<b>Sat 8/5/17</b>	
Basketball Courts/ADA Walkway	Tue 5/30/17	Tue 8/1/17	
Pour in place	Tue 5/30/17	Sat 8/5/17	
Playground			Pricing Complete - In Principal Court for Go Ahead
04-Flooring throughout	Tue 5/29/18	Tue 7/31/18	Project needs scoped - Abatement needed so summer work.
05-Paint classrooms	Mon 3/19/18	Fri 3/30/18	Only Art Room needs to be painted.
06-Electronic Marquee			
07-Drinking fountains			
08-LED Fixture Lighting			
09-Fixed furnishings			



**Meridian Ranch Elementary School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.4.A	MRE-01-Paint Refresh	\$50,000.00	\$54,425.00	\$54,425.00	\$0.00	\$0.00
A.4.B	MRE-02-Flooring Refresh	\$222,924.00	\$236,540.00	\$236,540.00	\$0.00	\$0.00
A.4.C	MRE-03-Restroom Update	\$88,000.00	\$88,000.00	\$0.00	\$83,178.00	\$4,822.00
A.4.D	MRE-04-Exterior Play Area Upgrade	\$100,000.00	\$142,703.00	\$142,702.87	\$0.00	\$0.13
A.4.E	MRE-05-Secure Safe Entry	\$65,000.00	\$49,332.00	\$70,912.00	\$0.00	(\$21,580.00)
A.4.F	MRE-06-Building Automation	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.4.G	MRE-Contingency - Unallocated Funds	(\$9,924.00)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$571,000.00</b>	<b>\$571,000.00</b>	<b>\$504,579.87</b>	<b>\$83,178.00</b>	<b>(\$16,757.87)</b>

Task Name	Start	Finish	Notes
<b>01-Paint Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 8/4/17</b>	
Paint-Interior	Tue 5/30/17	Tue 8/1/17	
Paint - Exterior	Mon 7/24/17	Fri 8/4/17	
<b>03-Flooring</b>	<b>Tue 5/30/17</b>	<b>Wed 7/25/18</b>	
Phase 1 - Halls, Admin & Cafeteria	Tue 5/30/17	Tue 8/1/17	
Phase 2 - 4th & 5th Grade Wing	Mon 10/9/17	Fri 10/20/17	
Phase 3 - Preschool-K Wing & Core	Mon 3/19/18	Fri 3/30/18	
Phase 4 - 2nd & 3rd Grade Wing	Thu 5/31/18	Wed 7/25/18	
04-Restroom	Mon 3/19/18	Fri 3/30/18	District with act as GC on project-Sub scope being bid
04-Exterior Play Area Upgrade	Tue 5/30/17	Tue 8/1/17	
05-Safe Entry	Mon 6/4/18	Fri 6/22/18	
06-Building Automation			

**Woodmen Hills Elementary School P2 Financial & Schedule**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
A.5.B	WHE-02-Flooring Refresh	\$206,412.00	\$223,259.00	\$221,722.00	\$0.00	\$1,537.00
A.5.C	WHE-03-Paint Refresh	\$95,000.00	\$95,000.00	\$48,280.00	\$0.00	\$46,720.00
A.5.D	WHE-04-Pick Up / Drop Off in Back (increased parking)	\$260,000.00	\$260,000.00	\$38,160.00	\$221,840.00	\$0.00
A.5.E	WHE-05-Safety & Security Package	\$20,500.00	\$20,500.00	\$0.00	\$20,500.00	\$0.00
A.5.F	WHE-06-Bldg Automation	\$35,000.00	\$24,804.00	\$0.00	\$0.00	\$24,804.00
A.5.G	WHE-07-Exterior Play Area Upgrade	\$128,625.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.H	WHE-08-LED Fixture Upgrade	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.I	WHE-Contingency - Unallocated Funds	(\$160,537.00)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$695,000.00</b>	<b>\$695,000.00</b>	<b>\$379,599.00</b>	<b>\$242,340.00</b>	<b>\$73,061.00</b>

Task Name	Start	Finish	Notes
01-Secure Front Entry	Mon 10/9/17	Fri 10/20/17	
<b>02-Flooring refresh</b>	<b>Tue 5/30/17</b>	<b>Wed 7/25/18</b>	
Phase 1: - Halls and Admin	Tue 5/30/17	Tue 8/1/17	
Phase 2: - Preschool-K Wing	Mon 10/9/17	Fri 10/20/17	
Phase 3 - 1st & 2nd Grade Wing	Mon 3/19/18	Fri 3/30/18	Can bathroom missed on previous wing be done at spring.
Phase 4 - 3rd & 4th Grade Wing & Core	Thu 5/31/18	Wed 7/25/18	
<b>03-Paint Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 10/20/17</b>	
Paint-Interior - Halls & Entry	Tue 5/30/17	Tue 8/1/17	
Paint -Exterior	Mon 10/9/17	Fri 10/20/17	
<b>04-Pick Up / Drop Off in Back</b>	<b>Sat 7/1/17</b>	<b>Fri 1/12/18</b>	
Design	Sat 7/1/17	Fri 9/15/17	
Construction	Mon 12/18/17	Fri 1/12/18	
05-Saftey & Security Package			School reported most likely will remove from list
06-Building automation			
07-Exterior Play Area Upgrade			JR - Has bid price but on hold as there are no funds.
08-LED Fixture Upgrade			

**Vista Ridge High School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	<u>VRH-01-Security - Cameras, Storage &amp; Lights</u>	\$58,500.00	\$58,500.00	\$0.00	\$58,500.00	\$0.00
B.1.B	<u>VRH-03-Auditorium Seating Upgrade</u>	\$300,000.00	\$300,000.00	\$300,000.00	\$0.00	\$0.00
B.1.C	<u>VRH-04-Auditorium Lighting Upgrade</u>	\$175,000.00	\$175,000.00	\$175,000.00	\$0.00	\$0.00
B.1.D	<u>VRH-05-HVAC Improvements Gym</u>	\$200,000.00	\$209,350.00	\$209,350.00	\$0.00	\$0.00
B.1.E	<u>VRH-02-ADA Access &amp; Concessions Area</u>	\$40,000.00	\$40,000.00	\$29,064.74	\$10,935.26	\$0.00
B.1.F	<u>VRH-06-Landscape - Retaining Wall &amp; Logo</u>	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
B.1.G	<u>VRH-07-Site Circulation</u>	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
B.1.H	<u>VRH-08-Custodial Equipment</u>	\$60,000.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00
B.1.I	<u>VRH-Contingency - Unallocated Funds</u>	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	<b>Total</b>	<b>\$1,167,500.00</b>	<b>\$1,167,500.00</b>	<b>\$713,414.74</b>	<b>\$304,435.26</b>	<b>\$149,650.00</b>

Task Name	Start	Finish	Notes
01-Safety & Security Package			Project walk being schedule for after Thanksgiving Break
02- ADA Access & Concessions Area	Tue 5/30/17	Fri 7/7/17	
03-Auditorium Seating Upgrade	Thu 6/1/17	Mon 7/31/17	
04-Auditorium Lighting Upgrade	Thu 6/1/17	Mon 7/31/17	
<b>05-HVAC System Improvement</b>	<b>Tue 5/30/17</b>	<b>Mon 7/16/18</b>	
Design	Tue 5/30/17	Fri 8/18/17	
Construction	Mon 10/16/17	Mon 7/16/18	
06-Landscape - Logo & Retaining Wall	Tue 5/29/18	Tue 7/31/18	Wember will sketch scope & get contractor estimate
07-Site Circulation	Tue 5/29/18	Wed 8/1/18	Have initial estimate. Will Design & Bid when other Projects Complete
08-Custodial Equipment			

**Skyview Middle School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	\$489,268.00	\$521,611.00	\$521,610.50	\$0.00	\$0.50
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$133,250.00	\$46,750.00	\$0.00
B.2.C	SMS-03-Security Entry	\$45,000.00	\$45,000.00	\$9,960.00	\$35,040.00	\$0.00
B.2.D	SMS-04-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$0.00	\$125,000.00	\$0.00
B.2.E	SMS-05-HVAC System - Gym AC	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
B.2.F	SMS-06-Building Automation	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00
B.2.G	SMS-07-Roof Replacement	\$400,000.00	\$400,000.00	\$0.00	\$400,000.00	\$0.00
B.2.H	SMS-08-Bleachers - Softball & Football	\$36,000.00	\$36,000.00	\$0.00	\$36,000.00	\$0.00
B.2.I	SMS-09-Logo - Gym Floor	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00
B.2.J	SMS-10-Custodial Equipment	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00
B.2.K	SMS-11-Update Furniture	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B.2.L	SMS-Contingency - Unallocated Funds	\$37,732.00	\$5,389.00	\$0.00	\$0.00	\$5,389.00
	<b>Total</b>	<b>\$1,549,500.00</b>	<b>\$1,549,500.00</b>	<b>\$664,820.50</b>	<b>\$879,290.00</b>	<b>\$5,389.50</b>

Task Name	Start	Finish	Notes
<b>01-Flooring refresh</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>	
Phase 1 - Halls & Entry	Tue 5/30/17	Tue 8/1/17	
Phase 1 - Cafeteria	Tue 5/30/17	Tue 8/1/17	
Phase 2:	Mon 5/28/18	Tue 7/31/18	
<b>02-Paint Refresh- Interior</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>	
Phase 1 - Halls & Entry	Tue 5/30/17	Tue 8/1/17	
Phase 2 - 7th Grade Wing	Mon 10/9/17	Fri 10/20/17	
Phase 3 - 8th Grade Wing	Mon 3/19/18	Fri 3/30/18	
Phase 4 - 6th Grade Wing & Core	Mon 5/28/18	Tue 7/31/18	
03-Paint - Exterior	Tue 5/30/17	Tue 8/1/17	
<b>04-Security Entry</b>	<b>Mon 7/31/17</b>	<b>Fri 6/22/18</b>	
Design	Mon 7/31/17	Sun 12/31/17	
Construction	Mon 6/4/18	Fri 6/22/18	Will bid when Design Complete
05-LED Fixture Lighting upgrade	Mon 3/19/18	Fri 3/30/18	Wember will mark up plan of lighting - Team to discuss how to Bid
06-HVAC Improvements	Tue 5/29/18	Tue 7/31/18	ME Engineers is in process of Design
07-Building Automation	Tue 5/29/18	Tue 7/31/18	Wember to set meeting with Jesse, Dana & Ron
08-Roof replacement	Tue 5/29/18	Tue 7/31/18	Roof is getting inspected to see recommendations on what to replace
09-Bleachers -Softball and football			
10-Logo - Gym Floor			
11-Custodial Equipment			
12-Update Furniture			

**Odyssey School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.3.A	OES-01-Sprung Building	\$265,000.00	\$265,000.00	\$261,739.77	\$0.00	\$3,260.23
B.3.B	OES-02-Safe Entry	\$65,000.00	\$72,688.00	\$72,687.89	\$0.00	\$0.11
B.3.C	OES-03-Replace Student Furniture	\$34,800.00	\$34,800.00	\$0.00	\$34,800.00	\$0.00
B.3.D	OES-Contingency - Unallocated Funds	\$19,200.00	\$11,512.00	\$0.00	\$0.00	\$11,512.00
	<b>Total</b>	<b>\$384,000.00</b>	<b>\$384,000.00</b>	<b>\$334,427.66</b>	<b>\$34,800.00</b>	<b>\$14,772.34</b>

Task Name	Start	Finish	Notes
<b>01-Replace Modular Bldg Support</b>	<b>Thu 6/1/17</b>	<b>Fri 5/25/18</b>	
Design	Thu 6/1/17	Fri 8/18/17	
Construction	Mon 10/30/17	Fri 5/25/18	Need to Confirm Schedule
02-Safe Entry	Mon 10/9/17	Fri 10/20/17	
03-Replace student furniture			

**Ridgeview Elementary School P2 Financial & Schedule**

		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.4.A	<u>RVE-01-Secure Front Entry</u>	\$65,000.00	\$71,476.00	\$71,476.00	\$0.00	\$0.00
B.4.B	<u>RVE-02-Fencing</u>	\$10,000.00	\$10,000.00	\$5,840.00	\$0.00	\$4,160.00
B.4.C	<u>RVE-03-Safety &amp; Security Package</u>	\$35,000.00	\$35,000.00	\$4,735.05	\$30,264.95	\$0.00
B.4.D	<u>RVE-04-Interior Paint Refresh</u>	\$115,000.00	\$115,000.00	\$40,724.97	\$74,275.00	\$0.03
B.4.E	<u>RVE-05-Flooring</u>	\$229,448.00	\$239,344.00	\$239,344.00	\$0.00	\$0.00
B.4.F	<u>RVE-06-Landscaping/Play Area Upgrade</u>	\$125,000.00	\$125,000.00	\$66,716.66	\$58,283.34	\$0.00
B.4.G	<u>RVE-07-Custodial Equipment</u>	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.4.H	<u>RVE-08-LED Fixture Upgrade</u>	\$52,027.00	\$52,027.00	\$0.00	\$52,027.00	\$0.00
B.4.I	<u>RVE-Contingency - Unallocated Funds</u>	\$34,025.00	\$17,653.00	\$0.00	\$0.00	\$17,653.00
	<b>Total</b>	<b>\$680,500.00</b>	<b>\$680,500.00</b>	<b>\$428,836.68</b>	<b>\$229,850.29</b>	<b>\$21,813.03</b>

Task Name	Start	Finish	Notes
01-Secure Front Entry	Tue 5/30/17	Mon 8/28/17	
02-Fencing	Mon 10/9/17	Fri 10/20/17	Need PO info but reported complete by School
03-Safety & Security Package			Scoped and priced
<b>04-Paint - Interior</b>	<b>Tue 5/30/17</b>	<b>Fri 3/30/18</b>	
Phase 1 - Hallways & Entry	Tue 5/30/17	Tue 8/1/17	
Phase 2 - 5 Classrooms (3rd Grade)	Mon 10/9/17	Fri 10/20/17	
Phase 3	Mon 3/19/18	Fri 3/30/18	
<b>05-Flooring</b>	<b>Tue 5/30/17</b>	<b>Fri 3/30/18</b>	
Phase 1: Hallways & Cafeteria	Tue 5/30/17	Tue 8/1/17	
Phase 2:	Mon 3/19/18	Fri 3/30/18	
06-Landscaping/Play Area Upgrade	Mon 3/19/18	Fri 3/30/18	Pricing new options suggested by School
07-Custodial Equipment			
08-LED Fixture lighting upgrade			

**Stetson Elementary School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.5.A	SES-01-Secure Front Entry	\$65,000.00	\$65,000.00	\$0.00	\$64,125.00	\$875.00
B.5.B	SES-02-Restroom Refresh	\$130,000.00	\$130,000.00	\$0.00	\$130,000.00	\$0.00
B.5.C	SES-03-Playground Refresh	\$123,000.00	\$132,946.00	\$132,945.71	\$0.00	\$0.29
B.5.D	SES-04-Flooring	\$200,892.00	\$222,955.00	\$222,955.00	\$0.00	\$0.00
B.5.E	SES-05-Fixed Furnishings	\$50,000.00	\$50,000.00	\$16,256.83	\$33,743.17	\$0.00
B.5.F	SES-06-Paint Refresh	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
B.5.G	SES-07-Blinds for Classroom	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00
B.5.H	SES-08-Removable Wall in Gym/Music	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
B.5.I	SES-09-Gym Sound System	\$27,500.00	\$27,500.00	\$0.00	\$27,500.00	\$0.00
B.5.J	SES-10-Staff Lounge Refresh	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.5.K	SES-11-Parking Repair	\$175,000.00	\$175,000.00	\$0.00	\$175,000.00	\$0.00
B.5.L	SES-12-Library Furniture	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.5.M	SES-13-LED Fixture Upgrade	\$35,108.00	\$35,108.00	\$0.00	\$35,108.00	\$0.00
B.5.N	SES-Contingency - Unallocated Funds	\$50,000.00	\$17,991.00	\$0.00	\$0.00	\$17,991.00
	<b>Total</b>	<b>\$1,001,500.00</b>	<b>\$1,001,500.00</b>	<b>\$372,157.54</b>	<b>\$610,476.17</b>	<b>\$18,866.29</b>

Task Name	Start	Finish	Notes
<b>01-Secure Front Entry</b>	<b>Mon 9/4/17</b>	<b>Fri 7/20/18</b>	
Design	Mon 9/4/17	Sun 12/31/17	
Construction	Mon 5/28/18	Fri 7/20/18	Will Bid when Design Complete
<b>02-Restroom refresh</b>	<b>Tue 5/29/18</b>	<b>Tue 7/31/18</b>	D49 to GC??
<b>03-Playground Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 9/29/17</b>	
Turf -Play Area	Fri 9/1/17	Fri 9/29/17	
Pour in place - Playground	Tue 5/30/17	Wed 8/9/17	
Drainage - Playground	Fri 9/1/17	Fri 9/29/17	Being done as part of turf
<b>04-Flooring Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 3/30/18</b>	
Phase 1:	Tue 5/30/17	Tue 8/1/17	
Phase 2: Wings 300 & 200	Mon 10/9/17	Fri 10/20/17	
Phase 3:	Mon 3/19/18	Fri 3/30/18	
<b>05-Fixed Furnishings</b>	<b>Tue 5/30/17</b>	<b>Wed 1/31/18</b>	
Kilns	Tue 5/30/17	Fri 7/28/17	
Choir Risers	Mon 11/27/17	Wed 1/31/18	
<b>06-Paint Refresh</b>	<b>Mon 10/9/17</b>	<b>Fri 3/30/18</b>	
Paint Interior	Mon 10/9/17	Fri 10/20/17	
Paint Exterior	Mon 3/19/18	Fri 3/30/18	Wember will confirm basic scope at meeting with Principal
07-Blinds for classrooms			
08-Removable Wall - Gym/Music			
09-Gym Sound system			
10-Staff Lounge Refresh			
11-Parking Repair			
12-Library furniture			
13-LED Fixture Upgrade			

**Sand Creek High School P2 Financial & Schedule**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
C.1.A	SCH-01-Secure Front Entry	\$100,000.00	\$20,269.00	\$20,269.00	\$0.00	\$0.00
C.1.B	SCH-02-Athletic Package (Field & Track)	\$890,000.00	\$890,000.00	\$104,166.25	\$601,210.00	\$184,623.75
C.1.C	SCH-03-Flooring Refresh	\$500,000.00	\$500,000.00	\$99,919.00	\$400,081.00	\$0.00
C.1.D	SCH-04-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$125,000.00	\$0.00	\$0.00
C.1.E	SCH-05-Paint Refresh	\$325,000.00	\$325,000.00	\$101,921.00	\$0.00	\$223,079.00
C.1.F	SCH-06-Auditorium Refresh	\$95,000.00	\$95,000.00	\$0.00	\$95,000.00	\$0.00
C.1.G	SCH-07-Fire Safety - Electrical Upgrades	\$65,000.00	\$65,000.00	\$28,428.00	\$0.00	\$36,572.00
C.1.H	SCH-08-Remove Modular	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
C.1.I	SCH-09-Scoreboards	\$22,000.00	\$22,000.00	\$0.00	\$9,000.00	\$13,000.00
C.1.J	SCH-10-Classroom Furniture	\$31,500.00	\$31,500.00	\$0.00	\$31,500.00	\$0.00
C.1.K	SCH-11-Replace Gym Bleachers	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
C.1.L	SCH-12-Safety & Security Package	\$243,500.00	\$243,500.00	\$0.00	\$243,500.00	\$0.00
C.1.M	SCH-Contingency - Unallocated Funds	\$154,500.00	\$234,231.00	\$0.00	\$0.00	\$234,231.00
	<b>Total</b>	<b>\$2,711,500.00</b>	<b>\$2,711,500.00</b>	<b>\$479,703.25</b>	<b>\$1,540,291.00</b>	<b>\$691,505.75</b>

Task Name	Start	Finish	Notes
01-Secure Front Entry	Tue 5/30/17	Fri 8/18/17	
<b>02-Athletic Package (Field &amp; Track)</b>	<b>Tue 5/30/17</b>	<b>Fri 7/27/18</b>	
Design	Tue 5/30/17	Fri 12/29/17	Design being upgraded with VE changes & Bid info
Construction	Mon 5/28/18	Fri 7/27/18	
<b>03-Flooring refresh</b>	<b>Mon 3/19/18</b>	<b>Fri 7/27/18</b>	Nunn is Pricing
Phase 1	Mon 3/19/18	Fri 3/30/18	
Phase 2	Mon 5/28/18	Fri 7/27/18	
04-LED Fixture Lighting - Halls & Admin	Tue 5/30/17	Tue 8/1/17	
<b>05-Paint Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 7/27/18</b>	
Paint - Interior	Mon 3/19/18	Fri 7/27/18	Nunn is Pricing
Phase 1	Mon 3/19/18	Fri 3/30/18	
Phase 2	Mon 5/28/18	Fri 7/27/18	
Paint - Exterior	Tue 5/30/17	Fri 8/4/17	
06-Auditorium Refresh	Tue 5/29/18	Tue 7/31/18	Will scope after Athletic Package cost is known
07-Fire Safety - Electrical Upgrades	Mon 10/9/17	Fri 10/20/17	
08-Remove Modular	Fri 9/1/17	Fri 11/10/17	Confirm no Cost
09-Scoreboards			
10-Classroom Furniture			
11-Replace Gym Bleachers			
12-Safety & Security Package			



### Horizon Middle School Financial & Schedule

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.2.A	HMS-01-Entry/Safe Entry/Reconfigure Admin	\$1,043,846.00	\$1,060,363.00	\$1,060,362.66	\$0.00	\$0.34
C.2.B	HMS-02-ADA Ramp Access to Field/Track	\$21,215.00	\$21,216.00	\$21,215.09	\$0.00	\$0.91
C.2.C	HMS-03-Exterior Door Replacement (6 doors)	\$29,694.00	\$29,694.00	\$29,694.00	\$0.00	\$0.00
C.2.D	HMS-04-LED Fixture Upgrade	\$282,985.00	\$282,985.00	\$42,985.00	\$240,000.00	\$0.00
C.2.E	HMS-05-Paint Interior Trim	\$12,500.00	\$12,500.00	\$10,369.00	\$0.00	\$2,131.00
C.2.F	HMS-06-Library Refresh	\$92,000.00	\$79,230.00	\$79,230.00	\$0.00	\$0.00
C.2.G	HMS-07-Flooring Classrooms	\$28,139.00	\$28,139.00	\$28,139.00	\$0.00	\$0.00
C.2.H	HMS-Contingency - Unallocated Funds	\$28,121.00	\$24,373.00	\$0.00	\$0.00	\$24,373.00
	<b>Total</b>	<b>\$1,538,500.00</b>	<b>\$1,538,500.00</b>	<b>\$1,271,994.75</b>	<b>\$240,000.00</b>	<b>\$26,505.25</b>

Task Name	Start	Finish	Notes
01-Entry/safe Entry	Mon 7/10/17	Fri 1/5/18	
02-ADA Ramp Access to Field/Track	Tue 5/30/17	Tue 8/1/17	
03-Door Replacement	Tue 5/30/17	Mon 7/31/17	
04-LED Fixture Lighting upgrade	Tue 5/29/18	Tue 7/31/18	Will scope remaining after Entry/Admin Remodel Complete
05-Paint Interior Trim	Tue 5/29/18	Tue 7/31/18	Will scope remaining after Entry/Admin Remodel Complete
06-Library Refresh	Tue 5/30/17	Mon 7/31/17	
07-Flooring -Classrooms			

**Evans International Elementary School Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.3.A	EES-01-Secure Front Entry	\$200,000.00	\$204,527.32	\$204,527.32	\$0.00	\$0.00
C.3.B	EES-02-Safety & Security Package	\$91,200.00	\$91,200.00	\$68,025.50	\$23,174.50	\$0.00
C.3.C	EES-03-HVAC System Improvements	\$75,000.00	\$75,000.00	\$8,375.00	\$66,625.00	\$0.00
C.3.D	EES-04-Fire System Upgrade	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
C.3.E	EES-05-Bldg Automation Upgrade	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
C.3.F	EES-06-Exterior Landscaping & Play Area Upgrade	\$100,000.00	\$100,000.00	\$69,680.86	\$30,319.14	\$0.00
C.3.G	EES-07-Flooring Refresh	\$215,000.00	\$215,000.00	\$21,984.00	\$193,016.00	\$0.00
C.3.H	EES-08-Restroom Refresh	\$62,500.00	\$62,500.00	\$0.00	\$62,500.00	\$0.00
C.3.I	EES-09-LED Fixture Upgrade	\$104,000.00	\$104,000.00	\$0.00	\$104,000.00	\$0.00
C.3.J	EES-10-Fixed Furnishings Update	\$115,000.00	\$115,000.00	\$0.00	\$115,000.00	\$0.00
C.3.K	EES-11-Weatherproof Southwest Ext False Wall	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
C.3.L	EES-12-Paint Refresh	\$105,000.00	\$105,000.00	\$0.00	\$105,000.00	\$0.00
C.3.M	EES-Contingency - Unallocated Funds	\$97,800.00	\$93,272.68	\$0.00	\$0.00	\$93,272.68
	<b>Total</b>	<b>\$1,230,500.00</b>	<b>\$1,230,500.00</b>	<b>\$372,592.68</b>	<b>\$764,634.64</b>	<b>\$93,272.68</b>

Task Name	Start	Finish	Notes
<b>01-Safe Entry</b>	<b>Tue 5/30/17</b>	<b>Fri 10/20/17</b>	
Safe Entry Doors & Remodel	Tue 5/30/17	Tue 8/1/17	
Entry Canopy	Mon 10/9/17	Fri 10/20/17	
<b>02-Safety &amp; Security Package</b>	<b>Tue 5/30/17</b>	<b>Tue 8/1/17</b>	
Cameras & Security Storage			Project needs to be walked for scope still down on list.
Security -Intercom	Tue 5/30/17	Tue 8/1/17	
03-HVAC System Improvements	Mon 10/9/17	Fri 10/20/17	There will be other units to replace.
04-Fire Suppression	Mon 3/19/18	Fri 3/30/18	Will talk with Principal about removing it from scope.
05-Building Automation Upgrade	Tue 5/29/18	Tue 7/31/18	Ron and Dana will review with Building Manager.
<b>06-Exterior Landscaping &amp; Play Area Upgrade</b>	<b>Tue 5/30/17</b>	<b>Thu 8/31/17</b>	
Pour in Place	Tue 5/30/17	Thu 8/31/17	
Drainage	Tue 5/30/17	Tue 8/1/17	
07-Flooring Refresh	Tue 5/29/18	Tue 7/31/18	Tara is getting quotes for Abatement
08-Restroom Refresh			
09-LED lighting upgrade			
10-Fixed furnishing			
11-Weatherproof wall			
12-Paint Refresh			

# Remington Elementary School Financial & Schedule

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	\$320,860.00	\$320,860.00	\$278,620.65	\$42,239.35	\$0.00
C.4.B	RME-02-Paint Refresh - Wallpaper Removal	\$38,050.00	\$38,050.00	\$38,050.00	\$0.00	\$0.00
C.4.C	RME-03-Flooring Refresh	\$216,314.00	\$216,314.00	\$212,595.00	\$0.00	\$3,719.00
C.4.D	RME-04-Replace Basketball Court	\$45,152.00	\$47,052.00	\$47,052.00	\$0.00	\$0.00
C.4.E	RME-05-Safety & Security Package	\$91,200.00	\$91,200.00	\$61,689.60	\$29,510.00	\$0.40
C.4.F	RME-06-Secure Front Entry	\$76,282.00	\$76,358.00	\$76,358.00	\$0.00	\$0.00
C.4.G	RME-Contingency - Unallocated Funds	\$3,642.00	\$1,666.00	\$0.00	\$0.00	\$1,666.00
<b>Total</b>		<b>\$791,500.00</b>	<b>\$791,500.00</b>	<b>\$714,365.25</b>	<b>\$71,749.35</b>	<b>\$5,385.40</b>

Task Name	Start	Finish	Notes
<b>01-Play Area Upgrade</b>	<b>Tue 5/30/17</b>	<b>Fri 8/18/17</b>	
Pour in place	Tue 5/30/17	Fri 8/18/17	
Playground equipment	Tue 5/30/17	Tue 8/1/17	
02-Paint Refresh - Halls	Tue 5/30/17	Tue 8/1/17	
<b>03-Flooring</b>	<b>Tue 5/30/17</b>	<b>Fri 10/20/17</b>	
Phase 1 - Halls and Admin	Tue 5/30/17	Tue 8/1/17	
Phase 2 - West Wing (Back Wing)	Mon 10/9/17	Fri 10/20/17	
04-Replace Basketball Court	Mon 11/20/17	Sat 11/25/17	
05-Safety & Security Package			So this has been scoped
08-Security - Intercom System	Mon 12/18/17	Fri 12/29/17	Progress
06-Secure Front Entry	Tue 5/30/17	Mon 9/4/17	

**Springs Ranch Elementary School Financial & Schedule**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
C.5.A	SRE-01-Safe Entry	\$65,000.00	\$70,912.00	\$70,912.00	\$0.00	\$0.00
C.5.B	SRE-02-Safety & Security Package	\$20,200.00	\$20,200.00	\$3,161.70	\$17,038.30	\$0.00
C.5.C	SRE-03-Flooring	\$240,000.00	\$240,492.00	\$238,130.00	\$0.00	\$2,362.00
C.5.D	SRE-04-Exterior Landscaping	\$64,125.00	\$74,706.00	\$74,705.98	\$0.00	\$0.02
C.5.E	SRE-05-School Yard Garden	\$7,000.00	\$7,000.00	\$0.00	\$7,000.00	\$0.00
C.5.F	SRE-06-Replace Turf Play Area	\$53,200.00	\$53,200.00	\$0.00	\$53,200.00	\$0.00
C.5.G	SRE-07-Restroom Refresh (8 restrooms)	\$78,000.00	\$78,000.00	\$0.00	\$78,000.00	\$0.00
C.5.H	SRE-08-Intercom System	\$71,000.00	\$71,000.00	\$0.00	\$71,000.00	\$0.00
C.5.I	SRE-Contingency - Unallocated Funds	\$75,975.00	\$58,990.00	\$0.00	\$0.00	\$58,990.00
	<b>Total</b>	<b>\$674,500.00</b>	<b>\$674,500.00</b>	<b>\$386,909.68</b>	<b>\$226,238.30</b>	<b>\$61,352.02</b>

Task Name	Start	Finish	Notes
01-Safe Entry	Tue 5/30/17	Mon 8/21/17	
02-Safety & Security Package			Project Scoped Cameras ordered, Doug to do work.
<b>03-Flooring</b>	<b>Tue 5/30/17</b>	<b>Fri 7/27/18</b>	
Phase 1 - Halls and Admin	Tue 5/30/17	Tue 8/1/17	
Phase 2 - 4th & 5th Grade Wing	Mon 10/9/17	Fri 10/20/17	
Phase 3: - Preschool-K Wing	Mon 3/19/18	Fri 3/30/18	
Phase 4 - 2nd & 3rd Grade Wing & Core	Mon 5/28/18	Fri 7/27/18	
<b>04-Exterior Landscaping</b>	<b>Tue 5/30/17</b>	<b>Tue 9/26/17</b>	
Pour in Place	Tue 5/30/17	Tue 9/26/17	
Canopy	Mon 8/14/17	Fri 9/1/17	
Storage Container	Tue 5/30/17	Mon 6/5/17	
<b>05-School Yard Garden</b>	<b>Mon 3/19/18</b>	<b>Mon 4/2/18</b>	
Irrigation - Garden	Mon 3/19/18	Fri 3/30/18	Work will be done by District - Is it scheduled?
Fence	Mon 3/19/18	Mon 4/2/18	SRE wants to hold off and potentially remove from list.
06-Replace Turf Play Area			
07-Restroom Refresh (8 restrooms)			
08-Intercom System			

**Springs Studio for Academic Excellence Financial & Schedule**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
D.1.A	SSAE-01-Loftwall System	\$21,000.00	\$16,359.00	\$16,359.00	\$0.00	\$0.00
D.1.B	SSAE-02-3 Form Wall System/Counselor	\$3,000.00	\$2,979.65	\$2,979.65	\$0.00	\$0.00
D.1.C	SSAE-03-Pour in Place Playground Refurb/addition	\$42,000.00	\$43,822.74	\$43,822.74	\$0.00	\$0.00
D.1.D	SSAE-04-Whiteboard Refresh	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
D.1.E	SSAE-05-K-1 Kitchen Carpet Install	\$1,000.00	\$1,000.00	\$0.00	\$0.00	\$1,000.00
D.1.F	SSAE-Contingency-Unallocated Funds	\$7,500.00	\$10,338.61	\$0.00	\$0.00	\$10,338.61
	<b>Total</b>	<b>\$75,500.00</b>	<b>\$75,500.00</b>	<b>\$63,161.39</b>	<b>\$0.00</b>	<b>\$12,338.61</b>

Task Name	Start	Finish	Notes
01-Loftwall System	Tue 5/30/17	Tue 8/1/17	
02-3 Form wall System/Counselor	Tue 5/30/17	Tue 8/1/17	
03-Pour in Place playground refurb/addition	Sun 10/8/17	Fri 10/20/17	
04-Whiteboard refresh	Tue 5/30/17	Tue 8/1/17	Confirm no Reimbursement
05-K-1 Kitchen Carpet Install	Tue 5/30/17	Tue 8/1/17	Confirm no Reimbursement

**Falcon Legacy Campus Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,310.00	\$129,310.00	\$0.00	\$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	\$122,500.00	\$122,500.00	\$122,500.00	\$0.00	\$0.00
D.2.C	FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc	\$101,821.00	\$101,821.00	\$101,821.00	\$0.00	\$0.00
D.2.D	FLC-03-Bathroom Expansion Walls, Drywall	\$4,050.00	\$4,050.00	\$4,050.00	\$0.00	\$0.00
D.2.E	FLC-04-Plumbing Fixtures	\$2,850.00	\$2,850.00	\$2,850.00	\$0.00	\$0.00
D.2.F	FLC-05-Toilet Compartments	\$4,600.00	\$4,600.00	\$4,600.00	\$0.00	\$0.00
D.2.G	FLC-06-Conference Room Carpet	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.H	FLC-07-New Ceiling Grid	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00	\$0.00
D.2.I	FLC-08-Wall Tile Install Boys, Girls, and Staff	\$7,500.00	\$7,500.00	\$7,500.00	\$0.00	\$0.00
D.2.J	FLC-09-Final Electrical	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00	\$0.00
D.2.K	FLC-10-Plumbing Underground - Water Runs	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.L	FLC-11-Concrete Repair	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.M	FLC-12-Add Additional Parking Lot Pole	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
D.2.N	FLC-13-Parking Lot Lights	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00	\$0.00
D.2.O	FLC-14-Parking Lot Final Upgrades	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00
D.2.P	FLC-15-Exterior Painting	\$16,000.00	\$16,000.00	\$0.00	\$16,000.00	\$0.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$0.00
D.2.R	FLC-17-Culinary Arts Room Expansion	\$185,000.00	\$185,000.00	\$0.00	\$185,000.00	\$0.00
D.2.S	FLC-18-Carpet Entire Building	\$140,000.00	\$140,000.00	\$0.00	\$140,000.00	\$0.00
D.2.T	FLC-19-Curb Appeal-Outdoor Learning/Eating Space/Paint Exterior/Landscaping and Signage	\$0.00	\$1,268.00	\$1,267.90	\$0.00	\$0.10
D.2.U	FLC-Contingency - Unallocated Funds	\$99,969.00	\$98,701.00	\$0.00	\$0.00	\$98,701.00
	<b>Total</b>	<b>\$990,000.00</b>	<b>\$990,000.00</b>	<b>\$475,298.90</b>	<b>\$416,000.00</b>	<b>\$98,701.10</b>

Task Name	Start	Finish	Notes
01-Technology Refresh (switches, cables, panels, etc)	Mon 5/1/17	Wed 5/31/17	
02-Safety & Security (Roof leak, walkways, bathroom repairs, etc)	Mon 5/1/17	Wed 5/31/17	
02-Reconfigure old bathroom, concrete work, etc	Mon 5/1/17	Wed 5/31/17	
03-Bathroom Expansion Walls, Drywall	Mon 5/1/17	Wed 5/31/17	
04-Plumbing Fixtures	Mon 5/1/17	Wed 5/31/17	
05-Toilet Compartments	Mon 5/1/17	Wed 5/31/17	
06-Conference Room Carpet	Mon 5/1/17	Wed 5/31/17	
07-New Ceiling Grid	Mon 5/1/17	Wed 5/31/17	
08-Wall Tile Install Boys, Girls and Staff	Mon 5/1/17	Wed 5/31/17	
09-Final Electrical	Mon 5/1/17	Wed 5/31/17	
10-Plumbing Underground - water runs	Mon 5/1/17	Wed 5/31/17	
11-Concrete Repair	Mon 5/1/17	Wed 5/31/17	
12-Add additional Parking lot pole	Mon 5/1/17	Wed 5/31/17	
13-Parking lot lights	Mon 5/1/17	Wed 5/31/17	
14-Parking lot final upgrades	Mon 5/1/17	Wed 5/31/17	
15-Exterior Painting			Complete with AMC - Wember doesn't have any info.

16-Safe Entry (Hwy 24 PHS side)			Getting from Wells & West and Reliant
17-Culinary Arts Room Expansion			Bid from Wells & West, Reliant and will get one more. DLR to design.
18-Carpet Entire Building	Tue 5/29/18	Tue 7/31/18	Abatement needed so it will be summer work.
19-Curb Appeal and Signage			

**Mohawk (Home School Program) Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.3.A	MOH-01-Exterior Doors/Door Alarm	\$4,090.00	\$13,586.00	\$4,438.51	\$0.00	\$9,147.49
D.3.B	MOH-02-Fencing	\$9,940.00	\$7,112.00	\$7,112.00	\$0.00	\$0.00
D.3.C	MOH-03-Apple TV Infrastructure	\$1,100.00	\$1,100.00	\$0.00	\$0.00	\$1,100.00
D.3.D	MOH-04-Coat Hanger Removal	\$1,400.00	\$1,400.00	\$0.00	\$0.00	\$1,400.00
D.3.E	MOH-05-Surveillance Cameras	\$800.00	\$800.00	\$367.00	\$0.00	\$433.00
D.3.F	MOH-06-Shoretel Phones	\$7,365.00	\$7,365.00	\$812.80	\$0.00	\$6,552.20
D.3.G	MOH-07-Hallway Storefront	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$5,000.00
D.3.H	MOH-08-Carpet	\$31,055.00	\$31,055.00	\$30,413.00	\$0.00	\$642.00
D.3.I	MOH-09-Door 109	\$2,300.00	\$2,300.00	\$0.00	\$0.00	\$2,300.00
D.3.J	MOH-10-Observation Window	\$7,500.00	\$7,500.00	\$0.00	\$7,500.00	\$0.00
D.3.K	MOH-11-Paint	\$6,000.00	\$9,147.49	\$9,147.49	\$0.00	\$0.00
D.3.L	MOH-Contingency-Unallocated Funds	\$11,950.00	\$2,134.51	\$0.00	\$0.00	\$2,134.51
<b>Total</b>		<b>\$88,500.00</b>	<b>\$88,500.00</b>	<b>\$52,290.80</b>	<b>\$7,500.00</b>	<b>\$28,709.20</b>

Task Name	Start	Finish	Notes
01-Exterior Doors/ Door Alarm	Tue 5/30/17	Fri 7/28/17	
02-Fencing	Tue 5/30/17	Fri 7/28/17	
03- Apple TV Infrastructure	Tue 5/30/17	Fri 7/28/17	
04-Coat Hanger Removal	Tue 5/30/17	Fri 7/28/17	
05-Surveillance Camera	Tue 5/30/17	Fri 7/28/17	
06-Shoretel phones	Tue 5/30/17	Fri 7/28/17	
07-Hallway Storefront			
08-Carpet	Tue 5/30/17	Mon 7/31/17	
09-Door 109			
10-Observation window			Partially under contract. Working getting rest under contract.
11-Paint	Tue 5/30/17	Mon 7/31/17	



## **Project Update Report**

**Project Name:****District 49 Schools – P3 & P4 Projects**

Wember Inc. Project Number:

2016.63

Issue Date:

December 6, 2017

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

### **Summary**

#### **Sand Creek**

- Construction of the Addition continues.
  - Roofing is being installed.
  - Rooftop mechanical units are being connected into interior ductwork.
  - Are slabs and backfill are completed.
  - All walls are framed and drywall is installed on one side.
  - Mechanical ductwork, lighting, and cabling is being installed.
  - Construction of the addition is on schedule and will be complete in January.
- The Field House construction is nearing completion. New storage rooms will soon have overhead doors. The stair connecting up to the Mezzanine level has been completed and railings will be installed soon. Walls on the Mezzanine have painted and marker boards are installed. The interior turf is the last bit of work to be completed. The Field House is also on schedule to be completed by January.
- All Phases of the project are bid and under contract.
- FFE meetings are occurring to finalize the Furniture and Equipment needed for Phase 2 & 3 of construction.
- Furniture Design for the Library has been finalized. Nothing will be ordered till Phase 3 to maintain how much funds can be used towards the scope.

#### **Londonderry**

- Londonderry construction is underway.
  - All Level 1 floor slabs have been poured.
  - Steel framing is going up on Levels 1 and 2.
  - Floor decking is being installed on the west half of the building.
  - Exterior stud framing is being installed.
  - North parking lot will soon be asphalted with curb and gutter complete.
  - South parking lot will be receiving curb and gutter.
  - All site utilities are complete.
- Selection process for the furniture has been kick-ed off and meetings are being held to develop the furniture layout.
- Completion for construction is planned for July 2018.

#### **Falcon High**

- Rough grading has taken place.
- Foundations for the precast walls are complete.
- A crane to lift the precast walls in place will arrive next week.
- Completion for construction is planned for July 2018.

#### **Vista Ridge**

- Site fencing is in place and working with student and bus drop-off.
- Foundations are being dug out and soon foundations for all three additions will be poured.
- Current performance space will be turned over to the contractor in mid-December to prep for the addition to connect into the existing building.
- Crane for the Precast exterior is scheduled to be at the school in January.
- Completion for construction is planned for July 2018.

#### Vista Del Pico

- The Design Team is working towards completing the Design Development phase of the Construction documents before Winter Break.
- The Design Team is working through some recommended adjustments to get the estimate back in budget. These adjustments will continued to be reviewed as the Contractor continues to track changes and adjustments to the drawings.
- Construction documents are scheduled to be completed mid-March 2018 with construction completed July 2019.

#### Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Falcon High School	\$5,650,000.00	\$719,146.55	\$4,919,737.00	\$11,116.45	\$503,928.04
B	Londonderry Elementary	\$23,300,000.00	\$21,213,088.19	\$2,066,747.00	\$20,164.81	\$3,074,038.86
C	Sand Creek High School	\$4,850,000.00	\$4,457,402.44	\$389,299.00	\$3,298.56	\$2,265,217.30
D	Vista Del Pico Elementary	\$23,000,000.00	\$1,726,104.00	\$21,103,621.00	\$170,275.00	\$236,903.70
E	Vista Ridge High School	\$7,000,000.00	\$868,211.72	\$6,095,000.00	\$36,788.28	\$564,400.07
	Total	\$63,800,000.00	\$28,983,952.90	\$34,574,404.00	\$241,643.10	\$6,644,487.97

- Individual budgets for each project can be found on following pages.
- Budgets are being refined to meet these overages. Note construction overages are not calculated in current budget.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

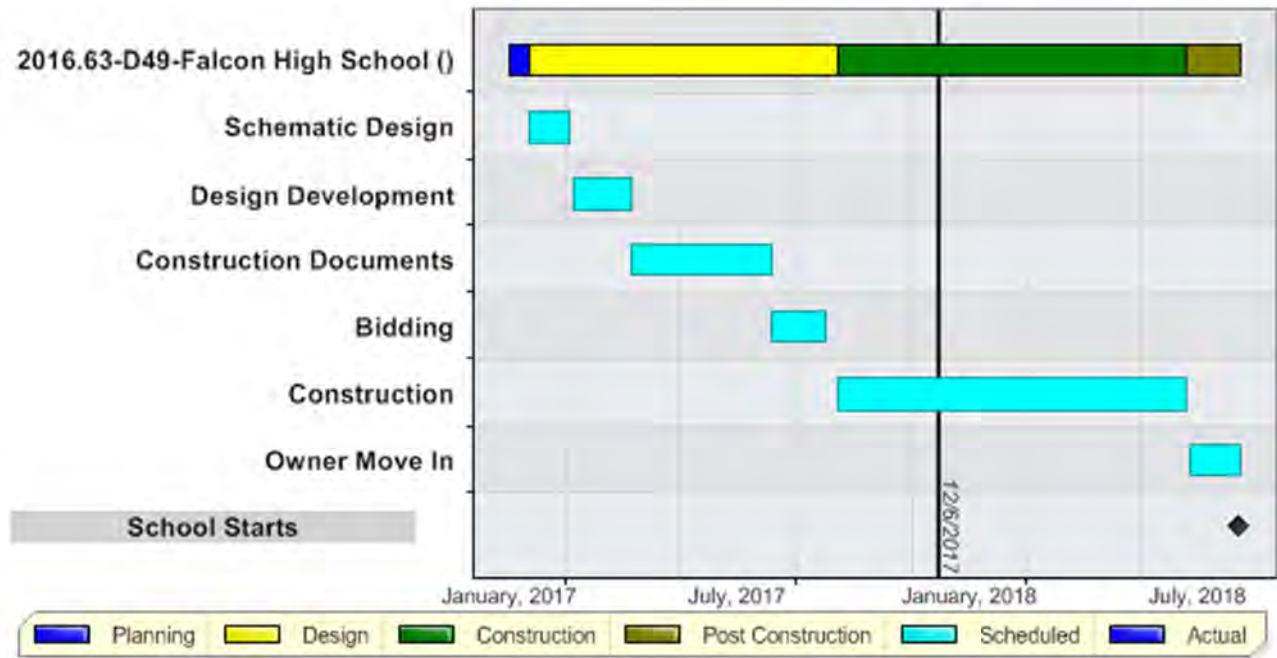
#### Next Steps

- Continue design selection of furniture at Londonderry Elementary School and begin to meet with steering committee.
- Coordinate IT and schedule for install with CCS at Londonderry and Sand Creek
- Update schedules all schedules based on weather and current start times. Review for any issues and work thru any plans needed with contractor to get projects on schedule for meeting finish times.
- Work thru budget and design on Vista Del Pico to get project within budget.

Submitted by:  
Ashley Trunnell / Matt Wilhelm

### Falcon High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



### Falcon High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$753,836.00	\$713,138.00	\$40,698.00	\$0.00	\$495,985.42
C	Construction	\$4,635,433.56	\$4,635,433.56	\$0.00	\$0.00	\$224,324.52
D	Permits & Fees	\$19,278.00	\$19,276.55	\$0.00	\$1.45	\$16,839.55
E	Furniture, Fixtures & Equip	\$20,000.00	\$0.00	\$20,000.00	\$0.00	\$0.00
F	Technology	\$65,000.00	\$0.00	\$65,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$156,452.44	\$0.00	\$156,452.44	\$0.00	\$0.00
	<b>Total</b>	<b>\$5,650,000.00</b>	<b>\$5,367,848.11</b>	<b>\$282,150.44</b>	<b>\$1.45</b>	<b>\$737,149.49</b>

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149>

## Falcon High School



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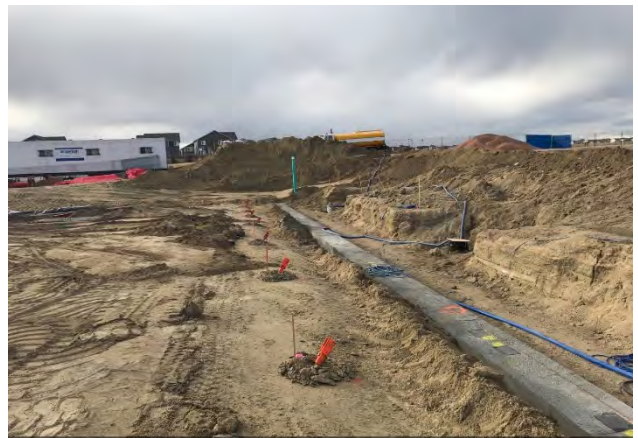
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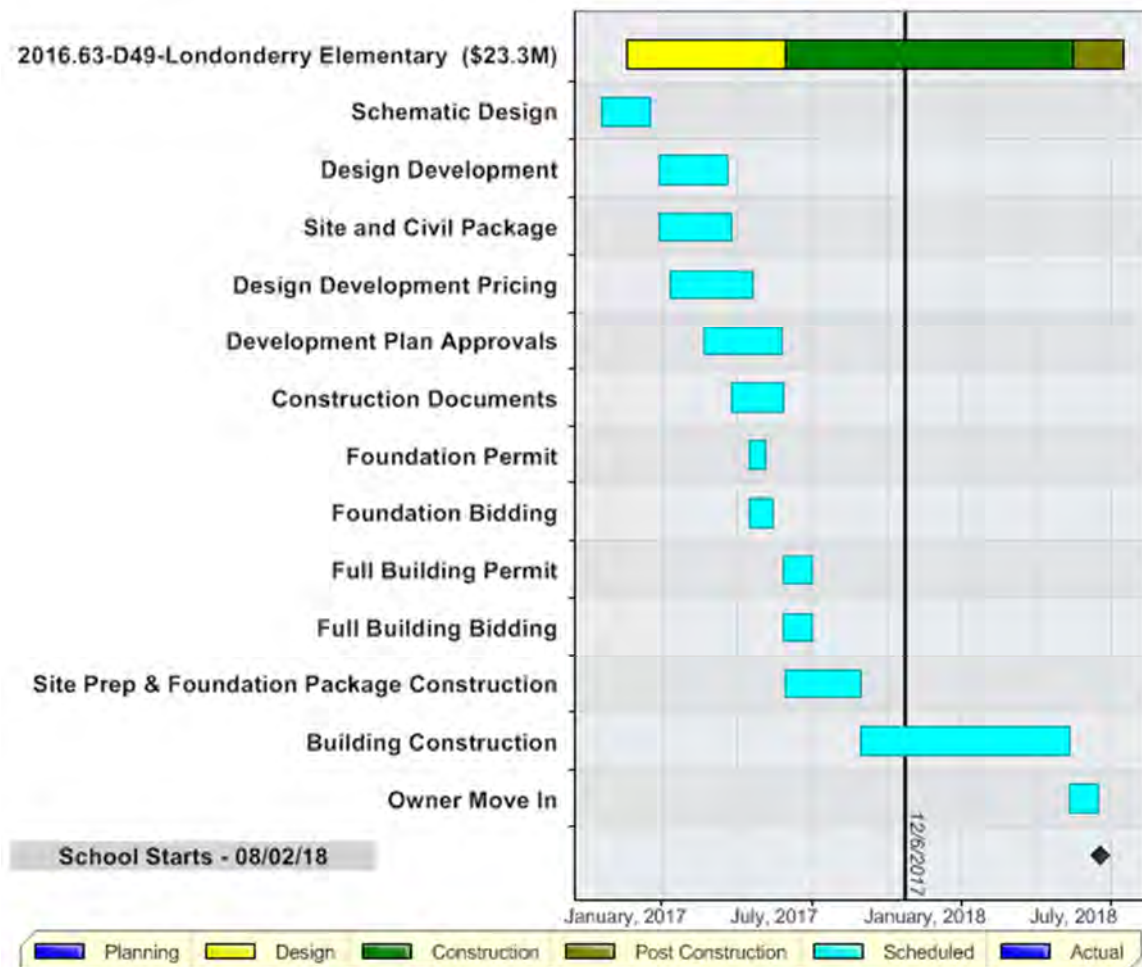
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### Londonderry (Bennett Ranch) Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



### Londonderry Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$559.00	\$441.00	\$0.00	\$559.00
B	Professional Services	\$3,167,764.00	\$3,079,069.92	\$87,290.00	\$1,404.08	\$2,310,840.54
C	Construction	\$17,713,729.00	\$17,713,729.00	\$0.00	\$0.00	\$2,191,793.51
D	Permits & Fees	\$502,382.00	\$440,711.19	\$54,798.40	\$6,872.41	\$84,667.75
E	Furniture, Fixtures & Equip	\$805,000.00	\$0.00	\$805,000.00	\$0.00	\$0.00
F	Technology	\$375,000.00	\$0.00	\$375,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$735,125.00	\$0.00	\$735,125.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$23,300,000.00</b>	<b>\$21,234,069.11</b>	<b>\$2,057,654.40</b>	<b>\$8,276.49</b>	<b>\$4,587,860.80</b>

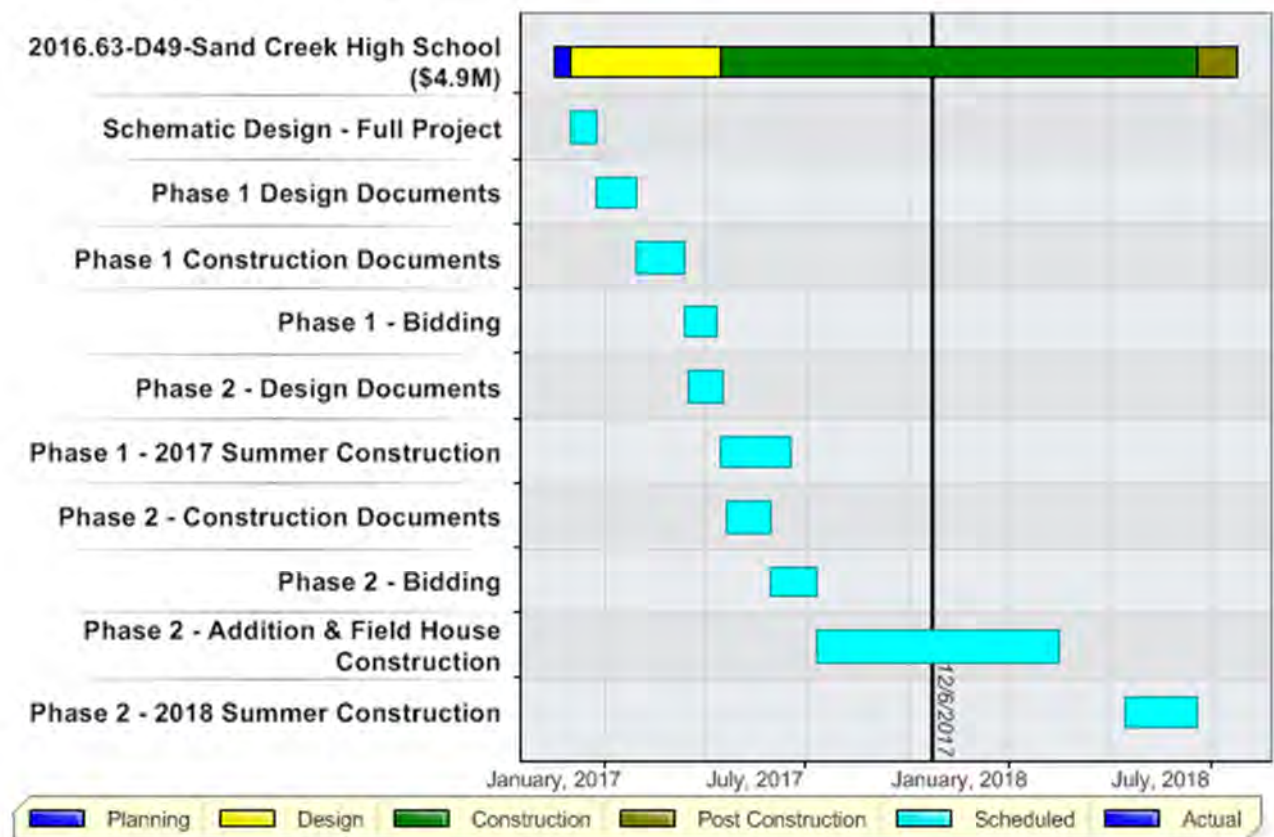
- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128>

**Londonderry (Bennett Ranch) Elementary**



### Sand Creek High School Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



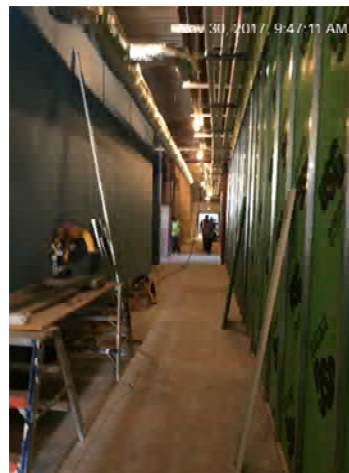
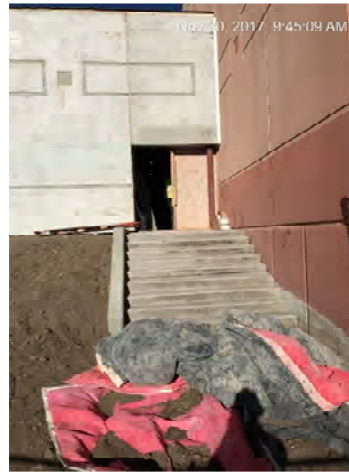
### Sand Creek High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$646,238.00	\$640,861.00	\$5,377.00	\$0.00	\$498,708.82
C	Construction	\$3,694,195.72	\$3,694,195.47	\$0.00	\$0.25	\$1,611,065.30
D	Permits & Fees	\$21,531.00	\$16,529.95	\$5,000.00	\$1.05	\$16,529.95
E	Furniture, Fixtures & Equip	\$300,000.00	\$208,994.06	\$91,005.14	\$0.80	\$175,653.20
F	Technology	\$70,000.00	\$15,730.00	\$54,270.00	\$0.00	\$12,740.00
G	Contingencies & Escalation	\$118,035.28	\$0.00	\$118,035.28	\$0.00	\$0.00
Total		\$4,850,000.00	\$4,576,310.48	\$273,687.42	\$2.10	\$2,314,697.27

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148>



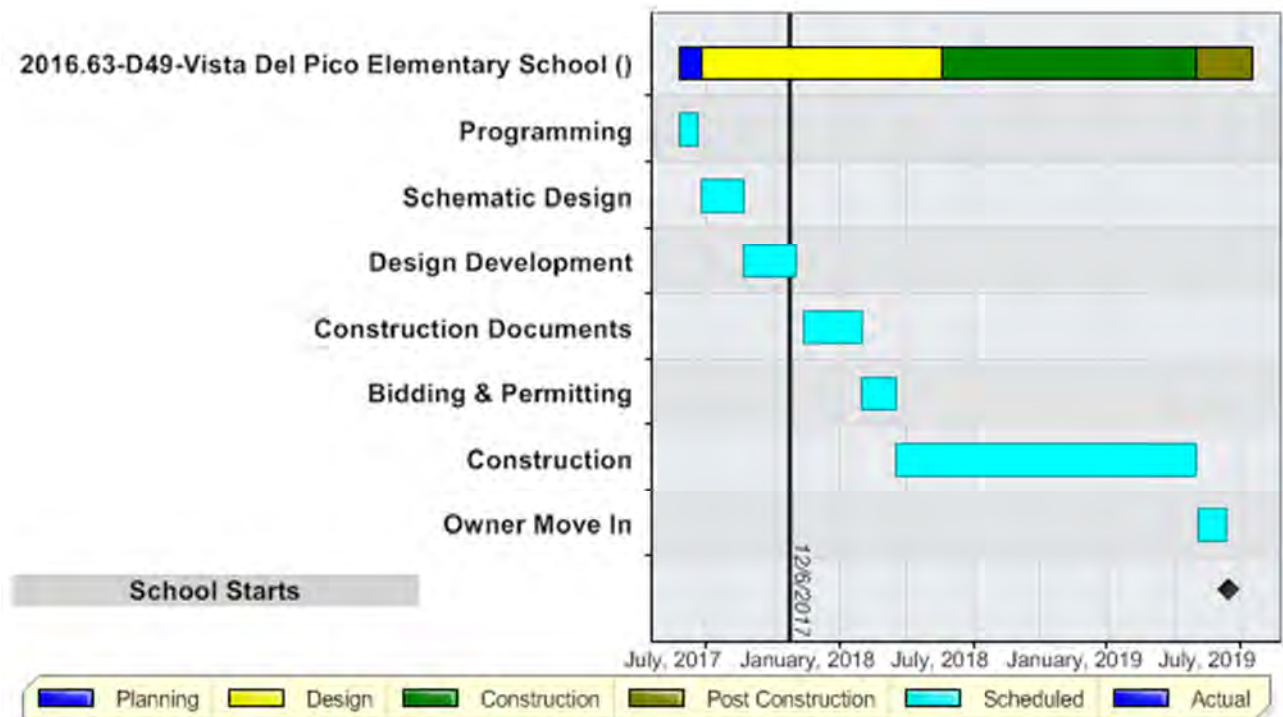
**Sand Creek High School**





### Vista Del Pico Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



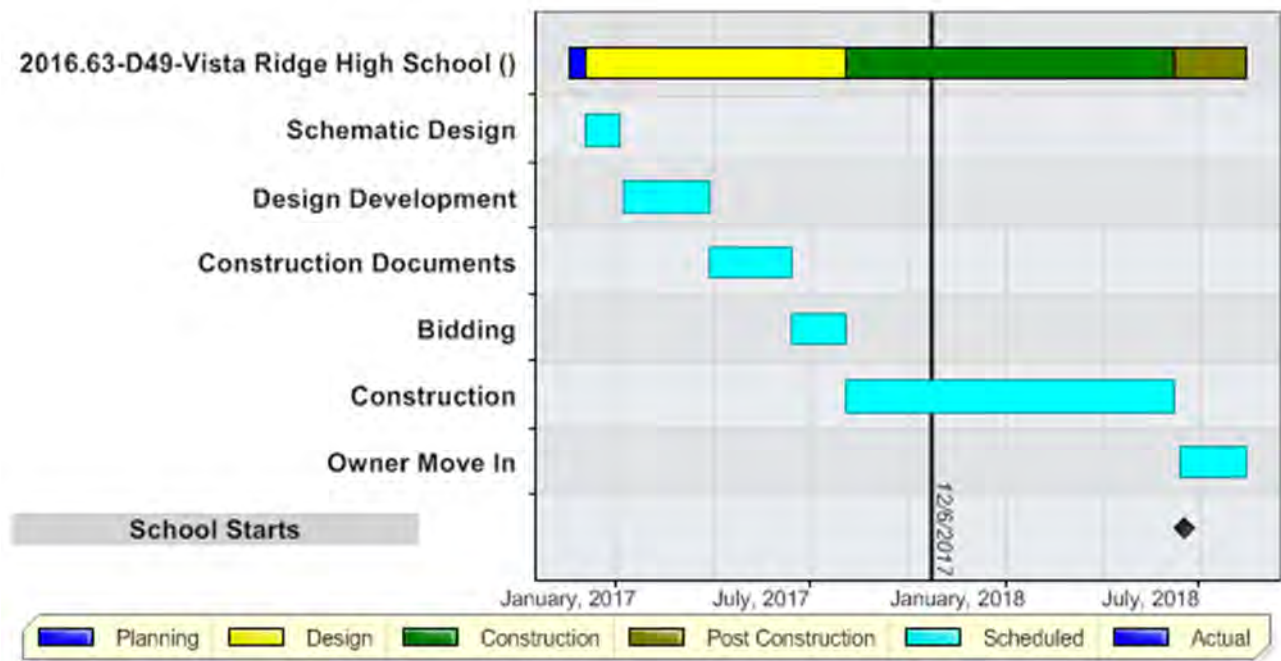
### Vista Del Pico Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$0.00	\$1,000.00	\$0.00	\$0.00
B	Professional Services	\$1,909,000.00	\$1,726,104.00	\$178,621.00	\$4,275.00	\$342,848.36
C	Construction	\$18,750,000.00	\$0.00	\$19,111,502.00	(\$361,502.00)	\$0.00
D	Permits & Fees	\$320,000.00	\$0.00	\$320,000.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$850,000.00	\$0.00	\$850,000.00	\$0.00	\$0.00
F	Technology	\$270,000.00	\$0.00	\$270,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$900,000.00	\$0.00	\$900,000.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$23,000,000.00</b>	<b>\$1,726,104.00</b>	<b>\$21,631,123.00</b>	<b>(\$357,227.00)</b>	<b>\$342,848.36</b>

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151>

### Vista Ridge High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



### Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$901,317.00	\$866,340.00	\$34,977.00	\$0.00	\$575,694.02
C	Construction	\$5,687,277.00	\$5,687,277.00	\$0.00	\$0.00	\$217,737.51
D	Permits & Fees	\$31,895.00	\$16,894.72	\$15,000.00	\$0.28	\$16,894.72
E	Furniture, Fixtures & Equip	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00
F	Technology	\$40,000.00	\$0.00	\$40,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$314,511.00	\$0.00	\$314,511.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$7,000,000.00</b>	<b>\$6,570,511.72</b>	<b>\$429,488.00</b>	<b>\$0.28</b>	<b>\$810,326.25</b>

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150>

**Vista Ridge High School**



**BOARD OF EDUCATION ITEM 9.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Amy Matissek, Internal Communications Manager

**TITLE OF AGENDA ITEM:** VoW Annual Survey Early Analysis & Observations

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

District 49 completed our VoW (Voice of the Workforce) Annual Survey in October. After receiving results from the vendor, Korn Ferry Hay Group, D49 leadership shared the results with principals and department directors during late October and early November. To maximize the effectiveness of the employee survey and maintain a level of trust, it was a primary goal to deliver results quickly. The presentation of results included district-level strengths and OFIs, as well as department or school-specific data.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Upon receiving both district-level and department or school-specific data, principals and directors were asked to share results with their own employees. Being open with staff about results is one way to maintain trust and build a foundation on which the district can improve continuously. After sharing results with staff, principals and directors were tasked with developing an action plan. Action plans then were delivered to chiefs. Leaders will work with their teams to discuss and prioritize next steps.

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

After reviewing the results, several key focus areas will be determined (strengths and opportunities).

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	The results of the survey link to our cultural climate. Employees are the district's #1 resource. Learning about what they think about the results and including them in action planning is key to building a strong culture.
	<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>	Sharing results in a timely fashion with staff is a primary step in continuing to build trust with employees.  After sharing results with employees, leaders and their staff worked together to develop local action plans.  We will work to keep the momentum active with ongoing communication via D49.org (employee-only pages) and other vehicles such as the new internal newsletter.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** For discussion.

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

**DATE:** December 1, 2017



# **Voice of the Workforce Annual Engagement Survey Follow-Up Report**

**Paul Andersen**

Director of Human Resources

**The Best Choice to Learn, Work and Lead**



# 2017 VoW Results Summary





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## 2017 Strengths

-  Innovation\*
-  Workforce Capacity
-  Teamwork & Respect
-  Employee Benefits\*

## 2017 OFI's

-  Pay and Performance
-  Leadership Performance
-  Training & Motivation
-  Localized Decisions

# 2017 VoW

## Rollout Feedback



School and Department Leaders Conducted Survey  
Rollout/Feedback Sessions in October-November

### **Major Feedback Themes**

Affirming the value of  
surveying the workforce and  
responding to VoW insights

Emphasizing compensation for  
all classifications—especially  
compared to other districts

Affirming the importance of  
relevant and customized  
training for all classifications—  
especially support staff

Elaborating concerns about  
senior and central leaders  
disconnection from work sites  
and workforce

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# 2017 VoW Next Steps

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Triangulating and Converting Insights to Action Plans

## Action Plan Development for the APR

VoW and Segmented  
Workforce Plans

Action Planning to Address  
Compensation Insights for All  
Workforce Segments

Dedicated Action Plans and  
Allocations for Valued Training  
Opportunities

Chief Officer and Senior  
Leader Presence and Attention  
in Worksite Environments

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**BOARD OF EDUCATION ITEM 9.06**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Pedro Almeida, COO

**TITLE OF AGENDA ITEM:** Update on Vista del Pico Elementary School Planning and  
Homeschool Enrichment Program

**ACTION/INFORMATION/DISCUSSION:** Information and Discussion

**BACKGROUND INFORMATION:**

D49 is building a new elementary school at Vista del Pico and also needs to decide on a location for the Homeschool Enrichment Program (HEP) starting in August 2019

**RATIONALE:**

This planning effort explores the feasibility of placing the Homeschool Enrichment Program within the building of the new Elementary School on Vista del Pico (currently in design phase) starting in August 2019. The Homeschool Enrichment Program is currently (temporarily) located in Banning Lewis Prep Academy and will require a new location.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Expected outcome is a feasible and cost effective building design and construction plan for Vista del Pico Elementary School that will meet the D49 commitment to place an elementary school at the planned location and also enable D49 to house the Homeschool Enrichment Program for the medium to long term. Design adjustments would result in increased capacity for the school to host current and future programs.

**INNOVATION AND INTELLIGENT RISK:**

This planning effort is intended to ensure efficient use of facilities and would provide a medium to long term solution for hosting an important component of D49's Portfolio of Schools in a cost effective manner

**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	
	<b>Outer Ring</b> —How we treat our work	
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Successful planning efforts will result in following through on D49's commitment to build an elementary school in the planned neighborhood as well as ensuring a successful Homeschool Program.
	<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>	The Homeschool Program will see increased stability in the medium term, which will provide a foundation for continued growth and effectiveness.

BOE Regular Meeting December 14, 2017  
Item 9.06 continued

<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>	

**BUDGET IMPACT:** Design proposal and construction phases would result in \$1.4M cost increase above currently allocated costs of the elementary school at Vista del Pico. This could be funded with overall contingency funds available for 2016-3B projects without harm to other projects.

**AMOUNT BUDGETED:** \$1.4M

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No specific approval is necessary, but we do seek consensus from the Board whether it supports the intended course including the use of \$1.4M of 2016-3B contingency funds.

**APPROVED BY:** Pedro Almeida, Chief Operations Officer; Brett Ridgway, Chief Business Officer

**DATE:** December 6, 2017



# Vista del Pico

Program Modifications

# The Best Choice to Learn, Work and Lead



The Best Choice to Learn, Work and Lead



Program Modifications			
	Design & Engineering		\$ 40,000.00
	Construction		\$ 1,100,000.00
	Move Playground		\$ 10,000.00
	FF&E		\$ 70,000.00
	IT/AV		\$ 120,000.00
	D49 Contingency		\$ 60,000.00
			\$ 1,400,000.00

The Best Choice to Learn, Work and Lead



**BOARD OF EDUCATION ITEM 9.07**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Brett Ridgway, Chief Business Officer  
 Ron Sprinz, Finance Group Manager

**TITLE OF AGENDA ITEM:** Amended Budget Update

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school. The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2017. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

**IMPACTS ON THE DISTRICT'S 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 <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>	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>  <i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>

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

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

**DATE:** December 1, 2017

	<b>Fund 15</b>	<b>Fund 18</b>	<b>Fund 19</b>	<b>Fund 21</b>
	<b><u>Capital Fund</u></b>	<b><u>Risk Insurance Fund</u></b>	<b><u>CPP Fund</u></b>	<b><u>Nutrition Fund</u></b>
<b>17/18 Adopted Rev Budget</b>	\$ 2,500,000.00	\$ 1,000,000.00	\$ 444,901.00	\$ 3,560,538.00
<b>16/17 Carry Over</b>	\$ 450,750.40	\$ 1,138,775.10	\$ 11,486.22	\$ 1,109,105.37
<b>17/18 PPR ADJ</b>			\$ 26,754.49	
<b>Revenue ADJ Transfer from Fund 10</b>	\$ 677,000.00	\$ (100,000.00)		
<b>Amended Budget Target</b>	\$ 3,627,750.40	\$ 2,038,775.10	\$ 483,141.71	\$ 4,669,643.37
<b>Difference vs. Adopted</b>	\$ 1,127,750.40	\$ 1,038,775.10	\$ 38,240.71	\$ 1,109,105.37
<b>17/18 Adopted Rev Budget</b>	\$ 2,500,000.00	\$ 1,000,000.00	\$ 444,901.00	\$ 3,560,538.00
Power School Conversion	\$ 650,000.00			
SES Kitchen Remodel	\$ 177,000.00			
Hail Damage		\$ 1,024,726.97		
Indirect Exp				\$ (177,000.00)
Oth Exp ADJ	\$ 300,750.40	\$ 14,048.13	\$ 38,240.71	
<b>Amended Budget Target</b>	\$ 3,627,750.40	\$ 2,038,775.10	\$ 483,141.71	\$ 3,383,538.00

#### Notable Items

Increase in Capital Fund - \$100K from Risk/Ins Fund - \$177K Nutrition fund balance from Fund 10

Insurance Fund - Carry over from 16/17 to cover Hail Damage Claims

Nutrition Fund - Increase in Indirect charge to cover Kitchen Remodel at SES



**BOARD OF EDUCATION ITEM 9.08**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Amber Whetstine, Executive Director of Learning Services

**TITLE OF AGENDA ITEM:** In-Progress School Accreditation Ratings

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

At the October regular Board of Education meeting, the Board voted to accredit each of the District's schools with a designated plan-type, and an in-progress rating. Since that time, the Chief Education Officer, Executive Director of Learning Services, and Zone Leaders have been collaborating to determine next steps in shaping a local accreditation process.

**RATIONALE:**

Accrediting our schools in purposeful ways that meet the needs of our diverse portfolio of distinct and exceptional schools, community values and stakeholder expectations aligns with our cultural and strategic priorities.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Supporting documents provide a description of the cycle of continuous improvement currently in-progress to identify next-steps for defining, illustrating and evaluating a local accreditation process, to incorporate levels, indicators and results for each school.

**INNOVATION AND INTELLIGENT RISK:**

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

Culture	Inner Ring—How we treat each other	Localized accreditation increases responsibility of our schools aligned with community values.
	Outer Ring—How we treat our work	The accreditation process allows zones and schools the opportunity to consider innovation and purposeful risk related to school performance.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	A meaningful accreditation system, aligned with community values, helps build trust among our community stakeholders.
	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>	Zone accreditation rating recommendations serve to align with each school's unique purpose and needs within our portfolio.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Zone specific indicators of performance support measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:** N/A

**AMOUNT BUDGETED:** N/A

BOE Regular Meeting December 14, 2017  
Item 9.08 continued

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

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

**DATE:** December 1, 2017

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# Accreditation Process Update Board of Education December 14, 2017

Amber Whetstine, Executive Director of Learning Services

**Learn***investigation*

- Examine status quo
- Data review / analysis
- Research best practices
- Conduct site visits
- Select an approach
- Pursue professional learning

**Work***preparation*

- Identify pilot opportunities
- Develop action plans
- Design measurement strategies
- Commit resources
- Train leaders
- Evangelize the vision

**Lead***evaluation*

- Initiate implementation
- Commence monitoring
- Measure fidelity
- Evaluate outcomes
- End or extend the innovation  
or commit to transformation

**CULTURE AND STRATEGY OF  
CONTINUOUS IMPROVEMENT****Learn***reflection*

- Review performance data
- Capture customer voices
- Generate progress reports
- Affirm bright spots
- Recognize effective strategies
- Validate efficient practices

**Work***integration*

- Plan to expand the innovation
- Replicate successful processes
- Refine process tools
- Script and model best practices
- Train additional leaders
- Implement innovation at scale

**Lead***consolidation*

- Verify and validate results
- Celebrate innovation
- Embed transformation
- Report progress to community
- Present results externally
- Project future improvements
- Launch new cycle

# Localized Accountability

Why?

In addition to the indicators of performance required within the Education Accountability Act of 2009, our key communities expect us to meet the needs of Every Student, aligned with the stakeholder values of each school in our portfolio.

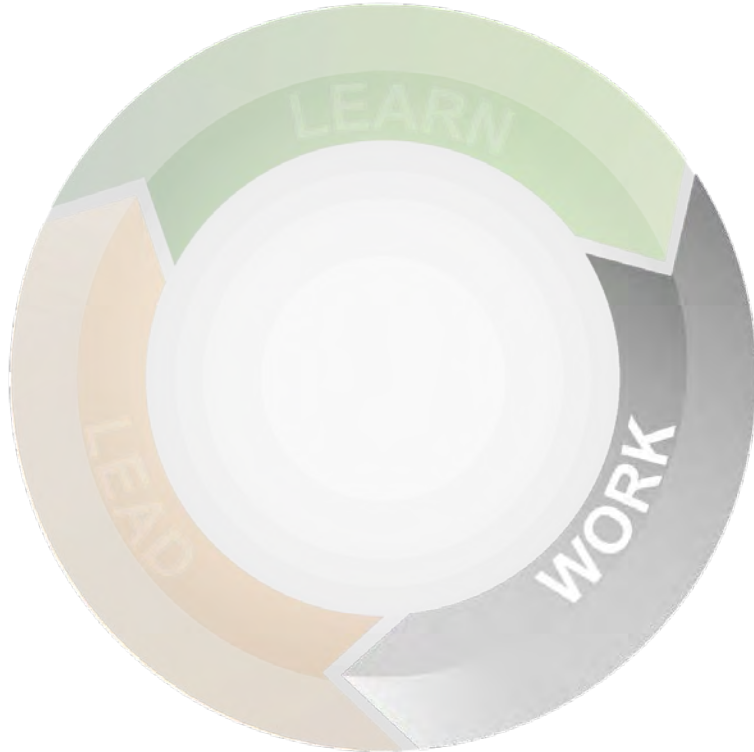
# How will we learn?



- Calibrating priorities for our key communities
- Defining levels of performance (Peak, Timberline, Foothills, Flatlands)
- Examining required and possible optional measures

November 2017-February 2018

# What work do we have to do?



- Leveraging on-line collaboration and dialogue through the use of Loomio
- Illustrating possible accreditation outcomes as a result of base plus additional optional measures

March 2018-May 2018

## Proposal

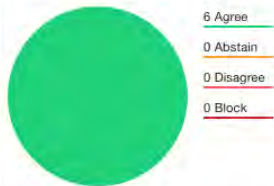
## Setting Flatland as a Ceiling for Turnaround and Priority Schools

Started by Peter Hilts · Closing in 5 days

Based on discussion threads, I propose we determine that a school earning a SPF level of turnaround or priority improvement may not earn an overall D49 accreditation rating higher than Flatland.

Attachments

## Results



86% of members have stated their position (6/7)

Your response

☒ Agree[CHANGE YOUR VOTE](#)

Votes

Newest first

**Michael Pickering** ☒ Agree

If flatland is poor to average, foothills is average to good, timberline is good to excellent, and peak is top decile performance, I agree. It still puts 100% of the decision in the state model which I am not a huge fan of, but I get the reasoning.

AF **Andy F** ☒ Agree **Amber Whetstone** ☒ AgreeS **Sean** ☒ Agree **Sue** ☒ Agree **Peter Hilts** ☒ Agree





D49 Accountability Categ..

▲ Foothills

▲ Peak

▲ Timberline

Ach Peak value Min

71

○

Ach Timberline value Min

35

○

Ach Foothills Value Min

0

○

zones

☒ (All)

☒ ALL

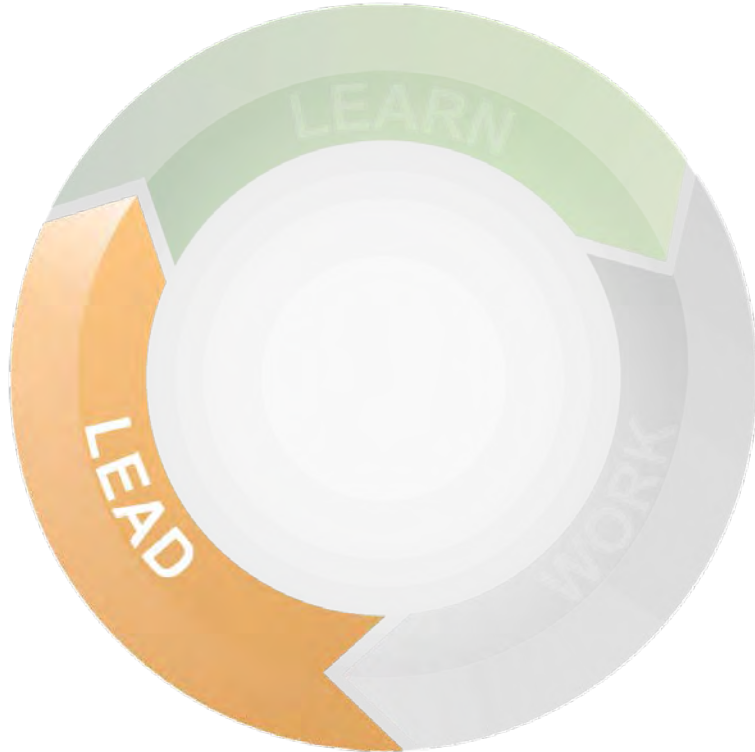
☒ Falcon Zone

☒ IConnect

☒ Power Zone

☒ Sand Creek Zone

# How will we lead?



- Evaluating outcomes of in-progress work
- Deciding to end, extend, or commit to the innovation

June 2018-August 2018

# Questions

## **BOARD OF EDUCATION ITEM 9.09**

### **OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

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

**TITLE OF AGENDA ITEM:** Dedicated Land Conversion Proposal

**ACTION/INFORMATION/DISCUSSION:** Action or Discussion

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#### **BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

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.

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#### RATIONALE:

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:

#### INNOVATION AND INTELLIGENT RISK:

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. That kind of supplementary funding provides an immediate and ‘un-matchable’ return on investment.

#### 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>	

BOE Regular Meeting December 14, 2017

Item 9.09, (continued)

Page | 3

**BUDGET IMPACT:** No budget impact expected to District General Funds

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move proposal forward for formal action.

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

**DATE:** December 6, 2017

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October 31, 2017

To: Doug Stimple  
Chief Executive Officer  
Classic Companies - Elite Properties of America, Inc.  
6385 Corporate Drive  
Suite 200  
Colorado Springs, CO 80919  
[douglass@classichomes.com](mailto:douglass@classichomes.com)

From: Kevin Butcher  
Treasurer, Board of Education  
El Paso County School District No. 49  
[kevinbutcher@d49.org](mailto:kevinbutcher@d49.org)

Brett Ridgway  
Chief Business Officer, Assistant Treasurer  
El Paso County School District No. 49  
[bridgway@d49.org](mailto:bridgway@d49.org)

Re: Mutual interest in converting previous land dedication

Dear Doug:

Pursuant to your inquiry regarding the availability of two parcels of land previously dedicated to School District 49, we are writing to inform you that District 49 is, in fact, amenable to such a transaction proposal.

The parcels involved are:

- Schedule Nos. 5317100020 (8.3 acres) & 5317100028 (10.39 acres); bordered by Dublin Blvd on the North, Hawk Wind Blvd on the South, Mustang Rim Drive on the West, and roughly by Van Winkle Drive & Diamond Hitch Drive on the East, parcel we combined and refer to as 'Mustang Rim'.
- Schedule No. 5317400018 (12.48 acres); bordered by Issaquah Drive on the North, Manistique Drive on the South, Sonesta Drive on the West, and Antelope Ridge Drive on the East; a parcel we refer to as 'Issaquah Drive'.





We believe each parcel can be made available for the currently stated 'Fee in-lieu-of Land rate of \$76,602 per acre:

- For Mustang Rim, our information indicates it is 18.69 acres; @ \$76.602 per acre, that is \$1,431,691.38
- For the Issaquah property, our information indicates it is 12.48 acers, with an allocation of 5.0 acers for a community park. The remaining 7.48 acres @ \$76,602 per acre is \$572,982.96

The general terms of this proposal were discussed at a full meeting of the D49 Board of Education on July 13, 2017 with consensus indication from the board, at that time, that they would be open to an offer along these parameters.

I believe next steps would include a formal offer from Classic Companies. If there are any conditions to the offer, please include those aspects in that written offer as well. Once received, we can take the formal offer to the District 49 Board of Education for formal consideration.

If you have questions or concerns, please contact either Kevin Butcher, Brett Ridgway, or Melissa Andrews, D49's Community and Facility Planning Manager – [mandrews@d49.org](mailto:mandrews@d49.org)

Sincerely,

A blue ink signature of Kevin Butcher.

Kevin Butcher

A blue ink signature of Brett Ridgway.

Brett Ridgway





November 16, 2017

RE: **Memorandum of Understanding /Term Sheet:** El Paso County School District 49

Dear Mr. Ridgway,

This letter of intent sets forth the general terms and conditions, as outlined below, pursuant to which El Paso County School District 49 ("D-49") and Elite Properties of America, Inc. ("Elite") agree about the future use and development relative to certain school sites within the Indigo Ranch master plan. The parties acknowledge that D-49 has definitively determined that it no longer requires TWO parcels of land (school sites) in the master planned community of Indigo Ranch. The two school sites were dedicated to D-49 in lieu of fees by Elite, however, title was never transferred to D-49.

**PARCEL DESCRIPTIONS:**

- Schedule Nos. 5317100020 (8.3 acres) and 5317100028 (10.39 acres); bordered by Dublin Blvd on the North, Hawk Wind Blvd. on the South, Mustang Rim Drive on the West, and roughly by Van Winkle Drive & Diamond Hitch on the East, parcel combined and refer to as "Mustang Rim."
- Schedule No. 5317400018 (12.48 acres); bordered by Issaquah Drive on the North, Manistique Drive on the South, Sonesta Drive on the West, and Antelope Ridge Drive on the East; a parcel we refer to as "Issaquah Drive".

**STRUCTURE:**

- Elite has NOT transferred title of the above referenced properties and thus Elite proposes to pay \$76,602 per acre at the currently stated "Fee in-lieu-of Land" rate. Such fee shall be paid by Elite at such time as Elite has obtained final City approvals of its development plan and plats of the subject properties. Elite, based upon D 49's determination that it no longer requires the parcels, has been and will continue to spend considerable engineering and planning fees and costs associated with obtaining the requisite City approvals.

**CONDITIONS:**

- Elite shall pay the fee based on acreage shown on the plat when it's recorded on each parcel EXCEPT the proposed five (5) acre park on the above referenced 12.48 acre parcel. This will leave approximately 7.48 acres for purchase.



**CONTINGENCIES:**

- Obtaining of all City required approvals of a development plan and plat. Elite shall pay the fees within five (5) business days of plat recordation for each parcel.

**TIMING:** Currently working on entitlements. Estimated timeline for City approvals and plat recordation of the 12.48 acre site is April/May of 2018; Estimated timeline for City approvals and plat recordation of the 18.69 acre site is July/August of 2018.

**CLOSING:** Upon satisfaction of the contingencies for each parcel, there will be a "closing" whereby Elite will pay the fee and D 49 will execute a quit claim deed for each parcel.

It is our hope that District 49 can direct the funds to come from this transaction toward the construction of a new central office facility. To that end, Classic Companies, in its role with Falcon Community Builders for Classrooms (FCBC) would strive to identify supplementary funds from FCBC to assist with this endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Stimple', with a stylized, flowing script.

Douglas M. Stimple

CEO Classic Companies - Elite Properties of America, Inc.

**BOARD OF EDUCATION ITEM 9.10**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Andy Franko, iConnect Zone Leader

**TITLE OF AGENDA ITEM:** Liberty Tree Academy Charter Contract

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

The Liberty Tree Academy charter application was approved by the BOE on July 13, 2017. Approval of the application has placed the proposed charter school in the contracting phase. Legal representatives with the input of District and applicant administration have worked to establish an agreeable contract.

**RATIONALE:**

The contract meets the best practice authorizer standards and promotes a collaborative approach to ensuring success for every student.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The definitions and terms provide the guide to oversight and operation. The contract will serve as the foundation for Liberty Tree Academy's existence.

**INNOVATION AND INTELLIGENT RISK:**

Some risk is involved in approving a new charter school. Included and most specifically, the risk of the charter school serving students well ought to be considered. The contract is a binding guide, but does not guarantee success. The process of drafting and negotiating the contract follows best practice which is intended to minimize risk and maximize success.

**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	The contract is a public document for public consumption and provides
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The community has provided input and support of Liberty Tree Academy.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The contract signifies the agreement between the Board of Education and Liberty Tree Academy Board of Directors. The agreement allows the school to contractually open as proposed and allows for further choice of education in District 49.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Liberty Tree Academy promises to deliver firm foundations of knowledge, skills and experience for all students to be served.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting December 14, 2017  
Item 9.10 continued

**BUDGET IMPACT:** None

**AMOUNT BUDGETED:** None

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the charter contract as presented at the January Board of Education regularly scheduled meeting.

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

**DATE:** December 1, 2017

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LIBERTY TREE ACADEMY  
CHARTER SCHOOL CONTRACT

This Charter School Contract (“Contract”), dated effective as of [REDACTED] day of [REDACTED], 2017, is made and entered into by and between ~~Falcon~~ El Paso County School District No. 49 (“District”) and Liberty Tree Academy (“the School”), a public charter school organized as a Colorado non-profit corporation (collectively, the “Parties”).

**SECTION ONE: RECITALS**

- 1.1. **WHEREAS, the Colorado General Assembly has enacted the Charter Schools Act (“Act”), C.R.S. §§ 22-30.5-101 *et seq.*, for certain purposes as enumerated in C.R.S. §§ 22-30.5-102(2) & (3); and**
- 1.2. **WHEREAS, on July 13, 2017, the School District’s Board of Education (“Board”) conditionally approved the School’s charter application (the “Original Application”) to operate a charter school in the District for a period of five years; and**
- 1.3. **WHEREAS, the Parties desire to enter into a charter school contract for the ongoing operation of the School pursuant to the Application and the Charter Schools Act for a term of five (5) years; and**
- 1.4. **WHEREAS, this Contract, together with the Application (as incorporated by reference herein as Attachment 7 and with the attachments and exhibits thereto and hereto, contains all terms, conditions, and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract;**

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

**SECTION TWO: ESTABLISHMENT OF SCHOOL**

- 2.1. **Term.** This Contract is effective as of July 1, 2018 and shall continue through June 30, 2023. Although this Contract is for operation of the Charter School for a period of five years, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District and the Parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Contract term; and that the District has not irrevocably pledged and held for payment sufficient cash reserves for funding the School or for providing services herein for any subsequent fiscal year during the remaining term of the Contract.



- 2.2. **Charter School Legal Status.** The School ~~has been~~will apply to the Internal Revenue Service by January 30, 2018, to be recognized as a Section 501(c)(3) tax-exempt entity ~~by the Internal Revenue Service~~. Unless the parties agree otherwise in writing, the School shall continue to operate as a Colorado non-profit corporation and shall assure that its operation is in accordance with its articles of incorporation and bylaws. The School shall notify the District promptly of any change in its corporate and/or tax-exempt status.

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

### **SECTION THREE: DISTRICT-SCHOOL RELATIONSHIP**

#### **3.1. District Rights and Responsibilities.**

- A. Right to Review. The School shall operate under the auspices of, and shall be accountable to, the District and subject to, unless specifically waived or delegated pursuant to the Contract, all applicable federal and state laws and regulations, Board policies and regulations. All records established and maintained in accordance with the provisions of this Contract, Board policies and regulations, and federal and state law and regulations shall be open to inspection and review and made available in a timely manner to District officials who have legitimate educational interests in such records within the meaning of the Family Educational Rights and Privacy Act (FERPA). Records include, but are not limited to, the following:
- i. School records including, but not limited to, student cumulative files, policies, special education and related services;
  - ii. Financial records;
  - iii. Educational program, including test administration procedures and student protocols;
  - iv. Criminal background check verifications;
  - v. The School's operations, including health, safety and occupancy requirements; and,
  - vi. Inspection of the School facility.

- vii. ~~Waiting Lists the School holds at each grade level, including name, address and contact information for each student on the School's waiting list.~~

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

Notwithstanding anything to the contrary herein, the District shall not have access to (1) documents constituting communication with the School's attorney concerning a matter that is protected by attorney client privilege, or attorney work product doctrine; or (2) documents that would otherwise be executive session minutes or subject to the work product exception relating to negotiations with the District; or (3) documents protected under the common law governmental or "deliberative process" privilege as codified in C.R.S. 24-72-204(3)(a)(XIII).

- B. Complaints. The District agrees to notify the School regarding any material complaints about the governance, safety or contractual compliance of the School that the District receives within three (3) working days of the receipt of the complaint by the District and shall include information about the substance of the complaint, taking into consideration any complainant's request for anonymity. The District further agrees to direct any complaining party to the School's internal grievance policy, so that the School and the complaining party may first address the complaint at the School level. Any written complaint shall be provided to the School as soon as possible, but no later than three (3) days after receipt by the District.
- C. School Health or Safety Issues. The District shall immediately notify the School of any circumstances requiring School closure, lockdown, emergency drills or any other action that may affect the health and safety of the School's students.
- D. Access to Data and Information. The District will timely provide the School with access to any data and information pertaining to the School that the District receives from the State or other sources, including but not limited to, test scores, Every Student Succeeds ~~Elementary and Secondary Education~~ Act (ESSA) ~~EA~~, school improvement status, ~~Adequate Yearly Progress (AYP)~~, accreditation, special education, and funding information.<sup>[A4]</sup>
- E. Accreditation Data and Process. No later than five (5) business days following the receipt of the information, the District shall provide to the School data used by the Colorado Department of Education ("CDE") to conduct its analysis of the School's performance and CDE's initial recommendation considering the type of performance plan the School should be required to implement. The District shall give due consideration to any appeal made by the School to the plan assignment,

provided that the School has submitted valid and reliable data for consideration in accordance with a reasonable deadline established by the District. The District shall represent any appeal it deems valid to the Department in accordance with CCR 301-1-10.03. No later than five (5) business days following the receipt of the information, the District shall provide to the School the final plan assignment determination that the School shall implement, and the final accreditation status assigned to the School and the District's assessment of the progress made by the School toward the goals and objectives set forth in Section 7.3 of this Contract.

- F. Access to Student Records. The District shall timely make available to the School cumulative files and/or student information, including but not limited to information regarding special education and related services for students of the School. The School shall use such information exclusively for fulfillment of its educational responsibilities or for compliance with the law and shall not use student information acquired from the District for any other purpose.

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

- G. District Responsibility to Report Costs/Accounting to the School. Within ninety (90) days after the end of each fiscal year, the District shall provide to the School the costs of services actually provided to the School from among the District's central administrative overhead costs and any direct costs that were charged to the School in accordance with the provisions of C.R.S. § 22-30.5-112(2)(a.4)(I,II). Pursuant to subsection -112(2)(a.4)(II), any difference between the amount initially charged to the charter school and the actual cost shall be reconciled and paid to the owed party. Projected cost figures for any service to be purchased by the School from the District shall be provided to the School during its budget formulation phase.
- H. Reasonable Assistance. The District shall, within three (3) business days, provide all requested signatures and, when necessary, all requested supporting documentation in order to permit the School to apply for any state, federal, or charitable grant of the School's election.
- I. Pursuant to C.R.S. § 22-30.5-109(6), the District shall provide the School the same opportunities for publicizing the School as an educational option as are provided to other District educational options to include advertising, availability of mailing lists and labels, or other informational activities, provided the School pays for its share of such publicity at cost.

### **3.2. School's Rights and Responsibilities.**



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

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

- i. Conditions that may cause the School to vary from the terms of this Contract, applicable District requirements, federal, and/or state law;
  - ii. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction or damage to School facilities;
  - iii. The arrest of any member of the Charter Board or School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
  - iv. Misappropriation of funds;
  - v. A default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more, or
  - vi. Any change in its corporate status with the Colorado Secretary of State's Office or status as a 501(c)(3) entity, if applicable.
- C. Compliance. The School shall comply with all applicable federal and state laws, local ordinances, and District policies applicable to charter schools, except to the

extent that the School has obtained waivers from state law and regulations and District policies in accordance with Section 5.5 of this Contract. A list of some, but not all, of the federal and state laws with which the School must comply are listed in Attachment 2.

- D. Reports. The School shall timely provide to the District any reports necessary and reasonably required for the District to meet its oversight and reporting obligations. Required reports include, but are not limited to those listed below along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. The District will annually update the list of required reports and due dates and provide this information to the School. Failure to provide reports within ten (10) days after the date due, unless previously coordinated with the District, may constitute a material violation of the Contract, and the District may take actions outlined in Section 3.2I.
- i. Accreditation report, including the Unified Improvement Plan, in accordance with state requirements.
  - ii. Annual Performance Report (APR) to include:
    - a. Quarterly reports, due within 30 days after each quarter, or October 30, January 30, April 30, and July 30, that include:
      - 1. Quarterly projected and actual enrollment
      - 2. Quarterly financial reports
      - 3. Governance information to include the charter school board roster and contact information, signed board disclosure/conflict of interest forms for each board member and policies addressing conflicts of interest, nepotism, excess benefits, and discrimination by October 30.
      - 4. Anything else as may be included in the District's Annual Performance Report and required of its charter schools.
    - iii. Required financial reports in addition to posting financial data on-line in accordance with C.R.S. §§ 22-44-301 *et seq.* (including current year budget and the two immediately prior two years' budgets).
      - 1. Proposed Budget-due April 15
      - 2. The School Board approved budget-due June 15
      - 3. Annual Financial Audit-due ~~October~~ September 15<sup>[A5]</sup>
      - 4. End of the year balance- due August 20
  - iv. School calendar – due June 1
  - v. Insurance certification – due September 1

- vi. Health and Safety Information (Including a report of previous year's fire drills, updated emergency plans, and emergency contact information) – due June 30;
- E. Reserved.
- F. Indemnification. To the extent permitted by law and not covered by insurance or not otherwise barred by the Colorado Governmental Immunity Act, the District and the School each agree to indemnify and hold the other and its respective employees, directors, officers, agents and assigns harmless for all liability, claims and demands of third parties arising on account of personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that are proximately caused by the negligent, grossly negligent or intentional acts of the indemnitor or its respective employees, directors, officers, agent and assigns. The foregoing provision shall not be deemed a relinquishment or waiver of any applicable bar or limitation on liability provided by the Colorado Governmental Immunity Act or other law. The indemnitee shall reasonably seek to recover any amounts due under this Section from any applicable insurance policy paid for by the indemnitor before withholding funds otherwise due to the indemnitor.
- G. Procedures for Articles of Incorporation and Bylaws Amendments. The School shall follow any requirements of the Colorado Revised Non-Profit Corporations Act, the Charter Schools Act, and/or the Charter School Collaboratives Act in amending its articles of incorporation and bylaws and shall provide the District with notice of any such changes. Proposed changes to the School's articles of incorporation and bylaws must be approved by the District. The bylaws or policies of the School shall include a requirement that each Board member annually sign a conflict of interest disclosure, which shall, at a minimum, meet the requirements set forth in Attachment 3.
- H. District-School Dispute Resolution. All disputes arising out of the implementation of this Contract, and not subject to immediate appeal to the State Board of Education, shall be subject to the dispute resolution process set forth in this Section; unless specifically otherwise provided. All timelines in this Section may be extended by mutual agreement:
  - i. The School and the District agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance that may be directly affected by such dispute.
  - ii. Either party shall notify the other party that a dispute exists between them within thirty (30) days from the date the dispute arises. Such notification shall be in writing and shall identify

the article and section of the Contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board of the School and the President of the Board of the District, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.

- iii. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within thirty (30) days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the boards of the School and the District for their consideration. The submission to the boards shall be made in writing to the other party and to the board Presidents for delivery to the boards, no later than forty (40) days after the initial date of notification by one party to the other of the existence of the dispute. The Presidents of both boards are required to place the item on the agenda at the earliest meetings for discussion by the respective boards. The board Presidents are required to inform each other in writing of any resolution proposed by their respective boards within ten (10) days after the board meeting at which the item is discussed. The board Presidents may elect to meet to identify possible solutions.
- iv. In the event that the matter is not resolved by the Boards, then the matter shall be submitted by either party to non-binding mediation by notice in writing to the other party within thirty (30) days following the Board meetings. The thirty (30) days shall be determined by the date of the last Board meeting at which the matter is discussed.
- v. Any and all disputes which cannot be resolved informally shall be addressed by mediation to the extent not inconsistent with the requirements of state law, subject to either party's right of appeal to the State Board. The parties expressly agree that the mediator(s) shall be required to render a written opinion concerning the matters in controversy, together with their findings.
- vi. If either party submits a notice of mediation, it shall at the same time designate in writing a proposed mediator. If the other party does not agree with the designation, then it shall designate an alternate mediator within five (5) days. If the other party does not agree with the alternate designation, it shall give notice within five (5) days, and the two proposed mediators shall meet within ten (10) days and agree upon a third person to act as mediator. Each party shall pay one-half

of the reasonable fees and expenses of the neutral mediator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, or mediators not jointly appointed, shall be paid by the party incurring such costs.

- vii. The mediators shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or to issue a finding having such an effect.
- viii. Either party may appeal to the State Board within thirty (30) days of the written release of the mediation opinion.

- I. Other Remedies. If the School is subject to nonrenewal or revocation pursuant to C.R.S. § 22-30.5-110(3), state or federal laws or regulations, or if the District has finally adjudicated that the School materially breached the Contract, the District may, but is not required to, impose other remedies prior to initiating revocation procedures in accordance with Section 11.3. Remedies include, but are not limited to, those listed below. These remedies may be applied individually, in succession, or simultaneously.

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

- i. Withholding up to Eight Percent (8%) of Funds Due to the School. This remedy may be applied in situations where the School could reasonably take actions to remedy the breach prior to the withholding of funds. These situations include, but are not limited to, failure to submit reports listed in Section 3.2.D by the established deadlines, failure to submit other required information or records by the date requested, and failure to submit a budget to the District that meets the requirement of Section 8.3. Any action taken pursuant to this subsection is subject to the limitation set forth in C.R.S. § 22-30.5-112(8)(5) and is subject to review as provided in C.R.S. § 22-30.5-112(9).
- ii. Submission of Plan to Remedy Deficiency. At the request of the District, the School shall develop a remediation plan to cure a deficiency and submit it to the District for review and comment. The plan may be revised at the discretion of the School and then submitted to the charter board for approval. The approved plan shall include a statement that directs the

School's staff to implement the plan and provide the charter board and the District's board with periodic reports of progress. The District may request the School to review and revise the plan if it reasonably determines it is not effective in remedying the deficiency. This remedy may be applied if the School fails to 1) make progress toward achieving its goals and objectives as described in this Contract after a reasonable period of time, 2) achieve District accreditation requirements, 3) implement its educational program after a reasonable period of time, or 4) complete two (2) or more required reports by the established deadlines.

- J. District Violations of Charter School Law or Contract. If the School believes that the District has violated any provision of this Contract or law, the School may initiate the dispute resolution procedures of Section 3.2.H, file an appeal with the State Board, or seek other remedies provided by law.
- K. Emergency Powers. If the District seeks a preliminary order under the Emergency Powers set forth in C.R.S. §§ 22-30.5-701 *et seq.*, it shall follow the procedures set forth therein.

#### SECTION FOUR: SCHOOL GOVERNANCE

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

- 4.3. **Transparency.** The School shall make its Board-adopted policies, meeting agendas, minutes, and related documents readily available for public inspection and shall conduct meetings consistent with principles of transparency, the Colorado Sunshine and Open Records laws, and shall adopt and strictly enforce a conflict of interest policy.
- 4.4. **Administrator Evaluation.** The governing board shall conduct a performance evaluation of the school's lead administrator at least annually in accordance with C.R.S. § 22-9-106, unless waived, in which case a replacement plan and rationale shall be submitted and approved in accordance with Section 5.5 of this Agreement.
- 4.5. **School Dashboard and Annual Performance Report.** The School's Board shall develop a school dashboard that reflects the Board's focus on specific measures and metrics to determine the overall success of the School. This dashboard shall be reported quarterly to the District and included in the Annual Performance Report.
- 4.6. **Complaints.** The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School Board of Directors, not the District's Board of Education.
- 4.7. **Contracting for Core Educational Services.**
- A. The School shall not have the authority to enter into a contract or subcontract with a third party for the management or administration of its core instructional programs or services, including special education and related services unless [approved](#) in writing in advance by the District, which approval shall not be unreasonably withheld or delayed. Core educational services shall mean services that are a critical component to the educational process for students, such as areas of teaching in which there are CMAS or PARCC testing and special education. This will not prevent the School from engaging independent contractors to teach selected, specific courses, or provide specific services as a portion of the School's educational program or [operations](#). Should the School desire to contract with a third party for core educational services, the School must additionally satisfy the ESP Agreement provisions contained in Attachment 4.
- B. Notwithstanding section 4.7.A of this Contract, the School may negotiate and contract with a school food authority, or any third party for the use, operation and maintenance of a school building and grounds, the provision of any service, activity or undertaking that the School is required to perform in order to carry out the educational program described herein.
- 4.8. **Board Training.** The School's Board shall adopt policy for its annual training plan. Further, each charter board member will satisfactorily complete charter school governing board training modules online [<http://onlinelearning.enetcolorado.org/> or similar] and report progress on module completion at least annually by June 1 or comparable training within the discretion of the School and at the expense of the School, within a year of



executing this Contract (for those members currently serving on the Board) or being seated on the Board (for all future board members), whichever comes first. Failure to complete this requirement will be noted in the Annual Performance Report compiled by the District.

## **SECTION FIVE: OPERATION OF SCHOOL AND WAIVERS**

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

- i. Minimum Limits:



- \$1,000,000 each occurrence
- \$2,000,000 general aggregate
- \$2,000,000 products and completed operations aggregate

ii. Coverages:

- Occurrence form
- Products and completed operations coverage
- Personal injury
- Contractual liability
- Defense in addition to the limits of liability
- Sexual abuse and misconduct coverage
- Coverage for athletic participants, if the School participates in athletic programs
- Special events coverage
- Severability of interests provision
- Additional insured endorsement on behalf of the District

B. Automobile Liability. School will maintain business auto liability coverage covering liability arising out of any auto (including owned, hired, and non-owned autos):

i. Minimum Limits:

- a. \$1,000,000 combined single limit each accident

ii. Coverages:

- a. Additional insured endorsement on behalf of the District
- b. Excess coverage for employees as insured using personal vehicles on School business

C. Workers' Compensation Insurance. School will maintain workers' compensation insurance, including occupational disease provisions covering the School in accordance with applicable state laws and employer's liability insurance:

i. Minimum Limits:

- a. Workers' compensation – statutory limits
- b. Employer's liability: \$250,000 bodily injury for each accident; \$250,000 each employee for disease and \$500,000 disease aggregate.

D. Educators' Legal Liability. During the term of the Charter Contract, the School shall maintain Educators' Legal Liability Insurance covering its professional errors and omissions with a limit of not less than \$2,000,000 per claim/aggregate. If coverage is purchased on a "Claims Made" basis, coverage must be endorsed to cover acts of the entity from the first date of operation. In addition, if operations of the entity cease, an extended reporting period of at least two years must be purchased (an umbrella policy may be used to meet the limits requirement).

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

#### 5.5. **Waivers.**

- A. State laws and regulations.
- i. Automatic Waivers. The District agrees to seek waivers from the State Board of Education of state statutes and regulations that are automatically approved, upon request pursuant to 1 Colo. Code of Regulations 301-35. the School agrees to provide acceptable replacement policies for these automatic waivers. The waivers from state law or regulation, to be requested jointly, are set forth in Attachment 5.
- ii. Additional Waiver Requests. Waivers are neither necessary nor appropriate when a statute or rule by express terms does not apply to a charter school, or when a District power or duty has been fully delegated, as more specifically stated in this Contract, to the School. The School is expected to seek

waivers only if a statute or rule applies to the School and is inconsistent with the School's operational or educational needs.

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

#### **5.6. District Policies.**

- A. Automatic Waivers. The District shall grant automatic waivers that are necessary or appropriate when a policy by its express terms does not apply to a charter school. Through this Contract, the District has delegated this authority to the School. Such automatic waivers from District policy are subject to compliance with all state and federal laws, rules and regulations. In addition, any District policies enacted after the Effective Date of this Contract shall not apply to the School unless and until the School's governing board passes a resolution agreeing to be bound by the same.
- B. Additional Waivers. The School shall be granted certain waivers from District policies upon approval of the Board of acceptable replacements which shall not be unreasonably withheld or delayed.

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

## SECTION SIX: SCHOOL ENROLLMENT AND DEMOGRAPHICS

- 6.1. **Student Grade Levels.** The School will serve students in grades K through 12. Should an expansion of the approved program be contemplated, the School shall seek Board approval of its expansion plan in accordance with whatever processes or requirements may be established by the District, which approval shall not be unreasonably withheld, conditioned, or delayed.
- 6.2. <sup>[A8]</sup>**Student Demographics.** The School shall abide by the provisions of the Colorado Charter Schools Act, C.R.S. §22-30.5-104(3). The School shall have and implement a recruitment and enrollment plan that ensures that it is open to any child who resides within the District. The School shall make reasonable efforts to enroll a percentage of students that are eligible for free or reduced lunch programs consistent with District averages, considering the demographics of other public schools within a reasonable proximity to the School. The School shall consistently attempt to make reasonable progress toward this goal.
- 6.3. **Minimum Enrollment.** The District Board approves the School's enrollment procedures as articulated in the charter application. The School will have a waiting list when the planned capacity of its facilities is reached.
- 6.4. **Eligibility for Enrollment/Admissions.** Students shall be enrolled/considered for admission into the School without regard to race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability or need for special education services. Prior to a student enrolling at the School, the student will first register with the District through the Central Registration process.
- 6.5. **Enrollment Preferences, Selection Method, Timeline and Procedures.** Enrollment preferences, selection method, and procedures are described in <sup>[A9]</sup>Attachment 8 the School's enrollment policy.
- 6.6. **Admission Process and Procedures for Enrollment of Students with Disabilities or a Section 504 Plan.** To ensure the needs of students with disabilities are met, the following procedures must be followed.

- A. Following the application deadline and upon completing the lottery if appropriate, the School shall require that the student/District provide the most recent IEP or Section 504 Plan, if any.
  - B. Admission of applicants with an IEP or Section 504 Plan shall be in compliance with Federal and State Law and District requirements and procedures concerning the education of students with disabilities. Every student who is admitted with an IEP or Section 504 Plan from his/her previous school shall be placed directly in a program that meets the requirements of such IEP or Section 504 Plan unless and until a review staffing by the IEP Team or Plan review meeting is held and the IEP or Section 504 Plan is changed.
  - C. When an applicant has an IEP or Section 504 Plan, prior to the decision to admit or deny admission, a screening team consisting of the School Principal or designee and a District representative, shall review the IEP or Section 504 Plan, and, if deemed appropriate, confer with staff at the student's previous school, and shall make a determination whether the services and space available at the School are sufficient to deliver the program required by the IEP or to provide the accommodations required in the Section 504 Plan. If the screening team cannot reach consensus, the District representative shall convene a complete IEP Team to make the final determination.
  - D. When a student who has intensive service needs as identified by an IEP Team applies for admission into the School, the School Principal shall convene an IEP Team meeting, which shall include a District representative. The student's application for admission is contingent upon the determination by the IEP Team that the student can receive a free appropriate public education in the least restrictive environment at the charter school in its existing programs with or without reasonable modifications. If the determination is that Free Appropriate Public Education ("FAPE") is not available, the student's application for admission shall be denied and the student's current placement shall remain as determined by the prior IEP Team meeting, unless changed at the School's IEP Team meeting. Representatives from the student's prior school shall be invited to participate in the IEP Team meeting at the School. Additionally, an application for attendance at the School may be denied for a student seeking placement in the School in the same manner and for the same reasons as such application may be denied for a student without disabilities.
- 6.7. **Participation in Other District Programs.** No student may be jointly enrolled in the School and another District school or program without the written permission of the District and the School. Such written permission shall include the manner in which the costs of instruction shall be divided between the School and the District. Payment by the School to the District, if any, pursuant to any such agreement shall be deemed payment for a purchased service under the Charter Schools Act.

- 6.8. **Non-Resident Admissions.** Subject to its enrollment guidelines, the School shall be open to any child who resides in the District and to any child who resides outside the District, subject to compliance with applicable Colorado public schools of choice statutes, Board policy, and this Contract. If the School has more applicants than it has space, preference shall be given to those students who reside within the District, and then to students who are new to the District, subject to its overall enrollment guidelines. Once accepted for enrollment, a non-District resident may reenroll for subsequent school years until completing his or her schooling at the School, through the highest grade served by the School, absent expulsion, court ordered placement, IEP placement, transfer, withdrawal, or graduation.
- 6.9. **Extracurricular Activities.** Subject to the provisions of C.R.S. § 22-32-116.5 and this Contract, the School's students may participate in nonacademic activities at other schools in the School District provided that the prerequisites for participation are met and there is space available in the desired activity or program. Where such participation requires payment of a fee, the School or the student shall be responsible for payment of the fee consistent with the policies and practices of the School.
- 6.10. **Student Movement after October 1.** After October 1, any movement of students between the School and any other school, including a school serving the student's resident address that is not operated pursuant to a charter school contract, is subject to an agreement between the School and the superintendent of such school or such superintendent's designee. The School agrees to use the standard applicable administrative transfer process for such students. Requests for transfer from the School to a school serving the student's resident address shall not be unreasonably denied. Notwithstanding anything else herein, the School retains discretion to create and implement its own enrollment policies, consistent with Colorado and federal law. *See* C.R.S. § 22-30.5-104(3) & 7(a).
- 6.11. **Expulsion and Denial of Admission.** The authority to hold expulsion hearings shall remain with the District Board of Education. However, the charter board, or its designee shall make findings of fact and recommendations to the District Chief Education Officer or designee [A11] and a decision to expel a student from the District may be appealed to the District Board. Any decision to expel a charter school student by the District Board shall specify which District school(s) the student is expelled from attending and which schools, if any, the student may attend as an alternative. Any general education services required by law to be provided to suspended or expelled students shall be the sole responsibility of the School. All costs for truancy shall be paid for by the School. The School may deny admission to a student pursuant to 22-33-106, C.R.S.
- 6.12. **Attendance.** School students' attendance shall be in compliance with Colorado's compulsory attendance laws, including but not limited to the required number of instructional hours and the distinction made between excused and unexcused absences. The School agrees to pay the actual costs incurred by the District in enforcing the attendance provisions of Colorado's compulsory attendance laws with respect to the School's students.

- 6.13. **Continuing Enrollment.** Students who enroll in the School shall remain enrolled in the School through the twelfth grade, absent expulsion, graduation, court ordered placement, or IEP placement. Students wishing to transfer from the School to another school in the District may do so only through the District’s within-District transfer procedures.
- 6.14. **Volunteer Requirements.** Any requirement that parents commit a number of volunteer hours shall be subject to a waiver process that considers individual family circumstances. The School shall not condition the enrollment of any student on the commitment of the student’s parents to provide any number of volunteer hours or on otherwise donating volunteer hours to the School.

## SECTION SEVEN: EDUCATIONAL PROGRAM

### 7.1.—**Vision.**

7.1.—Our vision is to be a community that actively cultivates character in a challenging and engaging learning environment.

### 7.2.—**Mission**

7.2. . Liberty Tree Academy trains the minds and improves the hearts of young people through a classical, content-rich education in the liberal arts and sciences, with instruction in the principles of moral character and civic virtue in an orderly, disciplined environment.

7.3. **School Goals and Objectives.** As noted in the Application, the School desires to increase individual student achievement in Literacy by ensuring an alignment of curriculum and standards, instruction, and student assessment.

- A. Student Performance. If the School fails to maintain a rating of Performance on the Colorado School Performance Framework, it will be required to submit a corrective action plan to the District. Two (2) consecutive years of ratings below Improvement will entitle the District to pursue non-renewal and/or revocation of the charter contract.

### 7.4.—**Educational Program Characteristics**

7.4. . Liberty Tree Academy will offer a traditional American, content-rich, liberal arts education. All children deserve an excellent education in an orderly environment. A well rounded, liberal arts curriculum prepares students for self-governance, which is the foundation for flourishing in a free society. The central elements of the curriculum are the Core Knowledge Scope and Sequence; The Writing and Spelling Road to Reading and Thinking from the Riggs Institute as amended and supplemented by Access Literacy, LLC; Well-Ordered Language; and Singapore Math.



~~[need a complete educational program description to be added in this section.]~~

~~7.5.~~ **GED and On-line Programs.** The School's educational program as contained in the Application and reviewed by the District does not include a GED program or online program; accordingly, the School is prohibited from offering such GED or online programs, without permission of the District.

7.6.~~7.5.~~ **Curriculum, Instructional Program, and Pupil Performance Standards.** The School shall have the authority and responsibility for designing and implementing its educational program, subject to the conditions of this Contract. The educational program, pupil performance standards and curriculum designed and implemented by the School shall meet or exceed any content standards adopted by the District, shall be designed to enable each pupil to achieve such standards, and shall be consistent with the School's vision and mission.

7.7.~~7.6.~~ **English Language Learners.** The School shall provide ~~instruction~~<sup>[A12]</sup>, to include access to CLDT instruction, resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall follow the District's procedures of identifying, assessing and exiting English language learners.

7.8.~~7.7.~~ **Indigent Students.** The School shall waive all applicable fees for indigent students (meaning students who qualify for free lunch under the federal guidelines) in accordance with School District policy/regulations, unless waived, and applicable federal and state law. The School shall survey its student population for eligibility for free and reduced lunches under federal guidelines in accordance with State Board of Education regulations. On all fee lists and schedules, the School shall include notification of the policy of waiver of fees for indigent students. the School shall comply with all state and federal requirements regarding the provision of services to students eligible for free and reduced lunches if and when the School offers food service.

7.9.~~7.8.~~ **Gifted and Talented Students.** The parties agree that the School's curriculum offers the potential of meeting the needs of students identified as gifted and talented. The District agrees to flow through to the School, on a per pupil basis, any state or federal funds received and granted to support such a program for those the School students who are properly identified and qualified using District criteria or criteria that have been approved by the District's Board of Education. Identification of gifted students shall be in accordance with district procedures.

7.10.~~7.9.~~ **Education of Students with Disabilities** supported through an IEP.

A. The District shall provide all federally required educational services at the School in Year One of operation. In future years, the District shall provide all federally required educational services except those typically provided by to students with mild/moderate needs. Agreements may be made through an annual MOU between the School and District to provide services to students with severe needs. teachers,



~~which shall be the responsibility of the School.~~ The School shall pay to the District an amount equal to the per pupil cost incurred by the District in providing federally required educational services in the District, multiplied by the number of students enrolled in the School. ~~The per pupil cost shall be equal to the total budget for special education, (to include the General Fund special education and related specialized services expenditures plus special education transportation expenditures) less any categorical special education revenue received by the District, less the proportionate share of any categorical transportation revenue received by the District, less the District expenditures for mild/moderate teachers, divided by the total number of students enrolled in the District, times one plus the District's state-certified indirect cost rate. Charges to the School may be withheld from the funding provided to the School pursuant to Section 8.1.A. The per pupil cost shall be revised annually based on the above methodology.~~<sup>[A13]</sup>

~~A.B.~~ The District shall provide special education support services to students at the School, ~~except that the School may hire its own special education teacher(s) subject to review of licensing by the Chief Education Officer~~<sup>[A14]</sup>. ~~The School shall staff its special education program applying the same staffing formula used within other District schools.~~ Therefore, special education services at the School shall be commensurate with those provided at other District schools. The District shall assign other special education support staff as necessary to meet student needs. Support services shall include psychologists, social workers, nurses, physical therapists, occupational therapists, audiologists, speech therapists, staff development and administrative and office support. Support services do not include legal costs<sup>[A15]</sup> or ~~additional~~ special education instructional service<sup>[A16]</sup> costs ~~incurred by the School.~~ ~~Services do not include any personnel or devices required to meet the accommodation needs of students supported through a 504 Plan.~~

~~B.C.~~ A description of the special education services to be provided by the District pursuant to Section 7.9~~10~~.A above<sup>[A17]</sup> ~~and their cost is provided in Attachment 6~~<sup>[A18]</sup>. District services for special education shall include, but not be limited to, the District being responsible for providing and paying the cost of defense of any and all charges, complaints, or investigations concerning special education by the Office of Civil Rights (OCR), the Department's Federal Complaints Officer, or IDEA due process proceedings. The District and the School agree that enrollment at the School is a choice and as such students with disabilities are generally not eligible for transportation services. Should transportation be required for a student with disabilities, it shall be the responsibility of the District.

~~C.D.~~ The School agrees to comply with all District Board policies and regulations and the requirements of state and federal laws and regulations concerning the education of students with disabilities, and shall provide for the attendance of any School employees who should be present at any meetings at which IEPs are developed or modified. If the School and the District disagree as to the correct

interpretation or application of a statute or regulation concerning the education of students with disabilities, the District's position shall control.

~~D.E.~~ The School shall direct the development and/or modification of any IEP for special education students of the School and may request the District's assistance. The District's ~~Executive Director of Exceptional Student Services~~<sup>[A19]</sup> Director of Special Education, or designee, shall maintain the same administrative responsibilities and authority in the School as in all other District special education programs and services. The School shall use District special education forms and procedures and shall document compliance with the requirements of state and federal law, including procedural due process. The District shall respect the School's curriculum, instructional program, and mission in the development of IEPs for students enrolled in the School.

~~E. The School's special education teachers are not required to attend, but shall nonetheless be invited to participate in relevant staff meetings, professional development, and trainings sponsored by the District.~~

F. The District or the School may identify from time to time changes to the educational program of the School that (1) are reasonably necessary to comply with applicable law for educating students with disabilities, or (2) provide cost savings or other benefits in connection with educating students with disabilities. After good faith discussion of these changes with the School, the District shall have the right to require such changes necessary to comply with law, and shall have the right to request other changes on behalf of students with disabilities.

G. Special education programs and services shall be available to each student as part of the regular school day in accordance with the least restrictive environment mandate of state and federal law.

## SECTION EIGHT: FINANCIAL MATTERS

### 8.1. Revenues/Funding.

A. District Per Pupil Revenue Funding. During the term of this Contract, the parties agree that the School District shall provide funding to the School in the amount of one hundred percent (100%) of the School District per pupil revenues ("PPR"), as defined by C.R.S. § 22-30.5-112(2)(a.5)(II), for each funded FTE pupil enrolled at the School. The District, however, shall retain the actual amount of the School's per pupil share of the central administrative overhead costs for services actually provided to the School; except that such amount shall not exceed five (5%) of the District's PPR for each funded FTE pupil enrolled at the School. The District may also withhold the per pupil costs of services purchased by the School from the District, to include funds to cover the School's obligation to offset SPED LEA costs and potential risk associated with potential students with "severe" needs, as defined by the District. The term "funded FTE pupil," as used in this

Section, shall be deemed to mean a full-time equivalent student enrolled as of the counting dates or periods set forth in the Public School Finance Act of 1994, C.R.S. §§ 22-54-101 *et seq.*, or corresponding provisions in any successor acts, and State Board of Education regulations. Children enrolled in the preschool program shall not be counted in any student count. The funds withheld by the District to cover the actual costs of central administrative overhead, services purchased under this Contract, and any actual direct costs as negotiated between the parties prior to the beginning of each fiscal year under this Contract shall be subject to an itemized accounting and presented to the School within ninety (90) days after the end of the fiscal year and shall be reconciled to actual costs for services actually provided within ninety (90) days after the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). If the actual costs of central administration overhead, direct costs, and the costs of services directly purchased by the School are less than the funds withheld, the difference between the amount initially charged to the School and the actual cost shall be paid to the School. Conversely, if the amount withheld is less than the actual costs, the difference shall be repaid to the District on a per pupil basis by withholding over the remainder of the budget year.

- B. Financial Adjustments. Any CDE audits of district pupil counts and per pupil revenue that impact the funding received by the School shall be reflected as an adjustment to subsequent payments from the District to the School during the month the adjustment occurs.
- C. Mill Levy Funds and Capital Expenditures. The District shall pay to the School its proportionate share of the Mill Levy Override Funds for which it is eligible. The School agrees to use such funds in accordance with District guidelines and appropriate ballot language approved by District voters. Funds shall be made available to the School on the same schedule that they are made available to other District schools.
- ~~B. Financial Adjustments. Any CDE audits of district pupil counts and per pupil revenue that impact the funding received by the School shall be reflected as an adjustment to subsequent payments from the District to the School, spread out over the remaining months in the school year, rather than as a “lump sum” in any one month’s distribution.~~
- ~~C. Mill Levy Funds and Capital Expenditures. The District shall pay to the School its proportionate share of the Mill Levy Override Funds for which it is eligible. The School agrees to use such funds in accordance with District guidelines. Funds shall be made available to the School on the same schedule that they are made available to other District schools.~~

The School shall re-evaluate its long-term facility needs on or before April 1 of each year in connection with the development of its proposed annual budget. Requests by the School to fund necessary capital construction projects through

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

- D. Federal Categorical Aid. Each year the District shall provide to the School the School's proportionate share of applicable federal Elementary and Secondary Education Act (ESEA) funding (*e.g.*, Titles I through V) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner – generally to maximize effectiveness through greater scale. When fund distributions are ~~the chosen option~~ agreed upon, Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE as required. Funds shall be distributed on a documented expenditure reimbursement basis on a monthly interval as long as the School provides the District with the required documentation.
- E. State Categorical Aid. On or before January 15 of each school year, the District shall provide to the School the School's proportionate share of applicable state categorical aid (*e.g.*, English Language Proficiency, Gifted and Talented, capital construction funds, or transportation funding) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner – generally to maximize effectiveness through greater scale. When fund distributions are ~~the chosen option~~ agreed upon, Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE, as required.
- F. Significant Changes to the Public School Finance Act. The Parties agree that if the Public School Finance Act of 1994, C.R.S. § 22-54-101 et seq., is significantly changed, then the Parties will re-negotiate the financial portions of this Contract that are affected so that they align with the new public school finance law.
- G. Grant Funding. One hundred percent of any and all revenues from grants applied for and/or received by the School ("Grant Revenues") shall be retained by the School and no such financing shall be due or payable to the District, unless such Grant Revenues are explicitly awarded to the School and the District as joint grant

applicants or to the District as the local education agency (LEA), or as otherwise set forth in the terms of the grant award.

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

- A. Disbursement of Per Pupil Revenue. Commencing on July 1 of each fiscal year of the Contract term, District per pupil revenue funding as described in Section 8.1A shall be dispersed to the School in monthly installments, subject, however, to annual appropriation and the District's receipt of funding. July through December funding shall be based on the School's enrollment projections submitted in accordance with Section 8.4. Funding for December and subsequent months of each fiscal year shall be adjusted in accordance with Section 8.2B. Funds shall be dispersed within five (5) days of being received by the District.
- B. Adjustment to Funding. The District's disbursement of funds shall be adjusted as follows: December ~~31~~<sup>15</sup> of each year, funding may be revised on the number of FTE pupils actually enrolled at the School as determined at the October 1 count and included in the official membership count, and to reflect any change in PPR, positive or negative, so that the overall funding for the year is equal to PPR provided for in the District and not otherwise deducted. Funding may also be adjusted for any services provided by the District under this Contract. In addition, to the extent that the District experiences any reduction or increase in state equalization support by a legislative rescission or other action, proportionate reductions or increases shall be made to the School's funding.

- 8.3. **Budget.** The School shall prepare and administer its budget in accordance with the laws and regulations governing charter school budgets and the state mandated chart of accounts. The School shall present its proposed budget to the District on or before April 15 of each year so that the District can review the School's proposed budget for the upcoming fiscal year in order that the amounts may be coordinated in conjunction with the School District's and the School's budget development and adoption process. Any significant changes in adjustments in the amounts withheld by the School District for special education, support and access to District-wide programs, central administrative overhead costs, other direct purchases of services and agreed direct costs necessitated by changes in revenue and/or expenses shall be memorialized in writing. The School's provision of its proposed budget and any subsequent approved revisions shall be submitted to the District along with the Charter Board's resolution approving the budget or budget revision by June ~~30~~<sup>15</sup>. A material violation of this provision may result in the District initiating remedies described in Section 3.2I.

- 8.4. **Enrollment Projections.** The School shall provide the District with its latest and best estimates of its anticipated enrollment for the next school year by April 15, along with any discussion or plans under consideration for any increase or decrease of enrollment greater than 10 percent (10%) of the official enrollment for the current school year. Enrollment data must include all students' District-run school of attendance. The Parties agree that the purpose of this Section is to provide information to allow the District to

prepare its future budgets, and that any information provided under this Section shall not be used by the District for the purpose of restricting the School's enrollment or otherwise inhibiting the growth of the School.

8.5. **TABOR Reserve.** The School shall maintain its own TABOR reserve.

8.6. **Contracting.** The School shall not extend the faith and credit of the District to any third person or entity. The School acknowledges and agrees that it has no authority to enter into a Contract that would bind the District, and the School's authority to contract is limited by the same provisions of law that apply to the District. Unless otherwise agreed in writing by the District each contract or legal relationship entered into by the School shall include the following provisions:

- A. The contractor acknowledges that the School is not an agent of the District, and accordingly contractor expressly releases the District from any and all liability under this agreement.
- B. Any financial obligations of the School arising out of this agreement are subject to annual appropriation by its Board of Directors and the District.

8.7. **Annual Audit and Trial Balance.**

- A. Annual Audit. The School will undergo an independent, outside governmental audit by a certified public accountant, chosen by the School's governing body, of its financial and administrative operations on an annual basis, in accordance with state and CDE rules and regulations. The results of the audit shall be provided to the School District in written form within the same statutory time limits required of the School District and shall be published and posted as required by law. The School will bear the costs of its independent audit. The School is aware of the interactive nature of its audit and that of the District and will ensure that its independent auditor cooperates with the District auditor in providing relevant information by ~~October 15~~<sup>October 15</sup> ~~September 15~~ so that both audits might be finalized by October 20. The District, in turn, will attempt to provide preliminary figures associated with the annual itemized accountings for central administrative overhead costs, purchased services and agreed direct costs in advance of the ninety (90) day period from the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). In the event the School fails to provide the financial information to the District in the form and on the dates provided for in this Contract or as otherwise required by the state or federal government, the School District, after providing written notice to the School, may withhold up to ten percent (10%) of any monthly funding flow due the School until such time as the School complies with the financial reporting requirements.
- B. Trial Balance. The School shall transmit the final trial balance to the District using the CDE chart of accounts with the submission of the annual audit in accordance with the dates and procedures outlined above. The School shall



transmit any preliminary trial balance reports provided to their auditors within 3 business days after they sent to their auditors.

- 8.8. **Quarterly Reporting.** The School shall prepare quarterly financial reports for the District in compliance with C.R.S. §22-45-102(1)(b) and post required reports pursuant to C.R.S. §22-44-301 *et seq.* Such reports, in addition to a detailed trial balance, shall be submitted to the District no later than twenty-five (25) days following the end of each quarter except that all fourth quarter and year end reports shall be submitted with the annual independent financial audit. The Parties covenant and agree to cooperate with one another and the officers and agents of each in order to provide such information and assistance as is reasonably necessary to meet all financial reporting deadlines.
- 8.9. **Non-commingling.** Except as may be permitted within the Collaborative pursuant to Colorado law, assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.
- 8.10. **Encumbrances and Borrowing.** During the term of this Contract, the School shall not enter into any loans or encumbrances of assets unless such financing or encumbrance is fiscally and economically responsible and sound and is reasonably necessary, in the determination of the Charter Board, for the operation of the School.
- 8.11. **Loans.** No loans may be made by the School to any person or entity (other than an affiliated entity) for any purpose without District approval.
- 8.12. **Direct Costs/District Services.** The School shall be responsible for all costs associated with its operations, including the cost of contracting for goods and services. The School may purchase from the School District the services and materials specified in Attachment 6 in an annual MOU [A21] at the costs as calculated in accordance with provisions of the Charter Schools Act. Costs shall be re-determined each subsequent year this Contract is in effect. Annually, when adopting its budgets, the School will commit to purchasing the services it selects from the School District for the entire budget year. If the School wishes to terminate a contracted service during a budget year, it may do so only with mutual agreement with the District. Costs may be adjusted periodically by the School District based upon its then-current budget/forecast and reconciled to actual costs within ninety (90) days after the end of each fiscal year as required by C.R.S. §22-30.5-112(2)(a.4), and any difference between the amount initially charged to the School and the actual cost shall be paid to the owed party in a timely manner. If the School does not purchase optional services, it shall be responsible for performing those activities or services itself, in the manner required by law for other schools in the school district, unless otherwise waived. The parties acknowledge and agree that the provision of services, whether there are charges for such services, and the amount of charges for such services, may be negotiated at the end of each fiscal year for the immediately following fiscal year. The parties mutually recognize that the District is barred from withholding funding for direct costs unless the payment of such costs has been negotiated and memorialized in writing prior to the beginning of each fiscal year.

## SECTION NINE: PERSONNEL

9.1. **Employee Matters.** The parties agree that teachers and other staff employed at the School are employees of the School or Collaborative (collectively, the “Employer”), and are not employees of the School District. The Employer will be solely responsible for selecting, supervising, disciplining, determining compensation for, and terminating its employees. No person employed by the Employer shall be considered an employee of the School District by virtue of such employment, and the School District shall have no liability or responsibility for such persons.

A. Hiring of Personnel. Personnel may be selected by the Employer, subject to compliance with all state and federal rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board of Education or other proper authority. The Employer may terminate the employment of any personnel without cause and for any reason not prohibited by law.

B. Employee Compensation, Evaluation and Discipline. The Employer shall adopt its own written policies in compliance with federal and state law concerning the recruitment, promotion, discipline, and termination of personnel; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures. Final administrative appeals in matters regarding employment and employee discipline shall be determined by the governing board of the Employer and not by the School District’s Board. Nothing in this Section shall be construed to alter the at-will status of any employee of the Employer.

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

C. Benefits. The School is entitled to provide its own benefits to its employees.

D. PERA Membership. Employees of the School shall be members of the Public Employees’ Retirement Association and subject to its requirements. The School shall be responsible for the cost of the ~~District’s~~School’s/Employer’s respective share of its total payroll for PERA contributions as required by state law. If this amount changes in subsequent years, the School budget will be adjusted to reflect the change. The School further recognizes that under state law, only public employers assigned to the local government division may terminate their association with PERA, and that the District and the School are in the school division.



- E. Employee Welfare, Safety, and Training. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District policies concerning employee welfare, safety, and training. All policies shall comply with applicable federal and state laws, concerning employee welfare, safety, and health issues, including, without limitation, the requirements of federal for a drug-free work place, and statutorily required training concerning the Child Protection Act of 1987, C.R.S. § 19-3-301 *et seq.*
- F. Employee Records. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District policies concerning employee records. All policies must comply with all applicable federal and state laws, concerning the maintenance and disclosure of employee records, including, without limitation, the requirements of the Colorado Public Records Law, C.R.S. § 24-72-201 *et seq.*
- G. Employee Conflicts of Interest. All employees at the School shall comply with applicable state law and the District's policy and regulation, or the School replacement policy approved by the District, concerning employee actual and potential conflicts of interest.
- 9.2. **Instructional Providers.** The Employer shall employ or otherwise utilize in instructional positions only those individuals who are qualified in accordance with applicable state and federal laws, rules and regulations (unless waived), including the federal Elementary and Secondary Education Act, Every Student Succeeds Act, as amended or its equivalent.
- 9.3. **Background Checks, Fingerprinting.** The School shall establish and implement procedures for conducting background checks (including a check for a criminal record) of all employees to the extent required by applicable laws, rules and regulations.

## SECTION TEN: SERVICE CONTRACTS WITH THE DISTRICT

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

## SECTION ELEVEN: FACILITIES

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

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

- 12.1. **Renewal Process.** The School shall submit its renewal application during the 2021-2022 school year in accordance with then-current District procedures and process. The District Board of Education shall act on the renewal application by resolution no later than February 1, 2022, unless the term of this Contract has been previously extended by Board action. Before the District Board acts, it shall allow a public hearing wherein the School shall have the opportunity to address the Board about its renewal request. If the Board of Education decides to not renew the Contract, it shall detail the reasons in its resolution.
- 12.2. **Renewal Application Contents.** In addition to contents required by law, the renewal application may include comments and additional information provided by the School about its progress toward meeting the District's accreditation indicators. The format of the renewal application shall be provided to the School by the District prior to September 1 of the year in which the application is due.
- 12.3. **Criteria for Renewal or Non-renewal and Revocation.** The District may terminate, revoke or deny renewal of the Contract for any of the grounds provided by state law, C.R.S. §22-30.5-110(3), as they exist now or may be amended, or material breach of this Contract. Grounds for termination, revocation, or denial also include, but are not limited, to the following:
  - A. Pursuant to C.R.S. §22-11-210(1)(d), the School is accredited with a priority improvement plan or turnaround plan for a combined total of five (5) consecutive

years or any lesser number of years established by the State Board of Education after which closure or restructuring is required.

- B. The School is accredited with a turnaround plan and does not attain a higher accreditation rating at its next performance review in accordance with C.R.S. §22-11-406(3).
- 12.4. **Termination and Appeal Procedures.** The District shall provide the School written notice of the grounds for termination and the date of the termination hearing before the District Board. Prior to providing this notice, the District shall, to the extent practicable, send the School a notice of concern and a notice of breach, the content of which are described in Section 3.2.I. Termination shall not take effect until the School has exhausted its opportunity to appeal such decision to the State Board of Education. The District may impose other appropriate remedies for breach of this Contract, including, without limitation, revocation of waivers and withholding of funds, as specified [herein](#).
- 12.5. **School-initiated Closure.** Should the School choose to terminate this Contract before the end of the Contract term, it may do so in consultation with the District at the close of any school year and upon written notice to the District given at least ninety (90) days before the end of the school year. Notice would ideally be given by January 1 to allow families to take advantage of district choice enrollment dates.
- 12.6. **Dissolution.** In the event the School should cease operations for whatever reason, including the non-renewal or revocation of this Contract, the School agrees to continue to operate its educational program until the end of the school year or another mutually agreed upon date. The District shall supervise and have authority to conduct the winding up of the business and affairs for the School, provided, however, that in doing so, the District does not assume any liability incurred by the School beyond the funds allocated to it by the District under this Contract and state law. Should the School cease operations for whatever reason, the District maintains the right to continue the School's operations as a District facility until the end of the school year, without acquiring any equity interest in the facilities if such facilities are held by another nonprofit entity, under lease to the School. The District's authority hereunder shall include, but not be limited to:
- A. The return and/or disposition of any assets acquired by donation or purchase by the School during the time of its existence, subject to the limitations of Section 12.7 below, and,
  - B. Reassignment of students to different schools within the District. School personnel and the School's Board of Directors shall cooperate fully with the winding up of the affairs of the School including convening meetings with the parents at the District's request and counseling with students to facilitate appropriate reassignment.
- 12.7. **Return of Property.** In the event of termination or dissolution, all property owned by the School that was purchased in whole or in part with funding provided by the District,

including, but not limited to, real property, shall be returned to and shall remain the property of the District. Notwithstanding the foregoing, the District shall not have the right to retain property owned, or held in the name of any other entity related to the School that specifically does not belong to the School. All non-consumable grants, gifts and donations of assets purchased from these revenue sources shall be considered the property of the School unless otherwise identified by the donor in writing. Assets purchased exclusively with tuition paid by parents for a preschool program operated by or in conjunction with the School shall not be subject to this paragraph. Assets not purchased with public funding provided by the District may be donated to another mutually agreeable not-for-profit organization.

### **SECTION THIRTEEN: GENERAL PROVISIONS**

- 13.1. **Order of Precedence.** In the event of any conflict among the organic documents and practices defining this relationship, it is agreed that the Contract shall take precedence over policies of either Party and the Application, applicable policies of the District Board of Education that have not been waived shall take precedence over policies and practices of the School and the Application, and policies of the School or mutually-acceptable practices developed during the term of the Charter Contract shall take precedence over the Application.
- 13.2. **Amendments.** No amendment of the Contract shall be valid unless ratified in writing by the District Board and the School's Board of Directors and executed by authorized representatives of the Parties.
- 13.3. **Merger.** This Contract contains all terms, conditions, and understandings of the Parties relating to its subject matter. All prior representations, understandings and discussions are merged herein and are superseded by this Contract.
- 13.4. **Non-assignment.** Neither Party to this Contract shall assign or attempt to assign any rights, benefits, or obligations accruing to the Party under this Contract unless the other Party agrees in writing to any such assignment. Such consent shall not be unreasonably withheld, conditioned or delayed.
- 13.5. **Governing Law and Enforceability.** This Contract shall be governed and construed according to the Constitution and laws of the State of Colorado and applicable federal laws of the United States. If any provision of this Contract or any application of the Contract to the School is found contrary to law, such provision or application shall have effect only to the extent permitted by law. Either Party may revoke this Contract if a material provision is declared unlawful or unenforceable by any court of competent jurisdiction or the parties do not successfully negotiate a replacement provision. The Parties agree, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.
- 13.6. **No Third-party Beneficiary.** The enforcement of the terms and conditions of this Contract, and all rights of action relating to such enforcement, shall be strictly reserved to

the School District and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

- 13.7. **No Waiver.** The Parties agree that no assent, express or implied, to any breach by either of them of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.
- 13.8. **Notice.** Any notice required or permitted under this Contract shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to 11925 Antlers Ridge Dr., Falcon, CO 80831, Attn: Principal<sup>[A24]</sup>, in the case of notice being sent to the School, or to the District's Administrative Offices, 10850 East Woodmen Road, Falcon, CO 80831, Attn: Chief Business Officer, in the case of notice being sent to the School District. Either Party may change the address for notice by giving written notice to the other Party.
- 13.9. **Severability.** If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, unless otherwise terminated by one or both Parties in accordance with the terms contained herein.
- 13.10. **Interpretation.** In the event of any disagreement or conflict concerning the interpretation or enforcement of this Contract, the Application, and School District policies, regulations, procedures or other requirements, other than those for which waivers have been granted, it is agreed that the provisions of this Contract and School District policies/regulations shall control over the Application, and that compliance by the School shall be required and measured in the same manner as may be applied and expected by the District of otherwise comparable charter schools within the District.

[Signature Page Follows]

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

Liberty Tree Academy

By\_\_\_\_\_

President, Board of Directors

ATTEST:

\_\_\_\_\_

Secretary, Board of Directors

FALCON SCHOOL DISTRICT NO. 49

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

President, Board of Education

ATTEST:

\_\_\_\_\_

Secretary, Board of Education

Approved as to form:

Approved as to form:

\_\_\_\_\_

School District Attorney

\_\_\_\_\_

Charter School Attorney

**BOARD OF EDUCATION ITEM 9.11**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** D. Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Board Annual Planning Retreat Agenda

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

The Board is mindful of the importance of planning, brainstorming and thoughtful discussion without action.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The Board plans to hold an Annual Planning Retreat on the last Saturday in January, which shall be open to the public. No action shall be taken during this workshop. Public notice of the workshop, including the topics for discussion and study, shall be provided.

**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 <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>	The Annual Planning Retreat gives the Board and invited administrators a chance to examine the district's strategic and cultural priorities at a more detailed level.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** The Board should determine agenda topics for the Annual Planning Retreat.

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

**DATE:** December 1, 2017



***ANNOUNCEMENT/NOTICE***  
**BOARD OF EDUCATION ANNUAL PEAK PLANNING RETREAT**  
**January 27, 2018**  
**9:00 a.m. – 3:00 p.m.**  
**Creekside Success Center - Excellence Lab**

**PURPOSE:**

1. RMPEX Feedback/Strategic Plan/Cultural Compass Review - Peak Planning (30 minutes)
2. Performance Excellence Update/Review and Direction (30 minutes)
3. Process Improvement around Chief Officer Evaluations (30 minutes)
4. Voice of the Workforce (VoW) Analysis and Observations (20 minutes)
5. Stakeholder Grievance Procedure Review and Direction (20 minutes)
6. Board Committees, Liaisons and Student Board of Representatives (10 minutes)
7. BOE Evaluation - Action Plan/Board Goal Setting (30 minutes)
8. Board Outreach to Stakeholders (20 minutes)
9. Review BOE Annual Action Calendar (5 minutes)
10. Policy Process Performance Report (5 minutes)
11. Other Business (10 minutes)

DATE OF POSTING: January 25, 2018

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Donna Richer  
Executive Assistant to the Board of Education



**BOARD OF EDUCATION ITEM 10.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Donna Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR 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> <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>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Education Officer evaluation and review.

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

**DATE:** December 1, 2017

**BOARD OF EDUCATION ITEM 10.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Brad Miller, Legal Counsel  
Donna Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR 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> <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>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance.

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

**DATE:** December 1, 2017

**BOARD OF EDUCATION ITEM 10.03**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** December 14, 2017

**PREPARED BY:** Brad Miller, Legal Counsel  
Donna Richer, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Determination of whether to conduct a hearing on a Stakeholder  
Grievance matter

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR 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> <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>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Motion to approve/deny request to conduct a hearing on the stakeholder grievance matter.

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

**DATE:** December 1, 2017