

AGENDA
REGULAR BOARD OF EDUCATION MEETING

February 8, 2018

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m.

Education Service Center – Board Room

Fantastic 49 - TEAMWORK

- **Broadcasting team transforming communication at Falcon Middle School**
- **Enrichment team supporting "whole child" education at Ridgeview Elementary School**

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Approval of Agenda

4.00 Consent Agenda

4.01 Approval of Minutes of Regular Board of Education Meeting 1/11/2018

4.02 Approval of Matters Relating to Administrative Personnel

4.03 Approval of Matters Relating to Professional/Technical Personnel

4.04 Approval of Matters Relating to Licensed Personnel

4.05 Approval of Matters Relating to Educational Support Personnel

4.06 Approval of Matters Relating to Schedule B Personnel

4.07 Approval of District Accountability Advisory Committee (DAAC) Membership

4.08 Approval of Administrative Personnel Recommendations – Chief Officers

4.09 Approval of Administrative Personnel Recommendations – Zone Leaders

4.10 Approval of Administrative Personnel Recommendations – Department and Program Leaders

4.11 Approval of Administrative Personnel Recommendations – Building Leaders

4.12 Approval of Minutes of Special Board of Education Meeting 1/24/18

5.00 *Board Update*

5.01 *Chief Officer Update*

5.02 *Student Board of Representatives Update*

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

7.00 Action Items

7.01 Action on Charter School Contract Renewal for GOAL Academy

7.02 Action on Charter School Contract Renewal for Imagine Classical Academy

7.03 Action on Charter School Contract Renewal for Rocky Mountain Classical Academy

7.04 Revised Job Descriptions

a. Bus Driver

b. Bus Paraprofessional

c. Transportation Dispatcher

d. Transportation Driver Trainer

e. Transportation Operations Technician

f. Transportation Student Liaison Technician

g. Transportation Trainer

7.05 Policy and Procedure Review

a. AD School District 49 Identity, Vision, Mission and Philosophy

b. DG Banking Services

- c. DI Fiscal Accounting & Reporting
- d. DID Record of Fixed Assets
- e. DKB Salary Deductions
- f. DKC Expense Authorization Reimbursement
- g. DM Cash in Buildings
- h. JJF Student Activities Funds
- i. GBJA Disclosure of Information to Prospective Employers
- j. GBQE Retirement of Staff
- k. GCQE Retirement of Professional Staff
- l. GDQC Retirement of Educational Support Staff
- m. GDJ Educational Support Staff Transfer and Vacancy Policy
- 7.06 New Course Proposals at Vista Ridge High School
 - a. World of Work
 - b. Education Exploration
 - c. College Preparatory Physics
 - d. Military Science
- 7.07 New Job Description
 - a. Athletic Director
- 7.08 Items Removed from Consent Agenda
- 8.00 Information Items**
 - 8.01 Process Improvement Update
 - a. AD-R School District 49 Identity, Vision, Mission and Philosophy
 - b. GDJ-R Educational Support Staff Transfer and Vacancy Policy
 - 8.02 Expulsion Information
 - 8.03 Student Study Trips
 - 8.04 Current Legal Issues
- 9.00 Discussions Items**
 - 9.01 2016 3B Projects Update (10 minutes)
 - 9.02 Mission Innovation Proposals (10 minutes)
- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: February 1, 2018

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: February 8, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
 1/11/18

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:

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the January 11th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

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:

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

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: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Matters Relating to Professional Technical 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:

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

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: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

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:

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

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: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

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:

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

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: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

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:

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

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: January 26, 2018

BOARD OF EDUCATION ITEM 4.07
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

<u>BOARD MEETING OF:</u>	February 8, 2018
<u>PREPARED BY:</u>	Deb Hall, Administrative Assistant to Cultural & Services
<u>TITLE OF AGENDA ITEM:</u>	District Accountability Advisory Committee Appointments
<u>ACTION/INFORMATION/DISCUSSION:</u>	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: Maria Cortez – RVES, Carrie Geitner – Member At Large, Rochelle Kolhouse - PPEC, John Newbill - FMS, Lyndell Copeland – Allies. DAAC members have already committed to the responsibilities of their charge through state statue and will report out their accomplishments in June 2019.

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 DAAC is the primary system of formal accountability to our community. Community participation on the DAAC gives senior leaders input from all 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>	
	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 FEBRUARY 8, 2018
ITEM 4.07 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 Hiltz, Chief Education Officer

DATE: JANUARY 30, 2018

BOARD OF EDUCATION ITEM 4.08
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Administrative Personnel Recommendations – Chief Officers

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments. The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

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

APPROVED BY: Marie La Vere-Wright, Board President

DATE: January 26, 2018

BOARD OF EDUCATION ITEM 4.09
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Administrative Personnel Recommendations – Zone Leaders

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments. The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2018-19.

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

DATE: January 26, 2018

BOARD OF EDUCATION ITEM 4.10
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Administrative Personnel Recommendations –
 Department and Program Leaders

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments. The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2018-19.

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

DATE: January 26, 2018

BOARD OF EDUCATION ITEM 4.11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Administrative Personnel Recommendations –
 Building Leaders

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

Approval of the attached roster will provide leadership continuity for the district's schools, programs and departments. The Board's approval of the action items enables the chief officers to fulfill their responsibility to ensure the district's staff and students receive appropriate leadership support. This supports Board of Education objectives in student achievement.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the Chief Officers' recommendations for administrative personnel for 2018-19.

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

DATE: January 26, 2018

BOARD OF EDUCATION ITEM 4.12
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Special Board of Education Meeting
 1/24/18

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:

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the January 24th special board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: January 26, 2018

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

BOARD MEETING OF: February 8, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Action on Charter School Contract Renewal for GOAL Academy

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The charter board of GOAL Academy submitted application to renew the charter contract with District 49. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school.

RELEVANT DATA AND EXPECTED OUTCOMES:

Noted in the findings of the application review, site visit, and interview, GOAL Academy moved from *priority improvement* status to *good standing*. GOAL Academy continues to identify needs for improvement in the areas of academics, governance, and operations. As the continuation of growth occurs, District and iConnect Zone administration is recommending GOAL Academy be approved to negotiate a 3-year contract that will renew for an additional two years should the school maintain a *good standing* annual performance review rating.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>The GOAL Academy board and administration engaged in the renewal process with a positive and professional approach. The school met each obligation of the renewal process as requested in a timely and appropriate manner. The relationship between the school and authorizer is strengthened through the process.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>The review of the renewal application builds trust throughout the community by ensuring charter schools are meeting the quality standards expected. Community participates in the process through the DAAC review and public presentation of the charter school. The review process ensures the portfolio of school offerings is of the highest quality and the charter school is exceedingly capable of building firm foundations for all learners as they launch each student to success.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review of the executive summary and administrative recommendation, I move to conditionally approve the charter of GOAL Academy by way of resolution.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

GOAL Academy

Administrative Recommendation for Contract Renewal

GOAL Academy originally opened in 2008 as an alternative high school. The school transferred its charter from the state Charter School Institute to D49 in 2012. The school serves approximately 3,650 students at 25 drop-in centers located in 21 communities throughout Colorado. GOAL Academy uses the Edgenuity curriculum, which is primarily delivered online and was implemented at the beginning of this school year. The majority of the school's students are Seniors who are under credited and over-aged. The GOAL Academy contract will expire on June 30, 2018.

Renewal Process

The district adheres to a process for renewing its charter schools outlined in the Charter Renewal Application. This process includes a site visit by an external team, two separate narrative documents written in response to the application, submission of numerous documents, and a capacity interview.

In August 2017, the iConnect Zone Superintendent and a representative from Charter School Solutions (CSS) attended a GOAL Academy board meeting to discuss the renewal process. The process was reviewed with the board and questions were given a response. The school provided the first part of its renewal application by September 1st. This first part was focused on providing an update on the school and files were submitted for review.

In September, a three-person CSS site visit team conducted a school visit at sites in Pueblo and Colorado Springs using an evaluation rubric with categories for academics, finance and operations, governance, and if applicable, education service provider. The site visit included a comprehensive document review and multiple interviews were conducted. An executive summary of that site visit is included in the board packet.

The school then provided its second part of the renewal application by December 1st. The second part was primarily a reflection on performance metrics. Using all of these sources, a capacity interview was conducted on December 14th, which included a GOAL Academy board member and staff. The school will make a presentation at the January 24, 2018 BOE meeting and the BOE will vote on the renewal application at its February 8, 2018 meeting.

Review of Renewal Application

GOAL Academy students can access their curriculum either through attending a drop-in center where they meet face-to-face with teachers or through the Schoology platform where they utilize Edgenuity for either synchronous or asynchronous lessons. Staff and students are guided by STAR assessment data and students are encouraged to benchmark their own learning through a Student Success Plan. During the 2016-17 school year 383 GOAL Academy students took more than 1000 college courses as a part of its concurrent enrollment program.

Findings from review of the renewal application include:

- In Spring 2017 the school revised its vision and mission statements during a strategic planning session with board members and staff.
- In October of 2015 the board accepted the resignation of the CEO and school's founder. The school's Principal now serves as Executive Director after having served as Interim Executive Director for a time.
- Prior to this leadership change, the school focused on growth and subsequent to the change, the focus has shifted to improving quality. A more stable growth pattern, of 3% per year, supported by a high-quality focus is the priority of the school's new leadership structure and direction.
- The Chief Financial Officer provides the board with monthly financial statements. The school's transition to new leadership and a new focus means the budget reflects more funds being allocated to instruction.
- The board worked closely with new legal counsel to review and revise its bylaws and board policies. These revisions include financial policies and controls.

Annual Performance Reports

SCHOOL	GOAL Academy			
GRADE LEVELS	9th - 12th			
SCHOOL YEAR	2013-14	2014-15	2015-16	2016-17
	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PERFORMANCE OVER TIME	GOOD STANDING	GOOD STANDING	PRIORITY IMPROVE*	GOOD STANDING

External Site Visit

The team noted the school's new strategic plan, which is a driving force in decision making, was a strength of the school. In addition, financial processes have been strengthened and include financial controls and approval processes reflecting best practices. Further, the team noted that a wide array of wrap around services are provided to GOAL Academy students across the state.

Areas for improvement, noted by the team, included:

1. There are low expectations for student academic performance. The performance metric that staff monitors for attendance is that a student communicates with a staff member. This was associated with a low percentage of students earning passing grades in academic courses.
2. Many new programs have been implemented that align with the strategic vision. However, decisions are not based on evidence nor are measures used to gauge success of the new programs.
3. The focus of the school is on attendance and wrap around services. The staff's focus does not extend to academic issues or student completion of the academic content.
4. The school has a weak system for communicating with families. The majority of communication is through phone calls and texts and there are not opportunities for students or parents to provide feedback through surveys or comparable means.

Conclusion and Recommendations

Approve the charter school renewal application from GOAL Academy for a period of three years beginning July 1, 2018 and incorporating the following contract provisions.

Contract Conditions and Provisions

With District 49 Board of Education approval, a 3-year charter contract will be negotiated with the GOAL Academy Board of Directors. It is recommended the BoE approve the charter contract with the following provisions:

- **Contract Term:** The initial contract will be renewed for three years beginning July 1, 2018 and ending June 30, 2021.
- **Good Standing – Annual Performance Review:** GOAL Academy will maintain a status of “Good Standing” according to the outcomes described on the Annual Performance Review. With “Good Standing” status achieved for three consecutive years, District administration will present a recommendation to the Board of Education to extend the term of the contract from three-years to five. The recommendation will take place in school year 2020-21, extending the contract from June 30, 2021 to June 30, 2023.
- **Improvement Plan:** The school will continue to implement a plan that focuses on increasing expectations for students, particularly as it relates to student academic achievement. The implementation shall include performance measures and professional development that communicates these new expectations to staff.
- **Board Training:** By June 1, 2018 each GOAL Academy board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.

- **School Accountability Committee:** GOAL Academy will provide evidence that a School Accountability Committee has been established and a plan for the committee to comply with statutory requirements.
- **Student Registration:** The District requests students register with the district prior to enrolling at GOAL Academy. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.
- **Waiver Requests:** GOAL Academy and D49 will negotiate the resolve the school's position on the following waivers:
 - ***C.R.S. §22-63-201*** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate



RESOLUTION

Regarding GOAL Academy

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

The Board of Education is committed to providing a Portfolio of Schools – to include an online alternative education campus option; and

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

The Board of Education is committed to building strong Community partnerships with the GOAL Academy charter community; and

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

THEREFORE:

We, the members of the board, resolve to approve the charter renewal application and support a 3-year charter contract negotiation as recommended by administration on February 8, 2018. The executive summary of the application review, submitted by the iConnect Zone Superintendent and endorsed by the Chief Education Officer, Chief Business Officer, and Chief Operations Officer, details the following charter contract provisions to be considered by this board:

- **Contract Term:** The initial contract will be renewed for three years beginning July 1, 2018 and ending June 30, 2021.
- **Good Standing – Annual Performance Review:** GOAL Academy will maintain a status of “Good Standing” according to the outcomes described on the Annual Performance Review. With “Good Standing” status achieved for three consecutive years, District administration will present a recommendation to the Board of Education to extend the term of the contract from three-years to five. The recommendation will take place in school year 2020-21, extending the contract from June 30, 2021 to June 30, 2023.
- **Improvement Plan:** The school will continue to implement a plan that focuses on increasing expectations for students, particularly as it relates to student academic achievement. The implementation shall include performance measures and professional development that communicates these new expectations to staff.
- **Board Training:** By June 1, 2018 each GOAL Academy board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
- **School Accountability Committee:** GOAL Academy will provide evidence that a School Accountability Committee has been established and a plan for the committee to comply with statutory requirements.

- **Student Registration:** The District requests students register with the district prior to enrolling at GOAL Academy. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.
- **Waiver Requests:** GOAL Academy and D49 will negotiate the resolve the school's position on the following waivers:
 - ***C.R.S. §22-63-201*** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and GOAL Academy, will be responsible for preparing and presenting a charter contract for board approval.

ADOPTED AND APPROVED this 8th day of February, 2018.

Marie La Vere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
Falcon School District 49

BOARD OF EDUCATION ITEM 7.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Action on Charter School Contract Renewal for Imagine Classical Academy

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The charter board of Imagine Classical Academy submitted application to renew the charter contract with District 49. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school.

RELEVANT DATA AND EXPECTED OUTCOMES:

Noted in the findings of the application review, site visit, and interview, Imagine Classical Academy moved from *priority improvement* status to *good standing*. Imagine Classical Academy continues to identify needs for improvement in the areas of academics, governance, and operations and school management. As the continuation of growth occurs, District and iConnect Zone administration is recommending Imagine Classical Academy be approved to negotiate a 1-year contract that will be eligible for renewal for an additional four years should the school meet the conditions set forth in the resolution.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>The Imagine Classical Academy board and administration engaged in the renewal process with a positive and professional approach. The school met each obligation of the renewal process as requested in a timely and appropriate manner. The relationship between the school and authorizer is strengthened through the process.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>The review of the renewal application builds trust throughout the community by ensuring charter schools are meeting the quality standards expected. Community participates in the process through the DAAC review and public presentation of the charter school. The review process ensures the portfolio of school offerings is of the highest quality and the charter school is exceedingly capable of building firm foundations for all learners as they launch each student to success.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review of the executive summary and administrative recommendation, I move to conditionally approve the charter of Imagine Classical Academy by way of resolution.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

Imagine Classical Academy

Administrative Recommendation for Contract Renewal

Imagine Classical Academy (ICA), which opened in 2007, serves 700 students in grades K-8. The school uses the Classical approach to teaching using a Core Knowledge curriculum. A 3 and 4-year old preschool, operated by Imagine, Inc., is on the school's campus. The school uses Imagine, Inc. as a comprehensive education service provider. School employees are employees of Imagine and a subsidiary of Imagine owns the school campus. The school's motto states that students must be classically trained, culturally literate, and globally prepared. ICA's current charter contract expires June 30, 2018.

Renewal Process

The district adheres to a process for renewing its charter schools outlined in the Charter Renewal Application. This process includes a site visit by an external team, two separate narrative documents written in response to the application, submission of numerous documents, and a capacity interview.

In August 2017, the iConnect Zone Superintendent and a representative from Charter School Solutions (CSS) attended an Imagine Classical Academy board meeting to discuss the renewal process. The process was reviewed with the board and questions were given a response. The school provided the first part of its renewal application by September 1st. This first part was focused on providing an update on the school and files were submitted for review.

In September, a three-person CSS site visit team conducted a school visit at ICA using an evaluation rubric with categories for academics, finance and operations, governance, and education service provider. The site visit included a comprehensive document review and multiple interviews were conducted. An executive summary of that site visit is included in the board packet.

The school then provided its second part of the renewal application by December 1st. The second part was primarily a reflection on performance metrics. Using all of these sources, a capacity interview was conducted on December 14th, which included ICA board members and staff. The school will make a presentation at the January 24th BOE meeting and the BOE will vote on the renewal application at its February 8th meeting.

Review of Renewal Application



ICA offers 3-4 classes per grade level in Kindergarten through eighth grade. Students wear uniforms and parents are encouraged to volunteer in the school. The school, which uses the

Classical pedagogy, adheres to the Grammar and Logic stages of Classical education. ICA uses the Core Knowledge Language Arts program, Saxon Math, and students take Latin in grades 6-8.

Findings from review of the renewal application include:

- The school prioritizes character development, which is supported by Love and Logic/restorative justice philosophy, CHAMPS, and Core Virtues.
- There have been leadership changes since the last renewal. Both the Principal and Assistant Principal are licensed administrators.
- The school has an onsite Business Manager to handle daily financial operations, including Human Relations responsibilities.
- There has been extensive board turnover since the last renewal. The board has both committees (various constituencies represented) and task forces (comprised of staff) that provide input to the board.

Annual Performance Reports

D49 CHARTER SCHOOLS ANNUAL PERFORMANCE REPORT  				
SCHOOL	Imagine Classical Academy			
GRADE LEVELS	K-8			
SCHOOL YEAR	2013-14	2014-15	2015-16	2016-17
<i>ICA has entered into the renewal process with D49</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PERFORMANCE OVER TIME	GOOD STANDING	IMPROVEMENT	PRIORITY IMPROVE	IMPROVEMENT

External Site Visit

The site visit noted the warm, welcoming environment at the school with a staff that was committed to students. The curriculum is aligned with content standards and charter development program is evident was consistent throughout the school and in interviews. In addition, there was a growth mindset, by board members and staff, to improve in key areas.

Areas for improvement, noted by the team, included:

1. A facility lease agreement with escalating terms was identified as a concern since it may impact the school's future financial viability.
2. A 12% management fee and differing levels of understanding for which services are provided for this fee. The quality of these services was also in-determinant by board members and staff.

3. Board systems and training were deficient with inconsistencies in board policies and insufficient documentation. Contractually required board training had not been completed.
4. There were academic growth gaps in some critical academic areas. A research-based plan was in place to address these growth gaps, however.

The team also noted that many of these same areas of concern were noted in the September 2012 site visit report. Specifically, concerns about the management agreement, the lack of an annual principal evaluation, the cost of the facility lease, and quality of services being provided by the management company.

Conclusion and Recommendations

Approve the charter school renewal application from Imagine Classical Academy for a period of one - year beginning July 1, 2018 and incorporating the following contract provisions.

Contract Conditions and Provisions

- **Contract Term:** The charter contract term will be renewed for 1 year beginning July 1, 2018 and ending June 30, 2019. The school will have the opportunity to apply for an additional 4-year term through an abbreviated application process during the 2018-19 school year.
- **Facility Plan:** The board will adopt a long-term facilities plan to ensure future financial viability commensurate with its enrollment plan. The facility plan will be submitted to the district prior to applying for an extended term.
- **Board Policy:** The board shall review its board policies to ensure consistency and legality utilizing best practices for charter school governing boards.
- **Educational Service Provider (ESP) Agreement:** The School will obtain district endorsement for a new ESP agreement, prior to it being executed. In negotiating a draft management agreement, the charter board must use their own, independent legal counsel.
 - In order for a management agreement to be considered, it shall not:
 - Give proprietary rights for curriculum or materials developed at the request of the charter school board and paid for with funds directed by the board.
 - Contain Indirect Cost Allocation terms of greater than 11% and the actual costs of services provided shall be delivered to the charter board within 30 days of completion of each fiscal year quarter.

- Permit the management company to terminate the agreement if the charter school's enrollment falls below 75% of its capacity, noting that ICA states its capacity is 930 students.
 - Enable the management company to terminate the agreement if a combination of federal and state revenue falls below 10% of per pupil funding from the previous fiscal year.
- In addition, the management agreement shall comply with the Education Service Provider (ESP) Agreement Guidelines, which is attached to the state's charter school Sample Contract Language and Attachments (2011).
- **Principal Evaluation:** By June 1, 2018, provide evidence of a completed Principal evaluation that included board input. Evidence should take the form of board minutes.
- **Grievance Policy:** By June 1, 2018 the ICA board will resolve a grievance policy that includes a description of stakeholder rights and timeline.
- **Notice of Concern:** The number of notices of concern issued to the school will not exceed *one* during the 2018-19 school year.
- **Preschool:** By June 1, 2018, the ICA board will submit a description of services to be delivered through the preschool program. The description of services will include information regarding the organization of the preschool program and the separation of the program from the K-8 charter, to include a description of financial separation.
- **Governance Training:** By June 1, 2018 each RMCA board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
- **Student Registration:** The District requests students register with the district prior to enrolling at RMCA. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.
- **Waiver Requests:** RMCA and D49 will negotiate the resolve the school's position on the following waivers:
 - **C.R.S. §22-63-201** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate
 - **C.R.S. § 22-7-1014(2)(a)** – Preschool Individualized readiness plans – school readiness - assessments
 - **C.R.S. § 22-7-1019(4)** - Preschool individualized readiness plans – school readiness - reporting



RESOLUTION

Regarding Imagine Classical Academy – Indigo Ranch

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

The Board of Education is committed to providing a Portfolio of Schools – to include a Classical Education option; and

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

The Board of Education is committed to building strong Community partnerships with the Imagine Classical Academy charter community; and

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

THEREFORE:

We, the members of the board, resolve to approve the charter renewal application and support a 1-year charter contract negotiation as recommended by administration on February 8, 2018. The executive summary of the application review, submitted by the iConnect Zone Superintendent and endorsed by the Chief Education Officer, Chief Business Officer, and Chief Operations Officer, details the following charter contract provisions to be considered by this board:

- **Contract Term:** The charter contract term will be renewed for 1 year beginning July 1, 2018 and ending June 30, 2019. The school will have the opportunity to apply for an additional 4-year term through an abbreviated application process during the 2018-19 school year.
- **Facility Plan:** The board will adopt a long-term facilities plan to ensure future financial viability commensurate with its enrollment plan. The facility plan will be submitted to the district prior to applying for an extended term.
- **Board Policy:** The board shall review its board policies to ensure consistency and legality utilizing best practices for charter school governing boards.
- **Educational Service Provider (ESP) Agreement:** The School will obtain district endorsement for a new ESP agreement, prior to it being executed. In negotiating a draft management agreement, the charter board must use their own, independent legal counsel.
 - In order for a management agreement to be considered, it shall not:
 - Give proprietary rights for curriculum or materials developed at the request of the charter school board and paid for with funds directed by the board.
 - Contain Indirect Cost Allocation terms of greater than 11% and the actual costs of services provided shall be delivered to the charter board within 30 days of completion of each fiscal year quarter.

- Permit the management company to terminate the agreement if the charter school's enrollment falls below 75% of its capacity, noting that ICA states its capacity is 930 students.
 - Enable the management company to terminate the agreement if a combination of federal and state revenue falls below 10% of per pupil funding from the previous fiscal year.
- In addition, the management agreement shall comply with the Education Service Provider (ESP) Agreement Guidelines, which is attached to the state's charter school Sample Contract Language and Attachments (2011).
- **Principal Evaluation:** By June 1, 2018, provide evidence of a completed Principal evaluation that included board input. Evidence should take the form of board minutes.
- **Grievance Policy:** By June 1, 2018 the ICA board will resolve a grievance policy that includes a description of stakeholder rights and timeline.
- **Notice of Concern:** The number of notices of concern issued to the school will not exceed *one* during the 2018-19 school year.
- **Preschool:** By June 1, 2018, the ICA board will submit a description of services to be delivered through the preschool program. The description of services will include information regarding the organization of the preschool program and the separation of the program from the K-8 charter, to include a description of financial separation.
- **Governance Training:** By June 1, 2018 each RMCA board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
- **Student Registration:** The District requests students register with the district prior to enrolling at RMCA. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.
- **Waiver Requests:** RMCA and D49 will negotiate the resolve the school's position on the following waivers:
 - **C.R.S. §22-63-201** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate
 - **C.R.S. § 22-7-1014(2)(a)** – Preschool Individualized readiness plans – school readiness - assessments
 - **C.R.S. § 22-7-1019(4)** - Preschool individualized readiness plans – school readiness - reporting

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Imagine Classical Academy, will be responsible for preparing and presenting a charter contract for board approval.

ADOPTED AND APPROVED this 8th day of February, 2018.

Marie La Vere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
Falcon School District 49

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

BOARD MEETING OF: February 8, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Action on Charter School Contract Renewal for Rocky Mountain Classical Academy

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The charter board of Rocky Mountain Classical Academy (RMCA) submitted application to renew the charter contract with District 49. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school.

RELEVANT DATA AND EXPECTED OUTCOMES:

Noted in the findings of the application review, site visit, and interview, RMCA maintained the status to *good standing* throughout the recent 5-year term. RMCA continues to grow and improve in the areas of academics, governance, and operations. As the continuation of growth occurs, District and iConnect Zone administration is recommending RMCA be approved to negotiate a 5-year contract.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>The RMCA board and administration engaged in the renewal process with a positive and professional approach. The school met each obligation of the renewal process as requested in a timely and appropriate manner. The relationship between the school and authorizer is strengthened through the process.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>The review of the renewal application builds trust throughout the community by ensuring charter schools are meeting the quality standards expected. Community participates in the process through the DAAC review and public presentation of the charter school. The review process ensures the portfolio of school offerings is of the highest quality and the charter school is exceedingly capable of building firm foundations for all learners as they launch each student to success.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review of the executive summary and administrative recommendation, I move to conditionally approve the charter of RMCA by way of resolution.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

Rocky Mountain Classical Academy

Administrative Recommendation for Contract Renewal

Rocky Mountain Classical Academy (RMCA) opened in 2005 in the southern part of the district. The school serves approximately 1160 students in grades K-8, 1320 inclusive of the K-12 home school program.

Renewal Process

The district adheres to a process for renewing its charter schools outlined in the Charter Renewal Application. This process includes a site visit by an external team, two separate narrative documents written in response to the application, submission of numerous documents, and a capacity interview.

In August 2017, the iConnect Zone Superintendent and a representative from Charter School Solutions (CSS) attended a RMCA board meeting to discuss the renewal process. The process was reviewed with the board and questions were given a response. The school provided the first part of its renewal application by September 1st. This first part was focused on providing an update on the school and files were submitted for review.

In September, a three-person CSS site visit team conducted a school visit using an evaluation rubric with categories for academics, finance and operations, governance, and if applicable, education service provider. The site visit included a comprehensive document review and multiple interviews were conducted. An executive summary of that site visit is included in the board packet.

The school then provided its second part of the renewal application by December 1st. The second part was primarily a reflection on performance metrics. Using all of these sources, a capacity interview was conducted on December 14th, which included RMCA board members and staff. The school will make a presentation at the January 24, 2018 BOE meeting and the BOE will vote on the renewal application at its February 8, 2018 meeting.

Review of Renewal Application

The school uses the Core Knowledge curriculum delivered with the Classical approach. Core Knowledge Language Arts is used, which includes Latin in Kindergarten and then again in grades 6-8. The school emphasizes character development and in the middle school uses “house orders”, similar to the British Commonwealth, to incorporate the character program.

Findings from review of the renewal application include:

- The board and school leaders operate with a Board Strategic Master Plan.
- The school uses Holt McDougal and Saxon for math plus offers Science, Geography, History, Grammar, English, Literature, Latin, Rhetoric & Logic, Physical Education, Art, French, and Music.
- The school's student body includes 27% children of military families.
- A third-party business services vendor is used by the school.
- The seven-member governing board includes five parents and two community members.

Annual Performance Reports

SCHOOL	Rocky Mountain Classical Academy			
GRADE LEVELS	K-8			
SCHOOL YEAR	2013-14	2014-15	2015-16	2016-17
<i>Currently engaged in the charter renewal process</i>	YEAR 1	YEAR 2	YEAR 3	YEAR 4
PERFORMANCE OVER TIME	GOOD STANDING	GOOD STANDING	GOOD STANDING	GOOD STANDING

External Site Visit

The instructional quality at RMCA is high and noted in observations, achievement data, and interviews. The senior leadership team is strong and appropriately focused on student academic achievement and student safety. The school's culture is healthy with an emphasis on individual student academic achievement. Back office operations are solid with appropriate policies, checks and balances, and budgeting.

Areas for improvement, noted by the team, included:

1. The board does not evaluate itself annually.
2. Board members have not completed contractually-required board training. In fact, at the time of the site visit, the majority of board members had not initiated this training.
3. Board members were uncertain about how the strategic plan would be used.

Conclusion and Recommendations

Approve the charter school renewal application from Rocky Mountain Classical Academy for a period of five years beginning July 1, 2018 and incorporating the following contract provisions.

Contract Conditions and Provisions

With District 49 Board of Education approval, a 5-year charter contract will be negotiated with the Rocky Mountain Classical Academy Board of Directors. It is recommended the BoE approve the charter contract with the following provisions:

- **Contract Term:** The RMCA Charter contract will be renewed for 5-years beginning July 1, 2018 and ending June 30, 2023.
- **Change to the RMCA Vision:** RMCA is requesting a change to the Vision statement, “Charting the Way to Destinations of Excellence in the Real World”. It is not asking to change the Mission statement, “Rocky Mountain Classical Academy (RMCA) exists to support parents in developing citizens of integrity and character who are equipped with a strong knowledge base and academic skills. The basis of this development is rooted in an academically rigorous, content-rich, classical education program with Core Knowledge emphasis.”
- **Early childhood program:** By June 1, 2018, the RMCA board will submit a description of services to be delivered through the early childhood program. The description of services will include information regarding the organization of the early childhood program and the separation of the program from the K-8 charter, to include a description of financial separation.
- **Governance Training:** By June 1, 2018 each RMCA board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
- **Student Registration:** The District requests students register with the district prior to enrolling at RMCA. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.
- **Waiver Requests:** RMCA and D49 will negotiate the resolve the school’s position on the following waivers:
 - **C.R.S. §22-63-201** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate
 - **C.R.S. § 22-7-1014(2)(a)** – Preschool Individualized readiness plans – school readiness - assessments
 - **C.R.S. § 22-7-1019(4)** - Preschool individualized readiness plans – school readiness - reporting



RESOLUTION

Regarding Rocky Mountain Classical Academy

The Board of Education is committed to Every Student by supporting Rocky Mountain Classical Academy as an avenue of serving student needs, promoting high academic expectations, and embracing a culture of excellence; and

The Board of Education is committed to providing a Portfolio of Schools – to include a Classical Education option; and

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

The Board of Education is committed to building strong Community partnerships with the Rocky Mountain Classical Academy charter community; and

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

THEREFORE:

We, the members of the board, resolve to approve the charter renewal application and support a 5-year charter contract negotiation as recommended by administration on February 8, 2018. The executive summary of the application review, submitted by the iConnect Zone Superintendent and endorsed by the Chief Education Officer, Chief Business Officer, and Chief Operations Officer, details the following charter contract provisions to be considered by this board:

- **Charter Contract Term:** 5-year term beginning July 1, 2018 and ending June 30, 2023
- **Change to the RMCA Vision:** RMCA is requesting a change to the Vision statement, “Charting the Way to Destinations of Excellence in the Real World”. It is not asking to change the Mission statement, “Rocky Mountain Classical Academy (RMCA) exists to support parents in developing citizens of integrity and character who are equipped with a strong knowledge base and academic skills. The basis of this development is rooted in an academically rigorous, content-rich, classical education program with Core Knowledge emphasis.”
- **Early childhood program:** By June 1, 2018, the RMCA board will submit a description of services to be delivered through the early childhood program. The description of services will include information regarding the organization of the early childhood program and the separation of the program from the K-8 charter, to include a description of financial separation.
- **Governance Training:** By June 1, 2018 each RMCA board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
- **Student Registration:** The District requests students register with the district prior to enrolling at RMCA. The process of registration will be determined with the best interest of students and families in mind. The use of a data privacy agreement will outline the conditions of student data use.

- **Waiver Requests:** RMCA and D49 will negotiate the resolve the school's position on the following waivers:
 - ***C.R.S. §22-63-201*** – Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate
 - ***C.R.S. § 22-7-1014(2)(a)*** – Preschool Individualized readiness plans – school readiness - assessments
 - ***C.R.S. § 22-7-1019(4)*** - Preschool individualized readiness plans – school readiness - reporting

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Rocky Mountain Classical Academy, will be responsible for preparing and presenting a charter contract for board approval.

ADOPTED AND APPROVED this 8th day of February, 2018.

Marie La Vere-Wright, Board President
Falcon School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
Falcon School District 49

BOARD OF EDUCATION ITEM 7.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Jack Pietraallo, Director of Transportation

TITLE OF AGENDA ITEM:

Revise transportation educational support job descriptions: Bus Driver and Paraprofessional, Driver Trainer, Transportation Trainer, Transportation Operations Technician, Transportation Student Liaison Technician, Transportation Dispatcher.

ACTION/INFORMATION/DISCUSSION: Information/Discussion job description updates

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. We have analyzed and aligned transportation's educational support positions to meet this new structure.

RELEVANT DATA AND EXPECTED OUTCOMES:

We have updated the description to be up to date with the responsibilities of each position, and placed in the correct location of the organization chart. **There are no monetary changes for these positions.**

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review at the previous work session, I move to approve the updates and changes to the transportation educational support job descriptions to align with the organizational structure of the department.

There are no budgetary or financial changes for these positions.

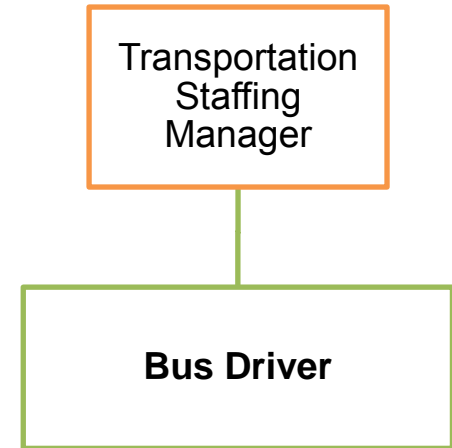
APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: January 26, 2018

PROFESSIONAL BUS DRIVER

Job Title:	Professional Bus Driver
Initial:	January 31, 2008
Revised:	<u>February 8, 2018</u>
Work Year:	10 months
Office:	Operations
Department:	Transportation
Reports To:	Transportation Staffing <u>Staffing</u> Manager
FLSA Status:	Non- e <u>E</u> xempt
Pay Range:	<u>Educational Support Personnel</u> Range 9

Related Organization Chart



POSITION SUMMARY: ~~Responsible for operating vehicles safely over routes and during trips.~~
The bus driver has the primary responsibility for ensuring the health, safety and welfare of the children, staff and volunteers during bus transportation to and from school, sporting events and on field trips while adhering to a strict time schedule. It is also the role of the bus driver to: guarantee that the bus is clean and in proper working condition at all times; follow safe and efficient bus routes; ensure all children are in age appropriate child safety restraints securements; assist in ensuring child/staff ratio is maintained on the bus and provide day to day guidance to the bus paraprofessional; maintain all transportation records required by the transportation department; ensure bus evacuation drills are held; and, evacuate children in case of emergency.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- Operates vehicle over designated route or trip while monitoring surroundings and passengers. Ensures the safety and well-being of children, staff and volunteers being transported.
- Picks up and drops off students at regularly scheduled neighborhood locations, following strict time schedules.
- Ensures students use assigned bus pass when entering and exiting the bus.

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.

- Performs pre and post-trip inspection requirements for safety and maintenance on buses and district vehicles per Colorado Department of Education and Commercial Drivers' License compliance section.
- Performs bus evacuation drills and documents completion of all drills in writing.
- In case of accidents/emergencies, evacuates children according to written and practiced procedures.
- In the event of an accident, assures that medical emergency procedures are followed; informs Transportation administration and completes a written accident report as required.
-
- Arranges for and ensures completion of routine maintenance of bus (e.g., oil change); transporting the bus to and from maintenance and/or repair facilities.
- Ensures that the bus always has sufficient fuel, and follows fueling procedures.
- Ensures that the communication device (e.g. two-way radio) is in proper working order before each trip.
- Follows efficient and safe written bus routes. Provides input to the transportation router if a route needs to be changed or altered.
- Operates bus in such a way that road and safety regulations are always followed; reports any traffic violations.
- With the assistance of the bus paraprofessional, ensures all children are in age appropriate child safety restraints-securements at all times during transportation.
- Assists with ensuring child/staff ratios are maintained on the bus and provides day to day guidance to the bus paraprofessional.
- With the assistance of the bus paraprofessional, follows safe bus loading and unloading procedures.
- Follows procedures to guarantee no child is left alone on bus without adult supervision at any time, including insuring all children have departed bus at the end of all bus routes (morning, evening and during field trips or other special trips).
- Keeps the bus clean (interior and exterior) and free of debris; follows other bus cleaning procedures.
- Routinely inventories-inspects bus emergency and first aid supplies and equipment; reports needs as necessary.
- With the assistance of the bus paraprofessional, delivers messages and other items to and from the parents.
- Maintain cleanliness of bus daily in accordance with job requirements.
- Operates equipment including wheelchair lifts, restraintssecurements, ear-seats and safety vests.
- Prepares daily mileage sheets, number of students, hours worked, repair orders, log sheets and trip sheets.
- Works as a team on a daily basis.
- Works with administrators, teachers, coaches, other drivers, and parents to solve problems concerning students.
- Report bus accidents or incidents to supervisor immediately.
- Attends training on transporting students with disabilities.
- Uses safe student management procedures on bus.
- Reports other employment according to Federal Motor Carrier regulations.
- Take random alcohol and drug tests as directed.
- Attends and participates in in-service trainings, and other continuing education, career and professional development opportunities. Attend scheduled in-service and safety meetings. 2

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.

- Regulates heating, lighting and ventilation systems for passenger comfort.
- Makes minor repairs to the vehicle.
- Fills in as a substitute bus driver, as needed, to ensure route coverage.
- Performs duties as a paraprofessional, as needed.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports the Transportation Staffing Staffing Manager.~~ This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.

Experience:

- No experience required; experience in bus driving preferred.

Knowledge Skills & Abilities:

- ~~Excellent~~ Excellent oral and written communication and ~~interpersonal~~ interpersonal skills.
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.

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

- Ability to follow safety rules and practice safety in the workplace.
- Operating knowledge of district school buses and white fleet vehicles required before operating them.
- Operating knowledge of current GPS vehicle and student tracking systems within one month of hire.
 - Ability and willingness to carry a pager, be on call and/or respond to calls 24/7

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with B P-2-S endorsement- required~~required at hire.~~
- CPR and First Aid certifications within 3 months after hire.
- ~~Non Violent Crisis Intervention Certification within 6 months after hire.~~
- Mountain Training Certification within 6 months after hire.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE: Materials & Equipment Operating Knowledge:

- ~~Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and car seats required within one month after hire. Operating knowledge of wheelchair lift, wheelchair securements, safety vests and car seats required within one month after hire.~~
- ~~Operating knowledge of district school buses and white fleet vehicles required at hire. Operating knowledge of district school buses and white fleet vehicles required at hire before operating them.e.~~
- ~~Operating knowledge of Zonar or current GPS tracing system within one month of hire. Operating knowledge of Zonar or current GPS vehicle and student tracking systems within one month of hire.~~

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit and hear. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; talk. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl; smell or taste. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

Work Environment: While performing the duties of this job, the employee is regularly exposed to outdoor weather conditions; vehicle vibration. The employee is frequently exposed to moving mechanical parts; fumes or airborne particles. The employee is occasionally exposed to wet and/or humid conditions; toxic or caustic chemicals. The noise level in the work environment is usually moderate.

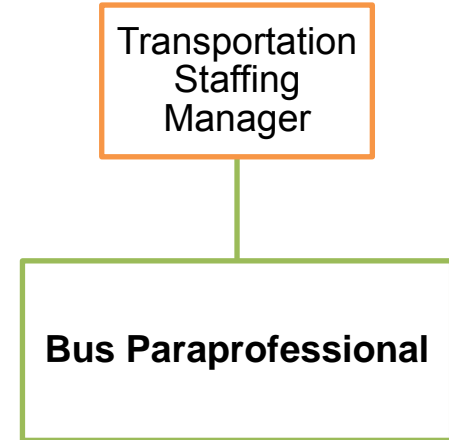
Mental Functions: While performing the duties of this job, the employee is regularly required to analyze, communicate, coordinate, compute, evaluate, use interpersonal skills, and negotiate. Frequently required to instruct and compile. Occasionally required to compare, copy, and synthesize.

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

~~PROFESSIONAL~~ BUS PARAPROFESSIONAL

Job Title:	Professional Bus Paraprofessional
Initial:	January 31, 2008
Revised:	<u>February 8, 2018</u>
Work Year:	10 months
Office:	Operations
Department:	Transportation
Reports To:	Transportation <u>Staffing</u> Manager
FLSA Status:	Non- e Exempt
Pay Range:	<u>Educational Support Personnel</u> Range 4

Related Organization Chart



POSITION SUMMARY: Responsible for assisting the bus driver in maintaining the safety, behavior, and well-being of students on and off the bus and while ~~en on~~- route. Provide focused assistance to students with special needs while being transported and assist students in the event of an emergency.

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.

- Assist students on the bus and ~~handle~~ attend to all their emotional ~~and or~~ physical ~~conditions needs~~ that may affect their safety and welfare ~~of students~~.
- Assist students entering and leaving the bus.
- Assist driver in safely and properly unloading and loading students in wheelchairs using lift.
- Secure wheelchairs, safety vests, integrated ~~car~~ seats, seat belts, ~~and~~ walkers, and all other forms of securements.
- Assist the driver with situations or problems encountered with students in bus.
- Communicate with bus driver, transportation staff, parents, students, teachers and school administrators.
- Assist in pre-trip inspection, safety checks, bus cleaning and supplies. ~~2~~
- Prepare route directions and assist substitute drivers with route.
- Perform emergency and evacuation procedures for stopping and securing the bus in the event the driver is incapacitated.
- Assists driver with ensuring child/staff ratios are maintained on the bus.

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.

- Follows safe bus loading and unloading procedures.
- Follows procedures to guarantee no child is left alone on bus without adult supervision at any time, including insuring all children have departed bus at the end of all bus routes (morning, evening and during field trips or other special trips).
- Assists driver with keeping the bus clean (interior and exterior) and free of debris; follows other bus cleaning procedures.
- Delivers messages and other items to and from the parents.
- Fills in as a substitute paraprofessional, as needed, to ensure adequate coverage for students during transport.
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.

Experience:

- No experience required; experience working with children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication ~~and interpersonal~~ and interpersonal skills.

~~• English language skills.~~

~~• Interpersonal relations skills.~~

- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.
- Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.
- Ability to follow safety rules and practice safety in the workplace.

Certificates, Licenses, & Registrations:

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.

-
- Criminal background check required for hire.
 - CPR and First Aid certifications must be acquired after 3 months of hire. • ~~Nonviolent Crisis Intervention Certification within 6 months of hire.~~

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit and hear. The employee frequently is required to use hands to finger, handle, or feel, reach with hands and arms, talk, walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, smell. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include distance vision, peripheral vision, and depth perception.

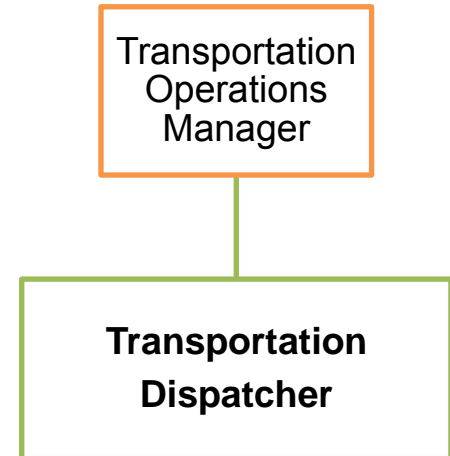
Work Environment: While performing the duties of this job, the employee is occasional exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; outdoor weather conditions and vehicle vibration. The noise level in the work environment is usually moderate.

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

TRANSPORTATION DISPATCHER

Job Title:	Transportation Dispatcher
Initial:	January 31, 2008
Revised:	February 8, 2018
Work Year:	261 days or 185 days
Office:	Operations
Department:	Transportation
Reports To:	Transportation Director Operations Manager
FLSA Status:	Non- e Exempt
Pay Range:	Educational Support Personnel Range 14

Related Organization Chart



POSITION SUMMARY: Responsible for maintaining and updating daily schedule for bus drivers, para professionals and trip drivers. Serve as a liaison between the public and transportation supervisor

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.

In addition, this position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- Dispatch appropriate personnel or equipment.
- Prepare daily work schedules based on transportation needs.
- Coordinate work and activities of others.
- Relay information to all transportation personnel.
- Communicate with supervisors, peers, or subordinates and people outside the organization and direct to appropriate staff members.
- Develop and maintain status charts to determine which units, drivers, and para professionals are available.
- Record and maintain records of calls, dispatches and other services on computers.
- Estimate sizes, quantities, time, cost needed to provide transportation for special events (field trips, special

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.

education transportation).

- Manage, maintain, and ~~or~~ reconcile transportation mileage sheets ~~and Fleet-Pro R.T.A R.T.A (or current form in use) worksheets for accuracy to keep them up to date and accurate.~~
- Performs duties of bus driver and bus paraprofessional, as needed.
- Assist in other areas of the department including, but not limited to, substitute route/trip driving, substitute paraprofessional on routes/trips, transportation dispatching, trip scheduling and billing as needed. Attend to situations requiring assistance on routes and stops. ~~Perform duties of bus driver, para professional as needed. Attend staff meetings.~~
- Recognizes opportunities for improvement and/or implements improved methods within the limits of authority when possible.
- Respond to emergencies and provide help with emergency medical care over the radio.
- ~~Carry On Call Phone and respond to afterhours calls.~~
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports the Transportation Supervisor Logistics Manager Logistics Operations Manager~~
- This position has no supervisory responsibilities.

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, plus specialized courses in basic computers.

Experience:

- One year and up to and including two years of experience in transportation department, dispatch work preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication ~~and interpersonal relation~~ and interpersonal relations skills.
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- Basic math and accounting skills.
- ~~Ability to read and understand construction drawings and specifications~~
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities ~~and tasks with frequent interruptions and tasks with frequent interruptions~~
- Ability to communicate effectively with various stakeholders.

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

- Ability to diffuse and manage volatile situations and stressful situations.
- Ability and willingness to carry district cell phone ~~a pager~~, be on call and/or respond to calls 24/7.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word and Excel, Outlook and Power Point
- ~~Working knowledge of Zonar or current GPS related system and equipment.~~ Working knowledge of Zonar or current GPS vehicle and student tracking related systems and equipment.
- Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.
- Ability to follow safety rules and practice safety in the workplace.
- ~~Operating knowledge of and experience with various software packages including Microsoft Word and Excel.~~
- ~~Operating knowledge of and experience with general office equipment, including telephones, copier, and fax machine, etc.~~

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with B PS2 endorsement required ~~for within 90 days of~~ within 90 days of hire.
- CPR and First Aid certifications within 3 months of hire.
- Mountain Training Certification within 6 months after hire.
- ~~CPI required within 3 months after hire.~~

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; reach with hands and arms; talk or hear. The employee frequently is required to sit; or smell. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in and emergency. 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; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions and vehicle vibration.

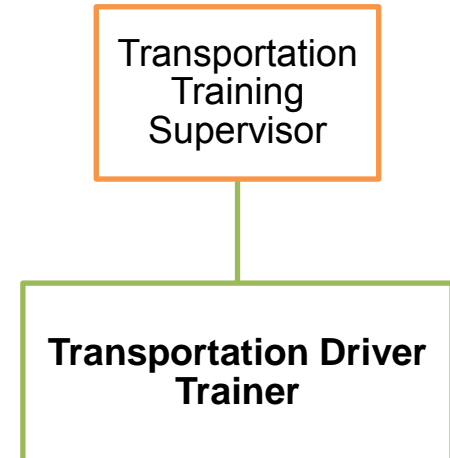
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

TRANSPORTATION DRIVER TRAINER

Job Title:	<u>Transportation</u> Driver Trainer
Initial:	March 5, 2007
Revised:	<u>February 8, 2018</u>
Work Year:	10 months
Office:	Operations
Department:	Transportation
Reports To:	Transportation Director <u>Transportation Training Supervisor</u>
FLSA Status:	Non- E exempt
Pay Range:	<u>Educational Support Personnel</u> Range 11 <u>2</u>

Related Organization Chart



POSITION SUMMARY: Responsible for educating, training and maintaining requirements and endorsements for Bus Drivers and ~~Transportation Bus~~ Paraprofessionals. Coordinate student management and handle transportation concerns from students, parents, school officials and the public. Provide input on driver performance evaluations. Investigate accidents. ~~Set up~~ Collaborate with Training Supervisor and Staffing Manager ~~for recruiting to find~~ prospective applicants. Coordinate and instruct students and drivers in school bus safety evacuation programs. Evaluate existing programs to improve and develop new training programs for staff.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- ~~Set up~~ Create and maintain ~~new and existing~~ driver training programs, ~~maintain and~~ training records according to state, federal regulations and district policy.
- Instruct classes in standard First Aid, CPR, driving in adverse weather and mountain terrain, awareness, defensive driving, substance abuse, sexual harassment, child abuse, student management, blood ~~borne~~ borne pathogens (BBP), safe clean up and prevention of disease transmission.
- Provide training and testing for maintenance and mechanic workers to obtain Commercial ~~Drivers~~ Driver's License (CDL) B P2S. 2
- Coordinate all levels of student management for transportation. Maintain student misconduct reports in database and file copies. ~~Type and mail copies to~~ Communicates with Communicates with parents and

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

related schools.

- Monitor and maintain safety of bus stops and loading zones.
- Act as transportation liaison between drivers, parents, students and school staff in reference to student and/or driver behavior. ~~Bill individuals for all vandalism on buses.~~ Field phone calls pertaining to student management and driver complaints.
- Investigate allegations by conducting fact-finding interview in cooperation with school staff regarding parent, student and /or driver concerns/complaints.
- Provide student/parent information to drivers for parent contact. Counsel drivers on student management issues. Keep in close contact with school officials regarding behavior situations as well as parent and driver concerns. ~~Maintain video surveillance program including distribution, ordering new videos, viewing, education and maintenance of video cameras and materials.~~
- Provide input to Transportation Manager Transportation Training Supervisor Training Supervisors, managers and/Director director on about driver performance, evaluations with regard to including student management management and driver performance.
- Evaluate the performance of all drivers and ~~paraprofessionals~~ paraprofessionals during ride along sessions checks, including annual pre-trip for Colorado Department of Education (CDE) certification.
- Maintain hard copies of driver physical examinations and driver certifications per CDE regulations. Obtain current motor vehicle record on all district employed drivers every six three three months. Input data into database regarding driver certifications, eligibility and expirations to meet federal, state and district requirements.
- ~~Set up recruiting to obtain prospective applicants. Fill out and submit all necessary paperwork to Human Resources regarding the hiring of new transportation employees. Assist the Human Resources department with analyzing and completing reference checks of Transportation employee applications and review selections that are made. Act as part of the interviewing team. Make hiring recommendations to the Director of Transportation.~~
- Instruct all drivers, and paraprofessionals and transition drivers on proper and safe usage of wheel chair lifts to include manual operations. Instruct proper procedures for applying securements safety restraints on wheel chairs as well as the placement of wheelchairs on the bus. Instruct proper usage of ear seats, seatbelts, safety vests and any adaptive equipment designed for the safe transportation of students. Instruct drivers and paraprofessionals on specific medical conditions and adaptations that may be required for safe transportation.
- ~~Investigate accidents; file required reports with the state and district. Input information on accidents into database, take pictures and print photos of accidents. Set up documentation packets for Accident Advisory Review Committee (AARC). Retrain driver per recommendation of the Accident Review Committee (ARC). Maintain records for the use of AARC.~~
- Performs duties of bus driver and bus paraprofessional, as needed.
- ~~Assist in other areas of the department such as driving routes as needed, attending to situations requiring assistance on routes and stops, assisting in the dispatch and scheduling office. Assist in other areas of the department including, but not limited to, substitute route/trip driving, substitute paraprofessional on routes/trips, transportation dispatching, trip scheduling and billing as needed. Attend to situations requiring assistance on routes and stops.~~
- ~~Coordinate setup and exhibition~~ Collaborate with the Training Supervisor in the execution, instruction and documentation of annual transportation in-service as well as monthly safety meetings as outlined by state and district regulations. Coordinate and instruct students in school bus safety programs. Set up, attend, answer questions and hand out information at Back to School Night. Attend positive behavior meetings at schools with drivers and school officials.
- Set up, coordinate and input information into database for all school bus evacuation drills to meet state and district requirements.

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.

- -Assist with the development and coordination of the school bus route.
- -Perform other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports to Transportation Training Supervisor~~ This position reports to Transportation Training Supervisor
- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.
- Must be able to obtain all CDE Driver Trainer Requirements as soon as practicable.

Experience:

No experience required; experience preferred in training in First Aid, CPR classes and the Colorado Commercial ~~Drivers~~ Driver's License Class B P2S.

- ~~Conflict nonviolent resolution training (CPI).~~

Knowledge Skills & Abilities:

- ~~Excellent~~ Excellent oral and written communication ~~and interpersonal relation~~ and interpersonal relation skills.
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- -Basic math and accounting skills.
- ~~Ability to read and understand construction drawings and specifications~~
- -Personal computer, keyboarding and word processing skills.
- -Customer service and public relations skills.
- -Critical thinking and problem solving skills.
- -Organizational skills.
- -Ability to maintain confidentiality in all aspects of the job.
- -Ability to manage multiple priorities ~~and tasks with frequent interruptions.~~
- ~~Ability to manage multiple tasks with frequent interruptions.~~
- -Ability to communicate effectively with various stakeholders.
- ~~Ability to diffuse and manage volatile and stressful situations.~~ Ability to diffuse and manage volatile and stressful situations.
- ~~Ability and willingness to be on call and/or respond to calls 24/7.~~

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

-
- Ability to maintain excellent attendance.
 - Ability to understand and follow complex oral and written instructions.
 - Ability to perform responsibilities without the necessity of close supervision.
 - ~~Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook and Power Point~~
 - Knowledge of and awareness of all age groups of students to effectively train in student management.
 - Ability to be punctual and follow a strict time schedule.
 - Ability to read a map and follow verbal or written navigation instructions.
 - Ability to understand and obey traffic laws.
 - Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
 - Knowledge of and ability to recognize the importance of safety in the workplace.
 - Ability to follow safety rules and practice safety in the workplace.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with B P2S endorsement required.
- CPR and First Aid certifications required within 3 months of hire.
- Mountain Training Certification within 6 months after hire.
- ~~Nonviolent Crisis Intervention Certification within 6 months of hire~~

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required sit, use hands to finger, handle, or feel, reach with hands and arms, to talk and hear. The employee frequently is required walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include close vision, distance 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; fumes or airborne particles; toxic or caustic chemicals; outdoor weather conditions and vehicle vibration. The noise level in the work environment is usually moderate.

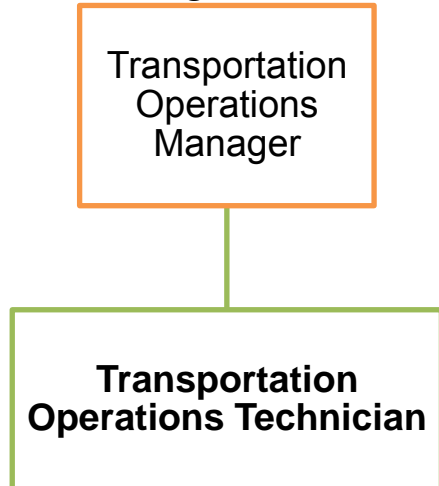
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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

TRANSPORTATION OPERATIONS TECHNICIAN

Job Title:	Transportation Operations Technician
Initial:	July 1, 2015
Revised:	<u>February 8, 2018</u>
Work Year:	220 -Days
Office:	Operations
Department:	Transportation
Reports To:	Director of Transportation <u>Operations Manager</u>
FLSA Status:	Non- e Exempt
Pay Range:	<u>Educational Support Personnel Staff Salary Schedule</u> Range 12

Related Organization Chart



POSITION SUMMARY: Coordinates and performs all administrative aspects of the district's Transportation Fee for Service (FFS) program. This position e Technician also prepares, maintains, edits and submits the Transportation Department's monthly payroll.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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. While you are on call you may be required to report to work.

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.

Fee for Service (FFS)

- Coordinates all facets of the transportation FFS program including billing, ridership applications and reporting. Processes all new bus riders and issues FFS cards. Communicates student rider information to drivers and adds students to a manual pass check off sheet.
- Coordinates FFS card system. Enters new and replacement card unique identifying numbers and data into master list and programs needed. Tracks card usage, new and replacement for school years.
- Runs the Transportation customer service window.

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.

- Provides busing and fee balance information to patrons as needed.
- Collects, prepares, and verifies all payments and forwards to the Finance Department weekly.
- Administers approved FFS collection program. Issues or sells replacement cards as needed.
- Creates, updates and implements BOE approved guidelines for bus fees. Accepts and processes payments of fees and replacement card fees for patrons.

Timekeeping

- Acts as the Transportation Department's primary representative in all matters regarding timekeeping, attendance, payroll preparation and submission, and management information utilizing the department's automated Management Information System (MIS).
- Prepares and submits any required or ad hoc reports in support of payroll, timekeeping, attendance, management information or FFS.

Other

- Performs duties of bus driver and bus paraprofessional, as needed.
- ~~Assists in other areas of the department to include substitute driving or paraprofessional on routes/trips, transportation dispatching, and trip scheduling and billing, as needed.~~ Assist in other areas of the department including, but not limited to, substitute route/trip driving, substitute paraprofessional on routes/trips, transportation dispatching, trip scheduling and billing as needed. Attend to situations requiring assistance on routes and stops.
- Conducts instruction and training, and prepares necessary official documentation for both the MIS and FFS programs.
- ~~Performs bus driving and paraprofessional duties when necessary.~~
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports to the Transportation Logistics Manager~~ This position reports to the Transportation Logistics Operations Manager.
- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent including basic computer classes.
- College level course, certificates or degrees in bookkeeping, accounting, or business preferred.

Experience:

- Experience in bookkeeping, timekeeping, collections, payroll, and/or automated management information systems preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.

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

- 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 to maintain confidentiality in all aspects of the job.
- ~~Ability and willingness to be on call and/or respond to calls 24/7~~
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.
- -Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.
- Ability to follow safety rules and practice safety in the workplace.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required at hire.
- Commercial driver's license (CDL) with B PS2 endorsement required ~~within 90 days of hire.~~
- CPR and First Aid certifications within 3 months after hire.
- Mountain Training Certification within 6 months after hire.

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit and hear. The employee frequently is required to use hands to finger, handle, or feel; reach with hands and arms; talk. The employee is occasionally required to stand; walk; climb or balance; stoop, kneel, crouch, or crawl; smell or taste. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

Work Environment: While performing the duties of this job, the employee is regularly exposed to outdoor weather conditions; vehicle vibration. The employee is frequently exposed to moving mechanical parts; fumes or airborne particles. The employee is occasionally exposed to wet and/or humid conditions; toxic or caustic chemicals. The noise level in the work environment is usually moderate.

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

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

OTHER WORK FACTORS

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

~~**Physical Demands:** While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; talk or hear. The employee frequently is required stand or walk. The employee is occasionally required to climb or balance; or smell. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

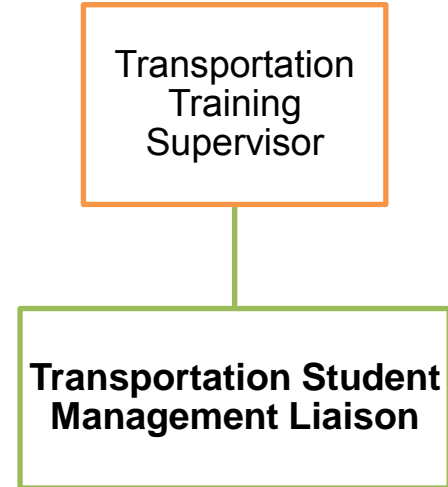
~~**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; outdoor weather conditions; vibration. The noise level in the work environment is usually moderate to loud.~~

~~**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.~~

TRANSPORTATION STUDENT MANAGEMENT LIAISON TECHNICIAN

Job Title:	Transportation Student <u>Management</u> Liaison <u>Technician</u>
Initial:	July 1, 2015
Revised:	<u>February 8, 2018</u>
Work Year:	185 Days
Office:	Operations
Department:	Transportation
Reports To:	Director of Transportation <u>Training</u> <u>Supervisor</u>
FLSA Status:	Non- e Exempt
Pay Range:	Educational Support <u>Personnel</u> Range 11 <u>2</u>

Related Organization Chart



POSITION SUMMARY: Responsible for coordinating student management transportation concerns for students, parents, school officials and the public. Coordinate and instruct students, parents and drivers in school bus safety, rules and behavior. Review, archive and control video viewing, and logs per applicable Board policies. Provide input for driver evaluations, regarding student management practices.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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. While on call you may be required to report to work.

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.

- Coordinate all aspects of student management for transportation.
- Maintain student misconduct reports in database and file copies. Type and mail copies to parents and related schools.
- Act as transportation liaison between drivers, parents, students and school staff in reference to student

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.

and/or driver behavior.

- Bill individuals for all vandalism on buses.
- Field phone calls pertaining to student management and driver complaints.
- Investigate all concerns by conducting fact-finding interviews in cooperation with school staff regarding parents, students, and ~~/or~~ driver concerns/~~complaints~~. ~~This investigation will be conducted with Training Supervisor as needed.~~ This investigation will be conducted with Training Supervisor as needed.
- Provide student/parent information to drivers for parent contact.
- Counsel drivers on student management issues.
- Keep in close contact with school officials ~~and Training Supervisor~~ and Training Supervisor regarding behavior situations as well as parent and driver concerns.
- Maintain video surveillance program including distribution, ordering new videos, viewing, education and maintenance of video cameras and materials.
- Provide input to transportation team leaders/trainers on driver performance evaluations with regard to their student management skills and performance.
- Performs duties of bus driver and bus paraprofessional, as needed.
- Assist in other areas of the department including, but not limited to, substitute route/trip driving, substitute paraprofessional on routes/trips, transportation dispatching, trip scheduling and billing as needed. Attend to situations requiring assistance on routes and stops.
- Coordinate with Training Supervisor, ~~/Driver Trainers~~, and school officials to setup and maintain the introduction to bus safety programs for pre K, ~~/Kindergarten~~ through 3rd grade. Setup and maintain orientation for 6th and 9th grade students.
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports to Transportation Training Supervisor.~~ This position reports to Transportation Training Supervisor
- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.

Experience:

- ~~No experience required.~~
- One year school bus driving experience.

Knowledge Skills & Abilities:

- ~~Excellent~~ Excellent oral and written communication ~~and interpersonal relation~~ and interpersonal skills.
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- -Basic math and accounting skills.

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

- ~~Ability to read and understand construction drawings and specifications~~
- -Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- ~~Ability to maintain confidentiality in all aspects of the job.~~
- -Ability to manage multiple priorities ~~and tasks with frequent interruptions.~~ and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to diffuse and manage volatile and stressful situations.
- ~~Ability and willingness to be on call and/or respond to calls 24/7.~~
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook and Power Point.
- ~~Working knowledge of Zonar or current GPS related system and equipment.~~ Working knowledge of Zonar or current GPS vehicle and student tracking related systems and equipment. ~~Operating knowledge of and experience with various software packages including Microsoft Word and Excel.~~
- ~~Knowledge of and awareness of all age groups of students to effectively train in student management.~~ Knowledge of and awareness of all age groups of students to effectively train in student management.
- Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.
- Ability to follow safety rules and practice safety in the workplace.
- ~~Knowledge of and 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.~~ Knowledge of and 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.

Certificates, Licenses, & Registrations:

- Criminal background check required at time of hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL-B) with B P2S endorsement required ~~within 90 days of hire.~~
- CPR and First Aid certifications required within 3 months of hire.
- Mountain Training Certification 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.

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit, use hands to finger, handle, or feel, reach with hands and arms, to talk and hear. The employee frequently is required walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in and emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

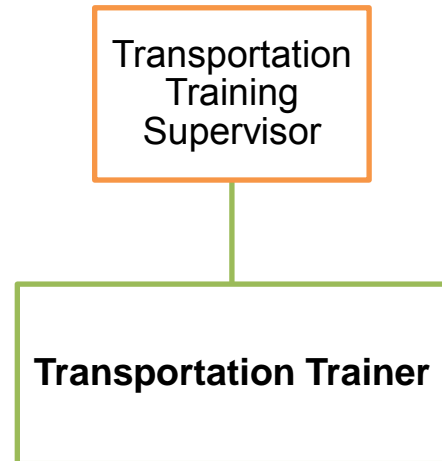
Work Environment: While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; outdoor weather conditions and vehicle vibration. The noise level in the work environment is usually moderate.

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

TRANSPORTATION TRAINER

Job Title:	Transportation Trainer
Initial:	April 2015
Revised:	<u>February 8, 2018</u>
Work Year:	185 Days
Office:	Operations
Department:	Transportation
Reports To:	Transportation Director <u>Training Supervisor</u>
FLSA Status:	Non- e <u>Exempt</u>
Pay Range:	<u>Educational Support Personnel</u> Range 12

Related Organization Chart



POSITION SUMMARY: Responsible for educating, training and maintaining requirements and endorsements for Bus Drivers and ~~Transportation Bus~~ Paraprofessionals. Coordinate and handle transportation concerns from students, parents, school officials and the public. Provide input on driver performance evaluations. Investigate accidents. ~~Set up~~ Collaborate with Training Supervisor and Staffing Manager ~~recruiting~~ to find prospective applicants. Coordinate and instruct students and drivers in school bus safety evacuation programs. Evaluate existing programs to improve and develop new training programs for staff.

NOTE: This position is subject to alcohol and drug testing prior to hire, post-accident, for reasonable suspicion and random testing.

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.

- ~~Set up~~ Create and maintain new and existing driver training programs, maintain training records according to state, federal regulations and district policy.
- Instruct classes in standard First Aid, CPR, driving in adverse weather and mountain terrain, awareness, defensive driving, substance abuse, sexual harassment, child abuse, student management, blood borne pathogens (BBP), safe clean up and prevention of disease transmission.
- Provide training and testing for maintenance and mechanic workers to obtain Commercial Driver's License (CDL) B P2S.
- Provide input to Transportation ~~supervisors, m-Manager~~ s/ and d-Director on driver performance evaluations with regard to student management and driver performance. Evaluate performance of all drivers during ride along sessions, including annual pre-trip for Colorado Department of Education (CDE) certification.

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.

- Maintain hard copies of driver physical examinations and driver certifications per CDE regulations. Obtain current motor vehicle record on all district employed drivers every ~~six~~ three months. Input data into database regarding driver certifications, eligibility and expirations to meet federal, state and district regulations.
- ~~Set up recruiting to obtain prospective applicants. Fill out and submit all necessary paperwork to Human Resources regarding the hiring of new transportation employees. Assist the Human Resources department with analyzing and completing reference checks of Transportation employee applications and review selections that are made. Act as part of the interviewing team. Make hiring recommendations to the Director of Transportation.~~
- Instruct all drivers, and paraprofessionals ~~and transition drivers~~ on proper and safe usage of wheel chair lifts to include manual operations. Instruct proper procedure for applying ~~safety restraints~~ securements on wheel chairs as well as the placement of wheelchairs on the bus. Instruct proper usage of ~~car seats~~, seatbelts, safety vests and any adaptive equipment designed for the safe transportation of students.
- Instruct drivers and paraprofessionals on specific medical conditions and adaptations that may be required for safe transportation.
- ~~Investigate accidents; file required reports with the state and district. Input information on accidents into database, take pictures and print photos of accidents. Set up documentation packets for Accident Advisory Review Committee (AAR)~~ Retrain drivers per recommendation of Accident Review Committee (ARC). Maintain records for the use of AARC.
- Performs duties of bus driver and bus paraprofessional, as needed.
- ~~Assist in other areas of the department such as driving routes as needed, attending to situations requiring assistance on routes and stops, assisting in the dispatch and scheduling office. Assist in other areas of the department including, but not limited to, substitute route/trip driving, substitute paraprofessional on routes/trips, transportation dispatching, trip scheduling and billing as needed. Attend to situations requiring assistance on routes and stops.~~
- ~~Coordinate setup and exhibition~~ Collaborate with the Training Supervisor in the execution, instruction and documentation of annual transportation in-service as well as monthly safety meetings as outlined by state and district regulations. Coordinate and instruct students in school bus safety programs. Set up, attend, answer questions and hand out information at Back to School Night. Attend positive behavior meetings at schools with drivers and school officials.
- Set up, coordinate and input information into database for all school bus evacuation drills to meet state and district requirements.
- Assist with the development and coordination of the school bus rod-e-o.
- Utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

- ~~This position reports to Transportation Training Supervisor~~ This position reports to Transportation Training Supervisor
- 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:

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.

Education & Training:

- High school diploma or equivalent.
- Must be able to obtain a CDL Third Party Tester license as soon as practicable.
- Must be able to obtain all CDE Driver Trainer Requirements as soon as practicable

Experience:

- No experience required; experience preferred in training First Aid, CPR classes and the Colorado Commercial Driver's License Class B P2S.

Knowledge Skills & Abilities:

- ~~Excellent~~ oral and written communication ~~and interpersonal relation~~and interpersonal relations skills.
- Basic math and accounting skills.
- ~~Ability to read and understand construction drawings and specifications~~
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities ~~and tasks with frequent interruptions~~and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- ~~Ability to diffuse and manage volatile and stressful situations.~~Ability to diffuse and manage volatile and stressful situations.
- 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.
- ~~Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and car seats required within one~~
- Ability to be punctual and follow a strict time schedule.
- Ability to read a map and follow verbal or written navigation instructions.
- Ability to understand and obey traffic laws.
- Operating knowledge of wheelchair lift, wheelchair restraints, safety vests and securements.
- Knowledge of and ability to recognize the importance of safety in the workplace.
- Ability to follow safety rules and practice safety in the workplace.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Commercial driver's license (CDL) with B P2S endorsement required.
- CPR and First Aid certifications within 3 months after hire.
- Mountain Training Certification within 6 months after hire.

OTHER WORK FACTORS

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

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

Physical Demands: While performing the duties of this job, the employee is regularly required sit, use hands to finger, handle, or fee, reach with hands and arms, to talk and hear. The employee frequently is required walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in an emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.

Work Environment: While performing the duties of this job, the employee is regularly required sit, use hands to finger, handle, or fee, reach with hands and arms, to talk and hear. The employee frequently is required walk. The employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 50 pounds frequently lift and occasionally lift and/or move up to 100 pounds. Employee must have the ability to and physically be able to perform bus evacuations in and emergency. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus

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 7.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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
7.05a	AD	School District 49 Identity, Vision, Mission and Philosophy	L Fletcher	Updated compass
7.05b	DG	Banking Services	J Poulin	Minor revisions
7.05c	DI	Fiscal Accounting and Reporting	J Poulin	Minor updates
7.05d	DID	Record of Fixed Assets	J Poulin	Minor updates
7.05e	DKB	Salary Deductions	J Poulin	Minor revisions
7.05f	DKC	Expense Authorization/ Reimbursement	J Poulin	Revised to reflect current practice; add detail to policy
7.05g	DM	Cash in Buildings	J Poulin	Minor revisions
7.05h	JJF	Student Activity Funds	J Poulin	Minor updates
7.05i	GBJA	Disclosure of Information to Prospective Employers	P Andersen	Updated to reflect CASB's recommended language
7.05j	GBQE	Retirement of Staff	P Andersen	New policy incorporating GCQE and GDQC
7.05k	GCQE	Retirement of Professional Staff	P Andersen	Recommend repeal, see GBQE
7.05l	GDQC	Retirement of Educational Support Staff	P Andersen	Recommend repeal, see GBQE
7.05m	GDJ	Educational Support Staff Transfer and Vacancy Policy	N Evans	Revised to reflect current practice

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	
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BOE Regular Meeting February 8, 2018
Item 7.05 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>Rock #1—Establish enduring <u>trust</u> throughout our community</p><p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p><p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p></div>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, I move to approve the revisions 13 policies as recommended by the administration.

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

DATE: January 26, 2018

BOARD-APPROVED POLICY OF DISTRICT 49

Title	School District 49 Identity, Vision, Mission and Philosophy
Designation	AD
Office/Custodian	Education/Chief Education Officer

Identity

District 49 is the most expansive and fastest-growing school district in the Pikes Peak region. Serving students, their parents, and the citizens of dozens of communities, District 49 unites neighborhoods and development from the eastern half of Colorado Springs and El Paso County. District 49 includes the Powers corridor, encompasses Banning Lewis Ranch, extends through Falcon and continues north to the Black Forest.

As part of our unified identity, District 49 embraces eight values, represented in our Cultural Compass.



The inner ring of our cultural compass reflects our commitment for how we treat each other.
The outer ring reflects our commitment to how we treat our work.
Every strategy, priority, initiative and plan must uphold our culture.

Vision

The Best Choice

Mission (short form)

To Learn, Work, and Lead

Mission (long form)

By learning, working, and leading, we will prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

Educational Philosophy Statement

Falcon School District #49 is committed to the creation of educational environments where all children can maximize their individual learning potential. Further, we are committed to meeting student's needs in all domains: academic, social, and physical. An emphasis in all activities will be toward empowering students to take an active role in their own learning. The achievement of significant educational outcomes will be a major goal as well as a measure of success for each student.

The following beliefs shall be demonstrated throughout the District.

- All staff should abide by the District code of ethics.

- High expectations for all result in high performance and achievement.
 - Everyone is accountable for improving student achievement.
 - Every student should achieve excellence.
 - Every student will graduate from high school prepared for success in work or further study.
 - Every student deserves an effective teacher.
 - Every school deserves effective leadership.
 - High quality professional development promotes high student achievement.
 - Parent and community engagement enhances student achievement.
 - Every parent should be an active participant in their child's education.
 - A safe and secure environment is essential for effective teaching and learning.
 - Responsible and productive citizens are the foundation of a democratic society.
 - Every department should demonstrate efficiency and effectiveness in operations to support academic programs, and ensure fiscal responsibility.
-
- Adopted: October 15, 1992
 - Revised: July 21, 1994
 - Reviewed: August 13, 1998
 - Revised: August 10, 2000
 - Revised: November 11, 2010
 - Revised: March 10, 2016
 - Revised: February 8, 2018

LEGAL REF:

- C.R.S. 22-32-109.1 (*requirement that mission statement reflect safety as a priority*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Banking Services (And Deposit of Funds)
Designation	DG
Office/Custodian	<u>Business Finance</u>/Accounting Group Manager

All revenue received by the dDistrict shall be deposited in an official bank or banks or savings and loan institutions as designated by the Board of Education. Such financial institution must qualify as an eligible public depository in accordance with state law.

When moneys are withdrawn from the custody of the cCounty treasurer, such withdrawn monies and all other monies belonging to the dDistrict including moneys derived from food services and school activities shall be deposited by the treasurer of the Board or official custodian to the credit of the dDistrict in a depository designated by the Board.

The treasurer or official custodian shall comply with all requirements of state law regarding the deposit of dDistrict funds.

- Current practice codified: 1980
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Reviewed: April 28, 2010
- Revised: May 12, 2011
- Revised: February 8, 2018

LEGAL REFS:

- C.R.S. 11-10.5-101 *et seq.* (Relates to deposits of public funds in banks)
- C.R.S. 11-47-101 *et seq.* (Relates to deposits of public funds in savings and loan institutions)
- C.R.S. 22-32-104 (4)(c) (Organization of Board of Education)
- C.R.S. 22-32-107 (3),(4),(6) (Duties-treasurer)
- C.R.S. 22-32-109 (1)(g) (Board of Education-specific duties)
- C.R.S. 22-32-110 (1)(x) (Board of Education-specific powers)
- C.R.S. 22-40-104 (Relates to county treasurer)
- C.R.S. 22-40-105 (Registered warrants by treasurer of the board)
- C.R.S. 22-45-104 (Relates to collection and deposit of fees and fines)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Fiscal Accounting and Reporting
Designation	DI
Office/Custodian	Business/Accounting Group Manager

The Chief Business Officer or designee shall be responsible for receiving and properly accounting for all funds of the ~~d~~District.

All funds received and/or disbursed by any agency of the school system including any and all ~~d~~District transactions shall be accounted for carefully and accurately; shall conform with generally accepted principles of governmental accounting providing for the appropriate separation of accounts, funds, and special moneys, and shall be done in a manner that is easily reviewed and lends itself to auditing.

When accounting for any enterprise funds the ~~d~~District shall use the full accrual basis of accounting.

- Current practice codified: 1980
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: August 12, 2010
- Revised: May 12, 2011
- ~~Revised: January 10, 2013~~
- ~~Revised: February 8, 2018~~

LEGAL REF:

- C.R.S. 22-45-102 (*Accounts*)
- C.R.S. 22-44-103 (*Enterprise funds accounting methods*)

~~NOTE: The "Financial Policies and Procedures Handbook" adopted by the State Board of Education is to be used by every school district in the keeping of financial records and in the periodic presentation of financial information to the Board. [C.R.S. 22-44-204 (3)].~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Record of Fixed Assets
Designation	DID
Office/Custodian	Business/Accounting Group Manager

The district shall maintain a system to record and track district owned real and personal property assets in order to:

- Comply with Colorado Revised Statutes (CRS) 22-45-101 et.seq. and generally accepted accounting principles (GAAP)-
- Use by the district to improve the management and safeguarding of district assets, and
- Use for purposes of insurance claims and loss-

Fixed assets for financial reporting purposes required by GAAP are land, buildings, and equipment that have a purchase or donated value of \$5,000 or more and a useful life of more than one year. Equipment permanently fixed in a building such as heaters or lockers shall not be inventoried.

District equipment with a value between \$500 and \$5,000, useful life of more than one year and are particularly susceptible to loss will be identified and periodically inventoried as non-capitalized equipment.

Responsibility for the system shall lie with the Chief Business Officer, Chief Operations Officer, Business Office Team~~Finance Department~~, principals, and administrative department heads responsible for fixed assets and non-capitalized equipment in their schools/departments.

- Adopted: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: September 7, 2000
- Revised: May 13, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: February 8, 2018

LEGAL REF:

- C.R.S. 22-45-101(2) (Definition)
- C.R.S. 22-45-112 (Sale of assets)
- C.R.S. 29-1-506 (1) (Annual inventory)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Salary Deductions
Designation	DKB
Office/Custodian	Business/Accounting Group Manager

Deductions shall be made from the paychecks of all employees for retirement and federal and state income tax in keeping with federal and state requirements and Medicare tax if applicable. In addition, court ordered deductions (i.e. wage garnishments, court-ordered child support, etc.) will be withheld from employees' salaries and remitted to the appropriate recipient according to the order received.

Salary deductions shall be made for absences not covered by leave policies adopted by the Board of Education. Such deductions shall be calculated at the employee's current per diem rate based on the employee's current work year calendar.

Employees may elect to have amounts withheld from their paychecks to be used by the ~~d~~District to pay a third party. Examples of such deductions include health insurance and tax-deferred annuities; often referred to as a Section 125 Cafeteria Plan as -these deductions are taken out pre-tax.

All employees are entitled to take advantage of the provisions of Section 403(b) of the Internal Revenue code of 1954, as amended, whereby a public school employee may have his pay reduced by an amount which is credited to his/her account with a firm which will establish this sum as an annuity account. The Chief Business Officer shall be authorized to issue written regulations covering the acceptance of Tax Shelter Annuity Companies to assure an orderly processing of the employee's fund. The ~~d~~District does not endorse any tax shelter company. It shall be the employee's responsibility to select the company that best meets his/her needs, provided such company has made the necessary arrangement with the ~~d~~District ~~Business/Finance~~ Office.

All employees are entitled to take advantage of the provisions of Section 401(k) of the Internal Revenue code. The only 401(k) program authorized by the ~~d~~District is the program operated by the Colorado Public Employees Retirement Association (Colorado PERA).

All voluntary deductions shall require an approved authorization form signed by the employee stating the amount, third party, and name of employee. Voluntary deductions shall be offered to ~~d~~District employees when twenty-five or more employees submit authorization forms.

All other deductions shall require Board approval and permission of the employee.

- Adopted: September 1, 1977
- Revised: July 19, 1984
- Revised: November 4, 1999
- Revised: December 10, 2009
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: February 8, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Expense Authorization/Reimbursement <u>(Mileage and Travel)</u>
Designation	DKC
Office/Custodian	Business/Accounting Group Manager

~~This The same general_~~ policy shall apply to all ~~personnel and d~~District employees and Board members.
~~officials in regard to reimbursement of expenses. This policy shall be as follows:~~

~~1.~~ Personnel and officials who incur expenses in carrying out their authorized duties shall be reimbursed by the ~~d~~District upon submission of a properly completed, ~~and~~ approved mileage/expense form~~voucher~~ and detailed ~~such supporting receipts as required by the administrator responsible for business affairs.~~

~~2.~~ Such expenses shall be approved and incurred in line with budgetary allocations for the specific type of expenses, Board Policy and applicable law.

~~3.~~ ~~When official travel by personally owned vehicle has been authorized, mileage payment shall be made at the rate currently approved by the Internal Revenue Service. Employees who receive a travel allowance are not eligible for mileage reimbursement for travel within the state of Colorado unless prior approval has been granted by the Chief Education Officer, Chief Business Officer or Chief Operations Officer.~~

Travel Costs

This policy ensures that:

- District employees and Board Members are reimbursed for the cost of approved district-related travel;
- Reimbursed travel costs are properly documented;
- Reimbursed travel costs are consistent with cost-effectiveness and efficiency principals;
- Reimbursed travel costs are within this policy's parameters and applicable state and federal law.

For purposes of this policy, travel costs shall mean the expenses for transportation, lodging, meals and related items incurred by district employees or Board members who are on district-related travel. District-related travel is defined as attendance at conferences, seminars, meetings or other events related to district business and that promote or benefit the district.

When district-related travel by an employee's or Board member's personally owned vehicle has been authorized, mileage reimbursement shall be made at the rate approved by the Board. Such mileage reimbursement rate shall not exceed the mileage rate established by the Internal Revenue Service.

Actual costs for meals, lodging and other allowable expense shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the Internal Revenue Service.

Travel Costs not covered by the district:

- Alcohol
- Expenses for spouse, significant other or guest
- Gas for personal use of private vehicles
- Mini-bar in hotel
- Room service
- Movie rentals (which includes in-room movies)
- Other forms of entertainment
- Fines for parking or traffic violations



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cash in Buildings
Designation	DM
Office/Custodian	FinanceBusiness/Accounting Group Manager

School employees shall assume responsibility for funds in their care. All funds in the care of an employee shall be turned into the office each day. Once an employee has turned the funds in to the office, he/she shall be relieved of the responsibility for the funds.

School administrators shall ensure that only small amounts of cash are kept in their buildings and that all cash is kept in a locked safe at the end of each day. If \$100 or more in cash is accumulated, every effort must be made to deposit those funds the next business day. No matter how small the amount of cash or checks, deposits must be made at least weekly.

- Adopted: August 21, 1980
- Revised: July 19, 1984
- Revised: November 4, 1999
- Revised: June 10, 2010
- Reviewed: February 8, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Activities Funds
Designation	JJF
Office/Custodian	Business/Accounting Group Manager

Student activity funds may be raised and spent to promote the general welfare, education and morale of all students and shall finance authorized activities of student organizations and the dDistrict.

Student activity funds are considered a part of the total fiscal operation of the dDistrict and, therefore, are subject to the policies and regulations established by the Board of Education. The funds shall be managed in accordance with sound business practices – including sound budgetary and accounting procedures as well as audits – in the same manner as regular dDistrict funds. Principals shall participate in the preparation, modification, and interpretation of policies and procedures that affect student activity funds.

Student activity funds are to be used to finance a program of authorized school activities which may augment but not replace the activities financed by the dDistrict. Funds derived from the student body as a whole shall be so expended as to benefit the student body as a whole and the student body shall be represented in the democratic management of those funds raised by students and expended for their benefit. Funds derived from authorized clubs and organizations shall be expended to benefit the specific club or organization and, insofar as possible, to benefit those students currently in school who have contributed to the accumulation of these funds.

Activity fund-raising shall be conducted in such a manner as to offer minimum competition to commercial concerns while still benefiting the student body as a whole.

Authorized clubs and organizations within the schools may use dDistrict facilities and equipment for fund-raising if such use does not create an additional cost to the dDistrict. If additional cost is incurred, the club or organization shall pay such cost.

The individual in charge of any activity which charges a fee shall ensure the deposit of the funds collected in the appropriate fund. School administrators shall ensure that only small amounts of cash are kept in their buildings and that all cash is kept in a locked safe at the end of each day. No more than one-hundred dollars (\$100) in cash may be kept overnight in a school safe. If \$100 or more in cash is accumulated, every effort must be made to deposit those funds the next business day. No matter how small the amount of cash or checks, deposits must be made at least weekly. Expenses of all activities shall be paid only by checks drawn on the Board of Education's designated bank.

- Adopted: December 21, 1989
- Revised to conform with practice: date of manual revision
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: February 8, 2018

CROSS REFS:

- DB, Annual Budget, and subcodes
- DG, Banking Services (And Deposit of Funds)
- DI, Financial Accounting and Reporting, and subcodes
- DM, Cash in Buildings

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Disclosure of Information to Prospective Employers
Designation	GBJA
Office/Custodian	Education/Director of Human Resources

Teachers

Pursuant to state law, the district shall, upon request, disclose to another school district or school, the reasons for the teacher's separation from employment with the district, any pertinent performance or disciplinary record of the teacher that specifically relates to any negligent action of the teacher that was found to endanger the safety and security of a student, and any disciplinary records that relate to behavior by the teacher that was found to have contributed to a student's violation of the school district's conduct and discipline code. This information shall only be disclosed to personnel authorized to review the personnel file in the requesting district and the person applying for a position as a teacher.

~~Pursuant to state law, the District shall, upon request, disclose to another district or school, the reasons for a teacher's separation from employment with the District. This information shall only be disclosed to personnel authorized to review the personnel file in the requesting district and the person applying for a position as a teacher.~~

Other district employees

With regard to all other former or current district employees, the ~~D~~district shall disclose to a prospective employer information relative to the employee's suitability for reemployment, including his or her work-related skills, and abilities, ~~and habits~~. In the case of a former employee, the ~~D~~district shall also disclose the reason for the employee's separation.

Immunity provisions

The ~~D~~district, and its employees, agents, and representatives authorized by the ~~D~~district to make such disclosures, shall be immune from civil liability for disclosing such information unless the ~~D~~district knew or should have reasonably known that the information was false.

Copy to employee

When the ~~D~~district provides written information about a current or former employee to a prospective employer, it shall send a copy of that information to the employee upon request. The ~~D~~district shall also make such written information available to the current or former employee upon request during normal business hours. A fair and reasonable price shall be charged by the ~~D~~district for any copies of the written information requested by the employee.

- Adopted: January 11, 2001
- ~~Revised: May 13, 2010~~
- Revised: February 8, 2018

LEGAL REFS:

- C.R.S. 8-2-114 (2), (3) and (5)
- C.R.S. 22-63-202

CROSS REFS:

- GCE/GCF, Professional Staff Recruiting/Hiring

- GDE/GDF, Support Staff Recruiting/Hiring



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Retirement of Staff
Designation	GBQE
Office/Custodian	Business/Director of Human Resources

The Board has no mandatory retirement age for district employees. Employees are encouraged to make their own retirement decisions and to give written notice to their supervisor and the Human Resources Department once a retirement date has been established.

- Adopted: February 8, 2018

LEGAL REFS:

- Age Discrimination in Employment Act, 29 U.S.C. 621 *et seq.*
- C.R.S. 24-51-101 *et seq.* (*Public Employees' Retirement Association*)

CROSS REF:

- GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members (And Contract Nonrenewal)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Retirement of Professional Staff
Designation	GCQE
Office/Custodian	Business/Director of Human Resources

~~Employment decisions of the Board of Education are based on many factors. Therefore, the Board has no mandatory retirement age for District employees.~~

~~Employees are encouraged to make their own retirement decisions and are required to give written notice to their supervisor and the Human Resources Department once a retirement date has been established.~~

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: January 14, 2009~~

~~LEGAL REFS:~~

- ~~• Age Discrimination in Employment Act, 29 U.S.C. 621 *et seq.*~~
- ~~• C.R.S. 24-51-101 *et seq.* (Public Employees' Retirement Association)~~

~~CROSS REF:~~

- ~~• GCQF, Discipline, Suspension, and Dismissal of Professional Staff Members (And Contract Nonrenewal)~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Retirement of Educational Support Staff
Designation	GDQC
Office/Custodian	Business/Director of Human Resources

~~Employment decisions of the Board of Education are based on many factors. Therefore, the Board has no mandatory retirement age for District employees.~~

~~Employees are encouraged to make their own retirement decisions and to give written notice to the Board once a retirement date has been established.~~

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: November 11, 2010~~

~~LEGAL REFS:~~

- ~~• Age Discrimination in Employment Act, 29 U.S.C. 621 *et seq.*~~
- ~~• C.R.S. 24-51-101 *et seq.* (Public Employees' Retirement Association)~~
- ~~• C.R.S. 24-34-402~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Education<u>al</u> Support Staff<u>Personnel</u> Transfer and Vacancy
Designation	GDJ
Office/Custodian	Business/Director of Human Resources

General principles

This transfer and vacancy policy is established to address the needs of ~~continuing~~ Educational Support Personnel ~~support~~ (“support”) employees, building and ~~D~~istrict objectives and programs, and the educational needs of ~~children~~ students. This policy and procedure will define the process to be followed by support employees, ~~administrators~~ supervisors, and the ~~human resources~~ personnel office when support vacancies occur and when determining employee re-assignments.

- Adopted: February 4, 1993
- Reviewed: May 11, 2000
- Revised: January 13, 2011
- Revised: February 8, 2018

BOARD OF EDUCATION ITEM 7.06A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Sahvanna Mease, Family Consumer Sciences Teacher, VRHS

TITLE OF AGENDA ITEM: World of Work Course Addition

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of a semester long course entitled World of Work.

RATIONALE:

World of Work is a semester long class that will prepare students for work in the community. Students will learn about themselves as an individual related to work, demonstrate job attainment skills and knowledge including resume writing and job interviews. As students in 9-10th grade typically have not begun formal jobs, students will learn about navigating finding and beginning jobs, workplace health and safety, work ethics, building work relationships and introduction to managing money. Preparing students for work will help ensure a positive representation of the district while students are in the community. Successful completion of this course will aid in application towards workplace learning experiences available through the district marketplace.

RELEVANT DATA AND EXPECTED OUTCOMES:

Through the completion of an academic portfolio, students will be able to:

- Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster
- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.
- Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.
- Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
- Know and understand the importance of professional ethics and legal responsibilities.
- Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.
- Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster

INNOVATION AND INTELLIGENT RISK:

Offering career preparation classes will assist students in completing their ICAP's and pathways during high school. According to the Bureau of Labor Statistics approximately 54.8% of young people (ages 16-24) are employed this year. Majority of the youth population in the United States is employed or actively seeking employment in high school or post-graduation. In 2015 51.7% of high school graduates not enrolled in college were employed. Preparing students for all avenues of life, for college and career readiness is essential for student success after graduation.

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

BOE Regular Meeting February 8, 2018
Item 7.06a continued

C u l t u r e	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Successful completion of this course will aid in application towards workplace learning experiences available through the district marketplace. Experiences available to students enable them to engage with the community in a professional manner.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Students will become prepared to find jobs while still in or following high school. Additionally, students will be equipped with skills and knowledge for work-based learning experiences in upper level pathway classes or offerings through the district Workplace Learning Marketplace.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of career preparation courses helps students identify and prepare for life after graduation. Professional and work-based skills learned through this course can be applied to any profession.
	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: No.

AMOUNT BUDGETED: NA

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course proposal for World of Work.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

World of Work

Ms. Mullikin

2018-2019

Career and Technical Education (CTE) Dept/Family and Consumer Sciences

Accountable

- For our actions
 - Be on time
 - Be prepared for class
 - Be engaged in class
 - Be aware of consequence of your efforts
- Scales will be posted (see class syllabus)

Respect

- For abilities , qualities, and achievements
 - Capturing Kids Hearts

Transparent

- Build positive relationships through honesty and openness
 - Ask questions/Seek Help
 - Professional Conflict

Caring

- Provide safe and caring environment for students and staff
- Student of the Month (school wide)



Welcome to World of Work! This semester we will be learning the ins and outs of gaining employment, and keeping employment! The purpose of this course is to focus on career assessment, job skills, interview skills, finding and keeping a job, researching careers, communication techniques, and work ethics. Students will acquire knowledge and understanding of employment that is necessary for strengthening the well-being of the workforce. Do not hesitate to contact me with questions regarding any topics that we cover in class.

One of the most important skills an adult can have is strong communication. Over the course of the semester we will be working on developing these skills through classroom discussions and projects, so please be prepared to speak up and share your opinions!

Contact Information

****Parents and Students****

Please feel free to contact me with any questions or concerns you may have. I will respond to emails within 24 hours.

Ms. Mary Mullikin

Rm. F114

E-mail: mmullikin@d49.org

Planning Period: 7th

CLASS SUPPLY LIST

The following is a list of supplies that are required for this class. Please bring them to class every day.

- Three ring binder with loose leaf paper
(Can be used with other classes too- please keep other classes separate!)

OR

- A 1 subject notebook and folder FOR THIS CLASS ONLY

- Pencil or Pen

**STUDENTS MUST BE ALLOWED TO ACCESS THE INTERNET IN THIS CLASS.
STUDENTS WILL BE SUPERVISED.**

EXPECTED CLASSROOM BEHAVIORS

In order to have a safe and enriching learning environment for everyone I expect the following classroom behaviors:

- This classroom is a SAFE ZONE. In my classroom we RESPECT all aspects of people, including race, ethnicity, gender expression, sexual orientation, socio-economic background, age, religion, body shape, size, and ability. I will not tolerate bullying or hate in my classroom.
- Be prepared for each class period with necessary supplies. If using supplies provided in class, please treat them with respect, and return items to their proper location.
- You are responsible for getting any makeup work from GOOGLE CLASSROOM. If you cannot find it there, then ask me. I want you to be successful, but you need to take the initiative!
 - Respect yourself and others around you through appropriate language and proximity.
 - Actively participate in all classroom activities and discussions
- Maturity and professionalism is required at all times. This is an upper-level course and you have chosen to be here, and many students are waitlisted to be in this class. If you are not ready to contribute to a highly productive, creative, educational and supportive environment, I suggest withdrawing from the class.
- You, your safety, and your education are my top priorities. I respect you, and I can't wait to get to know you better!

CELL PHONES

Technology is quickly becoming an active part of our everyday lives; because of this I understand the desire to use electronic devices during class. Cell phones will sometimes be a tool used in some classroom activities and are allowed to be in the classroom. However, technology usage is a privilege and can be taken away with misuse so please only use it during instructed times. If caught using your cell phone during an unapproved time, you will receive one warning and if I see it is a distraction again, I will keep it for the ***remainder of the class period.***

ABSENCES

Excused Absences: Any work assigned before your absence is due on the day you return. You have 2 class periods to complete any assignments that were assigned on the day of your absence, without penalty.

Please look on Google Classroom, it is your responsibility to get the information you missed. If you cannot find the missing work, please ask me for help.

Unexcused Absences/Late Work Policy: *I will accept late work (including those from unexcused absences) up until the **end of quarter deadline** for **½ credit**. After that deadline, I will not accept it.*

ACADEMIC HONESTY

It is the policy of both District 49 and Vista Ridge High School that academic dishonesty is a serious breach of conduct. For questions regarding academic dishonesty, please consult your student handbook.

JOB SHADOW EXPERIENCE

One of the most memorable experiences of this class is the possibility to engage in a job shadow experience. It is encouraged that all students participate. Students will sign up for a specific experience throughout the semester. Permission slips, training for student and more information will be provided later in the semester.

CTE GRADING SCALE

Letter grades are based on the total points earned throughout the semester, determined by your mastery of the content and are based on the following scale:

Assignments may *look* like they are worth the same amount, however, grades are weighted differently for different categories.

Participation and Bell Work= 10% of Final Grade

Classwork = 30% of Final Grade

Assessments/Projects= 60% of Final Grade

*If you are confused about how Career and Technical Education (CTE) classes are graded please do not hesitate to contact me or the faculty leader, Ken Cox, kcox2@d49.org

Grades will be updated on a weekly basis and can be accessed through Infinite Campus. Students and parents are encouraged to check grades on a weekly basis and talk to me immediately on any discrepancies or concerns.

Score	% Earned
4	100.0
3.5	95.0
3	90.0
2.75	85.0
2.5	80.0
2.25	75.0
2	70.0
1.5	65.0
1	60.0
0	0.0

STUDENT ORGANIZATION

FCCLA- Family Career and Community Leaders of America

Child Development students, as well as all Family and Consumer Science students, are encouraged and welcome to join FCCLA. FCCLA offers leadership opportunities, fun filled conferences, community service projects and competition opportunities **Meeting times will be announced.**



Please feel free to come in for help. I am committed to working with you to help you succeed in school.
Let's make this a GREAT semester!!

Family and Consumer Sciences Syllabus Sheet

To save paper, please view the class syllabus on Google Classroom. Students enrolled in Google Classroom today! If your student was unable to enroll, the code is _____. If you need a hard copy of the syllabus don't hesitate to ask! Teacher contact information can be found on the Vista Ridge website, or through Parent Portal on Infinite Campus!

Please Return By _____

Please sign below to indicate that you have read and understand the syllabus.

CLASS: _____ Period _____

Student Name _____ Date _____

Student Signature _____ Date _____

Guardian Name _____ Date _____

Guardian Signature _____ Date _____

QUESTIONS and/or CONCERNS?:

WORLD OF WORK

CTE/Family and Consumer Sciences

S. Mease and M. Mullikin



VRHS

This course focuses on career assessment, job skills, interview skills, finding and keeping a job, researching careers, communication techniques, and work ethics. Students should be looking for employment in a Family and Consumer Sciences related area.

COURSE OUTLINE

I. Individual as related to work

A. Self concept

1. Understanding self
2. Goals and values
3. Decision making
 - a. Steps in decision making
 - b. Problem solving
4. Leadership
 - a. Teamwork
 - b. Leadership skills
 - c. Community service
 - d. FCCLA

B. Why Work?

1. Advantages and disadvantages
2. Difference between job and career

C. Assessment skills

1. Personal interests and aptitude
2. Learning styles
3. Work interest inventory

II. Job search

A. Career investigation

1. Traditional resources
2. Internet resources
3. Informal strategies
4. Occupational outlook/economic trends
5. Job benefits

- B. Job Attainment
 - 1. Resources/networking
 - 2. Self evaluation in job seeking
- C. Career shadow

III. Job application/interview

- A. Cover Letters
- B. Resume
- C. Application
 - 1. Online
 - 2. Paper
- D. Interview (*LM)
 - 1. Dress for success
 - 2. Body language
 - 3. Communication
- E. Follow up
- F. Accepting/rejecting job offers
- G. Pre-employment testing

IV. Beginning a New Job

- A. First day of work challenges
- B. Company policies
- C. Employee pay procedures
- D. . Employee benefits
- E.. Employee performance reviews

V. Workplace health and safety

- A. Good health and career success
- B. Safe workplace
 - 1. OSHA – Occupational Safety & Health Administration
 - 2. Workers' compensation
 - 3. Employer's' role/job site responsibilities
- C. Workplace conservation and environmental practices and policies
- D. Effective response to workplace emergencies

VI. Work ethics

- A. Importance of ethics to employers
- B. Unethical behaviors
 - 1. Lying to supervisor
 - 2. Lying or falsifying records
 - 3. Stealing and theft
 - 4. Sexual harassment
 - 5. Drug/alcohol abuse
 - 6. Conflict of interest

VII. Building work relationships

- A. Communication and work
 - 1. Communication styles
 - a. verbal/non-verbal

- b. passive/assertive/aggressive
- 2. Techniques
 - a. "I" messages
 - b. Listening
 - c. Telephone communications
 - d. Written business communication
 - e. Public speaking
 - f. Customer service
 - g. Internet etiquette
- 3. Conflict resolution
- 4. Communication
 - a. Boss
 - b. Co-worker
 - c. Customer
- B. Attributes for successful employability
 - 1. Attitude
 - 2. Dependability/responsibility
 - 3. Organizational skills
 - 4. Accuracy
 - 5. Etiquette
 - 6. Leaving a job
- C. Employer management style
 - 1. Types
 - a. Laissez-faire
 - b. Democratic
 - c. Authoritarian
 - 2. Management responsibilities
 - 3. Office organizational skills
 - a. Work area
 - b. Paperwork
 - c. Tasks
 - d. Computer files
- D. Technology in the workplace
 - 1. Technological literacy
 - 2. Technological advances
 - 3. Programs
 - a. Databases
 - b. Spreadsheets
 - c. Word processing
 - d. Desktop publishing
 - 4. Internet
 - 5. Social media
 - 6. Copyright laws

VIII. Workplace legal matters

- A. Laws and labor unions
- B. Civil and criminal laws
- C. Legal services

IX. Managing financial decisions

A. Budgeting

1. Planning steps
2. Effective record keeping
3. Budget strategies
4. Sources for financial problems

B. Understanding your paycheck

C. Taxes

1. Tax system
2. Tax returns
3. Social Security

D. Consumer skills

E. Insurance Choices

1. Terms
2. Basic types
 - a. Home
 - b. Health/Medical
 - c. Auto
 - d. Life
 - e. Disability

*ADAPTED FROM THE STATE-APPROVED WORLD OF WORK CURRICULUM

BOARD OF EDUCATION ITEM 7.06B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Sahvanna Mease, Family Consumer Sciences Teacher

TITLE OF AGENDA ITEM: Education Exploration Course Addition at VRHS

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of a semester long course entitled Education Exploration. This course will become a prerequisite course for Teacher Cadet.

RATIONALE:

Education Exploration is a semester course designed to provide students with an overview of professions within education. Students will be introduced to learning and teaching styles/strategies and careers in education. Additionally, students will develop professionalism and work based skills with classroom observations, job shadows and student assistance experiences. With exemplary performance and instructor recommendation, students may apply for the Teacher Cadet program without meeting the 3.0 GPA requirement. The addition of an exploratory course for careers in Education can help students identify a career path they are interested in and address the teacher shortage happening throughout Colorado and across the country.

RELEVANT DATA AND EXPECTED OUTCOMES:

Through the completion of extended-learning experiences and an academic portfolio, students will be able to:

- Achieve additional academic knowledge and skills required to pursue the full range of career and postsecondary education opportunities within a career cluster
- Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.
- Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.
- Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.
- Know and understand the importance of professional ethics and legal responsibilities.
- Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.
- Use the technical knowledge and skills required to pursue the targeted careers for all pathways in the career cluster, including knowledge of design, operation, and maintenance of technological systems critical to the career cluster

INNOVATION AND INTELLIGENT RISK:

Offering career exploration classes will assist students in completing their ICAP's and pathways during high school. Education careers are becoming more in high demand. This course can assist the state in addressing HB17-1003 Strategic Plan to Address Teacher Shortages by providing opportunities for students to explore careers in teaching prior to enrolling into a teacher preparation program. Realistic information about teaching and other education professionals can assist students in making a confident decision that teaching is right for them.

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

C u l t u r e	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	Teachers of the Education pathway in the district as well as those who open their classrooms/offices for job shadows or work-based experiences can demonstrate best practices in education professions. This course/program will hold employees accountable for our jobs and demonstrating the best strategies/practices possible.
S t r a t e g y	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>	Provides a career exploration/pathway introductory course for high demand careers. Vista Ridge High School would house the Education Pathway for students interested in pursuing careers working with children.
	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 Education for students. Professional and work-based skills learned through this course can be applied to other professions. Students will get hands-on experiences and apply the knowledge learned in the classroom through job shadows/practicum experiences.
	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. Students can make a more confident decision to pursue a career in education, have skills to be successful in jobs working with children and be college ready for a teacher preparation program.

BUDGET IMPACT: Yes. \$300 for Teacher Training in summer - CTE Course

AMOUNT BUDGETED: \$300 was approved and received from Carl Perkins Federal funding.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the course proposal for Education Exploration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

**Vista Ridge High School
Education Exploration
Mrs. Sahvanna Mease**

Welcome to Education Exploration! This semester we will discover the world of education including careers, learning styles and teaching strategies. You will get the opportunity to participate in job shadows, career panels, and develop and execute your own lesson plan. This course will provide you with the opportunity to safely explore a pathway in education before determining if you want to pursue one of the careers in education.



I am excited to get to know you this semester!

**Contact Information
Parents and Students**

Please feel free to contact me with any questions or concerns you may have. I will respond to both emails and phone calls within 24 hours.

Mrs. Sahvanna Mease
Voicemail: (719) 495-1149 ext. 2245
E-mail: smease@d49.org
Planning Period:

CLASS SUPPLY LIST

The following is a list of supplies that are required for this class. Please bring them to class every day.

- Loose Leaf Paper and dividers
- Pencils with erasers
- Access to Google Classroom

EXPECTED CLASSROOM BEHAVIORS

In order to have a safe and enriching learning environment for everyone I expect the following classroom behaviors:

- Be prepared for each class period with necessary supplies.
- Turn in all homework assignments at the beginning of each class.
- Be in your seat and begin working on the warm-up when the bell rings.
- Respect yourself and others around you through appropriate language and proximity.
- Actively participate in all classroom activities and discussions
- Maturity and professionalism is required at all times. If you are not ready to contribute to a highly productive, creative, educational and supportive environment you will be removed from the course.

CELL PHONES

Technology is quickly becoming an active part of our everyday lives; because of this I understand the desire to use electronic devices during class. Cell phones will sometimes be a tool used in some classroom activities and are allowed to be in the classroom. However, technology usage is a privilege and can be taken away with misuse so please only use it during instructed times. If caught using your cell phone during an unapproved time, you will receive one warning and if I see it is a distraction again, I will keep it for the ***remainder of the day***.

GRADING

Letter grades are based on the total points earned throughout the semester and are based on the following scale:

- A+ 100 (4 on Mastery Scale)**
- A 95-99 (3.5 on Mastery Scale)**
- A- 90-94 (3 on Mastery Scale)**
- B 89-80 (2.5 on Mastery Scale)**
- C 79-70 (2 on Mastery Scale)**
- D 69-65 (1.5 on Mastery Scale)**
- F 59-0 (.5 on Mastery Scale)**
- 0 = Incomplete/Missing**

Grades will be based on homework, classwork, test, quizzes, projects and participation. Assignment sheets and rubrics will be provided for all major assignments or projects. You should use these as a resource for completing assignments to receive the grade you want.

Participation/Classwork 45%
Tests/Quizzes/Projects 50%
Bell Work 5%

ABSENCES

Excused Absences: Any work assigned before your absence is due on the day you return. You have 2 class periods to complete any assignments that were assigned on the day of your absence. Please look on Schoology and/or the files in the room for any handouts or additional instructions you missed. It is your responsibility to get the information you missed from myself or another student.

Unexcused Absences: Make-up work must be turned in within one class period of your absence and will receive a letter grade deduction from your score. If it is turned in later than this it will count as a 0. It is your responsibility to obtain any notes from fellow classmates.

ACADEMIC HONESTY

It is the policy of both District 49 and Vista Ridge High School that academic dishonesty is a serious breach of conduct. For questions regarding academic dishonesty, please consult your student handbook.

STUDENT ORGANIZATION

FCCLA- Family Career and Community Leaders of America
Child Development students, as well as all Family and Consumer Science students, are encouraged and welcome to join FCCLA. FCCLA offers leadership opportunities, fun filled conferences, community service projects and competition opportunities
Meeting times will be announced.



Please feel free to come in for help. I am committed to working with you to help you succeed in school.

Let's make this a GREAT semester!!

Education Exploration

CTE/Family and Consumer Sciences

S. Mease and M. Mullikin

VRHS



Education Exploration is a semester course designed to provide students with an overview of professions within education. Students will discover their own learning style and how learning styles impact teaching and the delivery of lessons. Experiences with various education professionals will enhance the understanding of classroom planning, licensure requirements, and career opportunities within school systems. With exemplary performance and instructor recommendation, students may apply for the Teacher Cadet program without meeting the 3.0 GPA requirement.

Course Outline:

I. Exploring Learning

A. How we Learn

1. Learning Styles
2. Personality Assessments (True Colors)
3. Multiple Intelligences
4. Communication Skills
5. Obstacles to Learning (i.e.; special needs, barriers, socio-economics)

B. Impacts

1. Differentiated Instruction
2. Educational Interventions (Terms: IEP's, 504's, RTI's, GT, tutoring...)
 - a) Guest speaker from special education
3. Team Work

Assessment: Create a reflective BLOG describing how you learn. Be sure to address how this understanding impacts your success in school and your interpersonal relationships.

II. Exploring Career in Education

A. Learning about Career Related to Education

1. Guest Speakers/Panels with Education Professionals
 - a) Teachers
 - b) Counselors

- c) Administrators
- d) Library Tech
- e) SRO
- f) Education Assistant/Para
- g) Special Education
- h) District Administration
- i) School Board Members
- 2. Shadow/Enrichment Opportunities (student choice)
 - a) Apply via Workplace Learning Market

Assessment: Presentation of shadow/research and Compare/Contrast Essay on two careers within the field

III. Exploring Instruction

- A. Organization of Instruction
 - 1. Overview of curriculum/lesson planning (i.e.; Standards, scope & sequence, lessons...)
 - 2. Overview of classroom environment (i.e.; room arrangement, classroom norms, aesthetics)
 - a) Field Experience- Plan and teach a lesson to elementary students
- B. Instructional Resources
 - 1. Materials (considerations for lesson delivery)
 - 2. Personnel (teachers, co-teachers, paras, ed. assistant)
- C. Assessment/Accountability
 - 1. Student Learning (i.e.; traditional, authentic, formative, summative...)
 - 2. Teacher Accountability (i.e.; daily feedback, data driven instruction, pay for performance)
 - a) Marzano Scale Development

Assessment: Create and present a Google Slides presentation that proposes a lesson that addresses all the above components

IV. Exploring Current Trends in Education

- A. Schools
 - 1. Facilities (i.e.; size, “green”, common areas, multi-purpose, security...)
 - 2. Deliver Systems (i.e.; K-12 to PreK-16, academies, schools within schools, junior high to middle schools, option schools, urban and rural challenges, dural enrollment)
 - a) Concurrent Enrollment Guest Speaker
- B. Curriculum
 - 1. 21st Century Learning Skills
 - 2. Influences on Curriculum Change (i.e.; competition for students, test scores, AP/IB, funding/vouchers, legislation/policies...)
 - a) Common Core, Standards Based Education

- C. Technology
 - 1. Instruction/Equipment (i.e.; teacher tools, resources, teacher training...)
 - 2. Impacts/Issues (i.e.; instruction, learning, credible sources, equal access, cheating....)
- V. Extended Learning Experiences
 - A. Guided Observation Options
 - 1. Short-Term Student Assistant
 - 2. Shadow Experiences
 - 3. Interviews
 - B. Enrichment Experiences
 - 1. Classroom Based
 - 2. Non-classroom Based Experiences (i.e.; after school programs, tutoring, community organizations, assist with youth sports)

Assessment: Artifact Folio (Digital Portfolio Update) includes attendance, documentation, observation forms, enrichment journal, extended learning experience reflective essay and professional dispositions personal evaluation

- VI. Choice of STAR Event Final Assessment- Culminating Assessment
 - A. Teach and Train
 - B. Early Childhood Education
 - C. Toys that Teach

Assessment: Prepare and present the project outlined for the selected STAR event

*ADAPTED FROM THE STATE-APPROVED EDUCATION EXPLORATION CURRICULUM

EDUCATION EXPLORATION

COURSE JUSTIFICATION

S. Mease & M. Mullikin

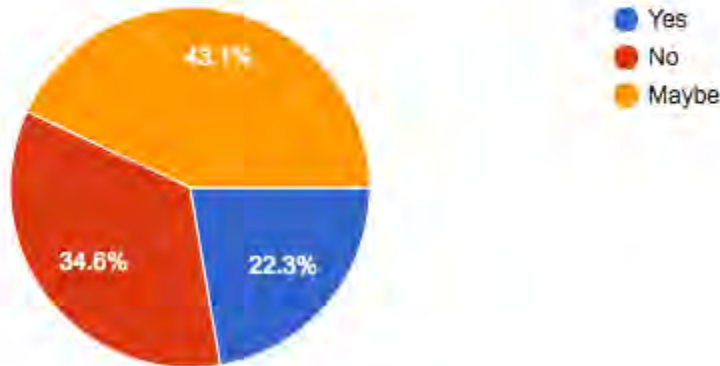
VRHS: CTE/Family and Consumer Sciences



*SURVEY RESULTS TAKEN FROM FALL 2017 FACS SURVEY IN CLASS

Are you interested with working with children in the future?

130 responses



JUSTIFICATION FOR EDUCATION EXPLORATION

*65.4% of students are *potentially* interested in working with children in the future.

A class like "Education Exploration" would allow those students with an interest in working with children, a risk-free opportunity to learn more about education, without entering a College/Capstone level course (ECE, Paraprofessional Educator, and/or Teacher Cadet)

*This could mean a potential of 490 (Freshman and Sophomore students) wanting to take this class to *explore* whether or not they want to work with children in the future

(Based off approx. 750 Fresh/Soph students in the 18-19 school year)

*22.3% *definitely* want to work with children in the future.

*This could mean a potential of 167 (Freshman and Sophomore students) wanting to take this class to *confirm* whether or not they want to work with children in the future

(Based off approx. 750 Fresh/Soph students in the 18-19 school year)

TEACHER CADET **COURSE JUSTIFICATION**

S. Mease & M. Mullikin

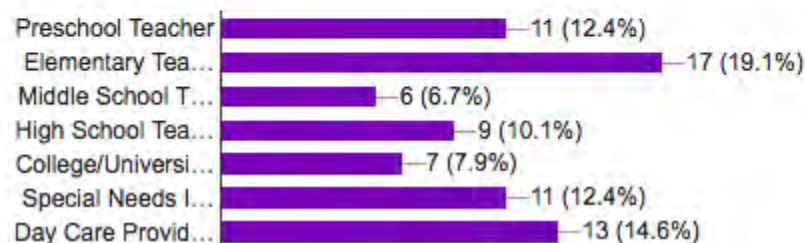
VRHS: CTE/Family and Consumer Sciences



*SURVEY RESULTS TAKEN FROM FALL 2017 FACS SURVEY IN CLASS

Are you Interested in any of the following as a possible career choice?
(Choose All that Might Apply)

89 responses



JUSTIFICATION FOR TEACHER CADET

Of the 89 Students Surveyed...

17 students are interested in becoming an Elementary School Teacher

6 students are interested in becoming a Middle School Teacher

9 students are interested in becoming a High School Teacher

(This could mean a potential of 143 students interested in becoming an Elementary School Teacher, 50 students interested in becoming a Middle School Teacher, and 75 students interested in becoming a High School Teacher, based off 750 Junior and Senior Students in the 18-19 school year.)

JUSTIFICATION FOR PARAPROFESSIONAL EDUCATOR

Of the 89 Students Surveyed...

11 students are interested in becoming a Special Education Instructor or Paraprofessional

(This could mean a potential of 92 students interested in becoming a Preschool Teacher, based off 750 Junior and Senior Students in the 18-19 school year.)

JUSTIFICATION FOR ECE (EARLY CHILDHOOD EDUCATION)

Of the 89 Students Surveyed...

11 students are interested in becoming a Preschool Teacher

13 students are interested in becoming a Daycare Provider/Owner

(This could mean a potential of 92 students interested in becoming a Preschool Teacher, and 109 students interested in becoming a Daycare Provider/Owner based off 750 Junior and Senior Students in the 18-19 school year.)

BOARD OF EDUCATION ITEM 7.06C
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Margaret Jurek, Vista Ridge Science Department

TITLE OF AGENDA ITEM: Creation of College Preparatory Physics

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of the year long course College Prep-Physics.

RATIONALE:

Optional course for freshman, sophomore, junior, or senior. Students who are interested in taking Advanced Placement (AP) physics or a concurrent enrollment (CE) physics course will benefit from the increased rigor of this course. The gap between Linear Physics (one-dimensional and algebra-based) and AP physics (two-dimensional and calculus-based) is greater than some students are prepared for.

RELEVANT DATA AND EXPECTED OUTCOMES:

Providing students with an opportunity to take a two-dimensional algebra-based physics course prior to going into an AP or CE physics course will greatly improve their odds of success in those courses and/or future college physics courses.

INNOVATION AND INTELLIGENT RISK:

This course covers a greater depth and breadth of material and moves at a quicker pace than Linear Physics. It is expected students enrolling in this course be highly motivated and have a strong interest in pursuing a physics/engineering related field. The course is designed to prepare college bound science majors for the workload they will encounter in college programs related to: pre-med, engineering, astrophysics, geophysics, biomechanics, or other related physical sciences.

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

This course is a rigorous first-year physics course to prepare students for AP physics or college physics. This advanced physics course gives students a solid basis to move on to more advanced courses in physics and engineering. The course surveys all key areas in two dimensions, including Newtonian mechanics, fluid mechanics, and waves and optics, enhanced with challenging model problems and assessments. Our goal is also to teach students to be good problem solvers and apply their knowledge of physics 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>	Recognizing a gap in rigor-readiness for AP/CE science courses and providing an intermediate course to prepare students for that rigor shows an exceptionally keen

BOE Regular Meeting February 8, 2018
Item 7.06c continued

	insight into the needs of our students we can provide at VRHS through offering this new course.
Rock #4 — 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
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Academically prepared to take physics and are planning on taking AP physics or a CE physics class in high school or college physics, this a course prepares students for the topics and pace in those upper level courses.

BUDGET IMPACT: None- Students will pay lab fee (\$10) similar to other lab-based science classes

AMOUNT BUDGETED: None- Students will pay lab fee (\$10) similar to other lab-based science classes

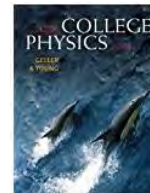
RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the new course, College Preparatory Physics.

APPROVED BY: Peter Hilts, CEO

DATE: January 26, 2018

Syllabus: College Preparatory Physics

Textbook: College Physics, 8th Edition – Young, Hugh D., & Geller Robert M.
ISBN 0805378219
Pearson Addison-Wesley, 2006



has

VRHS currently has a class set of 34 for student use

However, if you would like your own copy to keep and highlight/mark-up, Amazon
them used for \$10 or less https://www.amazon.com/gp/offer-listing/0805378219/ref=dp_olp_used?ie=UTF8&condition=used

1st Semester:

- Physics & Math Skills
 - Scientific Notation & Significant Figures
 - Basic Trigonometric Functions (SOH, CAH, TOA)
- Newtonian Mechanics
 - Kinematics
 - Newton's Laws of Motion – Forces
 - Circular Motion & Rotation
- Graphing Techniques
- Unit Conversions
- 2D Vector Addition
- Gravitation
- Work, Power, & Energy

2nd Semester: Stars and Galaxies

- Fluid Mechanics
 - Fluids
 - Temperature & Heat
 - Kinetic Theory & Heat
- Waves and Optics
 - Oscillations
 - Wave Motion & Sound
 - Physical Optics
 - Geometric Optics

Grading Categories:

Summative Assessments: Each unit will conclude with an assessment of your mastery of the unit objectives provided with each unit overview. They will consist of a variety of question types including: T/F, Multiple Choice, Matching, and Short answer. There will also be comprehensive final exams at the end of each semester.

Labs: After most labs there will be a worksheet, or lab write-up to be handed in. Conclusions will follow the CLAIM, EVIDENCE, REASONING format.

Homework: Homework will include four types: practice, preparation, extension, and creativity.

Practice: used to practice and reinforce skills learned in class.

Preparation: helps prepare students for an upcoming lesson or unit.

Extension: require students to produce self-initiated projects allowing them to apply and analyze information presented in class.

Creativity: offers students the opportunity to think critically and engage in problem-solving activities; encourages students to integrate a variety of skills and concepts presented in class and to construct their personal model of understanding.

Review Questions (Practice): Review questions at the end of each chapter in the textbook. **There will be no better method of studying** for tests and the final than going over the answers to these review questions and reading through your lecture notes.

Short Reports/Article Reviews (Preparation/Extension): I will assign a variety of brief informational research projects on a regular basis. To receive full credit for a short report the following criteria must be met: 1) Report must be “On Topic”; 2) Reference(s) must be cited; 3) Reports must be typed; and 4) Although I will not be “counting words”, consider ½ page a minimum length.

Project/Presentation (Extension/Creativity):

Specific requirements will be provided under separate cover.

BOARD OF EDUCATION ITEM 7.06D
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Mary Lougee, Science Department at Vista Ridge High School

TITLE OF AGENDA ITEM: New Course: Military Science

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

One of the popular Pathways at VRHS is the Military Pathway. All branches of the Military require applicants complete the Armed Services Vocational Aptitude Battery (ASVAB). To give our students the greatest choices of career opportunities in the Military, we must prepare them for this exam.

RATIONALE:

Since 2013, D49 has created “49 Pathways” to help students tailor their education to best serve their post-graduate needs. In alignment with this goal, the new course Military Science will enable students to fill in the gaps between the current science curricula taught in D49 with the required ASVAB expectations.

RELEVANT DATA AND EXPECTED OUTCOMES:

The course will begin with a ASVAB pretest. This will include all of the ASVAB subtests. At the end of the semester, students will take a final exam – another ASVAB exam. Scores will be compared to show student growth in each of the subtests.

Additionally, data from actual ASVAB scores will be used to analyze student scores who took Military Science with scores from non-course ASVAB testers.

INNOVATION AND INTELLIGENT RISK:

To my knowledge, a specific course in Military Science taught at the high school level is totally unique. As students define their own Pathways, many will seek a Military Pathway and choose this course to excel on the ASVAB test. Students who are at a less defined, more exploratory stage of their career goals will take this course to help crystallize their future goals.

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>	This course will enhance the current Jr. AF ROTC at Vista Ridge HS. Those students seeking a future in the US Military will come to VRHS for the experience and preparation we offer with the Military Science course.

BOE Work Session January 24, 2018
Item 7.06d continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This hands-on, lab based science course will be open to students of all levels. Though it is focused on ASVAB preparation, the skills taught will have application in many non-Military careers.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<p>This course, Military Science, will prepare students on a Military Pathway to take the Armed Services Vocational Aptitude Battery (ASVAB).</p> <p>Some of the science covered in this course will have been touched upon in Middle School (such as Space and Geology). However, we will take this to a new level. For many students this will be their only exposure to Electronics, Hydraulics and other Physics Concepts. The ASVAB is critical to each student as their Military career options will depend on the results of this exam.</p>

BUDGET IMPACT: Students will be required to purchase a workbook which will also serve as their text book. This cost is \$29.99. Lab equipment will cost \$1100 and will be non-recurring. This can be abated with a lab fee.

AMOUNT BUDGETED: \$1100

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the new Military Science course as recommended by the administration.

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

DATE: January 26, 2018

Military Science

One of the common Pathways students wish to follow at VRHS is a Military Pathway. Jr. AF ROTC is available. This tends to attract the college bound students with a goal of becoming an Officer.

Non-college bound often express a desire to enter one of the Military branches directly after high school.

Both sets of students will need to take the ASVAB Exam. This exam will determine the career choices available to students within each branch of the Military.

There are nine subtests within the ASVAB. Of those eight, three test science ability and understanding directly. (General Science, Electronics Information and Mechanical Comprehension). Two other tests (Shop Information and Assembling Objects) can be taught within the science curriculum. Some of the topics in two more ASVAB subtests; Mathematical Knowledge and Arithmetic Reasoning, will be reviewed too.

This course will change lives. Students who have taken the ASVAB have reported that they would have done significantly better if they had been taught electronics prior to taking the exam. According to the Official ASVAB website, "ASVAB scores are used to determine if you are qualified to enlist in the military and to assign you to an appropriate job in the military." Our students will have more opportunities within the Military if they score well on this critical exam.

Course Overview:

Time: one semester

For: Juniors and Seniors on a career track towards any of the US Military branches

Rationale: Students on a Military Career pathway must take the ASVAB test. Their results on this exam will determine career opportunities in the military. Three of the subtests directly measure a student's abilities in science. Students must also prepare for a test on their knowledge of tools, and to assemble objects. This can be taught within a science curriculum as well.

Costs:

1. Text/workbook: Kaplan ASVAB Premier 2017-2018 Retail \$29.99. This should be a student cost as the book will be written in and heavily used by the student.
2. Lab Equipment needed: see attached spreadsheet; approx. \$1100. These are non-recurring costs and could be mitigated with a lab fee.

Course Outline

1. ASVAB Pretest
2. General Science Exam Prep
 - a. Life Science
 - i. Nutrition and Health
 - ii. Human Body Systems
 - iii. Genetics
 - iv. Cell Structure
 - v. Ecology
 - vi. Classification of Living Things

- b. Earth and Space Science
 - i. Geology
 - ii. Water and Carbon Cycles
 - iii. Meteorology
 - iv. Solar System
 - c. Physical Science
 - i. Measurement
 - ii. Physics
 - 1. Motion, forces, energy
 - 2. Sound
 - 3. Optics
 - 4. Heat
 - 5. Magnetism
 - 6. EM Spectrum
 - iii. Chemistry
- 3. Electronics Information Exam Prep
 - a. Electron Flow
 - b. Circuits
 - c. Structure of Electrical and Electronic Systems
 - d. Electricity and Magnetism
- 4. Mechanical Comprehension Exam Prep
 - a. Review of Physics of Mechanical Devices
 - b. Common Types of Forces
 - c. Hydraulic Pressure
 - d. Energy, Work and Power
 - e. Simple Machines
- 5. Shop Information Exam Prep
 - a. Measuring tools
 - b. Striking tools
 - c. Turning tools
 - d. Fastening tools
 - e. Gripping tools
 - f. Cutting tools
 - g. Finishing tools
- 6. Assembling Objects Exam Prep
 - a. Jigsaw Puzzle Type Problems
 - b. Connector Type Problems

The following could easily be reviewed while teaching Science concepts.

- 7. Arithmetic Reasoning
- 8. Mathematical Knowledge

BOARD OF EDUCATION ITEM 7.07
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Cheryl DeGeorge, Principal at Falcon High School

TITLE OF AGENDA ITEM: New Job Description – Athletic Director

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The athletic director at Falcon High School is retiring at the end of the 2017-2018. In the process of posting his position it was discovered that D49 does not have a job description for a full time athletic director. The previous description was for a half-time athletic director, half-time assistant principal. The athletic director is also the business and events manager for the building and this is a full-time commitment. The pay scale will remain the same, but the description will be changed to better match actual duties.

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

INNOVATION AND INTELLIGENT RISK:

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

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

BUDGET IMPACT: Already included in the FHS Admin staffing budget – see HR salary scale.

AMOUNT BUDGETED:

BOE Regular Meeting February 8, 2018
Item 7.07 continued

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

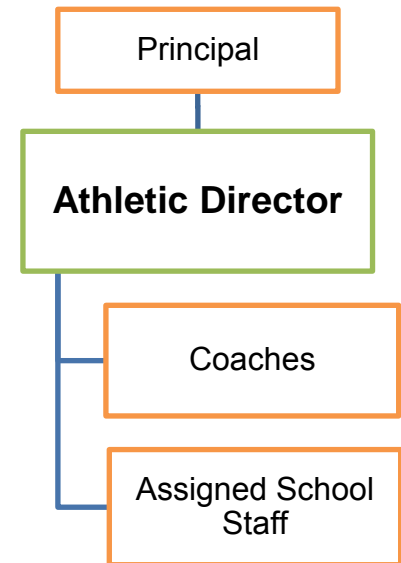
APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: January 26, 2018

ATHLETIC DIRECTOR

Job Title:	Athletic Director
Initial:	
Revised:	February 8, 2018
Work Year:	210 Days
Office:	Education
Department:	Assigned High School
Reports To:	Principal
FLSA Status:	Exempt
Pay Range:	Administrative Salary Range

Related Organization Chart



POSITION SUMMARY: The Athletic Director (AD) is responsible for all CHSAA sponsored co-curricular activities in the High School athletics / activities program. The AD works in close cooperation with all CHSAA sponsored activity sponsors and coaches in providing quality interscholastic athletic and co-curricular activity programs.

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.

- Responsible for scheduling and coordinating the use of the facilities.
- Manages, supervises and interprets the athletic / activities budget, including Coke money.
- Responsible for requisitioning equipment, supplies and other budget items.
- Responsible for and supervises all activity accounts including athletic facility rental money.
- Coordinates the total athletic program which includes these sports programs:
- Supervises and coordinates the preparation of all athletic schedules:
 - Inter-school contracts
 - Officials contracts (pay)
 - Coordinate with Student Council
- Coordinates transportation needs for all CHSAA sponsored events.
- Prepares state Eligibility forms, determines student eligibility, and forwards forms as necessary.
- Attends or arranges for supervision of all home and away events.
- Responsible for the conduct of the coaches, players and spectators at all athletic contests.

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.

-
- Supervises and coordinates:
 - Crowd control – secures police
 - Officials and checks
 - Field or floor preparation
 - Event workers
 - Custodial coverage
 - Athletic Director also coordinates all security for events both with school security and with law enforcement.
 - Serves as the liaison to the Booster Club
 - Ensures effective promotion of all athletic events and proofs all programs prior to printing.
 - Maintains health records with regards to physicals, injuries, and insurance as required.
 - Advises communications department of school events for district publication.
 - Hires officials and judges for all CHSAA sponsored activities.
 - Responsible for evaluating all head coaches by the end of each school year.
 - Coordinates with the Principal to hire head coaches.
 - Coordinates with head coaches to hire assistant coaches.
 - Plans with the principal and the district for future facility requirements and needs.
 - Recommends specific sport's facility maintenance needs.
 - Advises coaches of all changes in CHSAA, league, and school policies.
 - Maintains an accurate inventory of all sports equipment owned by the school.
 - Signs out equipment and supplies to coaches as needed.
 - Accounts for the return of all equipment and supplies after each sports session.
 - Attends district, league and state meetings as required.
 - Attends district administrative meetings as required.
 - Attends state and national athletic director's conferences as needed.
 - Manages and evaluates student eligibility according to CHSAA transfer rules.
 - Manages the building calendar.
 - Performs other work related duties as assigned.

Supervision & Technical Responsibilities:

Budget Responsibility:

QUALIFICATIONS

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

Education & Training:

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

Experience:

- Classroom teaching experience preferred
- Head coaching experience preferred

Knowledge Skills & Abilities:

- Knowledge of the general organization and functions of a public school system
- Knowledge of public school laws, rules and regulations
- Demonstrates a broad knowledge of high school athletic programs

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.

-
- Demonstrates knowledge of budgets and purchasing procedures
 - Ability to communicate effectively and resolve conflict with students, parents, and community groups
 - Ability to hire and supervise professional and support staff, and establish expectations for job growth
 - Ability to provide leadership to school staff, students, parents and the community
 - Understands and demonstrates classroom management/instructional strategies to support student achievement
 - Knowledge of child and adolescent development
 - Knowledge of subject areas, curriculum, and standards based education
 - Knowledge of technical applications to learning
 - Ability to effectively and efficiently use personal computers and common software applications
 - Good organization and communication skills
 - Demonstrates accomplishments in keeping professionally current

Certificates, Licenses, & Registrations:

- Valid Colorado Principal's License or eligibility at the time of hire.
- Criminal background check required for hire.

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel; talk or hear; and smell. The employee is frequently required to stand or walk. The employee is occasionally required to sit; reach with hands and arms; and stoop, kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 50 pounds.

Work Environment: The work is performed in a typical office environment and at school athletic facilities.

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

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

BOARD OF EDUCATION ITEM 8.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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.a	AD-R	School District 49 Identity, Vision, Mission and Philosophy	L Fletcher	Updated compass
8.01.b	GDJ-R	Educational Support Staff Transfer and Vacancy Policy	N Evans	Revised to reflect current practice

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	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch</u> each student toward success	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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

DATE: January 26, 2018

BOARD-APPROVED POLICY OF DISTRICT 49

Title	School District 49 Identity, Vision, Mission and Philosophy: Operating The Cultural Compass (A User's Guide)
Designation	AD-R
Office/Custodian	Education/Director of Culture and Services

District 49's identity, vision, and philosophy relies on the cultural compass, which represents the eight core values that guide the way the district learns, works, and leads. The inner compass rose represents our expectations for how members of the district's work family interact with each other, with students and with our community. The outer compass rose represents our core values as related to our work and expectation for continuous learning and leadership at all levels.

To honor the work family and the community the district's culture should be:

Respect:

We respect others for their abilities, qualities and achievements. We demonstrate respect when we listen to other people's concerns to find common ground (e.g., win-win) instead of fostering fixed mindset or a win-lose environment.

Trust:

We promote trust in our relationships through honest and open communication. Trust looks and sounds like an open and honest two-way dialogue with our work family and community, which allows for respectful kudos and criticism with respect to the organization's processes, policies, and customs.

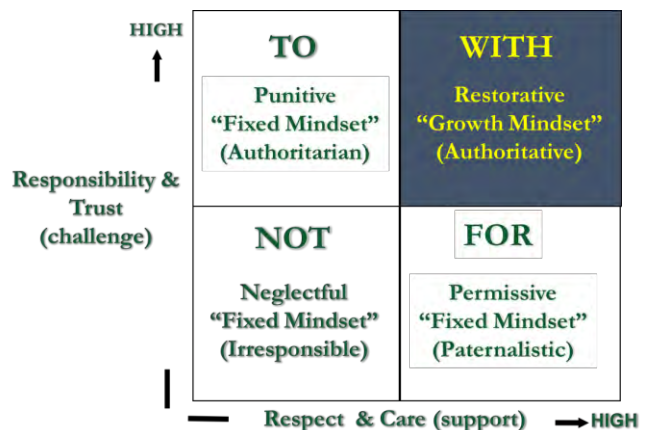
Care:

We provide a safe and caring environment for students and staff. We show the value of care by having high expectations for our students and work family tempered with the understanding that we will be there to support their shortfalls and build strength for the future.

Responsibility:

We hold ourselves accountable for our actions. Responsibility is demonstrated when the process is fairly communicated to the students, work family and community so that when sanctions are necessary everyone understands the expectations of our district's culture.

The components of the inner compass rose are not complex; however, every navigational instrument needs a reference to test its accuracy. Therefore the social discipline window allows the user to assess their actions, or intended actions, against the compass' frame of reference. If the intent is to hold people to a high level of responsibility and respect and care are low, then the goal is doing things "TO" people. If the intent is to "NOT" hold people to a high level of



Adapted from Social Discipline Window - Paul McCold and Ted Wachtel - 2000

responsibility accountable and respect and care are also low, then the goal is neglecting people. If intent is to care “FOR” people and the levels of respect and responsibility are low, then the goal is to create dependency and entitlement. All of the above intentions lead to fixed mindset, which creates many obstacles to a person becoming resilient.

If the intent is to work “WITH” people by holding them to a high level of responsibility (expectations) while ensuring that care and respect are also high (support), then the environment fosters the culture necessary to help people adopt a growth mindset, which promotes trust for the district’s work family and community.

The outer rose of the cultural compass operationalizes the district’s vision, mission, and philosophy. To learn, work, and lead the district’s culture should be:

Learning:

We model learning at all levels in the spirit of continuous improvement. Every member of the work family should engage in life-long learning personally and professionally. Learning outcomes provide a framework for applying personal and professional metrics to measure the effectiveness of strategic, innovative, and creative actions.

The inner compass rose supports the outer components of the cultural compass: If a family can work together, then it can also engage in building servant-leadership and investing in continuous improvement.

Peter M. Senge states that, “Through learning we re-create ourselves. Through learning we become able to do something we never were able to do. Through learning we re-perceive the world and our relationship to it”. The aforementioned learning outcomes provide a framework for applying personal and professional metrics to measure the effectiveness of strategic, innovative, and creative actions.

Purpose:

We ensure all decisions align with district mission, vision, and strategic priorities.

Establishing Enduring Trust

We endeavor to establish and maintain enduring trust throughout our community, not by telling our patrons that we’re trustworthy, but by demonstrating it.

Engage Our Community

The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.

Host a Robust Portfolio of Schools

We commit to offer high quality, exceptional schools in all of our zones - schools that are different from each other and superior to the options students might have in neighboring districts and communities.

Build a Firm Foundation

The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.



Launch Every Student to Success

We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.

Innovation:

We encourage risk taking by supporting creative exploration of new ideas and strategies. Every member of the work family is empowered to contribute to the district's innovation. Innovation is not change for the sake of change; however, it is actively engaging with learn, work, and lead cycles to enable the district's phases of transformation and innovation.

Teamwork:

We embrace working together to achieve effective results for our students and community. Every member of the work family is encouraged to add their creative perspective regardless of their role in the district. Sharing the creativity gained from different worldviews allows the district to foster a shared vision of the future that is equitable and inclusive.

As our guiding paradigm, the cultural compass creates an atmosphere of teamwork and camaraderie; work family. Maintaining a principle-centered vector to relationships and work increases the cultural capacity of the organization, making District 49 the best choice to learn, work and lead.



- Adopted: December 15, 2016
- Revised: February 8, 2018

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support Staff Personnel Transfer and Vacancy Procedure
Designation	GDJ-R
Office/Custodian	Business/Director of Human Resources

Vacancies

a. Vacancies occur when an educational support personnel (support) employee vacates an existing position in the District (other than exchanges) or a new position is created. Prior to a vacancy being posted, a supervisor may move support staff to positions within the department based on program needs.

Transfers

A transfer is any change in job assignment, either within a department or between departments and/or buildings. Requests for transfer will be made at the time a vacancy is declared. A support employee must be employed in a position for a minimum of ninety (90) calendar days prior to requesting a voluntary transfer. An exception to this ninety (90) day rule can be made with approval from supervising administrator(s) in instances of when employees are recommended from part-time to full-time status or when recommended for a hard-to-fill position with approval from supervising administrator(s).

1. Within department – Prior to a vacancy being posted, a director and/or supervisor may move people staff to positions within the department based on program needs.

Voluntary Transfers

A support employee may request a transfer to a vacant position. To be eligible to request a transfer, a support employee must be employed in a position for a minimum of ninety (90) calendar days prior to requesting a voluntary transfer. An exception to this ninety (90) day rule may be made with approval from both the gaining and losing supervising administrator(s) in instances when employees are recommended from part-time to full-time status or when recommended for a hard to fill position.

a. Voluntary assignment—Any voluntary re-assignment/transfer of a support employee which meets will be made with the approval of both the director and/or supervisor and employee. Once a vacancy has been posted, an eligible support employee in good standing may request a voluntary transfer by applying expressing interest online via the districts applicant tracking system for the desired vacancy expressing through the district's applicant tracking system. A review of the candidate's application will determine which candidates will be interviewed. After completion of interviews, notification about the transfer request will be made by the receiving director and/or supervisor to the designated human resources representative for processing.

Involuntary Transfers

b. Involuntary assignment—Any supervisor may initiate an other involuntary re-assignment/transfer which may occur due to program needs or as an outcome of a disciplinary matter. Prior to re-assignment, a meeting will be held with the director and/or supervisor and the affected support employee and notification will be provided to the employee in writing. At this meeting, the support employee may request a representative be present.

1) Involuntary assignment/transfers shall not may be used by any director and/or supervisor for punitive or disciplinary action. Such transfers will be made only -under strict guidance from human resources.

2) Involuntary assignments shall be active for a period not to exceed one year, by which time a second meeting will be held to determine whether the re-assignment will be continued.

~~2. Between departments—Once a vacancy has been posted, a support employees in good standing may request a voluntary transfer or be assigned to a position based on program needs by expressing interest online via the districts applicant tracking system for the desired vacancy.~~

~~a. Voluntary transfer—A support employee may request a transfer to another department.~~

~~1) All requests for transfer will be submitted online.~~

~~2) Requests for transfer will be kept confidential until which time it becomes necessary to obtain essential information. It is not required that a support employee inform his/her current supervisor or director of his/her request for transfer.~~

~~3) A minimum of three (3) employee applicants will be guaranteed an interview. If there are more than three (3) qualified in-district transfer applicants, a paper screening will determine which in-district candidates will be interviewed. After completion of interviews.~~

~~Notification about the transfer request will be made by the receiving director and/or supervisor to the designated human resources representative for processing.~~

~~4) This notification will occur whether selected for the position or not.~~

~~b. Involuntary transfer—A support employee may be re-assigned to a different department based on program needs.~~

~~1) When a support employee is being considered for an involuntary transfer, the Chief Education Officer, Chief Business Officer, Chief Operation Officer, Zone Innovation Leader or designee will inform the employee, in writing, as soon as possible.~~

~~2) Prior to re-assignment, a meeting will be held with the Chief Education Officer, Chief Business Officer, Chief Operation Officer, Zone Innovation Leader or designee, current supervisor, receiving supervisor, and the affected employee. At this meeting, the support employee may request a representative be present.~~

~~3) Involuntary transfers must meet job requirements of the position being transferred to.~~

~~3. Involuntary transfers shall not be used by any director and/or supervisor for punitive or disciplinary action.~~

~~Employee Exchange~~

~~4. Employee exchange—If two (2) support employees wish to change in building or in department, they may propose the exchange to their director and/or supervisor affected by the exchange. If all parties agree and job qualifications are met, the director and/or supervisor may submit the exchange to the personnel director for presentation to the Board of Education for action. This exchange will be temporary for a period of one (1) year. At the end of that year, all parties will review the exchange. If any party wishes to discontinue the exchange, both support employees will return to their original assignment. If all parties are satisfied at the end of the year, the exchange will become permanent.~~

- Adopted: February 4, 1993
- Reviewed: May 11, 2000
- Revised: June 17, 2009
- Revised: January 13, 2011
- Revised: November 10, 2011
- Revised: January 10, 2013
- Revised: February 8, 2018

BOARD OF EDUCATION ITEM 8.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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 January, 2018 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	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: January 26, 2018

BOARD OF EDUCATION ITEM 8.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Barbara Austin-Seeley, Executive Assistant to CEO

TITLE OF AGENDA ITEM: Student Study Trips

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

FHS

ADAMS STATE HONOR CHOIR TRIP TO ALAMOSA, CO

DEPART 2/15/18 RETURN 2/17/18

7 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$30 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS AND LODGING.

THIS IS AN EXCELLENT OPPORTUNITY FOR STUDENTS AND THEY SHOULD BE CONGRATULATED FOR THEIR ACCEPTANCE.

FUNDRAISING WILL NOT BE PART OF THE TRIP.

FHS

WINTER PARK CHOIR FESTIVAL

DEPART 4/6/18 RETURN 4/8/18

24 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$400 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS AND LODGING.

THIS EVENT GIVES OUR SHOW CHOIR STUDENTS AN OPPORTUNITY TO EXPERIENCE PERFORMING COMPETITIVELY AND TO SEE OTHER GROUPS PERFORM. SHOW CHOIR STUDENTS PREPARE THEIR PROGRAM THROUGHOUT THE YEAR, AND THIS COMPETITION IS ONE OF THEIR CULMINATING PERFORMANCE OPPORTUNITIES.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

FHS

JV BOYS AND GIRLS STATE WRESTLING TRIP TO DENVER

DEPART 2/2/18 RETURN 2/3/18

9 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$60 PER STUDENTS AND INCLUDES TRANSPORTATION, MEALS AND LODGING.

THIS IS THE YEAR END EVENT FOR JV WRESTLING FOR BOYS AND GIRLS JV STATE.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

SCHS

CSU-PUEBLO FESTIVAL OF WINDS

DEPART 2/22/18 RETURN 2/24/18

6 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$65 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS AND LODGING.

STUDENTS WILL GET TO REHEARSE AND PERFORM WITH ONE OF FOUR DIFFERENT HONOR BANDS AND ATTEND MASTER CLASSES, SECTIONALS AND PROFESSIONAL CONCERTS.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

BOE Regular Meeting /February 8, 2018
Item 8.03 continued

VRHS

FCCLA STATE COMPETITION IN DENVER

DEPART 4/5/18 RETURN 4/7/18

4 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$40 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS, LODGING AND T-SHIRT.

STUDENTS WILL BE COMPETING AND SHOWCASING THEIR STAR EVENT PROJECTS.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

VRHS

AFJROTC CURRICULUM IN ACTION TRIP TO KIRTLAND AFB, NM

DEPART 4/12/18 RETURN 4/14/18

30 STUDENTS WILL ATTEND THIS TRIP.

COST OF THIS TRIP WILL BE \$75 PER STUDENTS AND INCLUDES TRANSPORTATION, MEALS, LODGING, INSURANCE AND TOURS. SOME OF THE COST IS AF FUNDED.

AIR FORCE UNITS ON KIRTLAND AFB WILL BE VISITED, THE NATIONAL ATOMIC MUSEUM AND PERFORM A COLOR GUARD AT THE ALBUQUERQUE ISOTOPES BASEBALL GAME. ENROUTE TO/FROM ALBUQUERQUE WE WILL VISIT FORT UNION NATIONAL MONUMENT AND THE SANTA FE PLAZA.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 26, 2018

BOARD OF EDUCATION ITEM 8.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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:

Culture	Inner Ring —How we treat each other Outer Ring —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>
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<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: January 26, 2018

BOARD OF EDUCATION ITEM 9.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 8, 2018

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 of the projects.

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

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: 01/23/18



3B / MLO & Priority 2 Capital Construction Progressive Update

Ron Lee, Director of 3B/MLO Capital Construction

February 2018

The Best Choice to Learn, Work and Lead



Bennett Ranch Elementary

**FIELD
TRIPS**



The Business Office took a field trip to BRE!



The Best Choice to Learn, Work and Lead



Bennett Ranch Elementary



*Continued progress of the school –
Plumbing, HVAC, Electrical & Steel work*



The Best Choice to Learn, Work and Lead



Bennett Ranch Elementary



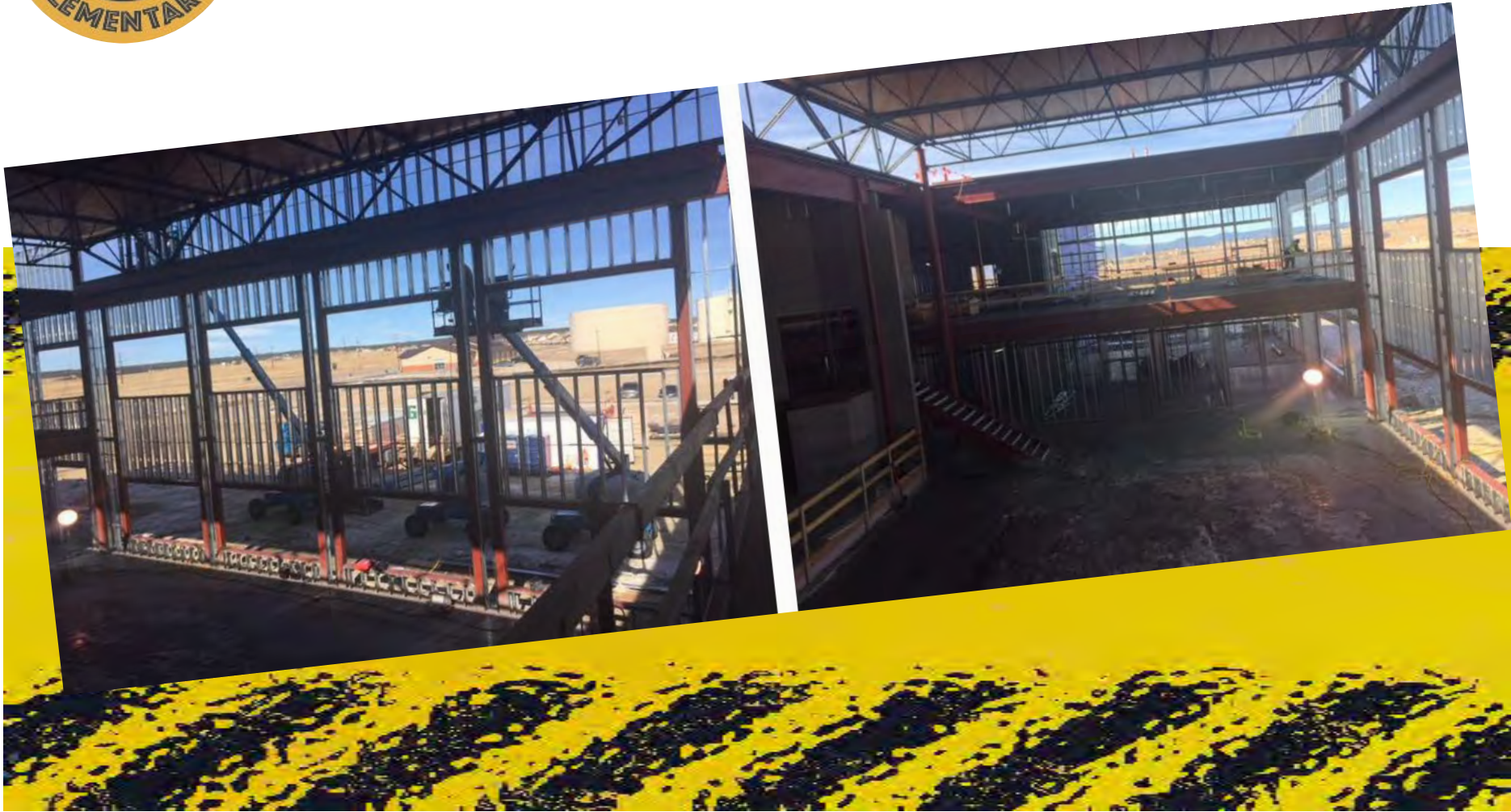
So much to see!



The Best Choice to Learn, Work and Lead



Bennett Ranch Elementary
So much to see!



The Best Choice to Learn, Work and Lead



Vista Ridge High School Addition –

GE Johnson has begun to set the precast walls



The Best Choice to Learn, Work and Lead



Vista Ridge High School Addition –

Auxiliary gym walls are in place,

Add'l walls for auditorium & new Multi-Media purpose area



The Best Choice to Learn, Work and Lead



MERIDIAN RANCH ELEMENTARY SCHOOL

*Safe Entry is scheduled to be
completed over Spring Break*



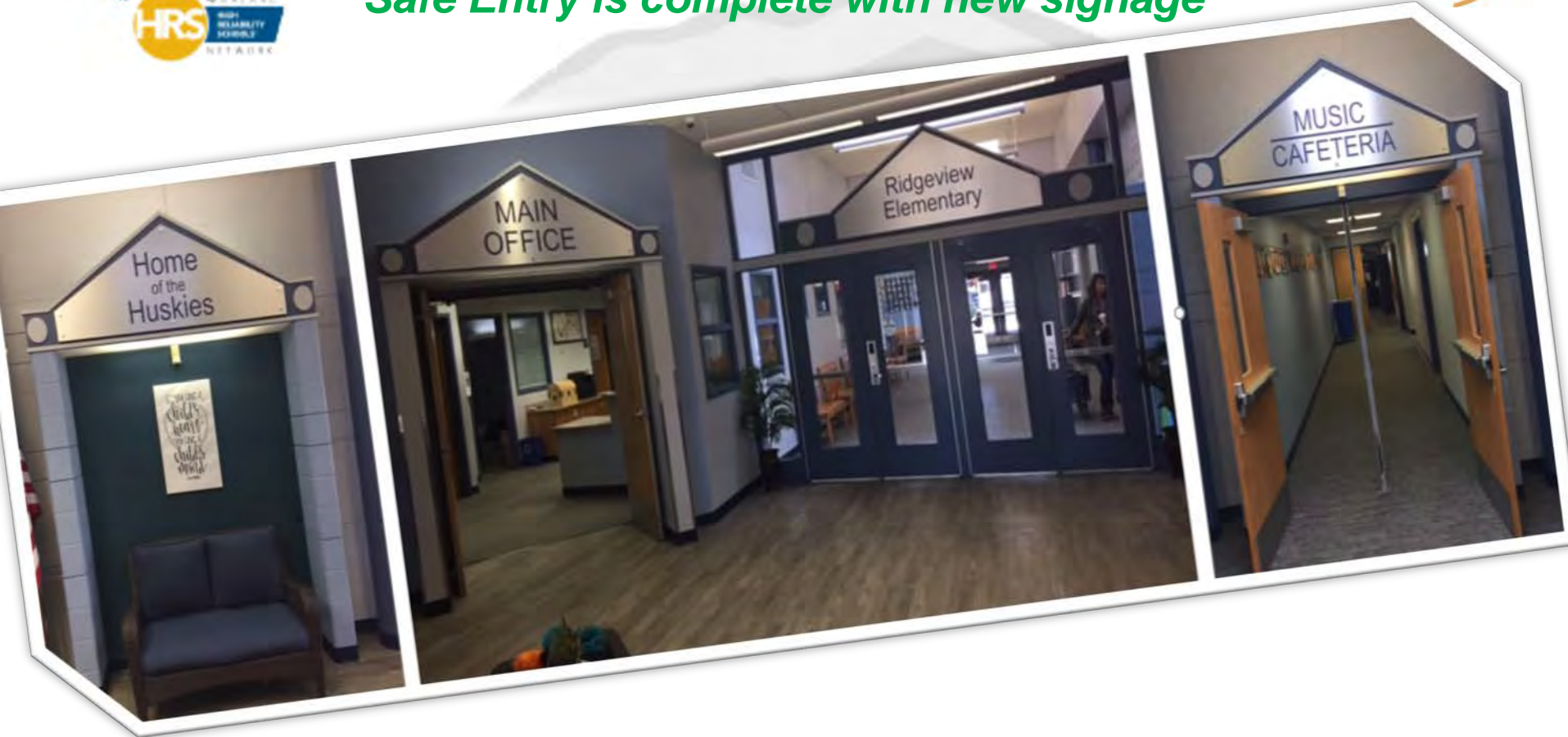
March 2018						
M	T	W	T	F	S	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	



RIDGEVIEW ELEMENTARY SCHOOL

Safe Entry is complete with new signage

49



The Best Choice to Learn, Work and Lead



Falcon High School Addition –

*Exterior walls and steel is in place for their future
Computer Labs, CTE Shop & Print Shop*

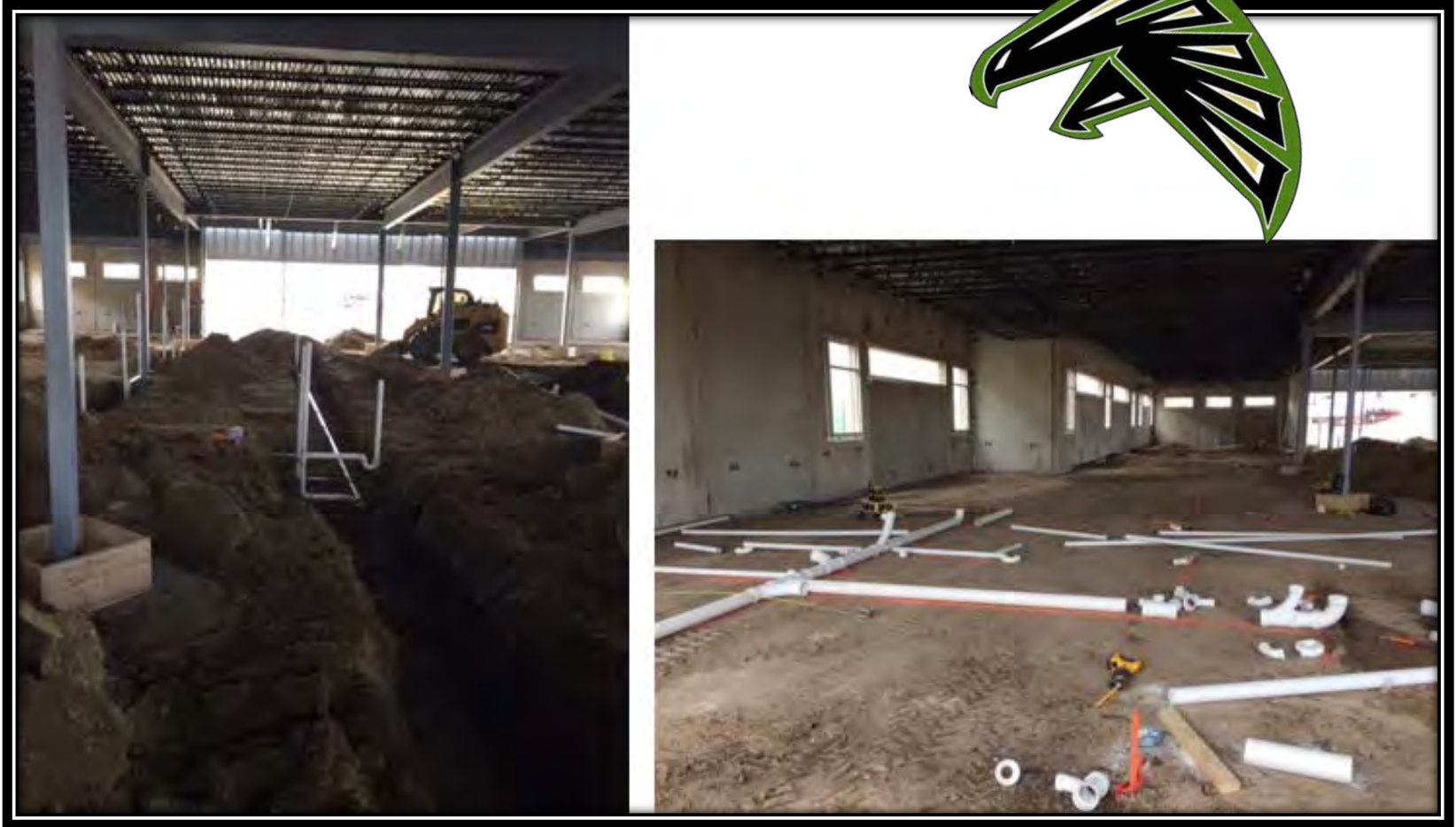


The Best Choice to Learn, Work and Lead



Falcon High School Addition –

Underground plumbing being installed



The Best Choice to Learn, Work and Lead



WOODMEN HILLS
ELEMENTARY SCHOOL



*Construction of new “Bus Loop” has begun,
new sidewalks added*



The Best Choice to Learn, Work and Lead

*P-2 MLO will continue over Spring Break
with the majority of the projects being
paint and interior flooring.*





Thank you for your
time this evening.

Questions?

Ron Lee, Director of 3B/MLO Capital Construction

January 2018

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
January 31, 2018

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 January 29th, 2018
- Full Schedule of Projects and Project Planning is attached.

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	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.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

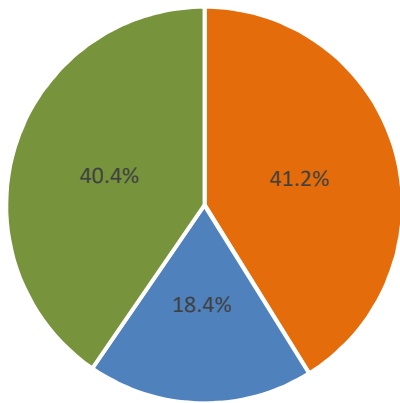
Other Definitions

- 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.

Overall P2 Budget Summary

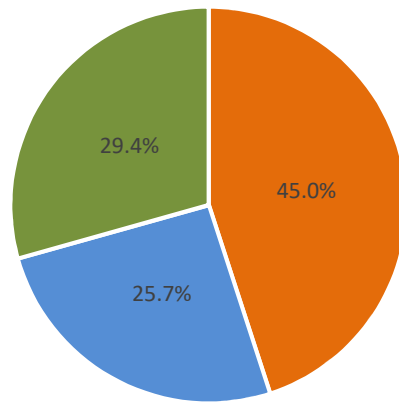
			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$3,604,225.44	\$1,848,744.82	\$671,529.74
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,081,263.00	\$15,000.00	\$281,737.00
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$902,446.07	\$1,273,779.50	\$264,774.43
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$533,587.50	\$475,287.32	\$30,625.18
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$504,579.87	\$64,178.00	\$2,242.13
	A.5	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$582,349.00	\$20,500.00	\$92,151.00
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$2,630,991.00	\$1,930,071.82	\$221,937.18
	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	\$703,948.11	\$831,739.89	\$13,812.00
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$337,228.48	\$34,800.00	\$11,971.52
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$495,142.13	\$157,720.50	\$27,637.37
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$381,257.54	\$601,376.17	\$18,866.29
C	Sand Creek Zone		\$6,946,500.00	\$6,946,500.00	\$3,165,928.54	\$3,253,067.37	\$527,504.09
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$2,711,500.00	\$460,261.18	\$1,952,185.08	\$299,053.74
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,276,818.75	\$240,000.00	\$21,681.25
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$373,687.68	\$764,634.64	\$92,177.68
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$665,986.25	\$71,749.35	\$53,764.40
	C.5	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$389,174.68	\$224,498.30	\$60,827.02
D	I Connect Zone		\$1,154,000.00	\$1,154,000.00	\$726,126.83	\$267,500.00	\$160,373.17
	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	\$611,256.90	\$260,000.00	\$118,743.10
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$51,708.54	\$7,500.00	\$29,291.46
E	Charter Schools		\$1,037,000.00	\$1,037,000.00	\$415,329.42	\$513,270.00	\$108,400.58
	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	\$258,500.00	\$0.00	\$0.00
	E.3	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$156,829.42	\$49,270.00	\$2,900.58
	E.4	RMCA - Rocky Mountain Classical Academy	\$125,500.00	\$125,500.00	\$0.00	\$120,000.00	\$5,500.00
F	Owner Requirements		\$0.00	\$0.00	\$98,800.00	\$0.00	(\$98,800.00)
	Total		\$20,045,000.00	\$20,045,000.00	\$10,641,401.23	\$7,812,654.01	\$1,590,944.76

Falcon Zone



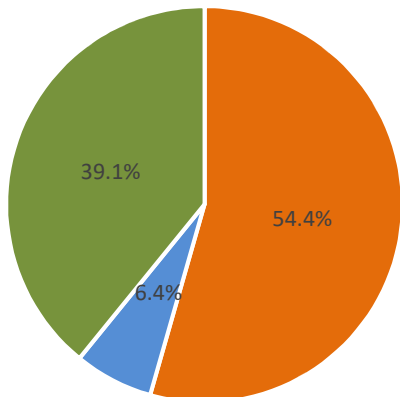
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



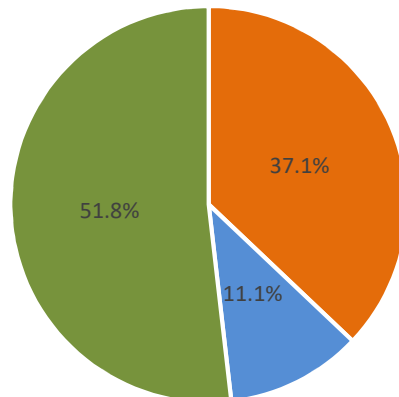
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

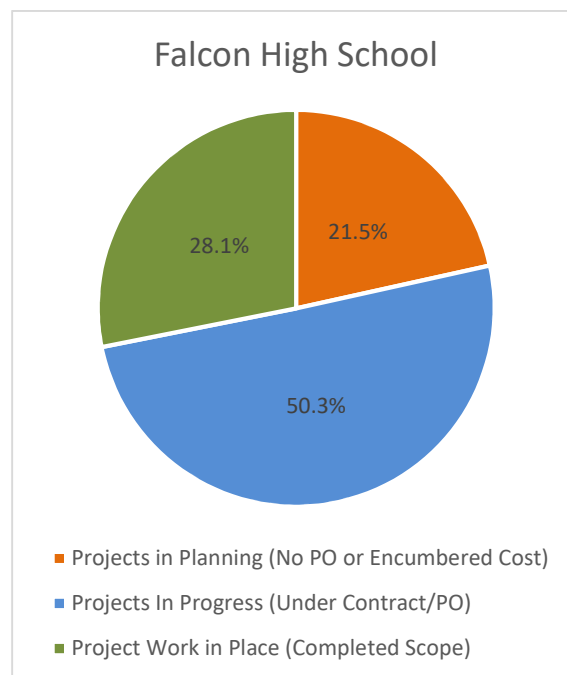
I Connect



- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

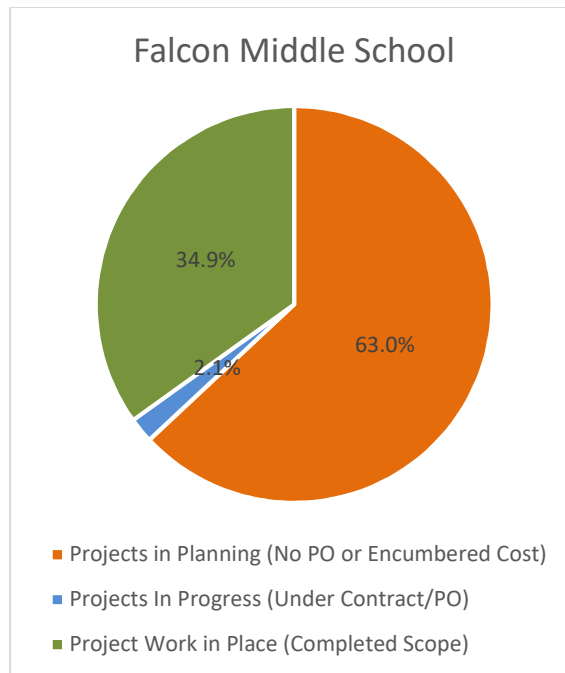
Falcon High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	FHS-01-HVAC System	\$200,000.00	\$210,670.00	\$210,670.00	\$10,670.00	\$200,000.00
A.1.B	FHS-02-Turf Baseball Field	\$500,000.00	\$600,593.00	\$600,593.00	\$377,023.50	\$223,569.50
A.1.C	FHS-03-Flooring	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00
A.1.D	FHS-04-Paint - Interior Classrooms & Gym	\$70,000.00	\$70,000.00	\$70,000.00	\$0.00	\$70,000.00
A.1.E	FHS-05-Paint - Exterior Doors & Trim	\$15,000.00	\$15,000.00	\$0.00	\$0.00	\$0.00
A.1.F	FHS-06-Lighting & Automation	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00
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	\$0.00
	Total	\$1,378,000.00	\$1,378,000.00	\$1,081,263.00	\$387,693.50	\$693,569.50



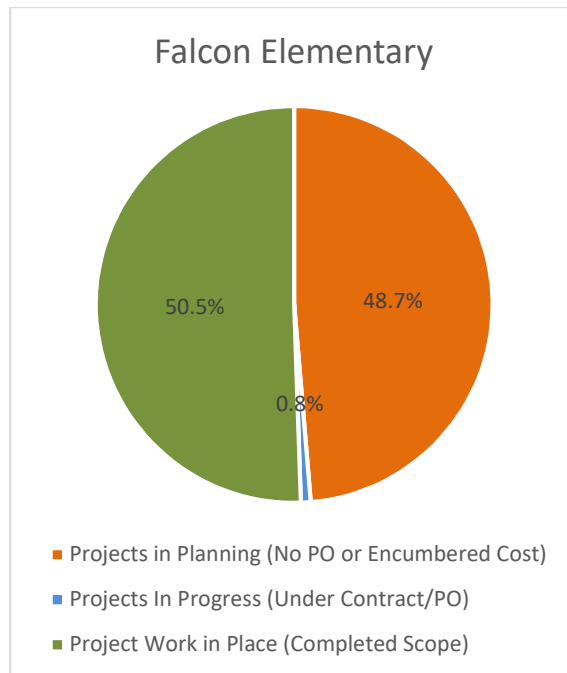
Falcon Middle School P2 Financial

		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	\$703,620.00	\$681,600.57	\$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	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$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	\$46,299.00	\$13,701.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$346,375.00	\$242,755.00	\$0.00	\$0.00	\$242,755.00
	Total	\$2,441,000.00	\$2,441,000.00	\$902,446.07	\$1,273,779.50	\$264,774.43



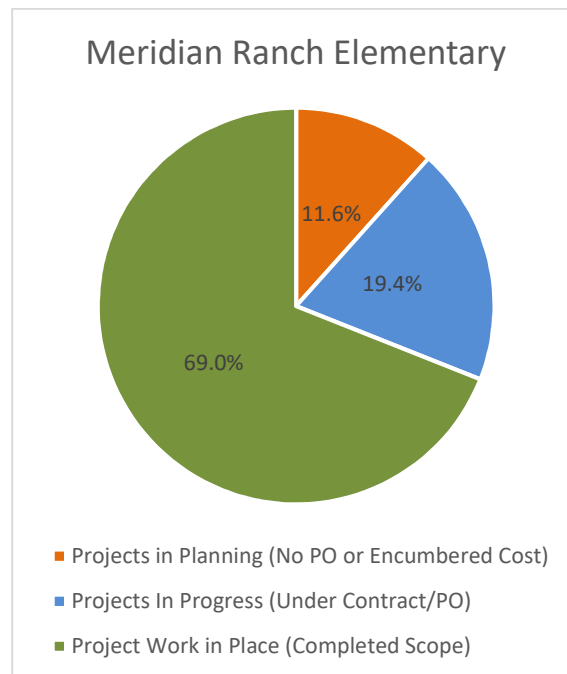
Falcon Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	FES-01-Safe Entry	\$155,000.00	\$186,892.62	\$186,892.62	\$0.00	\$0.00
A.3.B	FES-02-Intercom System	\$71,000.00	\$64,097.13	\$64,097.13	\$0.00	\$0.00
A.3.C	FES-03-Refresh Exterior Play Area	\$278,000.00	\$278,000.00	\$243,283.68	\$34,716.32	\$0.00
A.3.D	FES-04-Flooring	\$160,000.00	\$160,000.00	\$34,429.00	\$125,571.00	\$0.00
A.3.E	FES-05-Paint Classrooms	\$75,000.00	\$75,000.00	\$0.00	\$75,000.00	\$0.00
A.3.F	FES-06-Electronic Marquee	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
A.3.G	FES-07-Replace Drinking Fountain	\$8,000.00	\$8,000.00	\$4,885.07	\$0.00	\$3,114.93
A.3.H	FES-08-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$0.00	\$125,000.00	\$0.00
A.3.I	FES-09-Update Fixed Furnishings	\$100,000.00	\$100,000.00	\$0.00	\$100,000.00	\$0.00
A.3.J	FES-Contingency - Unallocated Funds	\$52,500.00	\$27,510.25	\$0.00	\$0.00	\$27,510.25
	Total	\$1,039,500.00	\$1,039,500.00	\$533,587.50	\$475,287.32	\$30,625.18



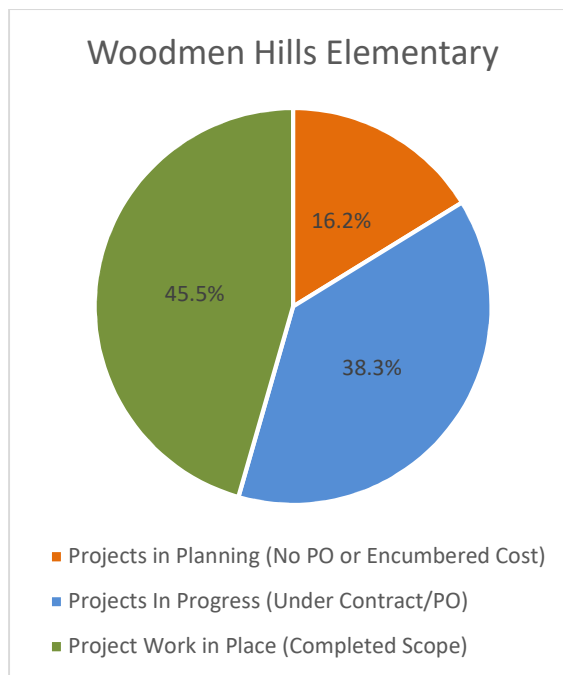
Meridian Ranch Elementary School P2 Financial

		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	\$84,000.00	\$0.00	\$83,178.00	\$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	\$53,332.00	\$70,912.00	(\$19,000.00)	\$1,420.00
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
	Total	\$571,000.00	\$571,000.00	\$504,579.87	\$64,178.00	\$2,242.13



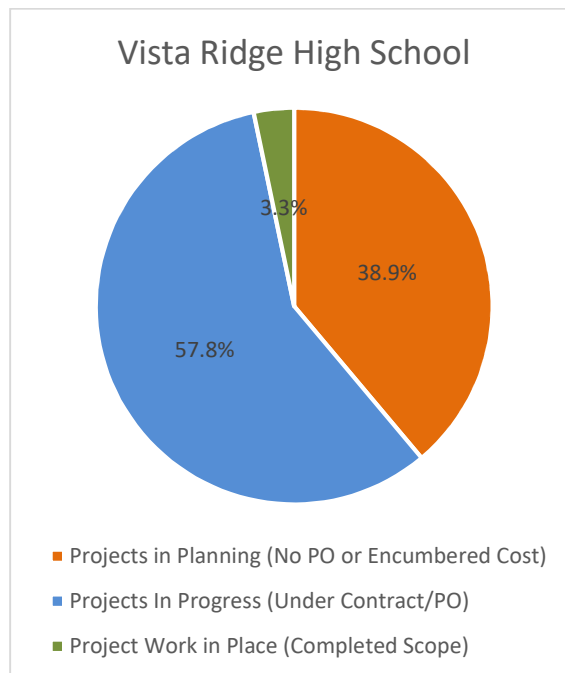
Woodmen Hills Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
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	\$240,910.00	\$0.00	\$19,090.00
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
	Total	\$695,000.00	\$695,000.00	\$582,349.00	\$20,500.00	\$92,151.00



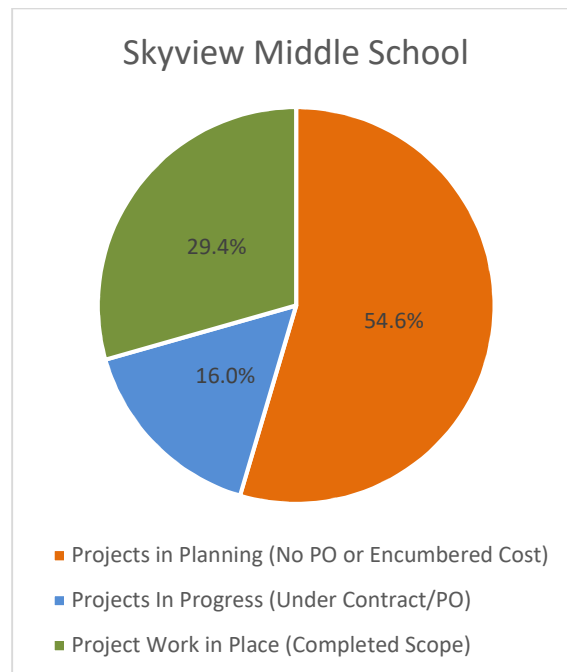
Vista Ridge High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	VRH-01-Security - Cameras, Storage & Lights	\$58,500.00	\$58,500.00	\$0.00	\$58,500.00	\$0.00
B.1.B	VRH-03-Auditorium Seating Upgrade	\$300,000.00	\$300,000.00	\$300,000.00	\$0.00	\$0.00
B.1.C	VRH-04-Auditorium Lighting Upgrade	\$175,000.00	\$175,000.00	\$175,000.00	\$0.00	\$0.00
B.1.D	VRH-05-HVAC Improvements Gym	\$200,000.00	\$209,350.00	\$209,350.00	\$0.00	\$0.00
B.1.E	VRH-02-ADA Access & Concessions Area	\$40,000.00	\$40,000.00	\$29,064.74	\$10,935.26	\$0.00
B.1.F	VRH-06-Landscape - Retaining Wall & Logo	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
B.1.G	VRH-07-Site Circulation	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
B.1.H	VRH-08-Custodial Equipment	\$60,000.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00
B.1.I	VRH-Contingency - Unallocated Funds	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	Total	\$1,167,500.00	\$1,167,500.00	\$713,414.74	\$304,435.26	\$149,650.00



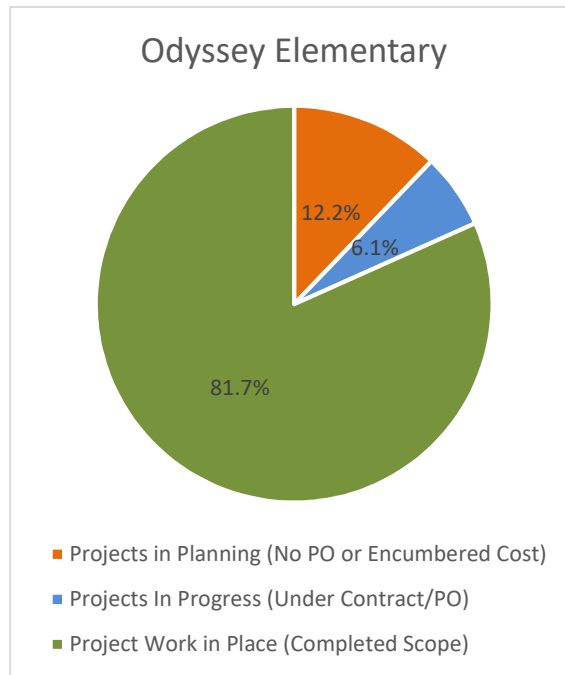
Skyview Middle School P2 Financial

		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	\$523,561.00	\$523,560.29	\$0.00	\$0.71
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$144,915.00	\$35,085.00	\$0.00
B.2.C	SMS-03-Security Entry	\$45,000.00	\$45,000.00	\$10,040.71	\$34,959.29	\$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	\$804.40	\$399,195.60	\$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	\$26,500.00	\$24,627.71	\$1,500.00	\$372.29
B.2.J	SMS-10-Custodial Equipment	\$35,000.00	\$10,000.00	\$0.00	\$0.00	\$10,000.00
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	\$3,439.00	\$0.00	\$0.00	\$3,439.00
	Total	\$1,549,500.00	\$1,549,500.00	\$703,948.11	\$831,739.89	\$13,812.00



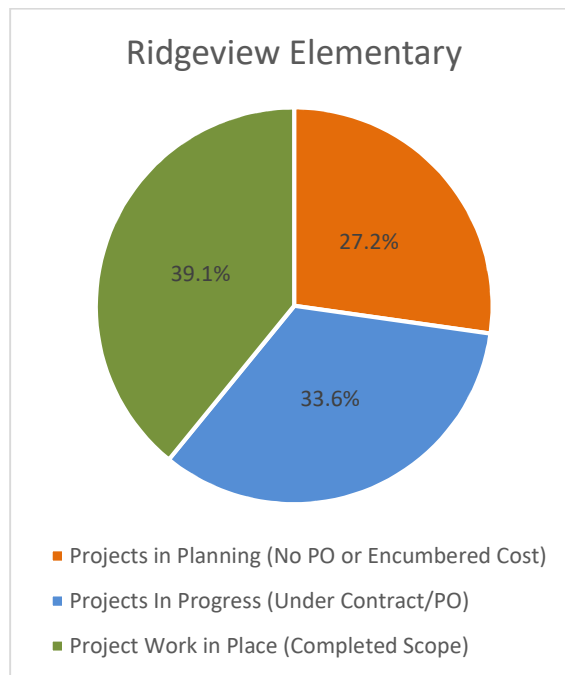
Odyssey Elementary School P2 Financial

		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	\$264,540.59	\$0.00	\$459.41
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
	Total	\$384,000.00	\$384,000.00	\$337,228.48	\$34,800.00	\$11,971.52



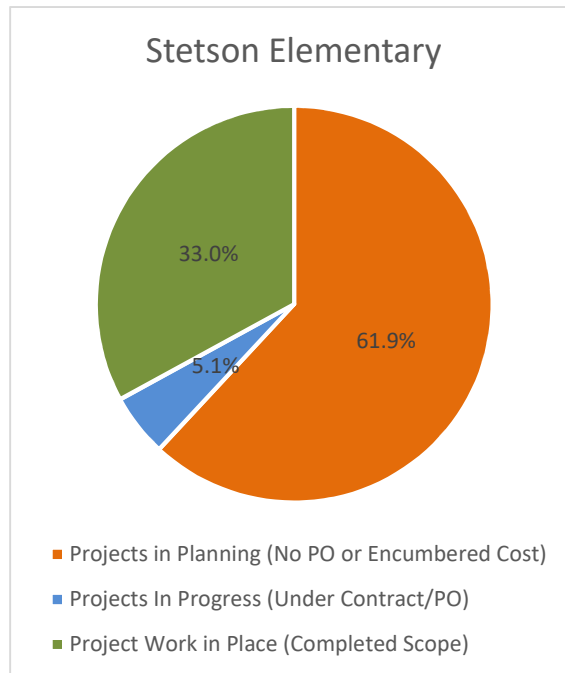
Ridgeview Elementary School P2 Financial

		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.4.A	RVE-01-Secure Front Entry	\$65,000.00	\$72,001.00	\$72,001.00	\$0.00	\$0.00
B.4.B	RVE-02-Fencing	\$10,000.00	\$10,000.00	\$5,840.00	\$0.00	\$4,160.00
B.4.C	RVE-03-Safety & Security Package	\$35,000.00	\$35,000.00	\$13,306.50	\$21,693.50	\$0.00
B.4.D	RVE-04-Interior Paint Refresh	\$115,000.00	\$115,000.00	\$45,999.97	\$69,000.00	\$0.03
B.4.E	RVE-05-Flooring	\$229,448.00	\$239,344.00	\$239,344.00	\$0.00	\$0.00
B.4.F	RVE-06-Landscaping/Play Area Upgrade	\$125,000.00	\$125,000.00	\$118,650.66	\$0.00	\$6,349.34
B.4.G	RVE-07-Custodial Equipment	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.4.H	RVE-08-LED Fixture Upgrade	\$52,027.00	\$52,027.00	\$0.00	\$52,027.00	\$0.00
B.4.I	RVE-Contingency - Unallocated Funds	\$34,025.00	\$17,128.00	\$0.00	\$0.00	\$17,128.00
	Total	\$680,500.00	\$680,500.00	\$495,142.13	\$157,720.50	\$27,637.37



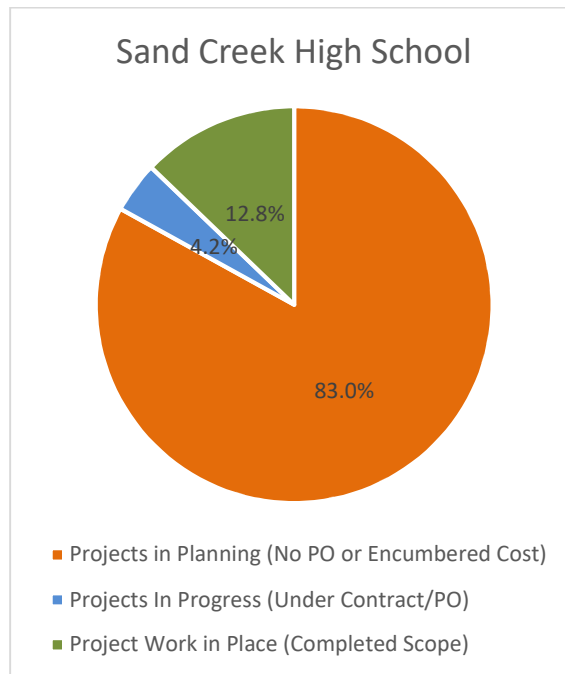
Stetson Elementary School P2 Financial & Schedule

		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	\$9,100.00	\$30,900.00	\$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
	Total	\$1,001,500.00	\$1,001,500.00	\$381,257.54	\$601,376.17	\$18,866.29



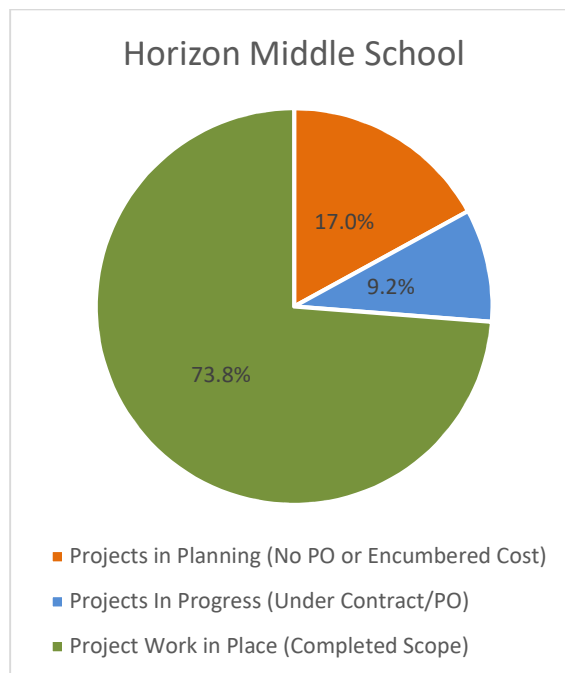
Sand Creek High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.1.A	SCH-01-Secure Front Entry	\$100,000.00	\$100,000.00	\$21,230.94	\$0.00	\$78,769.06
C.1.B	SCH-02-Athletic Package (Field & Track)	\$890,000.00	\$890,000.00	\$104,166.25	\$785,833.75	\$0.00
C.1.C	SCH-03-Flooring Refresh	\$500,000.00	\$500,000.00	\$98,727.67	\$401,272.33	\$0.00
C.1.D	SCH-04-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$105,787.32	\$0.00	\$19,212.68
C.1.E	SCH-05-Paint Refresh	\$325,000.00	\$325,000.00	\$101,921.00	\$223,079.00	\$0.00
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	\$0.00	\$10,000.00
C.1.I	SCH-09-Scoreboards	\$22,000.00	\$22,000.00	\$0.00	\$22,000.00	\$0.00
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	\$154,500.00	\$0.00	\$0.00	\$154,500.00
	Total	\$2,711,500.00	\$2,711,500.00	\$460,261.18	\$1,952,185.08	\$299,053.74



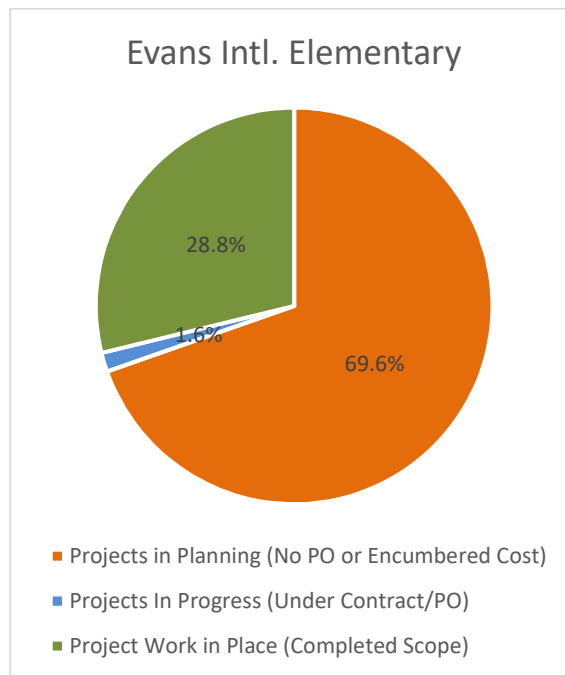
Horizon Middle School Financial

		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	\$1,063,087.00	\$1,063,086.66	\$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	\$31,794.00	\$31,794.00	\$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	\$19,549.00	\$0.00	\$0.00	\$19,549.00
Total		\$1,538,500.00	\$1,538,500.00	\$1,276,818.75	\$240,000.00	\$21,681.25



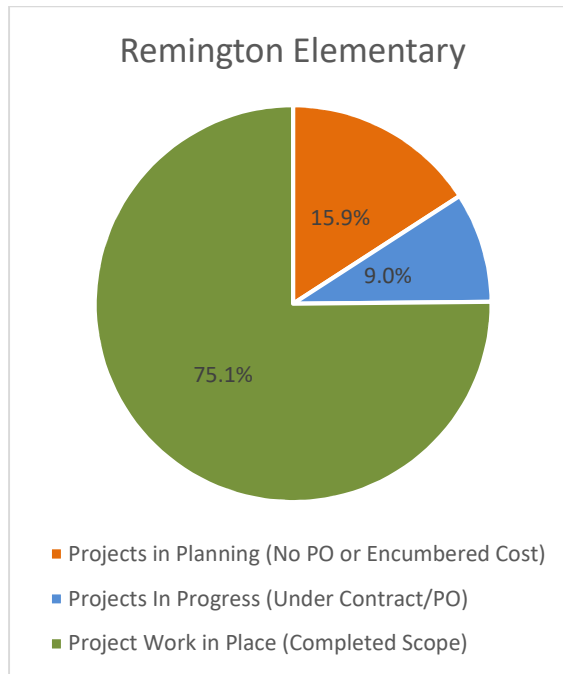
Evans International Elementary School Financial

		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	\$205,622.32	\$205,622.32	\$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	\$92,177.68	\$0.00	\$0.00	\$92,177.68
	Total	\$1,230,500.00	\$1,230,500.00	\$373,687.68	\$764,634.64	\$92,177.68



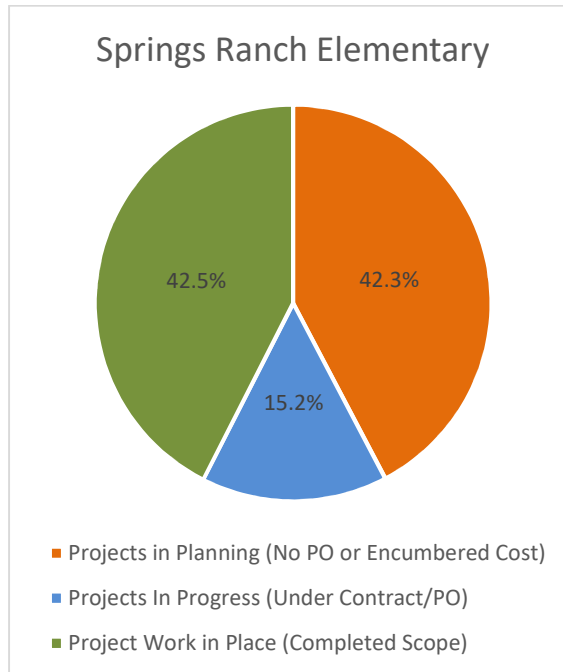
Remington Elementary School Financial

		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	\$163,691.00	\$163,691.00	\$0.00	\$0.00
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	\$76,883.00	\$76,883.00	\$0.00	\$0.00
C.4.G	RME-Contingency - Unallocated Funds	\$3,642.00	\$53,764.00	\$0.00	\$0.00	\$53,764.00
Total		\$791,500.00	\$791,500.00	\$665,986.25	\$71,749.35	\$53,764.40



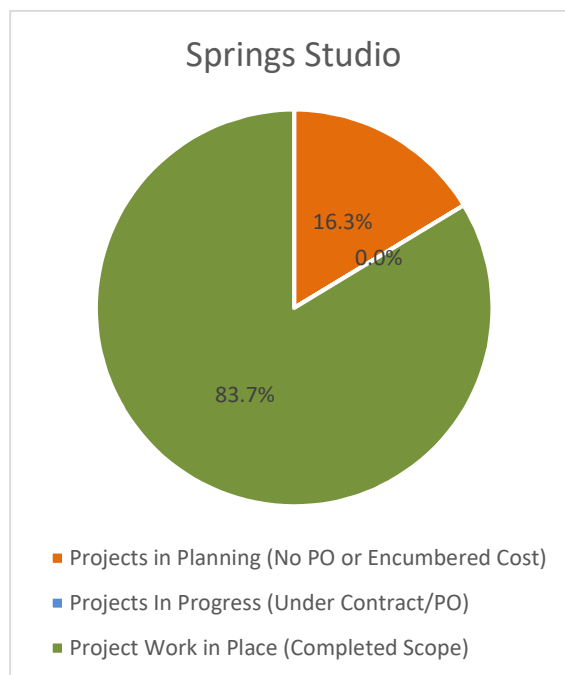
Springs Ranch Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	\$65,000.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
C.5.B	SRE-02-Safety & Security Package	\$20,200.00	\$20,200.00	\$4,901.70	\$15,298.30	\$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	\$58,465.00	\$0.00	\$0.00	\$58,465.00
	Total	\$674,500.00	\$674,500.00	\$389,174.68	\$224,498.30	\$60,827.02



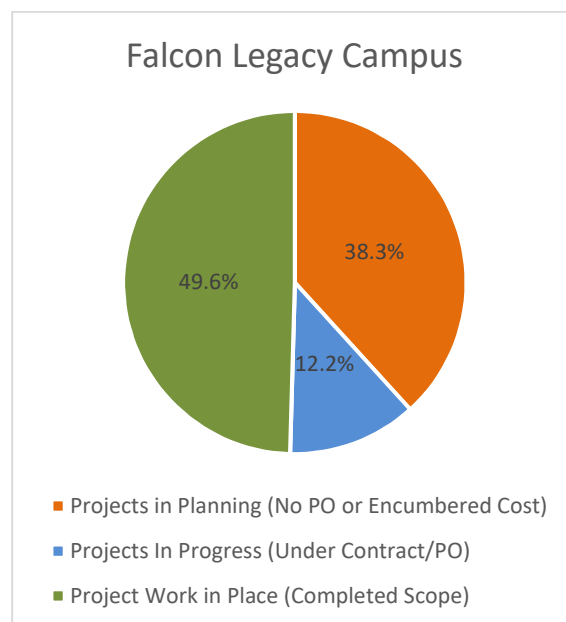
Springs Studio for Academic Excellence Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
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	\$0.00	\$0.00	\$0.00	\$0.00
D.1.E	SSAE-05-K-1 Kitchen Carpet Install	\$1,000.00	\$0.00	\$0.00	\$0.00	\$0.00
D.1.F	SSAE-Contingency-Unallocated Funds	\$7,500.00	\$12,338.61	\$0.00	\$0.00	\$12,338.61
	Total	\$75,500.00	\$75,500.00	\$63,161.39	\$0.00	\$12,338.61



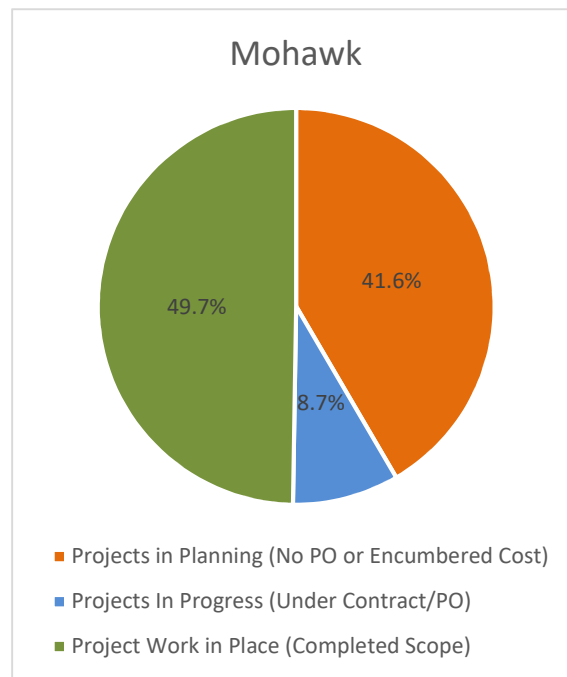
Falcon Legacy Campus Financial

		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	\$15,350.00	\$0.00	\$650.00
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	\$120,608.00	\$0.00	\$19,392.00
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
	Total	\$990,000.00	\$990,000.00	\$611,256.90	\$260,000.00	\$118,743.10



Mohawk (Home School Program) Financial

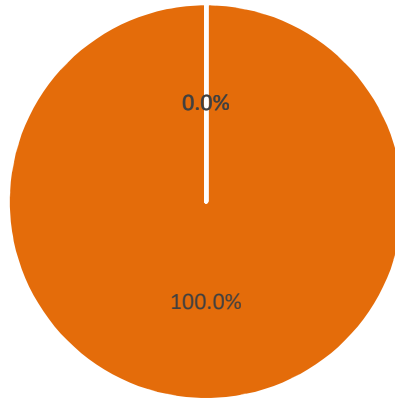
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.3.A	MOH-01-Exterior Doors/Door Alarm	\$4,090.00	\$13,586.00	\$3,856.25	\$0.00	\$9,729.75
D.3.B	MOH-02-Fencing	\$9,940.00	\$7,112.00	\$7,112.00	\$0.00	\$0.00
D.3.C	MOH-03-Apple TV Infrastructure	\$1,100.00	\$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
	Total	\$88,500.00	\$88,500.00	\$51,708.54	\$7,500.00	\$29,291.46



Banning Lewis Ranch Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.1.A	BLA-01-Landscape Playground and Add Equipment	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
E.1.B	BLA-02- Improve Safety of Front Vestibule	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
E.1.C	BLA-03 - Repurpose Locker Room as Computer Lab/Media Center	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
E.1.D	BLA-04-Upgrade Desk and Chairs in 8 Classrooms	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00
E.1.E	BLA-05-Re-Carpet 2 Modular Classrooms	\$12,000.00	\$12,000.00	\$0.00	\$12,000.00	\$0.00
E.1.F	BLA-06-Bleachers, Divider Screen, Projector & Retractable Screen in Gym	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
E.1.G	BLA-07-Gates for Hallway Security after hours	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
E.1.H	BLA-08-Repair/Paint Exterior of Main Building	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.1.I	BLA-09-Refinish and Stripe Parking Lot	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.1.J	BLA-10-Re-Caulk front Patio and Curb Joints	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
E.1.K	BLA-11-Remove Bump-outs in Driveway	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.1.L	BLA-12-Add Paved Walkways to Sidewalk and Playground	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.1.M	BLA-13-Lift to Access Storage Loft	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
E.1.N	BLA-14-Refresh Landscaping	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.1.O	BLA-15-Test and Tune-up HVAC Controls and Damper Unit	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.1.P	BLA-16-Artificial Turf between Cafeteria and Fire Lane	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
E.1.Q	BLA-17-Add Speakers to Admin Office	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
E.1.R	BLA-18-Run Power to Shed	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.S	BLA-Contingency - Unallocated Funds	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00
	Total	\$444,000.00	\$444,000.00	\$0.00	\$344,000.00	\$100,000.00

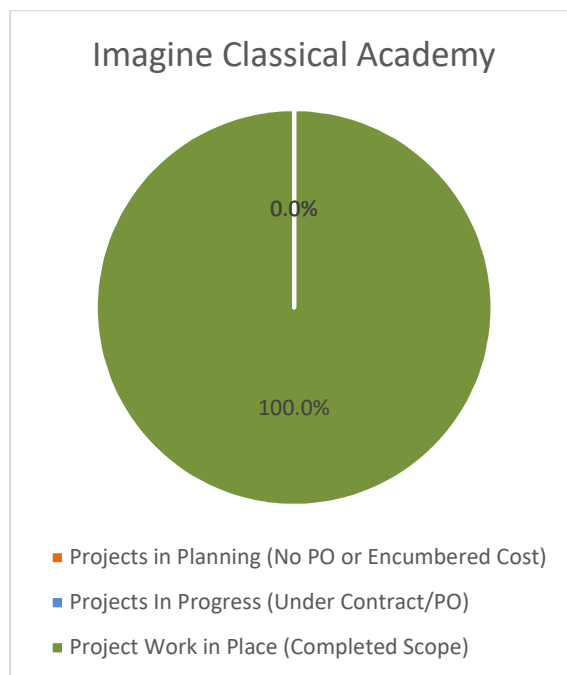
Banning Lewis Ranch



- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

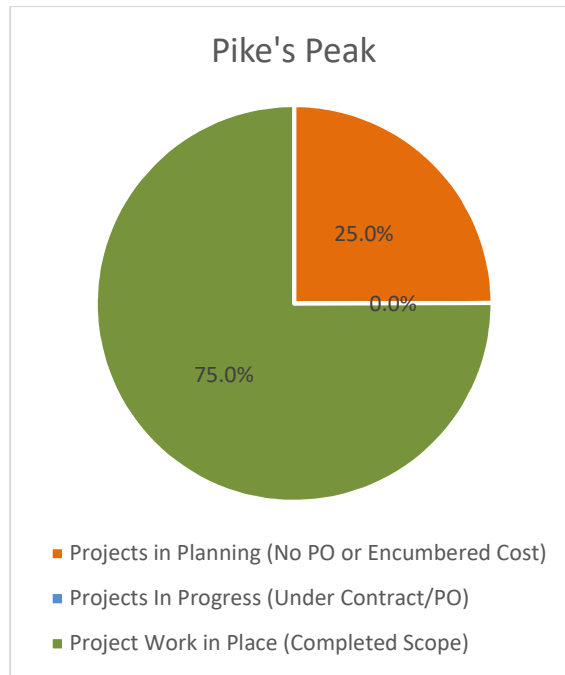
Imagine Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.2.A	ICA-01-Parking 1	\$21,000.00	\$25,823.21	\$25,823.21	\$0.00	\$0.00
E.2.B	ICA-02-Basketball	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00
E.2.C	ICA-03-Pour in Place	\$18,750.00	\$18,750.00	\$18,750.00	\$0.00	\$0.00
E.2.D	ICA-04-Play Equipment	\$83,500.00	\$91,926.79	\$91,926.79	\$0.00	\$0.00
E.2.E	ICA-05-Turf Play Area	\$82,250.00	\$82,250.00	\$82,250.00	\$0.00	\$0.00
E.2.F	ICA-06-Fencing	\$21,750.00	\$21,750.00	\$21,750.00	\$0.00	\$0.00
E.2.G	ICA-Contingency - Unallocated Funds	\$13,250.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00



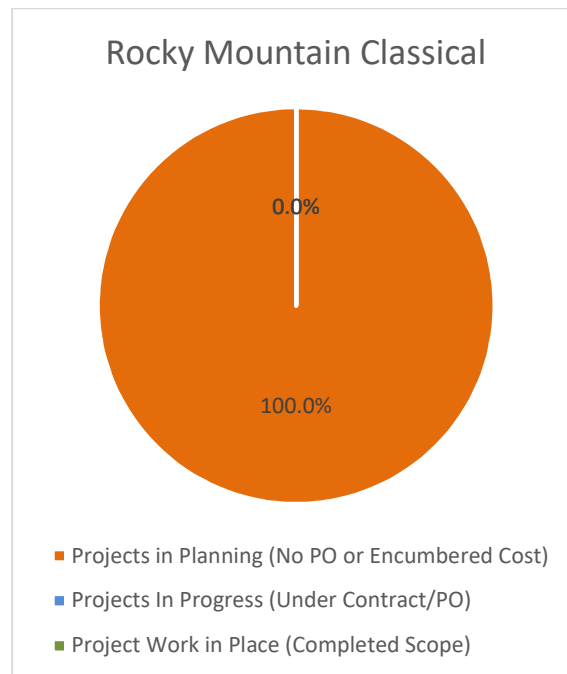
Pikes Peak School of Expeditionary Learning Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	\$64,000.00	\$64,000.00	\$63,650.31	\$0.00	\$349.69
E.3.B	PPS-02-Pour-in-Place	\$85,000.00	\$87,450.00	\$87,449.11	\$0.00	\$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	\$55,000.00	\$55,000.00	\$5,730.00	\$49,270.00	\$0.00
E.3.D	PPS-Contingency - Unallocated Funds	\$5,000.00	\$2,550.00	\$0.00	\$0.00	\$2,550.00
Total		\$209,000.00	\$209,000.00	\$156,829.42	\$49,270.00	\$2,900.58



Rocky Mountain Classical Academy Financial

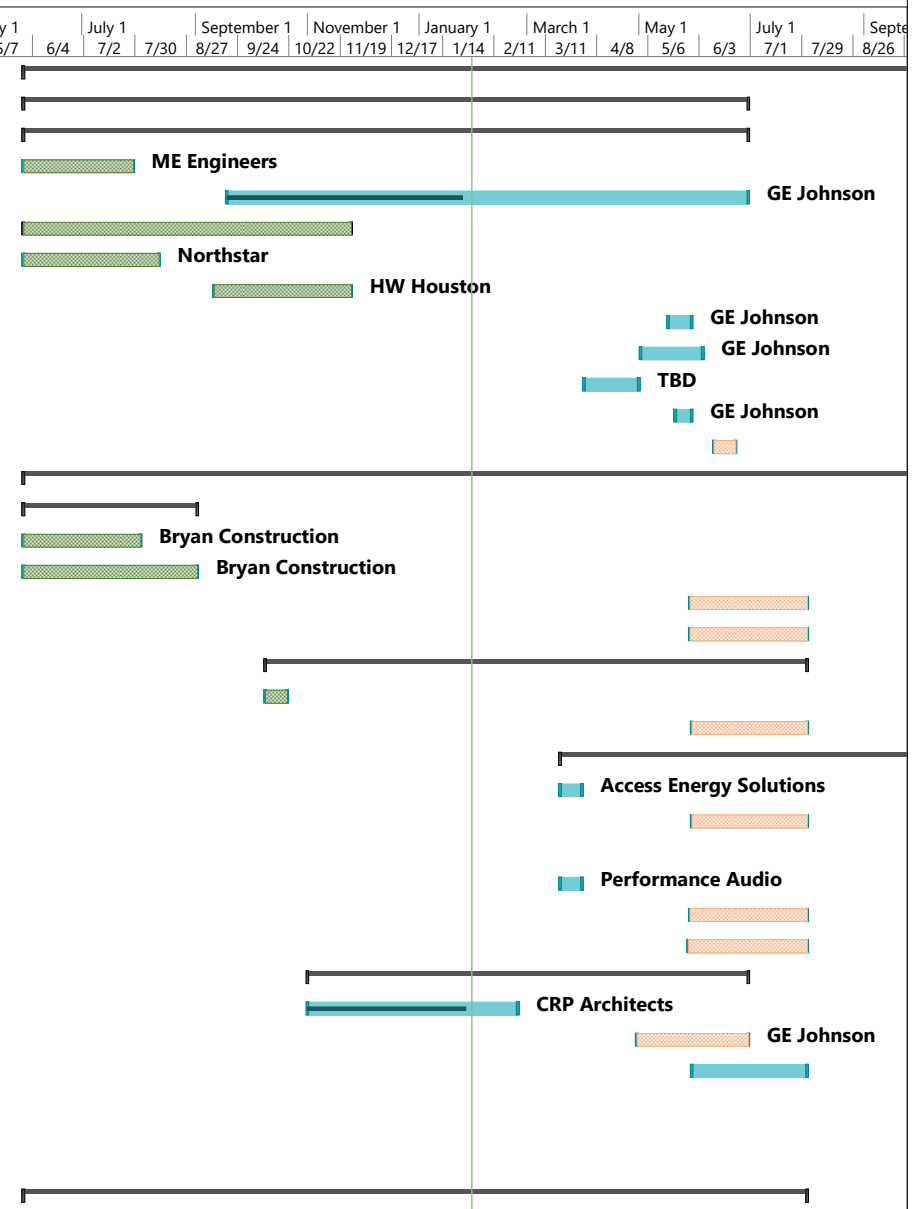
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	\$76,500.00	\$76,500.00	\$0.00	\$76,500.00	\$0.00
E.4.B	RMCA-02-Install Bathrooms	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.C	RMCA-03-Paint Rooms	\$3,500.00	\$3,500.00	\$0.00	\$3,500.00	\$0.00
E.4.D	RMCA-04-Safety & Security Package	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.E	RMCA-05-Replace Metal Door in PE Area	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.4.F	RMCA-Contingency - Unallocated Funds	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$5,500.00
Total		\$125,500.00	\$125,500.00	\$0.00	\$120,000.00	\$5,500.00



P2 Schedule Color Legend

	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 are projects that have been encumbered and contracts and scope are in place. Work is scheduled and coordinated. Work may be in currently progress or still yet to start but if it as not started the schedule is set with contractor.
	Used in Schedule Table - Planning Projects – These projects that are still in the planning process. This may be anywhere in the process. The teams has reached out to the school and or potential contractors and are somewhere in the process of scoping or bidding. Nothing is finalized and nothing is under contract or encumbered by the District.

ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	December 1 12/17	January 1 1/14	March 1 2/11	3/11	4/8	May 1 5/6	6/3	July 1 7/1	7/29	September 1 8/26
1	Falcon Zone	Tue 5/30/17	Fri 10/19/18																			
2	Falcon High School	Tue 5/30/17	Fri 6/29/18																			
3	01-HVAC System	Tue 5/30/17	Fri 6/29/18																			
4	Design	Tue 5/30/17	Fri 7/28/17	Complete																		
5	Construction	Mon 9/18/17	Fri 6/29/18	School Yr 17-18																		
6	02- Turf Baseball field	Tue 5/30/17	Fri 11/24/17	Complete																		
7	Design	Tue 5/30/17	Fri 8/11/17	Complete																		
8	Construction	Mon 9/11/17	Fri 11/24/17	Complete																		
9	03-Flooring	Thu 5/17/18	Tue 5/29/18	School Yr 17-18																		
10	04- Paint - Interior Classrooms and Gym	Wed 5/2/18	Mon 6/4/18	School Yr 17-18																		
11	05-Paint - Exterior doors/trim	Sun 4/1/18	Mon 4/30/18	Summer 18																		
12	06-Lighting & Automation	Mon 5/21/18	Tue 5/29/18	School Yr 17-18																		
13	07-Auditorium lights and sound system	Mon 6/11/18	Fri 6/22/18	Summer 18																		
14	Falcon Middle School	Tue 5/30/17	Fri 10/19/18																			
15	01-Reconfigure library/front office	Tue 5/30/17	Fri 9/1/17	Complete																		
16	Front Office	Tue 5/30/17	Tue 8/1/17	Complete																		
17	Library	Tue 5/30/17	Fri 9/1/17	Complete																		
18	02-Science lab update	Tue 5/29/18	Tue 7/31/18	Summer 18																		
19	03-Classroom flooring	Tue 5/29/18	Tue 7/31/18	Summer 18																		
20	04-Paint - Interior	Mon 10/9/17	Tue 7/31/18																			
21	Phase 1 - Gym Ceiling	Mon 10/9/17	Fri 10/20/17	Complete																		
22	Phase 2 - Gym	Wed 5/30/18	Tue 7/31/18	Summer 18																		
23	05-LED Lighting upgrades	Mon 3/19/18	Fri 10/19/18																			
24	Phase 1 - Gym Lighting	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
25	Phase 2	Wed 5/30/18	Tue 7/31/18	Summer 18																		
26	Phase 3	Mon 10/8/18	Fri 10/19/18	Fall Break 18																		
27	06-Commons & Gymnasium Sound Board	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
28	07-Roof replacement	Tue 5/29/18	Tue 7/31/18	Summer 18																		
29	08-Fixed furnishings	Mon 5/28/18	Tue 7/31/18	Summer 18																		
30	09-Pave bus loop	Wed 11/1/17	Fri 6/29/18																			
31	Design	Wed 11/1/17	Fri 2/23/18	School Yr 17-18																		
32	Construction	Mon 4/30/18	Fri 6/29/18	Summer 18																		
33	10-Exterior concrete repair and drainage	Wed 5/30/18	Tue 7/31/18	Summer 18																		
34	11-Custodial equipment upgrade			School Yr 18-19																		
35	12-Safety & Security Package			School Yr 18-19																		
36	13-Building automation upgrade			Spring Break 19																		
37	Falcon Elementary School of Technology	Tue 5/30/17	Tue 7/31/18																			



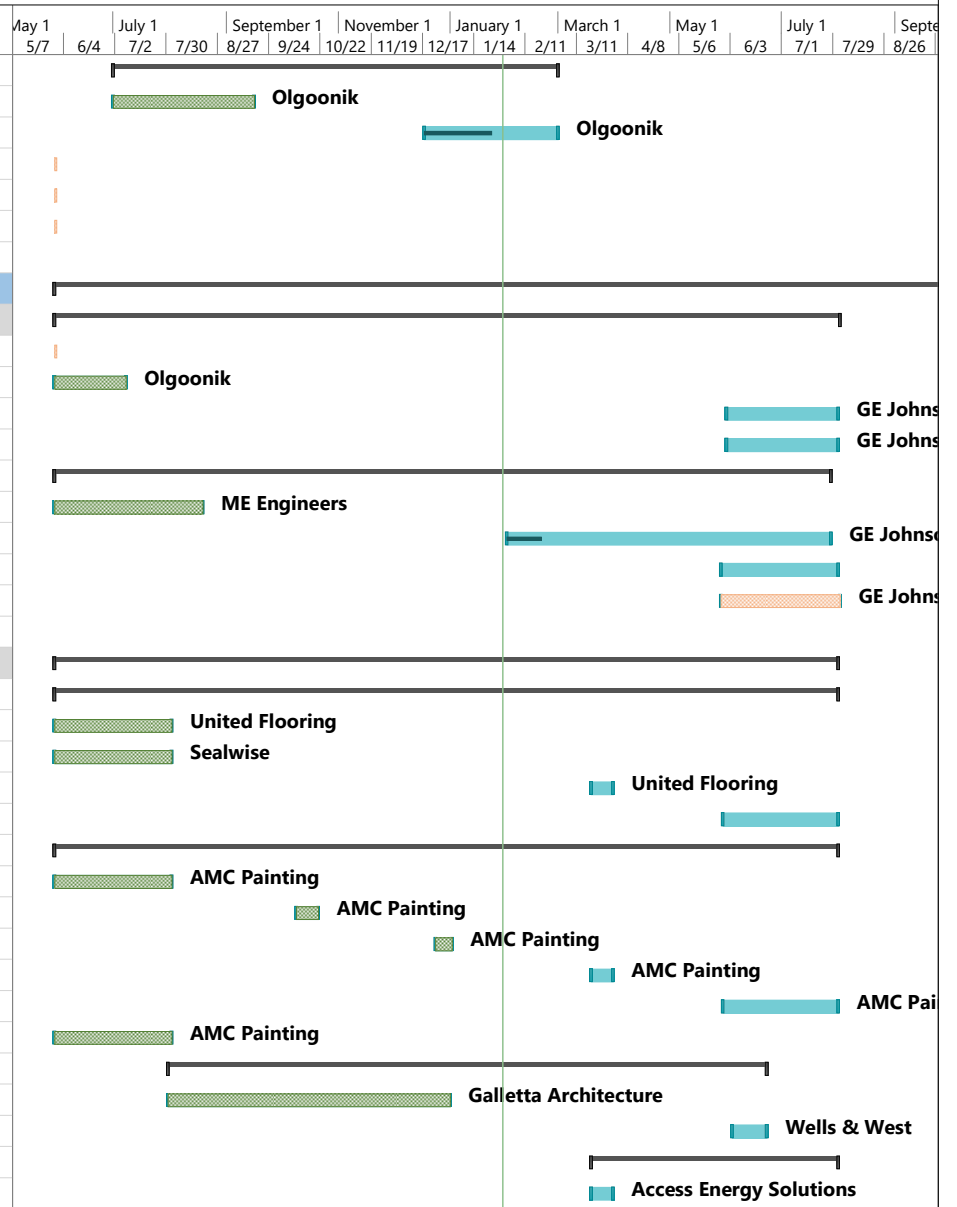
ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	6/4	July 1 7/2	7/30	September 1 8/27	9/24	October 1 10/22	November 1 11/19	December 1 12/17	January 1 1/14	February 1 2/11	March 1 3/11	April 1 4/8	May 1 5/6	June 1 6/3	July 1 7/1	August 1 7/29	September 1 8/26
38	01-Safe Entry	Tue 5/30/17	Fri 10/20/17																			
39	Safe Entry Doors	Tue 5/30/17	Tue 8/1/17	Complete																		
40	Entry Canopy	Mon 10/9/17	Fri 10/20/17	Complete																		
41	02-Intercom system	Tue 5/30/17	Fri 8/4/17	Complete																		
42	03-Refresh Exterior Play Area	Tue 5/30/17	Tue 7/31/18																			
43	Basketball Courts/ADA Walkway	Tue 5/30/17	Tue 8/1/17	Complete																		
44	Pour in place	Tue 5/30/17	Sat 8/5/17	Complete																		
45	Playground	Wed 5/30/18	Tue 7/31/18	Summer 18																		
46	04-Flooring throughout	Tue 5/29/18	Tue 7/31/18	Summer 18																		
47	05-Paint classrooms	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
48	06-Electronic Marquee			School Yr 18-19																		
49	07-Drinking fountains			Fall Break 18																		
50	08-LED Fixture Lighting			Summer 19																		
51	09-Fixed furnishings			Summer 19																		
52	Meridian Ranch Elementary School	Tue 5/30/17	Wed 7/25/18																			
53	01-Paint Refresh	Tue 5/30/17	Fri 8/4/17	Complete																		
54	Paint-Interior	Tue 5/30/17	Tue 8/1/17	Complete																		
55	Paint - Exterior	Mon 7/24/17	Fri 8/4/17	Complete																		
56	03-Flooring	Tue 5/30/17	Wed 7/25/18																			
57	Phase 1 - Halls, Admin & Cafeteria	Tue 5/30/17	Tue 8/1/17	Complete																		
58	Phase 2 - 4th & 5th Grade Wing	Mon 10/9/17	Fri 10/20/17	Complete																		
59	Phase 3 - Preschool-K Wing & Core	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
60	Phase 4 - 2nd & 3rd Grade Wing	Thu 5/31/18	Wed 7/25/18	Summer 18																		
61	04-Restroom	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
62	04-Exterior Play Area Upgrade	Tue 5/30/17	Tue 8/1/17	Complete																		
63	05-Safe Entry	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
64	06-Building Automation																					
65	Woodmen Hills Elementary School	Tue 5/30/17	Wed 7/25/18																			
66	01-Secure Front Entry	Mon 10/9/17	Fri 10/20/17	Complete																		
67	02-Flooring refresh	Tue 5/30/17	Wed 7/25/18																			
68	Phase 1: - Halls and Admin	Tue 5/30/17	Tue 8/1/17	Complete																		
69	Phase 2: - Preschool-K Wing	Mon 10/9/17	Fri 10/20/17	Complete																		
70	Phase 3 - 1st & 2nd Grade Wing	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
71	Phase 4 - 3rd & 4th Grade Wing & Cor	Thu 5/31/18	Wed 7/25/18	Summer 18																		
72	03-Paint Refresh	Tue 5/30/17	Fri 10/20/17	Complete																		
73	Paint-Interior - Halls & Entry	Tue 5/30/17	Tue 8/1/17	Complete																		
74	Paint -Exterior	Mon 10/9/17	Fri 10/20/17	Complete																		

Project: D49-P2-Schedule-2018.01.24
Date: Tue 1/30/18

Split
Milestone

Project Task
Project Summary

ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	July 1 7/2	September 1 8/27	November 1 10/22	January 1 12/17	March 1 2/11	May 1 3/11	July 1 4/8	September 1 5/6	November 1 6/3	January 1 7/1	March 1 7/29	May 1 8/26
75	04-Pick Up / Drop Off in Back	Sat 7/1/17	Wed 2/28/18														
76	Design	Sat 7/1/17	Fri 9/15/17	Complete													
77	Construction	Mon 12/18/17	Wed 2/28/18	School Yr 17-18													
78	05-Safety & Security Package			School Yr 18-19													
79	06-Building automation			School Yr 18-19													
80	07-Exterior Play Area Upgrade																
81	08-LED Fixture Upgrade																
82	Powers Zone	Tue 5/30/17	Fri 3/29/19														
83	Vista Ridge High School	Tue 5/30/17	Wed 8/1/18														
84	01-Safety & Security Package			School Yr 17-18													
85	02- ADA Access & Concessions Area	Tue 5/30/17	Fri 7/7/17	Complete													
86	03-Auditorium Seating Upgrade	Fri 6/1/18	Tue 7/31/18	Summer 18													
87	04-Auditorium Lighting Upgrade	Fri 6/1/18	Tue 7/31/18	Summer 18													
88	05-HVAC System Improvement	Tue 5/30/17	Fri 7/27/18														
89	Design	Tue 5/30/17	Fri 8/18/17	Complete													
90	Construction	Thu 2/1/18	Fri 7/27/18	School Yr 17-18													
91	06-Landscape - Logo & Retaining Wall	Tue 5/29/18	Tue 7/31/18	Summer 18													
92	07-Site Circulation	Tue 5/29/18	Wed 8/1/18	School Yr 18-19													
93	08-Custodial Equipment			School Yr 18-19													
94	Skyview Middle School	Tue 5/30/17	Tue 7/31/18														
95	01-Flooring refresh	Tue 5/30/17	Tue 7/31/18														
96	Phase 1 - Halls & Entry	Tue 5/30/17	Tue 8/1/17	Complete													
97	Phase 1 - Cafeteria	Tue 5/30/17	Tue 8/1/17	Complete													
98	Phase 2 - 4 Classrooms with LVT	Mon 3/19/18	Fri 3/30/18	Spring Break 18													
99	Phase 3 - Classroom Carpeting	Wed 5/30/18	Tue 7/31/18	Summer 18													
100	02-Paint Refresh- Interior	Tue 5/30/17	Tue 7/31/18														
101	Phase 1 - Halls & Entry	Tue 5/30/17	Tue 8/1/17	Complete													
102	Phase 2 - 7th Grade Wing	Mon 10/9/17	Fri 10/20/17	Complete													
103	Phase 3 - 8th Grade Wing	Sun 12/24/17	Mon 1/1/18	Complete													
104	Phase 4 - Lower Level Wing	Mon 3/19/18	Fri 3/30/18	Spring Break 18													
105	Phase 5- Media Center & Main Office	Wed 5/30/18	Tue 7/31/18	Summer 18													
106	03-Paint - Exterior	Tue 5/30/17	Tue 8/1/17	Complete													
107	04-Security Entry	Mon 7/31/17	Fri 6/22/18														
108	Design	Mon 7/31/17	Sun 12/31/17	Complete													
109	Construction	Mon 6/4/18	Fri 6/22/18	Summer 18													
110	05-LED Fixture Lighting upgrade	Mon 3/19/18	Tue 7/31/18														
111	Phase 1 - Gym Lights	Mon 3/19/18	Fri 3/30/18	Spring Break 18													



Project: D49-P2-Schedule-2018.01.24
Date: Tue 1/30/18

Split
Milestone

Project Task
Project Summary

ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	July 1 6/4	September 1 7/2	November 1 7/30	January 1 8/27	March 1 9/24	May 1 10/22	July 1 11/19	September 1 12/17	November 1 1/14	January 1 2/11	March 1 3/11	May 1 4/8	July 1 5/6	September 1 6/3	November 1 7/1	January 1 7/29	March 1 8/26
112	Phase 2 - Cafeteria Lights	Wed 5/30/18	Tue 7/31/18	Summer 18																		
113	Phase 3 - Hallway Lights	Wed 5/30/18	Tue 7/31/18	Summer 18																		
114	06-HVAC Improvements	Wed 5/30/18	Tue 7/31/18	Summer 18																		
115	07-Building Automation	Wed 5/30/18	Tue 7/31/18	Summer 18																		
116	08-Roof replacement	Wed 5/30/18	Tue 7/31/18	School Yr 17-18																		
117	09-Bleachers -Softball and football			School Yr 18-19																		
118	10-Logo - Gym Floor	Wed 5/30/18	Tue 7/31/18	Summer 18																		
119	11-Custodial Equipment			School Yr 18-19																		
120	12-Update Furniture			School Yr 18-19																		
121	Odyssey Elementary School	Thu 6/1/17	Fri 5/25/18																			
122	01-Replace Modular Bldg Support	Thu 6/1/17	Fri 5/25/18																			
123	Design	Thu 6/1/17	Fri 8/18/17	Complete																		
124	Construction	Mon 10/30/17	Fri 5/25/18	School Yr 17-18																		
125	02-Safe Entry	Mon 10/9/17	Fri 10/20/17	Complete																		
126	03-Replace student furniture			School Yr 17-18																		
127	Ridgeview Elementary School	Tue 5/30/17	Fri 3/29/19																			
128	01-Secure Front Entry	Tue 5/30/17	Mon 8/28/17	Complete																		
129	02-Fencing	Mon 10/9/17	Fri 10/20/17	Complete																		
130	03-Safety & Security Package			Complete																		
131	04-Paint - Interior	Tue 5/30/17	Tue 7/31/18																			
132	Phase 1 - Hallways & Entry	Tue 5/30/17	Tue 8/1/17	Complete																		
133	Phase 2 - 5 Classrooms (3rd Grade)	Mon 10/9/17	Fri 10/20/17	Complete																		
134	Phase 3 - 5 Classrooms	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
135	Phase 4 - Remainder of Classrooms	Thu 5/31/18	Tue 7/31/18	Summer 18																		
136	05-Flooring	Tue 5/30/17	Fri 3/29/19																			
137	Phase 1: Hallways & Cafeteria	Tue 5/30/17	Tue 8/1/17	Complete																		
138	Phase 2: 5 Classrooms (painted)	Wed 5/30/18	Tue 7/31/18	Spring Break 18																		
139	Phase 3: Core & 5 Classrooms (painted)	Wed 5/30/18	Tue 7/31/18	Summer 18																		
140	Phase 4: Classroom Wing	Mon 10/8/18	Fri 10/19/18	Fall Break 18																		
141	Phase 5: Classroom Wing	Mon 3/18/19	Fri 3/29/19	Spring Break 19																		
142	06-Landscaping/Play Area Upgrade	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
143	07-Custodial Equipment			School Yr 18-19																		
144	08-LED Fixture lighting upgrade			Summer 19																		
145	Stetson Elementary School	Tue 5/30/17	Tue 7/31/18																			
146	01-Secure Front Entry	Mon 9/4/17	Tue 7/31/18																			
147	Design	Mon 9/4/17	Fri 2/23/18	School Yr 17-18																		
148	Construction	Tue 5/29/18	Tue 7/31/18	Summer 18																		

Project: D49-P2-Schedule-2018.01.24
Date: Tue 1/30/18

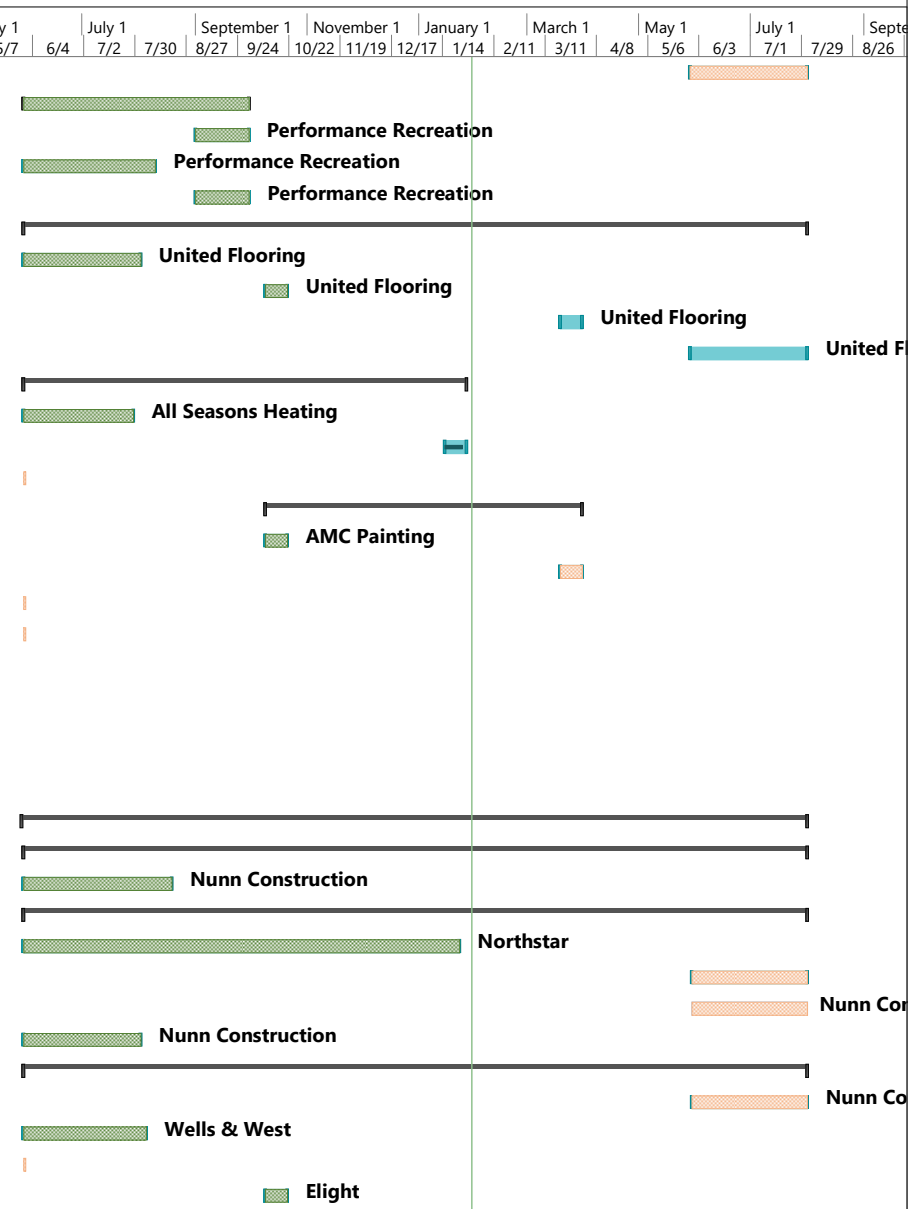
Split
Milestone

Project Task
Project Summary

Project Progress
Estimated Durations

Project Task Complete

ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	July 1 6/4	September 1 7/2	November 1 7/30	January 1 8/27	March 1 9/24	May 1 10/22	July 1 11/19	September 1 12/17	November 1 1/14	January 1 2/11	March 1 3/11	May 1 4/8	July 1 5/6	September 1 6/3	November 1 7/1	January 1 7/29	March 1 8/26
149	02-Restroom refresh	Tue 5/29/18	Tue 7/31/18	Summer 18																		
150	03-Playground Refresh	Tue 5/30/17	Fri 9/29/17	Complete																		
151	Turf -Play Area	Fri 9/1/17	Fri 9/29/17	Complete																		
152	Pour in place - Playground	Tue 5/30/17	Wed 8/9/17	Complete																		
153	Drainage - Playground	Fri 9/1/17	Fri 9/29/17	Complete																		
154	04-Flooring Refresh	Tue 5/30/17	Tue 7/31/18																			
155	Phase 1:	Tue 5/30/17	Tue 8/1/17	Complete																		
156	Phase 2: Wings 300 & 200	Mon 10/9/17	Fri 10/20/17	Complete																		
157	Phase 3: Wing 500	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
158	Phase 4: Wings 600 & Core	Tue 5/29/18	Tue 7/31/18	Summer 18																		
159	05-Fixed Furnishings	Tue 5/30/17	Fri 1/26/18																			
160	Kilns	Tue 5/30/17	Fri 7/28/17	Complete																		
161	Choir Risers	Mon 1/15/18	Fri 1/26/18	School Yr 17-18																		
162	Book cases & cabinets			Summer 18																		
163	06-Paint Refresh	Mon 10/9/17	Fri 3/30/18																			
164	Paint Interior	Mon 10/9/17	Fri 10/20/17	Complete																		
165	Paint Exterior	Mon 3/19/18	Fri 3/30/18	Spring Break 18																		
166	07-Blinds for classrooms			Fall Break 18																		
167	08-Removable Wall - Gym/Music			Fall Break 18																		
168	09-Gym Sound system			Fall Break 18																		
169	10-Staff Lounge Refresh			Summer 19																		
170	11-Parking Repair			Spring Break 19																		
171	12-Library furniture			Fall Break 18																		
172	13-LED Fixture Upgrade			Summer 19																		
173	Sand Creek Zone	Mon 5/29/17	Tue 7/31/18																			
174	Sand Creek High School	Tue 5/30/17	Tue 7/31/18																			
175	01-Secure Front Entry	Tue 5/30/17	Fri 8/18/17	Complete																		
176	02-Athletic Package (Field & Track)	Tue 5/30/17	Tue 7/31/18																			
177	Design	Tue 5/30/17	Mon 1/22/18	Complete																		
178	Construction	Wed 5/30/18	Tue 7/31/18	Summer 18																		
179	03-Flooring refresh	Wed 5/30/18	Tue 7/31/18	Summer 18																		
180	04-LED Fixture Lighting - Halls & Admin	Tue 5/30/17	Tue 8/1/17	Complete																		
181	05-Paint Refresh	Tue 5/30/17	Tue 7/31/18																			
182	Paint - Interior	Wed 5/30/18	Tue 7/31/18	Summer 18																		
183	Paint - Exterior	Tue 5/30/17	Fri 8/4/17	Complete																		
184	06-Auditorium Refresh			School Yr 18-19																		
185	07-Fire Safety - Electrical Upgrades	Mon 10/9/17	Fri 10/20/17	Complete																		

































ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	July 1 6/4	September 1 7/2	November 1 7/30	January 1 8/27	March 1 9/24	May 1 10/22	July 1 11/19	September 1 12/17	November 1 1/14	January 1 2/11	March 1 3/11	May 1 4/8	July 1 5/6	September 1 6/3	November 1 7/1	January 1 7/29	March 1 8/26
186	08-Remove Modular	Fri 9/1/17	Fri 11/10/17	Complete																		
187	09-Scoreboards			Spring Break 19																		
188	10-Classroom Furniture			School Yr 18-19																		
189	11-Replace Gym Bleachers			Spring Break 19																		
190	12-Safety & Security Package			School Yr 18-19																		
191	Horizon Middle School	Mon 5/29/17	Tue 7/31/18																			
192	01-Entry/safe Entry	Mon 7/10/17	Fri 2/9/18	School Yr 17-18																		
193	02-ADA Ramp Access to Field/Track	Tue 5/30/17	Tue 8/1/17	Complete																		
194	03-Door Replacement	Tue 5/30/17	Mon 7/31/17	Complete																		
195	04-LED Fixture Lighting upgrade	Tue 5/29/18	Tue 7/31/18	Summer 18																		
196	05-Paint Interior Trim	Mon 5/29/17	Mon 7/31/17	Complete																		
197	06-Library Refresh	Tue 5/30/17	Mon 7/31/17	Complete																		
198	07-Flooring -Classrooms	Mon 5/29/17	Mon 7/31/17	Complete																		
199	Evan International Elementary	Tue 5/30/17	Tue 7/31/18																			
200	01-Safe Entry	Tue 5/30/17	Fri 10/20/17	Complete																		
201	Safe Entry Doors & Remodel	Tue 5/30/17	Tue 8/1/17	Complete																		
202	Entry Canopy	Mon 10/9/17	Fri 10/20/17	Complete																		
203	02-Safety & Security Package	Tue 5/30/17	Tue 8/1/17																			
204	Cameras & Security Storage			School Yr 17-18																		
205	Security -Intercom	Tue 5/30/17	Tue 8/1/17	Complete																		
206	03-HVAC System Improvements	Mon 10/9/17	Tue 7/31/18																			
207	Replace RTU at Safe Entry	Mon 10/9/17	Fri 10/20/17	Complete																		
208	Three more Units	Wed 5/30/18	Tue 7/31/18	Summer 18																		
209	04-Fire Suppression	Mon 3/19/18	Fri 3/30/18	Fall Break 18																		
210	05-Building Automation Upgrade	Tue 5/29/18	Tue 7/31/18	Summer 18																		
211	06-Exterior Landscaping & Play Area Up	Tue 5/30/17	Tue 7/31/18																			
212	Pour in Place	Tue 5/30/17	Thu 8/31/17	Complete																		
213	Drainage	Tue 5/30/17	Tue 8/1/17	Complete																		
214	Turf	Wed 5/30/18	Tue 7/31/18	Summer 18																		
215	07-Flooring Refresh	Wed 5/30/18	Tue 7/31/18	Summer 18																		
216	08-Restroom Refresh	Wed 5/30/18	Tue 7/31/18	Summer 18																		
217	09-LED lighting upgrade			Summer 19																		
218	10-Fixed furnishing			School Yr 18-19																		
219	11-Weatherproof wall			School Yr 18-19																		
220	12-Paint Refresh			Summer 19																		
221	Remington Elementary School	Tue 5/30/17	Fri 12/29/17																			
222	01-Play Area Upgrade	Tue 5/30/17	Fri 8/18/17	Complete																		



Project: D49-P2-Schedule-2018.01.24
Date: Tue 1/30/18

Split
Milestone

Project Task
Project Progress
Project Task Complete
Estimated Durations

ID	Task Name	Start	Finish	Targeted Work Time	May 1 5/7	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	December 1 12/17	1/14	March 1 2/11	3/11	4/8	May 1 5/6	6/3	July 1 7/1	7/29	September 1 8/26
259	01-Technology Refresh (switches, cables, panels, etc)	Mon 5/1/17	Wed 5/31/17	Complete																		
260	02-Safety & Security (Roof leak, walkways, bathroom repairs, etc)	Mon 5/1/17	Wed 5/31/17	Complete																		
261	02-Reconfigure old bathroom, concrete work, etc	Mon 5/1/17	Wed 5/31/17	Complete																		
262	03-Bathroom Expansion Walls, Drywall	Mon 5/1/17	Wed 5/31/17	Complete																		
263	04-Plumbing Fixtures	Mon 5/1/17	Wed 5/31/17	Complete																		
264	05-Toilet Compartments	Mon 5/1/17	Wed 5/31/17	Complete																		
265	06-Conference Room Carpet	Mon 5/1/17	Wed 5/31/17	Complete																		
266	07-New Ceiling Grid	Mon 5/1/17	Wed 5/31/17	Complete																		
267	08-Wall Tile Install Boys, Girls and Staff	Mon 5/1/17	Wed 5/31/17	Complete																		
268	09-Final Electrical	Mon 5/1/17	Wed 5/31/17	Complete																		
269	10-Plumbing Underground - water runs	Mon 5/1/17	Wed 5/31/17	Complete																		
270	11-Concrete Repair	Mon 5/1/17	Wed 5/31/17	Complete																		
271	12-Add additional Parking lot pole	Mon 5/1/17	Wed 5/31/17	Complete																		
272	13-Parking lot lights	Mon 5/1/17	Wed 5/31/17	Complete																		
273	14-Parking lot final upgrades	Mon 5/1/17	Wed 5/31/17	Complete																		
274	15-Exterior Painting	Sun 10/8/17	Fri 10/20/17	Complete																		
275	16-Safe Entry (Hwy 24 PHS side)	Tue 5/29/18	Tue 7/31/18	Summer 18																		
276	17-Culinary Arts Room Expansion	Tue 5/29/18	Tue 7/31/18	Summer 18																		
277	18-Carpet Entire Building	Tue 5/29/18	Tue 7/31/18	Summer 18																		
278	19-Curb Appeal and Signage			Complete																		
279	Mohawk	Tue 5/30/17	Mon 7/31/17																			
280	01-Exterior Doors/ Door Alarm	Tue 5/30/17	Fri 7/28/17	Complete																		
281	02-Fencing	Tue 5/30/17	Fri 7/28/17	Complete																		
282	03- Apple TV Infrastructure	Tue 5/30/17	Fri 7/28/17	Complete																		
283	04-Coat Hanger Removal	Tue 5/30/17	Fri 7/28/17	Complete																		
284	05-Surveillance Camera	Tue 5/30/17	Fri 7/28/17	Complete																		
285	06-Shoretel phones	Tue 5/30/17	Fri 7/28/17	Complete																		
286	07-Hallway Storefront																					
287	08-Carpet	Tue 5/30/17	Mon 7/31/17	Complete																		
288	09-Door 109																					
289	10-Observation window			School Yr 17-18																		
290	11-Paint	Tue 5/30/17	Mon 7/31/17	Complete																		

Project: D49-P2-Schedule-2018.01.24
Date: Tue 1/30/18

Split  Project Task
Milestone  Project Summary

 Project Progress  Project Task Complete
 Estimated Durations 

Project Update Report

Project Name:**District 49 Schools – P3 & P4 Projects**

Wember Inc. Project Number:

2016.63

Issue Date:

January 31, 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 Field House is complete with the exception of some finishing items for cleanup on the field turf and final AV installs.
- Construction on the Addition is scheduled to be complete for all work by mid-month. The building has been punched and only has final balancing and finishing touches left to remain. There is some landscape work that will be finished next summer as part of the Phase 3 work.
- FFE has been ordered for the library Phase 1 and will be installed over Spring Break. The remainder of the furniture will be finalized in the next month and ordered for summer delivery.
- Phase 3 work (Summer 18) is being reviewed by contractor and work to be more detail scheduled with team over the following month.

Bennett Ranch

- Londonderry construction is underway.
 - Roofing in progress about 25% complete.
 - Sheathing is going up on the building. Only the North wall remains
 - Mechanical and Electrical Rough-in is in progress on 1st Floor
 - Framing is in progress throughout on first floor. Framing is approx. 90% complete.
 - Hangers are being hung on second floor.
 - Floor is being polished at hall areas on second floor.
- Furniture Selection & Design is progress. Classrooms furniture is mostly complete. Committee is meeting to finalize selections on other spaces throughout the month. Final order scheduled to be placed in March.
- IT is in process of pricing Network Equipment. Numbers should be in place by months end.

Falcon High

- Contingency is low as previously reported. Final numbers on two of the items are out being priced after some changes to keep cost down. Currently approx. 25% of the contingency has been spent.
- Construction is in progress and on schedule.
 - Precast is complete.
 - Steel is complete with the exception of the final details.
 - Underground rough-in is in progress.
 - Storefront (windows) are being installed.
 - Roofing is scheduled to start at the end of February.
- Final paint and finish colors were reviewed by school and modifications are in process.
- Final furniture selection for class chairs will also be finalized over the next month.

Vista Ridge

- Precast is almost complete for the Gym and the Multi-Purpose Room
- Catwalk install is in progress at the Theater space.
- Mechanical and Electrical rough-in our in progress in the Theater space.
- Theater seating final selections are in process.

Vista Del Pico

- Design Development was completed in mid-January
- Nunn Construction has the DD set out to market to get prices on the scope and to put together the DD budget. Based on previous tracking we expect the project may come in a bit over budget but there is also a list of potential cost savings that are being priced and can be taken if need be to stay in budget.

- Construction documents are scheduled to be completed mid-March 2018 with construction starting in late April or early May.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Bennett Ranch Elementary	\$23,300,000	\$21,376,293	\$1,896,669	\$27,037	\$7,763,702
B	Falcon High School	\$5,650,000	\$5,368,340	\$281,658	\$1	\$1,992,275
C	Sand Creek High School	\$4,850,000	\$4,615,009	\$234,649	\$342	\$3,706,472
D	Vista Del Pico Elementary	\$24,400,000	\$1,813,553	\$22,585,247	\$1,200	\$602,395
E	Vista Ridge High School	\$7,000,000	\$6,517,384	\$482,616	\$1	\$1,365,620
	Total	\$65,200,000	\$39,690,579	\$25,480,840	\$28,581	\$15,430,464

- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

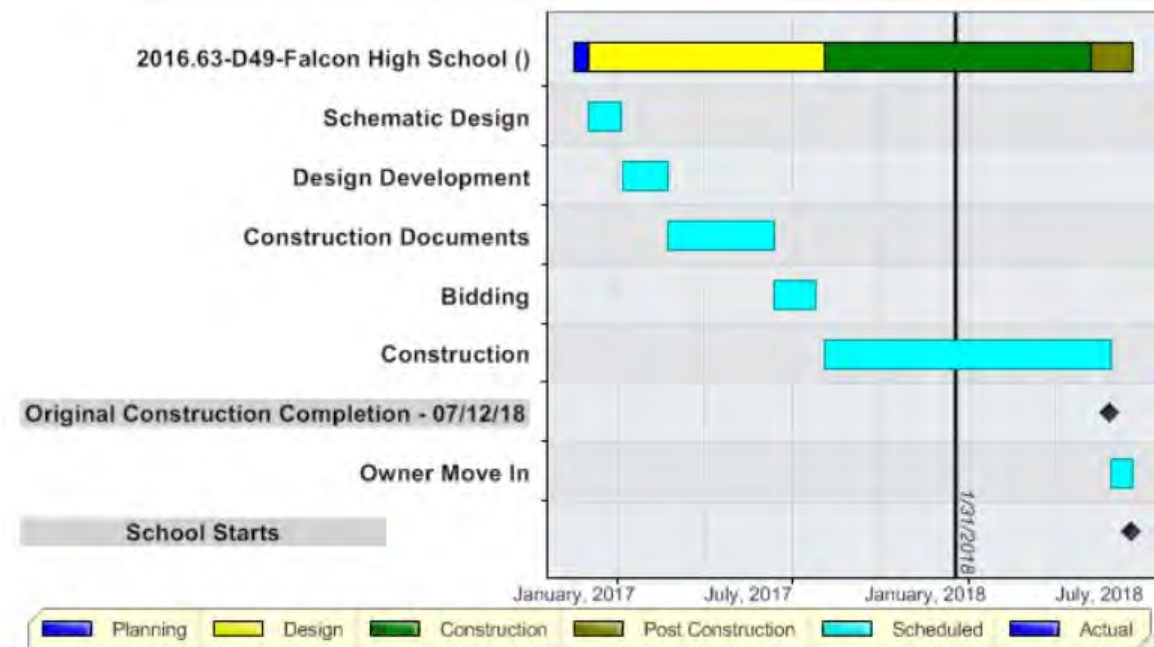
Next Steps

- Finalize Furniture on the many projects: Bennett Ranch, Falcon High School, Vista Ridge & Sand Creek. Complete the orders for this furniture to ensure a summer delivery.
- Coordinate and get quotes for equipment for IT equipment and set order date based on coordinating schedule with Contractor.
- Finalize list of all Owner supplied equipment and work on what is specified and what still needs to be specified. Also incorporate that into the master schedule with order times.
- Begin Utility Applications at Vista Del Pico.
- Finalize DD price with contractor at Vista Del Pico and release Architect to start CD's.
- Review technology and AV systems at Londonderry to see if any changes need to be made.
- Order AV Equipment for Falcon High School
- Work with Brian Smith & Sue Holmes to review curriculum and cost at Bennett Ranch.
- Finalize Access Control, Intrusion, Cameras, Intercom & Clock scope with GE Johnson at Bennett Ranch Elementary School.
- Finalize construction of Field House and Addition (Phase 2) at Sand Creek and release areas back to school.

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	\$729,328.00	\$713,630.00	\$15,698.00	\$0.00	\$528,712.47
C	Construction	\$4,635,433.56	\$4,635,433.56	\$0.00	\$0.00	\$1,446,722.86
D	Permits & Fees	\$19,278.00	\$19,276.55	\$0.00	\$1.45	\$16,839.55
E	Furniture, Fixtures & Equip	\$30,000.00	\$0.00	\$30,000.00	\$0.00	\$0.00
F	Technology	\$80,000.00	\$0.00	\$80,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$155,960.44	\$0.00	\$155,960.44	\$0.00	\$0.00
	Total	\$5,650,000.00	\$5,368,340.11	\$281,658.44	\$1.45	\$1,992,274.88

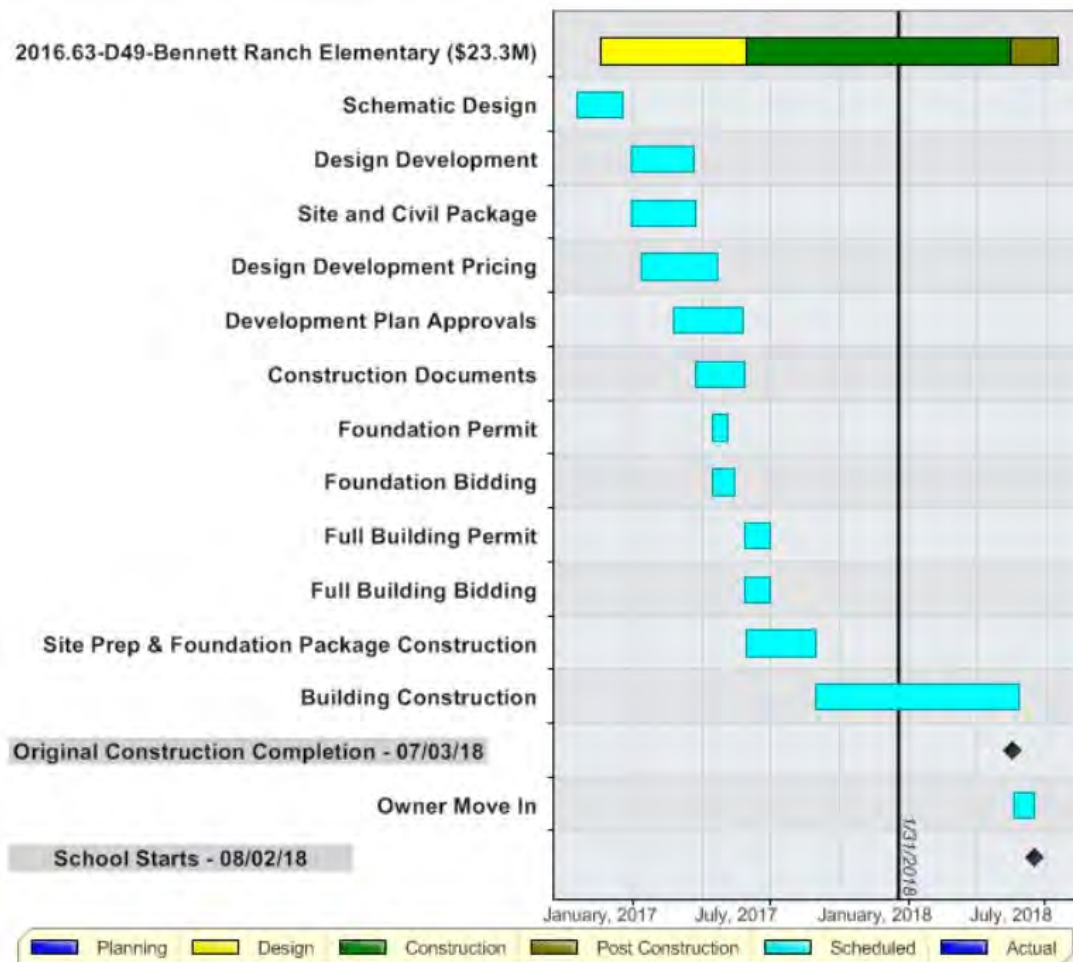
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149>

Falcon High School



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.

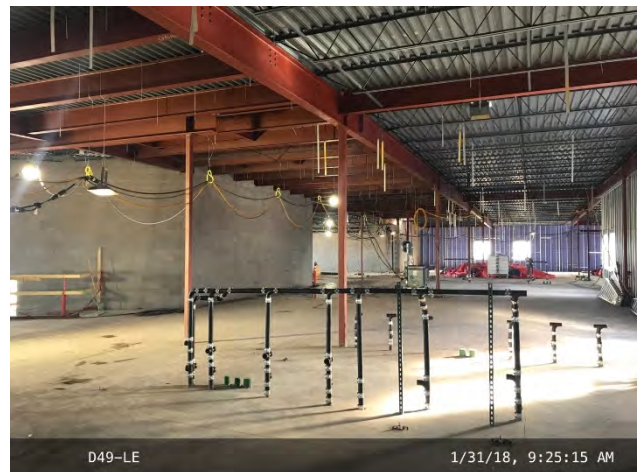
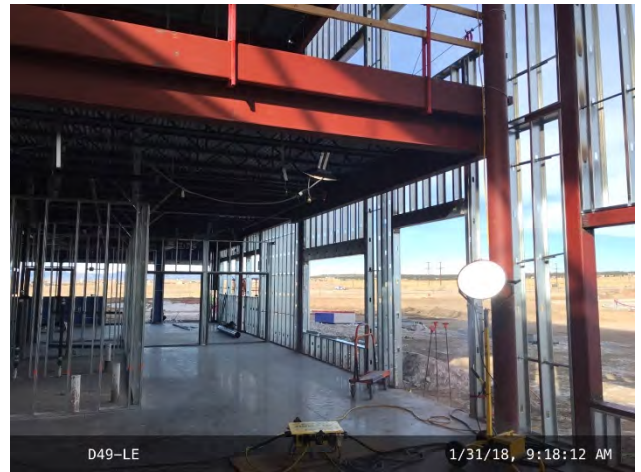
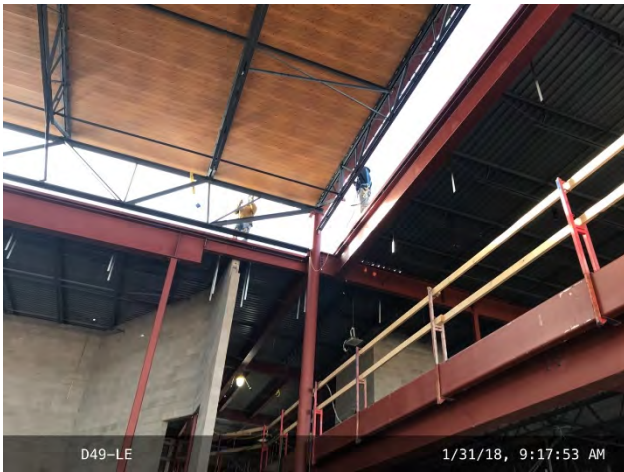


Bennett Ranch Elementary Financials

		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	\$3,172,539.00	\$3,083,844.92	\$87,290.00	\$1,404.08	\$2,555,026.44
C	Construction	\$17,851,178.21	\$17,851,178.21	\$0.00	\$0.00	\$5,123,449.14
D	Permits & Fees	\$482,382.00	\$440,711.19	\$16,037.40	\$25,633.41	\$84,667.75
E	Furniture, Fixtures & Equip	\$850,000.00	\$0.00	\$850,000.00	\$0.00	\$0.00
F	Technology	\$350,000.00	\$0.00	\$350,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$592,900.79	\$0.00	\$592,900.79	\$0.00	\$0.00
	Total	\$23,300,000.00	\$21,376,293.32	\$1,896,669.19	\$27,037.49	\$7,763,702.33

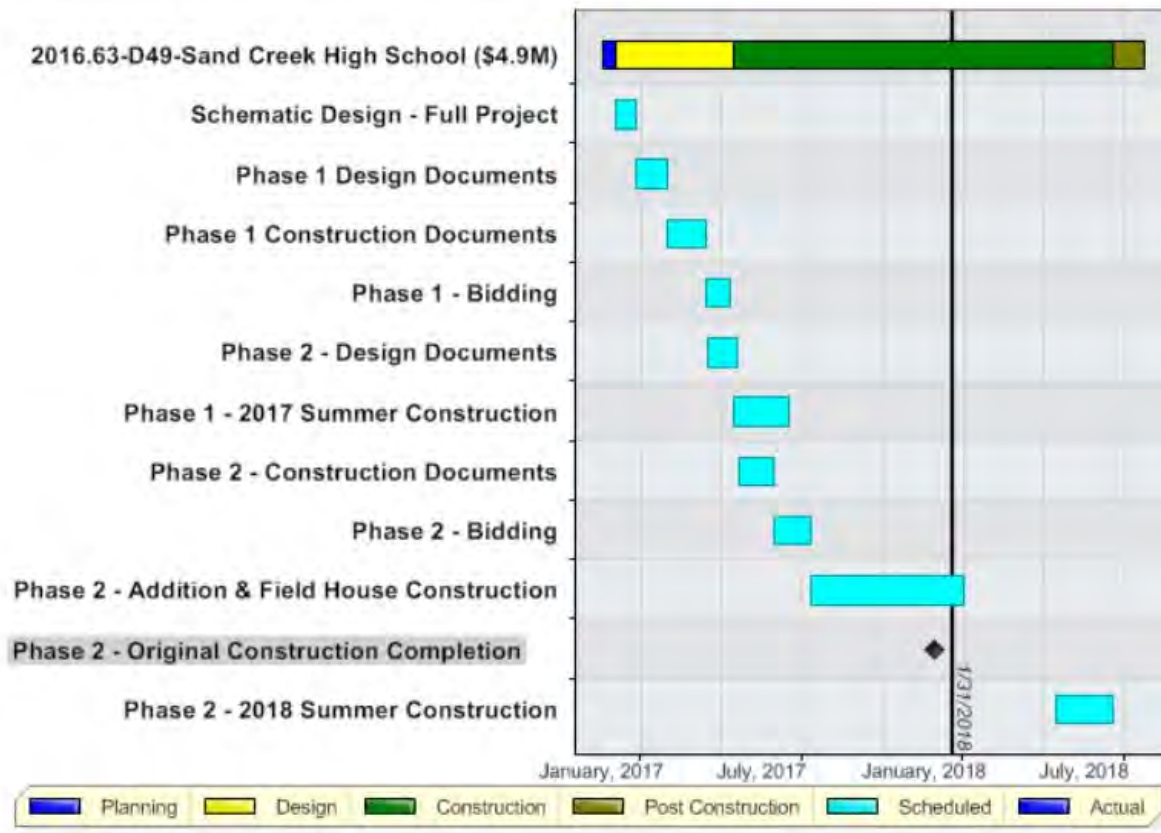
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128>

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.

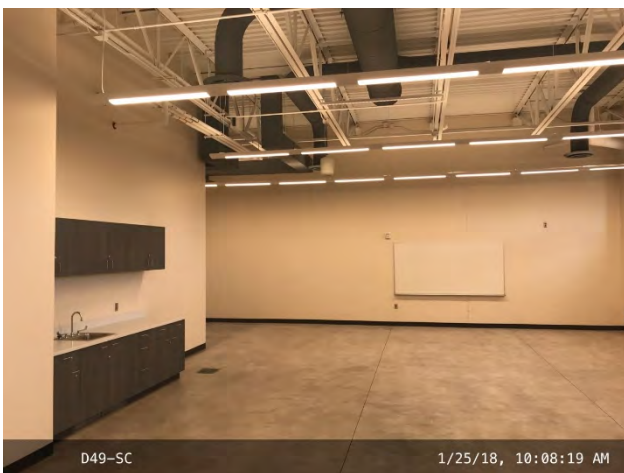
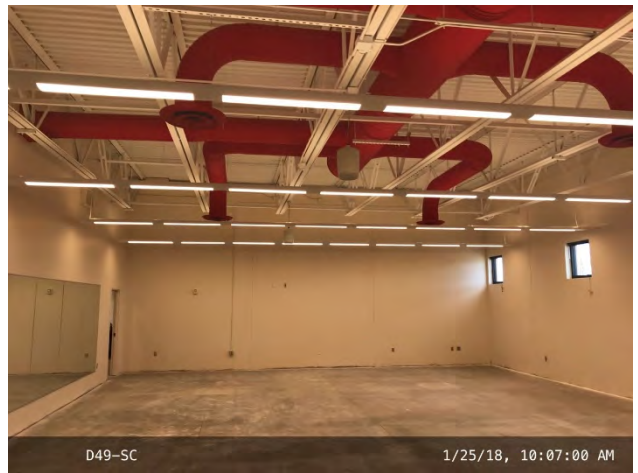
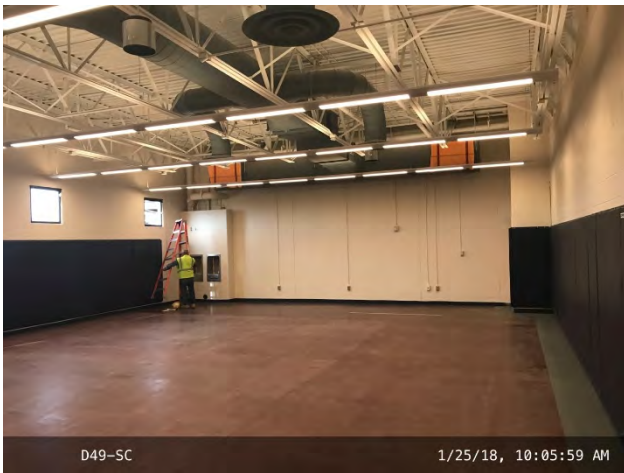
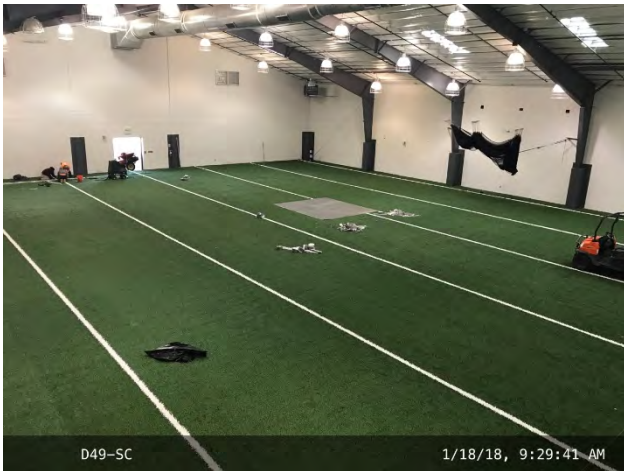


Sand Creek High School Financial

		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	\$646,627.50	\$641,750.50	\$4,696.00	\$181.00	\$529,619.09
C	Construction	\$3,693,481.14	\$3,693,480.89	\$0.00	\$0.25	\$2,971,929.81
D	Permits & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixtures & Equip	\$300,000.00	\$247,517.32	\$52,322.74	\$159.94	\$175,653.20
F	Technology	\$75,000.00	\$15,730.00	\$59,270.00	\$0.00	\$12,740.00
G	Contingencies & Escalation	\$118,360.36	\$0.00	\$118,360.36	\$0.00	\$0.00
	Total	\$4,850,000.00	\$4,615,008.66	\$234,649.10	\$342.24	\$3,706,472.05

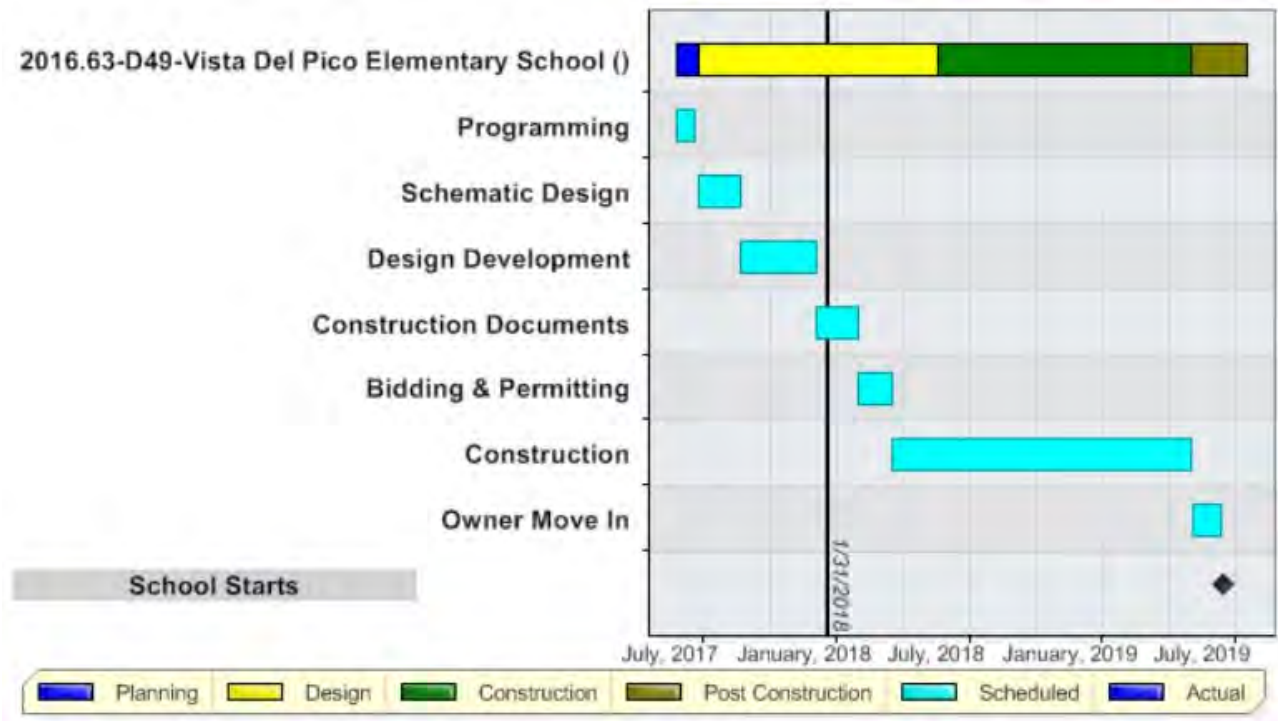
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148>

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.



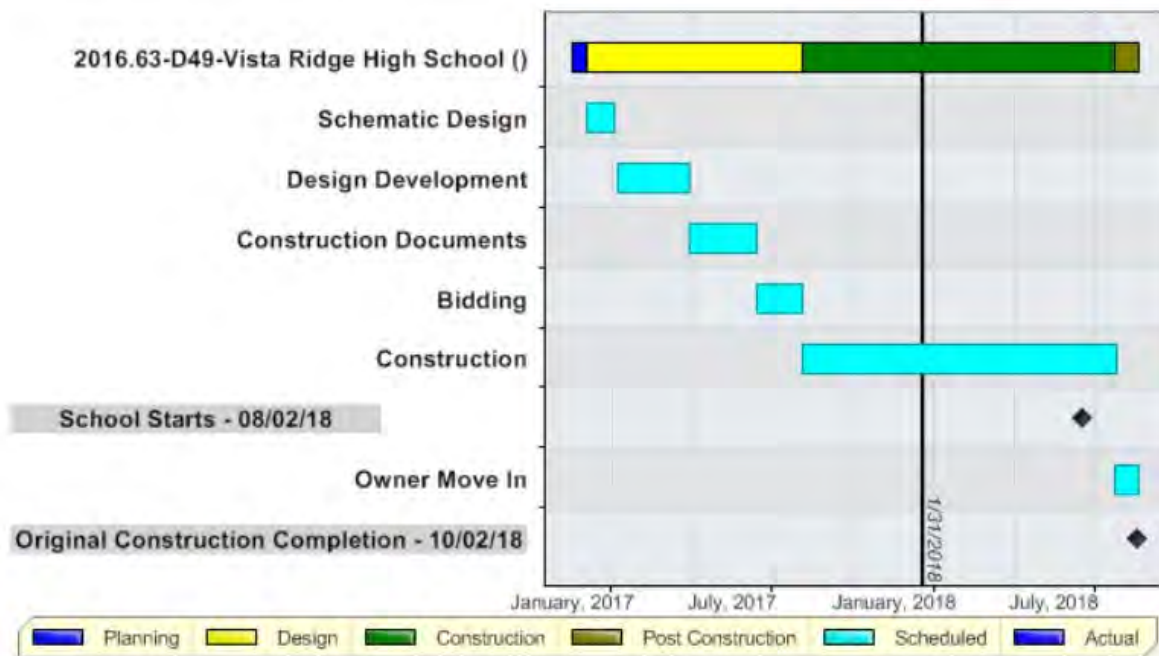
Vista Del Pico Elementary Financials

		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	\$1,949,025.00	\$1,766,129.00	\$181,696.00	\$1,200.00	\$590,394.85
C	Construction	\$19,900,000.00	\$41,650.00	\$19,858,350.00	\$0.00	\$12,000.00
D	Permits & Fees	\$319,975.00	\$5,774.00	\$314,201.00	\$0.00	\$0.00
E	Furniture, Fixtures & Equip	\$930,000.00	\$0.00	\$930,000.00	\$0.00	\$0.00
F	Technology	\$340,000.00	\$0.00	\$340,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$960,000.00	\$0.00	\$960,000.00	\$0.00	\$0.00
	Total	\$24,400,000.00	\$1,813,553.00	\$22,585,247.00	\$1,200.00	\$602,394.85

- 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.

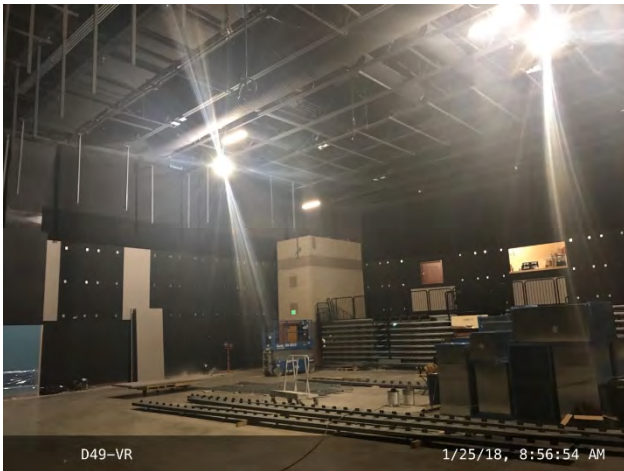


Vista Ridge High School Financial

		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	\$881,317.00	\$868,195.00	\$13,122.00	\$0.00	\$630,162.72
C	Construction	\$5,632,094.00	\$5,632,094.00	\$0.00	\$0.00	\$718,362.44
D	Permits & Fees	\$31,895.00	\$17,094.72	\$14,800.00	\$0.28	\$17,094.72
E	Furniture, Fixtures & Equip	\$25,000.00	\$0.00	\$25,000.00	\$0.00	\$0.00
F	Technology	\$65,000.00	\$0.00	\$65,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$364,694.00	\$0.00	\$364,694.00	\$0.00	\$0.00
	Total	\$7,000,000.00	\$6,517,383.72	\$482,616.00	\$0.28	\$1,365,619.88

- 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 9.02
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 8, 2018

PREPARED BY: Peter Hilts, Chief Education Officer

TITLE OF AGENDA ITEM: Mission Innovation Proposals

ACTION/INFORMATION/DISCUSSION: Discussion and Direction

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

In 2011, District 49 began innovating all aspects of district operations. From replacing the superintendent with a team of three chief officers to reorganizing the district into innovation zones based on feeder school systems, nearly every aspect of district performance was subject to change and improvement. Some of those early innovations were excellent ideas that have paid significant dividends, like the move to give schools more control of curriculum and instruction. Others, like differentiating the calendar by zone, were not as successful and were later reversed. Through years of experience, we have learned that systematic, thoughtful, and deliberate innovation proposals are more likely to be successful than isolated, impulsive, and rushed proposals. Even some of our best ideas have failed to thrive when we don't support them with sufficient thought, resources, and time. So, Mission Innovation is our commitment to improve the way we innovate.

Whenever we seek to improve our performance, we follow the district's mission to Learn, Work, and Lead. In this instance, our major source of learning has been the input through the Voice of the Workforce on our VOW Annual survey as well as several VOW monthly surveys. We also heard clearly through our cultural compass survey and other sources like the teacher compensation task force, that many of our colleagues do not feel like their ideas are received or appreciated. We aim to change that. Some staff feel like they have good opportunities to influence their leaders, but others might not feel heard. So, with that learning in mind, we are working to build a systematic process that will bring staff leadership to the forefront of district improvement. We've named that process Mission Innovation because we fulfill our mission by being innovative, and we envision a future where innovation drives our mission upward toward peak performance.

RATIONALE:

The rationale for each MI proposal is embedded in the content documents.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcomes for each proposal are embedded in the content documents, but the overall expected outcome of the mission innovation process is to foster systematic consideration and adoption of innovation sourced from our workforce and honoring the capacity and creativity of our colleagues.

INNOVATION AND INTELLIGENT RISK:

The innovation and intelligent risk analysis for each MI proposal is embedded in the content documents. Depending on the direction of the board to pilot, adopt, or offer support for specific innovation opportunities, the business office will complete a financial analysis to consider for incorporating into the 2018-19 budget.

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

Putting Mission Innovation into Practice

There are two major aspects to *Mission Innovation*. The first is an intentional process to solicit, select, and support innovations from every teacher, support professional, or administrator. Beginning at the start of the school year, we asked ourselves to suggest ideas for small scale or large-scale improvements. Like the selection process used on *American Idol*, we began in our local settings like schools and offices with every idea eligible for consideration. Just as those early *Idol* auditions brought bright spots and bad sounds to the judges—we received a chorus of ideas from

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brilliant to impractical. At each building, and around our district offices, leaders created their own audition process to evaluate and select one innovation idea to move forward. From the schools offices, and zones the top-rated innovation ideas are now presented to the board of education for adoption, support, and integration with the district's annual cultural and strategic planning.

BUDGET IMPACT: The budget impact is highly variable and dependent on the timing and scale of adoption. Individual proposals detail general financial implications, but we will need to develop more precise projections based on the board's direction.

AMOUNT BUDGETED: In most cases, the MI proposal would rely on funds that are not yet identified or budgeted. In one case, the proposal may generate revenue.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We recommend that the board identify one or two proposals for deeper evaluation and cost projections, along with guidance about timeframe and scope. For example, the board might direct administration to adopt a specific proposal with a three year commitment as a pilot in a specific zone.

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

DATE: February 8, 2018



District Finalist Proposals

The Best Choice to Learn, Work and Lead

Background



- Mission Innovation is a response to feedback from the 2016 VoW Annual
- MI is an attempt to create a systematic process for soliciting and selecting innovations
- Each finalist proposal was selected from a zone or department

Camp Innovation

Courtney Hutchinson & Staci Gehling



Our proposal is for an overdue essential learning day camp program that will expose all 3rd, 4th, and 5th grade students in District 49 to a minimum of a week of hands on science, technology, engineering, and math through activities, including STEAM/STEM. All students will be engaged, gain confidence, and experience real life situations through collaboration, accomplishment of mini application missions, and exploration. Students will get a chance to work with technology to code, design, and experience simulations relevant to our world and learning skills. They will have an opportunity to work closely with their peers and explore STEM/STEAM activities.

APEx Evaluation Teams

Amber Whetstine



- Opt-in process which involves teams of three non-probationary, highly-effective teachers, and one lead teacher (such as an instructional coach or dean) Principal and zone leader approval required
- Teams of three provide multi-directional feedback based on on-going observation, collaboration and teamwork
- Each participating teacher must complete 30-hour evaluator certification course and additional calibration activities at the district, zone and school-levels as required

Building Tech Coaches

Tim Scheck



It would be very beneficial to have a person in each building who can serve as an instructional coach when it comes to the use and implementation of technology. This is not a new idea, and it has already been implemented in many school districts. The International Society for Technology in Education (ISTE) has standards written for such a position. In addition, a 2016 Education Week poll found that 97% of teachers who learned technology from peers found the information useful, as compared to only 76% who found professional development trainings useful. This person could also be trained by CCS and be authorized to solve most tickets that pop up. This would greatly reduce the turnaround time on tickets.

Teacher Cadet Sahvanna Mease



Adding Teacher Cadet to our current Education Pathway will allow us to add diverse course offerings to students, enable students to explore and consider careers in the education field (where there is a teacher shortage), as well as add an additional opportunity for capstone completion/Mastery demonstration. Students will benefit from the program by gaining experience and college credits, teachers around the district will benefit by having a student intern in their room to assist with lesson planning and individualized attention, and the school/zone/district will benefit by producing potential teacher candidates and making professional postsecondary connections.

Department of Cont. Learning

Kristy Rigdon & Kayla Martinez



The solution is a one-stop shop for coordination and collaboration of out of school learning. The Department of Continuous Learning initially staffed by a coordinator and a support staff member is a support resource where schools, zones and district services can go to coordinate and develop out of school learning opportunities. Through this department, programs can centrally coordinate logistics such as transportation, facilities, scheduling, registration, communication, attendance, security, and resource acquisition. Programs can also collaborate with this department on program development, and program evaluation.

Next Steps



- The board may adopt any or all of the proposals. Admin recommends adopting no more than two.
- The board may direct chief officers to develop a more robust implementation plan
- The board may direct that proposals be placed on a future agenda cycle for final approval with implementation and financial plans.