

**REVISED AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**  
**April 12, 2018**  
**Fantastic 49 - 6:00 p.m.**  
**Business Meeting – 6:30 p.m.**  
**Education Service Center – Board Room**

**Fantastic 49**

- Remington Elementary School students contribute to school literacy night
- Enrichment team supporting “whole child” education at Ridgeview Elementary School
- Falcon High School student competes at national level in PTA Reflections Program
- Sand Creek High School student is National Merit Scholarship finalist

**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 3/8/2018 –Richer
- 4.02 Approval of Matters Relating to Administrative Personnel –Andersen
- 4.03 Approval of Matters Relating to Professional/Technical Personnel –Andersen
- 4.04 Approval of Matters Relating to Licensed Personnel –White
- 4.05 Approval of Matters Relating to Educational Support Personnel –Evans
- 4.06 Approval of Matters Relating to Extra-Curricular Personnel –Evans
- 4.07 Approval of Matters Relating to Specialized Services Professionals - White
- 4.08 Approval of Falcon AeroTech - Hilts
- 4.09 Approval of Minutes of Special Board of Education Meeting 3/28/2018 – Richer

**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 Revised Job Descriptions - Andersen
  - a. Attendance and Substitute Staffing Specialist
  - b. Human Resources Assistant
  - c. Human Resources Reporting Specialist
  - d. Leave Specialist
  - e. Staffing Specialist
- 7.02 Approval of Resolution for Teacher Appreciation Week - Hilts
- 7.03 Action on Revisions to Policy JFABE and JFABE-R Students in Foster Care - Lemmond
- 7.04 Action on Revisions to Policy CBI, CBI-R Evaluation of Chief Officers - Andersen
- 7.05 Approval of Policy and Procedure Revisions
  - a. DAC Federal Fiscal Compliance – Poulin
  - b. GBEA Staff Ethics and Conflict of Interest – Andersen
  - c. GBEB Staff Conduct and Responsibilities – Andersen
  - d. GCB Professional Staff Contracts and Compensation – Andersen



- e. GDQA Educational Support Personnel Reduction in Force – Andersen
- f. JFABB Admission of Non-Immigrant Foreign Students – Fletcher
- g. JFABD Homeless Students – Whetstine
- h. KBA Title I Parent and Family Engagement - Whetstine
- 7.06 Action on Course Proposals at Vista Ridge High School
  - a. American Sign Language III - Durvesh/Grose
  - b. Name Change of Pre-AP to Honors Art (5 minutes) Ager/Grose
- 7.07 Action on Resolution for Waiver of Substitute Licensure – Andersen
- 7.08 Approval of Unified Improvement Plans/Action Plans – Whetstine
  - a. POWER Zone (10 minutes) Pickering
  - b. Sand Creek Zone (10 minutes) Dorsey
  - c. iConnect Zone - Franko
  - d. Falcon Zone - Holmes
- 7.09 Action on Banning Lewis Preparatory Site Improvement Request – Andrews
- 7.10 Approval of Alternative Education Campus Renewal Applications for GOAL Academy and Patriot High School (5 minutes) Whetstine
- 7.11 Action on Revised Job Descriptions for Coach Positions – Evans/Baldwin
  - a. Head Coach
  - b. Assistant Coach
  - c. Support Coach
- 7.12 Adoption of Vista del Pico Zone Assignment Resolution - Ridgway/Hilts
- 7.13 Bank Account Changes - Poulin
  - a. Open New Accounts with JP Morgan Chase
  - b. Close Account with Farmers State Bank
  - c. Close Account with Bank of New York Mellon
- 7.14 Action on New Job Description, Zone Special Education Administrators – Lemmond
- 7.15 Items Removed from Consent Agenda
- 8.00 Information Items**
- 8.01 Process Improvement Update
  - a. GBEA-R Staff Ethics and Conflict of Interest – Andersen
  - b. GBEB-R Staff Conduct and Responsibilities – Andersen
  - c. GDQA-R Educational Support Personnel Reduction in Force – Andersen
  - d. JF-R Admission and Denial of Admission – Fletcher/Lemmond
  - e. JFABB-R Admission of Non-Immigrant Foreign Students – Fletcher
  - f. JFABD-R Homeless Students - - Whetstine
  - g. JLC-R Student Health Services and Records – Lemmond
  - h. KBA-E Title I Parent Involvement - Whetstine
  - i. KDB-R Public's Right to Know/Access to Information - Nancarrow
- 8.02 Expulsion Information - Lemmond
- 8.03 Student Study Trips – Seeley
- 8.04 Current Legal Issues – Ridgway/Hathaway
- 8.05 Sand Creek Performance Report - Dorsey
- 8.06 Board Sub-Committee Minutes - Richer
- 9.00 Discussions Items**
- 9.01 Department of Justice Update (15 minutes) Fletcher
- 9.02 2016 3B Projects Update (10 minutes) Lee/Willhelm



BOE Regular Meeting April 12, 2018  
Agenda – Page 3

- 9.03 Establishing a Common and Legal Identity for District 49 (10 minutes) **Nancarrow**
- 9.04 Career and Technology Educational Performance Report (10 minutes) **Lester/Gemignani**
- 9.05 Individualized Education Performance Report: Special Education/Gifted/English Learning Development (20 minutes) **Lemmond/Leschisin /Vail/Meadows**
- 9.06 School Health and Wellness Plan Update (10 minutes) **Duerr**
- 9.07 2018-19 Budget Focus (10 minutes) **Sprinz**

**10.00 *Other Business***

**11.00 *Adjournment***

DATE OF POSTING: April 5, 2018

---

Donna Richer  
Executive Assistant to the Board of Education



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Regular Board of Education Meeting  
 3/8/18

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

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

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

**DATE:** March 29, 2018



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

**BOARD MEETING OF:** April 12, 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:**

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 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:**

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 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:**

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 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:**

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Extra-Curricular Personnel

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

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Specialized Services Professionals

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

To gain Board of Education approval for personnel changes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The contract renewal actions on attached roster are to meet Board of Education objectives in student achievement. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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

**DATE:** March 26, 2018



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

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Peter Hilts and Brett Ridgway

**TITLE OF AGENDA ITEM:** Falcon AeroLab

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The administration proposes to add Falcon AeroLab as another specialized program option for home school students. Falcon AeroLab is a D49 implementation of a special program that has run successfully at the Wings Aerospace Academy Charter School and at Colorado Military Academy. Falcon AeroLab is a CTE and STEM program designed to prepare students for careers and leadership in aviation and related fields. The program exposes middle school students to flight through simulations, fixed wing drone construction and operations, rocketry, quad rotor drone construction and operations, glider flight, powered flight, and virtual skydiving in a wind tunnel. The program will operate out of a currently unused classroom in the modular pod at Falcon Legacy campus. Our district attorney is familiar with the program and has reviewed the contract for service.

Additional information about the program as it is currently operated is available through a website at

<https://www.falconaerolab.org>

**RELEVANT DATA AND EXPECTED OUTCOMES:**

After multiple years of successful operations, Falcon AeroLab is a proven program delivering tuition-free STEM learning for families that choose to school at home. We project the program will serve between 40 and 60 students in the 2018-2019 school year. The district will contract with Falcon AeroLab to provide the program in a district space with all appropriate training, insurance, safety protocols, and parental permission. Falcon AeroLab has many similarities to the High Performance Program at Springs Studio for Academic Excellence in that it is a district program using district resources to serve a very specific set of needs and interests.

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

Falcon AeroLab will augment the district's portfolio of schools by adding programming to meet an existing demand for STEM and CTE options for homeschool students and families.

<b>Culture</b>	<p><b>Inner Ring</b>—How we treat each other</p> <p><b>Outer Ring</b>—How we treat our work</p>	<p>Falcon AeroLab affirms our culture by embracing the characteristics of service and leadership that are embodied in our mission, vision, and cultural compass. Informed by traditions of character and service in the US armed forces, especially the Air Force, Falcon AeroLab honors the traditions of military service and technological leadership in District 49.</p>
<b>Strategy</b>	<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Falcon AeroLab matches our strategic priorities of trust and community engagement because it is a community program developed by local leaders in response to local parent and student interest.</p> <p>Offering a CTE STEM program for middle-level home school learners enhances our robust portfolio of schools with another distinct and exceptional program.</p> <p>Falcon AeroLab provides a survey of aviation careers that will serve as a firm foundation for learners who aspire to launch into all sorts of aviation careers.</p>



BOE Regular Meeting April 12, 2018  
Item 4.08 continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** The administration recommends that the board approve the addition of Falcon AeroLab as a consent item at the regular meeting on April 12, 2018.

**APPROVED BY:** Peter Hilts and Brett Ridgway

**DATE:** March 29, 2018

---



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Special Board of Education Meeting  
3/28/18

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

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

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

**DATE:** March 30, 2018



**BOARD OF EDUCATION ITEM 7.01**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Job Description Changes for Human Resources Positions

**ACTION/INFORMATION/DISCUSSION:** Action

---

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

Over the past several years, the human resources department (HR) has focused on increasing efficiency and capacity and on growing expertise in HR's areas of service. As a result of changes in work processes and technology, some roles have changed. Therefore, the HR department leadership has performed a review of HR team member roles and responsibilities. The director of HR will present proposed revisions to the following existing job descriptions:

- Human Resources Specialist
- Human Resources Specialist – Attendance and Substitute Personnel
- Human Resources Specialist – Charter School Support
- Administrative Secretary & Receptionist.

---

**RATIONALE:**

District 49 uses job descriptions to articulate work to be performed and to provide clarity to applicants for and employees in each position. As departments within the organization change, so does the work performed. It is good practice to periodically review job descriptions to ensure they accurately portray the work being performed.

---

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The job descriptions presented include revisions to job title and/or to essential duties and responsibilities. The leave specialist position also includes a change in pay range. The proposed change in compensation level is intended to recognize the significant complexity associated with the position and aide in attracting and retaining the right talent for this position.

The addition of the leave specialist a year ago has proved to be essential to performance improvement in the management of leaves of absence and disability accommodation. Now that this position is further established, it evident that it requires significant subject matter expertise, more advanced knowledge of employment law and employment policy, and a greater degree of professional judgment than required in the staffing specialist positions.

The leave specialist position requires the ability to understand and work with various leave laws such as FMLA, ADA and the interactive process, USERRA and applicable board policies. It also requires complex problem solving and significant exercise of discretion and independent judgment.

The person in this role must lead with compassion and empathy, while effectively managing the medical or leave situation within the confines of the law. This role works independently across all levels of the organization to provide training and resources on the legal requirements of leaves in addition to the transactional elements of processing paperwork for approximately 2000 employees. The person in this role must have the ability to:

- Navigate difficult conversations with both employees and supervisors. Facilitate transfers, placements and light duty restrictions; oversee the leave situation through the entire life cycle which could result in separation or dismissal.
  - Mitigate exposure to risk for the district. There is significant risk associated with leaves and disability accommodation. In 2017, 31.9% of EEOC claims were disability claims.
-





BOE Regular Meeting April 12, 2018  
Item 7.01 continued

- Forecast potential pay implications based on the timing and unique circumstance of each leave, process complex pay transactions and adjust annualized pay accordingly.
- Implement and maintain precise tracking and auditing processes for each leave situation.
- Maintain confidentiality and adherence to HIPAA guidelines.

Therefore, HR leadership proposes moving the leave specialist from ESP range 16 to ESP range 24.

---

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

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

**BUDGET IMPACT:** The leave specialist position is currently placed in ESP range 16 (starting range from \$32,000 to \$43,000 annual based on experience). The administration recommends moving this position to ESP range 24 (starting range \$38,500 to \$52,700 annual based on experience). The increase in annual salary is approximately \$8,500 (depending on actual placement). With PERA, the annual budget increase is \$10,000. However, the increased cost will be offset by a separate staffing in the HR department which will occur by July 1, 2018. Therefore, for fiscal year 18-19, no additional personnel budget will be needed as a result of the leave specialist change, as noted in the Budget Impact section above.

**AMOUNT BUDGETED:** \$12,000 is budgeted for the leave specialist position for the final three months of the 17-18 fiscal year. It is estimated that an additional \$3,000 is needed for the 17-18 school year.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the amended job descriptions in item 7.01 as recommended by the administration.

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

**DATE:** March 29, 2018

---



## ATTENDANCE AND SUBSTITUTE STAFFING SPECIALIST HUMAN RESOURCES SPECIALIST

### ATTENDANCE/SUBSTITUTION PERSONNEL

<b>Job Title:</b>	<u>Attendance and Substitute Staffing Specialist</u> <u>Human Resources Specialist</u> <u>Attendance/Substitution Personnel</u>
<b>Initial:</b>	November 1, 2006
<b>Revised:</b>	<u>April 12, March 2018</u> <del>February 2014</del>
<b>Work Year:</b>	203 Days
<b>Office:</b>	Business
<b>Department:</b>	Human Resources
<b>Reports To:</b>	Human Resources Manager
<b>FSLA Status:</b>	Non-Exempt
<b>Pay Range:</b>	<u>Educational Support Personnel</u> Range 16

#### Related Organization Chart



**POSITION SUMMARY:** The Attendance and Substitute Staffing Specialist is responsible for the onboarding of substitutes, ensuring timely placement of substitutes into the substitute management system. Other responsibilities include maintaining district employee attendance and sick bank records. As a member of the Human Resources (HR) team, the Attendance and Substitute Staffing Specialist provides backup to other HR functions as needed. Responsible for maintaining district employee attendance, sick bank records, conduct pre-employment for certified substitutes, record all substitute's days worked.

#### **ESSENTIAL DUTIES AND RESPONSIBILITIES:**

The following statements of essential functions, responsibilities, frequencies, and percentages are intended to describe the general nature and level of work being performed by individuals assigned to this position. These statements are not intended to be an exhaustive list of all duties and responsibilities required of all personnel within this position. Actual duties, responsibilities, frequencies, and percentages may vary depending upon building assignments and other factors. To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. 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.

- Administers the employee substitute management system to ensure the system is functioning properly.

- Input a Accurately inputs employee attendance; works with building staff and pp payroll to ensure

*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.*



attendance is correct.

- ~~, primary contact on attendance related issues.~~
- Answers phones and questions from prospective and current employees.
- Monitors and maintains attendance and substitute management system ~~SEMS system~~ daily, weekly, monthly, and annually.
- Serves as primary contact for any ~~certified substitute concerns for schools (i.e. attendance-related issues);~~ maintain all long term leaves (i.e. maternity) and set up substitutes and pay.
- Responds to a variety of inquiries and ~~/or~~ requests via phone ~~and/or~~ email for substitute employees from other ~~District~~ personnel for the purpose of gathering ~~and/or~~ providing information relating to substitute placement and eligibility.
- ~~Processes all reports concerning certified substitutes and attendance to Administration, schools and Payroll (weekly, monthly, annually) to administration, schools and payroll.~~
- Processes all reports concerning sick bank and dock days to ~~a~~Administration and ~~p~~Payroll.
- Maintains contact with Colorado Department of Education concerning background checks and licensing on ~~certified substitutes and pay.~~
- Reviews substitute applications in order to validate qualifications for vacant positions.
- ~~Conducts pre-employment orientation with certified substitutes. Records substitute pay, issue pay level increases, maintains all substitute files, updates HRIS with necessary transactions (i.e. new hires, terms, ect.etc.), reports days worked and amount paid for substitutes to pPayroll on a monthly basis.~~
- Monitors employee attendance for planned absences and off-site activities in order to ensure classroom coverage and efficient processing of substitute employees.
- ~~Prepares monthly Board of Education consent documents regarding personnel transactions.~~
- Maintains all historical information pertaining to employee attendance and certified substitutes.
- Conducts all annual procedures pertaining to substitutes (i.e. end-of-year letter to return) and employee attendance in ~~sage system~~HRIS (i.e. rollover of leave days).
- ~~Conducts all annual procedures pertaining to certified substitutes (i.e. end \_of \_year letter to return). Terminate certified substitutes when required.~~
- Processes substitute and volunteer fingerprint certifications and related information (e.g. updates database, etc.) in order to ensure compliance with district policies and legal mandates.
- Fingerprints individuals for background check purposes, collects fingerprint money and issues receipts.
- Creates identification badges.
- Provides front desk relief as needed.
- Performs other duties as assigned.

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

This position ~~has no supervisory responsibilities~~does not supervise other employees.

### **Budget Responsibility:**

This position ~~has no budget~~ does not have any direct budget responsibilities.

### **QUALIFICATIONS**

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



---

### Education & Training:

- High school diploma or equivalent.

### Experience:

- ~~One year and up to and including two years of experience in an office or clerical setting; experience in Human Resources preferred. in clerical field, school setting preferred.~~

### Knowledge, Skills & Abilities:

- Oral and written communication skills.
- ~~English language skills.~~
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- 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.
- Operating knowledge of and experience with various software packages including Microsoft Office.
- Operating knowledge of general office equipment.
- Ability to diffuse and manage volatile and stressful situations.
- 

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.

The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:

### **EDUCATION AND TRAINING:**

- ~~High school diploma or equivalent.~~

### **EXPERIENCE:**

- ~~One year and up to and including two years of experience in clerical field, school setting preferred.~~

### **SKILLS and KNOWLEDGE:**

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



---

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

- ~~Criminal background check required for hire.~~

~~While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, coordinate, compute, evaluate, use interpersonal skills, and compile. Frequently required to negotiate. Occasionally required to copy, instruct, 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 occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

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

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



## HUMAN RESOURCES ~~ADMINISTRATIVE SECRETARY ASSISTANT &~~ RECEPTIONIST

<b>Job Title:</b>	Human Resources <del>Administrative Secretary Assistant &amp; Receptionist</del>
<b>Initial:</b>	May 15, 2010
<b>Revised:</b>	<u>April 12, 2018</u>
<b>Work Year:</b>	Full Year – 261 Days
<b>Office:</b>	Business
<b>Department:</b>	Human Resources
<b>Reports To:</b>	Human Resources <u>Manager</u>
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support Personnel Range <del>46</del> <u>11</u>

### Related Organization Chart



**POSITION SUMMARY:** The Human Resources Assistant provides clerical and administrative support to the Human Resources (HR) department in addition to providing customer service to internal and external stakeholders that call or visit the Education Service Center. Responsible for assisting the Executive Director of HR, including administrative/clerical assistance to HR staff as needed, responsible for handling new hire paperwork processing for classified staff, manage departmental receptionist duties.

### 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.

- Answers the main multi-line phone system for the district and greets all visitors at the Education Service Center. Provides exceptional customer service by answering questions politely and appropriately or directing the caller/visitor to the correct individual, department or resource.
- Signs visitors to the Education Service Center into Raptor and prints a visitor badge.
- Maintains and keeps the reception area of the Education Service Center clean and organized.
- Provides commonly requested information and forms for those that visit or call the Education Service Center or directs the individual to the appropriate location to find the information.

*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.*



- Maintains the district phone directory for use at the Education Service Center.
- Updates the phone system with appropriate messaging for holidays, delays or closures.
- Sorts inter-district mail and packages as well as outside deliveries such as USPS, FedEx, and UPS.
- Delivers incoming faxes to the appropriate individual or department.
- Maintains the postage meter machine. Orders supplies and schedules repairs as needed. Assists employees with certified mail and use of the postage meter machine.
- Maintains a complete record of all purchase requisitions and processed purchase orders for the Education Service Center mail room, Sam's Club orders for the kitchen as well as orders for the Creekside Success Center. Responsible for verification of received merchandise and distribution of orders. Verifies purchase orders to the district budget detail.
- Maintains copy and fax machine. Ensures copy machine and fax are replenished with paper, reorders toner and waste toner box as needed and keeps copier maintained at all times. Schedules repairs as needed. Coordinates with warehouse for restocking paper.
- Monitors the defibrillator device by checking the batteries, ensuring that it is fully stocked and that it is operational.
- Maintains the first aid cabinet ensuring that it is fully stocked.
- Disperses emails and information, as appropriate, received through the All D49 response distribution list. Notifies appropriate locations when the American flag should be lowered.
- Responds to LiveChat conversations regarding Human Resources matters or assigns the ticket to the appropriate representative to answer.
- Provide customer service while answering department phones and representing HR Division while greeting guests (answer questions, route calls), scan documents for applicants, assist applicants with on-line application process, respond to email inquiries etc.) Assist internal employees with Employee Portal, general HR inquiries. Enters volunteer approval status into Raptor after the background check has been reviewed. Runs reports out of Raptor.
- Assists with fingerprinting individuals for background check purposes, collects fingerprint money and issues receipts.
- Downloads background check results from the Colorado Bureau of Investigations (CBI) for employees and volunteers and archives these documents after the background check has been reviewed.
- Reconciles CBI invoices monthly to provide quality control for payment processing. Checks invoice for errors such as name spelling and date of birth. Researches discrepancies. Primary point of contact for CBI. Purges LiveScan each month after the CBI invoice has been reviewed.
- Handle verbalProcesses requests for verification of employment for active and inactive employees.
- Enters completed training records, continuing education records and evaluations into Human Resources Information System (HRIS).
- Process employee name change, address, phone number and emergency information changes (send proper packet, make changes in alio, and distribute information accordingly).
- Serves as an assistant to the HR Executive Director. Handle any mailings, copying, scanning, preparing monthly Board Meeting packets, interview coordination and scheduling for Administrative positions. Keep Outlook calendar up to date.
- Maintain HR forms for classified and benefits departments for employee use to include new employee packets for classified regular hires, support substitutes, and volunteers.
- Files all I-9 forms, tracks re-verification and destroy dates. Shreds I-9's based on the destroy date. Performs I-9 audits as needed.
- Scans employee files when requested.
- Scans corrective actions into the HR shared files and updates the employee relations log.
- Assists the HR staff department with ongoing daily projects, special projects and mass mailings.

*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 other related duties as assigned.

- ~~Maintain office fax and copy machines. Track copy counts and maintenance on all machines (copy, fax, shredder). Responsible for ensuring copy machines and fax are replenished with paper at all times and reorder toner as needed. Coordinate with warehouse for paper restocking.~~
- ~~Process initial new hire packet paperwork for classified regular full-time & part-time employees, support substitutes, coaches and volunteer employees to include fingerprints, complete accuracy on I-9's, assuring each form is complete and filled out correctly.~~
- ~~Responsible for monthly general fund deposits of fingerprint payments, lost badge payments.~~
- ~~Handle daily incoming departmental mail: sort, date stamp, distribute to internal staff~~
- ~~Organize front lobby area, making sure all forms are replenished and up to date.~~
- ~~Responsible for department office supply ordering.~~
- ~~Cross check Colorado Springs Police Dept. invoices against fingerprint spreadsheet for quality control.~~

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

- This position has no supervisory responsibilities.

#### **Budget Responsibility:**

- This position has no budgetary responsibilities.

### **QUALIFICATIONS**

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

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

- High ~~s~~School ~~D~~iploma or equivalent. ~~with some courses related to accounting or business.~~

#### **Experience:**

- ~~One year of experience in an office or clerical setting; experience in Human Resources preferred.~~
- ~~Over two years, and up to and including three years of secretarial experience including some accounting in a public education setting.~~

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

- Oral and written communication skills.
- ~~English language skills.~~
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- 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.
- Operating knowledge of and experience with various software packages including Microsoft Office.

*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.*



- Operating knowledge of general office equipment.
- Ability to diffuse and manage volatile and stressful situations.

~~• Ability to work with adolescents.~~

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

- Criminal background check required for hire.
- ~~• CPR and First Aid certifications preferred at hire.~~
- ~~• Valid Colorado driver's license required for hire~~

#### **MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:**

- ~~• Operating knowledge of and experience with various software packages including Microsoft Word, Excel, PowerPoint, and Publisher.~~
- ~~• Operating knowledge of and experience with general office equipment, including multi-line phone systems, copier, fax machine, postage machine equipment etc.~~

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

- ~~• This position has no supervisory responsibilities.~~
- ~~• Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system (SEMS).~~

#### **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. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

**Physical Demands:** While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands, talk and hear. The employee frequently is required to stand and walk. The employee is occasionally required to climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, and ability to adjust focus

**Work Environment:** ~~While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts; outdoor weather conditions. The noise level in the work environment is usually moderate. While performing the duties of this job the employee will work primarily in a usual office environment.~~

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



## HUMAN RESOURCES REPORTING SPECIALIST-~~CHARTER SCHOOL~~ SUPPORT

<b>Job Title:</b>	Human Resources <u>Reporting</u> Specialist- <del>Charter School Support</del>
<b>Initial:</b>	August 29, 2013
<b>Revised:</b>	<u>April 12, 2018</u> <del>March 2018</del> N/A
<b>Work Year:</b>	203 days
<b>Office:</b>	Business
<b>Department:</b>	Human Resources
<b>Reports To:</b>	Human Resources Manager
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	<u>Educational Support</u> <del>Personnel</del> Range 16

### Related Organization Chart



### POSITION SUMMARY:

The Human Resources Reporting Specialist is Responsible for collecting, organizing, and reviewing data necessary for the preparation of ~~S~~state reports, to include the December ~~S~~staff ~~C~~count. This position works with the Colorado Department of Education and district stakeholders to ensure all data is gathered and compiled in a timely manner in order to meet all State reporting expectations. This position also ~~performs~~ provides staffing ~~specialist duties for support to the Human Resources Director for A~~administrative and ~~P~~professional-~~T~~technical positions. As a member of the Human Resources (HR) team, the Human Resources Reporting Specialist provides backup to other HR functions as needed. ~~supporting the District 49 charter schools within the Human Resources Department.~~

### 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.

- ~~Conducts~~ Assists in the annual monitoring for the CDE report, ~~working~~ as liaison between the district, ~~and~~ charter-school administration and office staff for reporting of their staff on the District CDE report. This includes sending out a request for documentation, setting appropriate deadlines and monitoring for compliance.
- ~~Performs~~ a monthly review of all ~~supporting charter~~ documentation for licensure requirements. Monitor this paperwork to ensure that each staff member meets requirements for "in-field status" ~~remains highly qualified~~, if applicable, and that all information is filled out properly and accurately.

*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.*



- Reviews ~~all new hires to ensure licensure requirements have been met~~<sup>initial federal No Child Left Behind highly qualified (HQ) status</sup>, working with the ~~schools-charter locations~~ to develop a plan of action to achieve “in-field” HQ-status, and following up in a timely manner.
- Collaborates ~~s~~ with other HR staff to enter all district and charter employees on to the CDE reporting forms.
- Collaborates ~~s~~ with other HR staff to ensure that any reporting issues are corrected and resolved in a timely manner.
- Maintains ~~all charter personnel school staff~~ files to include the removal of staff no longer associated with the district charter and the addition of staff newly-hired staff.
- Assist charter schools, as needed to review potential new hires for HQ status.
- Assists ~~s~~ with new hire orientations and training as needed.
- Assists with processing personnel paperwork and updating the Human Resources Information System (HRIS).
- Prepares monthly Board of Education consent documents regarding personnel transactions.
- Coordinates ordering and distribution of annual service awards.
- Fingerprints individuals for background check purposes, collects fingerprint money and issues receipts.
- Creates identification badges.
- -Provides front desk relief as needed.
- Provides ~~s~~ general support to the ~~Human Resources D~~epartment as needed.
- Performs ~~all~~ other duties as assigned.

**Supervision & Technical Responsibilities:** This position has no supervisory responsibilities.

**Budget Responsibility:** This position has no budget responsibilities.

## **QUALIFICATIONS**

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

### **Education & Training:**

- High school diploma or equivalent.

### **Experience:**

- One year of experience in an office or clerical setting; experience in Human Resources preferred.
- One to two years of experience in clerical field, school setting preferred.
- Previous experience working with Excel and/or data entry preferred.

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

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- 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.
- Operating knowledge of and experience with various software packages including Microsoft Office.

*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.*



- 
- Operating knowledge of general office equipment.
  - Ability to diffuse and manage volatile and stressful situations.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire

**OTHER WORK FACTORS**

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

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

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

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



## LEAVE SPECIALIST

<b>Job Title:</b>	<del>Human Resources</del> Leave Specialist
<b>Initial:</b>	April 12, 2018
<b>Revised:</b>	N/A
<b>Work Year:</b>	Full Year – 261 Days
<b>Office:</b>	Business
<b>Department:</b>	Human Resources
<b>Reports To:</b>	Human Resources Manager
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support <del>Personnel</del> Range 24

### Related Organization Chart



**POSITION SUMMARY:** The ~~Human Resources~~ Leave Specialist coordinates and administers all aspects of employee leaves of absence, disability programs and accommodation requests ensuring compliance with district policies, and federal and state regulations, while providing instruction, guidance and excellent customer service to employees and administrators. The ~~Human Resources~~ Leave Specialist serves as the subject matter expert on district policy and applicable laws and regulations associated with leaves of absence and disability accommodation. As a member of the Human Resources (HR) team, the ~~Human Resources~~ Leave Specialist provides back up to other HR functions as needed.

### 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.

- Coordinates and administers the full life cycle of all leave programs including FMLA, ADA and the interactive process, USERRA, in addition to personal leave, jury duty, bereavement leave, student teaching and the catastrophic leave bank in accordance with board policies and the applicable federal and state employment laws.
- Serves as the primary point of contact for and manages all leave inquiries, educates employees and supervisors on the leave process and related policies.
- Intakes leave requests, determines leave eligibility and sends required notices, forms and letters.
- Creates and maintains complete and accurate leave files and tracking log. Coordinates and organizes all medical information and ensures that HIPAA and employee privacy guidelines are closely monitored and effectively executed.
- Tracks leave time and timecard management; works with employees and time keepers to ensure proper timekeeping, including timecard audits.

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



- Communicates with employees, supervisors, payroll and human resources staff to coordinate the return to work, including accommodation requests, light duty restrictions and leave expirations.
- Develops, generates and presents reports on a regular and ad hoc basis to analyze leave data and trends.
- Maintains current knowledge of federal and state leave laws and regulations; proposes revisions to policies, procedures, processes and communications as necessary to ensure program effectiveness and compliance.
- Develops and delivers leave related training for employees, managers and human resources professionals.
- Consults with the benefits department, as needed, to coordinate changes to insurance benefits and coverage.
- Calculates monthly salary adjustments (re-annualization) based on individual leave circumstances.
- Identifies issues and concerns as they arise and proactively develops and executes a plan for resolution.
- Completes employee disability provider paperwork.
- Conducts quality assurance audits for personnel transactions and HRIS data entry.
- Assists HR department with processing new hires, separations, transfers, job postings, hiring, onboarding and new hire orientations, file maintenance, badges, rolling fingerprints for background checks and front desk relief, as needed.
- Performs other related duties as assigned.

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

This position has no supervisory responsibilities.

#### **Budget Responsibility:**

This position has no budget responsibilities.

### **QUALIFICATIONS**

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

#### **Education:**

- High school diploma or equivalent.
- Associates degree in Human Resources, Business Administration, or related field preferred.

#### **Experience:**

- Minimum of 2 years of experience in a human resources or employee benefits related position.
- Previous experience with high volume leave of absence administration (of both continuous and intermittent leaves) strongly preferred.

#### **Knowledge, Skills & Abilities**

- In-depth knowledge of federal and state leave related regulations including FMLA, ADA (including the interactive process), USERRA, Pregnancy Discrimination Act and HIPAA.
- Ability to maintain high level of confidentiality and professionalism.
- Advanced understanding of math and calculation skills and ability to process complex pay situations.
- Excellent oral and written communication skills.
- Superb interpersonal relations skills.
- Strong multi-tasking, prioritization and organization skills.
- Exceptional time management and ability to track dates and deadlines and provide needed follow-up.
- Meticulous attention to detail, critical thinking, analytical and problem solving skills.
- Self-starter, fast learner with ability to work independently under limited supervision.
- Must work well in an interactive team environment.
- Experience using HRIS software, database and web based systems.

*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.*



- 
- Proficient in Microsoft Office programs, including Excel, Word, PowerPoint and Outlook.
  - Ability to provide excellent customer service with empathy.
  - Ability to identify and implement improvements to overall process efficiency and accuracy.
  - Ability to diffuse and manage volatile and stressful situations.
  -

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

- Criminal background check required for hire.
- HRCI or SHRM certification preferred.

#### **OTHER WORK FACTORS**

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

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

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

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

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



## ~~HUMAN RESOURCES~~ STAFFING ~~SPECIALIST~~

<b>Job Title:</b>	<del>Human Resources</del> <u>Staffing</u> Specialist
<b>Initial:</b>	September 2009
<b>Revised:</b>	<del>February 2014</del> <u>April 12, 2018</u>
<b>Work Year:</b>	<u>Full Year</u> — 261 Days
<b>Office:</b>	Business
<b>Department:</b>	Human Resources
<b>Reports To:</b>	Human Resources Manager <del>/Exec. Dir. of HR</del>
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	<u>Educational Support Personnel</u> Range 16

### Related Organization Chart



**POSITION SUMMARY:** ~~The Human Resources Staffing Specialist is responsible for processing transactions related to employment such as recruiting, onboarding, transfers, pay adjustments, retirements and separations. This position is also responsible for entering and maintaining data in the Human Resources Information System (HRIS) and personnel files. As a member of the Human Resources (HR) team, the Human Resources Staffing Specialist provides back up to other HR functions as needed.~~

~~Responsible for completing hiring process for new employees, as well as maintain employee files.~~

### 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.

- ~~Responds Answer phones and questions to employment related from inquiries from supervisors, employees, and prospective employees. not only prospective, but also current employees. Answers and explains personnel policies and procedures, eligibility, salary schedules, benefits, and other pertinent employment related information.~~
- ~~Prepares and posts district employment vacancies in the Applicant Tracking System (ATS); including communicating with Administrators, complete postings and maintained on the Internet, collect complete applications, and aid in the applicant process, as necessary.~~
- ~~Clears pipelines in the ATS. Processes and reviews employment applications to evaluate qualifications or eligibility of applicants. Clears applicants meeting specified job requirements and refers them to hiring official.~~
- ~~Communicates with hiring officials regarding candidate selections and onboarding timelines.~~
- ~~Informs job applicants of their application status, acceptance or rejection of employment.~~

*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.*



- Sets pay for selected candidates based on previous relevant experience, education and training. Makes formal offers of employment. Conducts employment verifications for new hires, as required.
- Conducts employee orientation and completes hiring/onboarding process for new employees/hires, including substitute personnel. Calculate salary based on experience or education, conduct employment verification, inform new staff of policies and procedures, grant staff leave, and complete required information by federal, state and local laws. Set new employee calendar and provide explanation on benefits available as needed.
- Enters and maintains data for employment related transactions in the HRIS/Human Resources Information System and other applicable tracking databases.
- Prepares and maintains employee personnel files and paperwork. Tracks and follows-up on missing paperwork.
- Examines employee files to answer inquiries and provide information for personnel actions.
- Searches employee files to obtain information for authorized persons and organizations.
- Coordinates with other HR staff or benefits department regarding attendance and benefits enrollment.
- Fingerprints individuals for background check purposes, collects fingerprint money and issues receipts.
- Creates identification badges.
- Prepares and processes all pay adjustments.
- Conducts exit interviews and educates separating employees on final pay, benefits, turning in district issued property and ensures necessary employment separation paperwork is completed.
- Reports all employment related transactions changes to payroll, including but not limited to: hires, transfers, pay adjustments, retirements, and separations, terminations, resignations, maternity/paternity requests, dock and sick bank days.
- Compiles and prepares Provide employment related reports as needed.
- eCompletes annual 'roll' of employee information.
- Develop and process applications entering information into various databases.
- Communicate with department heads/administrative personnel regarding changes and deadlines.
- Input accurate attendance and monitor attendance system.
- Maintain Prepares monthly Board of Education consent documents Minutes regarding employment related personnel transactions.
- Provides front desk relief as needed. personnel issues and changes.
- 
- Performs other duties as assigned.

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

~~This position reports the Human Resources Manager and Executive Director of HR~~

This position has no supervisory responsibilities.

- ~~Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system (SEMS).~~

### **Budget Responsibility:**

This position has no budget responsibilities.

### **QUALIFICATIONS**

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

#### **Education:**

- High school diploma or equivalent.



---

**Experience:**

- One year ~~and up to and including two years~~ of experience in ~~clerical field~~ an office or clerical setting; experience in Human Resources preferred.

**Knowledge, Skills & Abilities**

- Oral and written communication skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- 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.
- Operating knowledge of and experience with various software packages including Microsoft Office.
- Operating knowledge of general office equipment.
- Ability to diffuse and manage volatile and stressful situations.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.

**~~SAFETY TO SELF AND OTHERS:~~**

- ~~Recognizes the importance of safety in the workplace, follows safety rules, practices safe work habits, and reports unsafe conditions to the appropriate administrator.~~

**OTHER WORK FACTORS**

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

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

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

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



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Resolution for Teacher Appreciation Week

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The success of any community depends on the quality of its educational system. We are fortunate to live in a community that believes that the preparation for the next generation of leaders is the responsibility of the entire community.

District 49 is grateful for the support of our community members and wants them to know that we believe we have the finest teaching professionals educating our children.

May 7-11, 2018 is National Teacher Appreciation Week and we encourage community members and parents to let our teachers know how much we appreciate their commitment to ensuring the success of every student. Please take the time to say thank you. Send a card, make a phone call, or send an email.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Recognition of the importance of the work of educating the community's children is to the district. Teaching is the most worthy of professions because teachers really do create the future and make it a reality for our students.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached Resolution for National Teacher Appreciation Week.

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

**DATE:** March 28, 2018





**TEACHER APPRECIATION WEEK  
HONORABLE PROCLAMATION  
MAY 7th – 11th, 2018**

**WHEREAS, District 49 Teachers are an essential part of this District's education system; and**

**WHEREAS, teachers are dedicated to providing a quality education for the students of District 49; and**

**WHEREAS, it is appropriate for District 49 to recognize the role teachers hold in our education system and to salute them for the valuable service they provide to our students and to our community;**

**NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION  
PROCLAIM  
MAY 7th – 11th, 2018  
TEACHER APPRECIATION WEEK**

\_\_\_\_\_  
Marie La Vere-Wright, President

\_\_\_\_\_  
John Graham, Vice President

\_\_\_\_\_  
Kevin Butcher, Treasurer

\_\_\_\_\_  
Dave Cruson, Secretary

\_\_\_\_\_  
Joshua Fry, Director

\_\_\_\_\_  
Peter Hilts, Chief Education Officer

\_\_\_\_\_  
Brett Ridgway, Chief Business Officer

\_\_\_\_\_  
Pedro Almeida, Chief Operations Officer



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

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Dr. Nancy Lemmond, Executive Director for Individualized Education

**TITLE OF AGENDA ITEM:** Policy JFABE and JFABE-R Students in Foster Care

**ACTION/INFORMATION/DISCUSSION:** Action

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

With federal changes to McKinney-Vento, foster children are no longer covered under McKinney-Vento. Foster children are now covered under the Every Student Succeeds Act (ESSA). Changes to McKinney-Vento and ESSA require changes to district policies. JFABE and JFABE-R capture the current requirements.

**RATIONALE:**

Changes to our district policies keeps us aligned with changes to federal statutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We support approximately 150 placements – both into and out of the district – for foster children throughout the school year. We expect to continue to offer and provide a high level of support while working to maintain school stability whenever possible and when determined to be in the best interest of the child.

**INNOVATION AND INTELLIGENT RISK:**

Risk is low as the policies are warranted based upon changes in federal statutes and are a continuation of our current process and procedures.

**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	Families who serve our community as foster families trust that we will care for foster children as we would all children.
	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:** N/A



BOE Regular Meeting April 12, 2018  
Item 7.03 continued

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move that we adopt JFABE and JFABE-R as policy.

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

**DATE:** March 29, 2018

---





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Students in Foster Care</b>
Designation	<b>JFABE</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

It is the Board's intent to promote educational stability for students in foster care in accordance with state and federal law. Terms used in this policy and its accompanying regulation, such as "foster care," "school of origin," "child's best interest" and "child welfare agency" shall be as defined by applicable federal law.

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

At least one staff member shall be designated to serve as the child welfare education liaison and fulfill the duties set forth in state and federal law.

Duties of the child welfare liaison and procedures for enrollment and transportation for students in foster care shall be made in accordance with the accompanying regulation and applicable law.

- Adopted: April 12, 2018

### LEGAL REFS:

- 20 U.S.C. 1232g (Family Educational Rights and Privacy Act)
- 20 U.S.C. 6311(g)(1)(E) and 6312(c)(5) (provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care)
- 42 U.S.C. 671(a)(10) and 675(1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)
- 34 C.F.R. 200.30(f)(1)(iii) (ESSA's definition of "foster care")
- C.R.S. 22-32-138 (enrollment of students in out-of-home placements)
- C.R.S. 22-33-103 through 22-33-110 (school attendance law)

### CROSS REFS:

- JF, Admission and Denial of Admission
- JH, Student Absences and Excuses
- JJJ, Extracurricular Activity Eligibility
- JLCB, Immunization of Students
- JQ, Student Fees, Fines and Charges



Title	<b>Students in Foster Care</b>
Designation	<b>JFABE-R</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

**Child welfare education liaison**

At least one district staff member shall be designated to serve as the child welfare education liaison. In lieu of designating a district employee, the district may contract with an individual or request that the district's Board of Cooperative Services (BOCES) designate a BOCES employee to serve as the district's child welfare education liaison. By August 15 of each year, the district shall report the name and contact information of the district's child welfare education liaison to the Colorado Department of Education.

The child welfare education liaison shall be responsible for working with child placement agencies, county departments of human services, and the state department of human services to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care. The specific duties of the child welfare education liaison shall include, but are not limited to:

- Working with social workers from county departments of human services, juvenile probation officers, and foster care parents to ensure the immediate school enrollment and prompt transfer of student's education information and records when students are required to change school enrollment due to changes in placement.
- Ensuring that the education information and records of a student in foster care are delivered to the student's new school within five school days after receiving a request for the transfer of the student's education information and records from a county department of human services.
- Participating and collaborating on best interest determinations with the local county department of human services; and
- Providing training to district staff on the Title I provisions and educational needs of students in foster care.

In addition to the liaison's duties pertaining to students in foster care, the district's child welfare education liaison is designated to receive notice of a student who is transitioning to public school from a state-licensed day treatment facility, facility school or hospital providing inpatient acute care or psychiatric services and who has been determined by that facility, facility school, hospital, or a court to be a risk to himself or herself or the community within the 12 months prior to the proposed transfer to a public school. Under certain circumstances, the child welfare education liaison may receive an invitation to participate in the development of a transition plan for such student.

**Enrollment determinations**

In making enrollment determinations, the child welfare education liaison shall assist appropriate county department of human services representatives in making "best interest of the child" education decisions, particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school.

**Transfer of education records**



If a student in foster care transfers to another school, the sending district shall transfer the student's education information and records to the receiving school within five school days after receiving a transfer request from the county department of human services that has legal custody of the student.

The sending district may release the student's education information and records to an employee of the county department of human services for the sole purpose of transferring the education information and records to the student's new school. Such release shall be in accordance with applicable state and federal law, including the Family Educational Rights and Privacy Act.

If the request for a records transfer involves a student who is receiving special education services pursuant to an individualized education plan, the sending district shall notify its special education director of the records request.

The sending district shall not delay the transfer of education information and records of a student in foster care for any reason, including but not limited to the existence of any unpaid fines or fees.

### **Enrollment in a new school**

If it is determined that it is not in the student's best interests to remain in his/her school of origin and unless otherwise permitted by state law to deny enrollment, the district or new school shall immediately enroll a student in foster care in the new school regardless of whether:

- The district or school has received the student's education records or certificate of immunization;
- The student can comply with any requirements pertaining to the use of school uniforms or other clothing restrictions; or
- The student can comply with any other pre-enrollment restrictions or requirements imposed by the District or new school.

If the district or new school enrolls a student in foster care without receiving the student's certificate of immunization, the district or school shall notify the student's legal guardian that, unless the district or school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the student in foster care shall be suspended until such time as the district or school receives the certificate of immunization or authorization.

### **Transfer of credits**

When a student in foster care transfers from one school to another school, the sending school shall certify to the receiving school or district the coursework that the student fully or partially completed while enrolled. The receiving school or district shall accept the student's certified coursework as if it had been completed at the receiving school.

The receiving school or district shall apply all of the student's certified coursework toward completion of the student's requirements for the grade level in which the student is enrolled at the receiving school or for graduation from the receiving school if the student is enrolled in 12th grade. The receiving school or district may award elective credit for any portion of the student's certified coursework that is not aligned with the curriculum of the receiving school or district.

### **Transportation**

Applicable federal law requires the district to develop procedures to ensure that students in foster care who need transportation to their respective schools of origin promptly receive that transportation, and to ensure that such transportation is arranged and provided in a cost-effective manner. Accordingly, when the district is

School District 49, El Paso County, Colorado



notified that a student in foster care needs, or may need, transportation to a district school, the child welfare education liaison will take steps to establish an individualized plan that addresses how transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student is in foster care and attending his/her school of origin.

In establishing such a plan, the child welfare education liaison and other district staff shall follow any existing transportation procedures that the district, acting in collaboration with one or more relevant departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student in foster care. If there are additional costs in providing transportation to the school or origin, the district will provide such transportation if:

- The local county department of human services agrees to reimburse the district for the cost of such transportation;
  - The district agrees to pay for the cost; or
  - The district and local county department of human services agree to share the cost.
- 
- Adopted: April 12, 2018



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Review of Policy CBI/CBI-R, Chief Officer Evaluation

**ACTION/INFORMATION/DISCUSSION:** Action

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

At the annual planning Annual Peak Planning Retreat in January, the board and chief officers reviewed the chief officer evaluation process as represented in policy CBI and its associated regulation, CBI-R. The board directed the administration to propose changes to the policy and regulation based on the discussion.

**RATIONALE:**

The proposed policy and regulation revisions will improve the chief officer evaluation process by better aligning the timing of the evaluation steps with the business cycle of each of the three offices. The realigned timelines also better aligns with timing of elections and the resulting changes in the board directors. This will ensure that a board member will have served at least eight months before participating in chief officer performance evaluation.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

**INNOVATION AND INTELLIGENT RISK:**

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

Effective evaluation of the district's most senior administrators is an essential cultural and strategic activity. It is an opportunity to model for the district's workforce how we treat each other and how we treat our work and to foster enduring trust throughout.

Culture	Inner Ring—How we treat each other	The board's evaluation of chief officers is an opportunity to model for the workforce how we treat each other and how we treat our work and to foster enduring trust throughout.
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	An effective and transparent evaluation process supports enduring 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:** n/a

**AMOUNT BUDGETED:** No additional costs are associated with this item.



BOE Regular Meeting April 12, 2018  
Item 7.04 continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board discussion and review at the previous work session, move to approve the revisions to policy CBI and regulation CBI-R.

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

**DATE:** March 29, 2018

---



Title	<b>Evaluation of Chief Officers</b>
Designation	<b>CBI</b>
Office/Custodian	<b>Board of Education/Executive Assistant to BOE <u>and Director of Human Resources</u></b>

The Board shall institute and maintain a comprehensive program for the evaluation of the chief officers on a regular basis that is agreed upon by the Board and the chief officers. Through evaluation of the chief officers, the Board shall strive to accomplish the following:

1. Clarify the role of the chief officer in the school system as seen by the Board by defining objectives that will contribute to achievement of district-wide goals.
2. Clarify for all Board members the role of the chief officers in view of the job description and the immediate priority among responsibilities as agreed upon by the Board and the chief officers.
3. Develop positive communication and harmonious working relationships between the Board and chief officers.
4. Provide administrative leadership of excellence for the school system including implementation of education programs for the achievement of the educational objectives of the school district, including the district's academic standards.
5. Measure the chief officers' professional growth and development and level of performance.

Those portions of the chief officers' written evaluation relating to the performance in fulfilling adopted district objectives, fiscal management of the district, district planning responsibilities and supervision and evaluation of district personnel shall be available for inspection by the public during regular office hours.

Nothing in this policy shall be construed to imply in any manner the establishment of any personal rights not explicitly established by law or contract. Further, nothing in this policy or the accompanying regulation shall be construed to be a prerequisite to or a condition of suspension, dismissal or termination. All employment decisions remain within the sole and continuing discretion of the Board.



**Chief Officer Performance Review Process**

	<b>Activity</b>	<b>Responsibility</b>	<b>Deliverable(s)</b>	<b>Timeframe</b>
<b>Quantitative Performance Targets</b>	Identify key performance domains from the Chief job description and the CDE administrator domains.	The Chiefs will propose. The Board will revise and approve.	An overview chart that identifies, prioritizes, and describes multiple performance domains.	The Chiefs will propose a set of performance domains at the April BOE work session. The Board will affirm the domains at the May regular meeting.
	Identify performance targets in each domain.	The Chiefs will propose measurable performance targets in each domain. The Board will endorse at least one measurable target in each domain.	A table of performance targets identifying standards of performance and acceptable evidence for each target.	The Chiefs will propose targets, standards and evidence at the April work session. The Board will vote to affirm the targets, standards, and evidence at the May regular meeting.
	Confirm acceptable evidence for each performance target.	The Chiefs will propose and the Board will affirm acceptable evidence for each performance target.		
	Assess the Chief's performance on a "target to actual" basis for each target.	The Chiefs will provide a self-assessment. The board will generate a board assessment.	Each party will provide a written assessment of each performance target. The Chiefs will provide a portfolio (body of evidence) for each target.	The Board will present their assessments and receive the Chief Officer's assessment at the <u>August</u> , <u>September</u> <u>or</u> , <u>October</u> , <del>or November</del> BOE work session according to the review cycle.
<b>Qualitative Multi-rater Feedback</b>	Identify a set of evaluative questions (or statements) in each of the performance domains.	The Chiefs, in consultation with the Director of Human Resources, will develop question sets.	The Director of Human Resources will coordinate online surveys based on the question sets. The surveys will elicit numeric and narrative responses.	The survey will be available by <del>July</del> <u>Sept. 1</u> (COO), <u>August 1</u> (CEO), or <del>October</del> 1 (CEO, CBO).
	Identify a <del>team-set</del> of <del>participants reviewers</del> for the <del>multi-rater</del> <sup>360</sup> <del>survey</del> <u>review</u> .	The Chiefs will propose a <del>team-set</del> of raters. The Director of Human Resources will affirm or modify the rater <del>set</del> <u>team</u> .	The Chief Officer or Director of Human Resources will invite raters to complete the survey.	Invitations will be sent by <del>July 15</del> <u>September 1</u> (COO), <u>August 15</u> (CEO) or <del>September 15</del> <u>October 1</u> (CEO, CBO).
	Administer the survey.	The Director of Human Resources will coordinate the administration of the survey.	The Chiefs will receive and review their survey report. The Chiefs will provide a summary to the Board.	The Chief Officers will submit their respective summaries to the Board in <u>August</u> , <u>September</u> , <u>or</u> <u>October</u> , <del>or November</del> according to the review cycle.
<b>Consolidated Review</b>	Finalize the performance review.	The Board will create a final review document incorporating the performance targets and survey results.	The Board will present the final evaluation to the Chief Officer.	The Board will present the final evaluation at the regular meeting <del>in October</del> , <del>November</del> <del>or December</del> , according to the Chief Officer review cycle.



**Performance Domains**

The chief officers shall be evaluated on a set of performance domains. The Colorado Department of Education (CDE) Principal Quality Standard Domainss serve as the framework for chief officer evaluation. The domains are as follows:

- I. Strategic Leadership
- II. Instructional Leadership
- III. [School/Department] Culture and Equity Leadership
- IV. Human Resource Leadership
- V. Managerial Leadership
- VI. External Development Leadership
- VII. [Academic/Department~~nt~~<sup>nt</sup>] Performance and Growth

The domains shall be tailored to the respective responsibilities of each chief officer and be articulated in the accompanying regulation.

- Adopted: September 11, 2014
- Revised: April 12, 2018

**LEGAL REFS:**

- 22-9-101, Licensed Personnel Evaluations

**CROSS REFS:**

- BDFA, District Personnel Performance Evaluation Council
- CBA/CBC, Qualifications/Powers and Responsibilities of Chief Officers
- GCOE, Evaluation of Evaluators



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Evaluation of Chief Officers</b>
Designation	<b>CBI-R</b>
Office/Custodian	<b>Board of Education/Executive Assistant to BOE <u>and Director of Human Resources</u></b>

### **Performance Review Cycle for the Chief Officers**

The Board shall review the chief officers according the following schedule:

	<b><u>Performance Timeframe</u></b>	<b><u>Work Session</u></b>	<b><u>Regular Meeting</u></b>
<u>Chief Operations Officer</u>	<u>September - August</u>	<u>August</u>	<u>September</u>
<u>Chief Education Officer</u>	<u>October - September</u>	<u>September</u>	<u>October</u>
<u>Chief Business Officer</u>	<u>November - October</u>	<u>October</u>	<u>November</u>

At its January regular meeting, the board shall consider continued employment of each chief officer in the next fiscal year. In the event that a January board meeting does not take place, the board shall consider the matter at its next regular meeting. By approval of a consent agenda item, the Board may express its intent to continue employment. Such consent is not a promise or guarantee of a contract for the next fiscal year. The board may delay consideration of continued employment for a chief officer who is new to position or on performance improvement plan.

### **Performance Review ~~Metries~~-Criteria for the Chief ~~Business~~ Officers**

When evaluating a senior executive, it is important to align leadership activity with the district' s strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.

The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.

The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.



## **Performance Review Criteria for the Chief Business Officer**

### ~~ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF BUSINESS OFFICER:~~

~~Performance time frame November – October, Completion: November~~

~~When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.~~

~~The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.~~

~~The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.~~

### ***Business Leadership***

**The CBO shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Business and Financial Goals.**

The CBO shall submit a portfolio of acceptable evidence of *Business Leadership* that may include:

- Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.
- Intentional abandonment and/or reengineering of failing practices and programs.
- Recognition and promotion of Business Office team members.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Business Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

### ***Strategic Leadership***

**The CBO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.**

The CBO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.
- Concrete examples (narratives) of activities where the CBO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.
- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.



Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

---

***Leadership Development***

**The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business Office leaders.**

The CBO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for Business Office leaders.
- Active support for Business Office leaders to improve leadership practices in their areas of responsibility.

Members of the Board of Education, leaders within the Education Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the CBO, Education Office leaders, or district stakeholders.

---

***Cultural Leadership***

**The CBO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in Business Office departments, and at district events and programs.**

The CBO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.
- Participating in activities, events, and/or programs related to cultural awareness.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CBO or from their personal experiences in and around the district.

---

***Leadership through Communication:***

**The CBO shall lead the district's business strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.**

The CBO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.



Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the CBO or district stakeholders.

---

***Leadership through Personnel Management:***

**The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.**

The CBO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the CBO or district stakeholders.

---

***Measurable Performance Targets and Standards that will support one or more of the Leadership Performance Categories previously described:***

The portfolio of evidence submitted by the CBO should include a list of results for specifically measured items approved annually by the Board. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.



## Performance Review Metrics for the Chief Operations Officer

### ~~ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF OPERATIONS OFFICER:~~

~~Performance time frame October – September, Completion: October~~

~~When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.~~

~~The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.~~

~~The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.~~

### ***Facilities, Operations & maintenance Leadership***

**The COO shall direct the facilities, ground, transportation, ~~and~~ nutrition services and safety & security services in a comprehensive and coordinated manner with procedures and methods that lead to systematic and measurable achievement of Operational and Financial Goals.**

The COO shall submit a portfolio of acceptable evidence of ~~Facilities, Operations and Maintenance Leadership~~ that may include:

- Periodic data analyses of operating key performance indicators to identify areas of strong performance, practices and programs as well as opportunities for improvement.
- Intentional restructuring and/or reengineering of failing operating practices and or procedures.
- Proactive processes, procedures and/or facilities alterations/improvements that lead to improved operating and/or financial performance of the district's facilities.
- Recognition and promotion of ~~Facilities, Operations and Maintenance~~ Office team members' .

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Operations Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

### ***Strategic Leadership***

**The COO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.**

The COO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.
- Concrete examples (narratives) of activities where the COO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.



- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

---

### ***Leadership Development***

**The COO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of Business-Operations Office leaders.**

The COO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for Business-Operations Office leaders.
- Active support for Business-Operations Office leaders to improve leadership practices in their areas of responsibility.
- Improved ratings on staff or stakeholder surveys and or reports related to Facilities, Operations and Maintenance Departments.

Members of the Board of Education, leaders within the Education-Operations Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the COO, Education-Operations Office leaders, or district stakeholders.

---

### ***Cultural Leadership***

**The COO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in ~~Facilities~~, Operations and ~~Maintenance~~ Office departments, and at district events and programs.**

The COO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.
- Participating in activities, events, and/or programs related to cultural awareness.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the COO or from their personal experiences in and around the district.

---

### ***Leadership through Communication:***

**The COO shall lead the district's operational strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.**



The COO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the COO or district stakeholders.

---

***Leadership through Personnel Management:***

**The COO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.**

The COO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the COO or district stakeholders.

---

***Measurable Performance Targets and Standards that will support one or more of the Leadership Performance Categories previously described:***

The portfolio of evidence submitted by the COO should include a list of results for specifically measured items approved annually by the Board. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.



## Performance Review Metrics for the Chief Education Officer

### ~~ANNUAL PERFORMANCE REVIEW CYCLE FOR CHIEF EDUCATION OFFICER:~~

~~Performance time frame December – November, Completion: December~~

~~When evaluating a senior executive, it is important to align leadership activity with the district's strategic plan. Since the strategic plan is operational, it is helpful to use a portfolio review model where the reviewers may examine leadership behavior in the context of daily and long-term activity and accomplishments.~~

~~The first six sections organize leadership performance into manageable, observable patterns (i.e. Performance Domains from established standards from CDE). For each section, additional insights might be gleaned from existing surveys and feedback systems or the pursuit of new collections related to a particular performance measure.~~

~~The final section lists targets and standards that will provide the quantitative measurements of leadership related to the performance domains.~~

### *Educational Leadership*

**The CEO shall direct a comprehensive and coordinated program that leads to systematic and measurable improvement in academic achievement for all learners.**

The CEO shall submit a portfolio of acceptable evidence of *Educational Leadership* that may include:

- Data analyses to identify areas of strong practices as well as needed improvement.
- Intentional abandonment of failing practices and programs.
- Transparent reporting about formative assessment results, as well as summative and program assessments.
- Recognition and promotion of educational excellence by students, teachers, and members of our community.
- Advocacy and personal involvement to improve equity and access to academic excellence for students with all levels of ability, capacity, and unknown potential.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Educational Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

### *Strategic Leadership*

**The CEO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.**

The CEO shall submit a portfolio of acceptable evidence of *Strategic Leadership* that may include:

- Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.
- Concrete examples (narratives) of activities where the CEO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.
- Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.



Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

---

### ***Leadership Development***

**The CEO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of district, zone, school, and classroom leaders.**

The CEO shall submit a portfolio of acceptable evidence of *Leadership Development* that may include:

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for district and zone leaders.
- Active support for District and Zone leaders to improve leadership practices in their areas of responsibility.
- Improving ratings on surveys, standards-based evaluations, and anecdotal reports related to the CEO and other leaders within the Education Office.

Members of the Board of Education, leaders within the Education Office, and interested district stakeholders may submit additional evidence of *Leadership Development* from their direct experience and interactions with the CEO, Education Office leaders, or district stakeholders.

---

### ***Cultural Leadership***

**The CEO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in district schools, workplaces, and at district events and programs.**

The CEO shall submit a portfolio of acceptable evidence of *Cultural Leadership* that may include:

- Identifying current practices that invite and welcome individuals of many backgrounds, abilities, and perspectives to learn work and lead.
- Identifying barriers or deficits that inhibit individuals from diverse backgrounds from learning, working, or leading to their best potential.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Cultural Leadership* from their direct experience and interactions with the CEO or from their personal experiences in and around the district.

---

### ***Leadership through Communication:***

**The CEO shall lead the district's educational strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.**

The CEO shall submit a portfolio of acceptable evidence of *Leadership through Communication* that may include:

- Direct messages to district staff, parents, and other stakeholders.
- Written messages, personal presentations, and multimedia content.
- Specific feedback from recipients, including surveys, comments, and responses.



Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Communication* from their direct experience and interactions with the CEO or district stakeholders.

---

***Leadership through Personnel Management:***

**The CEO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.**

The CEO shall submit a portfolio of acceptable evidence of *Leadership through Personnel Management* that may include:

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.
- Corrective communications that identify and correct performance that violates district values, policy, or strategy.
- Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.

Members of the Board of Education and interested district stakeholders may submit additional evidence of *Leadership through Personnel Management* from their direct experience and interactions with the CEO or district stakeholders.

---

***Measurable Performance Targets and Standards that will support one or more of the Leadership Performance Categories previously described:***

The portfolio of evidence submitted by the CEO should include a list of results for specifically measured items approved annually by the Board. It is intended that these measurements would provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.

- Adopted: September 11, 2014
- Revised: April 12, 2018



**BOARD OF EDUCATION ITEM 7.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 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
7.05.a	DAC	Federal Fiscal Compliance	J Poulin	CASB recommended adoption
7.05.b	GBEA	Staff Ethics and Conflict of Interest	P Andersen	Updated to reflect current practice
7.05.c	GBEB	Staff Conduct and Responsibilities	P Andersen	Updated to align with CASB
7.05.d	GCB	Professional Staff Contracts and Compensation	P Andersen	Recommend repeal GCBA covers instructional staff (licensed) and GDBA covers ESP
7.05.e	GDQA	Educational Support Staff Reduction in Force	P Andersen	Recommend repeal No corresponding CASB policy
7.05.f	JFABB	Admission of Non-Immigrant Foreign Students	L Fletcher	Updated to comply with federal law and current practice
7.05.g	JFABD	Homeless Students	A Whetstine	Updated to comply with federal law
7.05.h	KBA	Title I Parent and Family Engagement	A Whetstine	Updated to comply with federal law

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

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



BOE Regular Meeting April 12, 2018  
Item 7.05 continued

<div>Strategy</div> <div><p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p><p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p><p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p></div>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
---	--

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After a first reading at the previous work session, I move to approve the eight policies in item 7.05.

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

**DATE:** March 29, 2018





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Federal Fiscal Compliance</b>
Designation	<b>DAC</b>
Office/Custodian	<b>Business/Accounting Group Manager</b>

Federal funds received by the district shall be administered in accordance with this policy and applicable federal law, including but not limited to the federal Uniform Grant Guidance. The Board designates the Grant Fiscal Compliance Manager as the district contact for all federal programs and funding.

The Chief Business Officer or designee may develop and implement accompanying regulations to assist in the proper administration of federal funds and implementation of this policy, including but not limited to cash management procedures and allowability of costs.

### **Subrecipient Monitoring**

If the district awards sub-grants, the district shall monitor grant subrecipients to ensure compliance with applicable law and Board policy.

### **Time and Effort Reporting**

District employees paid with federal funds shall document the time they expend in work performed in support of each federal program and/or such program's cost objective(s), in accordance with applicable federal law. Time and effort reporting requirements do not apply to contracted individuals.

### **Recordkeeping**

The district shall maintain proper federal fiscal records in accordance with Board policy and applicable law. Such records shall be retrievable and available for programmatic or financial audit.

- Adopted: April 12, 2018

### **LEGAL REFS:**

- 2 C.F.R. Part 200 (Uniform Grant Guidance)
- 34 C.F.R. Parts 75, 76 (EDGAR – Education Department General Administrative Regulations)

### **CROSS REFS:**

- BCB, School Board Member Conflict of Interest
- DJB\*, Federal Procurement
- EHB, Records Retention
- GBEA, Staff Ethics/Conflict of Interest





## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

---

Title	<b>Staff Ethics/Conflict of Interest</b>
Designation	<b>GBEA</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

District employees are expected to perform the duties of the position to which they are assigned and to observe rules of conduct and ethical principles established by state law and District policies and regulations.

### **Financial Interests**

No employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with the employee's duties of the position to which the employee is assigned.

An employee shall not sell any books, instructional supplies, musical instruments, equipment, or other supplies belonging to the District to any student or to the parents/guardian of a student who attends the school served by the employee unless prior approval has been obtained from the Board of Education.

In addition an employee may not audit, verify, receive or be entrusted with moneys received or handled by a closely related person (see [Close Relationships](#)).

### **Confidential Information**

It shall be understood that all confidential information to which an employee is privy as a result of District employment shall be kept strictly confidential. In addition, employees shall not utilize information solely available to them through school sources to engage in any type of work outside of the District. This includes information concerning potential customers, clients or employers.

### **Close Relationships**

To minimize the perception of conflicts of interest and prevent any actual inappropriate activity, this portion of the policy aims to:

1. Prevent either the appearance or the reality of preferential hiring where a senior member of leadership or of one of the sensitive offices including Safety, Human Resources, Business, and Communications might influence the hiring process in favor of a closely related person.
2. Prevent either the appearance or the reality of preferential treatment within the supervision and evaluation system of the district.
3. Prevent either the appearance or reality of financial oversight by one person over the budgets, expenses, or transactions of the other closely related person.
4. Prevent either the appearance or the reality of any breach of confidential information between two closely related persons, where one might have access to confidential or sensitive information and might inappropriately share that information with the other closely related person.

To minimize conflict of interest concerns, the District prohibits the following regarding close relationships:

1. No employee may exercise supervisory, evaluative, appointment, dismissal, or disciplinary authority over another employee when they share a close relationship (family member, life partnership such as a common-law marriage or a business partnership).



2. The Chief Officers may not recommend employment of any person who shares a close relationship with a current: Director of the Board of Education, Chief Officer, Director of Human Resources, or any of their administrative assistants.
3. The Chief Officers may not recommend employment or reassignment of any closely related person of a Zone Leader, Executive Director, Director, Principal, or Assistant Principal (“program leader”) to a position under the supervision and authority of that program leader.
4. No staff member employed in the central offices for Human Resources, Communications, Business, or Safety shall exercise any access to information about or activity by another employee when they share a close relationship.

For purposes of this policy, “close relationship” and “closely related persons” refer to relationships that could cause a conflict of interest and include individuals related by biology, adoption, marriage, domestic partnership or business partnership. Close relationships also refer to sexual or romantic relationships or those sharing a household.

The Chief Officers shall develop regulations to prevent, mitigate, or remedy any prohibited condition during the next contract cycle following the discovery or creation of the conflicted relationship.

The Revisions to the close relationships portion of this policy became effective August 15, 2014 and will apply to employment decisions and practices thereafter, not retroactively.

### **Gifts**

Employees shall not accept gifts from students except as such gifts represent tokens. Token gifts from parents or students may be received by staff, but must not be solicited. The District considers letters from students expressing gratitude and appreciation to be appropriate.

Individual employees shall refrain from giving gifts to staff members who exercise any administrative or supervisory jurisdiction over them either directly or indirectly. The collection of money for group gifts shall be discouraged except in special circumstances such as bereavement, serious illness or mementos at retirement.

Employees are prohibited from accepting gifts of other than minimal value from companies or organizations doing business with the District. An employee shall not accept a gift from any company or organization if the acceptance of the gift would unduly affect-influence the employee in the performance of District duties. The acceptance of minor items, which are generally distributed by the company or organization through its public relations program, is appropriate for employees to receive. Gifts offered to all employees through the District’s approved programs are appropriate.

To ensure all students have reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where he or she may have a conflict of interest, teachers shall not be permitted to receive money from parents or any source other than the District for tutoring any student they have in class or upon whose evaluation or assignment they will be called on to pass.

### **Conflicts of interest - federally funded transactions**

Separate from state law and the Board's policies concerning district employees' standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of district employees whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

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



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

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

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

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

An employee who violates the standards of conduct set forth in this policy's section may be subject to disciplinary action, in accordance with applicable law and Board policy.

- Adopted: April 21, 1977
- Revised: February 12, 1990
- Revised to conform with practice: date of manual revision
- Revised: February 12, 2009
- Revised: May 9, 2013
- Revised: August 14, 2014
- Revised: April 12, 2018

#### LEGAL REFS:

- 2 C.F.R. 200.318(c) (Uniform Grant Guidance)
- Constitution of Colorado, Article X, Section 13
- C.R.S. 18-8-308
- C.R.S. 22-63-204

#### CROSS REFS:

- GBEB, Staff Conduct



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Staff Conduct and Responsibilities</b>
Designation	<b>GBEB</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

All staff members shall have a responsibility to make themselves familiar with and abide by federal and state laws as these effect their work, and the policies and regulations of the district. As representatives of the district and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward the safety and welfare of students.

### **Professional boundaries**

~~Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.~~

~~A staff member may request an advisory opinion from the secretary of state concerning issues relating to conduct that is proscribed by state law.~~[PAA1]

### **Rules of conduct**

Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation.

Each staff member shall observe rules of conduct established in law, which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to substantially further personal financial interest.
2. Accept any gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position, or which the staff member knows or should know is primarily for the purpose of a reward for action taken in which the staff member exercised discretionary authority.
3. Engage in a financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform any action in which the staff member has a discretionary authority, which directly and substantially confers an economic benefit on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.



It is permissible for an employee, in his/her capacity as an employee, to receive:

1. An occasional non-pecuniary gift which is insignificant in value.
2. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel, and subsistence (within the limitations of Board policy) for attendance at a convention, school function, or other meeting at which his/her attendance has been approved by an immediate supervisor.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, debates, or other public events reported as honorariums.

It shall not be considered a breach of conduct for a staff member to:

7. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis, except that long distance personal calls must be placed using a personal credit card or phone card.
8. Accept or receive a benefit as an indirect consequence of transacting district business.

### **Felony/misdemeanor convictions**

If, subsequent to beginning employment with the district, the district has good cause to believe that any staff member has been convicted of, or pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by a qualified district employee or a qualified law enforcement agency. Fingerprints must be submitted within 20 school days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation (CBI) for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under the above- mentioned circumstances.

### **Child abuse**

All District employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with policy JLF and state law.

The Chief Education Officer or designee is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the Chief Education Officer shall, as required by law, notify the Colorado Department of Education of the child abuse investigation.



**Unlawful behavior involving children**

The district may make an inquiry with the Department of Education concerning whether any current employee of the district has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

**Personnel addressing health care treatment for behavior issues**

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See policy JLDAC. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns school personnel may have.

**Possession of deadly weapons**

The ~~Board's provisions of the~~ policy regarding public possession of deadly weapons on school property or in school buildings shall apply to district employees. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

**Disciplinary action**

Violations of this policy may result in disciplinary action up to and including recommendation for dismissal, in accordance with Board policies regarding discipline, suspension and dismissal.

Violations involving sexual or other abuse will also be referred to the Department of Human Services and/or law enforcement in accordance with the Board policy JLF – Reporting Child Abuse/Child Protection.

The district will report violations to the Colorado Department of Education as required by statute and in accordance with Board policy.

- Adopted: April 4, 1994
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: March 8, 2002 (*Minor grammatical correction; Board action not required.*)
- Revised: November 11, 2010
- Revised: August 11, 2011
- Revised: July 27, 2012
- Revised: July 10, 2014
- Revised: June 28, 2017
- Revised: April 12, 2018

**LEGAL REFS:**

- C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)
- C.R.S. 18-12-214(3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)
- C.R.S. 19-3-308(5.7) (*child abuse reporting*)
- C.R.S. 22-32-109(1)(ee) (*duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission*)



- C.R.S. 22-32-109.1(8) (*policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees*)
- C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-109.8(6) (*requirement to terminate non-licensed employees for certain felony offenses*)
- C.R.S. 22-32-109.9 (*licensed personnel-submittal of fingerprints*)
- C.R.S. 22-32-110(1)(k) (*power to adopt conduct rules*)
- C.R.S. 24-18-104 (*government employee rules of conduct*)
- C.R.S. 24-18-109 (*Local government employee rules of conduct*)
- C.R.S. 24-18-110 (*voluntary disclosure*)

**CROSS REFS:**

- JLC, Student Health Services and Records
- JLDAC, Screening/Testing of Students
- JLF, Reporting Child Abuse/Child Protection
- KFA, Public Conduct on School Property





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Professional Staff Contracts and Compensation</b>
Designation	<b>GCB</b>
Office/Custodian	<b>Business/Director of Human Resources and Finance</b>

~~The Board of Education recognizes that compensation plans, which include an adequate base salary, salary incentives, and employee benefits, are necessary to attract and retain well-qualified and able men and women to deliver quality educational services.~~

~~It is the Board's intent to review all compensation plans annually. Once adopted by the Board, these plans of compensation shall be made available for review by the professional staff. Administrator's salaries shall be determined by a compensation plan approved by Board action with consideration given to the assigned responsibilities and specialized training.~~

~~The District shall adhere strictly to the employment contract procedures established by Colorado statutes.~~

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: August 28, 2001~~
- ~~• Revised: October 10, 2010~~

### ~~LEGAL REFS:~~

- ~~• C.R.S. 22-32-110(5) Board of education—specific powers~~
- ~~• C.R.S. 22-32-126 Principals—employment and authority~~
- ~~• C.R.S. 22-63-202 Employment contracts—contracts to be in writing—duration—damage provision~~





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Educational Support Personnel Reduction in Force</b>
Designation	<b>GDQA</b>
Office/Custodian	<b>Business/Director of Human Resources and Finance</b>

~~Cancellation of employment may take place when the Board of Education determines and declares that a fiscal exigency exists or that a program change is to be made which may require the cancellation of one or more Education Support positions. Such a decision will be made and any cancellation will be effected only in accordance with this policy and the accompanying regulations.~~

- ~~● Reviewed: May 11, 2000~~
- ~~● Revised: February 11, 2010~~





## BOARD-APPROVED POLICY OF DISTRICT 49

---

Title	<b>Admission of Non-immigrant Foreign Students</b>
Designation	<b>JFABB</b>
Office/Custodian	<b>Education/Director of Culture &amp; Services</b>

School District 49 recognizes the educational and cultural value of international exchange programs and foreign exchange students and authorizes the admission of a limited number of nonimmigrant foreign exchange students to the education programs offered in the district's schools in accordance with this policy and accompanying regulation. The district reserves the right to deny admission to any student, in accordance with applicable law.

Foreign exchange students shall not be considered candidates for high school diplomas from the district. However, these students may be awarded a certificate of completion and at the end of their stay may participate in the graduation ceremony.

This policy and the accompanying regulation apply to non-immigrant foreign exchange students who temporarily reside within the district's boundaries without their parents/legal guardians for the purpose of attending school and who qualify for a visa under regulations issued pursuant to the Immigration and Naturalization Act. This policy and accompanying regulation do not apply to resident aliens, political exiles, or students from other countries residing within the district's boundaries with their parents/legal guardians.

Foreign exchange students will be expected to meet all appropriate standards of any student enrolled in District 49 Schools.

### **Foreign exchange students sponsored by an approved program (J-1 visa)**

To protect the interests of the district, its schools and students, only foreign exchange students from an exchange program designated by the United States Department of State will be considered. Foreign exchange students admitted as part of an approved program are considered wards of the families with whom they reside.

Students in the United States on a tourist visa (B-1/B-2) may not enroll in School District 49.

Foreign students on a J-1 visa are not required by law to pay tuition.

### **Foreign exchange students privately sponsored (F-1 visa)**

The district administration shall be prohibited from authorizing a "Certificate of Eligibility for Nonimmigrant (F-1) Student Status for Academic Language Students" or the I-20 form for foreign student not associated with recognized foreign exchange programs.

### **B-1/B-2 Non-Immigrant Visiting Students**

In accordance with federal law, School District 49 will not enroll students entering the U.S. on a B-1/B-2 visa (visitor visa).



~~Privately sponsored foreign exchange students may be enrolled if an adult resident of the district has been given temporary guardianship and the student lives in the home of that guardian and if the student meets all legal requirements for a student visa.~~

~~Foreign students on an F-1 visa shall only attend secondary schools within the district and are required by law to pay the district for the full, unsubsidized per capita cost to the district for providing education to the student for the period of his or her attendance. The period of attendance may not exceed 12 months.~~

### Acceptance and Enrollment Process

Applications for international exchange students wishing to attend a district high school must be completed and presented to the Chief Education Office or designee for screening before being forwarded to the principal or administrative designee of the designated coordinated school based on the host family's address for review and approval. The application must be submitted by June 1 for fall enrollment and by December 15 for spring enrollment. Typically placements of foreign exchange students are for full year only, however, exceptions may be made by the principal or administrative designee for single semester placements. No placements will be approved for less than a full semester in duration.

Any exchange program wishing to place international students must be a member in good standing with the Council of Standard for International Educational Travel (CSIET).

International students must arrive at the host family's home and complete the ~~an~~online enrollment process application through the District 49-with Central Registry website and personally come to the Central Enrollment office to complete enrollment prior to going -and to the high school to create a schedule prior to the start of classes for the semester-. The enrollment application will require the host family's government issued identification, proof of residency and complete exchange application approved by the principal or administrative designee.

- Adopted: February 14, 1991
- Revised: November 6, 1997
- Reviewed: August 10, 2000
- Revised: April 28, 2010
- Revised: August 11, 2016
- Revised: April 12, 2018

### LEGAL REF:

- 8 U.S.C. 1101(a)(15)(F)(i)(definition of nonimmigrant student)
- 8 U.S.C 1184 (m)(admission of nonimmigrant elementary and secondary school students)
- 22 C.F.R.62.25 (eligibility for and administration of foreign exchange secondary student visitor programs)

### CROSS REF:

- JFABA, Nonresident Tuition Charges





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Homeless Students</b>
Designation	<b>JFABD</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

It is the Board's intent to remove barriers to the [identification](#) enrollment and retention of homeless [students children and youth](#) in school in accordance with state and federal law. The District shall take reasonable steps to ensure that homeless students are not segregated or stigmatized and that decisions are made in the best interest of the student.

Each homeless student shall [have access to and shall](#) be provided [education](#) services for which the student is eligible, comparable to services provided to other students in the school, [including summer school regardless of residency, including transportation service, education services](#), career and technical education programs, gifted education programs, and school nutrition programs. [Transportation services for homeless students shall be provided in accordance with applicable law.](#)

Homeless students shall be provided access to education and other services that they need to ensure that they have an opportunity to meet the same student performance standards to which all students are held. All educational decisions shall be made in the best interest of the student.

The District shall coordinate with other district and with local social services agencies and other agencies or programs providing services to homeless students as needed.

The Chief Education Officer shall designate at least one staff member in the District to serve as the [as the local homeless student](#) liaison and [shall](#) fulfill the duties [required of the position as](#) set forth in state and federal law. [The district shall provide training and other technical assistance to the local liaison\(s\) and other appropriate district staff regarding the district's obligations to homeless students.](#)

[Duties of the local liaison and procedures for identification, ~~Decisions on~~ enrollment, and transportation and dispute resolution](#) for homeless students shall be made in accordance with regulation JFABD-R.

- Adopted: April 28, 2010
- ~~Revised: July 9, 2015~~
- [Revised: April 12, 2018](#)

### LEGAL REFS:

- [20 U.S.C. 1231g \(Family Educational Rights and Privacy Act\)](#)
- [20 U.S. C. 6313 ©\(3\) \(reservation of Title I funding for homeless children and youths\)](#)
- 42 U.S.C. 11431 et seq. (*McKinney-Vento Homeless Assistance Act – Education for Homeless Children and Youth*)
- C.R.S. 21-1-102.5 (*definition of homeless child*)
- C.R.S. 22-32-109(1)(dd) (*duty to adopt/revise policies to remove barriers to access and success in schools for homeless children*)
- C.R.S. 22-33-103.5 (*attendance of homeless children*)
- C.R.S. 26-5.7-101 et seq. (*Homeless Youth Act*)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Title I Parent and Family Engagement</b>
Designation	<b>KBA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The Board of Education, pursuant to its authority under Colorado law, hereby adopts this policy. Pursuant to federal law, the district and the parents and families of students participating in Title I district programs have jointly developed the following parent and family engagement policy. The policy shall be implemented by the Chief Education Officer or designee according to the timeline set forth in the policy and incorporated into the district's Title I plan.

### **Involvement with Title I planning**

The district shall ensure that Title I schools will conduct an annual meeting for parents and families of students in Title I schools, as well as school staff, principals of schools receiving Title I funds, and other interested persons to discuss the Title I program plan, review implementation of the Title I plan, discuss how Title I funds allotted for parent and family Engagement involvement activities shall be used, and invite suggestions for improvement.

### **District support for parent and family Engagement involvement**

The district shall provide coordination, technical assistance, and other support necessary to assist participating schools in building the capacity for effective parent and family engagement activities ~~strong parent and family involvement~~ to improve student academic achievement and school performance.

This coordination, assistance, and support shall include:

- The district will include family and community engagement as one of the four “Big Rocks” of the District 49 Strategic Plan.
- The district will provide technical support to leadership teams in Title I schools as they develop and evaluate the family and community plan as a part of their annual school improvement process.
- The district will review and monitor the implementation of each Title I school's family and community engagement plan during regularly scheduled site visits. (These visits will take place at least once per year).
- The district will create partnerships with various community agencies so schools can help their parents know and access available services and resources.
- The district will provide an annual allocation from Title I funds to support parent and family engagement activities at each Title I school.
- The district will communicate to schools the importance of creating and maintaining a welcoming atmosphere for parents and families.
- The district will support Title I schools in their efforts to eliminate language barriers as they communicate with families.

~~The district shall develop and implement a district professional development plan to enhance the skills of teachers, pupil services personnel, principals, and other staff in:~~

- Understanding the value and utility of contributions of parents and families
- Strategies for communication and collaboration with parents and families as equal partners
- Implementing and coordinating parent programs
- Building ties between parents and the school



**Coordination of parent and family engagement activities with other district programs**

The district shall, to the extent feasible and appropriate, coordinate and integrate parent and family engagement programs and activities with [other relevant federal, state, and local laws and programs including](#) district preschool and ~~other programs~~; and conduct other activities that encourage and support parents and families in more fully participating in the education of their students.

The district will convene an annual meeting of staff involved in these programs to ensure coordination of effort in parent involvement activities. Notices and written communication about these programs will be distributed so parents and families know what opportunities and options are available to them and their children.

**Student learning**

The district shall coordinate and integrate Title I parent and family engagement strategies with those of other educational programs in the district. The purpose of this coordination shall be to improve the academic quality of the schools served, including identifying [challenges barriers](#) to greater participation by parents and families in activities authorized by law, particularly by parents and family members who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are persons of color
- Are parents of immigrant and migratory children

Each Title I school, through the process of developing and evaluating their family and community plan annually, will identify any [challenges barriers](#) to meaningful participation of parents and families.

The district shall provide to parents, as appropriate, information to help them understand the [district's state's](#) academic content and achievement standards, state and local academic assessments, the requirements of Title I, how to monitor students' academic progress, and how to work with school staff to improve the achievement of students. The district shall develop written materials and training for staff to help parents and families work with students to improve student achievement.

This will be accomplished by:

- Providing support to schools through the Department of Learning Services for conducting training for parents and families to learn about standards, assessments, and improving student achievement.
- Explaining and communicating to parents and families in language that is friendly and understandable.
- Using technology to enhance parent and family access to information.
- Providing brochures and information on ways parents and families can support their child's literacy and mathematical achievement.

**School-based parent and family engagement activities**

Each Title I school shall encourage parents and families to become involved in activities of the school by:

- Ensuring that communication between home and school is regular, two-way, and understandable.
- Scheduling parent and family functions at different times of the day and different days of the week.
- Welcoming parents and families in the school while seeking and supporting their assistance.
- Encouraging and supporting parents and families in their important role of assisting student learning.
- Providing parents and families with information about services, activities and opportunities offered at the



school for them and their children.

### **Method of communicating with parents and families**

All information related to school and parent programs, meetings, and other activities shall be sent to parents and families in a format and, to the extent practicable, in a language the parents can understand.

### **Annual evaluation**

The district shall conduct, with ~~meaningful~~ the involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy. Effectiveness shall be measured in part by improvements in student academic achievement and in school performance.

The evaluation shall specifically address ~~barriers~~ challenges to greater participation by parents and families in activities authorized by law, particularly by parents who:

- Are economically disadvantaged
- Have disabilities
- Have limited English proficiency
- Have limited literacy
- Are of any racial or ethnic minority background
- Are parents of immigrant and migratory children

The district shall use the findings of the evaluation to design evidence-based strategies for more effective parent and family engagement and to revise, if necessary, this policy.

The district shall provide such other reasonable support for parent and family engagement activities as parents may request.

### **Development of school-level Title I parent and family engagement policy**

Each school receiving Title I funds shall jointly develop with agree on and distribute to parents and families members of students participating in the Title I program (hereafter referred to as “parents”) a written school-level Title I parent and family engagement policy plan agreed upon by the parents in accordance with the requirements of federal law.

The policy plan shall contain a school-parent compact or agreement that outlines how parents, school staff, and students will share the responsibility of improved student academic achievement and the means by which the school and parents will build and develop a partnership to help students.

- Adopted: July 14, 2016
- Revised: April 12, 2018

### **LEGAL REFS:**

- 20 U.S.C. 6301 et seq. (Elementary and Secondary Education Act of 1965 as amended by the Every Student Succeeds Act) ~~No Child Left Behind Act of 2001~~)
- Title I, Part A, Section 1112 (ag) (parent role in the development of district Title I plan involvement and notifications in districts using Title I funds to provide language instruction to limited English proficient students)
- Title I, Part A, Section 1112 (e) (information for parents concerning teacher qualifications, assessments and language instruction)
- Title I, Part A, Section 1114 (b)(1)(F) (Schoolwide Reform Program must include strategies to



increase parent involvement)

- Title I, Part A, Section 1114 (b)(2) (eligible school that desires to
  - operate a schoolwide program must develop a comprehensive reform plan, with involvement of parents and other community members)
- Title I, Part A, Section 1115 (~~be~~)(~~24~~)(~~eg~~) (Targeted Assistance Program must include parent involvement strategies)
- Title I, Part A, Section 1116 (a)(~~1~~)(~~D~~) (Parent and family engagement policy school districts receiving Title I funds must review effectiveness of parent involvement actions and activities at schools)
- ~~Title I, Part A, Section 1118 (Title I parent involvement requirements)~~
- Title I, Part C, Section 1304 (~~cb~~)(3) (parent involvement in projects and programs and
  - notifications in districts using Title I funds for the education of migratory children)
- ~~Title I, Part F, Section 1606 (a)(7) (Comprehensive School Reform Grant Program parent involvement requirements)~~
- ~~Title II, Part A, Section 2123 (a)(3)(B)(iv) (preparing and training for highly qualified teachers and principals Grant Program parent involvement provisions)~~
- ~~C.R.S. 22-7-407 (5) (informing parents about standards-based education)~~
- C.R.S. 22-11-101 et seq. (Education Accountability Act of 2009)

#### **CROSS REFS:**

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IKA, Grading/Assessment Systems
- KD, Public Information and Communications



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

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Courtney Durvesh

**TITLE OF AGENDA ITEM:** Course Approval – American Sign Language III

**ACTION/INFORMATION/DISCUSSION:** Action

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

This year-long course is designed to reinforce and strengthen students' expressive and receptive skills in American Sign Language (ASL). Students will continue developing knowledge of basic signed vocabulary, fingerspelling, numbers, and grammatical structures with the goal of basic conversational competency on a deeper level of understanding. Students will develop both receptive and expressive skills focusing on clarity and fluidity. This course provides deeper understanding into Deaf Culture, traditions, literature, and language.

**RATIONALE:**

The expectation is for students to expand their thinking to include and consider other cultures and appreciate diversity in all forms such as culture, language, and traditions.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

This course will allow students to become immersed in another culture, learning language and cultural norms. Students will expand their knowledge and understanding within this world.

**INNOVATION AND INTELLIGENT RISK:**

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

C u l t u r e	<b>Inner Ring</b> —How we treat each other	By experiencing another culture, students are able to gain insight into other perspectives and other worlds in which people live. This understanding can run over into other parts of their lives, as well.
	<b>Outer Ring</b> —How we treat our work	
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The Deaf Community appreciates the efforts put forth by our students to get to know them and their language.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Students are encouraged to participate in Deaf Socials and communicate with Deaf people within our community.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	ASL is unique and quickly spreading into schools across America. A strong, consistent program allows students to learn at a deeper level.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Students spend dedicated time both in and out of the classroom to solidify their understanding of ASL and the Deaf Culture.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Topics discussed in ASL also reinforce worldly knowledge such as finance, research, math, among others.



BOE Regular Meeting April 12, 2018  
Item 7.06a continued

**BUDGET IMPACT:** No additional cost to the program. Adding another level to the ASL program.

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the American Sign Language III course offering for the 2018-2019 school year.

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

**DATE:** March 29, 2018





## SCHOOL DISTRICT 49

### VISTA RIDGE HIGH SCHOOL

#### **RESPECT**

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

#### **TRANSPARENT**

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

#### **ACCOUNTABLE**

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

#### **CARING**

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





**American Sign Language III  
Vista Ridge High School  
Syllabus 2018-2019**

**Instructor's Information**

Courtney Durvesh

Classroom: F110

[CDurvesh@d49.org](mailto:CDurvesh@d49.org)

**Course Description**

This year-long course is designed to reinforce and strengthen students' expressive and receptive skills in American Sign Language. Students will continue developing knowledge of basic signed vocabulary, fingerspelling, numbers, and grammatical structures with the goal of basic conversational competency on a deeper level of understanding. Students will develop both receptive and expressive skills focusing on clarity and fluidity. This course provides deeper understanding into Deaf Culture, traditions, literature, and language.

**Objectives**

Students will demonstrate the ability to hold a basic conversation while understanding fingerspelling, numbers using proper ASL linguistic structures. Students will strengthen their receptive skills by observing ASL in the classroom, with exposure to native and non-native signers. Expressive skills will be demonstrated through numerous opportunities live in the classroom and recorded on video. Students will have a deeper knowledge of the Deaf Community and Culture by learning history and traditions developed within the past 200 years.

**Required Materials**

- Writing Utensils -- including a highlighter (any color), pencils recommended for assessments
- Folder or ½ inch binder specifically for this class
- School Email Account
- Access to Google Classroom – code given in class when necessary
- No textbook is assigned. Handouts or worksheets will be provided in class or on Google Classroom

**Teaching Methodologies**

- Presenting material in signing only environment.
- Teacher models appropriate ASL grammatical structures, engaging students in dialogues.
- Teacher may videotape student's performances to allow for both teacher and student to evaluate/self-evaluate for strengths and weaknesses.
- The course will progress in a cumulative fashion. The content, vocabulary, and grammar will be built upon throughout the year.
- The classroom will be set up for optimal line of vision so all can be seen. The room will be set up in either a full circle or semi-circle.
- Involvement and interaction outside the classroom is highly encouraged. Social events are available and open for students to attend to interact with native users of ASL.



## Evaluation and Grading Criteria

Grades will be calculated by Total Points. Weighting or curves aren't used. Grades are derived from assignments both in and out of class, projects, quizzes, tests, and final exams. Grades will be updated within a week of submission unless otherwise specified.

Grade	Min. %
A+	97.5
A	92.5
A-	89.5
B+	87.5
B	82.5
B-	79.5
C+	77.5
C	72.5
C-	69.5
D+	67.5

## Policies and Expectations

### ASL Zone

The ASL classroom is a "Signing Only" Zone. Observance of this is expected every day! Does this mean no noise? No! Laughter is always welcome.

### Participation

Participation is key in this environment. Students will be signing daily either to themselves, with peers, or with me. Practice outside of class is essential to improving signing skills.

### Be Prepared

Have your assignments ready to turn in or already turned in online, and your brain on when you walk into the room.

### Absences/Late Work

Homework/Assignments: Assignment due dates are reasonable and given the day it is assigned. If students have an Excused Absence (parent or school approved), a 'grace period' will incur until the student's return, allowing for assignment completion. *You* are responsible for seeing me about catching up on missed work and/or making an appointment to do so, preferably *before* the next class period. For Unexcused Absences, late work will not be accepted.

Late Work: Work submitted after the due date and time will result in a grade deduction. Students will fill out a form and staple it to their assignment before turning it in. Both online and hardcopy homework will be due at the beginning of class. Late work submitted in person will lose 10% per class day; while late work submitted online will lose 10% per calendar day.

Tests: Tests missed because of an Excused Absence should be made up within one week. Student must make an appointment with the teacher; the earlier you let me know, the better.

### Classroom

Respect your peers, the teacher, the classroom, and the Deaf Community. Come in with an open mind and an open heart. **Mistakes will be made, that's the point in learning!** This is a safe environment where all students will support each other.

Please throw out your gum at the door.

Setup - **Eye contact** is important and visual access is the only way to receive information in this room. The classroom setup will have chairs either in a full circle or a semi-circle. This is the best line of sight for everyone. Students will reconfigure desks and chairs as necessary at the beginning or end of class.

Cheating – Under no circumstances will cheating be condoned. Cheating will result in a zero and a referral.

Devices – Devices (all phones, iPads, iPods, laptops, Chromebooks, etc.) are only allowed when specified by the teacher, usually when a project is to be recorded or researched. **Phones are to be stored in students' backpacks unless otherwise indicated.**

Attire – When signing, it is easiest to see your hands against a background that contrasts skin color. Please be mindful of this, especially on presentation days. Your first test: When you sign this syllabus, draw a triangle after your name. Parents, you too.

\* Note: This syllabus is subject to change to meet the needs of the class. Addendum(s) will be issued for signature as necessary.

\*\* The above may be modified as required by individualized learning plans, 504 plans, and other such mandated actions.



**Please return signed no later than Thursday, August 9, 2018**

**For the Student**

I acknowledge that I have read the American Sign Language II Syllabus and will abide by its policies and expectations. I understand this language is dependent on visual access and will minimize distractions by keeping my phone in my backpack. Looking away could cause missed instruction or information. I understand I am responsible for following these expectations to contribute to the most beneficial learning environment.

\_\_\_\_\_  
Student Signature and Date

\_\_\_\_\_  
Student Printed Name

\_\_\_\_\_  
Student School Email Address

**For the Parent - -** Please fill out the following information.

Preferred mode of contact?

☐

Phone

☐

Email

I acknowledge that I have read the American Sign Language II Syllabus and will encourage and support my child while they are learning a whole new culture, language, and world. I understand that there will be work both in and out of class for my child to complete. I may even learn a sign or two throughout the year!

*Contact Information*

Phone Number: \_\_\_\_\_

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

\_\_\_\_\_  
Parent/Guardian Printed Name(s)

\_\_\_\_\_  
Parent/Guardian Printed Name(s)

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Any questions or concerns, please list below. Please don't hesitate to contact me with any questions throughout the school year: [CDurvesh@d49.org](mailto:CDurvesh@d49.org)



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

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Brandon Ager, Vista Ridge Art Department

**TITLE OF AGENDA ITEM:** Name Change of *Pre-AP* to *Honors Art*

**ACTION/INFORMATION/DISCUSSION:** Action

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

We are seeking a name change of *Pre-AP* to *Honors Art*. Honors Art will continue to help students develop a portfolio that can be used during AP Studio Art. No curriculum changes will be made. The following is from College Board: “Beginning in fall of 2022, all courses labeled Pre-AP must be submitted and approved through the Pre-AP course audit process.” A fee may also be associated with the name used at the school.

**RATIONALE:**

We don’t want to be charged for using the name Pre-AP and want more autonomy of what we teach.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We expect students to continue creating strong art portfolios. We also should see more colleges have a better understanding of what Honors Art translates to than Pre-AP.

**INNOVATION AND INTELLIGENT RISK:**

This name change is a creative solution because it allows us to keep the same curriculum and allows a less ambiguous title reflected on the student’s transcript.

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

Honors Art creates a firm foundation and launches each student toward success for AP Studio Art through development of the *Breadth* section (12 pieces demonstrating broad range of approaches) of their portfolio. This allows more time for students in AP Studio Art to create their *Concentration* (12 pieces focused around one main idea or theme) section.

C u l t u r e	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
S t r a t e	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	



BOE Regular Meeting April 12, 2018

Item 7.06b continued

<b>g</b>	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Honors Art will help students create a robust portfolio. This portfolio is applicable to AP Studio Art, colleges, and the arts & design industry.
<b>y</b>	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Honors Art will help students be more successful in the production of their AP Studio Art portfolio through developing the <i>Breadth</i> section of their portfolio.

**BUDGET IMPACT:** None

**AMOUNT BUDGETED:** Fees (\$20 a semester) stay the same.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve a course name change from Pre-AP to Honors Art at Vista Ridge High School.

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

**DATE:** March 29, 2018



# Honors Art Syllabus

**Grade Level:** 11-12

**Length:** Year

**Prerequisite:** Intermediate 2D, Graphic Design II, Digital Photography II, or Painting I

**Class Fee:** \$20 per semester

**Course Description:** This course helps committed art students pursue more sophisticated art media and develop a portfolio to be used for AP Studio Art. Projects are more complex and demanding. Knowledge of basic art is presumed. This is an extension of Intermediate 2D in which students will continue to work with a variety of media to an advanced level.

**Projects and Rationale:** Projects are based on concepts pertaining to the *Breadth* section of the Advanced Placement portfolios. These concepts include, but not limited to: *form, content, tonal values, line quality, perspective and other special systems, composition, drawing surface, depth, Principles of Design, means of representation and abstraction, materials, techniques, styles, etc.*

**Copyright:** Students are not allowed to work from published photographs or other copyrighted work. It is required that students draw from imagination or observation as the reproduction of photographs can be considered a form of plagiarism. Many students will come into the program with the idea that there is nothing wrong with drawing from photographs, and many of them are quite accomplished at it. Nonetheless, it is a practice that we do not allow in advanced classes. Even if they take their own photographs, as the resultant image has a distinctly flat and stiff look about it. Copyright issues are discussed with the students early on—they are made aware of the legal issues involved with working from someone's published work. As well, there are specific things that the student could only reference through a photograph (such as certain animals). Again, in these instances the students thoroughly understand that the image must become part of their larger individual expression.

## **Grading Policy:**

- Portfolio Development based on finished and quality of work as per term quota.
- Graded on similar scale as the AP evaluation scoring guidelines.
- Participations in class and peer critiques.
- Weekly out of class assignments in preparation for future projects.
- Sketchbook drawings, used for "brainstorming" for projects.
- Various preparations for projects will necessitate out of class work such as photographing, sketching designing, experimenting, writing, and researching ideas, artists, mediums, historical perspectives and artistic styles. Grades will be given for out of class work as *well* as final projects.
- Assignments have due dates and it is important that are met, as critiques occur on the days projects are due. It is important that students have a discussion with the instructor prior to the due date if the deadline is not going to be met or they will miss a critique.



## Course Overview

Projects are subject to change due to change in schedule or material availability. These projects are based on the needs of 2-D and Drawing Portfolios. 3-D Portfolio projects will be explained by teacher.

Schedule	Project
<b>1<sup>st</sup> Semester</b>	<b>1<sup>st</sup> Semester</b>
Week 1	Overview of class/Expectations
Week 2	White on Black String Drawing – Review basic techniques and terms
Week 3 & 4	Foreshortening – Review Critique Process
Week 5	Black & White Negative/Positive Space Still Life
Week 6	Color Negative/ Positive Space Still Life
Week 7 & 8	White on Black Self Portraits – Review Facial Proportions
Week 9 & 10	Sign Language Project – Practice techniques observing and drawing hands
Week 11	Draped Object Still Life – Review Light & Shadow, folds
Week 12	Corner of Bedroom Drawing – Review Perspective, using sketchbook to plan.
Week 13 & 14	Cardboard Project
<b>Week 15</b>	<b>Semester Final</b>
<b>2nd Semester</b>	<b>2nd Semester</b>
Week 1 & 2	Recycled Surface – Review surface quality & layering
Week 3 & 4	Abstraction Painting/Drawing – Review Exaggeration and Distortion
Week 5 & 6	Block Shaded Collage
Week 7 & 8	Origami Drawing
Week 9, 10, & 11	Diptych Project – Review Unity
Week 12, 13, & 14	Scale Design
<b>Week 15</b>	<b>Final</b>



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

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Resolution To Apply For A Waiver Concerning Substitute Teacher Licensure

**ACTION/INFORMATION/DISCUSSION:** Action

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

To request a waiver of state statute from the Colorado state board of education, the local board of education must adopt a resolution directing the district administration to submit the waiver.

**RATIONALE:**

From the proposed waiver request:

The District and surrounding communities are filled with quality individuals with unique skills and experiences, who would make great substitute teachers; so we seek to localize and streamline the screening and quality control process. The District believes it can fulfill the intent of the statute and regulations (as described in the plan) through an alternate process, rather than through licensure requirements. Developing a pool of highly capable substitute teachers who are available and willing to support district students will enhance educational opportunities and educational quality in District 49.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

From the proposed waiver request:

The District projects that the evaluation ratings of the substitutes will increase over time and projects that the fill-rate will improve over time. The District also projects that students and teachers will express an increased level of satisfaction with substitutes and the substitute teaching system.

**INNOVATION AND INTELLIGENT RISK:**

From the proposed waiver request:

The District plans to directly measure the impact of the waiver in two ways: 1) The District will monitor the quality of its substitute teachers through ratings and evaluations; and 2) The District will monitor its "fill-rate," or the rate at which teacher absences are filled by a substitute.

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

The proposed waiver directly addresses one of the top concerns of teachers, administrators, and other staff as expressed through the VoW Annual survey, follow-up discussions of staff priorities, chief officer rounding, and ongoing reports of persistent vacancies in substitute teacher assignments.

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	The proposed waiver gives D49 an opportunity to take more responsibility and leadership of meeting our students' and staff needs for quality substitute teachers.
Strate	Rock #1—Establish enduring <u>trust</u> throughout our community	By increasing the availability and presence of qualified and effective substitute teachers, the district has an opportunity to secure the trust of staff, students, and



BOE Regular Meeting April 12, 2018

Item 7.07 continued

	parents who are adversely impacted by chronic shortages in the substitute teacher pool.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:** From the proposed waiver request:

There is no direct financial cost to the District, but the district will realize substantial savings by decreasing the investment in recruiting from a shrinking pool of licensed substitute teachers, and by reducing the amount paid in stipends to teachers who take on additional duties to cover classes when substitute teachers are not available.

**AMOUNT BUDGETED:** Funds are already budgeted to compensate substitute teachers. Because of a labor shortage, not all of those funds are currently being expended.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** We recommend the board adopt the attached resolution in item 7.07.

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

**DATE:** March 29, 2018

---



**RESOLUTION**  
**Request for Waiver from State Statute and Rules Regarding**  
**Employment of Substitute Teachers in District 49**  
**April 12, 2018**

**WHEREAS, C.R.S. 22-60.5-111 Substitute Authorization:** authorizes a school district to employ a person to teach on a substitute teacher basis. Under this statute a substitute teacher authorization is only valid for such periods of time as specified in, and may be renewed as authorized in, rules adopted by the state board of education; and

**WHEREAS, 1 CCR 301-37(4.05) Substitute Authorization:** defines the requirements, duration, and renewal requirements for a substitute teacher license; and

**WHEREAS,** the costs to the district of complying with the state's substitute licensure system significantly limits educational opportunities for students and staff alike; and

**WHEREAS,** El Paso County School District 49 (the "District") has hired additional administrative staff, increased its participation in hiring fairs, employed software-based substitute scheduling systems, and is currently purchasing a more sophisticated and powerful system for personnel and payroll tasks; and

**WHEREAS,** the market is not generating a sufficient supply of state-licensed candidates despite increasing pay and benefits for substitute teachers; and

**WHEREAS,** by removing the substitute licensure barrier to entry, the District believes it can attract many new highly capable substitute teachers, which will have a positive impact on students.

**NOW, THEREFORE,** we, the District 49 Board of Education, are seeking a waiver from the state requirement for substitute teachers to acquire a substitute license/authorization prior to being employed as a substitute teacher of a school district.

We further direct the administration to develop a pool of highly capable substitute teachers who are available and willing to support district students that will enhance educational opportunities and educational quality in District 49. The District will provide to the state board, the Colorado Department of Education, or another entity designated by the state board, evidence of the quality standards, performance, and evaluation of substitute teachers hired pursuant to this waiver.

The District plans to directly measure the impact of the waiver in two ways: 1) The District will monitor the quality of its substitute teachers through ratings and evaluations; and 2) The District will monitor its "fill-rate," or the rate at which teacher absences are filled by a substitute.

The District projects that the evaluation ratings of the substitutes will increase over time and projects that the fill-rate will improve over time. The District also projects that students and teachers will express an increased level of satisfaction with substitutes and the substitute teaching system.



BOE Resolution April 12, 2018  
Page 2

Approved and adopted this April 12, 2018.

---

Marie La Vere-Wright, Board President  
District 49

(SEAL)

Attest:

---

Dave Cruson, Secretary, Board Secretary  
District 49



## **Rationale and Replacement Plan for Waiver from State Statute and Rules**

### **Basic Information:**

**District Name:** El Paso County School District 49

**District Address:** 10850 East Woodmen Road Peyton, CO 80831

**Prepared by:** Peter Hilts, Chief Education Officer

**Preparer's phone number:** 719-491-4380

**Preparer's e-mail address:** [philts@d49.org](mailto:philts@d49.org)

### **STATUTE DESCRIPTION AND RATIONALE**

**C.R.S. 22-60.5-111 Substitute Authorization:** This statute authorizes a school District to employ a person to teach on a substitute teacher basis. Under this statute a substitute teacher authorization is only valid for such periods of time as specified in, and may be renewed as authorized in, rules adopted by the state board of education.

**1 CCR 301-37(4.05) Substitute Authorization:** This regulation defines the requirements, duration, and renewal requirements for a substitute teacher license.

**Rationale:** El Paso County School District 49 (the "District") is seeking a waiver from the state requirement for substitute teachers to acquire a substitute license/authorization prior to being employed as a substitute teacher of a school District. The District recognizes the important intent behind the statute and regulation, to ensure a certain level of screening and quality control for substitute teachers. However, the District also recognizes that licensure can be an artificial barrier to entry for otherwise qualified and quality prospective substitute teachers. Like many school Districts across the state, the District is experiencing a shortage of substitute teachers. This shortage makes it difficult for full-time teachers to take needed days off, while trusting their students will be receiving quality instruction in their absence, and ultimately this shortage decreases the quality of the educational experience of students. The costs to the district of complying with the state's substitute licensure system significantly limit educational opportunities for students and staff alike. In many instances, students must be reallocated into overcrowded classrooms or they are assigned to a large-group study hall setting since no substitute instructors are available. Despite increasing pay and benefits for substitute teachers, the market is not generating a sufficient supply of state-licensed candidates. In response, District 49 has hired additional administrative staff, increased its participation in hiring fairs, employed software-based substitute scheduling systems, and is currently purchasing a more sophisticated and powerful system for personnel and payroll tasks, including scheduling and paying substitute teachers.

The District and surrounding communities are filled with quality individuals with unique skills and experiences, who would make great substitute teachers; so we seek to localize and streamline the screening and quality control process. The District believes it can fulfill the intent of the statute and regulations (as described in the plan) through an alternate process, rather than through licensure requirements. Developing a pool of highly capable substitute teachers who are



available and willing to support district students will enhance educational opportunities and educational quality in District 49.

**Plan:** In order to meet the intent of the waived statutes to ensure that substitute teachers are appropriately screened and that the quality of the substitute teacher is a consideration in the substitute's ongoing relationship with the District, the District will do the following:

1. The District will complete a fingerprint and background screening for each prospective substitute teacher considered for employment in the District's schools in accordance with C.R.S. 22-32-109.7 and 109.8; and
2. The District will require that each substitute teacher have received a Bachelor's degree or equivalent learning; and
3. The District will provide training in emergency procedures, professional communications, classroom management, and instructional practices to equip substitute teachers to meet the expectations of students, parents, and district educators; and
4. The District will implement a system of review and evaluation for substitute teachers to ensure that substitute teachers who do not meet expectations will not receive substitute teaching jobs and will be removed from the substitute teaching pool; and
5. The District will provide to the state board, the Colorado Department of Education, or another entity designated by the state board, evidence of the quality standards, performance, and evaluation of substitute teachers hired pursuant to this waiver.

The District believes that by empowering the local school District to screen and determine the quality of its own substitutes, without requiring prospective substitutes to go through a process and pay fees to CDE, a new group of capable community members will be attracted to become substitute teachers.

**Duration of the Waiver:** The District requests that the waiver be granted and remain in effect until such time as the District's board of education requests its revocation.

**Financial Impact:** There is no direct financial cost to the District, but the district will realize substantial savings by decreasing the investment in recruiting from a shrinking pool of licensed substitute teachers, and by reducing the amount paid in stipends to teachers who take on additional duties to cover classes when substitute teachers are not available.

**Instructional Impact:** By removing the substitute licensure barrier to entry, the District believes it can attract many new highly capable substitute teachers, which will have a positive impact on students.

**How the Impact of the Waiver will be Evaluated:** The District plans to directly measure the impact of the waiver in two ways: 1) The District will monitor the quality of its substitute teachers through ratings and evaluations; and 2) The District will monitor its "fill-rate," or the rate at which teacher absences are filled by a substitute.

**Expected Outcomes:** The District projects that the evaluation ratings of the substitutes will increase over time and projects that the fill-rate will improve over time. The District also projects



that students and teachers will express an increased level of satisfaction with substitutes and the substitute teaching system.

Approved and submitted this \_\_\_\_\_ day of \_\_\_\_\_ by El Paso County  
School District 49

\_\_\_\_\_  
Peter Hilts, Chief Education Officer

\_\_\_\_\_  
Marie Lavere-Wright, School Board President



**BOARD OF EDUCATION ITEM 7.08**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Amber Whetstine, Executive Director of Learning Services

**TITLE OF AGENDA ITEM:** Unified Improvement Planning / School Action Plans

**ACTION/INFORMATION/DISCUSSION:** Action

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

The Unified Improvement Plan (UIP) is a required process for schools and districts to address the areas of academic achievement, academic growth and post-secondary readiness as indicated in the District and School Performance Frameworks. All districts and schools must create and submit UIPs to the Colorado Department of Education (CDE) by April 15<sup>th</sup> annually.

**RATIONALE:**

Boards of Education must approve district and school-level UIPs each year as part of the accreditation process. Our cultural and strategic priorities and initiatives guide the improvement work of the schools in each zone. UIPs include major improvement strategies and action steps aligned with identified areas of improvement. The UIP process also fulfills state-level compliance requirements related to the READ Act, Gifted and Talented programming and Title I, II and III funding allocation reporting.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Each year, Boards of Education are required to approve the district and each school's UIP prior to CDE's public posting.

**INNOVATION AND INTELLIGENT RISK:**

Approving the UIP for District 49 and each school, supports the Colorado school accreditation process. The District Accountability Advisory Committee provides input into the development and recommends approval of the district UIP to the Board, and each school's School Accountability Advisory Committee reviews and recommends each school's plan to the Board.

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

Culture	<b>Inner Ring</b> —How we treat each other	UIPs include strategies for supporting a culture of care with students and families.
	<b>Outer Ring</b> —How we treat our work	UIPs include purposeful and innovative actions to improve student achievement.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The UIP process provides a template to prioritize resources aligned with improvement efforts.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The DAAC and SAACs serve to provide community input into improvement process planning.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	UIPs include strategies to build firm foundations in literacy and math.



BOE Regular Meeting April 12, 2018  
Item 7.08 continued

<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	UIPs include strategies to meet individual student needs and develop individualized Pathways to support student success beyond high school.
--	---

**BUDGET IMPACT:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve district and school level  
Unified Improvement Plans as presented in item 7.09.

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

**DATE:** 3-29-18

---



**BOARD OF EDUCATION ITEM 7.09**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Todd Morse – Chief Administrative Officer for Banning Lewis Academy

**TITLE OF AGENDA ITEM:** Banning Lewis Preparatory Site Improvement Request

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

Banning Lewis Preparatory Academy is nearing completion of its first school year as a MS/HS campus. We seek to offer a full slate of curricular and co-curricular opportunities for our students as we add additional high school grade levels. The installation of an all-weather track around our existing athletic field will allow us to provide improved opportunities in PE and athletics (boys & girls cross country in the fall and boys & girls track/field in the spring).

**RELEVANT DATA AND EXPECTED OUTCOMES:**

In the initial construction project, the athletic field was graded to accommodate a track encircling the field. Recognizing the significant cost associated with installation of an all-weather track that is the responsibility of Banning Lewis Academy to cover, we have secured over \$400,000 in financial support through the BLRA Foundation to support installation. With the support of District 49 Purchasing and Contract Manager, Jim Rohr, we have secured three bids for design of the project and have selected Northstar to complete the design work if the project is approved. We will strive to complete the track installation for the start of the 2018-19 school year.

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

In addition to the impacts outlined in the chart below, a track will significantly increase the potential for Banning Lewis Preparatory Academy to earn membership in an athletics/activities league and the Colorado High School Activities Association (CHSAA). The availability of quality venues is a key component to membership application processes for both entities.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	The addition of an all-weather track around our existing athletic field makes a strong statement regarding our commitment to providing high quality educational opportunities for the young people we serve. It honors the work of the PE teachers, coaches, students, and student-athletes involved the classes and teams using the facility.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Our community has trusted our board and administration to develop a full MS/HS program at our new campus. Physical education and athletics are integral components of an exceptional secondary education experience as students are provided the opportunity to develop lifelong fitness habits and learn the many life lessons available through athletics. The installation of a track around our existing athletic field will augment both of these components and increase the number of students who are able to access these opportunities on our campus.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** We recommend approval of an all-weather track installation encircling the existing athletic field at the Banning Lewis Preparatory Academy campus.



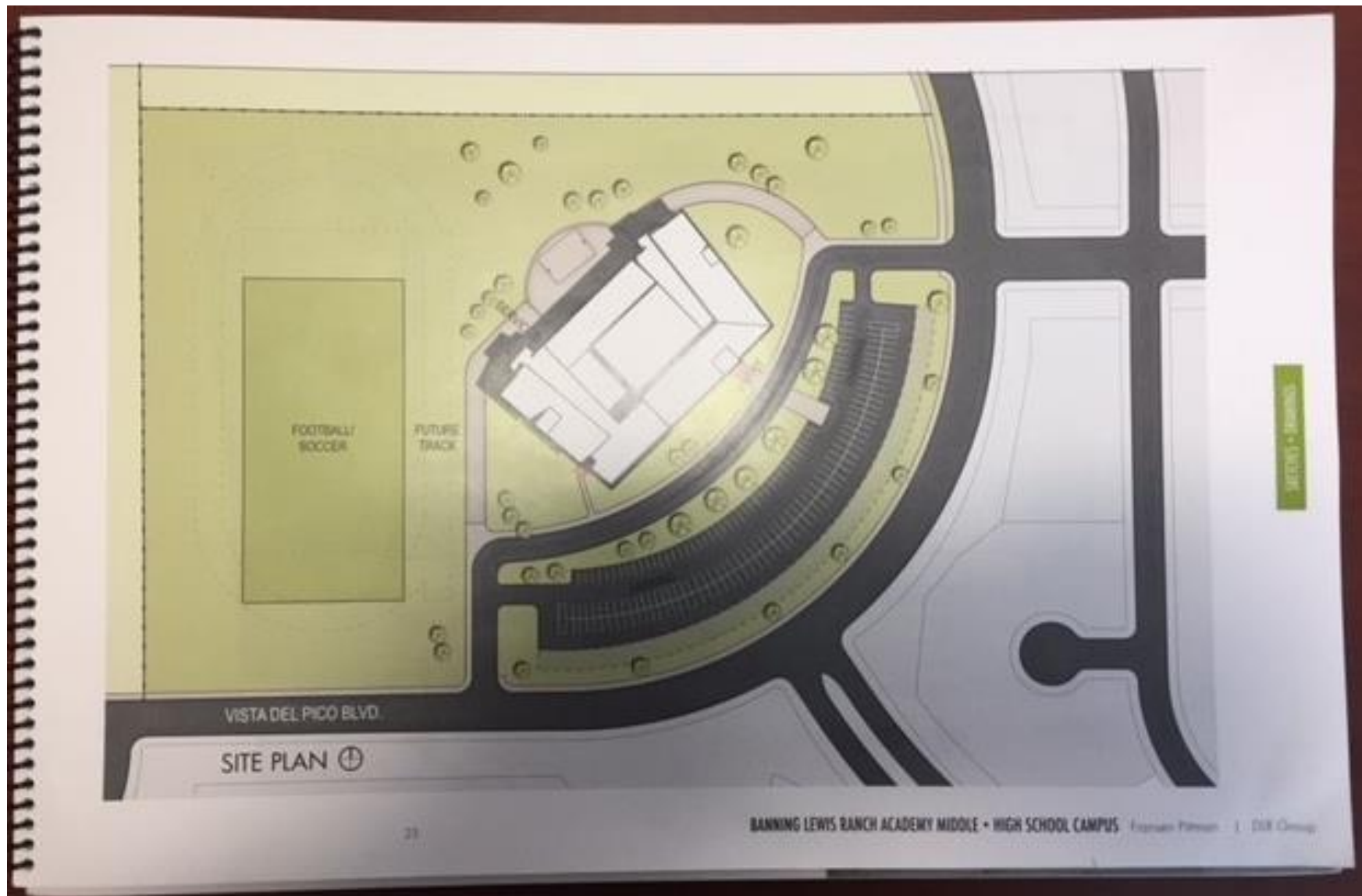
BOE Regular Meeting April 12, 2018  
Item 7.09 continued

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

**DATE:** March 29, 2018



Original Banning Lewis Preparatory Academy Schematic Design Submittal  
Fransen Pittman & DLR Group – February 24, 2016







111 E. 5<sup>th</sup> Street  
Pueblo, CO 81003

(719) 544-6823  
(719) 544-6825 Fax

Kim Kock, P.E.

Michael L Cuppy, P.E., P.L.S.

JN 9932  
February 1, 2018

Banning Lewis Preparatory Academy  
9433 Vista Del Pico Blvd.  
Colorado Springs, CO 80927

Attn: Mr. Chuck Shaw, Director of Facilities <chshaw@blacademy.org>

Re: Surveying, Site/Civil Engineering, Construction Staking, and Construction Phase (including Resident Project Representative) Services for a new all weather 8-lane track bounded by new curb also including run-out lanage, high jump pit, long jump pit, shot put and discus platforms and rings, ADA site access via two sidewalks, and miscellaneous site/drainage improvements.

We are pleased to present this "Work Authorization Agreement" for performing Professional Engineering and Surveying services with regard to the above referenced project. Please find a list below of the services that are to be provided:

**TASK A: TOPOGRAPHIC/IMPROVEMENTS SURVEY OF THE PROPOSED PROJECT AREA (Survey area to included proposed site of new track plus an additional width of 150' beyond the proposed outside track curb), to include:**

- a. Location of existing above ground improvements.
- b. Location of existing underground utilities (per on-site locates and utility and client records).
- c. Survey to extend to existing paved areas, including parking lots, where pertinent to the Project.
- d. Substantial visible improvements including roads, fences, culverts, sidewalks, playground equipment, etc.
- e. Topographic Map with contours shown at 6" intervals.

**TOTAL TASK A: ..... \$4,600.00**

**TASK B: GEOTECHNICAL INVESTIGATION AND REPORT BY CTL THOMPSON, INC. TO DETERMINE SUBGRADE STRUCTURAL, TRACK PAVEMENT DESIGN, AND DRAINAGE DESIGN PARAMETERS FOR PROPOSED TRACK IMPROVEMENTS (Task includes four 15' deep test holes at Project site. CTL to coordinate private utility locates in addition to UNCC. Work to be coordinated with Task A survey activities).**

**TOTAL TASK B: ..... \$3,300.00**



**TASK C: SITE/CIVIL ENGINEERING SERVICES FOR THE PROJECT SITES DESCRIBED ABOVE, to include:**

1. Included in the scope of services for Task C are the following meetings. Each meeting is anticipated to include some or all of the Client's Project Committee, School Staff and/or Coaching Staff.
  - a. Preliminary meeting at the School to meet the School's project team. Goal of the meeting will be to identify and discuss proposed project and budget, and obtain direction regarding the schools needs and wishes regarding the project. Meeting will include a "walk through" of the proposed project site.
  - b. Follow up meeting at the School to discuss the Final Site/Project Design including identified concerns, to finalize potential alternatives, and to present detailed cost estimate for approval by the School project team.
2. Review of design criteria associated with the Colorado High School Activities Association (CHSAA) as related to the proposed facilities. Review and analysis of improvement alternatives, methods, and materials available for the proposed project.
3. Identification of appurtenant improvements required to support new track and field including items such as drainage improvements, overlot grading requirements, retaining walls, pedestrian/ADA routes, utility improvements (i.e. water system), fencing, etc.
4. Preparation of Final Design Drawings for the project associated with this Proposal. Includes geometric layout (horizontal and vertical) of the proposed track and field, complete with appurtenant improvements as listed above. The Drawings shall provide a level of detail required to allow for accurate compilation of final project costs as well as supporting the Client's contractor selection process.
5. Preparation of detailed final cost estimates for the proposed project. Estimates shall be prepared in a tabular format with line items and quantities relating to specific work items and potential alternatives.
  - a. Information provided in the Geotechnical Investigation (Task B) will be used to develop alternative cost estimates for items such as track surfacing (asphaltic pavement versus precast).
6. Preparation of Technical Specifications for the Project to support Client's contractor selection process. Client to provide required Bidding Documents, Agreement Forms, Administration Forms, and Standard and Supplemental General Conditions of the Contract.

**TOTAL TASK C: ..... \$19,600.00**

**TASK D: BID AND CONSTRUCTION ADMINISTRATION SERVICES INCLUDING RESPONSE TO BIDDER QUESTIONS, ATTENDANCE AT BID OPENING AND PRECONSTRUCTION CONFERENCE, REVIEW OF SHOP DRAWINGS, PAY APPLICATIONS, AND OTHER PROJECT SUBMITTALS. FEES ARE BASED ON A THREE MONTH CONSTRUCTION PERIOD FROM THE DATE OF NOTICE TO PROCEED TO THE DATE OF FINAL ACCEPTANCE**

**TOTAL TASK D: ..... \$4,000.00**

**TASK E: RESIDENT PROJECT REPRESENTATIVE SERVICES BASED ON 5 HOURS PER DAY, 1 DAY PER WEEK FOR A THREE MONTH CONSTRUCTION PERIOD. LEVEL**



OF EFFORT TO BE BALANCED TO MEET ON-SITE CONSTRUCTION OPERATIONS WHICH MAY RESULT IN SOME DAYS WITH NO ON-SITE INVOLVEMENT AND OTHER DAYS WITH MULTIPLE REPRESENTATIVES ON-SITE. WORK OF THIS TASK TO BE BILLED ON A TIME AND MATERIAL BASIS IN ACCORDANCE WITH BILLING RATES IN ATTACHMENT A.

**TOTAL TASK E:..... \$7,200.00**  
**(ESTIMATED FEE)**

**TASK F: ONE TIME CONSTRUCTION STAKING SERVICES FOR THE PROPOSED IMPROVEMENTS, to include:**

1. Establishment of on-site baseline and benchmark.
2. Construction Limits.
3. Overlot Grading (50' x 50' grid).
4. Track and Field Layout.
5. Blue Tops and Red Tops (50' x 50' grid) for Base Materials and Finish Track and Field Elevations.
6. Curb and Gutter (50' stations where applicable).
7. Fencing, utilities, and appurtenances.
8. Office Calculations and Coordination.

**TOTAL TASK F:..... \$12,400.00**

Note: The following items are not included in the Scope of Services for this Project. A formal Proposal for any of these services can be provided at Client request:

1. Design of landscape and irrigation systems for either adjacent areas or for a future natural grass football field.
2. Design of Bleachers, Lighting Systems, Restroom/Concessions facilities, sidewalks/trails, and other appurtenant facilities not specifically identified in the above scope of services.
3. Post Construction Phase Services.

**General Conditions**

NorthStar Engineering and Surveying, Inc. ("NorthStar") will perform the services listed above, subject to the conditions listed below. The fee listed above is NorthStar's fee to provide the specified services subject to the conditions listed below. NorthStar's fee shall be increased to compensate NorthStar for any legal fees incurred for review and negotiation of any alternative, additional, or revised contracts or contract terms proposed by the Client. Any additional services required to complete the project will be billed per our current Time and Materials rates. Any additional work required by NorthStar or by the Client to complete the project shall be acknowledged by the Client and made a portion of the Work Authorization Agreement ("Agreement"). This Agreement may not be amended, nor any obligations hereunder waived, except by written agreement signed by all parties to the Agreement.

NorthStar Services



NorthStar will perform its services in a manner consistent with the level of care and skill ordinarily exercised by other design professionals in the same geographic area as the underlying project.

NorthStar does not have control over, and is not responsible for, construction means, methods, techniques, sequences, or procedures.

Construction observation services are not a part of this Agreement unless specifically identified above. Construction staking or survey control staking is not construction observation, nor is it an inspection, ratification, or approval of prior work performed by others, including but not limited to, design and/or construction professionals.

Estimates of cost are NorthStar's opinions of probable cost, based on NorthStar's experience and familiarity with the construction industry. NorthStar cannot guarantee that bids or final construction costs will not vary from NorthStar's estimate or opinion.

#### Payment

Any permit fees or title company fees are the responsibility of the client and are not included in this Agreement. Also, all direct reimbursable expenses incurred in performance of this project will be invoiced at cost plus ten percent.

NorthStar's policy is to invoice the address listed above by the 1st day of every month. Payment is due on receipt of invoice and to be received no later than the 25th day of that month. Client shall advise if a different invoice date is required.

The Client agrees that the balance stated on the invoice from NorthStar to Client is correct, conclusive, and binding on the Client, unless the Client notifies NorthStar of objections or inaccuracies within 30 days of receipt of the invoice.

Payment not received by NorthStar by the 25<sup>th</sup> day of the month will cause all work to stop on the project, and an assessment of interest at the rate of two percent monthly.

Client agrees to pay NorthStar's costs of collection, including reasonable attorney's fees, for any amounts that remain unpaid 90 days after billing.

In the event the Client wishes to terminate the services of NorthStar, the Client shall pay NorthStar Time and Materials rates up to the date of termination.

#### Limitation of Liability/Damages

NorthStar's total liability to Client, for any and all injuries, claims, losses, expenses, or damages arising out of this Agreement shall not exceed the amount of the fee paid by Client to NorthStar. NorthStar's tender of payment in this amount shall constitute a fulfillment and complete satisfaction of any and all of NorthStar's liabilities, obligations, representations or warranties related to or arising from this Agreement.

NorthStar and Client mutually agree to waive all claims of consequential damages arising from claims, disputes, or other matters related to this Agreement.

#### Statute of Limitations

The statute of limitations for any claims arising from NorthStar's work shall begin to run as of the date that NorthStar submits an invoice for 100% of the fee listed above.



### Indemnity

The Client shall defend, indemnify and hold harmless NorthStar and its personnel from and against any and all claims, damages, losses and expenses, including reasonable attorney's fees, arising out of or resulting from the performance of NorthStar's work, provided that any such claim, damage, loss, or expense is caused in whole or in part by the negligent act or omission of the Client, or anyone directly or indirectly retained or employed by the Client (except NorthStar). This indemnification includes, but is not limited to, claims or losses due to the presence of hazardous materials. This indemnification includes, but is not limited to, claims alleged to have arisen from the contractor's performance or the alleged failure of the contractor's work to conform to the design intent and the contract or project documents.

### Instruments of Service

NorthStar provides services, the scope of which are set forth above, not a product. Sketches, designs, computations, survey notes, reports, specifications, and other original documents of any sort are instruments of that service; they are the written depiction of NorthStar's intellectual process. NorthStar retains sole and exclusive ownership of these documents, unless the documents are required to be filed for public record by a governmental agency having proper jurisdiction.

Any use or reuse of original or altered physical documents or electronic files or CADD adaptation of NorthStar plans or documents for any use other than the specific purpose intended by NorthStar, without the prior written permission of NorthStar, is prohibited. The Client agrees to indemnify, defend, and hold harmless NorthStar from any and all claims, suits, or liability arising from the unauthorized use of NorthStar's work by person or entities not party to this Agreement.

### Additional Provisions

Client agrees that NorthStar shall be entitled to recover all costs incurred in enforcing any provision of this Agreement, including court costs and attorney's fees.

This Agreement is not intended to be, and shall be construed to be, intended for the benefit of any person or entity that is not a signatory party to this Agreement. No person or entity, other than signatory parties, will have any right or cause of action under this Agreement.

This Agreement shall be governed by the laws of the State of Colorado. Venue for any litigation arising from this Agreement shall be in the Pueblo County District Court.

With the exception of actions by NorthStar to recover amounts due and owing, all other disputes or claims arising from this Agreement shall be submitted first to non-binding mediation, and then to binding arbitration if mediation is unsuccessful. Arbitration shall be conducted by a single arbitrator, mutually chosen by the parties. If the parties cannot agree on an arbitrator, a party seeking enforcement of this arbitration agreement may request, as part of a petition for enforcement, that a Pueblo County District Court judge appoint an arbitrator.

If any clause or provision of this Agreement is determined to be illegal, invalid, or unenforceable by a court of competent jurisdiction, the remainder of this Agreement shall not be affected thereby and shall remain in full force and effect.

Please review this Work Authorization Agreement carefully, for it represents a binding contract when signed. If this Agreement is acceptable, please have a duly authorized representative



sign on the space provided below and return the original to us as notice of authorization to proceed. We appreciate the opportunity to be of service to you.

NorthStar Engineering and Surveying, Inc.

*Kim Kock*

Kim Kock, P.E.  
President/Principal

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

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

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





111 E. 5<sup>th</sup> Street  
Pueblo, CO 81003

(719) 544-6823  
(719) 544-6825 Fax

Kim Kock, P.E.

Michael L Cuppy, P.E., P.L.S.

## ***SCHEDULE OF STANDARD TIME AND MATERIAL RATES***

(January 1, 2018 to January 1, 2019)

### **OFFICE ENGINEERING AND PLANNING:**

Principal .....	\$155.00/hr.
Registered Professional Engineer (Project Manager) .....	\$130.00/hr.
Licensed Land Surveyor (Project Manager) .....	\$120.00/hr.
Project Engineer (EI)/Surveyor (SI) .....	\$110.00/hr.
Engineer/Planner .....	\$100.00/hr.
Designer / GIS .....	\$ 85.00/hr.
AutoCAD Technician .....	\$ 70.00/hr.
Accounting .....	\$ 50.00/hr.
Clerical .....	\$ 45.00/hr.
Messenger .....	\$ 35.00/hr.

### **FIELD ENGINEERING AND SURVEYING:**

3-Man Survey Crew .....	\$160.00/hr.
Overtime Rate .....	\$190.00/hr.
2-Man Survey Crew .....	\$145.00/hr.
Overtime Rate .....	\$175.00/hr.
1-Man Survey Crew .....	\$115.00/hr.
Overtime Rate .....	\$130.00/hr.
Construction Manager .....	\$110.00/hr.
Construction Inspector .....	\$100.00/hr.
Survey Crew – Out of Town Drive Time .....	\$110.00/hr.
GPS Equipment: Standard Survey Crew Rate Plus .....	\$ 45.00/hr.

### **REIMBURSABLE RATES:**

Blueline Prints .....	\$ 0.70/sq.ft.
Mylar Prints .....	\$ 2.85/sq.ft.
Color Bond .....	\$ 2.20/sq.ft.
Xerox Copies .....	\$ 0.15/ea.
Color Copies (8.5x11) .....	\$ 2.25/ea.
Large Xerox Copies .....	\$ 2.20/ea.

### **SUBCONTRACTED EXPENSES AND SPECIAL EQUIPMENT:**

Mileage – Trucks and Autos .....	\$ 0.50/mile
Direct Costs plus 15%	

**NOTE:** In the event Principals are involved for an extended period on a project, rates charged will be commensurate with work performed.



**BOARD OF EDUCATION ITEM 7.10**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Amber Whetstine, Executive Director of Learning Services

**TITLE OF AGENDA ITEM:** Alternative Education Campus Applications

**ACTION/INFORMATION/DISCUSSION:** Action/Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:** Alternative Education Campuses (AECs) serve a unique population of students with high-risk indicators as defined by the Colorado Department of Education. Because of this, CDE allows districts, as part of the accreditation process, to apply annually for AEC designation. This designation allows for alternative measures of student achievement and accountability.

**RATIONALE:** Our strategic plan prioritizes growing a robust portfolio of distinct and exceptional schools, which provide customized educational programming to support the individual needs of every student. Continuing to provide alternative education in District 49 at Patriot High School and GOAL Academy aligns with this priority.

**RELEVANT DATA AND EXPECTED OUTCOMES:** District 49 will continue to offer Alternative Education as a portfolio option to meet the unique needs of students with high-risk factors.

**INNOVATION AND INTELLIGENT RISK:** Designation as an Alternative Education Campus provides alternative options under the state's accountability system for accreditation of schools. Alternative Education Campuses may submit optional alternative measures within the state's designated indicators for AECs to measure the school's annual performance.

**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>	District 49 supports growing a robust portfolio of schools by continuing to provide alternative education options for students with high-risk factors.
	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>	District 49 aims to launch students toward success in student achievement, growth, engagement and post-secondary workforce readiness.

**BUDGET IMPACT:** N/A

**AMOUNT BUDGETED:** N/A



BOE Regular Meeting April 12, 2018  
Item 7.10 continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the AEC Applications for the 2018-2019 school year for Patriot High School and GOAL Academy as recommended by the administration.

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

**DATE:** 3/29/18

---



*A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than April 28, 2018.*

*Please complete the following application in electronic format, then save print this document. Have necessary parties sign the document. Finally, scan the document and upload the scanned PDF to Syncplicity. The uploaded PDF needs to be saved to the CDE\_Accountability\_DISTRICT\_AEC folder where DISTRICT is your district's four digit district code. Your renewal application will not be considered final until this document has been submitted for each relevant school in your district.*

*If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplicity file transfer system.*

### **2018-2019 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION**

Based upon the school and student characteristics indicated below, we certify that

School Name: Goal Academy  
CDE School #: 3475  
in District: Falcon 49

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2018-19 school year.

We certify that this school meets the following criteria:

- ☒ Has a specialized mission to serve special needs or at-risk populations
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Has a budget separate from any other public school
- ☒ Has nontraditional methods of instruction delivery
- ☒ Serves one of the following student populations (at the time of the 2017 October Count Administration):
  - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - ☒ More than 90% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.



### CERTIFICATION OF STUDENT POPULATION

This page only needs to be completed if you checked the box indicating that 90% of your school's students have Individualized Education Programs (IEPs) or are deemed "high-risk." The Student File tab in this document has been pre-populated for you and includes only those students present at the time of the 2017 Student October Count in certain high-risk categories. Please fill in additional high-risk categories for your student population in the Student File tab and they will be included on this page. *No data can be entered on this page and must be entered in the Student File Tab.* Although students may fall into more than one high-risk category, each student will only be counted ONCE in the bolded rows 9-10.

<b>District Accountability Contact (to verify information submitted regarding student high-risk eligibility):</b>		
<b>Name:</b> Jamie Sedlmeyer (Karla Ash-GOAL)	<b>Email:</b> jsedlmeyer@D49.org	<b>Phone:</b>

	Student Population	# of students
1	# of students who have Individualized Education Programs (IEPs)	322
2	# of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents or who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	72
3	# of students who have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school	3393
4	# of students who have been expelled from school or who have engaged in behavior that would justify expulsion	487
5	# of students who are migrant, as defined in Section 22-23-103 (2), CRS	12
6	# of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	30
7	# of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level	221
8	Other High Risk Category*	2294
9	<b>Total # of high risk students (meeting at least one criteria 1-8)</b>	<b>3615</b>
10	<b>School's total student population</b>	<b>3799</b>
11	<b>Total % of high-risk students (row 9 divided by row 10)</b>	<b>95%</b>

\*View Documentation Assurance Tab for students identified in Indicator #8 on the Documentation Assurance tab in this document.

\*\*View Over Age and Under Credited Tab in this document for more information on how to report on these students.





### SCHOOL MISSION

Statement of School Mission: GOAL: Developing productive members of society.

Description that most closely mirrors your school's mission and student population (select all that apply)

- ☐ Adult Education
- ☒ College Prep
- ☐ Credit Recovery
- ☐ Detention Center
- ☒ Dropout Recovery
- ☐ Expulsion Center
- ☒ IEP
- ☒ Migrants/ELL
- ☒ On-line
- ☒ Other High Risk (See Documentation Assurance Tab)
- ☐ Part-Time
- ☐ Transition Center
- ☐ Vocational/Technical
- ☒ Wrap-around to graduate

### ADDITIONAL SCHOOL INFORMATION

	Select Yes/No	
Is your school a dropout-retrieval program?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Is your school intended to transition students back to their home school?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does your school award diplomas?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No





Constance Jones Constance Jones 3/23/2018  
School Principal/Administrator Name(Print) Signature Date

PA / HW Peter Hillis 4/2/18  
School District Superintendent Name(Print) Signature Date

\_\_\_\_\_  
School District Board President Name(Print) Signature Date





A school that wishes to be designated for the first time as an Alternative Education Campus or to renew its designation as an Alternative Education Campus must submit the following application verifying that the school meets eligibility criteria no later than April 28, 2018. Please complete the following application in electronic format, as well as a PDF of this Summary File tab with necessary signatures, and submit via the secure Syncplicity file transfer system in the "CDE\_Accountability\_AEC" folder.

If you need help with the secure Syncplicity file transfer system please contact Corey Kispert at 303-866-6928. As a reminder, to comply with FERPA guidelines, student data cannot be emailed and must be submitted via the secure Syncplicity file transfer system.

### 2018-2019 APPLICATION/RENEWAL FOR ALTERNATIVE EDUCATION CAMPUS DESIGNATION



Based upon the school and student characteristics indicated below, we certify that

Patriot High School	6810	in	Falcon District 49
School Name	CDE School #		District Name

meets the requirements specified in Section 22-7-604.5, CRS, and we request Colorado State Board of Education designation of this school as an Alternative Education Campus for the 2018-19 school year.

We certify that this school meets the following criteria:

- ☒ Has a specialized mission to serve special needs or at-risk populations
- ☒ Is an autonomous public school, meaning that the school provides a complete instructional program that allows students to proceed to the next grade level or to graduate
- ☒ Has an administrator who is not under the supervision of an administrator at another school
- ☒ Has a budget separate from any other public school
- ☒ Has nontraditional methods of instruction delivery
- ☒ Has a public process to ensure accountability
- ☒ Serves one of the following student populations (at the time of the 2017 October Count Administration):
  - ☐ All students have severe limitations that preclude appropriate administration of the assessments administered pursuant to section § 22-7-409, C.R.S.;
  - ☐ All students attend only on a part-time basis and come from other public schools where the part-time students are counted in the enrollment of the other public school ; or
  - ☒ More than 90% of students have either an Individualized Education Programs (IEPs) pursuant to § 22-20-108, C.R.S. and/or meet the definition of a "high-risk" student as illustrated on the following page.

James Bonavita		
School Principal/Administrator Name (Type or Print)	School Principal/Administrator Signature	Date
Peter Hilts		4/2/18
School District Superintendent Name (Type or Print)	School District Superintendent Signature	Date
Marie Lavere Wright		
School District Board President Name (Type or Print)	School District Board President Signature	Date





### CERTIFICATION OF STUDENT POPULATION

This page only needs to be completed if you checked the box indicating that 90% of your school's students have Individualized Education Programs (IEPs) or are deemed "high-risk." The Student File tab in this document has been pre-populated for you and includes only those students present at the time of the 2017 Student October Count in certain high-risk categories. Please fill in additional high-risk categories for your student population in the Student File tab and they will be included on this page. *No data can be entered on this page and must be entered in the Student File Tab.* Although students may fall into more than one high-risk category, each student will only be counted ONCE in the bolded rows 9-10.

District Accountability Contact (to verify information submitted regarding student high-risk eligibility):		
Name: Jamie Sedlmeyer	Email: jsedlmeyer@d49.org	Phone: 719-795-1113

	Student Population	# of students
1	# of students who have Individualized Education Programs (IEPs)	21
2	# of students who have been committed to the Department of Human Services following adjudication as juvenile delinquents or who are in detention awaiting disposition of charges that may result in commitment to the Department of Human Services	0
3	# of students who have dropped out of school or who have not been continuously enrolled and regularly attending any school for at least one semester prior to enrolling in this school	58
4	# of students who have been expelled from school or who have engaged in behavior that would justify expulsion	3
5	# of students who are migrant, as defined in Section 22-23-103 (2), CRS	0
6	# of students who are homeless, as defined in Section 22-1-102.5 (2), CRS	4
7	# of students who are over traditional school age for their grade level and lack adequate credit hours for their grade level	51
8	Other High Risk Category*	47
9	<b>Total # of high risk students (meeting at least one criteria 1–8)</b>	97
10	<b>School's total student population</b>	104
11	<b>Total % of high-risk students (row 9 divided by row 10)</b>	93%

\*View Documentation Assurance Tab for students identified in indicator #8 on the Documentation Assurance tab in this document.

\*\*View Over Age and Under Credited Tab in this document for more information on how to report on these students.





### SCHOOL MISSION

Statement of School Mission:

**Patriot High School** prepares students for academic, social and emotional success through:

- high quality blended/online curriculum

- career and technical educational focus

- small class sizes

- personal choice

- social/emotional education through our Sources of Strength program.

We use a relationship-based approach to ensure educational relevance and academic rigor. Our students will have the opportunity to receive post-secondary workforce certifications.

Description that most closely mirrors your school's mission and student population (select all that apply)

- ☐ Adult Education
- ☐ College Prep
- ☒ Credit Recovery
- ☐ Detention Center
- ☐ Dropout Recovery
- ☐ Expulsion Center
- ☒ IEP
- ☐ Migrants/ELL
- ☒ On-line
- ☒ Other High Risk (See Documentation Assurance Tab)
- ☐ Part-Time
- ☐ Transition Center
- ☐ Vocational/Technical
- ☐ Wrap-around to graduate

### ADDITIONAL SCHOOL INFORMATION

	Select Yes/No	
Is your school a dropout-retrieval program?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Is your school intended to transition students back to their home school?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Does your school award diplomas?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No





**BOARD OF EDUCATION ITEM 7.11**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Job Description Changes for Coach Positions

**ACTION/INFORMATION/DISCUSSION:** Action

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

Over the past year, the human resources department (HR) and the Athletic Directors have focused on increasing efficiency and evaluating needs within the Extra and Co-Curricular programs (formerly referred to as Schedule B). Through this process, a need was identified to increase the athletic coach positions from only two roles (Head Coach and Assistant Coach) to five roles (Head Coach, Assistant Coach, Advanced Support Coach, Regular Support Coach, and Assistant Support Coach).

The five position model allows:

- Greater flexibility with monetary resources
- Proper pay alignment for the actual duties performed
- Incentive for coaches to grow and advance within the program
- Reduced number of exceptions requested
- Pay falls within salary schedule; no manual over-rides in personnel system
- Reduced risk to the district

The following new or revised coach job descriptions are being presented:

- Head Coach – existing, revised
- Assistant Coach – existing, revised
- Advanced Support Coach – new, combined under one general title of Support Coach
- Regular Support Coach - new, combined under one general title of Support Coach
- Assistant Support Coach - new, combined under one general title of Support Coach

**RATIONALE:**

District 49 uses job descriptions to articulate work to be performed and to provide clarity to applicants for and employees in each position. As departments or programs within the organization change or evaluate their effectiveness, the structure for how the work is performed can change. It is good practice to review corresponding job descriptions to ensure they exist for each unique position and accurately portray the work being performed.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The job descriptions presented include revisions to the essential duties and responsibilities for two currently existing coach positions in addition to three new titles combined under one general title of Support Coach with corresponding essential duties and responsibilities.



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

**Cul**

**Inner Ring**—How we treat each other

--	--



	<b>Outer Ring</b> —How we treat our work	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.	
	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with our community. In addition, these changes gives the extra-curricular program the best opportunity to put staff in place to serve our community.	
Strategy	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Work with HR, Business Office, and building level administration to ensure that we have staff for extra and co-curricular programs placed appropriately.	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Allow our schools to grow programming with quality staff.	
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Autonomy to place staff appropriately based on program needs.	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Providing the best experience for our students to excel.	

**BUDGET IMPACT:** This model allows greater flexibility with monetary resources. Athletic Directors and building administrators will have the ability to place coaching staff into five possible roles instead of two. This discretion and flexibility will allow budget dollars to be utilized more efficiently which creates the potential to have more staff per program at either a similar or even less overall budget impact.

**AMOUNT BUDGETED:** These positions will fall within the extra-curricular salary schedule.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the newly created and revised job descriptions as recommended by the administration.

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

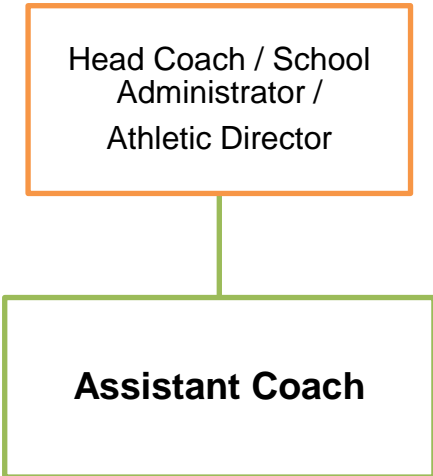
**DATE:** March 29, 2018



## ASSISTANT COACH

<b>Job Title:</b>	Assistant Coach
<b>Initial:</b>	September 22, 2010
<b>Revised:</b>	<a href="#">April 12, 2018</a>
<b>Work Year:</b>	<del>182 days</del> <a href="#">Scheduled days based on season</a>
<b>Office:</b>	Education
<b>Department:</b>	Assigned <del>school</del> <a href="#">Innovation Zone</a>
<b>Reports To:</b>	<del>Site Administrator</del> <a href="#">Head Coach / School Administrator / Athletic Director</a>
<b>FLSA Status:</b>	<del>Exempt</del> <a href="#">Volunteer paid a nominal stipend</a>
<b>Pay Range:</b>	<del>Schedule B</del> <a href="#">Extra-curricular based on sport</a>

### Related Organization Chart



**POSITION SUMMARY:** The Assistant Coach Assist supports the Head Coach by assisting with organizing, planning, and administering a sports program. Performs performing those duties assigned which supports the goals of the athletic department and school program and the goals of the activity program. Coaches students in the fundamentals and techniques of the sport played. Assists each participating student achieve a high level of skill, an appreciation for the values of discipline and sportsmanship and an increased level of self-esteem. Adheres to the rules, regulations and policies of Falcon School District 49 and CHSSA. Stays current and abides by all CHSAA/NFHS rules and expectations.

### 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.

- Assists the Head Coach with oversight of the program, game management and the overall direction, coordination and evaluation of specific sport.
- Attends organizational meetings for team prospects and encourages potential athletes to participate in the sport.
- Instructs and demonstrates fundamental skill sets and techniques necessary for individual and team achievement.
- Assists the Head Coach in developing, planning and executing activities, training programs, practices and game schedules.
- Assists with conditioning of players to achieve maximum athletic performance.
- Assists with developing each athlete's potential and obtains maximum performance. Provides individual 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.*



---

team counseling and motivation as required.

- Coaches and instructs players, individually or in groups, regarding the rules, regulations, equipment, and techniques of the sport.
- Enforces rules and regulations, adheres to district and school policies, procedures and guidelines.
- Assists the Head Coach with assessing player's skills and assigning team positions.
- Assists the Head Coach evaluate own and opposition team capabilities to determine game strategy.
- Travels with student athletes on the team bus both to and from games.
- Assists with supervising students in locker rooms and ensures appropriate behavior.
- ~~Assist in coaching individual participants in the skills necessary for excellent achievement in the sport involved.~~
- ~~Teach skills and fundamentals of specific sport to a varied ability group.~~
- ~~Assist in planning and scheduling a regular program of practice.~~
- Assists in overseeing the safety conditions of the facility or area in which the assigned sport is conducted at all times students are present.
- Assists in enforcing discipline and sportsmanlike behavior at all times. Assists in establishing and overseeing penalties for breach of such standards by individual students.
- Strives to produce a winning program in accordance with the rules of fair play and sportsmanship.
- Supports the achievement of academic excellence.
- Assists in maintaining necessary attendance forms, insurance records and similar paperwork.
- Assists in establishing performance criteria for eligibility in interscholastic competition in the specific sport.
- Assists in recommending the purchase of equipment, supplies and uniforms as appropriate.
- Attends clinics and conferences as needed to keep updated in current trends of the sport coached.
- Checks and secures all office, storage room, outside doors, locker rooms and all lights after last player leaves after games and practices.
- Ensures that medical and safety requirements are adhered to. Follows established procedures in the event of an athlete's injury.
- Assists with organizing and executing fundraising activities.
- Assists with facilitating community service opportunities.
- Interacts thoughtfully and courteously with students, staff, parents, fellow coaches, and officials and resolves conflict in a professional manner.
- Professionally represents the school and the district in interactions with student, parents, community, staff and the media.
- Establishes and maintains a good leadership model, and demonstrates high standards of sportsmanlike conduct.
- Attends league coaches meetings as requested.
- Maintains appropriate certifications and training hours as required.
- Performs athletic trainer duties and emergency first aid as required.
- Assists with maintaining and publishing individual and team records.
- Assists in the planning/direction of awards ceremonies.
- Participates in special activities to include parent's night, banquets, award nights, and pep assemblies.
- Performs other duties as assigned.

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

- This position has no supervisory responsibilities.

### **Budget Responsibility:**

- This position has no budget responsibilities.

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



---

## QUALIFICATIONS

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

### Education & Training:

- ~~Special~~ Experience and special training ~~in sport coached required~~ as determined by specific sport preferred.

### Experience:

- Two to three years prior coaching experience preferred.
- Two or more years playing experience at high school or college level in specific sport ~~coached required~~ preferred.

### Knowledge Skills & Abilities:

- In-depth knowledge of specific sport assigned.
- Excellent organization and communication skills.
- Ability to communicate effectively with stakeholders within and outside the school environment.
- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- ~~Ability to read and understand construction drawings, and specifications~~
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- ~~Ability to communicate effectively with various stakeholders~~
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- ~~Valid Colorado driver's license required for hire~~
- Successful completion of the A.C.E., ~~completion of a~~ first aid and CPR training.
- ~~Colorado Department of Education Teacher License or endorsement and/or~~ CHSAA Certification.

~~**JUDGMENT AND DECISION MAKING:** Work is assigned by self, Athletic Director or building principal. This position requires application of position knowledge to effectively and efficiently instruct athletes and coach specific sport. Most decisions are made immediately without time for collaboration; supervisor is involved only in major decisions.~~

## 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:** The work is performed in schools and practice/playing areas and has periods of moderate physical activity. Typical positions require employees to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold and grasp. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. 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 to instruct, communicate and use interpersonal skills; frequently required to compare, analyze, synthesize, evaluate, compile and negotiate.



## HEAD COACH

<b>Job Title:</b>	Head Coach
<b>Initial:</b>	September 22, 2010
<b>Revised:</b>	<a href="#">April 12, 2018</a>
<b>Work Year:</b>	<del>182 days</del> <a href="#">Scheduled days based on season</a>
<b>Office:</b>	Education
<b>Department:</b>	Assigned <a href="#">school</a> <del>Innovation Zone</del>
<b>Reports To:</b>	<del>Site Administrator</del> <a href="#">School Administrator / Athletic Director</a>
<b>FLSA Status:</b>	<del>Exempt</del> <a href="#">Volunteer paid a nominal stipend</a>
<b>Pay Range:</b>	<del>Schedule B</del> <a href="#">Extra-curricular based on sport</a>

### Related Organization Chart

School Administrator /  
Athletic Director

Head Coach

**POSITION SUMMARY:** ~~The Head Coach is responsible for~~ [Organizing](#), [planning](#), and [administering](#) a sports program. ~~Perform those duties assigned which support the athletic program and the goals of the activity program.~~ [Performs duties assigned which support the goals of the athletic department and school.](#) Coaches students in the fundamentals and techniques of the sport ~~played~~. Assists each participating student to achieve a high level of skill, an appreciation for the values of discipline and sportsmanship and an increased level of self-esteem. Adheres to the rules, regulations and policies of ~~Falcon School District 49 and CHSSA.~~ [Stays current and abides by all CHSAA/NFHS rules and expectations.](#) Recruits players, coaches and other support staff as needed. ~~Conducts~~ athlete training. ~~Coaches~~ at competitions.

### 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.

- [Hire and directs assistant and support coaches along with the Athletic Director. Responsible for oversight of the program, game management and the overall direction, coordination and evaluation of specific sport.](#)
- ~~Recruit students and coach specific sport.~~ [Holds organizational meetings for team prospects and encourages potential athletes to participate in the sport.](#)
- [Instructs and demonstrates fundamental skill sets, knowledge, and techniques necessary for individual and team achievement.](#)
- [Develops, plans and executes activities, training programs, practices and game schedules.](#)
- Directs conditioning of players to achieve maximum athletic performance.
- Develops each athlete's potential and obtains maximum performance. [Provides individual and team](#)

*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.*



---

counseling and motivation as required.

- Coach individual participants in skills necessary for excellent achievement in the specific sport involved. Coaches and instructs players, individually or in groups, regarding the rules, regulations, equipment, and techniques of the sport.
- Enforces rules and regulations, carefully following adheres to district and school policies, procedures and guidelines. Ensures that appropriate rules and regulations regarding the conduct and eligibility of athletic activities and athletes are explained and followed.
- ~~Continually uphold the Code of Ethics.~~
- Assesses player's skills and assigns team positions.
- Evaluates own and opposition team capabilities to determine game strategy.
- Follow prescribed game plan or alter strategy during game to opponent's weaknesses. Arranges transportation for athletic participants and hotel room reservations for all overnight events.
- Travels with student athletes on the team bus both to and from games.
- Ensures that all student athletes are eligible, insured, have paid their fees and are in good physical condition from the beginning to the end of the season.
- Enforces discipline policies and emphasizes sportsmanship and healthy lifestyles.
- Supervises students in locker rooms and ensures appropriate behavior.
- Checks and secures all office, storage room, outside doors, locker rooms and all lights after last player leaves after games and practices.
- Provides supervision and maintains a safe environment and facilities for student athletes at all times
- Ensures that medical and safety requirements are adhered to. Follows established procedures in the event of an athlete's injury.
- Reports and secures approval from the Athletic Director of all adults and volunteers associated with the sport.
- Submits athlete rosters to the Athletic Director. Reports any changes to student information on the roster.
- ~~Direct assistant coaches. Responsible for the overall direction, coordination and evaluation of specific sport.~~
- Maintains accurate records of all expenditures. Follows policies governing the use of budget funds and activity funds. Works with school administration and finance office to appropriately budget for the assigned athletic program.
- Maintains accurate inventory of all equipment and program assets; recommends selected equipment for repair or replacement. Ensures that proper cleaning of equipment and uniforms are adhered to. Properly maintains and stores equipment during off-season.
- ~~Perform other duties as may be assigned by supervisor/administrator.~~
- Strives to produce a winning program in accordance with the rules of fair play and sportsmanship.
- Supports the achievement of academic excellence.
- Establishes performance criteria for eligibility in interscholastic competition in the specific sport.
- Organizes and executes fundraising activities.
- Facilitates community service opportunities.
- Consults with Athletic Director regarding any off-season training programs.
- Interacts thoughtfully and courteously with students, staff, parents, fellow coaches, and officials and resolves conflict in a professional manner.
- Professionally represents the school and the district in interactions with student, parents, community, staff and the media.
- Establishes and maintains a good leadership model and demonstrates high standards of sportsmanlike conduct.
- Appropriately maintains and secures confidential records and inquiries.
- Attends or delegates attendance of assistant coach to all league coaches meetings.

*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.*



- Attends clinics and workshops to keep abreast of rule changes and to update coaching skills.
- Maintains appropriate certifications and training hours as required.
- Performs athletic trainer duties and emergency first aid as required.
- Maintains and publishes individual and team records.
- Assists in the planning/direction of awards ceremonies.
- Participates in special activities to include parent's night, banquets, award nights, and pep assemblies.
- Performs other duties as assigned.

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

- ~~This position has no supervisory responsibility.~~
- Supervises ~~and facilitate~~ assistant and support coaches, ~~coach evaluations with the athletic director~~

### **Budget Responsibility:**

- Works with school administration and finance office to appropriately budget for their specific assigned athletic program.

## **QUALIFICATIONS**

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

### **Education & Training:**

- Bachelor's degree and special experience and training as determined by specific sport preferred.

### **Experience:**

- High School and college playing experience in the specific sport.
- Three to five years of experience coaching at a high school or higher level in the specific sport.

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

- In-depth knowledge of specific sport assigned.
- Excellent organization and communication skills.
- Ability to communicate effectively with stakeholders within and outside the school environment.
- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- ~~Ability to read and understand construction drawings, and specifications~~
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability 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.

*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.*



---

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- ~~Valid Colorado driver's license required for hire~~
- Successful completion of the A.C.E., ~~completion of a~~ first aid and CPR training.
- ~~Colorado Department of Education Teacher License or endorsement and/or~~ CHSAA Certification.

~~**JUDGMENT AND DECISION MAKING:** Work is assigned by self, Athletic Director or building principal. This position requires application of position knowledge to effectively and efficiently instruct athletes and coach specific sport. Most decisions are made immediately without time for collaboration; supervisor is involved only in major decisions.~~

### OTHER WORK FACTORS

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

**Physical Demands:** The work is performed in schools and practice/playing areas and has periods of moderate physical activity. Typical positions require employees to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold and grasp. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate to loud.

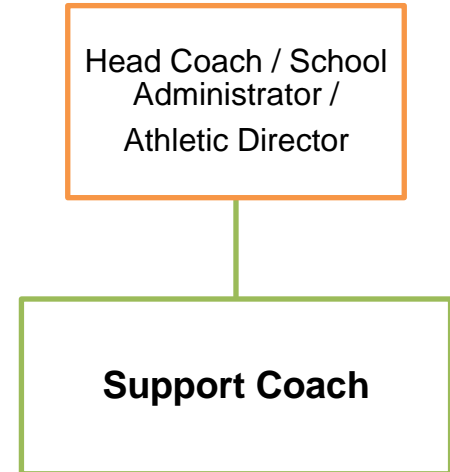
**Mental Functions:** While performing the duties of this job, the employee is regularly required to instruct, communicate and use interpersonal skills; frequently required to compare, analyze, synthesize, evaluate, compile and negotiate.



## SUPPORT COACH

<b>Job Title:</b>	Support Coach
<b>Initial:</b>	April 12, 2018
<b>Revised:</b>	
<b>Work Year:</b>	Scheduled days based on season
<b>Office:</b>	Education
<b>Department:</b>	Assigned school
<b>Reports To:</b>	Head Coach / School Administrator / Athletic Director
<b>FLSA Status:</b>	Volunteer paid a nominal stipend
<b>Pay Range:</b>	Extra-curricular based on assigned hours

### Related Organization Chart



**POSITION SUMMARY:** The Support Coach aids an assigned sports program and performs duties assigned which supports the goals of that program, the athletic department and school. Assists with coaching students in fundamentals and techniques of the sport. Adheres to the rules, regulations and policies of District 49. Stays current and abides by all CHSAA/NFHS rules and expectations.

The Support Coach will be assigned to one of three levels: Advanced Support Coach, Regular Support Coach, or Assistant Support Coach. Such assignment is at the discretion of the athletic director and dependent upon the average number of hours assigned per week during the season.

Advanced Support Coach will be assigned approximately 25 – 30 hours per week.

Regular Support Coach will be assigned approximately 15 – 25 hours per week.

Assistant Support Coach will be assigned approximately 5 – 15 hours per week.

Support Coaches may perform all or a portion of the duties listed below dependent upon the need of the program and at the discretion of the Head Coach or Athletic Director.

### 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.

- Assists with instructing and demonstrating fundamental skill sets and techniques necessary for individual and team achievement.
- Assists with conditioning of players to achieve maximum athletic performance.

*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.*



- 
- Assists with developing each athlete's potential and obtains maximum performance.
  - Assists in coaching and instructing players, individually or in groups, regarding the rules, regulations, and equipment of the sport.
  - Assists with enforcing rules and regulations, adhering to district and school policies, procedures and guidelines.
  - Travels with student athletes on the team bus both to and from games.
  - Assists with supervising students in locker rooms and ensures appropriate behavior.
  - Assists in overseeing the safety conditions of the facility or area in which the assigned sport is conducted at all times students are present.
  - Assists in enforcing discipline and sportsmanlike behavior at all times. Assists in establishing and overseeing penalties for breach of such standards by individual students.
  - Supports the achievement of academic excellence.
  - Interacts thoughtfully and courteously with students, staff, parents, fellow coaches, and officials and resolves conflict in a professional manner.
  - Professionally represents the school and the district in interactions with student, parents, community, staff and the media.
  - Models good leadership and demonstrates high standards of sportsmanlike conduct.
  - Aids in game management, statistical, film and equipment tasks.
  - Performs other duties as assigned.

**Supervision & Technical Responsibilities:** This position has no supervisory responsibilities.

**Budget Responsibility:** This position has no budget responsibilities.

## **QUALIFICATIONS**

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

### **Education & Training:**

- Experience and special training as determined by specific sport preferred.

### **Experience:**

- High school or college playing experience is preferred.
- Experience in coaching specific sport is preferred.

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

- In-depth knowledge of specific sport assigned.
- Excellent organization and communication skills.
- Ability to communicate effectively with stakeholders within and outside the school environment.
- Excellent oral and written communication and interpersonal relation skills.
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.

*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 perform responsibilities without the necessity of close supervision.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Successful completion of the A.C.E., first aid and CPR training.
- CHSAA Certification.

**OTHER WORK FACTORS**

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

**Physical Demands:** The work is performed in schools and practice/playing areas and has periods of moderate physical activity. Typical positions require employees to walk or stand for long periods; lift and carry up to 30 pounds; bend, kneel and crouch, reach, hold and grasp. The work requires the ability to speak normally and to use normal or aided vision and hearing.

**Work Environment:** While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. 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 to instruct, communicate and use interpersonal skills; frequently required to compare, analyze, synthesize, evaluate, compile and negotiate.



**BOARD OF EDUCATION ITEM 7.12**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Vista del Pico Zone Assignment Resolution

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

In the campaign related to the 2016-3B Mill Levy Override, District 49 promised to build two new elementary schools, one of which would be located in the Banning Lewis Ranch community on previously dedicated land on Vista del Pico Boulevard. The decision to place a school there was made with the intent for it to be able to absorb demand that is currently flowing primarily to Ridgeview Elementary School, just 3 miles away. That specific intent also led to the related intention that the school would become part of the portfolio in the POWER zone, in District 49's zone structure.

However, the current attendance boundary map, in large part due to the capacity pressure at Ridgeview Elementary School, shows the Banning Lewis Ranch Community to the Falcon Elementary School attendance area. This would result in the 'default assumption' for assigning Vista del Pico be to the Falcon Zone. Until attendance boundaries are established and published for the 2019/20 school year, the Board of Education should formalize the intentions made in the campaign to allow the planning for programming and related facility-program decisions to be made by the zone of eventuality rather than by the current technical assignment.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Adopting the attached resolution will formalize the original intent of the Board of Education validated by the Community with their approval of the 2016-3B Mill Levy Override.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<i>Ensuring that we can follow through on promises made to the community that was supported in the 2016-3B MLO election results maintains trust with our community.</i>

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the resolution in item 7.13 as recommended by the administration.

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

**DATE:** 3/29/2018



**RESOLUTION**  
**Assigning the new school planned on**  
**Vista del Pico Blvd to the POWER Zone**  
**April 12, 2018**



**WHEREAS**, in November of 2016, the voters of School District 49 passed a Mill Levy Override commonly known as 2016-3B; and

**WHEREAS**, one of the priorities communicated to voters during that campaign was the construction of a new elementary school in the Banning Lewis Ranch Community currently commonly referred to as 'Vista del Pico'; and

**WHEREAS**, communications presented to the District 49 Board of Education by District 49 staff, and from the District 49 Board of Education and District 49 staff to the community, consistently indicated that Vista del Pico would eventually become part of the POWER zone attendance boundary; and

**WHEREAS**, the Vista del Pico school will not open until August 2019 and therefore not have formally established boundaries perfecting the assignment of the school to the POWER zone until a later date; and

**WHEREAS**, the current official school boundary map of District 49 indicates the Banning Lewis Ranch area is assigned to the Falcon Zone;

**NOW, THEREFORE**, we, the District 49 Board of Education, direct administration and all staff to formally direct the responsibility for the program design of Vista del Pico, and associated facility design issues, to the POWER zone leadership team.

We further direct the administration and all staff to begin a process that will formally establish a boundary plan for the 2019/20 school year that will reflect attendance boundaries consistent with this resolution.

Approved and adopted this 12<sup>th</sup> day of April 2018.

---

Marie La Vere-Wright, Board President  
District 49

(SEAL)

Attest:

---

Dave Cruson, Board Secretary  
District 49



**BOARD OF EDUCATION ITEM 7.13**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Jodi Poulin, Accounting Group Manager

**TITLE OF AGENDA ITEM:** Bank Account Changes

**ACTION/INFORMATION/DISCUSSION:** Action

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

The Business Office would like to propose the following Bank account changes:

- A: Open new accounts with JP Morgan Chase for our main Operating, Payroll and Purchase card transactions
- B: To close a bank account at Bank of New York that was used to repay Bond payments which is no longer needed
- C: To close a bank account used to receive HR Fingerprinting fees at Farmers State Bank, which can easily go into our General Account at that same bank

**RATIONALE:**

JP Morgan Chase offers community branches and more security features than UMB. We have also determined that changing banks will save the District several hundred dollars per month. JP Morgan Chase has local branches in our community, while UMB no longer has that resource available to us in the District boundaries. Closing the BONY will also save yearly fees.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We have the obligation to our stakeholders to reduce expenses when feasible. By making these banking changes, we can provide reduce expenses, have more cyber security, fraud protection, along with increased features of Purchase cards for staff.

**INNOVATION AND INTELLIGENT RISK:**

Increased Banking security and purchase card features will bring the District up to date and put less pressure on staff due to having a bank oversee and flag issues that may arise.

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

We will be reducing the fees on a monthly basis by changing our banking from UMB to JP Morgan Chase. The efficiency and features will increase on a monthly basis. The security will be increased and rest upon the bank rather than us her at the District.

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	More efficient banking products should reduce time involved for reconciliation and AP payments. Added features for Purchase card usage.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Reduce costs on a monthly basis for banking services; increase security and fraud protection.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	



BOE Regular Meeting April 12, 2018  
Item 7.13 continued

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

**BUDGET IMPACT:** Saving will be seen with reduced fees for increased banking services.

**AMOUNT BUDGETED:** Funds are already currently budgeted (fees for services provided).

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the change from UMB banking in regards to Accounts Payable, Payroll and Purchase cards to JP Morgan; as well as closing two bank accounts that are no longer needed at Bank of New York and Farmers State Bank.

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

**DATE:** March 29, 2018

---



**BOARD OF EDUCATION ITEM 7.14**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Dr. Nancy Lemmond, Executive Director of Individualized Education

**TITLE OF AGENDA ITEM:** Zone Special Education Administrator Job Description

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

This is the job description for the Zone Special Education Administrator attached to the organization change for the special education department.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The job description is very similar to the Assistant Director job description with the addition of “zone” where appropriate.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Transparency to all our stakeholders on staff performing specific jobs within the district.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Continuing to build trust with our special education stakeholders and overall community

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the Zone Special Education Administrator job description as recommended by the administration.

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

**DATE:** March 29, 2018



## ZONE SPECIAL EDUCATION ADMINISTRATOR

<b>Job Title:</b>	Zone Special Education Administrator
<b>Initial:</b>	April 12, 2018
<b>Revised:</b>	
<b>Work Year:</b>	261
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	Director of Special Education
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Administrative Salary Schedule

### Related Organization Chart



**SUMMARY:** The Zone Special Education Administrator assists the Director of Special Education with daily oversight of building and zone level programs for a specific zone. The Zone Special Education Administrators are an extension of the Director of Special Education and work closely with the Director to ensure compliance and student achievement of goals with the target of improved student outcomes within the assigned zone. The Zone Special Education Administrator works with the zone's specialized teams, building-level teams, and families to assure quality of services and supports for students with disabilities. When a specific need is identified within the Zone Special Education Administrator's zone and in consultation with the Director, the Zone Special Education Administrator assists teams to improve overall effectiveness.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Assists with zone program development and evaluation.
- Assists with zone supervision and evaluation of teams as determined by the Director of Special Education.
- Coordinates and manages zone personnel issues while consulting with the Director of Special Education and Human Resources.
- Assists the Director with screening, interviewing, and hiring process.
- Attends zone IEP meetings requiring special education administrative support.
- Advises the central office staff, zone administration, building administration, itinerants, and classroom staff on related special education issues.

*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.*



- Participates in the Special Education Advisory Committee (SEAC) Executive Committee meetings including agenda setting meetings.
- Provides support to the SEAC sub-committees and a variety of SEAC events.
- Provides logistical support for Extended School Year (ESY) programs.
- Coordinates, plans, and implements zone- and building-level staff development in consultation with the Director of Special Education.
- Serves as an ambassador of Special Education and District 49 in all building and community based opportunities through effective and accountable leadership.

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

- Supervisory responsibilities determined by the Director of Special Education and may vary year to year.

#### **Budget Responsibility:**

- Direct budget responsibilities determined by the Director of Special Education and may vary year to year.

### **QUALIFICATIONS**

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

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

- Undergraduate or Graduate degree in Special Education preferred.
- Candidates with Graduate degree in Educational Administration or Leadership considered.

#### **Experience:**

- Three years of special education teaching experience.
- Two years of administrative experience in district or school setting.

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

- Thorough knowledge of Individuals with Disabilities Education Improvement Act (IDEIA) and Colorado Rules for the Exceptional Children's Education Act (ECEA)
- Knowledge of RtI/MTSS including Problem Solving Team Process, progress monitoring and data analysis
- Knowledge of child and adolescent development
- Knowledge of general organization and functions of a public school system
- Ability to communicate effectively and resolve conflict with students, parents, and community groups
- Good organization and communication skills
- Demonstrates accomplishments in keeping professionally current
- Knowledge of data collection and the ability to interpret data
- Knowledge of research supported interventions related to academic, social and behavioral concerns
- Ability to be flexible in order to meet the unique needs of the assignment

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

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Colorado licensure for Director of Special Education Administrators License or eligibility at the time of hire required

### **OTHER WORK FACTORS**

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



---

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

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

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

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

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



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

**BOARD MEETING OF:** April 12, 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
8.01a	GBEA-R	Staff Ethics and Conflict of Interest	P Andersen	Updated to reflect current practice
8.01b	GBEB-R	Staff Conduct and Responsibilities	P Andersen	Updated to align with CASB
8.01c	GDQA-R	Educational Support Staff Reduction in Force	P Andersen	Recommend repeal No corresponding CASB policy
8.01d	JF-R	Admission and Denial of Admission	L Fletcher N Lemmond	Recommend repeal
8.01e	JFABB-R	Admission of Non-Immigrant Foreign Students	L Fletcher	Updated to comply with federal law and current practice
8.01f	JFABD-R	Homeless Students	A Whetstine	Updated to comply with federal law
8.01g	JLC-R	Student Health Services and Records	N Lemmond	Revised information not required included in CDE guidelines
8.01h	KBA-E	Title I Parent and Family Engagement	A Whetstine	Updated to comply with federal law
8.01i	KDB-R	Public's Right to Know/ Access to Information	D Nancarrow	Reviewed

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

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



BOE Regular Meeting April 12, 2018  
Item 8.01 continued

Strategy	<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
----------	--	--

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

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

**DATE:** March 29, 2018





## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Staff Ethics/Conflicts of Interest</b>
Designation	<b>GBEA - R</b>
Office/Custodian	<b>Business/Director of Human Resources and Risk and Benefits Manager</b>

The following regulations exist to provide implementation guidance regarding the Close Relationships portion of Policy GBEA Staff Ethics/Conflict of Interest.

<b>Tier 1 Senior Leadership</b>	<ul style="list-style-type: none"><li>• <b>Board of Directors</b></li><li>• <b>Chief Officers</b></li><li>• <b>Director of Human Resources</b></li></ul>
<p>When <u>a person who is closely related to an immediate family member of</u> an individual in senior leadership is employed in the district, that employment constitutes a conflict of interest.</p> <ul style="list-style-type: none"><li>• For existing employees, this conflict of interest is managed by:<ol style="list-style-type: none"><li>1. Requiring disclosure by both individuals.</li><li>2. Strict avoidance of any supervisory or financial benefit from the senior leader to the employee.</li><li>3. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li></ol></li><li>• For potential employees the conflict of interest is preempted because the immediate family member of any senior leader must disclose the conflict during the hiring process. The relationship disqualifies the candidate from employment in District 49.</li></ul>	

<b>Tier 2 Program Leadership</b>	<ul style="list-style-type: none"><li>• <b>Executive Directors</b></li><li>• <b>Central Program Directors</b></li><li>• <b>Zone Leaders</b></li><li>• <b>School Administrators</b></li></ul>
<p>When <u>a person who is closely related to an immediate family member of</u> an individual in program leadership is employed in the district, that employment constitutes a conflict of interest.</p> <ul style="list-style-type: none"><li>• For existing employees, this conflict of interest is managed by:<ol style="list-style-type: none"><li>1. Requiring disclosure by both individuals.</li><li>2. Strict avoidance of any supervisory or financial benefit from the senior leader to the related employee.</li><li>3. Reassignment of the subordinate relative to a zone, program, or school not led or influenced by the program leader during the contract year following the disclosure of the conflict.</li><li>4. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li></ol></li><li>• For potential employees, immediate family members of any senior leader must disclose the conflict during the hiring process. The conflicted relationship is managed by:<ol style="list-style-type: none"><li>1. Assignment of the subordinate relative to a zone, program, or school not led or influenced by the program leader during the contract year following the disclosure of the conflict.</li><li>2. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li></ol></li></ul> <p><u>2.</u></p>	



<b>Tier 3 Situational Leadership</b>	<ul style="list-style-type: none"><li>• <b>Finance Professionals</b></li><li>• <b>HR Professionals</b></li><li>• <b>Other professionals with access to financial or confidential information</b></li></ul>
<p>When <del>a person who is closely related to an immediate family member of</del> an individual in situational leadership is employed in the district, that employment may constitute a conflict of interest.</p> <ul style="list-style-type: none"><li>• For existing and potential employees, this conflict of interest is managed by:<ol style="list-style-type: none"><li>1. Requiring disclosure by both individuals.</li><li>2. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li></ol></li></ul>	

- Adopted: August 14, 2014
- Revised: April 12, 2018



Title	<b>Staff Conduct and Responsibilities – Professional Boundaries</b>
Designation	<b>GBEB-R</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

In a professional staff/student relationship, staff members maintain boundaries with students that are consistent with their professional code of conduct and obligations. All district employees are expected to observe and maintain proper professional boundaries, in accordance with this regulation and accompanying policy.

### **Prohibited conduct**

The following list provides examples of staff conduct that, in the absence of evidence of a legitimate educational purpose or other reason deemed valid by the district, may be regarded as evidence that a staff member has violated professional boundaries with a student:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Board policy
- Furnishing alcohol, drugs or tobacco to a student or being present when any student is consuming these substances
- Repeating sexual or inappropriate romantic rumors
- Accepting massages, or offering or giving massages other than in the course of injury care administered by the appropriate athletic trainer, coach or health care provider
- Initiating or extending contact with a student beyond the school day or outside of class times for the staff member's personal purposes
- Sending or accompanying a student on personal errands
- Going to a student's home when the student's parent/guardian or an appropriate chaperone is not present
- Giving a student a ride in a vehicle without prior notification to and approval from both the student's parent/guardian and the building principal, except in an emergency under appropriate circumstances
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner
- Maintaining private contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian
- Giving gifts or money to a student
- Giving or exchanging inappropriate personal gifts, cards or letters with an individual student
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities
- Unnecessarily invading a student's privacy (e.g., initiating a hug with a student or "following" a student into the bathroom)
- Being alone with an individual student out of the view of others



- Inviting or allowing individual students to visit the staff member's home
- Interacting with students over social media for non-educational purposes when that interaction:
  - Is hidden and/or secretive
  - Is loosely connected or has no connection to school
  - Is not disclosed or is actively concealed from the employee's supervisor
  - Is not disclosed or is actively concealed from the student's parent(s)
- Any other action or activity similar in nature to those listed above

### **Prohibited communications**

Prohibited communications in any format (email, text messaging, written communications, in person, etc.) by a staff member with a student includes, but is not limited to the following:

- Any communications without a legitimate educational purpose
- Flirting, propositions or sexual remarks
- Sexual slurs, leering, sexual or derogatory comments
- Inappropriate comments about a student's body
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Displaying or transmitting sexual pictures, objects or depictions
- Disclosing personal, sexual, romantic, marital or employment issues or other private matters
- Other communications or activities similar in nature to those listed above

### **Reporting violations**

Staff members are required to promptly notify the principal, zone leader, human resources or a chief officer if they become aware of a situation that may constitute a violation of this [policy regulation](#). Depending on the specific circumstances of the allegations or suspicions, staff members may have a mandatory duty under state law to report the violation(s) as child abuse, in accordance with applicable Board policy.

Students and their parents/guardians should notify the principal, [zone leader](#) or [chief education officer/superintendent](#) if they believe a teacher or other staff member may be engaging in conduct that violates this regulation.

In determining whether a violation of professional boundaries has occurred, the district shall consider the totality of the circumstances, including the nature and extent of the conduct involved, the job description and duties of the employee, the employee's intent or purpose in engaging in the conduct, and whether the conduct caused harm to the student or adversely affected the education of students.

Persons reporting in good faith regarding alleged violations or suspected violations of this regulation shall not be subjected to retaliation in any form.

- Adopted: July 10, 2014
- Assigned to: CEO July 10, 2014
- Revised: June 28, 2017
- Reviewed: August 10, 2017
- Revised: April 12, 2018



Title	<b>Staff Conduct and Responsibilities – Professional Boundaries</b>
Designation	<b>GBEB-R</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

In a professional staff/student relationship, staff members maintain boundaries with students that are consistent with their professional code of conduct and obligations. All district employees are expected to observe and maintain proper professional boundaries, in accordance with this regulation and accompanying policy.

### **Prohibited conduct**

The following list provides examples of staff conduct that, in the absence of evidence of a legitimate educational purpose or other reason deemed valid by the district, may be regarded as evidence that a staff member has violated professional boundaries with a student:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Board policy
- Furnishing alcohol, drugs or tobacco to a student or being present when any student is consuming these substances
- Repeating sexual or inappropriate romantic rumors
- Accepting massages, or offering or giving massages other than in the course of injury care administered by the appropriate athletic trainer, coach or health care provider
- Initiating or extending contact with a student beyond the school day or outside of class times for the staff member's personal purposes
- Sending or accompanying a student on personal errands
- Going to a student's home when the student's parent/guardian or an appropriate chaperone is not present
- Giving a student a ride in a vehicle without prior notification to and approval from both the student's parent/guardian and the building principal, except in an emergency under appropriate circumstances
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner
- Maintaining private contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian
- Giving gifts or money to a student
- Giving or exchanging inappropriate personal gifts, cards or letters with an individual student
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities
- Unnecessarily invading a student's privacy (e.g., initiating a hug with a student or "following" a student into the bathroom)
- Being alone with an individual student out of the view of others



- Inviting or allowing individual students to visit the staff member's home
- Interacting with students over social media for non-educational purposes when that interaction:
  - Is hidden and/or secretive
  - Is loosely connected or has no connection to school
  - Is not disclosed or is actively concealed from the employee's supervisor
  - Is not disclosed or is actively concealed from the student's parent(s)
- Any other action or activity similar in nature to those listed above

### **Prohibited communications**

Prohibited communications in any format (email, text messaging, written communications, in person, etc.) by a staff member with a student includes, but is not limited to the following:

- Any communications without a legitimate educational purpose
- Flirting, propositions or sexual remarks
- Sexual slurs, leering, sexual or derogatory comments
- Inappropriate comments about a student's body
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Displaying or transmitting sexual pictures, objects or depictions
- Disclosing personal, sexual, romantic, marital or employment issues or other private matters
- Other communications or activities similar in nature to those listed above

### **Reporting violations**

Staff members are required to promptly notify the principal, zone leader, human resources or a chief officer if they become aware of a situation that may constitute a violation of this [policy regulation](#). Depending on the specific circumstances of the allegations or suspicions, staff members may have a mandatory duty under state law to report the violation(s) as child abuse, in accordance with applicable Board policy.

Students and their parents/guardians should notify the principal, [zone leader](#) or [chief education officer/superintendent](#) if they believe a teacher or other staff member may be engaging in conduct that violates this regulation.

In determining whether a violation of professional boundaries has occurred, the district shall consider the totality of the circumstances, including the nature and extent of the conduct involved, the job description and duties of the employee, the employee's intent or purpose in engaging in the conduct, and whether the conduct caused harm to the student or adversely affected the education of students.

Persons reporting in good faith regarding alleged violations or suspected violations of this regulation shall not be subjected to retaliation in any form.

- Adopted: July 10, 2014
- Assigned to: CEO July 10, 2014
- Revised: June 28, 2017
- Reviewed: August 10, 2017
- Revised: April 12, 2018



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Educational Support Personnel Reduction in Force</b>
Designation	<b>GDQA-R</b>
Office/Custodian	<b>Business/Director of Human Resources and Finance</b>

### Definitions

- ~~1. *At will employment* means that in the absence of special consideration or an express stipulation as to the duration of employment, an indefinite hiring is terminable at will. And unless circumstances indicate otherwise, a contract that sets forth an annual salary rate but states no definite term of employment is considered to be indefinite employment, terminable at will.~~
- ~~2. *Cancellation of employment* means the termination of employment of an employee when there is a justifiable reduction in the number of positions in the District by reasons of fiscal constraints or program change.~~
- ~~3. *Fiscal constraints* means any significant decline in the Board of Education's ability to fund the operations of the District resulting from a decline in enrollment or other action or events that cause an effective reduction in the District's current general fund budget.~~
- ~~4. *Program change* means any elimination, curtailment, or reorganization of curriculum, program, or school operation, or a reorganization or consolidation of two or more individual schools. A program change need not be caused by fiscal constraints.~~

### Board of Education's preliminary determination and statement

~~If the Board decides that a state of Exigency emergency exists or is imminent or a program change has occurred or should seriously be considered and cancellation of employment of one or more employees may be required because of either circumstance, it shall prepare a statement that identifies with reasonable particularity the state of fiscal constraint or the program change. This statement shall be transmitted to the Chief Education Officer, Chief Business Officer, Chief Operation Officer and District employees.~~

### Chief Education Officer's action

~~Within twenty (20) days after receiving the statement from the Board, the Chief Education Officer, Chief Business Officer and Chief Operation Officer after consultation with the Zone Innovation Leaders shall submit to the Board recommendations for canceling the employment of particular employees. In making this recommendation, the Chief Education Officer, Chief Business Officer and Chief Operation Officer shall not be limited to considering only the employees in the areas or program designated by the Board in its initial statement.~~

~~In the event that a reduction in the number of positions is necessary, the Board shall provide thirty (30) days written notice to the affected ESP employees. During the lead time, employees will perform his/her duties as usual. Failure to do so will result in immediate dismissal.~~

~~The Chief Education Officer, Chief Business Officer, Chief Operation Officer and designee may consider the following factors in recommending an employee for cancellation of employment:~~

- ~~1. The needs of the district~~
- ~~2. The needs of the department~~
- ~~3. Length of service.~~



- ~~4. Job performance as demonstrated by evaluations~~
- ~~5. Education~~

~~Normal attrition shall be considered prior to any staff reductions.~~

~~Performance may be considered in determining staff reductions or which ESP positions shall be eliminated; seniority does not guarantee that an individual will retain his or her position.~~

~~Nothing in this policy shall be construed to imply in any manner the establishment of any property rights, rights to due process of law or expectancy or entitlement not explicitly established by statute or Board Policy. Neither shall anything in this policy be construed to establish any condition prerequisite relative to non-renewal of employment, transfer, assignment, dismissal or any other employment decision relating to Education Support Personnel.~~

~~Nothing in this policy or any verbal statements by representatives of the District shall constitute an expressed or implied contract of employment.~~

- ~~• Adopted: February 11, 2010~~
- ~~• Revised: November 10, 2011~~
- ~~• Revised: January 10, 2013~~



Title	<b>Admission and Denial of Admission</b>
Designation	<b>JF-R</b>
Office/Custodian	<b>Education/Director of Culture &amp; Services</b>

**(Procedures for Students in Out-of-Home Placements)**

**Definition**

In accordance with state law, and for purposes of this regulation, a “student in out-of-home placement” means:

- A child or youth who is in foster care and receiving educational services through a state-licensed day treatment facility;
- A child or youth who is in placement for twenty-four-hour residential care in any facility or center operated or licensed by the department of human services;
- A child or youth who transfers school enrollment as a result of being returned to his or her home at the conclusion of an out-of-home placement.

“Student in out-of-home placement” does not include a child or youth who is in twenty-four-hour residential care funded totally by private moneys or a child or youth who is in an out-of-home placement for purposes of adoption.

**Child welfare education liaison**

The Chief Education Officer shall designate at least one district staff member to serve as the child welfare education liaison. In lieu of designating a district employee, the district may contract with an individual or request that the district’s Board of Cooperative Services (BOCES) designate a BOCES employee to serve as the district’s child welfare education liaison. By August 15 of each year, the district shall report the name and contact information of the district’s child welfare education liaison to the Colorado Department of Education.

The child welfare education liaison shall be responsible for working with child placement agencies, county departments of human services, and the state department of human services to facilitate the prompt and appropriate placement, transfer, and enrollment of students in out-of-home placements. The specific duties of the child welfare education liaison shall include, but are not limited to:

- Working with social workers from county departments of human services, juvenile probation officers, and foster care parents to ensure the prompt school enrollment and prompt transfer of student’s education information and records when students are required to change school enrollment due to changes in placement.
- Ensuring that the education information and records of a student in out-of-home placement are delivered to the student’s new school within five school days after receiving a request for the transfer of the student’s education information and records from a county department of human services.

In addition to the liaison’s duties pertaining to students in out-of-home placements, the district’s child welfare education liaison is designated to receive notice of a student who is transitioning to public school from a state-licensed day treatment facility, facility school or hospital providing inpatient acute care or psychiatric services and who has been determined by that facility, facility school, hospital, or a



~~court to be a risk to himself or herself or the community within the 12 months prior to the proposed transfer to a public school. Under certain circumstances, the child welfare education liaison may receive an invitation to participate in the development of a transition plan for such student.~~

### **~~Transfer of education records~~**

~~If a student in out-of-home placement transfers to another school, the sending district shall transfer the student's education information and records to the receiving school within five school days after receiving a transfer request from the county department of human services that has legal custody of the student.~~

~~The sending district may release the student's education information and records to an employee of the county department of human services for the sole purpose of transferring the education information and records to the student's new school. Such release shall be in accordance with applicable state and federal law, including the Family Educational Rights and Privacy Act.~~

~~If the request for a records transfer involves a student who is receiving special education services pursuant to an individualized education plan, the sending district shall notify its special education director of the records request.~~

~~The sending district shall not delay the transfer of education information and records of a student in out-of-home placement for any reason, including but not limited to the existence of any unpaid fines or fees.~~

### **~~Enrollment~~**

~~Unless otherwise permitted by state law to deny enrollment, the district or new school shall enroll a student in out-of-home placement within five days after receiving the student's education information and records, regardless of whether:~~

- ~~• The district or school has received the student's certificate of immunization;~~
- ~~• The student can comply with any requirements pertaining to the use of school uniforms or other clothing restrictions; or~~
- ~~• The student can comply with any other pre-enrollment restrictions or requirements imposed by the District or new school.~~

~~The district or school may deny enrollment to a student in out-of-home placement for the following reasons, subject to the district's responsibilities under the Exceptional Children's Educational Act and other laws pertaining to the education of students with disabilities:~~

- ~~1. Physical or mental disability such that the child cannot reasonably benefit from the programs available;~~
- ~~2. Physical or mental disability or disease causing the attendance of the child suffering therefrom to be inimical to the welfare of other students.~~

~~The following shall constitute additional grounds for denial of enrollment of a student in out-of-home placement:~~

- ~~1. Graduating from the 12th grade of any school or receipt of any document evidencing completion of the equivalent of a secondary education.~~



- ~~2. Failure to meet age requirements.~~
- ~~3. Having been expelled from any school district from the preceding 12 months, if the expulsion was for having drugs or weapons at school or for being a danger to self or others.~~
- ~~4. Not being a resident of the district unless otherwise entitled to attend under C.R.S. 22, Articles 23 (migrant children), 32 (exclusion of non-residents) or 36 (schools of choice).~~
- ~~5. Behavior in another school district during the preceding 12 months that is detrimental to the welfare or safety of other pupils or of school personnel.~~

~~If the district or new school enrolls a student in out-of-home placement without receiving the student's certificate of immunization, the district or school shall notify the student's legal guardian that, unless the district or school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the student in out-of-home placement shall be suspended until such time as the district or school receives the certificate of immunization or authorization.~~

### **Transfer of credits**

~~When a student in out-of-home placement transfers from one school to another school, the sending school shall certify to the receiving school or district the coursework that the student fully or partially completed while enrolled. The receiving school or district shall accept the student's certified coursework as if it had been completed at the receiving school.~~

~~The receiving school or district shall apply all of the student's certified coursework toward completion of the student's requirements for the grade level in which the student is enrolled at the receiving school or for graduation from the receiving school if the student is enrolled in 12th grade. The receiving school or district may award elective credit for any portion of the student's certified coursework that is not aligned with the curriculum of the receiving school or district.~~

### **Excused absences**

~~A student in out-of-home placement shall receive an excused absence if the student misses school due to a required court appearance or participation in court-ordered activities, including but not limited to family visitation or therapy. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.~~

### **Waiver of fees**

~~The school or district in which a student in out-of-home placement is enrolled shall waive all fees that would otherwise be assessed against the student, including but not limited to any general fees, fees for books, fees for lab work, fees for participation in in-school or extracurricular activities, and fees for before-school or after-school programs.~~

~~The school or District shall not limit the opportunity of a student in out-of-home placement to participate in in-school and extracurricular activities and before-school and after-school programs due to waiver of participation fees.~~

- ~~Adopted: July 8, 2010~~
- ~~Revised: July 27, 2012~~
- ~~Revised: October 13, 2016~~



Title	<b>Admission of Non-immigrant Foreign Students</b>
Designation	<b>JFABB-R</b>
Office/Custodian	<b>Education/Director of Culture &amp; Services</b>

**Academic requirements**

No foreign exchange student will be admitted who has already graduated from the equivalent of the 12th grade in his/her home country or who will reach the age of 18 years and six months before the program's start date.

The student must have average or above-average grades in school.

Except as required by applicable law, the district will not provide foreign exchange students with admission to English as a Second Language programs, concurrent enrollment programs, or other special programs.

**General requirements**

Foreign exchange students are responsible for complying with all district policies and regulations.

Foreign exchange students are expected to pay for meals, books, athletic and student activity fees, yearbook costs, transportation and all other fees and expenses normally borne by students in the district, unless the student is considered indigent and/or determined eligible for free or reduced price meals.

The eligibility requirements of the Colorado High School Activities Association shall be followed.

The sponsor, host family, and local program representative must maintain personal contact with the school, must be available and willing to meet with school personnel when problems or circumstances require, and must assume full and final responsibility for resolving problems including the early return of the student if personal, family, or school difficulties cannot be resolved.

If a student's grades, attendance, conduct, or discipline are deemed unsatisfactory by the school, the student may be withdrawn.

The international student exchange organization must be approved by and in good standing with the Council on Standards for International Educational Travel (CSIET).

**Admissions process**

Approvals for admission must be obtained from the principal or administrative designee by June 1 for fall enrollment or by December 15 for spring enrollment, except under unusual circumstances.

All applications will be screened by the Chief Education Officer or designee before they are forwarded for review and approval of the principal or administrative designee of the designated coordinated school based on the host family's address.

When an international exchange organization wants to enroll an international exchange student, its representative will present required documentation to the Chief Education Officer or designee. The designated school district official will determine if the student's application meets standards established by the District. If the application is approved by the Chief Education Office or designee and the high school principal where the



student wishes to enroll, the high school principal or administrative designee will sign the exchange organization's enrollment form. School District 49 has the right to reject applications.

The student must attend the school in the attendance area in which the host family or sponsor lives, unless an appropriate transfer is approved by the District. Should a large number of foreign exchange students be scheduled for a particular school, a transfer to another school may be recommended by the District in order to create a balance in foreign exchange student enrollment.

Upon the student's arrival in the District, the adult sponsor (host family and/or local representative of the exchange program) and student must complete the online enrollment process through the District 49 Central Registry website and personally come to the Central Enrollment office to complete ~~the enrollment process prior to going to the high school to create a schedule.~~ The international student's passport must be shown at the time of registration. Students must arrive in sufficient time for attendance on the first day of school.

In addition to the district's admission requirements, foreign exchange students requesting admission must submit:

1. Birth certificate or other proof of age.
2. Recent official transcript with English translation reflecting courses taken and grades earned.
3. Records showing required immunizations.
- ~~4.~~
- 5.4. A letter of application written in English that provides pertinent information about the student, including student's name, age, birth date, home address and phone number, level of education, reasons for wanting to attend school in the District, and the projected duration of enrollment.
- 6.5. The names, addresses and phone numbers of the exchange student's own parents/guardians, the host family, and the local exchange program representative.
- 7.6. A current notarized temporary custody agreement between the student's parents and the host family and/or exchange program.

#### **Foreign students sponsored by an approved program (J-1 Visa)**

Only programs designated by the United States Department of State will be considered for placement of foreign students on J-1 visas.

The program must have a local representative residing in or near the District who will meet with the student, host family, and school personnel on a regular basis.

Orientation, both pre-departure and upon arrival in the United States, must be provided to help foreign students adjust to a new culture. Ongoing contact and support from the local representative of the exchange program must also be provided.

Orientation must be provided to the host family in advance of the foreign student's arrival. The family should be acquainted with the needs and requirements of housing a visitor for a long period of time, advised of potential problems in hosting a foreign exchange student, and provided with suggestions for coping with these problems. Ongoing contact and support from the local representative of the exchange program must also be provided.

Foreign students on J-1 visas are not subject to tuition.



Foreign students sponsored by relatives or friends (F-1 visa) are not authorized to attend school in the district.

In accordance with federal law, District 49 will not enroll students entering the U.S. on a B-1/B-2 visitor visa.

**Foreign students sponsored by relatives or friends (F-1 Visa)**

~~Pursuant to federal law, only high school students are eligible for F-1 visas. A student may receive F-1 status for no more than 12 months in a public school system. The student must have reimbursed the District in advance for the full, unsubsidized cost of educating the student. This amount will be determined by the Chief Education Officer or designee.~~

~~Payment of tuition must be in a certified or cashier's check in U.S. currency payable to the District. Should a student not be able to obtain a visa or not attend for some other reason, the tuition will be refunded in full. Should a student attend for less than a full school year, tuition will only be refunded if a true hardship situation is demonstrated.~~

- Approved: February 14, 1991
- Revised: November 6, 1997
- Revised: September 2, 1999
- Revised: April 28, 2010
- Revised: October 27, 2011
- Revised: August 11, 2016
- Revised: April 12, 2018





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Homeless Students</b>
Designation	<b>JFABD-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

### Homeless Student Liaison

The local liaison(s) appointed by the CEO shall work to identify homeless children and youth -and facilitate each homeless student's child's access to and success in school.

~~On or before the pupil enrollment count day, the liaison shall report the number of homeless students enrolled in the school district to the Colorado Department of Education.~~

-

The primary functions of the local liaison shall be to mediate disputes concerning school enrollment, assist in making transportation arrangements, assist in requesting the student's records, provide information and give referrals on services and opportunities, and assist any unaccompanied youth ~~homeless child who is not in the custody of a parent or guardian~~ with enrollment, credit accrual and college readiness -decisions.

### Enrollment and school stability

A homeless student is deemed to reside, and may enroll and attend school in:

- the district where the child is presently located, or
- the district in which the student attended school previous to becoming homeless.

Enrollment shall be immediate even if the homeless student lacks records routinely required prior to enrollment or has missed application of enrollment deadlines. The district school shall make arrangements to obtain any necessary records and to have the student receive any necessary immunizations. When feasible District 49 shall seek immunization through no- or low-cost health care providers.

If a homeless student becomes permanently housed outside District 49 during the school year, the student shall no longer be considered homeless and may only continue enrollment in District 49 for the remainder of the school year

### Tuition

A sStudents defined in state and federal law as a homeless child or youth ~~children~~ shall be admitted without payment of tuition.

### Enrollment Determination

Scenario One:

If a District 49 student becomes homeless, but remains located in this school district, the student shall continue to attend school in his or her school.

If the student is no longer located in the attendance area of the school he or she previously attended, the liaison shall contact the student and the student's parent/guardian, if the student is in the custody of the parent/guardian, to determine which district school would best meet the student's educational and other services needs, taking into account the wishes of the student and the parent/guardian, the feasibility of keeping the student in his or her District 49, El Paso County, Colorado



previous school, and the student's transportation needs related to various enrollment options.

#### Scenario Two:

If a student becomes homeless and is presently located in District 49, but seeks to enroll in district he or she previously attended, the previous school district shall determine enrollment.

If District 49 has knowledge that a homeless student is presently located in District 49 but seeks to enroll in the school district he or she previously attended, District 49's homeless student liaison shall assist the student in accessing enrollment in the previous school district, work with the homeless student liaison in the previous school district to mediate disputes concerning enrollment, assist in making transportation arrangements, assist in requesting/sending the student's records, provide information and give referrals on services and opportunities, and assist any homeless student who is not in the custody of a parent or guardian with enrollment decisions.

#### Scenario Three:

If a student who previously attended school in District 49 becomes homeless and is presently located outside of this school district, but seeks to enroll in District 49, the CEO or designee shall make a reasonable determination as to whether the student should be enrolled in District 49 or the district where the student is presently located.

In making the reasonable determination, the CEO or designee shall consider relevant factors, including but not limited to: ~~consult with:~~

- the homeless student, or the homeless student's parent/guardian if the student is in the custody of a parent/guardian, and
- the homeless student liaison for District 49 and the liaison for the district where the student is presently located

The CEO or designee shall consider all relevant factors in making the reasonable determination including but not limited to:

- the best interests of the homeless student
- to the extent feasible, keeping the homeless student in District 49
- the wishes of the student and the student's parent/guardian if the student is in the custody of a parent/guardian
- the student's transportation needs related to various enrollment options (the district where the student is located and the district where the student will attend school must either agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally)
- which school district can best meet the student's educational and other services needs

#### Notice of Determination and Appeal

The CEO or designee shall hand deliver to the student a written notice of District 49's determination and of the right to appeal, and provide a copy to the liaison. If the CEO or designee determines that the homeless student



shall attend a school other than the student's previous school or a school other than the one requested by the student's parent or guardian, the CEO or designee should also provide written explanation regarding that decision to the parent/guardian and provide a copy to the liaison.

### Dispute Resolution Enrollment Disputes

~~If an enrollment~~When a dispute arises between the student's custodial parent/guardian (or the student not in custody of a parent/guardian) and District 49, the student shall be immediately enrolled in the school selected by the parent/guardian or student until the dispute is resolved.

The parent/guardian (or student, if applicable) may appeal an enrollment determination made by District 49 to the district's homeless student liaison within 10 business days after receiving the written determination and notice of right-to-appeal.

The liaison shall issue a written decision on the dispute within 5 business days of the receipt of the appeal and hand deliver a written decision and notice of right-to-appeal to the Board of Education to the parent/guardian (or student, if applicable).

Within 5 business days of delivery of the liaison's decision and right-to-appeal notice, the parent/guardian (or student, if applicable) may appeal the decision to the Board of Education.

The Board shall issue a written decision on the dispute within 10 business days of the receipt of the appeal and hand deliver the written decision and notice of right-to-appeal to the State Coordinator for the Education of Homeless Children and Youths to the parents/guardian (or student, if applicable). The decision of the State Coordinator shall be final.

### **Transportation**

Subsequent to a determination that the student shall attend a school in District 49, a request for transportation may be made by the student-unaccompanied youth or by the student's custodial parent/guardian, by contacting the Transportation Department.

If the student is located in District 49, and attending the addendaneattendance area school the district shall provide or arrange for the student's transportation to and from school in accordance with district transportation policies.

~~All transportation services shall be comparable to those provided for other students in District 49.~~

If the student is located outside of District 49 boundaries but a determination has been made that the student shall remain in the attend-school of origin with in the district, both this district and the district where the student is located must either shall agree on a method to apportion cost and responsibility for the student's transportation or share the cost and responsibility equally.

- Adopted: July 9, 2015
- Revised: April 12, 2018





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Health Services and Records</b>
Designation	<b>JLC-R</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

Student records are confidential and should be treated as such. Pertinent information from these records will be accessible only to authorized officials.

### **Health records**

Health records shall be maintained by the nursing staff and kept in a separate and secure health file in the school health office. ~~Health records of students with Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome (HIV/AIDS) shall be kept in a locked environment to maintain confidentiality.~~

Access to the health files shall be limited to only those school personnel who have a specific and legitimate education interest in the information for use in furthering a student's academic achievement or maintaining a safe and orderly teaching environment. ~~Access to the health files of students with HIV/AIDS shall be limited to those with written permission from the student and/or parent/guardian and to emergency medical personnel.~~

The nursing staff shall maintain a log showing who has been given access, when access occurred and to which specific records.

### **Annual screening programs**

The sight and hearing of all students in kindergarten, first, second, third, fifth, seventh, and ninth grades or students in comparable age groups referred to testing shall be tested during the school year by the school nurse, teacher, principal or other qualified person authorized by the District, as required by law. These screenings shall not be required of any student whose parent/guardian objects on religious or personal grounds.

The parent/guardian shall be informed when a deficiency is found.

### **Dental health**

The District shall participate in programs to encourage good dental health including instruction dental examination clinics when available and referral to agencies which can provide aid for those in need.

### **Communicable diseases**

Students showing symptoms of a communicable disease, an infectious condition or illness, or disability of a serious nature shall be referred to the school nurse. The school nurse shall report the presence of a communicable disease, if action is necessary to protect the health of other students and staff.

- Adopted: August 12, 2010
- Reviewed: December 15, 2016
- Reviewed: April 12, 2018



Title	<b>Title I Parent Involvement</b>
Designation	<b>KBA-E</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

**THIS SAMPLE POLICY IS A TEMPLATE ONLY. PARENTS MUST BE INVOLVED IN DEVELOPING THE DESCRIPTIONS TO BE INSERTED IN THE BLANK LINES.**

**(School Name)**

**School-Level Title I Parent and Family Engagement ~~Involvement~~ Policy**

(Compact within)

**This compact has been jointly developed and agreed upon by (School Name) staff members and parents and families of students in the School-wide Title 1 Program**

**Parent Involvement Beliefs and Policy**

The administration, staff, and parents of and family members (**School**) believe that the improved academic achievement of each student is a responsibility shared by the entire school community. This includes the school district, school administration, school staff members, students, community members and parents (as defined for purposes of this policy to include guardians and all members of a student's family involved in the student's education.)

Parent involvement activities in the school will include opportunities for:

- ☐ Effective communication between the school and parents
- ☐ Parents to volunteer and be involved in school activities
- ☐ Staff development and parent education
- ☐ Parents to provide home support for their student's education
- ☐ Parents to participate in school decision-making

**Compact**

**Responsibilities of the School**

**The school administration and staff will:**

- ☐ Provide a high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet or exceed the state academic standards
- ☐ Facilitate and implement the district Title 1 Parent and Family Engagement ~~Involvement~~ Policy
- ☐ Involve parents in the planning, review and improvement of the School Parent and Family Engagement ~~Involvement~~ Policy annually
- ☐ Provide the School Parent and Family Engagement ~~Involvement~~ Policy to parents in an understandable format



- ☐ Invite parents to attend information meetings regarding their school's participation in Title 1, the requirements of Title 1 and the right of parents to be involved
- ☐ Inform parents about the goals and purpose of a School-wide Title 1 Program curriculum used at the school, assessments used to measure progress and expected student proficiency levels
- ☐ Provide materials and training to help parents work with their students to improve academic achievement
- ☐ Advise parents of their student's progress on a regular basis
- ☐ Be readily accessible to parents and provide opportunities for parents to meet with staff to discuss student progress
- ☐ Inform parents of the School-wide Title 1 Parent [and Family Engagement](#) ~~Involvement~~ Policy and Compact each year and post on school website
- ☐ Provide opportunities for parents to volunteer and participate in their student's class and observe classroom activities
- ☐ **Annual Title I meeting will be held on (insert date)**
- ☐ **Annual Title I budget review and planning meeting will be held on (insert date)** (dinner will be served)

### **Responsibilities of Parents**

#### **Parents will support their student's learning at home by:**

- ☐ Ensuring that their child goes to school regularly and is on time each day
- ☐ Monitoring homework - providing a quiet time and place for completion of homework and reading
- ☐ Monitoring television watching
- ☐ Encourage positive use of extracurricular time
- ☐ Attending all parent / teacher conferences
- ☐ Volunteering in the classroom as able
- ☐ Participating in school activities – Title I annual meeting, Open House, Family Literacy and Math Nights, field trips, student programs, parent-teacher conferences, etc. as able
- ☐ Communicating regularly with school staff regarding their student's needs and circumstances
- ☐ Supporting and following all rules, regulations, policies, and procedures of the school and school district

### **Responsibilities of the Student**

#### **Students will support their learning by:**

- ☐ Working hard and doing their best in class
- ☐ Listening to and following instructions
- ☐ Staying on task and completing all assignments to the best of their ability
- ☐ Showing respect for self and others
- ☐ Following all school rules, regulations, policies and procedures



\_\_\_\_\_  
Parent/Guardian Signature      Date

\_\_\_\_\_  
Parent/Guardian Signature      Date

\_\_\_\_\_  
Student Signature                      Date

\_\_\_\_\_  
Teacher Signature                      Date

- Adopted: July 14, 2016
- Revised: April 12, 2018





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Public's Right to Know/Access to Information</b>
Designation	<b>KDB-R</b>
Office/Custodian	<b>Education/Director of Communications</b>

District 49 is committed to transparency and open government. The following process applies to requests by members of the public, including parents, community members, media organizations and other third parties, for inspection of public records maintained by the district. A person who has the right to inspect a public record also has the right to request to be furnished a copy of the record under the Colorado Open Records Act (CORA) (§ 24-72-201 to 206, C.R.S.).

This regulation helps to ensure that District 49 meets all constitutional and statutory duties under CORA to all stakeholders in a timely and orderly manner.

### Process for requesting record

1. All requests for public record(s) maintained by the district shall be specific enough to allow the district to efficiently identify the requested record and respond to the request. To clarify and facilitate the processing of a request to inspect and/or obtain copies of records, the district requires that the request be made via mail, in person or submitted on the CORA page of D49.org.
2. After review and determination that a request is complete and valid, all requests for public records will be forwarded immediately to the director of communications for processing.
3. The district has no duty to create a public record that does not already exist.
4. District 49 will make every effort to make the record available within three working days as required by § 24-72-203(3)(b), C.R.S. The director of communications, with approval from the chief officers, can issue an extension, up to seven working days, if extenuating circumstances exist, as described in § 24-72-203(3)(b), C.R.S.

A request is considered received by District 49 the day it is determined to be complete and valid. The three working-day response time begins the first working day following the date of that determination.

5. If the person seeking the record requests the record(s) be sent, the custodian of records shall notify the person once the record is available that it will only be transmitted when the custodian receives payment or makes arrangements for receiving payment for all costs associated with the record transmission and for all other fees lawfully allowed, unless the custodian waives all or any portion of such costs or fees.

Upon receipt of payment of any applicable copy costs and/or other fees, or upon making payment arrangements with the person requesting the record (when applicable), the custodian of the records will either send a copy of the record by electronic mail, or make arrangements for the requestor to review the records at a district facility.

6. The public will not be allowed to directly use either its own or the data processing equipment of the school district when inspecting or copying public records. In every instance, the manual or electronic functions necessary to extract, collage, organize, retrieve, copy or otherwise manipulate the information and data



necessary to produce the record or allow for its inspection shall be performed by school district personnel, and appropriate fees will apply.

## Fees

1. The fee for copying public records will be \$.25 per page unless actual costs exceed that amount.
2. No transmission fee will be charged for transmission via electronic mail.
3. If the district, in order to fulfill a specific request, processes data to generate a record in a form not used by the district, it may charge a reasonable fee not to exceed the actual cost of preparing the data and generating the record. Fulfilling such a request will be at the option of the district. The requestor will have the option to withdraw the request to prevent the expense incurred in using district resources to create a new record.
4. If the district, in response to a substantial request, anticipates more than one hour of staff time will be required to research, retrieve, review or produce records, it may charge a fee of \$30 per hour (after the first hour) for all staff time required to fulfill the request. Any costs to be charged to the requestor shall not to exceed the actual cost to research, retrieve, review and produce the records.

For requests where more than one hour of staff time will be consumed, District 49 will provide advanced notice and an estimate of the compliance costs to the requestor. Estimated costs must be paid in full before the production of records unless alternative arrangements have been made through the chief officer team or designee. The three working day response requirement will not include time needed to perfect the agreement on fees.

5. The chief officer team or designee may reduce or waive any fee for copies or services where:

- a. a person demonstrates that he or she is indigent;
- b. the record is being provided to another governmental agency, including a school.

- Adopted: July 12, 2005
- Revised: January 14, 2010
- Revised: October 27, 2011
- Revised: December, 10, 2015
- Reviewed: April 12, 2018



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

**BOARD MEETING OF:** April 12, 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 March, 2018 per board policy.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

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

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

**DATE:** March 28, 2018



**BOARD OF EDUCATION ITEM 8.03****BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS****BOARD MEETING OF:** April 12, 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**

HOSA International Leadership Conference in Dallas, TX

Depart 6/26/18 Return 7/1/18

7 Students will attend this trip.

Cost of this trip will be \$500 per students and includes transportation, meals, lodging, tours and insurance.

Students gain knowledge of healthcare careers and current topics. Students network with representatives from post secondary programs, employers and leaders in medicine and healthcare.

Fundraising will be part of the trip.

**FHS**

Music in the Parks Festival at Ralston Valley HS & Elitch Gardens

Depart & Return 5/12/18

70 Students will attend this trip

Cost of the trip will be \$65 per student and includes transportation concert fees and park admission.

Students have the opportunity to perform in a competitive setting and then celebrate their hard work.

Fundraising will not be part of this trip.

**SCHS**

UNC Greeley Jazz Festival

Depart 4/20/18 Return 4/21/18

16 Students will attend this trip.

Cost of this trip will be \$75 per student and includes transportation, lodging and concert ticket.

1) Students perform advanced literature for judges. 2) Students are rated on their technical accuracy and musicianship. 3) Students work with renowned clinicians to improve their skills 4) Students will receive a rating based on the success of their performance. 5) Students and director will receive recorded judges comments and written suggestions to improve skills. 6) The performance serves as a major assessment for the course.

Fundraising will not be part of this trip.

**SCHS**

Meow Wolf trip to Santa Fe, NM

Depart 5/4/18 Return 5/6/18

11 Students will attend this trip.

Cost of this trip will be \$100 per student and includes transportation, lodging and meals.

National Art Honor Society will be visiting an interactive art instillation called Meow Wolf in Santa Fe, New Mexico. As a company, Meow Wolf focus on sharing abilities and processes amongst their artists to create elaborate maximalist art installations with a focus on interactivity, narrative and immersive art. Students will also visit the Museum of Contemporary Native Arts. IAIA Museum of Contemporary Native Arts (MoCNA) is dedicated to increasing public understanding and appreciation of contemporary Native art, history and culture through presentation, collection and acquisition, preservation, and interpretation.

Fundraising will be part of this trip.

---



---

**RELEVANT DATA AND EXPECTED OUTCOMES:**

---

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

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

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

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

**DATE:** April 4, 2018

---



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

**BOARD MEETING OF:** April 12, 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:**

C u l t u r e	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	<i>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</i>
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<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. ***\*No changes from last month.\****

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

**DATE:** April 5, 2018



**BOARD OF EDUCATION 8.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Sean Dorsey-Sand Creek Zone Leader

**TITLE OF AGENDA ITEM:** Sand Creek Zone Performance Report

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

The update is the 2018 2nd semester performance report for the Sand Creek Zone.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The Sand Creek Zone performance report will emphasize, but not be limited to, performance data aligned with district, zone, and school goals.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Update the BOE with regard to the performance of the Sand Creek Zone. Provide an overview of efforts to support primary proficiency. Update the BOE as to ongoing initiatives and priorities in the Sand Creek Zone, including our performance excellence work with the Studer Education Group, as well as our emphasis pertaining to Visible Learning throughout the zone.

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

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

**DATE:** March 29, 2018





# Sand Creek Zone Performance Report

Sean Dorsey

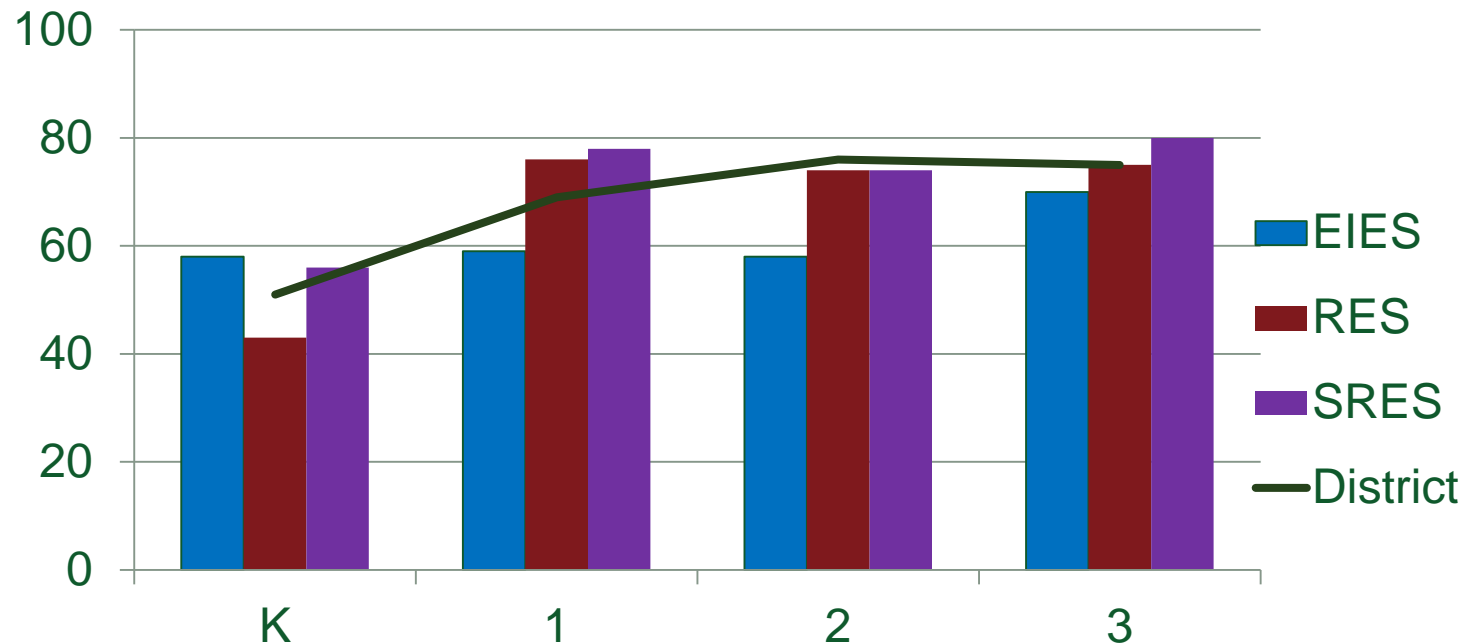
April 2018



# Primary Literacy



DIBELS BOY 2017-2018 Composite At/Above Benchmark

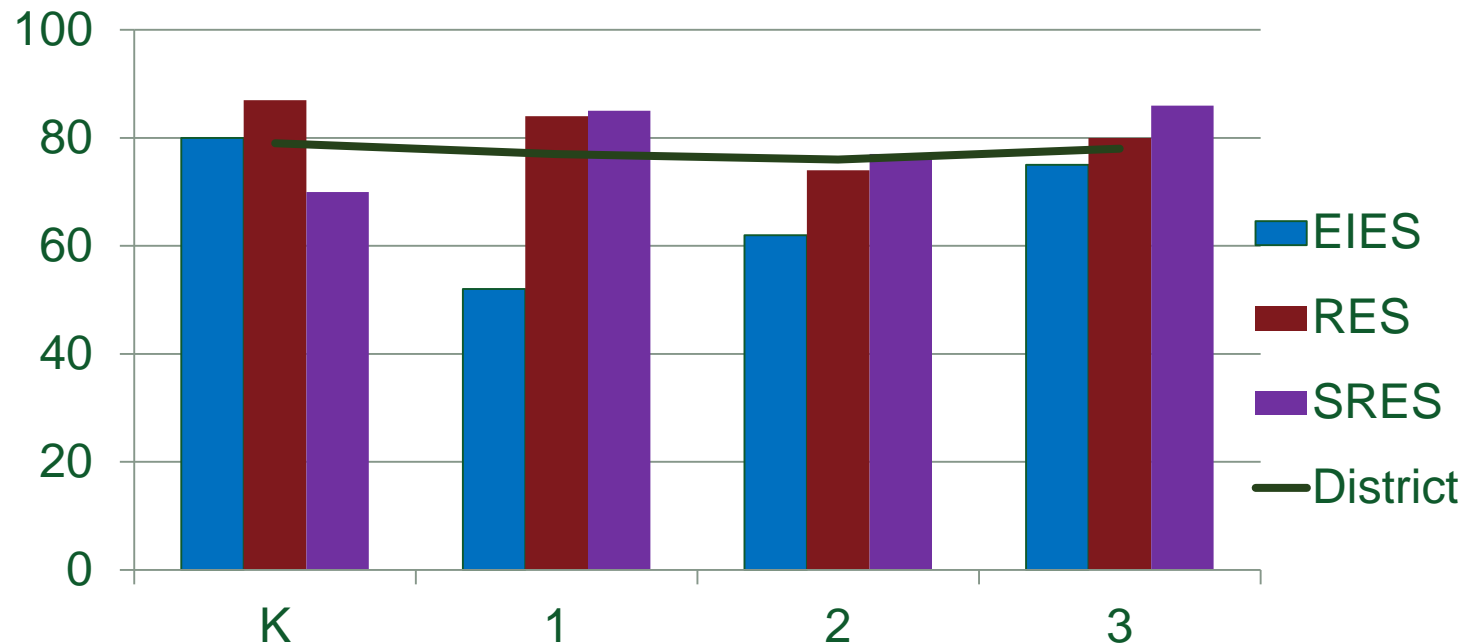




# Primary Literacy



DIBELS MOY 2017-2018 Composite At/Above Benchmark

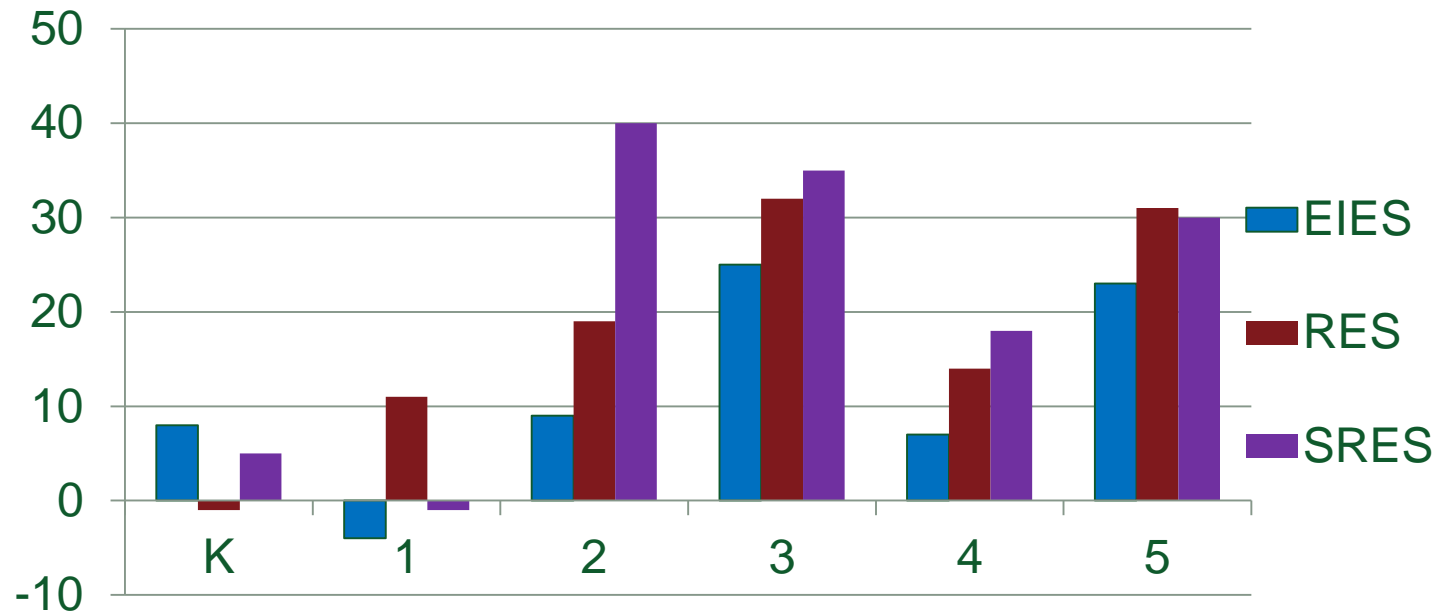




# Primary Math



DIBELS BOY-MOY 2017-2018 Composite Percentage of Growth







# SAND CREEK ZONE PLAN



Our Sand Creek Message  
(What We Deliver)  
*Pursuit of Excellence*

Our Sand Creek Identity  
(What We Value)

Commitment  
Inclusive

Personalized Paths  
Pride

Growth Mindset  
Heart

## Our Sand Creek Zone Goals

### Student Success



- Graduates of the Sand Creek Zone are prepared for post-secondary success in college and career
- Provide ongoing opportunities for students to participate in decisions about personalized paths to success
- Student engagement and ownership in the learning environment
- Every student a reader by 3<sup>rd</sup> grade

### People



- Focus on communicating the successes of the zone-students, employees, alumni
- Retain and recruit quality staff
- Maximize employee engagement by providing opportunities for input
- Leaders share the "why" and focus on consistent two-way communication between leaders and employees

### Service



- Vertical alignment and seamless transitions between levels for all students & families
- Communicate with stakeholders the processes and systems of the zone (what departments do, why and how to access support)
- Focus on maximum return on investment of all resources for student achievement

### Innovation & Growth



- All stakeholders have an opportunity to have a voice in zone initiatives
- Personalized learning paths for students with an emphasis in individual development
- Increase enrollment from outside the zone and district



# Sand Creek Zone Scorecard



SAND CREEK ZONE SCORECARD 2017-2018			
Student Success	People	Service	Innovation & Growth
<ul style="list-style-type: none"> <li>Goal 1: SAT-Meet or exceed the district average for 11<sup>th</sup> grade English SAT</li> <li>Goal 2: SAT-Meet or exceed the district average for 11<sup>th</sup> grade Math SAT</li> <li>Goal 3: PARCC-Meet or exceed the district average in 6-8 ELA</li> <li>Goal 4: PARCC-Meet or exceed the district average in 6-8 Math</li> <li>Goal 5: Increase % of students meeting or above benchmark in reading from 73 to 83 (Reading WIRELS)</li> <li>Goal 6: Determine baseline of student engagement overall mean on survey from ___ to ___</li> <li>Goal 7: Increase 4 year Graduation Rate from 85.5% to 87.0%</li> </ul>	<ul style="list-style-type: none"> <li>Goal 1: Increase employee engagement overall mean from 3.94 to 4.04</li> </ul>	<ul style="list-style-type: none"> <li>Goal 1: Increase parent satisfaction survey mean from 3.86 to 3.96</li> </ul>	<ul style="list-style-type: none"> <li>Goal 1: Increase the number of students "choicing in" to Sand Creek Zone in a single year from 225(current yr) to 250_(next yr)</li> </ul>
Progress Monitoring			
Student Success	People	Service	Innovation & Growth
<ul style="list-style-type: none"> <li>SAT/PSAT practice assessments</li> <li>Eureka end of module assessments/practice assessment completion (K-5,9-11)</li> <li>ACT Aspire quarterly assessments (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>Monitor number of completed rounds every other week</li> <li>Review rounding summary forms every three weeks</li> </ul>	<ul style="list-style-type: none"> <li>Spot check 1-2 lowest parent satisfaction items mid-year</li> </ul>	<ul style="list-style-type: none"> <li>Review choice data on a quarterly basis</li> </ul>
Strategic Actions			
Student Success	People	Service	Innovation & Growth
<ul style="list-style-type: none"> <li>Align best instructional practices with Visible Learning Framework and be able to articulate the top 1-3 best practices being implemented at each school</li> <li>Implement Visible Learning strategies across the zone through the observation/feedback process and the creation of a teacher powered coalition</li> </ul>	<ul style="list-style-type: none"> <li>Round on employees 2x a year</li> <li>Conduct 30/90 day meetings with new certified employees</li> <li>Rounding Summary</li> <li>Results rollout for EE survey results</li> <li>Provide individualized professional development to all employees 2x per year</li> </ul>	<ul style="list-style-type: none"> <li>Results rollout for Parent/Student Survey</li> </ul>	<ul style="list-style-type: none"> <li>Convene a focus group of parents who have selected Sand Creek Zone to gather input into the "why" of their decision to choice in</li> <li>Hold 3 annual showcases of opportunities to "pursue excellence" via individual paths (student presented)</li> </ul>



# Data Descriptions



- What is a 90 Day Action Plan?  
The 90 Action Plan is developed based on feedback from our Employee Engagement Survey and Student Engagement Survey. Actions are created with staff during the roll-out process.
- What is the Studer Mid-Year Report to Stakeholders?  
The Mid-Year Report details how each building is progressing on their scorecard. The Mid-Year Report is shared with staff and community.
- What are the Zone Pillars?  
The pillars (Student Success, People, Service, Innovation/Growth) are how the Sand Creek Zone and its schools align goals, actions, and measures. Please see the pillar update document for a narrative account of school pillar progress.

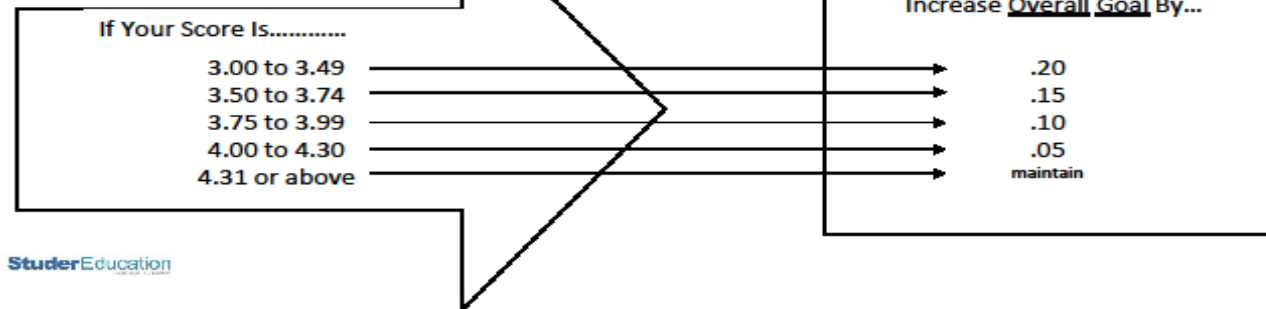


# 90-Day Action Plan-Zone Leader



90-Day Action Plan for Employee Engagement and Parent Satisfaction Survey			
Goal	Action Steps	Results	Responsible Person
Increase mean for item "The Zone Leader manages district finances effectively." From 3.53 to 3.68	<ul style="list-style-type: none"> <li>Develop and disseminate two voice over PowerPoint presentations designed to educate zone staff regarding the inner workings of the district, zone, and building budgets.</li> </ul>	Beginning January 2018	Sean Dorsey
	<ul style="list-style-type: none"> <li>Embrace transparency by releasing my purchasing card statements on a monthly basis.</li> </ul>	Beginning February 2018	Sean Dorsey
	<ul style="list-style-type: none"> <li>Implement and convene a zone technology committee (to meet quarterly) in an effort to develop a purposeful adoption and refresh cycle for classroom technology to be sustained via MLO, zone, building, and Title monies.</li> </ul>	Beginning February 2018	Sean Dorsey

## Survey Annual Goal-Setting Guidelines



StuderEducation

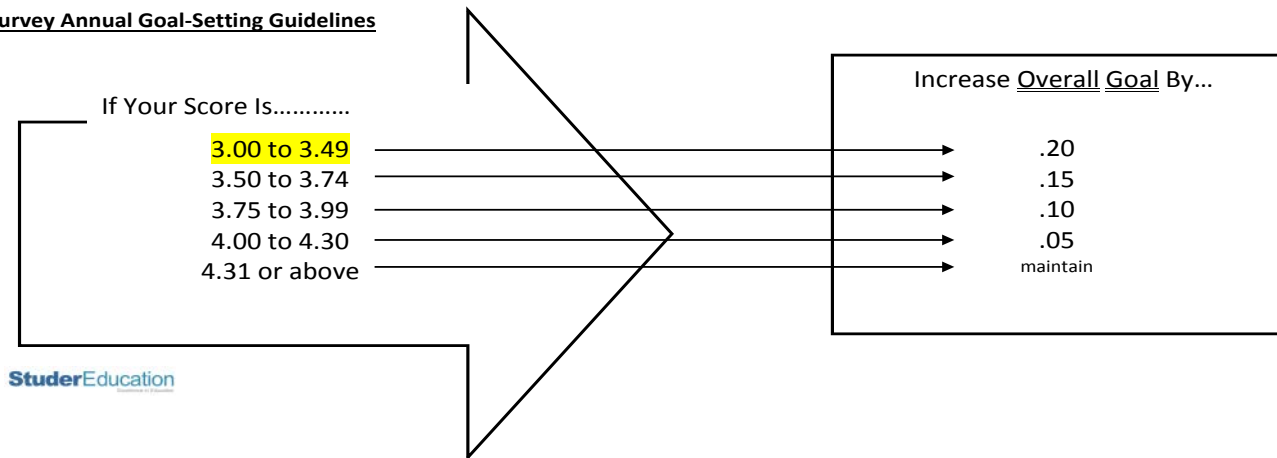


# 90-Day Action Plan-SCHS



SCHS 90-Day Action Plan for Employee Engagement Survey - Spring 2018			
Goal	Action Steps	Results	Responsible Person
Increase mean for item "My principal/zone leader provides the support needed to accomplish my work objectives." From <b>3.37 to 3.57</b>	<i>PLC Time</i> <ul style="list-style-type: none"> <li>Schedule PLC on PD days in the 2018 Spring Semester</li> <li>Propose a schedule to D49 CEO providing one PLC late start Friday each month during the 2018-2019 school year</li> </ul>	Spring Semester 2018  April 2018	Leadership Team  Leadership Team with input from Campus Council
	<i>Class Sizes: numbers, balanced sections and staffing</i> <ul style="list-style-type: none"> <li>Schedule three days in April or May to discuss master schedule with departments (timing will depend on PowerSchool)</li> </ul>	April or May 2018	Campus Director, Counselors, and Teacher Leader

## Survey Annual Goal-Setting Guidelines





# 90-Day Action Plan-EIES



Action Plan			
Goal	Action Steps	Results	Responsible Person
<p><b>“My principal makes the best use of available funds.”</b></p> <p><b>Increase the mean for this item from 3.40 to 3.60</b></p>	<p>Provide information to staff regarding student fees (specifically supply fee and activity fee) and how those funds are utilized.</p> <p>Discuss the proposed allocation of funds that will be collected from the Boosterthon Fun Run in February.</p>	<ol style="list-style-type: none"> <li>1. Each grade level will be given a budget sheet to track the team’s spending of activity fees.</li> <li>2. In April 2017, grade level teams will plan how activity fees will be used in the 2018-2019 school year.</li> <li>3. Fundraiser funds will be set aside for technology, student recognition, curriculum, classroom needs, field trips or teacher grants (maximum amount of \$100 per classroom or \$500 per team/department). <i>The funds must be utilized by the end of April. More information about this process will follow. This will not take the form of a reimbursement.</i></li> </ol>	<p>Principal</p> <p>Assistant Principal</p> <p>Administrative Secretary</p> <p>Classroom Teachers</p>

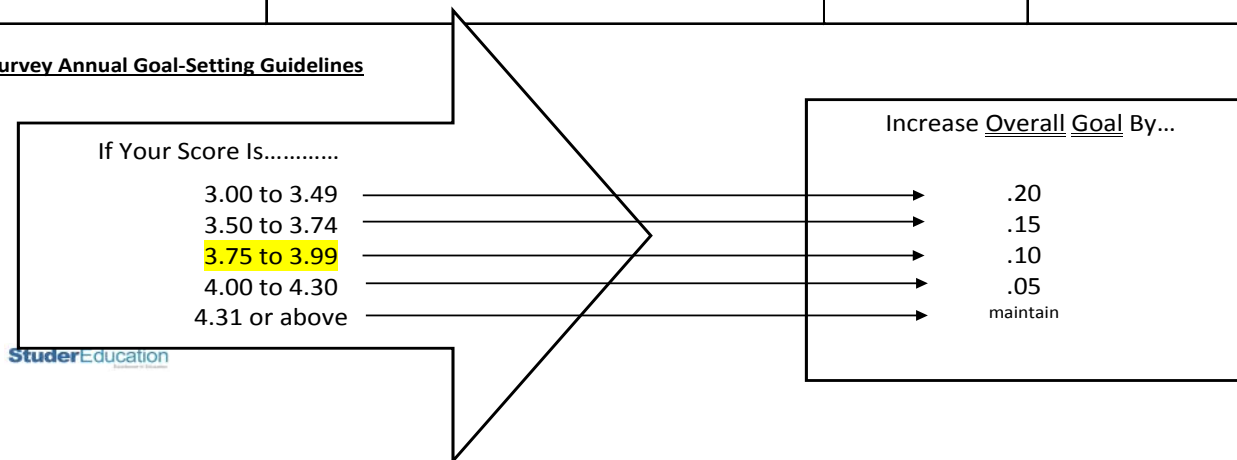


# 90-Day Action Plan-RES



90-Day Action Plan for Employee Engagement			
Goal	Action Steps	Results	Responsible Person
From Employee Engagement Survey (Studer) Increase "My zone leader/ <b>principal</b> provides feedback on my strengths as an employee." From <b>3.96</b> to <b>4.25</b>	<ul style="list-style-type: none"> <li>Gather specific feedback from staff on expectations for successful feedback.</li> </ul>	January 2018 Staff Meeting	Lisa Fillo and Suzy Ancell
	<ul style="list-style-type: none"> <li>Based on teacher feedback: We will present Randa and evaluation rubric for better understanding of expectations and clarity of the rubric.</li> </ul>	Beginning March 2018 - ongoing	Lisa Fillo and Suzy Ancell
	<ul style="list-style-type: none"> <li>More positive feedback recognizing the hard work teachers: We will spotlight a staff member on our website each month. We will provide kudos at our monthly staff meetings. We will encourage our staff to provide kudos to each other. We will continue rounding and notify staff members when they have been positively recognized by a roundee.</li> </ul>	Beginning January 2018 - ongoing	Lisa Fillo and Suzy Ancell

## Survey Annual Goal-Setting Guidelines



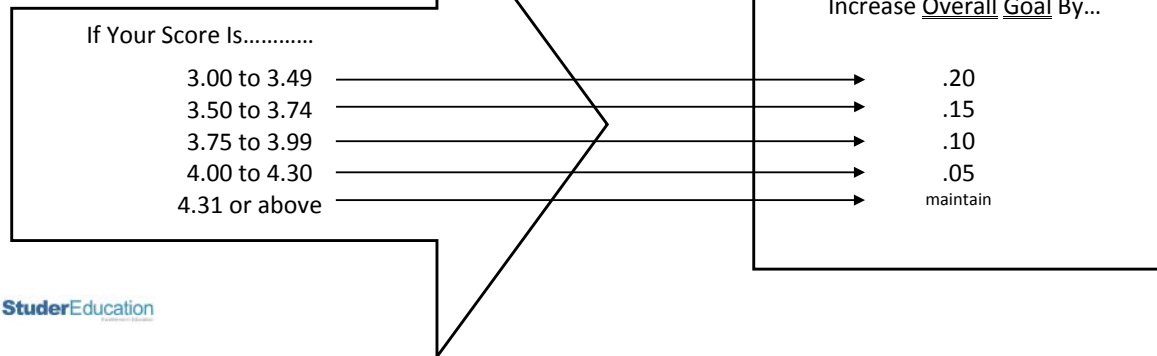


# 90-Day Action Plan-SRES



90-Day Action Plan for Employee Engagement			
Goal	Action Steps	Results	Responsible Person
<p>Increase the mean score for the item, "My principal consults me on decisions that affect my job." from 3.41 to 3.61.</p> <p>Increase the mean score for, "My Principal makes the best use of available funds." From 3.18 to 3.38</p>	<p><i>Provide staff with opportunities for input.</i></p> <ul style="list-style-type: none"> <li>• <i>Formation of technology committee</i></li> <li>• <i>Leadership team focus over the last nine weeks will be on plans for coming year</i></li> <li>• <i>ELA adoption participation opportunities</i></li> <li>• <i>Rounding with all staff</i></li> <li>• <i>Survey provided to staff soliciting information about their needs and wants for resources and support</i></li> </ul>	<p><i>Expected results will be that teachers take advantage of providing input into decisions.</i></p>	<p><i>Jim Kyner Jen Landon</i></p>
	<p><i>Provide staff with an overview of the budget and how funds are used including information on which funds can be used for which purposes. This will take place at Leadership meeting and Faculty meeting in the Spring.</i></p>	<p><i>Expected results will be that Staff have a better understanding of the budget process and how funds are used.</i></p>	<p><i>Jim Kyner Jen Landon Robin Gaisford</i></p>

## Survey Annual Goal-Setting Guidelines



StuderEducation



# Studer Mid-Year Report to Stakeholders-SCHS



Green Goal: SAT – Meet or exceed the district average for 11<sup>th</sup> grade English SAT

Connection to Zone Plan: Student Success – Graduates of SC Zone are prepared for post-secondary success in college and career.

Why It's A Win: Gradpoint and Khan Academy prep sessions administered in the classroom. Practice PSAT & SAT completed with student assessment results provided to students for targeted instruction and skill practice.

Green Goal: SAT – Meet or exceed the district average for 11<sup>th</sup> grade Math SAT

Connection to Zone Plan: Student Success – Graduates of SC Zone are prepared for post-secondary success in college and career.

Why It's A Win: Gradpoint and Khan Academy prep sessions administered in the classroom. Practice PSAT & SAT completed with student assessment results provided to students for targeted instruction and skill practice.

Green Goal: Increase Graduation Rate from 85% to 87%

Connection to Zone Plan: Student Success – Graduates of SC Zone are prepared for post-secondary success in college and career.

Why It's A Win: Counselors scheduling individual meetings with all senior students to ensure they are on track to graduate.

Green Goal: Increase parent satisfaction overall mean from 3.55 to 3.70

Connection to Zone Plan: Innovation & Growth – All stakeholders have an opportunity to have a voice in zone initiatives.

Why It's A Win: Parent Satisfaction Survey sent to parents to complete in February 2018. Results pending.



# Studer Mid-Year Report to Stakeholders –SCHS con't



Yellow Goal: Complete at least 2 rounds on all employees

Connection to Zone Plan: People – maximize employee engagement by providing opportunities for input

What's the Status/Next Steps: The SCHS leadership team will complete all staff rounding by March 16 and present rounding summary to staff after spring break

Yellow Goal: All teachers will send at least 4 positive notes home during the 17-18 school year

Connection to Zone Plan: People – Focus on communicating the success of the zone-students

What's the Status/Next Steps: Staff complete an upload of positive student communications home, in Randa, before the End of Year Reviews.

Yellow Goal: Increase the number of students who “choice in” to Sand Creek from 68 (17-18) to 75 (18-19)

Connection to Zone Plan: Innovation & Growth – Increase enrollment from outside the zone and district.

What's the Status/Next Steps: Promote SCHS throughout D49 & the surrounding community (pathways, increased graduation rate, course offerings, athletics, activities, facilities, etc.)

Red Goal: Increase employee engagement overall mean from 3.92 to 4.02

Connection to Zone Plan: People – Maximize employee engagement by providing opportunities for input. Leaders share the “why” and focus on consistent two-way communication between leaders and employees.

What's Our Plan to Change Outcome: Studer rollout input from staff members, review input as leadership team, develop action steps.



# Studer Mid-Year Report to Stakeholders-HMS



Green Goal: People - Increase the Employee Engagement overall mean from 4.03 to 4.08

Connection to Zone Plan: People – Maximize employee engagement, opportunities for input

Why It's A Win: Mean score increased to 4.21. All areas saw an increase

Yellow Goal: CMAS – achieve a median growth percentile of 50 or above in ELA and Math. CMAS –meet or exceed state and/or district averages at proficient or above ELA and Math.

Connection to Zone Plan: Student Success-

What's the Status/Next Steps: Although we are confident in many areas based on the results we see and the instruction observed in class. CMAS tests will not be given until April and results won't be known until August

Red Goal: Rounding Summary shared with staff after rounding session

Connection to Zone Plan: People – providing opportunities for staff input

What's our Plan to Change Outcome: The Rounding Summary isn't an essential thing to do for our culture, staff already know what has been addressed. No patting self on back is necessary.



# Studer Mid-Year Report to Stakeholders-EIES



## Green Goal:

Acknowledge those mentioned during Rounds through an email, in person, or a note.

## Connection to Zone Plan:

"People Pillar" – Focus on communicating the successes of the zone – students, employees, alumni.

## Why It's A Win:

Rounding was completed with staff between August and January and recognition was shared through email and notes to staff.

## Green Goal:

DIBEIS Reading – Increase the percentage of students scoring green from EOY 2016-2017 to EOY 2017-2018

## Connection to Zone Plan:

"Student Success Pillar" – Every Student a reader by 3<sup>rd</sup> grade.

## Why It's A Win:

Compared to last year, BOY to MOY growth is up by 5%. We increased our number of students proficient or above by 10% from BOY to MOY this school year. We are on track to meeting our DIBEIS Reading Goal, needing only 5% growth from MOY to EOY this year.

## Yellow Goal:

Increase the mean for item; 'I receive positive phone calls, notes, or e-mails about my child from the school' from 3.63 to 3.78

## Connection to Zone Plan:

"Service Pillar" – Communicate with stakeholders the processes and systems of the zone.

## What's the Status/Next Steps:

Many classrooms utilize Class Dojo, pAWSitive office referrals and positive notes sent in planners.

## Red Goal:

Increase employee engagement overall mean from 4.09 to 4.14

## Connection to Zone Plan:

"People Pillar" - Maximize employee engagement by providing opportunities for input.

## What's our Plan to Change Outcome:

Develop an action plan based on feedback from EE Survey Results Rollout meeting to target one area for continued improvement. Share the Action Step with staff.



# Studer Mid-Year Report to Stakeholders-RES



Why It's A Win: With the support of Lauren Stuart, Remington has “spotlighted” a staff member every month on our website. We have received many positive feedback from our Remington Community!

---

Yellow Goal: Complete two “round” with each employee each year.

---

Connection to Zone Plan: People- Maximize employee engagement by providing opportunities for input

---

What's the Status/Next Steps: - Continue to monitor reports on Rounding for my accountability to this goal. Include “rounding” during feedback conversations.

---

Red Goal: Increase parent satisfaction survey mean from 4.01 to 4.25.

---

Connection to Zone Plan: Focus on communicating the successes of the zone students, employees and alumni.

---



# Studer Mid-Year Report to Stakeholders-SRES



Green Goal: People - Increase the Employee Engagement overall mean from 3.45 to 3.65

Connection to Zone Plan: People – Maximize employee engagement, opportunities for input

Why It's A Win: Mean score increased to 3.62. All areas saw an increase

Yellow Goal: Students who perform in the Well Below Benchmark category according to their composite score in reading Dibels will decrease from 14% to 4% from BOY 2017 to EOY 2018 on grade level benchmark assessments.

Connection to Zone Plan: Student Success- Every student a reader by 3<sup>rd</sup> grade

What's the Status/Next Steps: Currently our Dibels composite score K-5 is 12%. Look at individual students performing well below benchmark to determine the effectiveness of current interventions and adjust accordingly.

Red Goal: Rounding Summary shared with staff after rounding session

Connection to Zone Plan: People – providing opportunities for staff input

What's our Plan to Change Outcome: Present summary of rounding after Spring Break



# Zone Pillars-SCHS



## Student Success

In preparation for the upcoming PSAT and SAT assessments, students completed PSAT and SAT test prep sessions on a regular basis during the school year. Students completed PSAT and SAT practice tests and have received the results of their individual performance to address areas of concern prior to the April 10<sup>th</sup> and 11<sup>th</sup> testing dates.

## People

Teachers completed the Employee Engagement Survey in December. The leadership team has collected information from Roll Out Sessions with staff and are addressing key areas with actions plans to improve the survey score.

All faculty and staff have completed two rounding sessions, one each semester, with the themes from the rounding summary communicated with staff. Additional actions have been taken to address the issues surfaced from rounding.

## Service

All teachers have sent positive notes or emails home to parents regarding their students' behavior, achievement, and/or character. Teachers also are submitting Positive Referrals on students for the Deans to present to students in the Front Office. Deans follow up the Positive Referral with a phone call home to parents.

## Innovation/Growth

To assist in increasing our Choice Application students in to SCHS, Laurent Stuart and Teacher Leaders are working with District Communication Team to create a multi-media marketing package to deploy across diverse platforms and populations.



# Zone Pillars-HMS



## **Student Success**

Much of this pillar centers around performance and growth on CMAS, so still to be determined. However, recent ACT aspire interim results show an increase of 29% in English from BOY. Unfortunately, both reading and science had slight decreases. Our Renaissance numbers are continuing to increase, our recently completed 3<sup>rd</sup> quarter showed 432 students making Renaissance – this is our second highest quarter ever, only to 1<sup>st</sup> quarter this year when 434 students made it. Renaissance continues to make a positive and motivating impact at Horizon.

## **People**

Our employee engagement survey mean increased from 4.03 to 4.21. This appears to be a fairly significant increase and reinforces how our employees feel about working at Horizon and how they are treated. We have conducted over 145 rounds at Horizon so far this year. In addition, we are sending postcards home to staff throughout the year to acknowledge their work and efforts to make Horizon a great place.

## **Service**

We are anxiously awaiting the results of our parent survey as much of our goals and focus in this area is related to survey improving scores. We have continued to have staff send postcards home, acknowledging students for their work and growth, the goal is for each staff member to send home two postcards per week.

## **Innovation/Growth**

We continue to receive choice applications to Horizon, which are all evaluated to ensure the student will fit into the culture at Horizon. We have gathered feedback from two different groups of people throughout the zone. The first met during the first semester and focused on student transitions, those coming into Kindergarten, moving from 5<sup>th</sup> to 6<sup>th</sup>, and moving from 7<sup>th</sup> to 8<sup>th</sup>. This in-person group gave valuable feedback for each school to be able to utilize and target in efforts to make the transition easier for students and families. I will be meeting with all 5<sup>th</sup> grade classes in the zone after spring break and our 5<sup>th</sup> grade transition night will be April 19<sup>th</sup>. The second targeted group was done through a survey, targeting our choice families. The goal was to determine reasons families choice into our zone/schools.



# Zone Pillars-EIES



## Student Success

The “Leadership Model” strategic action was implemented this year. Administrators, the instructional coach, and literacy interventionist are serving as primary evaluators for grade level teams or departments. This model has allowed a deeper level of support to each grade level team, and utilizes the expertise of our coach and interventionist working with instructional staff on primary literacy. We are on-track with our goal for the observation and feedback cycle. Most teachers have 5 observations completed so far in early April, and all teachers will have 6 observations completed by the end of April. School wide, we are on track to reaching our DIBELS Reading goal to increase the percentage of students scoring green from EOY 2016-2017 to EOY 2017-2018. Compared to last year, BOY to MOY growth is up by 5%. We increased our number of students proficient or above by 10% from BOY to MOY this school year.

## People

The results of the Employee Engagement Survey were rolled out to staff in early January. Administrators have been rounding with staff. We are on track with our goal of acknowledging those mentioned during rounds through an email, in person, or in a note.

## Service

To increase the amount of home – school communication, staff were encouraged to utilize Class DoJo as a tool to send notes home. Most of our staff is using the DoJo app, and we’ve heard positive feedback from parents that they like the resource. We are in the process of purchasing and initiating a school wide app to increase school to home communications. This year, we have slightly increased membership in our SAC committee and Parent Engagement Club (PEC).

## Innovation/Growth

Our goal is to increase the number of students “choicing in” to Evans, and this year we have been working to determine a baseline number. Quite a few choice applications have already been received for next school year, and we are in the process of reviewing the applications and accepting them for enrollment.



# Zone Pillars-RES



## Student Success

Remington is approaching our reading goal of increasing the percentage of students meeting or above benchmark in reading as measured by Dibels from 67% to 90% by the end of the school year. At mid-year, RES was at 81%. Our Math Dibels goal was to increase percentage of meeting or above benchmark from 40% to 50%. At midyear, RES students were at 48%. Schools suspensions were at 38. Our goal was to decrease this number to 30. Through Restorative Practices and PBIS implementation, we are at 24, as of April 2, 2018. We continue to work towards our academic goals through professional development, Visible Learning, small group interventions and afterschool tutoring.

## People

To increase employee engagement, from an overall mean of 4.23 to 4.50 (Studer), we have implemented a "Spotlight on RES staff member. Each month, we recognize a staff member with a picture and a write up. This acknowledgement is posted on our website. Through Rounding, we recognize each other and our colleagues with kudos for their above and beyond work with our students and staff.

## Service

To increase our parent satisfaction from 4.01 to 4.25, we have make an effort to recognize our students with positive calls home. Through PBIS, we showcase the positive actions of our students with a picture on a bulletin board, lunch with an administrator and recognition through announcements. We continue to make an effort to increase SAC/PTSA membership by personal invitations to join us by administrators, teachers and other parents. To showcase the work of our students and to inform parents of the academic curriculum and instruction at RES, we host an Art Night, STEM Night, Literacy Night and a Math Night. Also, PTSA host several events throughout the year.

## Innovation/Growth

Our growth goal was to increase the number of Choice students from 103 to 113. We met this goal at midyear by one student. We have 114 choice students. We will continue to meet with interested parents as they walk in. We interview parents as to why they choose RES so that we are able to continue with best practices of highlighting our school.



# Zone Pillars-SRES



## Student Success

At Springs Ranch our focus has been on ensuring that ALL students grow. This fits with our work in with Visible Learning. In particular, we have focused our observation and feedback cycle on Teacher Clarity, Learner Identity, and student feedback. We created an observation form that highlights “look fors” in these areas such as creating quality learning targets and success criteria, providing differentiated instruction, providing multiple opportunities to check student understanding, and providing students with quality feedback. Throughout the year we have provided teachers with professional development opportunities to hone their skills in these areas. In addition, we have a schedule that provides for literacy intervention block in grades K-5 and math intervention in grades 2-5. Teachers progress monitor students and data is shared in grade level PLC’s as well as monthly Admin PLC’s. In Kindergarten, First grade, and Special Education students have had access to Matific as a support to math instruction. This program aligns well to the Eureka math curriculum. Students also have access to other online resources such as Mobymax, Learning A-Z, Myon, Ten Marks, Pebblego, and Google Classroom. Students have also had access to Project Lead the Way activities. We have many tools to address the varied needs of our students.

## People

This past fall our employees at Springs Ranch had opportunity to complete an Employee Engagement Survey. When comparing results from this year’s survey to last year’s, we saw significant increases in survey results. All categories improved and our mean score increased from 3.45 to 3.62 on a 1-5 scale. We have been conducting Rounding with all staff members and will have at least two rounds on every employee. We will prepare a summary of rounds to present to the staff at a faculty meeting this Spring. We have increased our communication with school staff by providing a Friday Forecast that provides a two week glance at events coming up, a Monday Morning Memo that provides details about the coming week, and a Daily news that provides highlights for the day.

## Service

Parents recently had an opportunity to take a Parent Satisfaction Survey which we are awaiting those results. Once those results are in we will compare with last year’s survey and communicate results to our school community. This summer we conducted Kindergarten home visits to welcome our newest members of Springs Ranch and hosted a Kindergarten play date just prior to the start of school. We have conducted several other community events such as reading night, Dad’s and Donuts/ Mom’s and Muffins, Pizza Bingo, One School-One Book, Kona Ice Days, and Coffee with the Principal. In addition we have Watch Dog Dads in place, host monthly PTO meetings, quarterly SAC meetings, and send home a monthly newsletter.

## Innovation/Growth

We want for families to view Springs Ranch as a great choice to send their children so we have looked to share who we are and what we are about with the community. We have conducted monthly tours of our school and recently hosted an open house for prospective families ( ten families came). This past fall the principal presented at the Home Owners Association and began an ongoing relationship with the larger community. We have provided a robust offering of after school/before school opportunities. We have offered Basketball, Land Sharks, Chorus, Chess, Art Club, Science Club, Cooking Club, Bobcat Sisterhood(running), and tutoring. Springs Ranch has a lot to offer and we’re making efforts to let the community know about it.



**BOARD OF EDUCATION ITEM 8.06**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

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

**TITLE OF AGENDA ITEM:** Board Sub-Committee Minutes

**ACTION/INFORMATION/DISCUSSION:** Information Item

**BACKGROUND OR RATIONALE**

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

**DATE:** March 28, 2018



February 27, 2018  
Board Room-Education Service Center: 6:00 – 8:00 pm

**Call Meeting to Order:** 16:04

**Introductions**

**Approval of Agenda:** Unanimously approved

**Approval of Minutes:** Unanimously approved

**Administration Update – Dr. Lou Fletcher**

**Board Update – Mr. Joshua Fry-**Board meeting tomorrow. Mr. Fry just started with the board in January and looks forward to working with everyone.

**Presentations:** Kathleen Granaas-Standard testing

- Opting out-The state still says that parents can opt out. As a district, we still want at least 95% of students either testing or opting out. ESSA still says that they want at least 95% of students to test. As long as the schools get the paperwork, opting out does not directly impact the schools or school funding.
- Does testing affect teacher salary? In district 49, State assessments do not affect teacher salary.
- There is a team that meets to look at state assessment data and school performance. Zone leaders and principals also look at this. This could allow them to compare different curriculums and programs, but there are still a lot of other variables that affect the scores.

**Subcommittee updates:**

- Budget/MLO (meets 4:00 before DAAC)-We want the MLO to be innovative; things that we can look at over a 3-year period of time and that are sustainable through 3A money. Talked about budget projections for next year and the impact of increases in minimum wage on the district.
- Bylaws (4:15 after agenda setting meeting)-There are some areas that are not very clear, in particular some of the definitions. If we are going to have something as a policy, then it should probably be part of the by-laws.
- Charter-Have not met since last month
- Parent Engagement (meet at 5:15 pm prior to DAAC)-Discussed what the role of the subcommittee is, need some clarification. How can we get data from parents? Should we do a survey? What works best for parents in order to get them engaged? What do we want to talk about?
- Restorative Practices (meets monthly/2<sup>nd</sup> Wednesday)-12 certified instructors. March 19<sup>th</sup> and 20<sup>th</sup>, there is a restorative practices summit at Sand Creek High School. November 8<sup>th</sup> & 9<sup>th</sup> at Great Wolf Lodge.
- Unified Improvement Plan-Looking to address our underperformance in Math and college readiness exams. Making sure instruction aligns with standards. Lack of resources and training. Ongoing PD. Using data to drive decisions. Intentional focus on K-3 Early literacy and Math. Improve teacher/principal quality and PD. Amber Whetstone will be here next month to present the district UIP plan.

**Unfinished Business**

- Confirm SAC meeting dates have been turned in to Dave Rex
- Review budget priorities – Deadline was Jan 23-John Newbill shared available school budget priorities.
  - There was a trend with copier costs being listed as a need
  - Kim Boyd shared information on Suicide frontline training
  - ANYONE can text TALK to 38255 to access a master's level counselor at any time
  - Zearn is a free math program students can access with teacher's assigning lessons

**New Business**

- Proposed dates for DAAC meetings 2018/2019
  - August 28<sup>th</sup>, September 25<sup>th</sup>, October 23<sup>rd</sup>, December 4<sup>th</sup>, January 22<sup>nd</sup>, February 26<sup>th</sup>, March 12<sup>th</sup>, April 23<sup>rd</sup>, May 14<sup>th</sup>
- SAC meeting dates for 2018/2019 should be submitted by April 24<sup>th</sup> DAAC meeting



- School Safety- [www.Iloveyouguys.org](http://www.Iloveyouguys.org)

## **SAC Reports**

**Allies**-Primary literacy presentation

**FMS**- budget priorities

**WHES**-voted unanimously on substitute waiver. UIP-parental engagement: what are we doing and what should we be doing. District Name Change-concerns regarding cost, rational and history. A geographical focus outside of the district vs one inside the district.

**RES**- nothing

**VRHS**- YouScience-brain games and then a survey. It then gives them a report that helps them determine a career path. College recruiting-took classes of kids and then brought the recruiter to the class.

**PPEC**- Discussed UIP and got it unanimously approved

**BLRA**-updates on projects, UIP and budget priorities.

**SCHS**-nothing

**Evans**-nothing

**HMS**-Discussion regarding teacher compensation because they are losing a lot of teachers to other districts.

**Stetson Hills**- 3B projects, sub-waiver approved unanimously. Also discussed name change and had similar concerns to WHES

**MRES**- reprioritized budget priorities

**BRES**- Had a parent night on February 6<sup>th</sup>

**SMS**-approved UIP process and discussed how to improve parent communication

**RMCA**- approved UIP and budget priorities

**RES**-nothing

**SS**- approved UIP and budget priorities.

**FHS**- Talked about increase parent and student spirit and talked about suicide awareness.

**ICA**- approved UIP

## **Adjournment**

NOTE: DAAC meeting dates for this year: Mar. 13, Apr. 24, May 15; with proposed agenda setting meetings: Apr. 10 and May

**Next meeting: March 13 at the Education Service Center in the board room.**



**Falcon Community Builders for Classrooms  
Board of Directors Meeting Minutes  
Tuesday, December 12, 2017**

The regular meeting of the Board of Directors (“BOD”) of the Falcon Community Builders for Classrooms (“FCBC”) was held at Classic Companies on Tuesday, December 12, 2017, at 3:30 p.m. Directors in attendance were Steve Neary, Brian Bahr, Melissa Andrews and Brett Ridgway. Doug Stimple and Kevin Butcher were excused. Commissioner Waller was absent. Kevin Walker, Lori Von Feldt (Walker Schooler) and Sarah Jack were also in attendance. D49 Guest Bob Gemignani was also in attendance.

Steve Neary called the meeting to order at 3:35 PM.

Brian Bahr made a Motion to approve the Minutes of the September 12, 2017 FCBC BOD Meeting seconded by Brett Ridgway and approved unanimously.

Bob Gemignani of D49 Pathways presented the Pathways program. This program is directed at educating students in the skilled trades including nursing. The program is seeking business partnerships.

Lori Von Feldt presented the 2018 Budget. The budget is based on 350 permitted units in 2018. The budget includes the \$500k dedicated to the HBA Workforce Program. The District will define their 2018-2019 Capital needs in March and June. Brian Bahr moved to approve the 2018 Budget as presented seconded by Steve Neary and approved unanimously.

Collections noted by Lori include Aspen View, Creekstone, Covington Homes. Kevin Walker was tasked to follow up with Creekstone and Covington. Lori will invoice Aspen View from July 1<sup>st</sup> forward.

Discussion continued from the September meeting on the FCBC investment policy including the potential for investing with Colorado Trust. Brett Ridgway, D49 noted that because FCBC is not a Public Entity it is not eligible. In further discussion about potential banks it was noted that Eastern Colorado Bank has a 1.3% rate and is secured by FDIC. It was agreed that the FCBC funds be transferred to Eastern Colorado Bank. Brian Bahr made a motion to move \$1.5 million to a money market account at Eastern Colorado Bank seconded by Steve Neary and approved unanimously. New signature cards will be required.

An ongoing discussion about the Buyback Policy noted the recent Classic transaction which the D49 Board of Education (BOE) will hear and approve at their meeting on December 14, 2017.



Brett Ridgway gave a general update on behalf of the District noting that the BOE will be appointing a replacement for outgoing Member, Tammy Harold at their January 4, 2018 meeting. The District has hired a new COO and Brett noted some of the projects underway due to the success of the November election including Sand Creek HS Athletic improvements, Falcon HS Addition, and the Vista Ridge HS addition.

They're being no other business the meeting was adjourned by Steve Neary at 4:38 PM.

Submitted March 12, 2018

---

Steve Neary, Secretary



## District Accountability Advisory Committee (DAAC) Draft Minutes

March 13, 2018

Board Room-Education Service Center: 6:00 – 8:00 pm

**Call Meeting to Order-** 18:02

**Introductions-**

**Approval of Agenda-** Removal of attached info under Charter rubric

**Approval of Minutes-** approved unanimously

**Administration Update – Dr. Lou Fletcher**

-Introduction of Pedro Almeida-COO. Thank you so much for your time and for serving on the DAAC. Retired army aviation officer and foreign area officer. Originally from the East coast. Settled here because my wife went to school here. He has taught at the collegiate level and volunteered in his kid's school. My role is to make sure that we have everything we need to teach kids. See attached slides.

New school will be located in Banning Lewis Ranch, but is slated to be zoned as a Power Zone school.

**Board Update – Mr. Joshua Fry:** We appreciate your feedback and you will see a little more in regards to the name change. The town hall last night was great. Peter represented the district well and the collaboration between the districts was great.

**Presentations:** -Amber Whetstine-UIP- See attached presentation. The presentation was also e-mailed out back in January. The DAAC needs to make a recommendation to the board for the UIP.

- John Newbill made a motion to recommend the UIP to the board
- Sharon Smith seconded

-Dave Watson, Director of Safety and Security/Dave Pratt, retired from CSPD 2 years ago after 24 yrs

- Are we tracking former students who might pose a threat? We track all of our students who are on our radar. For example, they have been expelled, have gone through the risk assessment or threat assessment. We do have minimal tracking of graduated students who have ended up in law enforcement facilities. However, this information is usually tracked via the school through information coming in from the DA's office.

- All of our processes have been vetted through the state of Colorado.

-The Claire Davis Act is now in place and includes tracking and documentation.

- We now have a central center to track and cross reference threat assessments, suicide assessments, child abuse reports, and trauma informed care.

-They are tracking whether or not there are a higher occurrence of suicide and threat assessments at certain grade levels.

- There is also a safety flag that pops up in Infinite Campus/Power School and admin can request that assessment.

-We are trying to meet the needs of students who have been identified

- Is entrapment a concern? Do we need to look at safety ladders for 2<sup>nd</sup> story classrooms? The fire officials are confident that students are safe with the sprinkler systems and fire lock doors.

- Arming staff and teachers? We might consider something like that...but is it really feasible and realistic? It would take a lot of training and recurring training. Police officers are trained to identify the threat and neutralize the threat. If a teacher is armed, they may be mistaken by law enforcement as the threat. In Colorado, you can only be armed in a school if you are a law enforcement officer or employed by the district as a security officer. It's an additional \$4,000 for insurance each time you arm a person.

- Some schools are teaching students to run from the building; run, hide, fight. We are discussing this option for the secondary students since they may be able make rational



### **District Accountability Advisory Committee (DAAC) Draft Minutes**

decisions. However, we have trained our students to stay in school and they forget that they can run. Schools also echo sound and it can be difficult to determine where the danger may be coming from.

-Can districts communicate information when students are moving between districts? We are initiating those talks with other districts.

- If there is a lockout and there are students on the playground, how many entrances are available and for how long? Schools should set up a tiered process of getting in the doors and should practice getting in in a timely manner. Either Dave will come out and help problem solve. A good way to practice is with lightning threats. Horizon blows a playground whistle 3 times and students know how to respond

-In visible rooms, flip up tables for protection.

-We are the only district in the state with secure entries at all the schools.

-Please e-mail [D49Daac@d49.org](mailto:D49Daac@d49.org) with additional questions

### **Subcommittee updates:**

- Budget/MLO (meets 4:00 before DAAC): No meeting today
- Bylaws (4:15 after agenda setting meeting): Next by-laws meeting on 4/10/18 in ESC conference room
- Charter: no meeting
- Parent Engagement (meet at 5:15 pm prior to DAAC): Looking at putting out a survey. Educate parents on purpose of SAC/DAAC and then move towards parent engagement activities.
- Restorative Practices (meets monthly/2<sup>nd</sup> Wednesday)-We received the letter of release from the DOJ last week so we no longer have to send a report every year. We should look at the charter schools and how their practices are aligning with the district.
- Unified Improvement Plan- See Amber's presentation above

### **Unfinished Business**

- Proposed dates for DAAC meetings 2018/2019
  - August 28<sup>th</sup>, September 25<sup>th</sup>, October 23<sup>rd</sup>, December 4<sup>th</sup>, January 22<sup>nd</sup>, February 26<sup>th</sup>, March 12<sup>th</sup>, April 23<sup>rd</sup>, May 14<sup>th</sup>
    - John Newbill made a motion to approve the dates
    - Kris Levi seconded the motion
- SAC meeting dates for 2018/2019 should be submitted by April 24<sup>th</sup> DAAC meeting

**New Business-** None

### **SAC Reports**

**FMS-** approved D49 substitute waiver. Reviewed UIP. Approved SAC dates for next year.

**BLRA-** Have not met

**SCHS-**nothing

**EES-**approved substitute waiver, new carpeting over spring break.

**FES-**All 3-5 graders have keyboards attached to Ipads for CMAS

**Odyssey-**partnering with FHS

**Allies-** not met

**MRES-**meet tomorrow



**District Accountability Advisory Committee (DAAC) Draft Minutes**

**BRES-** in the process of staffing. 6 positions for primary and 6 positions for secondary.

**RMCA-** no meeting

**RVES-** approved substitute waiver, getting carpet over spring break. Playground over summer.

**ICA-**meet next week.

**RES-** Nothing to report

**WHES-** Nothing to report.

**Adjournment**

NOTE: DAAC meeting dates for this year: May 15; with proposed agenda setting meetings: Apr. 10 and May

**Next meeting: April 24, 2018 at the Education Service Center in the board room.**



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

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Dr. Lou Fletcher, Director of Culture and Services

**TITLE OF AGENDA ITEM:** Culture and Services Department of Justice Update

**ACTION/INFORMATION/DISCUSSION:** Information/Discussion

**BACKGROUND OR RATIONALE**

The District 49-Department of Justice (D49-DOJ) monitoring agreement of 2014 was a joint effort to ensure that incidents of harassment and discrimination are addressed in a timely manner with the goal of creating a better school district culture. The aforementioned collaboration included monthly designated administrator monitoring reports, district-wide multicultural education for instructional staff and administrators, district-wide literacy-based anti-bias interventions for every student, and an initial semi-annual report with 3 follow on annual DOJ updates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

This is a status update, which is intended to apprise the BOE, Chief Officers, and D49 community on the progress of milestones associated with the 2014 D49-DOJ monitoring agreement.

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

District 49 worked in earnest with the Department of Justice for 3 years to examine the district's culture, and apply appropriate interventions, with the goal of increasing cultural capacity. This collaborative developmental effort impacted every aspect of the district's cultural and strategic initiatives.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Culture impacts how we treat each other as well as how we treat our work. Individuals who are harassed and intimidated cannot focus on school or work, which is detrimental personally and professionally.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	A culture that proactively works to mitigate the impact of harassment and discrimination establishes a <u>firm foundation</u> of <u>trust</u> , which enables D49 to effectively engage with its entire <u>community</u> . The collaboration with the DOJ has empowered D49 to refine the district's culture, which can be observed in its <u>portfolio of</u> distinct and exceptional <u>schools</u> . The outcome of the aforementioned collaboration is the intentional alignment of D49's capacity to <u>launch each student toward success</u> .

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** The district was formally released from the 2014 monitoring agreement March 7, 2018; therefore, district leaders should now focus on formulating a course of action, which integrates continuous improvement strategies into the cultural gains achieved under the 2014 D49-DOJ monitoring agreement.

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

**DATE:** March 28, 2018





# DOJ Compliance Action Plan Review: 2014 D49-DOJ Monitoring Agreement

*Dr. Lou Fletcher*

 Director of  
Culture and Services  
Office: 719.495.1105  
Cell: 719.229.2730

The Best Choice to Learn, Work and Lead



# Action Plan



## DOJ ACTION PLAN/School Years 2014-2018

**GOAL:** Expand District 49's Cultural Capacity to Encompass the Requirements of DOJ Agreement

**RESOURCES:** District 49 Administrators, Teachers, Staff, Parents/Guardians, and Students--Cultural Capacity Curriculum, Schoology, and face-to-face intervention--Community Stakeholders/Partners--Budget

Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Hire Compliance Officer (7-14a)	7/1/14	Chief Officers, HR, & Board	Selection Committee & Board Approval	Team members & Stakeholders	Board Meeting 10 July 2014	Candidate Acceptance	Achieved
Provide Contact Info to DOJ (7-14b)	7/1/14	Coord of Cultural Capacity (Compliance Officer)	Telephone & Email	Team members & Stakeholders	Board Meeting 10 July 2014	Confirmation from DOJ Lawyer	Achieved
Curriculum Development in Schoology (7-14c)	7/7/14	Coord of Cultural Capacity (Compliance Officer)	Learning Management System	Learning Services	Board Meeting 17 September 2014	Course Launch	Achieved
Cultural Introduction to all new Teachers (7-14c)	7/22/14	Coord of Cultural Capacity (Compliance Officer)	Vista Ridge (Black Box)	Team members & Stakeholders	Learning Services	Event Execution	Achieved
Anti-bias Intro for Resource Officers (7-14d)	7/28/14	Coord of Cultural Capacity (Compliance Officer)	Vista Ridge (Media Center)	Team members & Stakeholders	Dir. Safety and Security	Event Execution	Achieved
Develop Common Discipline Matrix (8-14a)	8/1/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng. (9-14d)	Standardized Discipline in Zones	Achieved
Develop Due Process Procedure (8-14b)	8/2/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng. (9-14d)	Standardized Discipline in Zones	Achieved
Match IC Report Codes w/ Discipline Matrix (8-14c)	8/3/14	Coord of Cultural Capacity (Compliance Officer)	IC & Learning Services	Team members & Stakeholders	Designated Admin IC Trng. (9-14d)	Standardized Discipline in Zones	Achieved
Coord Discipline Matrix and Due Process (8-14d)	8/4/14	Coord of Cultural Capacity (Compliance Officer)	Resource Officer, Expulsion Pgm, & Zones	Team members & Stakeholders	Designated Admin IC Trng. (9-14d)	Standardized Discipline in Zones	Achieved
Identify Designated Administrators (8-14e)	8/25/14	Chief Officers, HR, & Board	CEO, HR, and Coord Cultural Capacity	Team members & Stakeholders	Board Meeting 17 September 2014	DA Acceptance of Responsibility	Achieved

The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
★ Sign DOJ Agreement (9-14a)	9/1/14 (10/14/14)	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Agreement compliance	Achieved
Establish Grievance Office (9-14b)	9/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Policy and Process In Place	Achieved
Make Policy Recommendations (Code) (9-14c)	9/15/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Policy and Process In Place	Achieved
District "Think" Social Media Campaign (9-14d)	9/15/14	Coord Cultural Capacity & District Athletic Dirs.	AD's, Coaches, & Student Athletes	Team members & Stakeholders	Board Meeting	Policy and Process In Place	Achieved
Designated Administrator & AP IC Training (9-14e)	9/16/14	Coord Cultural Capacity & IC	IC Support	Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DAs	Achieved
Hire Consultants (9-14e)	As required	Chief Officers, Board, & Coord Cultural Capacity	TBD	TBD	TBD	Consulting task achieved	As needed
Staff Intervention Recommendations Sr. Administrators (10-14a)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Intervention Start Date Established	Achieved
Student Intervention Recommendations Faculty/Staff (10-14b)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Intervention Start Date Established	Achieved
Implement Approved Policies (10-14c)	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Policy and Process Implementation	Achieved
★ Cultural Compass Survey administered	10/1/14	Chief Officers, Board, & Coord Cultural Capacity	Chief Officer Approval	Team members & Stakeholders	Climate Report	Adequate District Sample	Achieved

The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Develop and Implement Monitoring Pgm (11-14a)	11/1/14	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Monitoring In Place and Effective	Achieved
Administrator, Faculty & Staff Intervention (11-14b)	11/1/14	Chief Officers, Board, & Coord Cultural Capacity	Schoology	Team members & Stakeholders	Board Meeting	100% Contact Documented	Achieved
Student Facing Personnel Intervention (11-14c)	11/15/14	Designated Administrators	PowerPoint Presentation	Team members & Stakeholders	Board Meeting	100% Contact Documented	Achieved
Student Facing discussion w/ Transportation	11/19/14	Transportation Personnel	30 minute Open Discussion	Team members	Board Meeting	100% Contact Documented	Achieved
Student Intervention - Grade Appropriate (12-14a)	12/1/14	Faculty	Classroom & Schoology	Team members & Stakeholders	Board Meeting	100% Contact Documented	In Progress
Cultural Compass Survey Results	1/15/15	Coord Cultural Capacity	PowerPoint/Word/Excel	Team members & Stakeholders	Communications	Information released and integrated	Achieved
Draft Mid-Year DOJ Report/Semester Report (1-15a)	1/15/15	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved
Semi-Annual DOJ Report Submitted (2-1a)	2/1/15	Chief Officers, Board, & Coord Cultural Capacity	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved



## Major Mid-Point Milestones

- Semi-Annual Compliance Report Sent to DOJ - February 2015
  - DOJ Response to Semi-Annual Report Received - March 2015
  - District Response to DOJ Semi-Annual Report Guidance Sent - April 2015
    - Addressed DOJ Queries and Requests
    - Forwarded Designated Administrator Reports to DOJ (Mailed Thumb Drive)



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Receipt of DOJ response (3-15a)	3/19/15	Chief Officers, Board, & Coord Cultural Capacity	Chief Education Officer & Coord Cultural Capacity	Team members & Stakeholders	Board Meeting	Agreement compliance	Achieved
Restorative Practices Council Established (3-15b)	3/11/15	Chief Officers, Board, & Coord Cultural Capacity	Chief Officers & Coord Cultural Capacity	Team members & Stakeholders	Schoolology/monthly meetings	Adoption of restorative practices	Ongoing
Cultural Compass Survey Presentation (3-15c)	3/18/15	Chief Officers, Board, & Coord Cultural Capacity	Coord Cultural Capacity, Zone Leaders, and DA's	Team members & Stakeholders	Review of Evidence Presentation	Evidence-based Continuous Improvement	Ongoing
Response to DOJ guidance (4-15a)	4/8/15	Chief Officers, Board, & Coord Cultural Capacity	Chief Education Officer & Coord Cultural Capacity	Team members & Stakeholders	Board Meeting	Agreement compliance	Achieved
International Speaker on Bullying and Relationships – Trevor Romain (5-15a)	5/11/15-5/14/15	Chief Officers, Board, & Coord Cultural Capacity	Middle School Staff and Students	Team members & Stakeholders	Middle School Principals	Observed student outcomes	Achieved
Designated Administrator EOY Compliance Verification (5-15b)	5/29/15	Chief Officers, Board, & Coord Cultural Capacity	Coord Cultural Capacity, Zone Leaders, and DA's	Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DA's	Achieved
Designated Administrator 2015-2016 Compliance Overview (6-15a)	6/5/15	Chief Officers, Board, & Coord Cultural Capacity	Coord Cultural Capacity, Zone Leaders, and DA's	Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DA's	Achieved
DOJ Annual Report/Semester Report (7-15a)	7/10/15	Chief Officers, Board, & Coord Cultural Capacity	CEO Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved





# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
District Response to DOJ Guidance (8-15a)	8/1/15	Chief Officers, Board, & Dir. of Culture & Services	Board Approval & DOJ Acceptance	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved
Implement DOJ Guidance (8-15b)	8/1/15	Chief Officers, Board, & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Policy and Process Implementation	Achieved
Restorative Practices Council Reconvened (8-15c)	8/12/15	Chief Officers, Board, & Dir. of Culture & Services	Council Participants	Team members & Stakeholders	Board Meeting	Participation & planning	Achieved
School & District Accountability Committee Training (8-15d)	8/27/15	Chief Officers, Board, & Dir. of Culture & Services	Colorado Department of Education	Team members & Stakeholders	Board Meeting	Community Participation	Achieved
★ Implement New Expulsion Hearing process (9-15a)	9/21/15	Chief Officers, Board, Dir. of Culture & Services, & Dir. of Individualized Education	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Restorative Outcomes for Students	Achieved
Cultural Capacity Initiative – DOJ Update	9/23/15	Chief Officers, Board, & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Board Milestone Approval	Achieved
Attend Natl. Assoc. of Multicultural Ed Conference (9-15b)	9/30-10/3/15	Dir. of Culture & Services	Chief Officer Approval	Budget	Community education	Professional Development	Achieved
NACEP Natl. Conference Presentation on Inclusive Concurrent Enrollment (10-15a)	10/27/15	Chief Education Officer & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	National Audience of Concurrent Enrollment Schools	Attendee Feedback	Achieved

The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
American Association of Employment in Education Conference and job Fair (11-15a)	11/7/-11/10/15	Dir. of Human Resources, & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	HR Processes and Practices	Cultivating a more diverse work force	Ongoing
★ Department of Justice Visit (11-15b)	11/17-11/19/15	DOJ Representative, Region VII Equity Assistance Center, & D49 Stakeholder Team	DOJ, BOE, and Chief Officer Agreement	Team members & Stakeholders	DOJ Feedback	DOJ exposure to D49's transparent culture	Achieved
★ Restorative Practices Overview to BOE (12-15a)	12/10/15	D49 Community, BOE, and Chief Officers	Chief Officer Approval	Team members & Stakeholders	Board Meeting	Increasing community and BOE understanding	Achieved
Educating Children of Color Summit (1-16a)	1/16/16	Chief Education Officer & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	Professional Development	Multicultural Education exposure opportunity	Achieved
School District Equity Leadership presentation (Principal Induction) (1-16b)	1/20/16	Dir. of Culture & Services	Exec. Dir. of Learning Services	Principal Inductees	Leadership Training	Exposing leaders to an equity perspective	Achieved
National Conference on Education (2-16a)	2/10/-2/13/16	Chief Education Officer & Dir. of Culture & Services	Chief Officer Approval	Team members & Stakeholders	Professional Development	Benchmarking D49 practices against other districts nationally	Achieved
RAMP/DSEM merges w/ DAAC Conduct & Discipline subcommittee (3-16a)	3/8/16	District Accountability Advisory Committee (DAAC)	DAAC Approval	Team members & Stakeholders	Board Meeting	Community Engagement	Achieved
African American Youth Leadership Conference (3-16b)	3/12/16	D49 Community	AAYLC Committee	Team members & Stakeholders	Community Outreach	Community Engagement	Achieved
DoDEA Grant process begins (Restorative Practices) (3-16c)	3/18/16	Military Child Education Coalition (MCEC) Technical Assistance Center & D49	MCEC & D49 Grant Team	Team members & Stakeholders	Board Meeting	Grant Application Initiation	Achieved
★ Colorado Attorney General (AG) - state school conduct & discipline manual (4-16a)	4/7/16	Colorado AG's office & selected School District's	Dir. of Culture and Services	Team members & Stakeholders	Board Meeting	Participation in a state level process improvement effort	Achieved

The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Title IX Training (4-16b)	4/13/-4/14/16	Region VII Equity Assistance Center, & D49 Stakeholders	Chief Officer Approval	Team members & Stakeholders	Train-the-Trainer	Increase district awareness of Title IX	Achieved
Restorative Practices Resolution (4-16c)	4/14/16	BOE & Chief Officers	BOE Approval	Team members & Stakeholders	Board Meeting	Board Adoption	Achieved
Restorative Practices Training (4-16d)	4/18/-4/21/16	Dir. of Culture and Services	Chief Officer Approval	Team members & Stakeholders	Professional Development	Enhanced RP Body of Knowledge from IIRP	Achieved
DODEA Grant Submission (Restorative Practices) (4-16e)	4/22/16	Military Child Education Coalition (MCEC) Technical Assistance Center & D49	MCEC & D49 Grant Team	Team members & Stakeholders	Board Meeting	Grant Application Submission	Achieved
Revised Policies Related to Restorative Practices presented to BOE(4-16f)	4/27/16	Chief Officers, Board, & Dir. of Culture & Services	BOE Approval	Team members & Stakeholders	Board Meeting	Board Adoption	Achieved
KCMJ Peace & Justice Hour Radio Program (Restorative Practices) (5-16a)	5/10/16	Dir. of Culture and Services	KCMJ Radio	Team members & Stakeholders	Colorado Springs Local Radio Broadcast	Community Transparency	Achieved
End of Year Verification – Building Cultural Capacity Course Completion (5-16b)	5/31/16	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
End of Year Verification – Perspectives for a Diverse America Intervention Completion (5-16c)	5/31/16	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
2 <sup>nd</sup> Annual Report to the DOJ (7-16a)	7/1/2016	Chief Officers, Board, & Dir. of Culture & Services	CEO Approval & DOJ Acceptance District 49	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved
DOJ Response to the 2 <sup>nd</sup> Annual Report to the DOJ (7-16b)	7/31/16	DOJ	DOJ Review	DOJ	Response Letter	Feedback and guidance	Achieved

The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
Designated Administrator 2016-2017 Compliance Overview (8-16a)	8/1/16	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services, Zone Leaders, and DA's	Team members & Stakeholders	CEO, Zone Leaders, & Email	100% Compliance for DA's	Achieved
Appointment of New Designated Administrators (New Principals) (8-16b)	8/11/16	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services and Dir. of Human Resources	Team members & Stakeholders	Email	100% Compliance for New DA's	Achieved
DoDEA Restorative Practices Grant Award Implementation Begins (8-16c)	8/15/16	Dir. of Culture and Services	Dir. of Culture and Services	Team members & Stakeholders	CEO, RAMP Council, and Director of Human Resources	RP Plan Development	Ongoing
Search process for MSTC and BRIGHT PM (9-16a)	9/1/-9/30/16	Dir. of Culture and Services	Search team	Team members & Stakeholders	Dir. of Human Resources	Successful hiring of candidates for each position.	Achieved
Hiring and onboarding of the MSTC and BRIGHT PM (10-16a)	10/1/-10/31/16	Dir. of Culture and Services	Dir. of Culture and Services	Team members & Stakeholders	Dir. of Culture and Services	Successful onboarding of each position.	Achieved
Presented on restorative practices at Colorado School Counselor's Association (11-16a)	11/11/16	Dir. of Culture and Services	Dir. of Culture and Services and Dir. of Safety and Security	Team members & Stakeholders	External Presentation	Successful audience engagement	Achieved
Restorative Practices Train the Trainer course (1-17a)	1/31/-2/13/17	CEO and Dir. of Culture and Services	BRIGHT Implementation Team	Team members & Stakeholders	IIRP training	Successful certification of attendees	Achieved
Presented on restorative practices at National Youth At-Risk Conference (3-17a)	3/5/-3/8/17	CEO and Dir. of Culture and Services	CEO and Dir. of Culture and Services	Team members & Stakeholders	National Presentation	Successful audience engagement and follow on networking	Achieved
District RP Leadership team training (3-17b)	3/10/17	CEO and Dir. of Culture and Services	BRIGHT Implementation Team	Team members & Stakeholders	Basic RP Course delivery	Successful course delivery	Achieved
Visit by DOJ representative (4-17a)	4/17	Chief Officers, Board, & Dir. of Culture & Services	Dir. of Culture and Services, Zone Leaders, and DA's	Team members & Stakeholders	C-3 and Email	Successful visit	Achieved



The Best Choice to Learn, Work and Lead



# Action Plan



Task	Deadline	Responsible:	Resources	Resource Category	Communication	Success Measure	Results
<i>Specified or Implied Actionable Task</i>	<i>Milestone achievement date (Achieved or Projected)</i>	<i>Stakeholders and/or Process Champion</i>	<i>Resources Required</i>	<i>Example 1. Budget 2. Stakeholders 3. Team Members, Etc.</i>	<i>District's means, methodology, and medium to communicate progress, results, and interferences</i>	<i>What is the criteria for success or failure?</i>	<i>Fully, Partially, or Not Achieved (For Partially or Not Achieved add notes on what remains to be done)</i>
End of Year Verification – Building Cultural Capacity Course Completion (5-17a)	5/31/17	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
End of Year Verification – Perspectives for a Diverse America Intervention Completion (5-17b)	5/31/17	Chief Officers, Board, & Dir. of Culture & Services	Designated Administrators, & Dir. of Culture and Services	Team members & Stakeholders	Verification Letters	100% Compliance	Achieved
3 <sup>rd</sup> Annual (Final) Report to the DOJ (7-17a)	7/1/17	Chief Officers, Board, & Dir. of Culture & Services	CEO Approval & DOJ Acceptance District 49	Team members & Stakeholders	Board Meeting	Documentation of Interventions	Achieved
★ DOJ Response to the 3 <sup>rd</sup> Annual (Final) Report to the DOJ (7-17b)	7/31/17	DOJ	DOJ Review	Team members & Stakeholders	Release Letter 03/07/2018	Feedback, guidance, and contract termination	Achieved
District Internal Review and implementation of DOJ contract lessons learned	8/2/17	Chief Officers, Board, & Dir. of Culture & Services	Chief Officers, Board, & Dir. of Culture & Services	Team members & Stakeholders	Baldrige Continuous Improvement Process	Continued Proactive Strategies to address harassment and discrimination	Pending

## Learn, Work, and Lead

- D49-DOJ Agreement Signed 10/14/14 (monitoring and reporting relationship begins)
  - Designated Administrator Program Established to Support Monitoring (08/25/14 implementation)
  - Multicultural Interventions for Work Family and Students Phased In (2-yr implementation)
- RP Resolution Adopted by BOE and Discipline Policies Updated (2015-16 SY implementation)
- D49-DOJ Agreement Terminated 03/07/18 (monitoring and reporting relationship ends)
- District Determined Courses of Action to Continue to Improve Culture and Climate

The Best Choice to Learn, Work and Lead



**BOARD OF EDUCATION ITEM 9.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Ron Lee, Director of 3B MLO

**TITLE OF AGENDA ITEM:** 3B MLO Projects Update

**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:**


<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	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:** March 29, 2018





# 3B / MLO & Priority 2 Capital Construction Progressive Update

*Ron Lee, Director of 3B/MLO Capital Construction*

*April 2018*

The Best Choice to Learn, Work and Lead

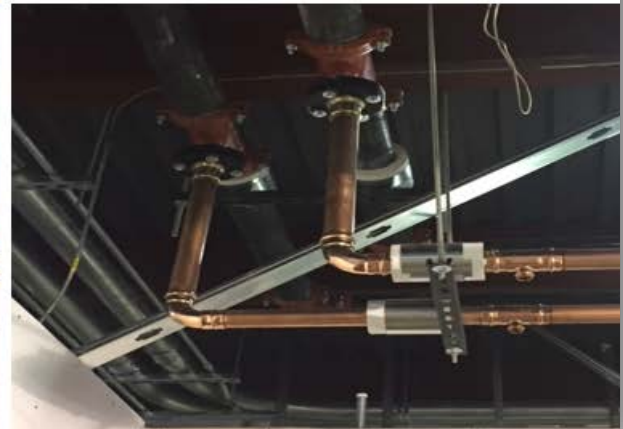




## BENNETT RANCH ELEMENTARY -



- Some exterior finishes are being installed
- Parking lot lights are set in place
- Large "chiller" air conditioning unit has been set
- Interior sheetrock continues as well as HVAC systems



The Best Choice to Learn, Work and Lead

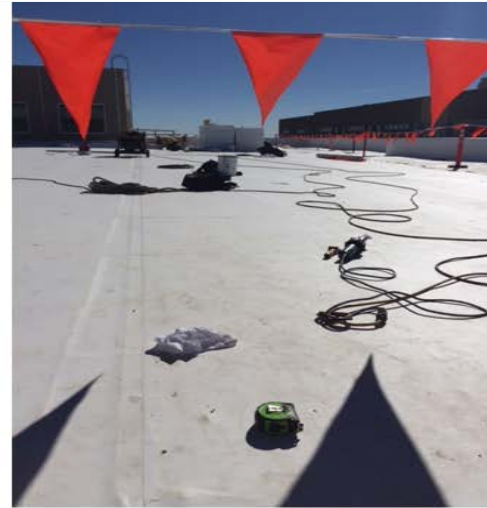




## FALCON HIGH -



- New addition has roofing & insulation nearly complete
- Interior walls being sheet rocked
- Mechanical, Electrical & Plumbing systems are progressing
- Construction work is on schedule



The Best Choice to Learn, Work and Lead





## SAND CREEK HIGH -

- Received new physical training equipment and furniture



The Best Choice to Learn, Work and Lead





## VISTA RIDGE HIGH -

- All additions are nearly “dried-in”
- Concrete floors have been poured
- Mechanical systems are being installed
- Auditorium has grown to a full size space with back of stage and drama shop areas



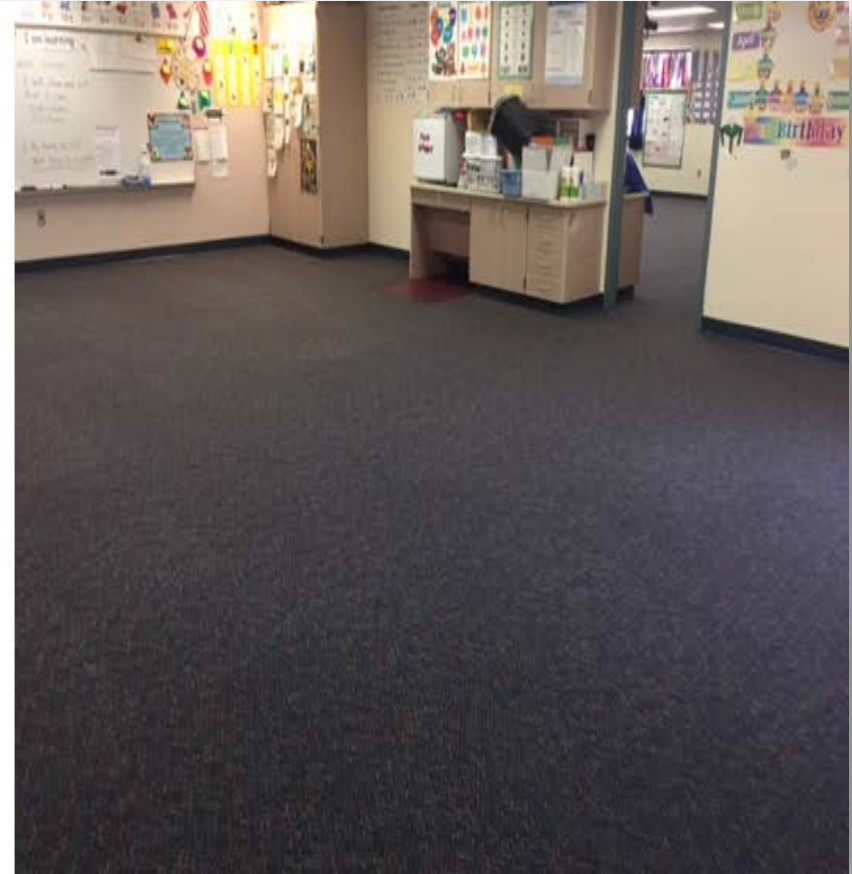
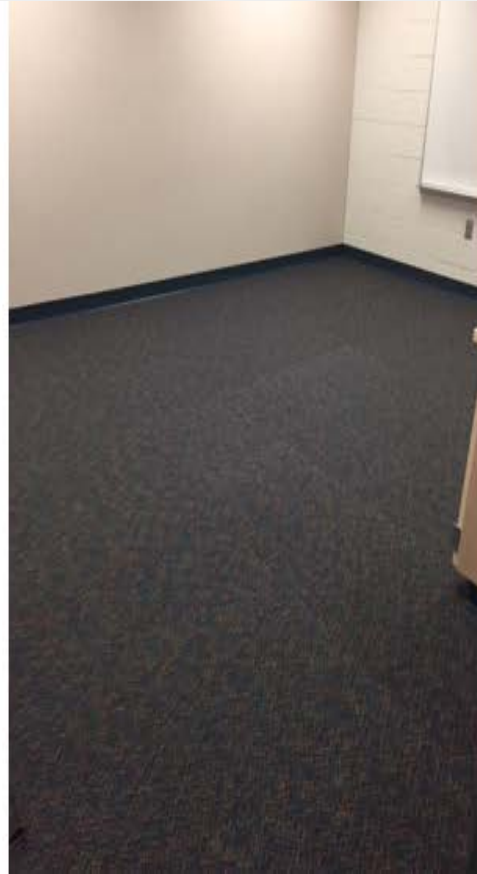
The Best Choice to Learn, Work and Lead





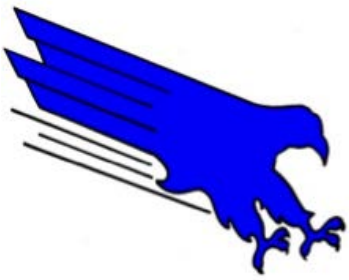
## SPRINGS RANCH ELEM -

- Carpeted additional classrooms



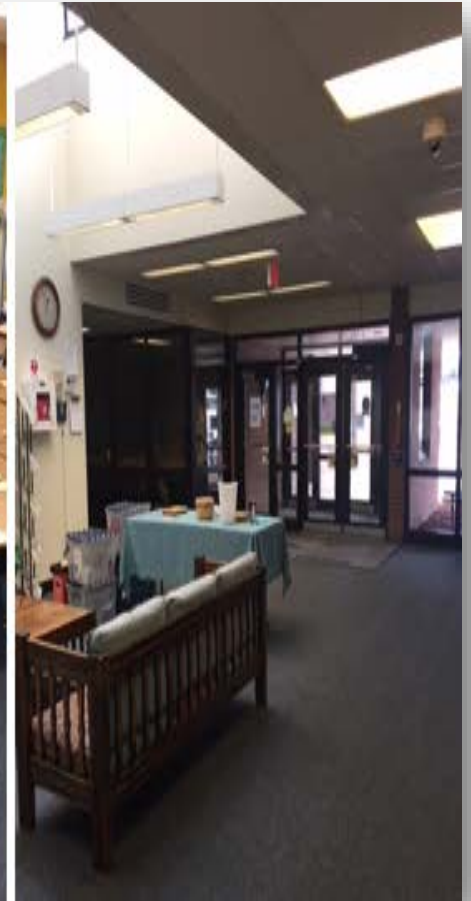
The Best Choice to Learn, Work and Lead





## STETSON ELEM -

- 2 classroom wings had new carpet installed
- Safe Entry plans @ RBD, scheduled for Summer Break



The Best Choice to Learn, Work and Lead





## WOODMEN HILLS ELEM -

- Bus Loop substantially completed, staff parking to be striped and signage to be installed



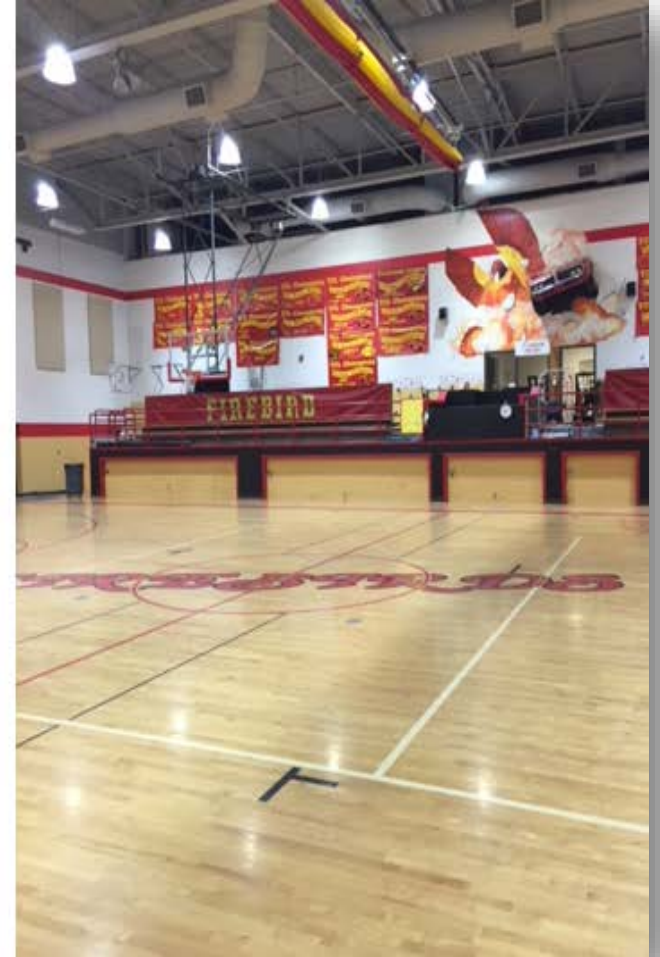
The Best Choice to Learn, Work and Lead





## FALCON MIDDLE -

- New sound system and LED lights installed in the Gym



The Best Choice to Learn, Work and Lead





## FALCON ELEM -

- Chilled water hydration station installed



The Best Choice to Learn, Work and Lead

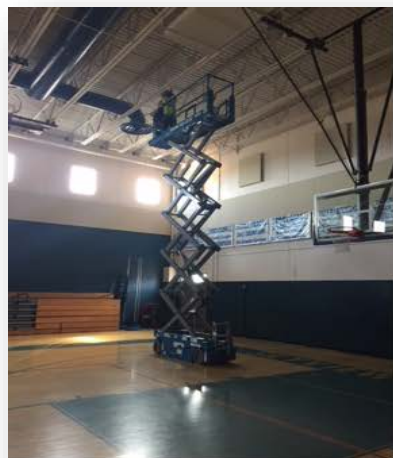




## SKYVIEW MIDDLE -



- Additional classrooms & restrooms painted in their lower wing
- New carpet in Band and Vocal areas
- Gym lights were replaced with new LED lights!



The Best Choice to Learn, Work and Lead





## EVANS ELEM -



- Evans replaced (3) Rooftop Heating and air conditioning Units



The Best Choice to Learn, Work and Lead





## MERIDIAN RANCH ELEM -



- Blue Ribbon Winner! Had the most work completed over Spring Break
- (3) Restroom groups refreshed with new flooring, partitions and paint



The Best Choice to Learn, Work and Lead





## MERIDIAN RANCH ELEM -



- Blue Ribbon Winner! Had the most work completed over Spring Break
- (14) Classrooms carpeted



The Best Choice to Learn, Work and Lead





## MERIDIAN RANCH ELEM -



- Blue Ribbon Winner! Had the most work completed over Spring Break
- New Safe Entry completed



The Best Choice to Learn, Work and Lead



## SNEEK PEAK @ VISTA DEL PICO ELEM -



- A sneak peak at our neighborhood around Vista Del Pico –
- Lots of dirt is being moved around for another future school!



The Best Choice to Learn, Work and Lead



The background of the slide features a close-up, high-angle shot of several rolled-up architectural blueprints. The blueprints are white with black lines and text, showing various technical drawings and measurements. They are arranged in a way that creates a sense of depth, with some rolls in the foreground and others receding into the background. The lighting is soft, highlighting the texture of the paper and the precision of the drawings.

**Thank you for your  
time this evening.**

**Questions?**

Ron Lee, Director of 3B/MLO Capital Construction

**The Best Choice to Learn, Work and Lead**



## **Project Update Report**

**Project Name:**

**District 49 Schools – P3 & P4 Projects**

Wember Inc. Project Number:

2016.63

Issue Date:

April 03, 2018

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**

- Furniture has been installed in the Library. Additional Library shelving and cafeteria tables are being ordered for summer delivery.
- Phase 3 work (Summer 18) is scheduled to begin the week of May 28.

#### **Bennett Ranch**

- Londonderry construction is underway.
  - Roofing is nearing completion.
  - Exterior building wrap is complete.
  - Above ceiling Mechanical and Plumbing is being insulated.
  - Wall framing is nearing completion. Drywall is being installed and some areas the drywall is being finished.
  - Door frames are installed.
  - Exterior and interior storefront glass have been measured and are being installed
  - Regular Commissioning meetings and site observations are occurring.
- Remainder of fixtures and equipment are being coordinated and ordered for summer install.

#### **Falcon High**

- Contingency is low as previously reported. Currently approx. 60% of the contingency has been spent.
- Construction is in progress and on schedule.
  - Roof is complete and building is nearly dried in from outside elements.
  - Above ceiling rough-in is nearing completion.
  - Exterior storefront is nearing completion.
  - Walls are framed.
  - Drywall is being installed.
- Final furniture selection is being finalized.

#### **Vista Ridge**

- Contingency is as anticipated. Currently approx. 42% of the contingency has been spent.
- Construction is in progress and on schedule.
  - New stage as been poured at the Theater space.
  - Mechanical and Electrical rough-in is complete in the Theater space.
  - Mechanical and Electrical rough-in has started.
  - Underground utilities are nearing completion.
  - Gym roof is dried in.
  - Slab pour for the gym and Multi-Purpose Room are taking place.
  - Steel framing at the Theater addition is taking place.
  - Framing inside the Theater will be taking place this month.

#### **Vista Del Pico**

- Construction documents have been issued. Drawings have been submitted for a Superstructure Permit Review.
- Construction Trailer is on-site.
- Dirt is being brought to the site and rough grading is taking place.



**Overall Budget**

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Bennett Ranch Elementary	\$23,300,000.00	\$21,971,726.77	\$1,297,536.40	\$30,736.83	\$12,137,743.47
B	Falcon High School	\$5,650,000.00	\$5,435,739.11	\$214,259.44	\$1.45	\$3,549,648.82
C	Sand Creek High School	\$4,850,000.00	\$4,686,735.92	\$162,334.50	\$929.58	\$3,995,143.77
D	Vista Del Pico Elementary	\$24,400,000.00	\$5,517,588.50	\$18,861,316.00	\$21,095.50	\$961,117.83
E	Vista Ridge High School	\$7,000,000.00	\$6,632,721.72	\$367,274.00	\$4.28	\$3,661,819.35
	<b>Total</b>	<b>\$65,200,000</b>	<b>\$44,244,512</b>	<b>\$20,902,720</b>	<b>\$52,768</b>	<b>\$24,305,473</b>

- 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**

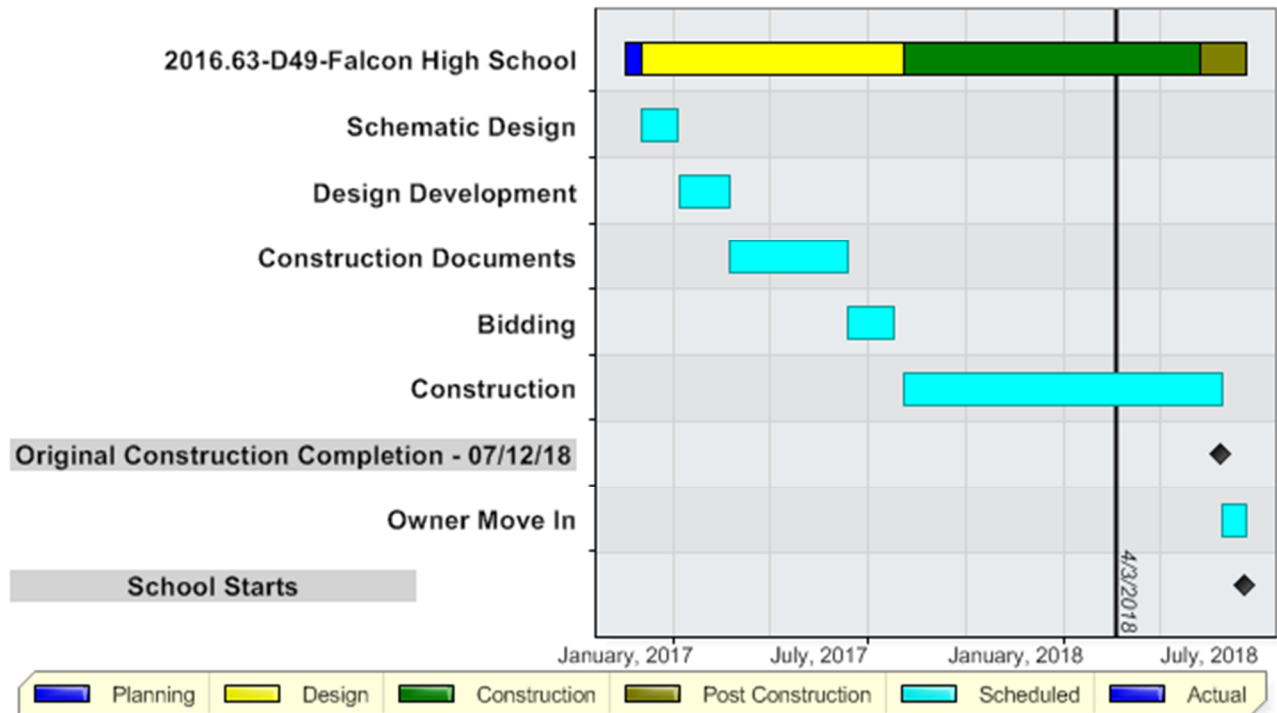
- Finalize Furniture on the following projects: Falcon High School & Sand Creek High School. Complete the orders for this furniture to ensure a summer delivery.
- Finalize list of all Owner supplied equipment on Bennett Ranch, Falcon High, and Vista Ridge. Also incorporate that into the master schedule with order times.
- Review Security (glazing, necessary window films, roller shades) all Bennett Ranch, Falcon High, and Vista Del Pico with District Security Staff
- Vista Del Pico to begin building permit reviews.
- Work with Brian Smith & Sue Holmes to review curriculum and cost at Bennett Ranch.
- Finalize Sand Creek Phase 3 Schedule with Nunn construction. Work to begin once students are released for summer break.

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.



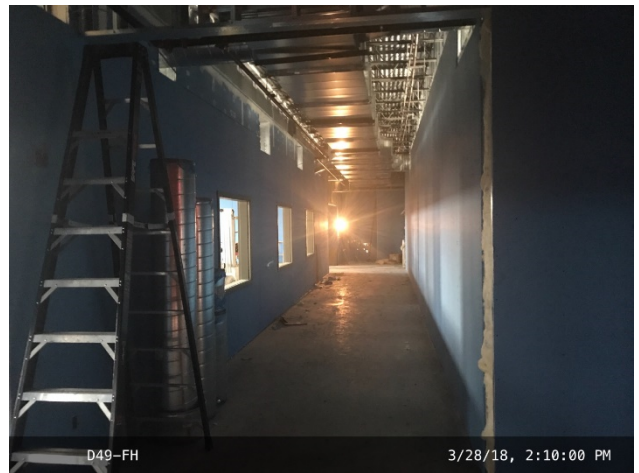
### Falcon High School Financial

		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	\$701,530.00	\$15,698.00	\$0.00	\$562,211.67
C	Construction	\$4,702,832.56	\$4,626,857.00	\$0.00	\$0.00	\$2,970,597.60
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	\$88,561.44	\$0.00	\$88,561.44	\$0.00	\$0.00
	<b>Total</b>	<b>\$5,650,000.00</b>	<b>\$5,347,663.55</b>	<b>\$214,259.44</b>	<b>\$1.45</b>	<b>\$3,549,648.82</b>

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



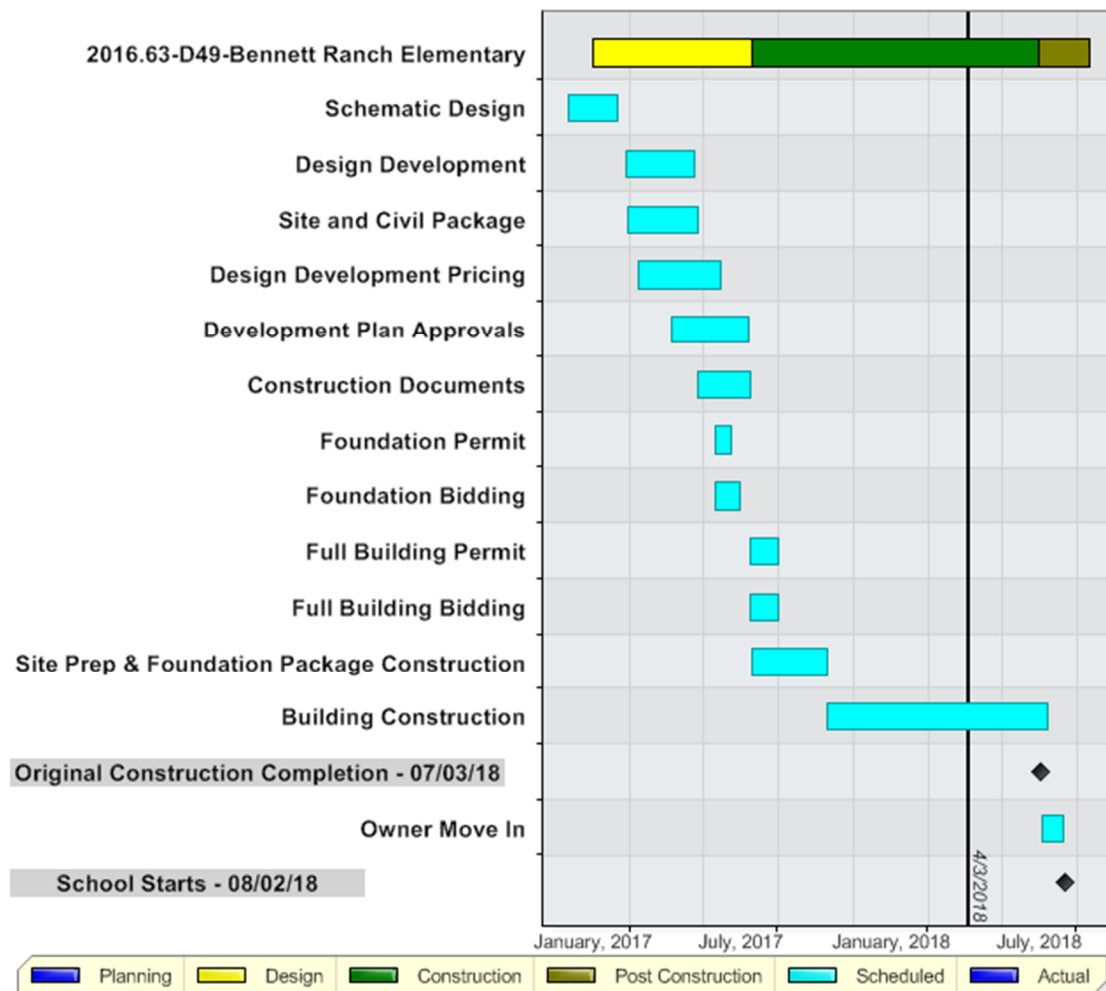
## Falcon High School





### 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	\$3,136,344.92	\$34,790.00	\$1,404.08	\$2,686,382.48
C	Construction	\$17,872,811.00	\$17,872,811.00	\$0.00	\$0.00	\$9,366,134.24
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	\$521,300.66	\$325,000.00	\$3,699.34	\$0.00
F	Technology	\$350,000.00	\$0.00	\$350,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$571,268.00	\$0.00	\$571,268.00	\$0.00	\$0.00
Total		\$23,300,000.00	\$21,971,726.77	\$1,297,536.40	\$30,736.83	\$12,137,743.47

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



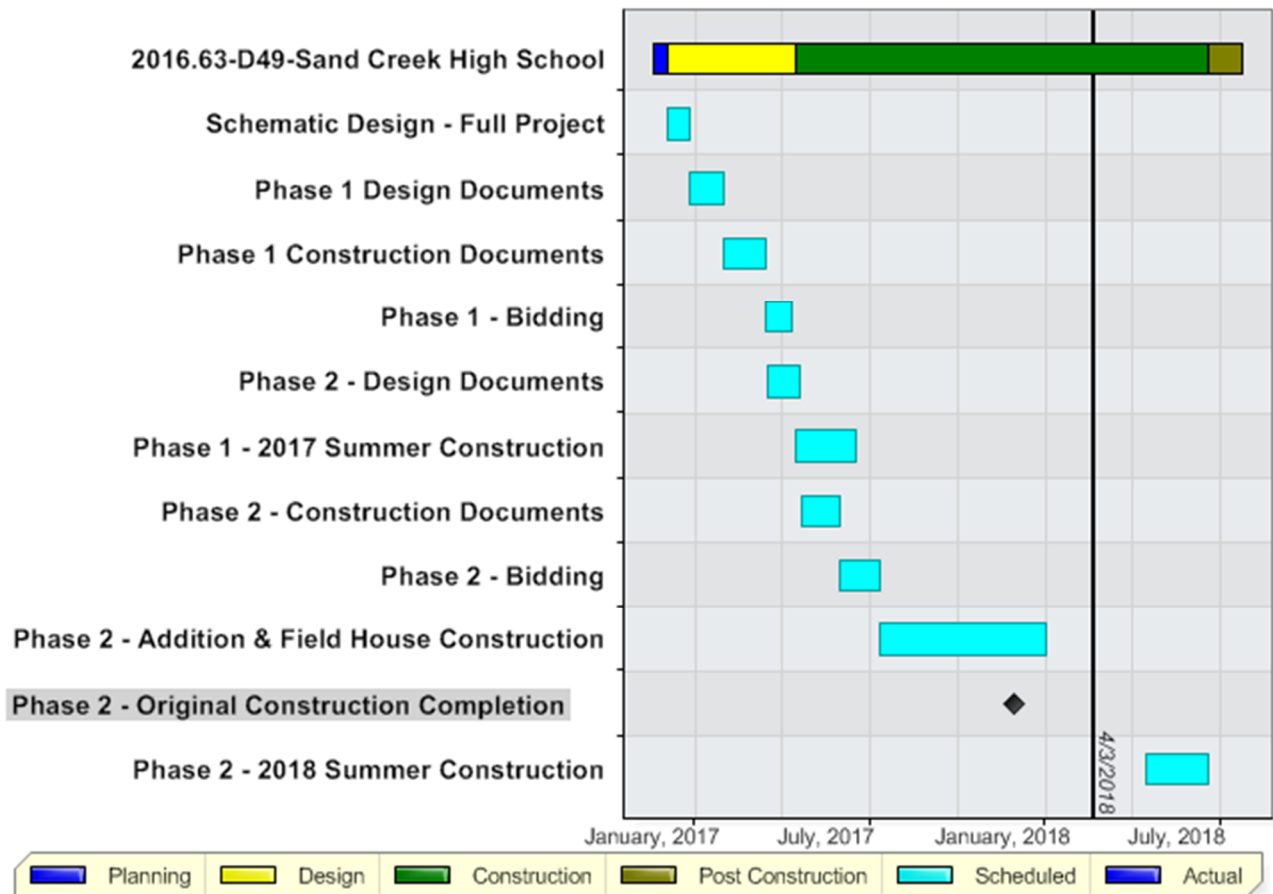
**Bennett Ranch Elementary**





### 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

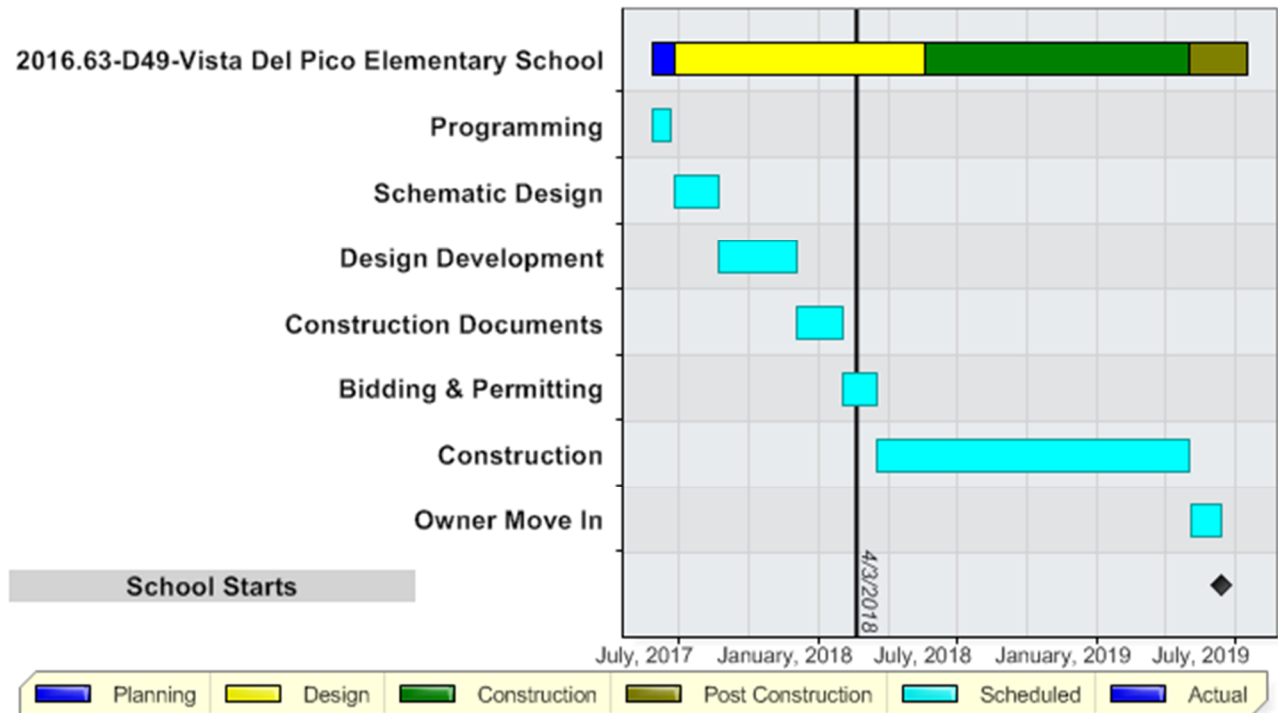
		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$647,256.50	\$625,171.00	\$2,000.00	\$117.00	\$543,156.96
C	Construction	\$3,738,689.74	\$67,585.75	\$0.00	\$0.25	\$3,199,140.58
D	Permits & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixtures & Equip	\$303,111.00	\$266,777.02	\$35,522.74	\$811.24	\$223,576.28
F	Technology	\$75,000.00	\$19,599.96	\$55,400.00	\$0.04	\$12,740.00
G	Contingencies & Escalation	\$69,411.76	\$0.00	\$69,411.76	\$0.00	\$0.00
	<b>Total</b>	<b>\$4,850,000.00</b>	<b>\$995,663.68</b>	<b>\$162,334.50</b>	<b>\$929.58</b>	<b>\$3,995,143.77</b>

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



### Vista 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

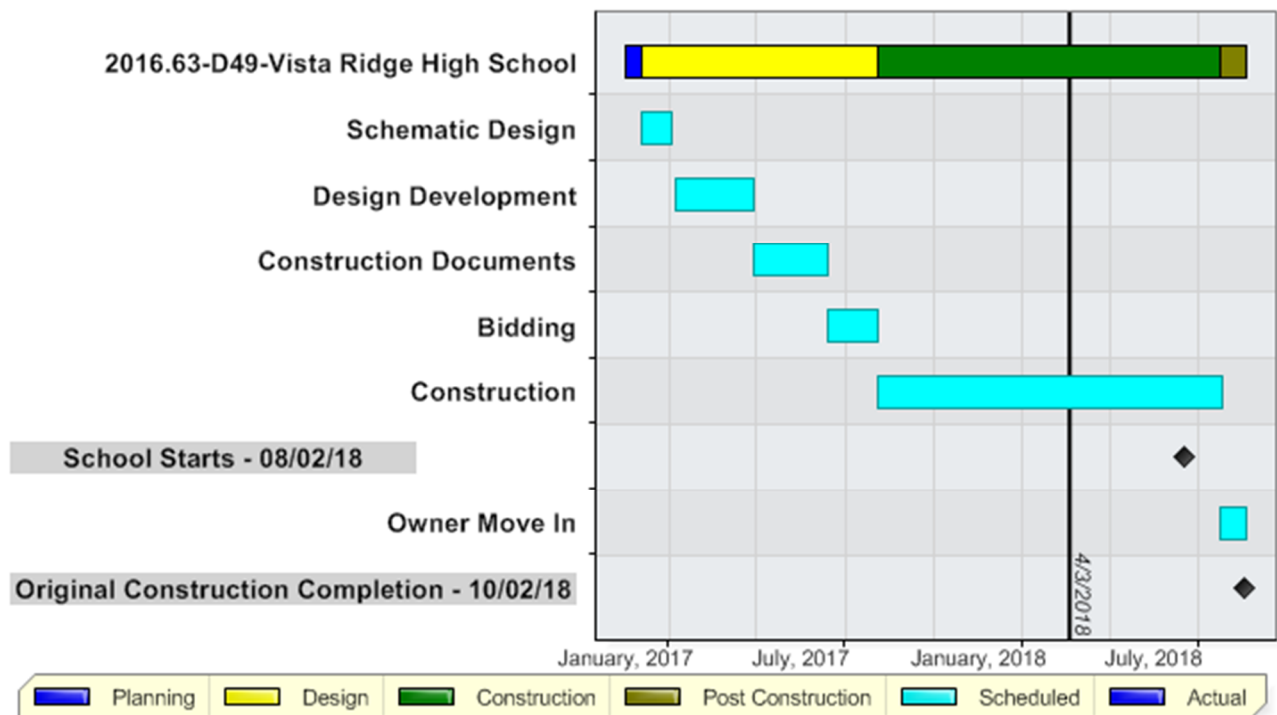
		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
B	Professional Services	\$1,949,025.00	\$1,829,929.00	\$101,696.00	\$17,400.00	\$922,544.33
C	Construction	\$19,900,000.00	\$3,670,312.00	\$16,229,688.00	\$0.00	\$27,000.00
D	Permits & Fees	\$319,975.00	\$17,078.50	\$299,201.00	\$3,695.50	\$11,304.50
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
	<b>Total</b>	<b>\$24,400,000.00</b>	<b>\$5,517,588.50</b>	<b>\$18,861,316.00</b>	<b>\$21,095.50</b>	<b>\$961,117.83</b>

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151>



### Vista Ridge High School Schedule

Below are some of the key milestone dates. The master more detailed schedule is in progress and should be done before the end of the month.



### Vista Ridge High School Financial

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	Professional Services	\$883,517.00	\$870,395.00	\$13,122.00	\$0.00	\$666,680.13
C	Construction	\$5,745,236.00	\$5,745,232.00	\$0.00	\$4.00	\$2,978,044.50
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	\$249,352.00	\$0.00	\$249,352.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$7,000,000.00</b>	<b>\$6,632,721.72</b>	<b>\$367,274.00</b>	<b>\$4.28</b>	<b>\$3,661,819.35</b>

- All contracts, invoices, and documents to date are available on Owner Insite  
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150>



Vista Ridge High School





## Project Update Report

**Project Name:**  
Wember Inc. Project Number:  
Issue Date:

**District 49 Schools – P2 Projects**  
2016.63  
April 04, 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 April 3<sup>rd</sup>, 2018
- Full Schedule of Projects and Project Planning is attached.

### Budget Key

<b>Initial Budget</b>	Approved Budget for the MLO approved by the schools SAC.
<b>Current Forecast</b>	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
<b>Committed Cost</b>	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
<b>Projected to Complete</b>	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
<b>Projected (Over)/Under</b>	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

### Other Definitions

- GC - General Contractor  
 HVAC - Heating, Ventilation, & Air Conditioning  
 Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.  
 Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

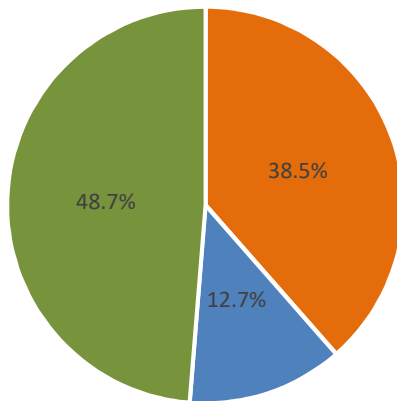


**Overall P2 Budget Summary**

			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	\$3,764,092.90	\$1,673,215.54	\$687,191.56
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,111,893.00	\$0.00	\$266,107.00
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$993,907.53	\$1,141,976.22	\$305,116.25
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$533,863.50	\$475,287.32	\$30,349.18
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$534,127.87	\$35,452.00	\$1,420.13
	A.5	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$590,301.00	\$20,500.00	\$84,199.00
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$2,677,711.33	\$1,861,036.78	\$244,251.89
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$719,411.74	\$298,438.26	\$149,650.00
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$733,642.44	\$776,326.85	\$39,530.71
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$337,296.08	\$34,800.00	\$11,903.92
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$497,603.53	\$157,720.50	\$25,175.97
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$389,757.54	\$593,751.17	\$17,991.29
C	Sand Creek Zone		\$6,946,500.00	\$6,946,500.00	\$3,249,260.09	\$3,241,514.39	\$455,725.52
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$2,711,500.00	\$481,976.80	\$1,981,969.46	\$247,553.74
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,296,787.75	\$240,000.00	\$1,712.25
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$407,854.61	\$730,776.88	\$91,868.51
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$673,466.25	\$64,269.75	\$53,764.00
	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	\$728,628.83	\$276,030.00	\$149,341.17
	D.1	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$63,161.39	\$10,000.00	\$2,338.61
	D.2	FLC - Falcon Legacy Campus	\$990,000.00	\$990,000.00	\$613,758.90	\$258,530.00	\$117,711.10
	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	\$578,370.00	\$43,300.58
	E.1	BLA - Banning Lewis Ranch Academy	\$444,000.00	\$444,000.00	\$0.00	\$409,100.00	\$34,900.00
	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	\$10,933,822.57	\$7,630,166.71	\$1,481,010.72

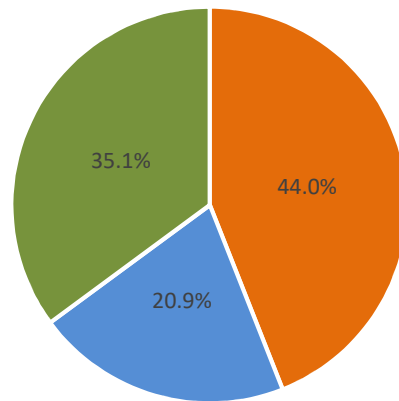


Falcon Zone



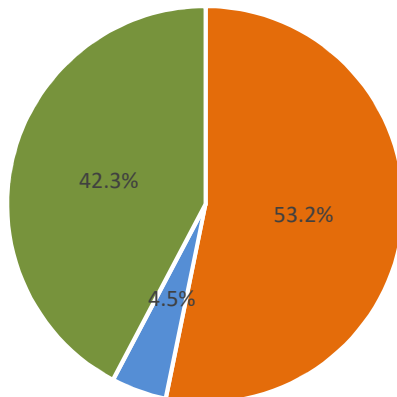
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



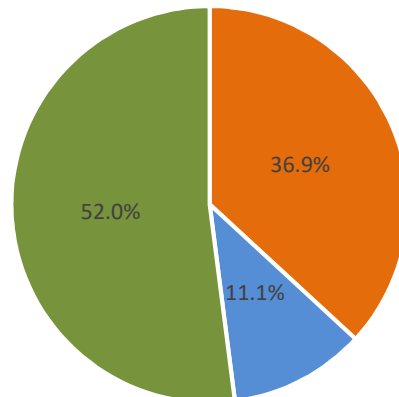
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

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

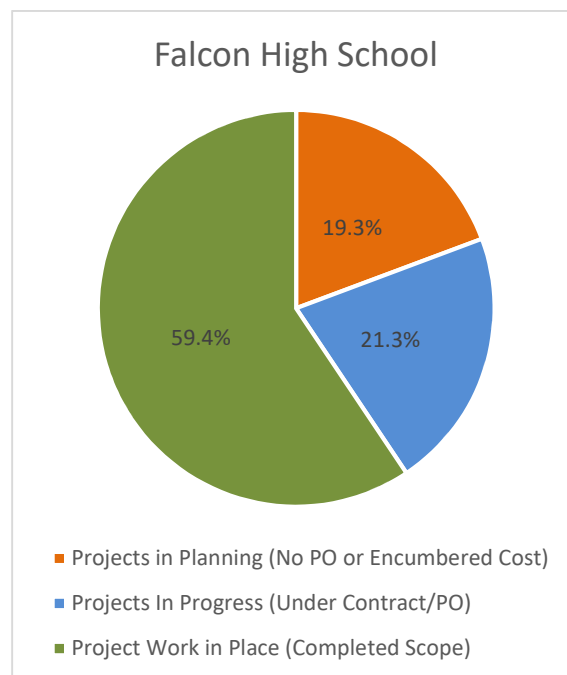


- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)



### Falcon High School P2 Financial

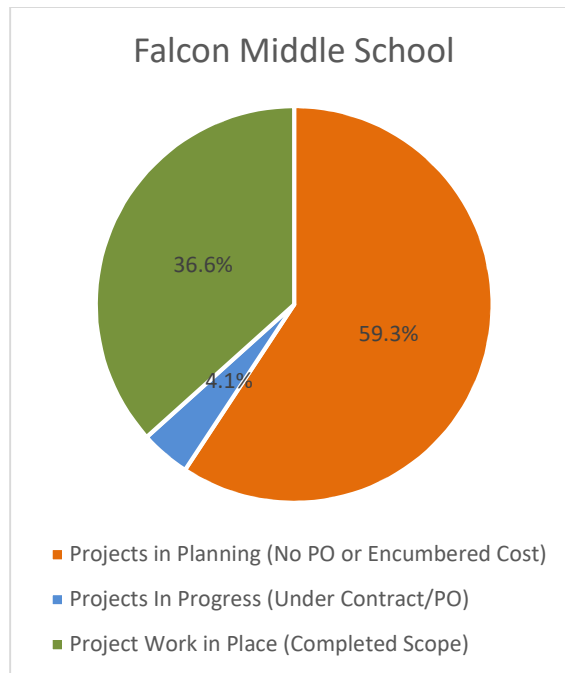
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	FHS-01-HVAC System	\$200,000.00	\$210,670.00	\$210,670.00	\$0.00	\$0.00
A.1.B	FHS-02-Turf Baseball Field	\$633,000.00	\$633,000.00	\$602,018.00	\$0.00	\$30,982.00
A.1.C	FHS-03-Flooring	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.D	FHS-04-Paint - Interior Classrooms & Gym	\$70,000.00	\$70,000.00	\$70,000.00	\$0.00	\$0.00
A.1.E	FHS-05-Paint - Exterior Doors & Trim	\$15,000.00	\$29,205.00	\$29,205.00	\$0.00	\$0.00
A.1.F	FHS-06-Lighting & Automation	\$100,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00
A.1.G	FHS-07-Auditorium Lights & Sounds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
A.1.H	FHS-Contingency - Unallocated Funds	\$260,000.00	\$235,125.00	\$0.00	\$0.00	\$235,125.00
	<b>Total</b>	<b>\$1,378,000.00</b>	<b>\$1,378,000.00</b>	<b>\$1,111,893.00</b>	<b>\$0.00</b>	<b>\$266,107.00</b>





### Falcon Middle School P2 Financial

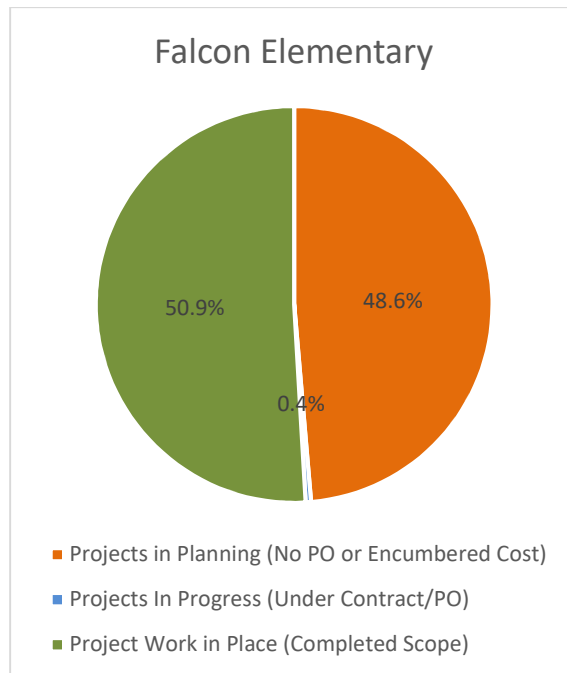
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.2.A	<u>FMS-01-Library/Office Reconfigure - Bldg Efficiency</u>	\$600,000.00	\$703,620.00	\$681,750.57	\$0.00	\$21,869.43
A.2.B	FMS-02-Science Lab - Bldg Efficiency	\$123,000.00	\$123,000.00	\$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	\$545.00	\$199,455.00	\$0.00
A.2.E	FMS-05-LED Fixture Upgrade -Lighting	\$250,000.00	\$250,000.00	\$52,208.28	\$197,791.72	\$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	\$31,535.00	\$0.00	\$43,465.00
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	\$47,349.00	\$12,651.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$346,375.00	\$239,781.00	\$0.00	\$0.00	\$239,781.00
	<b>Total</b>	<b>\$2,441,000.00</b>	<b>\$2,441,000.00</b>	<b>\$993,907.53</b>	<b>\$1,141,976.22</b>	<b>\$305,116.25</b>





### Falcon Elementary School P2 Financial

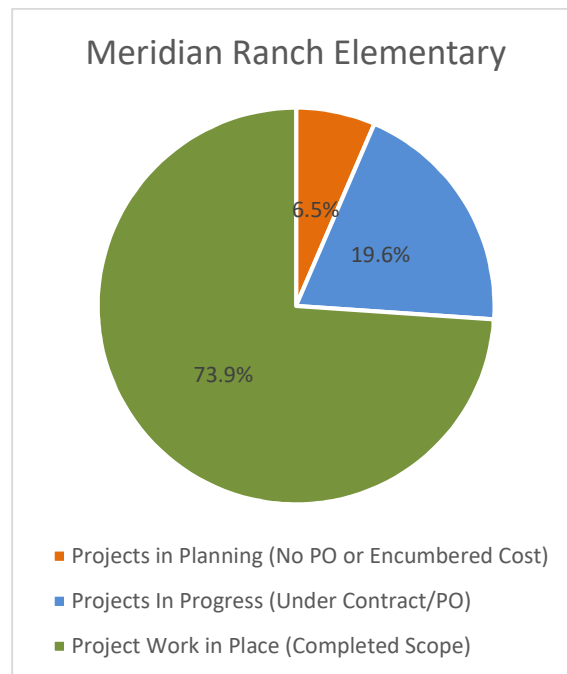
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	FES-01-Safe Entry	\$155,000.00	\$186,893.00	\$186,892.62	\$0.00	\$0.38
A.3.B	FES-02-Intercom System	\$71,000.00	\$64,098.00	\$64,097.13	\$0.00	\$0.87
A.3.C	FES-03-Refresh Exterior Play Area	\$278,000.00	\$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	\$5,161.07	\$0.00	\$2,838.93
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	\$27,509.00	\$0.00	\$0.00	\$27,509.00
	<b>Total</b>	<b>\$1,039,500.00</b>	<b>\$1,039,500.00</b>	<b>\$533,863.50</b>	<b>\$475,287.32</b>	<b>\$30,349.18</b>





**Meridian Ranch Elementary School P2 Financial**

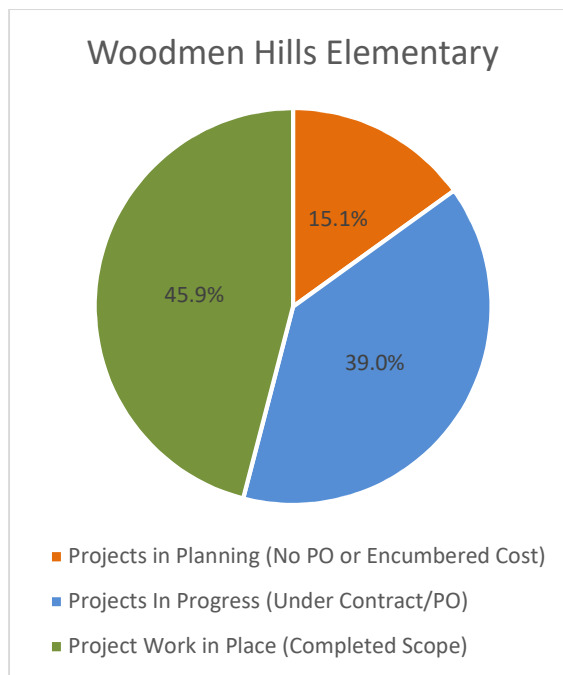
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.4.A	MRE-01-Paint Refresh	\$50,000.00	\$54,425.00	\$54,425.00	\$0.00	\$0.00
A.4.B	MRE-02-Flooring Refresh	\$222,924.00	\$236,540.00	\$236,540.00	\$0.00	\$0.00
A.4.C	MRE-03-Restroom Update	\$88,000.00	\$84,000.00	\$29,548.00	\$54,452.00	\$0.00
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
	<b>Total</b>	<b>\$571,000.00</b>	<b>\$571,000.00</b>	<b>\$534,127.87</b>	<b>\$35,452.00</b>	<b>\$1,420.13</b>





**Woodmen Hills Elementary School P2 Financial**

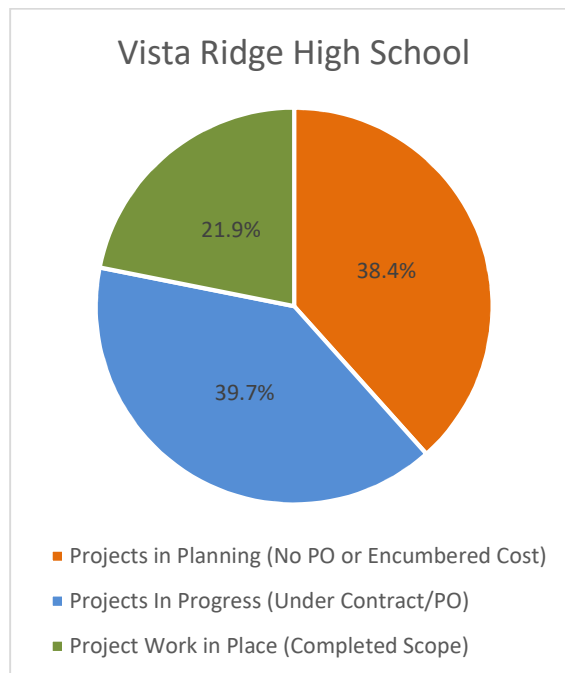
		<b>A</b> Initial Budget	<b>C</b> Current Forecast	<b>G</b> Committed Cost	<b>H</b> Projected To Complete	<b>I</b> Projected (Over)/Under
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
A.5.B	WHE-02-Flooring Refresh	\$206,412.00	\$224,674.00	\$224,674.00	\$0.00	\$0.00
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	\$245,910.00	\$0.00	\$14,090.00
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	\$23,389.00	\$0.00	\$0.00	\$23,389.00
A.5.G	WHE-07-Exterior Play Area Upgrade	\$128,625.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.H	WHE-08-LED Fixture Upgrade	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.I	WHE-Contingency - Unallocated Funds	(\$160,537.00)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$695,000.00</b>	<b>\$695,000.00</b>	<b>\$590,301.00</b>	<b>\$20,500.00</b>	<b>\$84,199.00</b>





**Vista Ridge High School P2 Financial**

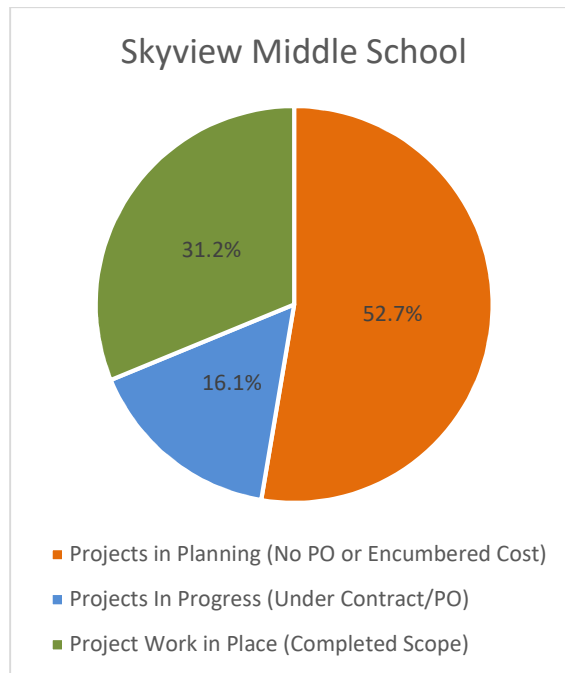
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	VRH-01-Security - Cameras, Storage & Lights	\$58,500.00	\$58,500.00	\$5,997.00	\$52,503.00	\$0.00
B.1.B	VRH-03-Auditorium Seating Upgrade	\$300,000.00	\$285,232.00	\$285,232.00	\$0.00	\$0.00
B.1.C	VRH-04-Auditorium Lighting Upgrade	\$175,000.00	\$189,768.00	\$189,768.00	\$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
	<b>Total</b>	<b>\$1,167,500.00</b>	<b>\$1,167,500.00</b>	<b>\$719,411.74</b>	<b>\$298,438.26</b>	<b>\$149,650.00</b>





**Skyview Middle School P2 Financial**

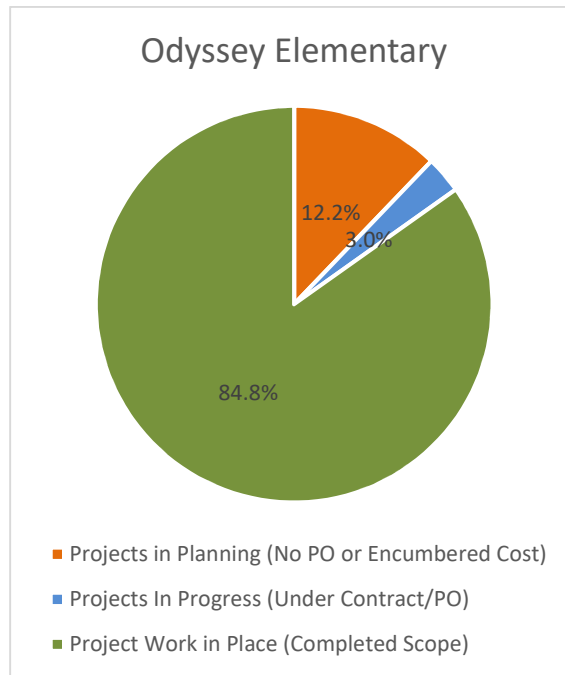
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	\$521,611.00	\$523,561.00	\$523,560.29	\$0.00	\$0.71
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$144,915.00	\$35,085.00	\$0.00
B.2.C	SMS-03-Security Entry	\$45,000.00	\$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	\$15,343.02	\$109,565.98	\$91.00
B.2.E	SMS-05-HVAC System - Gym AC	\$180,000.00	\$180,000.00	\$9,200.00	\$170,800.00	\$0.00
B.2.F	SMS-06-Building Automation	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
B.2.G	SMS-07-Roof Replacement	\$400,000.00	\$400,000.00	\$5,955.71	\$394,044.29	\$0.00
B.2.H	SMS-08-Bleachers - Softball & Football	\$36,500.00	\$36,500.00	\$24,627.71	\$11,872.29	\$0.00
B.2.I	SMS-09-Logo - Gym Floor	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B.2.J	SMS-Contingency – Unallocated Funds	\$41,389.00	\$39,439.00	\$0.00	\$0.00	\$39,439.00
	<b>Total</b>	<b>\$1,549,500.00</b>	<b>\$1,549,500.00</b>	<b>\$733,642.44</b>	<b>\$776,326.85</b>	<b>\$39,530.71</b>





**Odyssey Elementary School P2 Financial**

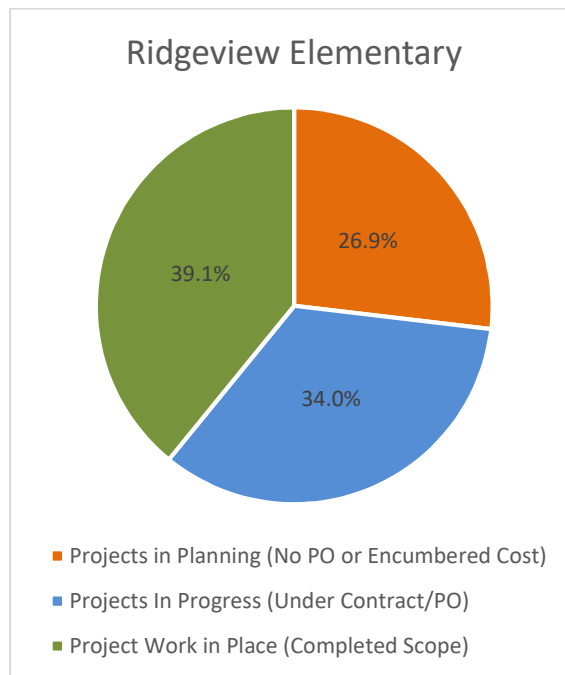
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.3.A	OES-01-Sprung Building	\$265,000.00	\$265,067.60	\$264,608.19	\$0.00	\$459.41
B.3.B	OES-02-Safe Entry	\$65,000.00	\$72,688.00	\$72,687.89	\$0.00	\$0.11
B.3.C	OES-03-Replace Student Furniture	\$34,800.00	\$34,800.00	\$0.00	\$34,800.00	\$0.00
B.3.D	OES-Contingency - Unallocated Funds	\$19,200.00	\$11,444.40	\$0.00	\$0.00	\$11,444.40
	<b>Total</b>	<b>\$384,000.00</b>	<b>\$384,000.00</b>	<b>\$337,296.08</b>	<b>\$34,800.00</b>	<b>\$11,903.92</b>





**Ridgeview Elementary School P2 Financial**

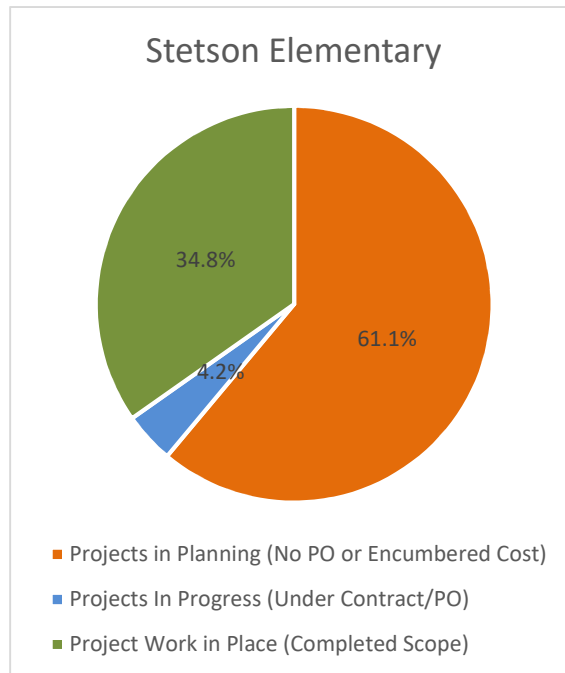
		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.4.A	RVE-01-Secure Front Entry	\$65,000.00	\$74,463.00	\$74,462.40	\$0.00	\$0.60
B.4.B	RVE-02-Fencing	\$10,000.00	\$10,000.00	\$5,840.00	\$0.00	\$4,160.00
B.4.C	RVE-03-Safety & Security Package	\$35,000.00	\$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	\$14,666.00	\$0.00	\$0.00	\$14,666.00
	<b>Total</b>	<b>\$680,500.00</b>	<b>\$680,500.00</b>	<b>\$497,603.53</b>	<b>\$157,720.50</b>	<b>\$25,175.97</b>





### Stetson Elementary School P2 Financial & Schedule

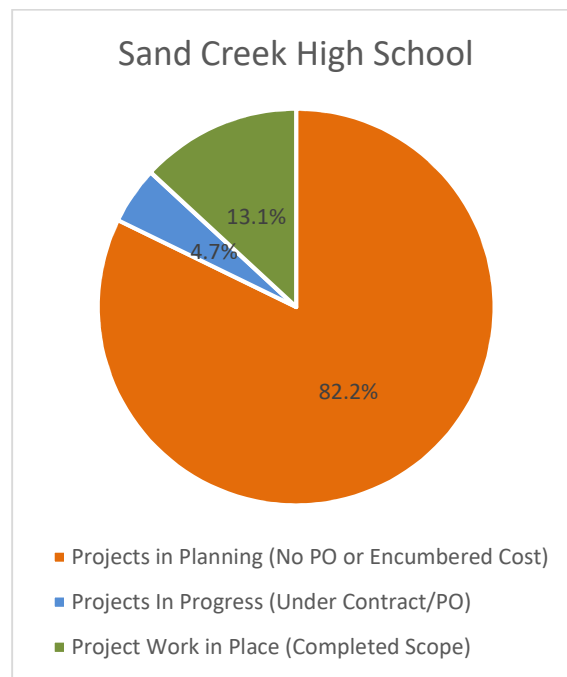
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.5.A	SES-01-Secure Front Entry	\$65,000.00	\$65,000.00	\$8,500.00	\$56,500.00	\$0.00
B.5.B	SES-02-Restroom Refresh	\$130,000.00	\$130,000.00	\$0.00	\$130,000.00	\$0.00
B.5.C	SES-03-Playground Refresh	\$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
	<b>Total</b>	<b>\$1,001,500.00</b>	<b>\$1,001,500.00</b>	<b>\$389,757.54</b>	<b>\$593,751.17</b>	<b>\$17,991.29</b>





### Sand Creek High School P2 Financial

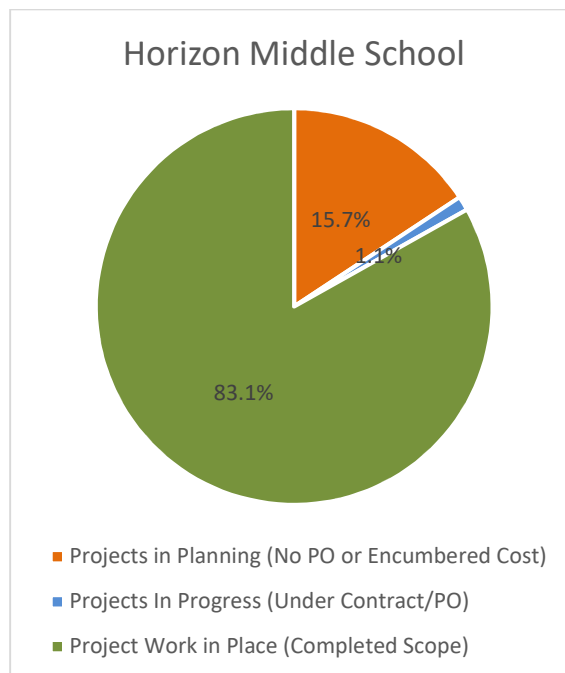
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.1.A	SCH-01-Secure Front Entry	\$22,000.00	\$22,000.00	\$21,230.94	\$0.00	\$769.06
C.1.B	SCH-02-Athletic Package (Field & Track)	\$890,000.00	\$890,000.00	\$104,166.25	\$785,833.75	\$0.00
C.1.C	SCH-03-Flooring 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	\$295,000.00	\$295,000.00	\$21,715.62	\$273,284.38	\$0.00
C.1.G	SCH-07-Fire Safety - Electrical Upgrades	\$28,500.00	\$28,500.00	\$28,428.00	\$0.00	\$72.00
C.1.I	SCH-09-Scoreboards	\$95,000.00	\$95,000.00	\$0.00	\$95,000.00	\$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	\$22,000.00	\$22,000.00	\$0.00	\$22,000.00	\$0.00
C.1.M	SCH-Contingency - Unallocated Funds	\$227,500.00	\$227,500.00	\$0.00	\$0.00	\$227,500.00
	<b>Total</b>	<b>\$2,711,500.00</b>	<b>\$2,711,500.00</b>	<b>\$481,976.80</b>	<b>\$1,981,969.46</b>	<b>\$247,553.74</b>





### Horizon Middle School Financial

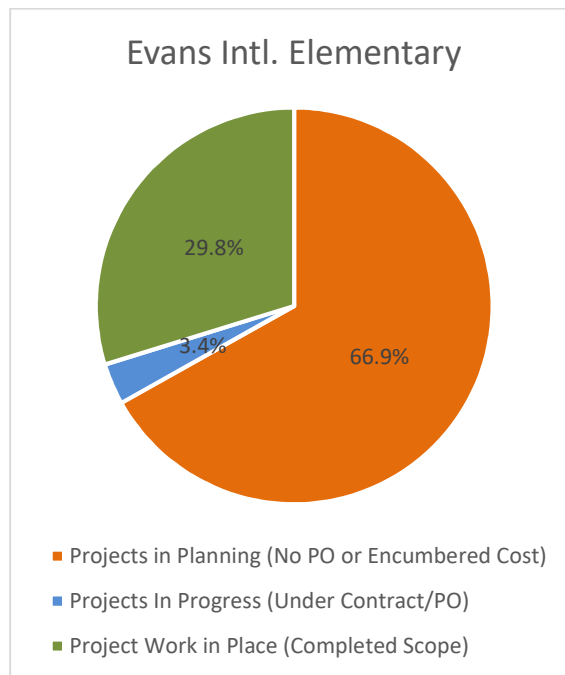
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.2.A	HMS-01-Entry/Safe Entry/Reconfigure Admin	\$1,043,846.00	\$1,082,896.00	\$1,082,895.66	\$0.00	\$0.34
C.2.B	HMS-02-ADA Ramp Access to Field/Track	\$21,215.00	\$21,216.00	\$21,215.09	\$0.00	\$0.91
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	\$12,240.00	\$10,529.00	\$0.00	\$1,711.00
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	\$0.00	\$0.00	\$0.00	\$0.00
Total		\$1,538,500.00	\$1,538,500.00	\$1,296,787.75	\$240,000.00	\$1,712.25





**Evans International Elementary School Financial**

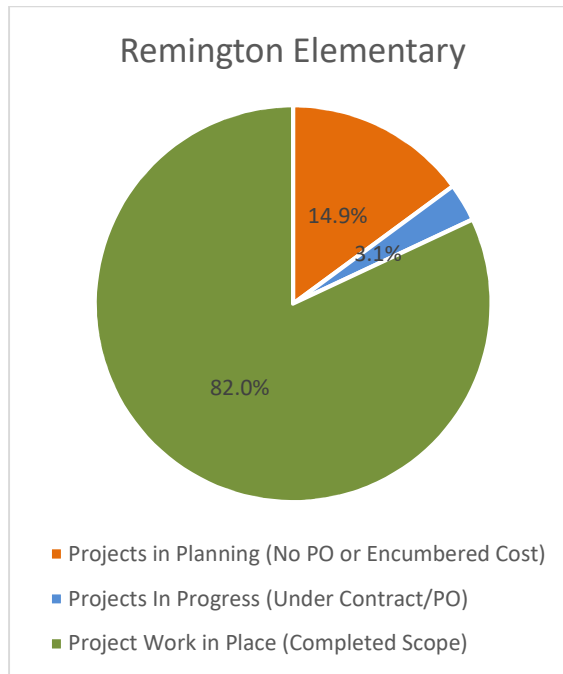
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.3.A	EES-01-Secure Front Entry	\$200,000.00	\$205,932.00	\$205,931.49	\$0.00	\$0.51
C.3.B	EES-02-Safety & Security Package	\$91,200.00	\$91,200.00	\$79,829.26	\$11,370.74	\$0.00
C.3.C	EES-03-HVAC System Improvements	\$75,000.00	\$75,000.00	\$30,429.00	\$44,571.00	\$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	\$91,868.00	\$0.00	\$0.00	\$91,868.00
	<b>Total</b>	<b>\$1,230,500.00</b>	<b>\$1,230,500.00</b>	<b>\$407,854.61</b>	<b>\$730,776.88</b>	<b>\$91,868.51</b>





# **Remington Elementary School Financial**

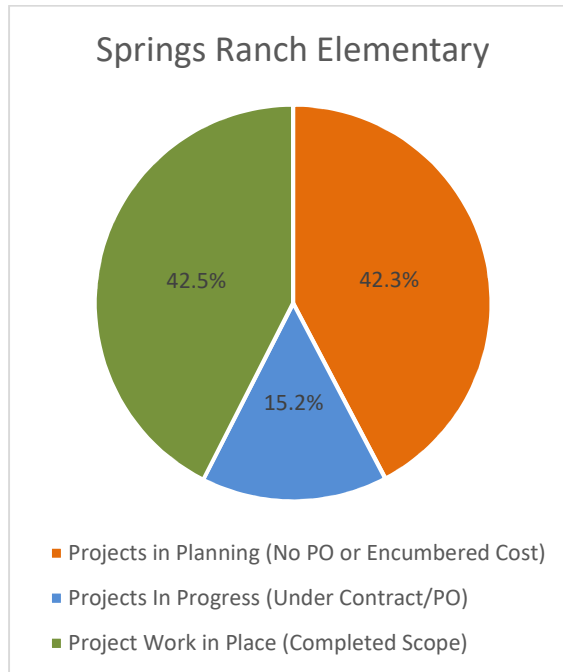
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	\$320,860.00	\$320,860.00	\$278,620.65	\$42,239.35	\$0.00
C.4.B	RME-02-Paint Refresh - Wallpaper Removal	\$38,050.00	\$38,050.00	\$38,050.00	\$0.00	\$0.00
C.4.C	RME-03-Flooring 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	\$69,169.60	\$22,030.40	\$0.00
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
<b>Total</b>		<b>\$791,500.00</b>	<b>\$791,500.00</b>	<b>\$673,466.25</b>	<b>\$64,269.75</b>	<b>\$53,764.00</b>





**Springs Ranch Elementary School Financial**

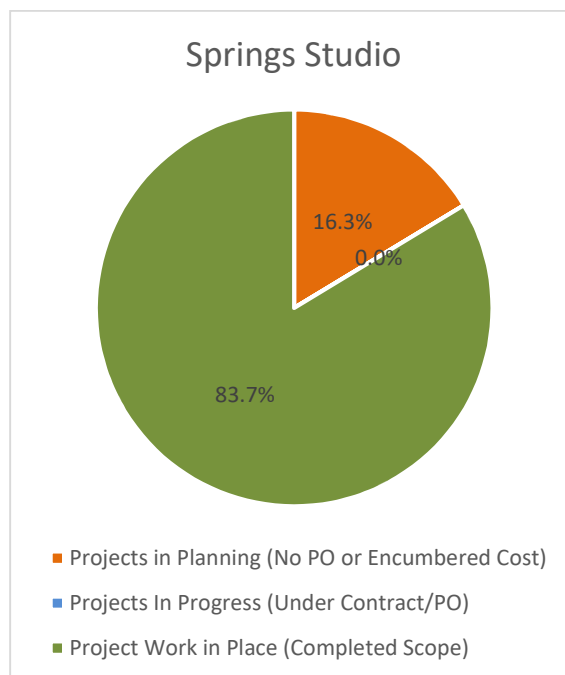
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	\$65,000.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
C.5.B	SRE-02-Safety & Security Package	\$20,200.00	\$20,200.00	\$4,901.70	\$15,298.30	\$0.00
C.5.C	SRE-03-Flooring	\$240,000.00	\$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
	<b>Total</b>	<b>\$674,500.00</b>	<b>\$674,500.00</b>	<b>\$389,174.68</b>	<b>\$224,498.30</b>	<b>\$60,827.02</b>





**Springs Studio for Academic Excellence Financial**

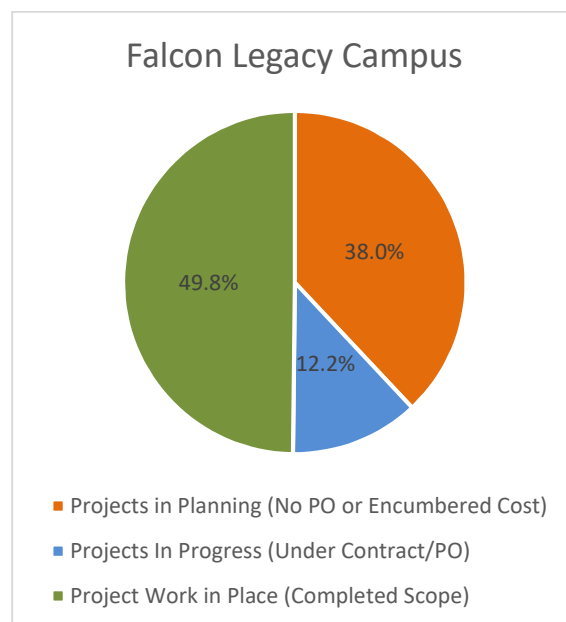
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.1.A	SSAE-01-Loftwall System	\$21,000.00	\$16,359.00	\$16,359.00	\$0.00	\$0.00
D.1.B	SSAE-02-3 Form Wall System/Counselor	\$3,000.00	\$3,000.00	\$2,979.65	\$0.00	\$20.35
D.1.C	SSAE-03-Pour in Place Playground Refurb/addition	\$41,000.00	\$43,823.00	\$43,822.74	\$0.00	\$0.26
D.1.D	SSAE-04-Whiteboard Refresh	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
D.1.E	SSAE-05-K-1 Kitchen Carpet Install	\$6,000.00	\$6,000.00	\$0.00	\$6,000.00	\$0.00
D.1.F	SSAE-Contingency-Unallocated Funds	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
	<b>Total</b>	<b>\$75,500.00</b>	<b>\$75,500.00</b>	<b>\$63,161.39</b>	<b>\$10,000.00</b>	<b>\$2,338.61</b>





### Falcon Legacy Campus Financial

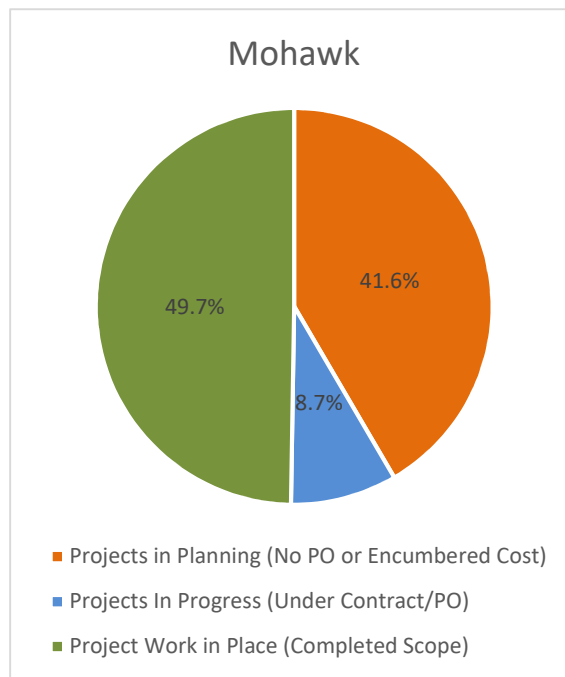
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,310.00	\$129,310.00	\$0.00	\$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	\$122,500.00	\$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	\$1,470.00	\$183,530.00	\$0.00
D.2.S	FLC-18-Carpet Entire Building	\$140,000.00	\$140,000.00	\$121,640.00	\$0.00	\$18,360.00
D.2.T	FLC-19-Curb Appeal-Outdoor Learning/Eating Space/Paint Exterior/Landscaping and Signage	\$1,268.00	\$1,268.00	\$1,267.90	\$0.00	\$0.10
D.2.U	FLC-Contingency - Unallocated Funds	\$98,701.00	\$98,701.00	\$0.00	\$0.00	\$98,701.00
	<b>Total</b>	<b>\$990,000.00</b>	<b>\$990,000.00</b>	<b>\$613,758.90</b>	<b>\$258,530.00</b>	<b>\$117,711.10</b>





### 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
	<b>Total</b>	<b>\$88,500.00</b>	<b>\$88,500.00</b>	<b>\$51,708.54</b>	<b>\$7,500.00</b>	<b>\$29,291.46</b>



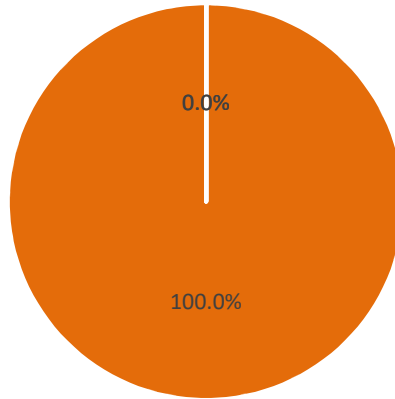


**Banning Lewis Ranch Academy Financial**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
E.1.A	BLA-01-Landscape Playground and Add Equipment	\$38,000.00	\$38,000.00	\$0.00	\$38,000.00	\$0.00
E.1.B	BLA-02- Improve Safety of Front Vestibule	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
E.1.C	BLA-03 - Repurpose Locker Room as Computer Lab/Media Center	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
E.1.D	BLA-04-Upgrade Desk and Chairs in 8 Classrooms	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
E.1.E	BLA-05-Re-Carpet 2 Modular Classrooms	\$200.00	\$200.00	\$0.00	\$200.00	\$0.00
E.1.F	BLA-06-Bleachers, Divider Screen, Projector & Retractable Screen in Gym	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.G	BLA-07-Gates for Hallway Security after hours	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00
E.1.H	BLA-08-Repair/Paint Exterior of Main Building	\$40,000.00	\$40,000.00	\$0.00	\$40,000.00	\$0.00
E.1.I	BLA-09-Refinish and Stripe Parking Lot	\$700.00	\$700.00	\$0.00	\$700.00	\$0.00
E.1.J	BLA-10-Re-Caulk front Patio and Curb Joints	\$1,200.00	\$1,200.00	\$0.00	\$1,200.00	\$0.00
E.1.K	BLA-11-Remove Bump-outs in Driveway	\$50,000.00	\$50,000.00	\$0.00	\$50,000.00	\$0.00
E.1.L	BLA-12-Add Paved Walkways to Sidewalk and Playground	\$12,000.00	\$12,000.00	\$0.00	\$12,000.00	\$0.00
E.1.M	BLA-13-Lift to Access Storage Loft	\$14,000.00	\$14,000.00	\$0.00	\$14,000.00	\$0.00
E.1.N	BLA-14-Refresh Landscaping	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$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	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.1.Q	BLA-17-Add Speakers to Admin Office	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
E.1.R	BLA-18-Run Power to Shed	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
E.1.S	BLA-Contingency - Unallocated Funds	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
	<b>Total</b>	<b>\$444,000.00</b>	<b>\$444,000.00</b>	<b>\$0.00</b>	<b>\$409,100.00</b>	<b>\$34,900.00</b>



## Banning Lewis Ranch

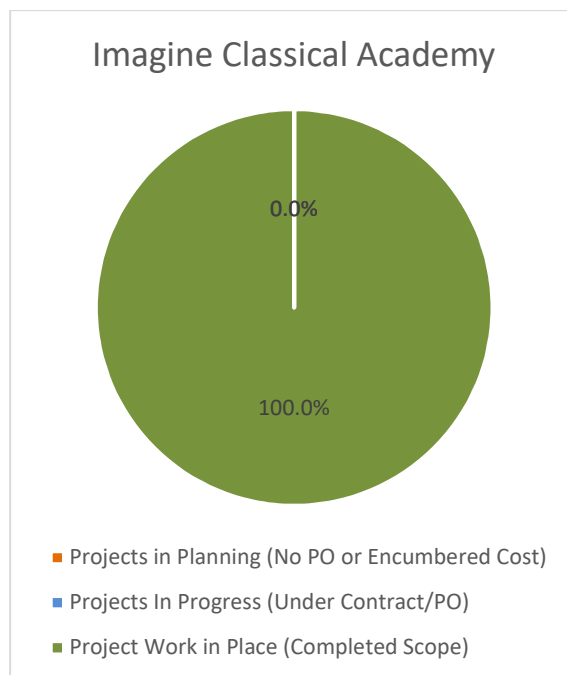


- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)



### Imagine Classical Academy Financial

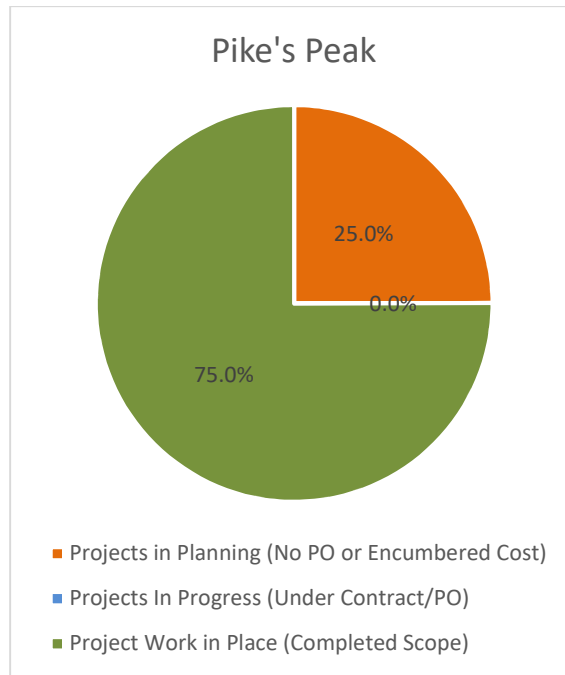
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.2.A	ICA-01-Parking 1	\$21,000.00	\$25,823.21	\$25,823.21	\$0.00	\$0.00
E.2.B	ICA-02-Basketball	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00
E.2.C	ICA-03-Pour in Place	\$18,750.00	\$18,750.00	\$18,750.00	\$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
	<b>Total</b>	<b>\$258,500.00</b>	<b>\$258,500.00</b>	<b>\$258,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>





**Pikes Peak School of Expeditionary Learning Financial**

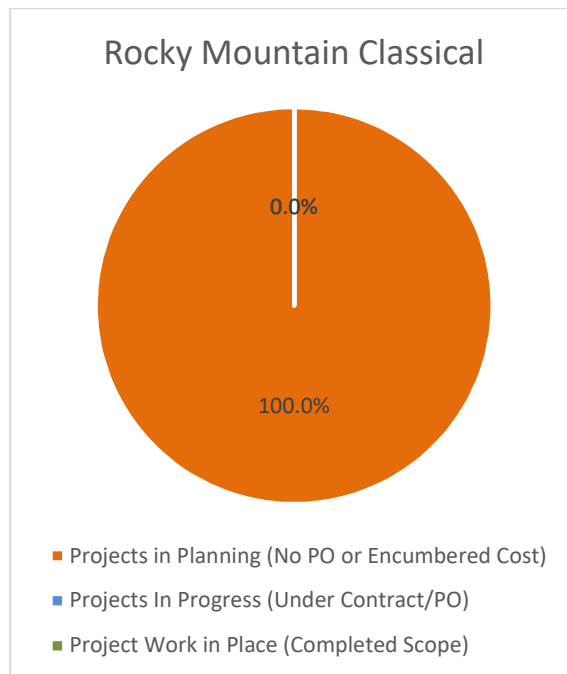
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	\$64,000.00	\$64,000.00	\$63,650.31	\$0.00	\$349.69
E.3.B	PPS-02-Pour-in-Place	\$85,000.00	\$87,450.00	\$87,449.11	\$0.00	\$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	\$55,000.00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





# **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
<b>Total</b>		<b>\$125,500.00</b>	<b>\$125,500.00</b>	<b>\$0.00</b>	<b>\$120,000.00</b>	<b>\$5,500.00</b>

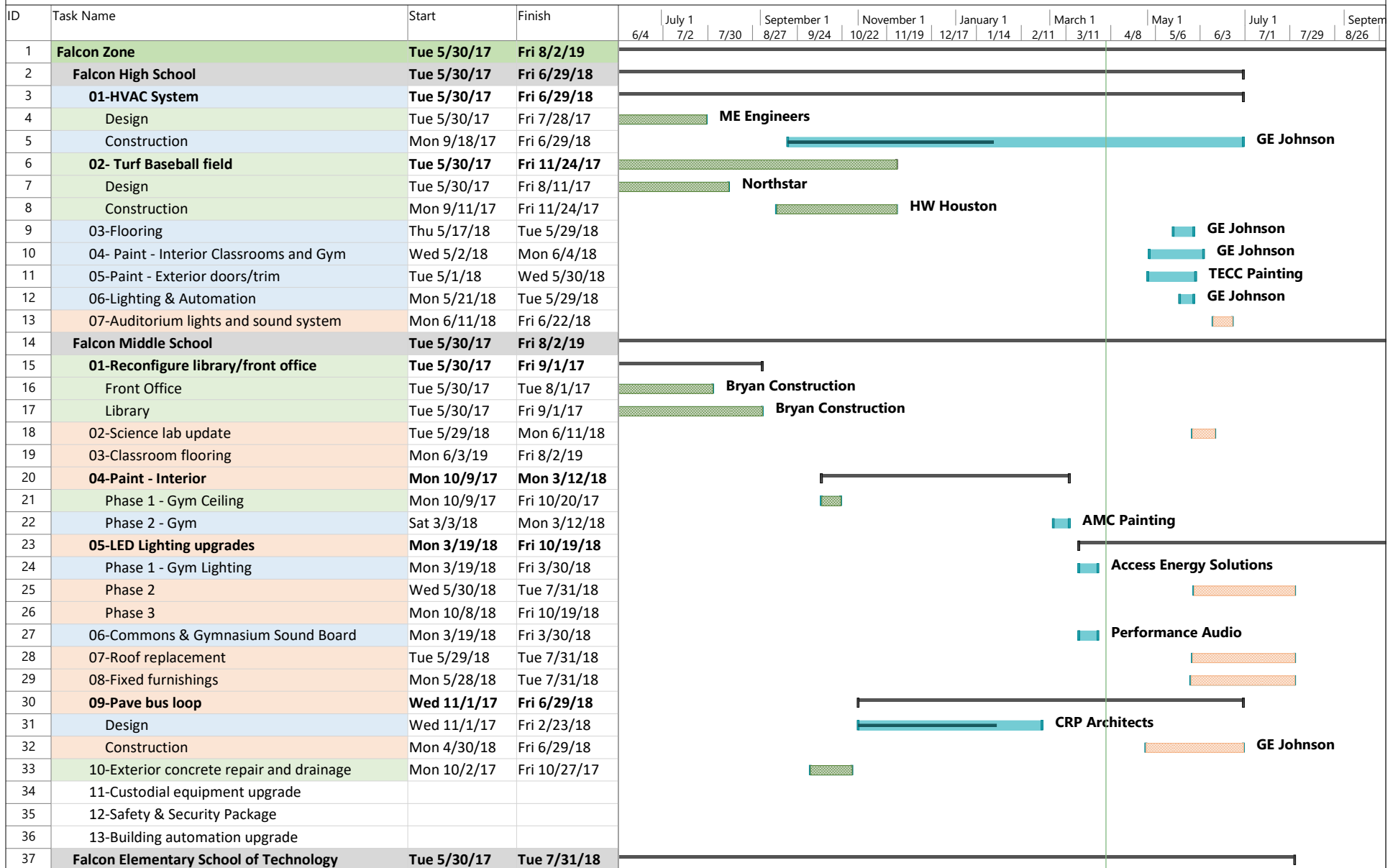




## **P2 Schedule Color Legend**

	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.





Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split ..... Project Task  Project Progress  Project Task Complete

Milestone ◆ Project Summary  Estimated Durations



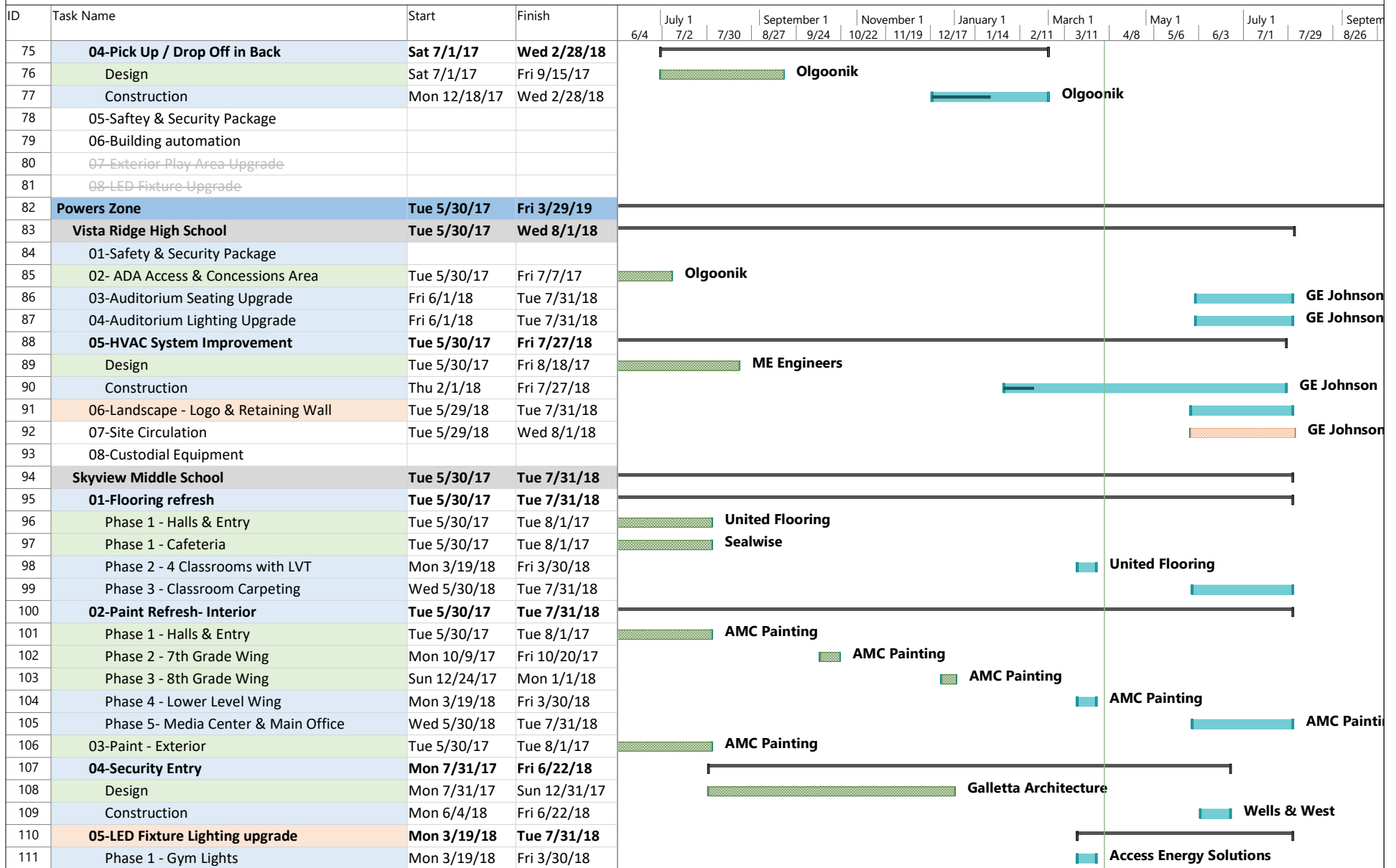
ID	Task Name	Start	Finish	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	January 1 12/17	1/14	2/11	March 1 3/11	4/8	May 1 5/6	6/3	July 1 7/1	7/29	September 1 8/26				
38	01-Safe Entry	Tue 5/30/17	Fri 10/20/17	<div></div>																				
39	Safe Entry Doors	Tue 5/30/17	Tue 8/1/17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

Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split  
Milestone

Project Task  
Project Progress  
Project Task Complete  
Estimated Durations





Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split  Project Task  Project Progress  Project Task Complete   
Milestone  Project Summary  Estimated Durations 



ID	Task Name	Start	Finish	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	January 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
112	Phase 2 - Cafeteria Lights	Wed 5/30/18	Tue 7/31/18																	
113	Phase 3 - Hallway Lights	Wed 5/30/18	Tue 7/31/18																	
114	06-HVAC Improvements	Wed 5/30/18	Tue 7/31/18																	
115	07-Building Automation	Wed 5/30/18	Tue 7/31/18																	
116	08-Roof replacement	Wed 5/30/18	Tue 7/31/18																	
117	09-Bleachers -Softball and football																			
118	10-Logo - Gym Floor	Wed 5/30/18	Tue 7/31/18																	
119	11-Custodial Equipment																			
120	12-Update Furniture																			
121	<b>Odyssey Elementary School</b>	<b>Thu 6/1/17</b>	<b>Fri 5/25/18</b>																	
122	<b>01-Replace Modular Bldg Support</b>	<b>Thu 6/1/17</b>	<b>Fri 5/25/18</b>																	
123	Design	Thu 6/1/17	Fri 8/18/17																	
124	Construction	Mon 10/30/17	Fri 5/25/18																	
125	02-Safe Entry	Mon 10/9/17	Fri 10/20/17																	
126	03-Replace student furniture																			
127	<b>Ridgeview Elementary School</b>	<b>Tue 5/30/17</b>	<b>Fri 3/29/19</b>																	
128	01-Secure Front Entry	Tue 5/30/17	Mon 8/28/17																	
129	02-Fencing	Mon 10/9/17	Fri 10/20/17																	
130	03-Safety & Security Package																			
131	<b>04-Paint - Interior</b>	<b>Tue 5/30/17</b>	<b>Fri 1/4/19</b>																	
132	Phase 1 - Hallways & Entry	Tue 5/30/17	Tue 8/1/17																	
133	Phase 2 - 5 Classrooms (3rd Grade)	Mon 10/9/17	Fri 10/20/17																	
134	Phase 3 - 5 Classrooms	Mon 3/19/18	Fri 3/30/18																	
135	Phase 4 - Media Center, Preschool & Wing Clas	Thu 5/31/18	Fri 7/6/18																	
136	Phase 5 - Paint 4 Classrooms	Mon 7/9/18	Fri 7/27/18																	
137	Phase 6 - Paint 4 Classrooms	Mon 10/8/18	Fri 10/26/18																	
138	Phase 7 - Paint 3 Storage Rooms	Mon 11/19/18	Wed 11/21/18																	
139	Phase 8 - Paint Offices & Classrooms	Wed 12/26/18	Fri 1/4/19																	
140	<b>05-Flooring</b>	<b>Tue 5/30/17</b>	<b>Fri 3/29/19</b>																	
141	Phase 1: Hallways & Cafeteria	Tue 5/30/17	Tue 8/1/17																	
142	Phase 2: 5 Classrooms (painted)	Mon 3/19/18	Fri 3/30/18																	
143	Phase 3: 5 Classrooms (painted)	Wed 5/30/18	Fri 6/29/18																	
144	Phase 4: Media Center, Preschool & Wing Class	Mon 7/2/18	Fri 7/27/18																	
145	Phase 5 - 4 Classrooms	Mon 10/8/18	Fri 10/26/18																	
146	Phase 6 - 4 Classrooms	Wed 12/26/18	Fri 1/4/19																	
147	Phase 7 - Remaining Core	Mon 3/18/19	Fri 3/29/19																	
148	06-Landscaping/Play Area Upgrade	Mon 3/19/18	Fri 3/30/18																	

Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split  
Milestone

Project Task  
Project Progress  
Project Task Complete  
Estimated Durations



ID	Task Name	Start	Finish	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	January 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
149	07-Custodial Equipment																			
150	08-LED Fixture lighting upgrade																			
151	<b>Stetson Elementary School</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>																	
152	<b>01-Secure Front Entry</b>	<b>Mon 9/4/17</b>	<b>Tue 7/31/18</b>																	
153	Design	Mon 9/4/17	Fri 2/23/18																	
154	Construction	Tue 5/29/18	Tue 7/31/18																	
155	02-Restroom refresh	Tue 5/29/18	Tue 7/31/18																	
156	<b>03-Playground Refresh</b>	<b>Tue 5/30/17</b>	<b>Fri 9/29/17</b>																	
157	Turf -Play Area	Fri 9/1/17	Fri 9/29/17																	
158	Pour in place - Playground	Tue 5/30/17	Wed 8/9/17																	
159	Drainage - Playground	Fri 9/1/17	Fri 9/29/17																	
160	<b>04-Flooring Refresh</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>																	
161	Phase 1:	Tue 5/30/17	Tue 8/1/17																	
162	Phase 2: Wings 300 & 200	Mon 10/9/17	Fri 10/20/17																	
163	Phase 3: Wing 500 & 600	Mon 3/19/18	Fri 3/30/18																	
164	Phase 4: Core	Tue 5/29/18	Tue 7/31/18																	
165	<b>05-Fixed Furnishings</b>	<b>Tue 5/30/17</b>	<b>Fri 1/26/18</b>																	
166	Kilns	Tue 5/30/17	Fri 7/28/17																	
167	Choir Risers	Mon 1/15/18	Fri 1/26/18																	
168	Book cases & cabinets																			
169	<b>06-Paint Refresh</b>	<b>Mon 10/9/17</b>	<b>Fri 3/30/18</b>																	
170	Paint Interior	Mon 10/9/17	Fri 10/20/17																	
171	Paint Exterior	Mon 3/19/18	Fri 3/30/18																	
172	07-Blinds for classrooms																			
173	08-Removable Wall - Gym/Music																			
174	09-Gym Sound system																			
175	10-Staff Lounge Refresh																			
176	11-Parking Repair																			
177	12-Library furniture																			
178	13-LED Fixture Upgrade																			
179	<b>Sand Creek Zone</b>	<b>Mon 5/29/17</b>	<b>Tue 7/31/18</b>																	
180	<b>Sand Creek High School</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>																	
181	01-Secure Front Entry	Tue 5/30/17	Fri 8/18/17																	
182	<b>02-Athletic Package (Field &amp; Track)</b>	<b>Tue 5/30/17</b>	<b>Tue 7/31/18</b>																	
183	Design	Tue 5/30/17	Mon 1/22/18																	
184	Construction	Wed 5/30/18	Tue 7/31/18																	
185	03-Flooring refresh	Wed 5/30/18	Tue 7/31/18																	

Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

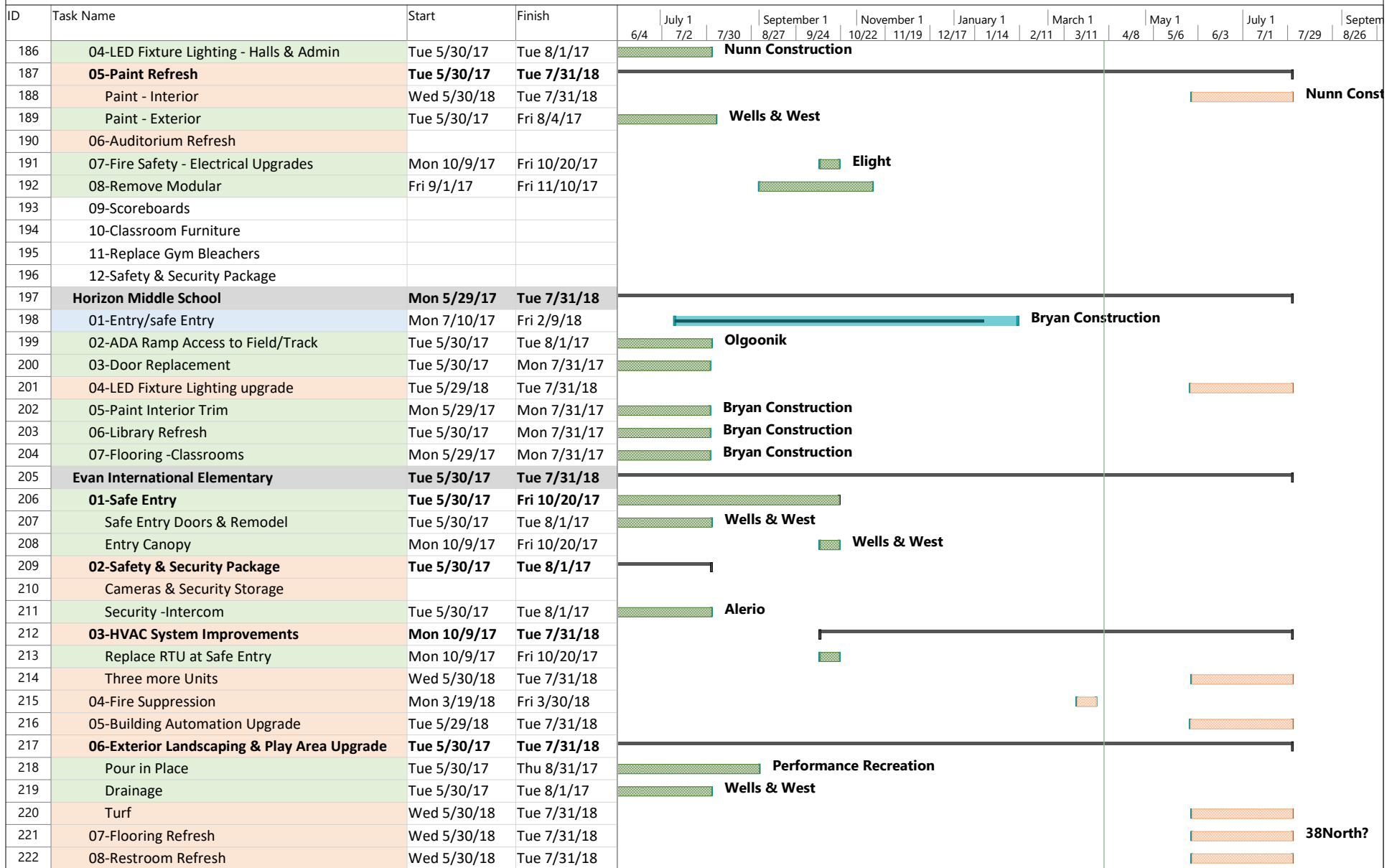
Split  
Milestone

Project Task  
Project Summary

Project Progress  
Estimated Durations

Project Task Complete

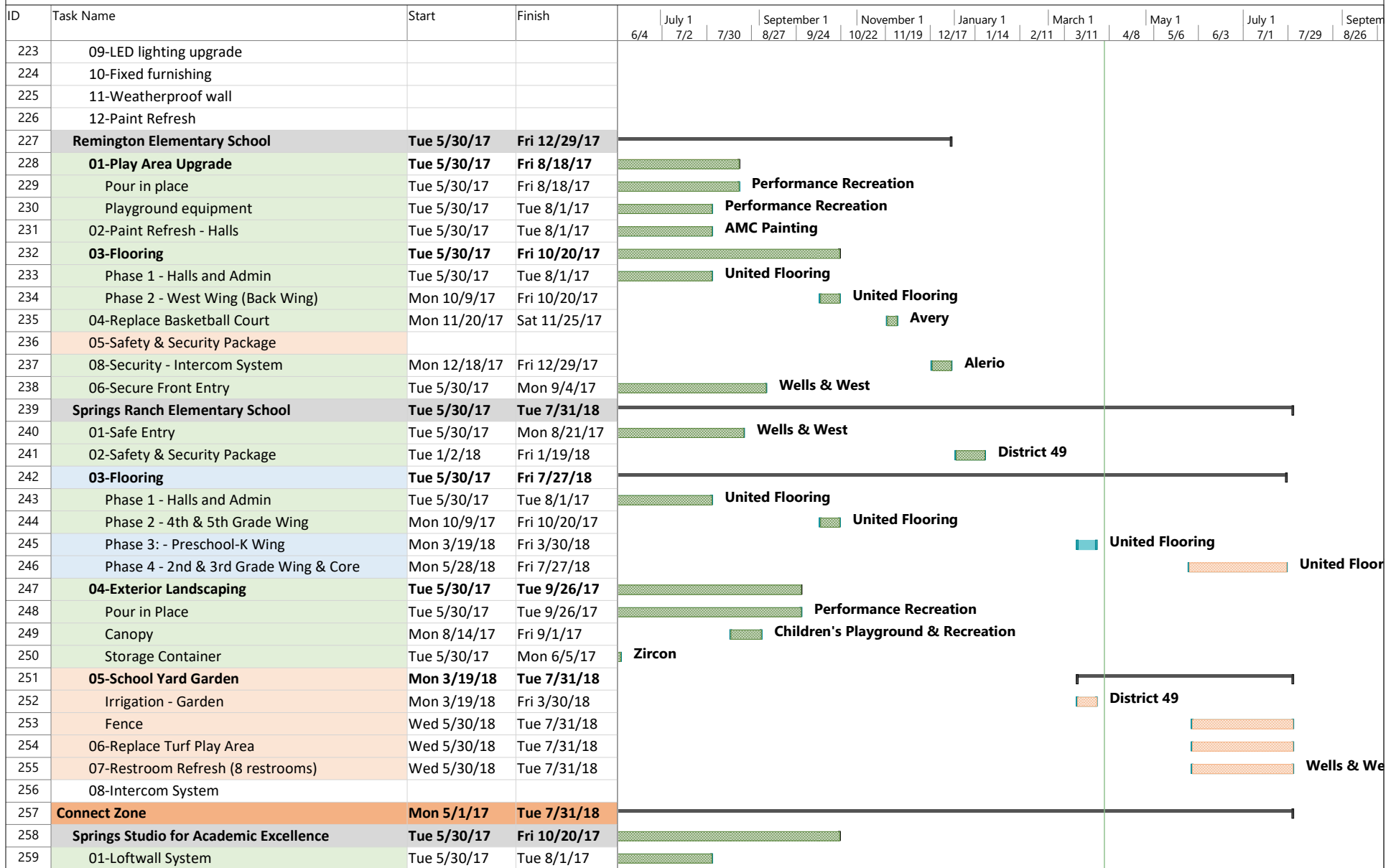




Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split Project Task Project Progress Project Task Complete   
Milestone Project Summary Estimated Durations





Project: D49-P2-Schedule-2018.03.23  
Date: Thu 4/5/18

Split Project Task Project Progress Project Task Complete   
Milestone Project Summary Estimated Durations



ID	Task Name	Start	Finish	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	January 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
260	02-3 Form wall System/Counselor	Tue 5/30/17	Tue 8/1/17																	
261	03-Pour in Place playground refurb/addition	Sun 10/8/17	Fri 10/20/17																	
262	04-Whiteboard refresh	Tue 5/30/17	Tue 8/1/17																	
263	05-K-1 Kitchen Carpet Install	Tue 5/30/17	Tue 8/1/17																	
264	<b>Falcon Legacy Campus</b>	<b>Mon 5/1/17</b>	<b>Tue 7/31/18</b>																	
265	01-Technology Refresh (switches, cables, panels, etc)	Mon 5/1/17	Wed 5/31/17																	
266	02-Safety & Security (Roof leak, walkways, bathroom repairs, etc)	Mon 5/1/17	Wed 5/31/17																	
267	02-Reconfigure old bathroom, concrete work, etc	Mon 5/1/17	Wed 5/31/17																	
268	03-Bathroom Expansion Walls, Drywall	Mon 5/1/17	Wed 5/31/17																	
269	04-Plumbing Fixtures	Mon 5/1/17	Wed 5/31/17																	
270	05-Toilet Compartments	Mon 5/1/17	Wed 5/31/17																	
271	06-Conference Room Carpet	Mon 5/1/17	Wed 5/31/17																	
272	07-New Ceiling Grid	Mon 5/1/17	Wed 5/31/17																	
273	08-Wall Tile Install Boys, Girls and Staff	Mon 5/1/17	Wed 5/31/17																	
274	09-Final Electrical	Mon 5/1/17	Wed 5/31/17																	
275	10-Plumbing Underground - water runs	Mon 5/1/17	Wed 5/31/17																	
276	11-Concrete Repair	Mon 5/1/17	Wed 5/31/17																	
277	12-Add additional Parking lot pole	Mon 5/1/17	Wed 5/31/17																	
278	13-Parking lot lights	Mon 5/1/17	Wed 5/31/17																	
279	14-Parking lot final upgrades	Mon 5/1/17	Wed 5/31/17																	
280	15-Exterior Painting	Sun 10/8/17	Fri 10/20/17																	
281	16-Safe Entry (Hwy 24 PHS side)	Tue 5/29/18	Tue 7/31/18																	
282	17-Culinary Arts Room Expansion	Tue 5/29/18	Tue 7/31/18																	
283	18-Carpet Entire Building	Tue 5/29/18	Tue 7/31/18																	
284	19-Curb Appeal and Signage																			
285	<b>Mohawk</b>	<b>Tue 5/30/17</b>	<b>Mon 7/31/17</b>																	
286	01-Exterior Doors/ Door Alarm	Tue 5/30/17	Fri 7/28/17																	
287	02-Fencing	Tue 5/30/17	Fri 7/28/17																	
288	03- Apple TV Infrastructure	Tue 5/30/17	Fri 7/28/17																	
289	04-Coat Hanger Removal	Tue 5/30/17	Fri 7/28/17																	
290	05-Surveillance Camera	Tue 5/30/17	Fri 7/28/17																	
291	06-Shoretel phones	Tue 5/30/17	Fri 7/28/17																	
292	<del>07-Hallway Storefront</del>																			
293	08-Carpet	Tue 5/30/17	Mon 7/31/17																	
294	<del>09-Door 109</del>																			

 Reliant  
 Reliant  
 United Floor

Project: D49-P2-Schedule-2018.03.23  
 Date: Thu 4/5/18

Split  Project Task  Project Progress  Project Task Complete   
 Milestone  Project Summary  Estimated Durations 



ID	Task Name	Start	Finish	6/4	July 1 7/2	7/30	September 1 8/27	9/24	November 1 10/22	11/19	January 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
295	10-Observation window																			
296	11-Paint	Tue 5/30/17	Mon 7/31/17																	



**BOARD OF EDUCATION ITEM 9.03**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** David Nancarrow, Director of Communications

**TITLE OF AGENDA ITEM:** Establishing A Common and Legal Identity for District 49

**ACTION/INFORMATION/DISCUSSION:** Action/Discussion

**BACKGROUND OR RATIONALE**

To provide the Board of Education initial analysis on data collected from the VOC Survey addressing consolidation of District identity so the district's official, legal, and colloquial names are all the same.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

By reviewing this presentation, the Board of Education will increase its understanding of the survey results regarding consolidation of the district's identity.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the presentation for further review prior to any further discussion on establishing a common and legal identity for District 49.

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

**DATE:** April 5, 2018





## **Discussion of a Resolution**

**Reserving the Name Falcon  
for the Schools in that Community  
and**

**Adopting a Consolidated  
Regional Identity for District 49**

**David Nancarrow, Director of Communication**



# Background

---



2001



2002—

2014



2015—

2018



*Proposed*

2018



The Best Choice to Learn, Work and Lead



# Public Input Plan

---



<b>VOC Survey</b> 2/12—3/12	<ul style="list-style-type: none"><li>• Open to entire community</li><li>• Language drawn from the resolution</li></ul>
<b>Work Session</b> 2/28/2018	<ul style="list-style-type: none"><li>• Initial review of the formal resolution with early feedback (this presentation)</li></ul>
<b>SAC/DAAC</b> <b>Input (ongoing)</b>	<ul style="list-style-type: none"><li>• SAC and DAAC members will discuss and comment on the proposed resolution</li></ul>
<b>BOE Meeting</b> 3/8/2018	<ul style="list-style-type: none"><li>• The board may discuss the resolution and receive public input through open forum</li></ul>
<b>BOE Meeting</b> 4/12/2018	<ul style="list-style-type: none"><li>• The board may discuss and act on the resolution and may receive public input through open forum</li></ul>



# Preliminary Survey Overview



- Hosted through the district's provider—SurveyGizmo™
- Over 1,500 participants through 2/20/18
- Q1 Parents have the highest participation rate by role (61%)
- Q2 Falcon Zone has the highest participation rate by zone (49%)



# Preliminary Survey Statistics



**Q3**                      **42% Agree**   **35.5% Disagree**

---

**Q4**                      **61.9% Agree**   **11.1% Disagree**

---

**Q5**                      **51.3% Agree**   **29.5% Disagree**

---

**Q6**                      **34.9% Agree**   **48.3% Disagree**

---

**Q7**                      **61.5% Agree**   **20.4% Disagree**

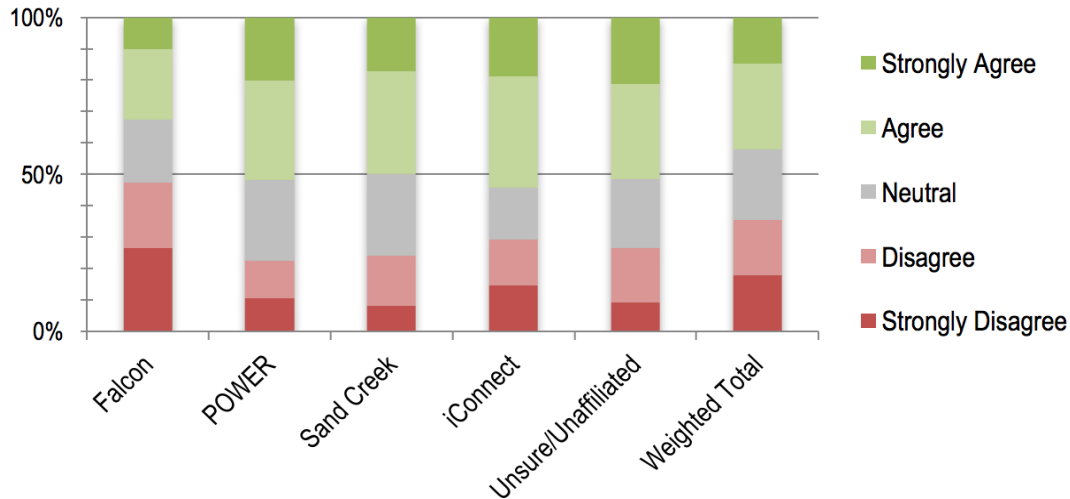
---



# Q3 Details



## Growth Has Diluted Association With Falcon



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Falcon	195	154	150	166	74
POWER	34	39	83	103	65
Sand Creek	21	41	67	84	44
iConnect	7	7	8	17	9
Unsure/Unaffiliated	12	23	29	40	28
<b>Weighted Total</b>	269	264	337	410	220
	17.9%	17.6%	22.5%	27.3%	14.7%
		35.5%		42.0%	

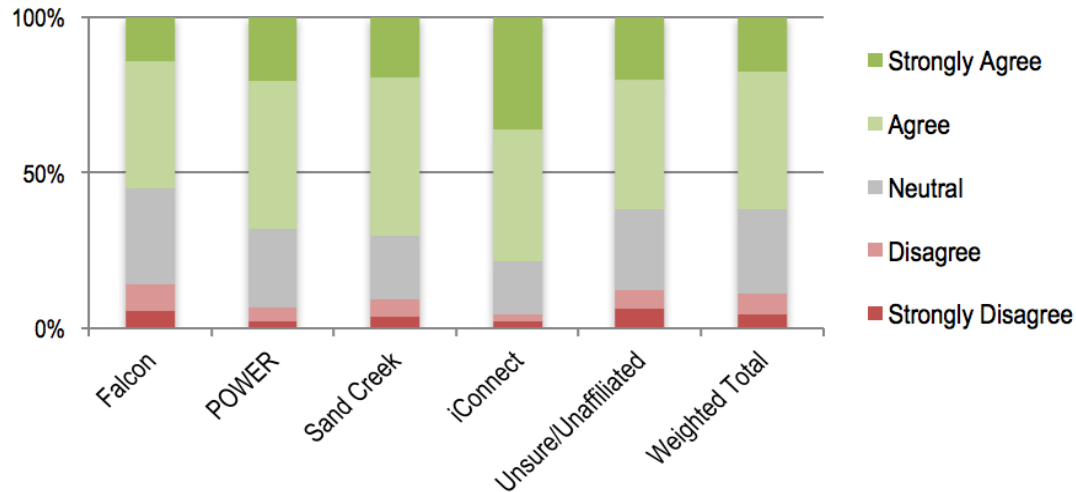
The Best Choice to Learn, Work and Lead



# Q4 Details



## D49's Portfolio is a Leading Regional Provider



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Falcon	40	63	227	298	105
POWER	7	14	82	154	66
Sand Creek	9	14	52	131	49
iConnect	1	1	8	20	17
Unsure/Unaffiliated	8	8	35	56	27
<b>Weighted Total</b>	65	100	404	659	264
	4.4%	6.7%	27.1%	44.2%	17.7%
		11.1%		61.9%	

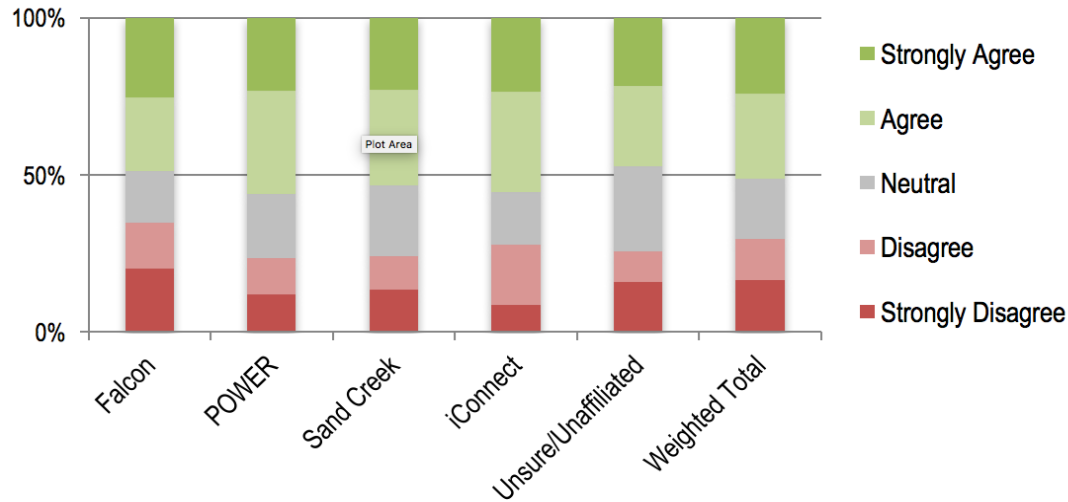
The Best Choice to Learn, Work and Lead



# Q5 Details



## Reserve Falcon for Schools in that Zone



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Falcon	148	108	119	173	186
POWER	39	37	66	107	75
Sand Creek	35	27	58	78	59
iConnect	4	9	8	15	11
Unsure/Unaffiliated	21	13	36	34	29
<b>Weighted Total</b>	247	194	287	407	360
	16.5%	13.0%	19.2%	27.2%	24.1%
		29.5%		51.3%	

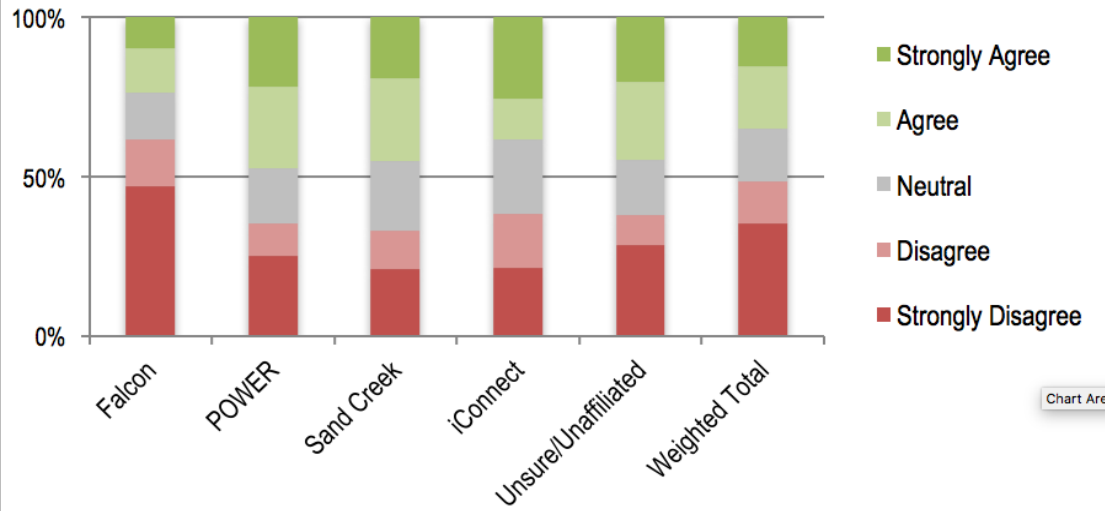
The Best Choice to Learn, Work and Lead



# Q6 Details



Name District Pikes Peak SD49



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Falcon	344	108	106	101	72
POWER	81	34	55	84	70
Sand Creek	54	31	56	66	49
iConnect	10	8	11	6	12
Unsure/Unaffiliated	38	13	23	33	27
<b>Weighted Total</b>	<b>527</b>	<b>194</b>	<b>251</b>	<b>290</b>	<b>230</b>
	35.3%	13.0%	16.8%	19.4%	15.4%
		48.3%		34.9%	

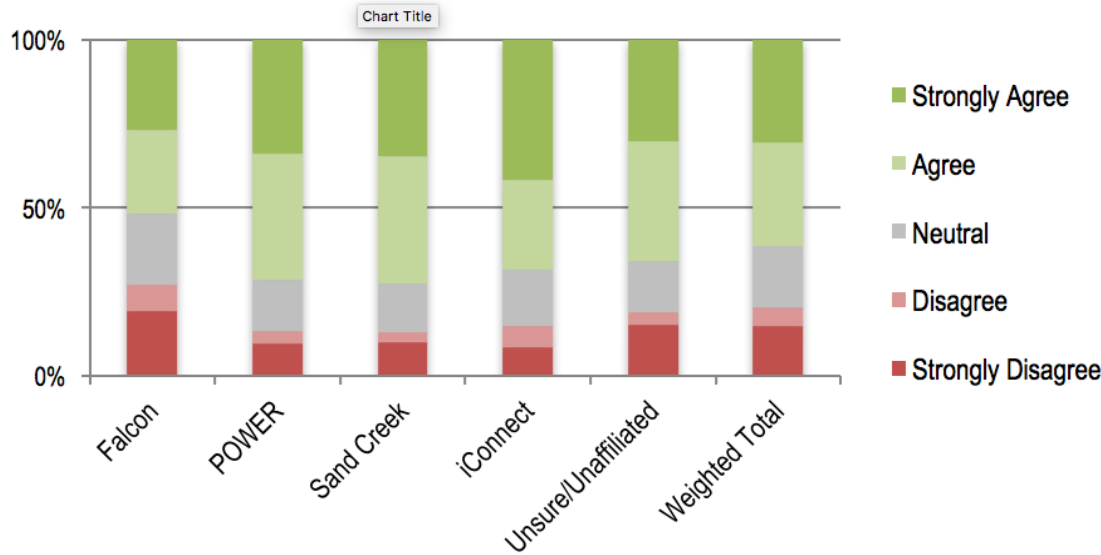
The Best Choice to Learn, Work and Lead



# Q7 Details



## Preserve Investment in Current Materials



	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Falcon	141	56	157	183	199
POWER	30	12	50	121	110
Sand Creek	25	8	36	97	88
iConnect	4	3	8	13	20
Unsure/Unaffiliated	20	5	20	47	40
<b>Weighted Total</b>	220	84	271	461	457
	14.7%	5.6%	18.2%	30.9%	30.6%
		20.4%		61.5%	

The Best Choice to Learn, Work and Lead



# Survey Comments Factors



- Approximately 10% of respondents commented on any given question
- Q6 received the most comments (261)
- Comments are primarily (70-75%) negative statements or questions
- Multiple comments question the wording, hidden agendas, or value of the proposal



# Supporting Comment Themes



- Need an all-encompassing name
- Adapt our name to our growth
- Current name is misleading
- Naming for America's Mountain



# Supporting Comment Examples



D49 is not as "rural" as it once was. We have interesting opportunity in that we serve students from the more urban/suburban Powers corridor to the rural/quiet of the eastern plains. This means that our community is not just Falcon. Our community is D49 or a part of the Pikes Peak Region.

Falcon School District 49 no longer identifies the expansion of schools in all the different geographic locations. It only identifies where the main HQ is located. An appropriate, all encompassing identifier of D49 schools is long overdue!

The word, "Falcon" really feels more or less like a specific location in our district and not part of the whole.

YES-YES-YES. This is an absolute slam dunk. The size of our district is most certainly reflected in the name Pikes Peak. It also connects us an opportunity to be Peak Performers. I love this.



# Opposing Comment Themes



- Cost or Waste of Time and Money
- Other Priorities are More Important
- Proposal Disrespects Legacy of Falcon
- Proposal Adds No Value for Students
- *Pikes Peak* is Common/Generic/Inaccurate
- Survey Questions are Leading/Misleading
- Proposal Erodes Trust in Community



# Opposing Comment Examples



My family homesteaded this area and firmly disagree with this change by people who have only recently been a part of this community and area. Growth doesn't always require change. We should be proud of the history and celebrate what it means to be part of that.

If we should drop the name of an area actually in the district (Falcon), it doesn't make any sense to select a landmark that isn't even located in the district. People are going to think D49 is in Teller County. The district is trying to distinguish itself as a Portfolio district. Choose a name that reflects that!

After finally getting voters to approve funds, why would you even appear to waste time and money on something like this? I am already hearing very unhappy people who trusted us again.

This change is a waste of taxpayer dollars. The name does not give any added value to students or classrooms. When so many schools are overcrowded, perhaps D49 could focus time, energy & money into imp.



# Suggested Names

---



- East District 49
- East Springs District 49
- Colorado Springs District 49
- District of Dreams 49
- Innovation District
- The Armed Forces District 49
- Pathways D49
- Rocky Mountain D49
- High Plains District 49



# Next Steps



- The board may decide to move the proposal forward for discussion, or discontinue consideration
- The board may direct additional processes for input or clarity



## **Brand Identity Proposal General Questions and Answers**

### **It seems like we just changed the district name by dropping Falcon. Why are we considering changing?**

Although we adjusted our branding in 2015 to emphasize District 49 as opposed to Falcon District 49, we never changed our legal or official name. We are officially El Paso County School District 49. In the larger community and around Colorado, there is some confusion about what is District 49, what is Falcon, and what is the right way to refer to schools in District 49 that are not part of the Falcon community. One purpose of this change is to consolidate all our names so that our official, legal, and colloquial names are all the same.

### **Will it be expensive and wasteful to change our logos and all our materials again so soon?**

The proposal does not direct staff to change our logo. In fact, the short forms of the logo such as D49 or District 49 would still be accurate and usable. We would maintain our current investments. However, as we continually produce new materials for new audiences, we would begin incorporating the language of Pikes Peak District 49 where appropriate. Name changes with legal and financial institutions, press agencies, and state agencies don't cost anything but we would plan to notify those agencies promptly to begin the transition process. Overall, we would ensure this transition would have very minor financial impacts.

### **Why choose Pikes Peak and not some other name?**

Clarity: Many districts in Colorado have some geographical/numerical pairing, like Harrison 2 or Lewis-Palmer 38. We have learned that across Colorado and especially outside the state, the designation "District 49" and the name "Falcon" are both ineffective identifiers. Coloradans who know about Falcon, tend to have an outdated perception that we are a rural district, somewhere on the plains east of Colorado Springs. Outside the state, at recruiting fairs and conferences, both Falcon and District 49 are unknowns. In the limited instances when we use El Paso County District 49, people often infer incorrectly that we are affiliated with the city of El Paso in Texas. It would be accurate to affiliate with Colorado Springs, since so much of that municipality is in our district, but that would create confusion with the existing Colorado Springs District 11. We see exactly that confusing scenario with Pueblo 60 and Pueblo 70 school districts.

Familiarity: We are proposing to adopt Pikes Peak District 49 because it is a regional identity that matches our profile of regional leadership and service. It is easily recognizable across Colorado and outside Colorado, and the mountain is a landmark that all our schools and programs have in common.

### **How does this make our schools better?**

District 49 aspires to recruit highly-qualified new teachers, both locally and nationally. Pikes Peak is grounded locally, but recognized across the country, giving top candidates an immediate way to identify where they would learn, work and lead as part of the District 49 team.

### **Why now?**

District 49 enters 2018 as the recipient of the Rocky Mountain Performance Excellence Peak Award. It is the highest award of performance excellence an organization can earn from RMPEx, and District 49 is the first school district in the 18-year history of the program to receive this award. As we carry momentum from this recognition into pursuing new goals of achievement, establishing our district identity as Pikes Peak District 49 would reflect our regional and state leadership, in addition to providing a very well-known point of reference for our efforts to recruit students and staff from all over the country.

### **How soon would the name change take effect?**

If the board adopts a resolution, then they would task the administration to begin implementing the naming change upon adoption. Some aspects would probably take very little time, such as communicating with CDE. Other work might take weeks or months as we use up existing materials and begin developing new communications materials with the new branding.



**RESOLUTION**  
**Reserving the Name Falcon for the Schools in that Community and**  
**Adopting a Consolidated Regional Identity for District 49**  
**April 12, 2018**

**WHEREAS**, the school district known legally as El Paso County School District 49 has been historically identified as Falcon 49; and

**WHEREAS**, the population of the district has grown substantially since its founding in 1884, especially during the period of rapid community expansion from 1990 to the present; and

**WHEREAS**, the district now encompasses many developments and neighborhoods in addition to Falcon, including regions reflected in our district's zones including the Sand Creek area, the Powers corridor; new development in Banning Lewis Ranch, and major developments along Meridian Road north of Falcon; and

**WHEREAS**, District 49's portfolio of schools serves over 21,000 students including several thousands who do not reside within our district boundaries—making our district a regional provider with the largest choice enrollment in the Pikes Peak region; and

**WHEREAS**, expansion of communities, neighborhoods, and populations across our portfolio of schools has diluted the district's traditional identification with Falcon;

**NOW, THEREFORE**, we, the District 49 Board of Education, direct administration and all staff to reserve the exclusive use of the designation Falcon to refer to the zone of schools in the traditional community of Falcon, including Falcon Elementary School of Technology, Falcon Middle School, Falcon High School, Woodmen Hills Elementary School, Meridian Ranch Elementary School and Bennett Ranch Elementary School as well as the Falcon Legacy Campus— including the Falcon Homeschool Program.

We further direct the administration and all staff to implement a single legal and standard identity for the district. Given the district's role as a leader for choice and innovation in the Pikes Peak region, recognizing the district's recent recognition as a peak performer by Rocky Mountain Performance Excellence, and recognizing that every school in the district shares a view of our local landmark, we adopt the legal name *Pikes Peak School District 49* effective immediately for all ongoing communications, transactions and identification with governmental and other agencies. For all settings where "school" would be redundant, such as on busses or at school conferences, the shorter form of *Pikes Peak District 49* is acceptable.

Approved and adopted this 12<sup>th</sup> day of April 2018.

---

Marie La Vere-Wright, Board President  
District 49





BOE Resolution Dated April 12, 2018  
Page 2

(SEAL)

Attest:

---

Dave Cruson, Board Secretary  
District 49





## **Feb 2018 Voice of the Community (VOC)**

---



### **Voice of the Community - *The Future Identity of District 49***

**Beginning at their work session on Feb. 28, the District 49 Board of Education will consider a resolution to reserve the name Falcon for the schools in that community while adopting a regional name (Pikes Peak District 49) to reflect the regional leadership and geographic expanse of the district.**

**To view the proposed resolution, [click here](#).**

**Questions of identity are significant and meaningful to the community, so before making a decision, the board is seeking input from every segment of our community. Our mission is to *learn, work, and lead* so we can be *the best choice*.**



**In fulfillment of that mission and vision, we seek your input and appreciate the time you invest in sharing your insights.**

**The Voice of the Community survey includes seven questions and should take about 5 minutes to complete.**

**With the completed surveys we have already received, some questions have been asked about the proposal. We'd like to share those questions with you, along with answers to clarify. To view these questions and answers, [click here.](#)**

**Please share your response to each item below and provide any additional comments that might inform the board's decision.**

***(mobile users, please click next to see questions)***

**1) Please indicate your connection with District 49 (check all that apply).**

- ☐ I am a student at a district school or a district charter school.
- ☐ I am a parent of a student enrolled in a district school or a district charter school.
- ☐ I am employed by District 49.
- ☐ I am a resident of District 49.

**2) Please indicate which zone you reside in or identify with most.**

- ☐ Falcon
- ☐ POWER
- ☐ Sand Creek
- ☐ iConnect
- ☐ I'm unsure or Not Affiliated with a Single Zone

**3) Significant growth in population, developments and neighborhoods—reflected in our district's expansion to include the Sand Creek area, the Powers corridor, new development in Banning Lewis Ranch and major developments along Meridian Road north of Falcon—has diluted the district's traditional identification with Falcon.**



☐ Strongly Agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Comments:**

**4) By serving more than 21,000 students, which includes several thousand who do not reside within our district boundaries and with the largest choice enrollment in the Pikes Peak region, our portfolio of schools is a leading regional provider.**

☐ Strongly Agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Comments:**

**5) District 49 should reserve the name Falcon exclusively for the zone of schools associated with the traditional community of Falcon, including Falcon Elementary School of Technology, Falcon Middle School, Falcon High School, Woodmen Hills Elementary School, Meridian Ranch Elementary School and Bennett Ranch Elementary School as well as the Falcon Legacy Campus—including the Falcon Homeschool Program.**

☐ Strongly Agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Comments:**

**6) Given the district's role as a leader for choice and innovation in the Pikes Peak Region, noting the district's recent recognition as a peak performer by Rocky Mountain Performance Excellence, and recognizing that every school in the district shares a view of our local landmark, District 49 should adopt the legal name Pikes Peak School District 49 with approval to use the short form of Pikes Peak District 49 as appropriate.**

☐ Strongly Agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Comments:**



7) If it adopts a new district name, District 49 should continue using brand and other items with the D49 logo and should preserve its investment in current logos and brand materials by developing a consistent logo similar to that in current use. The graphic below illustrates one possible design.



☐ Strongly Agree    ☐ Agree    ☐ Neutral    ☐ Disagree    ☐ Strongly Disagree

**Comments:**

**Do you have any specific questions about this proposal?**

☐ Yes

☐ No

**Please tell us what specific questions you have.**

---

---

---

---

---

**Thanks!**



**Thank you for taking our survey. Feedback from community members, like you, is very important to us as we explore a new identity for District 49.**

---



## Discussion Considerations for Naming D49

Of all possible names, why does the resolution call out *Pikes Peak* District 49? What are the tradeoffs for other name options?

	Does the name:					
	Establish a Geographic Anchor?	Refer to an Accurate Identity?	Refer to a Precise Identity?	Provide a Unique Brand?	Foster Colorado or National Recognition?	Equip Future Growth or Consolidation?
<b>District 49</b>	No	Yes	No	Yes	No	Yes
<b>Falcon District 49</b>	Yes	Partially	Partially	Yes	No	No
<b>Pikes Peak District 49</b>	Yes	Partially	Partially	No	Yes	Yes
<b>Colorado Springs District 49</b>	Yes	Partially	Partially	No	Yes	No
<b>District of Dreams 49</b>	No	Subjective	Subjective	Yes	No	Yes
<b>East District 49</b>	Yes	Yes	No	Yes	No	Yes
<b>East Springs District 49</b>	Partially	Yes	Yes	Yes	Partially	Yes
<b>High Plains District 49</b>	Partially	Yes	No	No	No	Yes
<b>Innovation District 49</b>	No	Yes	No	Yes	No	Unknown
<b>Pathways District 49</b>	No	Yes	No	Yes	No	Yes
<b>Rocky Mountain District 49</b>	Yes	Yes	No	No	Yes	Yes
<b>The Armed Forces District 49</b>	No	Partially	No	Yes	No	Unknown

All of the answers are subject to discussion, and many are subjective or debatable. The answers in the matrix are a starting point for ongoing board or community discussion.



## Responses to Cost Concerns about the Proposal for Consolidating a District Brand

Concern	Response
Replacing Signage	The proposal does not recommend replacing any of our current signs. Signs with D49 and District 49 remain accurate and consistent with the proposed consolidated brand.
Repainting Buses or other vehicles	Just as we did not repaint buses or other vehicles in 2015, but continued operating with legacy logos saying Falcon District 49, we will continue using existing equipment with existing branding.
Buying New Letterhead	We use digital letterhead and transmit written documents via email or shared storage like Google drive.
Buying new Business Cards	As we run out of existing stocks of business cards, we would refill with the new logo, but since the logo and other information is still accurate, there would be no need to discard useful items. Many of us with business cards still use the pre-2015 version and will continue using the D49 items.
Buying new recruiting materials	New materials to support our out-of-state recruiting presence and efforts would be the most visible expenditure related to this proposal, but those would not be new costs. We refresh our recruiting materials annually and buy brochures, flyers, or signage as part of our presence at recruiting fairs. Even that annual expense is low—estimated at \$1,323, but having the consolidated brand and new logo will help us attract attention and interest from prospective employees.
Buying new logowear	Most of the schools in the district purchase staff shirts for identity and unity. Those shirts are always designed around the school logo, not the district log. For the very limited number of staff who should represent our district in settings like job fairs, conferences, etc. it has been our practice to make small orders annually. The total of those annual orders has been under \$366.
New Badges and Name Tags	Badges are replaced or refreshed for secure entry purposes, not for branding purposes. Many schools use a school-specific logo and branding. Employees with District 49 name tags could continue to use current versions as the logo would still be accurate.



---

Cost of the Survey	We purchase SurveyGizmo through an annual enterprise contract (\$7K/year) and use it for hundreds of surveys and forms capturing hundreds of thousands of responses. The enterprise contract is both less expensive and dramatically more useful than having each individual school bootstrap a low-priced solution using Google forms or some other free provider. All of our large scale surveys including VoW monthly, the Bennett Ranch naming and boundaries processes, our Director District process, all of our cultural compass surveys, our teacher compensation survey, and the Voice of the Community for this issue are only possible on an enterprise platform with unlimited responses and unlimited surveys. It added no cost to host this survey through our account, just as adding a web page or sending an additional thousand emails adds no cost to those platforms. If we had never considered this proposal, we would still find great value in our SurveyGizmo contract.
--------------------	--

---

Cost of changing the website	Our website is built around a library of core elements, so changing a picture or calendar item in the library is reflected across more than 600 individual pages. We only have to upload a single image file.
------------------------------	---

---

Filing Fees	There are no new legal filing fees. We already have to file annually to affirm our business identity using the formal/legal name as well as all the other names by which we have done business. So, we simply add one name to that list. For agencies and media outlets, the time to send an email is the only real investment.
-------------	---

---

Time to Create Proposal and Solicit Input	This proposal did take time and collecting and reporting public input does take time. We consider proposals to improve district performance as part of our work, so with the board's direction, we prioritize exploring a wide range of possibilities and upgrades.
---	---



## BOARD OF EDUCATION AGENDA ITEM 9.04

<b>BOARD MEETING OF:</b>	April 2018
<b>PREPARED BY:</b>	Nikki Lester, Career & Technical Education Director
<b>TITLE OF AGENDA ITEM:</b>	Career & Technical Education & Workplace Learning Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

### RATIONALE:

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Update on new and current partnerships.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Discuss pathways at various schools. Updates on Career & Technical Student Organizations and Workplace learning - Marketplace
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Increase awareness of the Career & Technical Education and workplace learning programs in D49.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Continuing to update and align secondary and post-secondary opportunities and industry certifications while still in high school. Share info on “Get a Life Fair”

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:**

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

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

**DATE:** March 29, 2018





# Career & Technical Education (CTE) & Workplace Learning

Nikki Lester, Director  
Bob Gemignani, Workplace  
Learning Manager



Current CTE Programs in D49		
Engineering	Business	IT/Cyber/A+
Biomedical	Early Childhood	Visual & Design Arts
Agriculture	Health Sciences – CNA, EMR, EMT, Athletic Training	Marketing
ACE/Print Shop	Audio Visual Tech	ACE Special Needs
Manufacturing	Construction	STEM
Family & Consumer	Commercial Arts	Fine Arts
Peyton Woods/Auto	Culinary	Salon & Spa

### New Programs

Engineering – SSAE

IT – SSAE

Industrial Technology – PTEC

Construction/Manufacturing - PTEC



# Where are we now?



1512



229



827



176



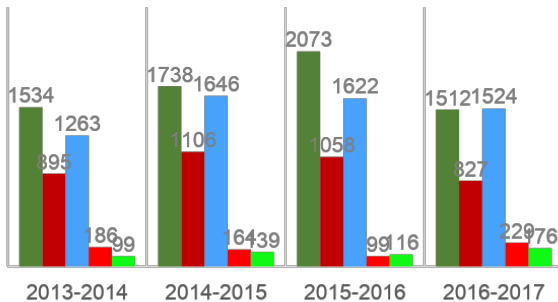
1524

CTE Impact in 2017-2018  
\*Student enrollment in CTE



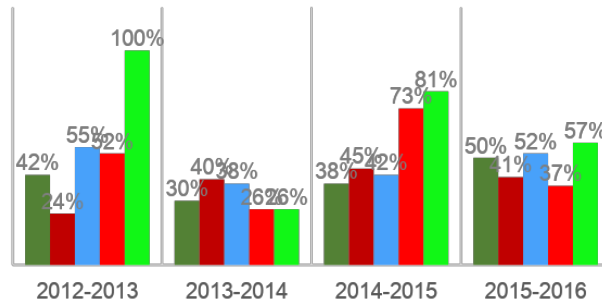
## CTE Enrollment

■ FHS ■ SCHS ■ VRHS ■ PHS ■ SSAE



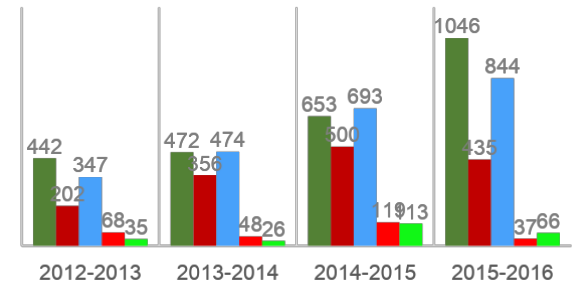
## CTE Completion Rate

■ FHS ■ SCHS ■ VRHS ■ PHS ■ SSAE



## CTE Completers

■ FHS ■ SCHS ■ VRHS ■ PHS ■ SSAE



The Best Choice to Learn, Work and Lead



# Articulation & Certifications

Over 500 D49 CTE students are earning college credit before they graduate

Certifications (HB16-1289) – 126 students

Certifications - 38  
Pre-Apprentice - 4  
= \$21,029







## Reimbursements Fund Programs

By diligently working with teachers to make sure all the CTE Program requirements are met, we have been able to receive the following reimbursements from the state:

### Reimbursement by Year

2011-2012	\$275,931
2012-2013	\$567,339
2013-2014	\$828,783
2014-2015	\$1,007,168
2015-2016	\$654,651
2016-2017	723,762

#### CTE Program Requirements:

- Credentialing
- Program Approval
- Plan of Study
- 5 Year Plan
- VE – 135 Enrollment & Follow Ups
- VE – 130
- Articulation
- CTSO



# Workplace Learning Program

Where we are...



**35 Business  
Champions  
recruited!**

**Over 100 unique  
workplace learning  
experiences  
sponsored!**

**165 unique learning  
experiences in  
business  
development  
pipeline!**

**Nearly 150 students  
served!**

**Expect to serve  
nearly 300 students!**

**The Best Choice to Learn, Work and Lead**



# Workplace Learning Program

## Where we are...



**Targeting industry  
associations &  
employers with  
demanded  
occupations in El  
Paso County...**

**IT, Cybersecurity,  
Software, STEM  
careers...**

**Registered nursing  
and related  
healthcare careers...**

**Skilled  
trades/technical  
sciences, hospitality  
& culinary careers...**

**The Best Choice to Learn, Work and Lead**



# Workplace Learning Program

## Where we are...



### **Notable employers - business & industry are receptive and at the table!**

- Colorado Advanced Manufacturing Alliance (CAMA South)
- Colorado Springs Housing & Building Association (HBA)
- Peak Vista Community Health Centers
- DLR Architects
- Paragon Culinary Institute
- Association of Landscape Contractors of Colorado (ALCC)
- Pikes Peak Mechanical Contractors Association (PPMCA)
- International Facility Managers Association (IFMA)

## Where we need to go...

### **Challenges to overcome...**

- Increase student & staff awareness/engagement
- Increase parent awareness/engagement
- Changing the college decision-making paradigm (college or career)
- Reduce transportation/scheduling barriers for students (job shadows & internships)



# Workplace Learning Program

## The “Marketplace”



The screenshot shows the District 49 website's '49 Pathways' page. At the top, there is a navigation bar with links for HOME, DISTRICT INFO, PORTFOLIO OF SCHOOLS (highlighted), STUDENT SERVICES, COMMUNITY SUPPORT, and LEADERSHIP. To the right of the navigation bar are links for SIGN IN, REGISTER, CONTACT, CALENDAR, and NORMAL SCHEDULE. Below the navigation bar, the '49 Pathways' section is highlighted in green. The main content area features a welcome message and a description of the Workplace Learning Team. A sidebar on the left lists various pathways, including Career & Academic Planning, Career & Technical Education, International Baccalaureate, Concurrent Enrollment, Workplace Learning, Student Page, Career Start Program (AVP), and My Pathways. At the bottom of the sidebar are buttons for DIGITAL BACKPACK, GET ENROLLED, NEWS STORIES, and CAREERS. The main content area includes a 'Welcome to the 49 Pathways Workplace Learning resource page!' message, a description of the Workplace Learning Team, and a section titled 'The Marketplace is where students can connect with local businesses to apply for workplace learning & training opportunities!'. Below this text is a graphic with the word 'MARKETPLACE' and a network of people icons.

**49 Pathways**

[School District 49](#) > [Portfolio of Schools](#) > 49 Pathways

**Welcome to the 49 Pathways Workplace Learning resource page!**

The Workplace Learning Team is dedicated to providing students, teachers, counselors and parents with workplace exploration, training and career information. This information can add value to a student's career pathway plan and connect students to real-life career exploration and training, with local Business Champions. These experiences will help students get career-ready right out of high school or give them a head start on post-secondary education or training.

**The Marketplace is where students can connect with local businesses to apply for workplace learning & training opportunities!**

Enter Marketplace Here!

**MARKETPLACE**

**49 Pathways**

- 49 Pathways
- Career & Academic Planning
  - Graduation Requirements
  - High School Milestones
  - Middle School Milestones
  - Transcripts
- Career & Technical Education
- International Baccalaureate
- Concurrent Enrollment
- Workplace Learning
  - Business Page
- Student Page
  - Workplace Learning Marketplace
- Career Start Program (AVP)
- My Pathways

**DIGITAL BACKPACK** **GET ENROLLED** **NEWS STORIES** **CAREERS**

The Best Choice to Learn, Work and Lead



# Future Plans



- Identify/Integrate Certifications
- Integrate Career Exploration at Elementary - YES!
- Workplace Learning
  - Get a Life Career Expo
  - Designed pre-apprenticeships - pathways to employment





**BOARD OF EDUCATION ITEM 9.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Dr. Nancy Lemmond, Executive Director of Individualized Education

**TITLE OF AGENDA ITEM:** Individualized Education Performance Report

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

Individualized Education houses programs for individualized and small group instruction and experiences – English Language Development, Gifted Education, Special Education, and Community Care. The presentation is an overview of performance for the school year. Informing the Board of Education and stakeholders holds Individualized Education accountable to both internal and external stakeholders along with directors and coordinators within the department.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Overview for informational purposes only.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	An annual performance review provides an opportunity for IE departments to share their performance and work on behalf of students and staff.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Provide transparency of Individualized Education performance and actions

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

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

**DATE:** April 12, 2018





# Individualized Education Performance Report

Martina Meadows – English Language Development Coordinator

Pattie Vail – Gifted Education Coordinator

Emily Leschisin – Director of Special Education

Dr. Kim Boyd – Director of Community Care

Dr. Nancy Lemmond – Executive Director Individualized Education



# English Language Development

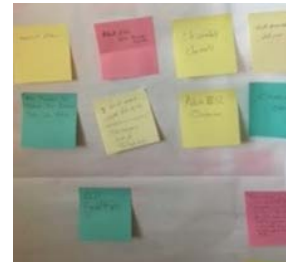


## Who are we?

- Enrollment
- Staff
- Collaboration
  - Preschool
  - Concurrent Enrollment
  - Charter Schools
- Parent Engagement



Data Driven Conversations		
Language Complexity	Vocabulary Usage	Language Forms and Conventions
XXX	XX-X	XX/XX
XX XXXXX	XXXXXXXXXX	XXXXXX XXX XV
XXXXXXXXXX XXXX	XXXXXXXXXX XXXX	XXXXXXXXXX XX XV
XXXXXXXXXX XXXX	XXXXXX	XXXX
XXXX	XX	XX



The Best Choice to Learn, Work and Lead



## Statement of Purpose/Intent (SOPI):

Goal #1: Increase English Learner Achievement (as measured by WIDA ACCESS) by 5%

- PD/PLC/Spot Observations
- Awaiting Jan. 2018 WIDA ACCESS results (May?)

Subgoal: 100% of ELD teachers will have Individualized Learning Targets posted

- Intentional planning/ensure engagement/needs met



Goal #2: Increase communication with all stakeholders. Send at least 10 forms of communication out per month.

- Survey feedback/Clear message/Voice is heard



# Gifted Education



## Gifted Identification

From 2016-2017 to current

Falcon Zone – increase 4.7%

Sand Creek Zone - increase 3.2%

Power Zone – increase 3%

i-Connect Zone – increase 6.1%



# Gifted Education



## Positive Growth

### Education Camps

UNC collaboration for increase staff with endorsements

Supporting Emotional Needs of the Gifted (SENG)

Regional collaboration for identification in talent areas

## Continuing To Grow

Increase staff numbers supporting gifted students

Collaboration with other D49 Departments

Increase professional development opportunities

Communicate regarding identification in talent areas



# Special Education



- Three Areas of Focus
  - Effective Instruction
    - More than 95 hours of Professional Development were provided to Special Education Staff this year
  - Recruit and Retain
    - Improvement to Special Service Provider (SSP) salaries allows District 49 to become more competitive in the region
    - Accurate job descriptions (Center based teachers, SSP's and para-professionals) allow for more transparent job responsibilities and expectations
  - Collaborative Communication
    - An addition of 3 more Special Education Zone administrators will allow for more continued and intense building/zone collaboration to meet specific needs



# Special Education



- Visible Improvements in our 2017 Administrative Unit (AU) Determination through a highly collaborative effort!
  - In a recent CDE Communication, District 49 now enjoys an overall improvement from the 2016 AU Determination in required compliance and results/achievement areas.
  - To illustrate a few:
    - A proficiency rating increase in our overall *AU Determination* rating. We now “Meet Expectations” and do not reflect “Needs Assistance”.
    - The AU Determination rating formula includes *Compliance* ranked as 75% of the overall score, and the remaining 25% is from *Results*.
    - An increase to our overall *Compliance* rating to 100%. This results in now “Meets Expectations” and no longer “Needs Assistance”.
    - An increase for I-13 (Secondary Transition) to 100%; all points possible were obtained.
    - Preschool achievement and growth saw noticeable gains in 4 out of 5 areas
    - I-14 (Post School Outcomes) results indicate an increase of the outcome to 20 points in this year's report.



# Individualized Education



Questions?



**BOARD OF EDUCATION ITEM 9.06**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Rachel Duerr, Health and Wellness Coordinator

**TITLE OF AGENDA ITEM:** School Health and Wellness Plan Update

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

For compliance with School Wellness Policy ADF, schools will submit School Health Improvement Plans (SHIPs) annually.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

All schools have SHIPs based on their assessment, needs and school priorities. The SHIPs must focus on one of the ten components of the Whole School, Whole Community, Whole Child model. The ten components include: Family Engagement, Community Involvement, Health Education, Physical Education and Physical Activity, Health Services, Nutrition Environment and Services, Counseling, Psychological and Social Services, Physical Environment, Social and Emotional Climate, and Health Promotion for Staff.

Information item for the board of education to show current progress on SHIPs for each school as well as wellness program highlights since the addition of a Coordinator of Health & Wellness. Research shows a link between health outcomes and the academic success of students.

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

Culture	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community  <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation  <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>  <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive  <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	District 49 has received national and state level recognition for our work around healthy schools as well as a number of outside grants to support our work.  Family Engagement and Community Involvement are two components of the WSCC model and many schools include these in their SHIPs.  SHIPs provide the framework for each school to focus on continuous improvement around school health. Each school tailors SHIPs to meet the needs of their individual populations.  School health teams have autonomy to develop health improvement strategies aligned with the mission, vision and needs of the school.  Research shows a link between health outcomes and the academic success of students.

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

**APPROVED BY:** Amber Whetstine, Executive Director of Learning Services; Peter Hilts, Chief Education Officer  
**DATE:** March 27, 2018





# Wellness Update

Rachel Duerr

Coordinator of Health & Wellness



# Falcon Zone



- Falcon High School
- Falcon Middle School
- Falcon Elementary School
- Meridian Ranch  
Elementary School
- Woodmen Hills  
Elementary School



MRES Health Jam



# iConnect Zone



- Banning Lewis Ranch Academy
- Banning Lewis Preparatory Academy
- GOAL Academy
- Falcon Homeschool Program
- Imagine Classical Academy Indigo Ranch
- Patriot High School
- Pikes Peak Early College
- Rocky Mountain Classical Academy
- Springs Studio for Academic Excellence



RMCA Teacher Boot Camp



PPEC Student Yoga



# Power Zone



- Vista Ridge High School
- Skyview Middle School
- Academy for Literacy Learning and Innovation
- Odyssey Elementary School
- Ridgeview Elementary School
- Stetson Elementary School

*Healthy School Champion Award Winner*



RVES Yoga



SES Playground Markings



VRHS Agility Mats

The Best Choice to Learn, Work and Lead



# Sand Creek Zone

- Sand Creek High School
- Horizon Middle School
- Evans Elementary School
- Remington Elementary School
- Springs Ranch Elementary School



**APRIL 25 2018** *Sand Creek Zone* **HEALTH & WELLNESS EXPO**

This is a FREE community event, designed to encourage healthy lifestyles and connect you to resources. FREE Door Prizes and FREE activities for Parents and kids!

**at Sand Creek High School**

**OUR VENDORS**  
TAEKWONDO, ORANGE THEORY FITNESS, DRIVESMART, LIFETIE, VILLASPORT, GOLD'S GYM, 9 ROUND FITNESS, ROCK SOLID CHIROPRACTIC, AND MUCH MORE!

**5:00-7:30PM**

**WORKOUT CLASSES**  
5:30 Taekwondo  
6:00 Farells' Kickboxing  
6:30 Yoga  
7:00 Body Pump

All ages are welcome to participate

The school (RES, EIES, SRES) grade (HMS) and club/sport (SCHS) with the most attendance will earn \$1000!

PosterMyWall.com Student Performances beginning at 5:30



The Best Choice to Learn, Work and Lead



# District-wide Wellness



- Policy
- GoNoodle Plus
- D4.9K Walk/Run
- READ Camp
- Professional Development
- Staff Wellness
- Grant Updates



2017 D4.9K Walk/Run





## Healthy Schools Successful Students School Health Improvement Plan (SHIP)

### ***What is the School Health Improvement Plan?***

The School Health Improvement Plan is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

<b><i>SHIP Components</i></b>	<b><i>SHIP Checklist</i></b>
<p><b>Priority Area: <u>Ten Components of The Whole School, Whole Community, Whole Child Model</u></b></p> <p>It is recommended school teams complete a school health assessment, such as Smart Source and identify priority areas for improvement from the Whole School, Whole Community, Whole Child model prior to writing their SHIP. Your SMART objectives should demonstrate how you will improve your selected priority area. Which priority area(s) did your school team decide to address this year? Does your SMART objective align with your priority area(s)?</p> <p>For example: After completing your assessment, your school health team identified the following priority areas to address this school year:</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities for physical activity on a daily basis outside of the physical education program</li> <li>• Classrooms offer non-food or healthy rewards</li> </ul> <p>Based on your priority areas, your SMART objectives might look like this:</p> <ul style="list-style-type: none"> <li>• By December 1, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis.</li> <li>• By December 1, 100% of teachers and staff will use non-food rewards for behavior or accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Priority area(s) for improvement has been identified by the school health team using an assessment and prioritization process</li> <li>• SMART objective(s) demonstrates efforts to improve priority area</li> </ul>



<p><b>SMART Objective:</b></p> <p>Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities.</p> <ul style="list-style-type: none"> <li>• <b>Specific:</b> Who? (Target Population) and What? (Action/Activity)</li> <li>• <b>Measurable:</b> How much change is expected?</li> <li>• <b>Attainable:</b> Can it be realistically accomplished given current resources and constraints.</li> <li>• <b>Relevant:</b> Does it address needs and proposes reasonable action steps to lead to desirable results.</li> <li>• <b>Time-phased:</b> Does it provide a timeline indicating by when the objective will be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Attainable</li> <li>• Relevant</li> <li>• Time-phased</li> </ul>
<p><b>Data Collection:</b></p> <p>Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented.</p>	<ul style="list-style-type: none"> <li>• Data collection is aligned with the SMART objectives</li> </ul>
<p><b>Action Steps:</b></p> <p>Action steps are the activities needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb.</p> <p>In addition to the action steps necessary for achieving the SMART objective, SHIPs should also include the following action steps:</p> <ul style="list-style-type: none"> <li>• <i>Regular meetings with your school health team</i></li> <li>• <i>Data collection activities (e.g., pre and post surveys, assessments, observations, etc.)</i></li> <li>• <i>Work on your school/district wellness policy (e.g., assessing communicating, revising, implementing, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Action steps are clear, complete, and in the correct sequential order</li> <li>• Action steps are aligned with the SMART objective</li> <li>• Budget is realistic and clearly aligned with action steps</li> <li>• Responsibilities are shared across all team members</li> <li>• Staff and students, beyond the team, are involved</li> <li>• Data collection is built into the action steps</li> <li>• Team and grant responsibilities are built into action steps</li> </ul>
<p><b>Things to Remember:</b></p> <ol style="list-style-type: none"> <li>1. <i>Don't try to take on everything at once!</i></li> <li>2. <i>The focus of the SHIP should be on the health needs/highest priorities identified through the school assessment.</i></li> <li>3. <i>Get input from other individuals in your school on how best to address your school's health needs.</i></li> <li>4. <i>Meet regularly with your school health team and monitor SHIP progress.</i></li> <li>5. <i>Build sustainability efforts into your SHIP.</i></li> <li>6. <i>A final consideration, if you gave your SHIP to someone who is not familiar with your plan would they understand what you are planning on doing? If no consider adding more details!</i></li> </ol>	





## Healthy Schools Successful Students School Health Improvement Plan (SHIP)

### ***What is the School Health Improvement Plan?***

The School Health Improvement Plan is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

<b><i>SHIP Components</i></b>	<b><i>SHIP Checklist</i></b>
<p><b>Priority Area:</b> <u><a href="#">Ten Components of The Whole School, Whole Community, Whole Child Model</a></u></p> <p>It is recommended school teams complete a school health assessment, such as Smart Source and identify priority areas for improvement from the Whole School, Whole Community, Whole Child model prior to writing their SHIP. Your SMART objectives should demonstrate how you will improve your selected priority area. Which priority area(s) did your school team decide to address this year? Does your SMART objective align with your priority area(s)?</p> <p>For example: After completing your assessment, your school health team identified the following priority areas to address this school year:</p> <ul style="list-style-type: none"> <li>• Provide students with opportunities for physical activity on a daily basis outside of the physical education program</li> <li>• Classrooms offer non-food or healthy rewards</li> </ul> <p>Based on your priority areas, your SMART objectives might look like this:</p> <ul style="list-style-type: none"> <li>• By December 1, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis.</li> <li>• By December 1, 100% of teachers and staff will use non-food rewards for behavior or accomplishments.</li> </ul>	<ul style="list-style-type: none"> <li>• Priority area(s) for improvement has been identified by the school health team using an assessment and prioritization process</li> <li>• SMART objective(s) demonstrates efforts to improve priority area</li> </ul>



<p><b>SMART Objective:</b></p> <p>Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities.</p> <ul style="list-style-type: none"> <li>• <b>Specific:</b> Who? (Target Population) and What? (Action/Activity)</li> <li>• <b>Measurable:</b> How much change is expected?</li> <li>• <b>Attainable:</b> Can it be realistically accomplished given current resources and constraints.</li> <li>• <b>Relevant:</b> Does it address needs and proposes reasonable action steps to lead to desirable results.</li> <li>• <b>Time-phased:</b> Does it provide a timeline indicating by when the objective will be met.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific</li> <li>• Measurable</li> <li>• Attainable</li> <li>• Relevant</li> <li>• Time-phased</li> </ul>
<p><b>Data Collection:</b></p> <p>Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented.</p>	<ul style="list-style-type: none"> <li>• Data collection is aligned with the SMART objectives</li> </ul>
<p><b>Action Steps:</b></p> <p>Action steps are the activities needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb.</p> <p>In addition to the action steps necessary for achieving the SMART objective, SHIPs should also include the following action steps:</p> <ul style="list-style-type: none"> <li>• <i>Regular meetings with your school health team</i></li> <li>• <i>Data collection activities (e.g., pre and post surveys, assessments, observations, etc.)</i></li> <li>• <i>Work on your school/district wellness policy (e.g., assessing communicating, revising, implementing, etc.)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Action steps are clear, complete, and in the correct sequential order</li> <li>• Action steps are aligned with the SMART objective</li> <li>• Budget is realistic and clearly aligned with action steps</li> <li>• Responsibilities are shared across all team members</li> <li>• Staff and students, beyond the team, are involved</li> <li>• Data collection is built into the action steps</li> <li>• Team and grant responsibilities are built into action steps</li> </ul>
<p><b>Things to Remember:</b></p> <ol style="list-style-type: none"> <li>1. <i>Don't try to take on everything at once!</i></li> <li>2. <i>The focus of the SHIP should be on the health needs/highest priorities identified through the school assessment.</i></li> <li>3. <i>Get input from other individuals in your school on how best to address your school's health needs.</i></li> <li>4. <i>Meet regularly with your school health team and monitor SHIP progress.</i></li> <li>5. <i>Build sustainability efforts into your SHIP.</i></li> <li>6. <i>A final consideration, if you gave your SHIP to someone who is not familiar with your plan would they understand what you are planning on doing? If no consider adding more details!</i></li> </ol>	



## ALLIES

### Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2017-2018

<b>Co-leader Name(s):</b> Beth Drake <b>Principal:</b> Rebecca Thompson				
<b>Priority Area #1: What priority area have you selected to focus your efforts?</b> Physical activity for students- 100% of ALLIES students will have access to PE and recess equipment needed to increase and maintain physical movement.				
<b>SMART Objective #1 (desired change):</b> Equipment will be ordered and implemented into recess and PE class by the end of May 2018 X New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Research sport equipment needed to obtain SMART objective	Oct. 15, 2017	Ann Johnson/Beth Drake	\$0	8/2017
Get student input on desired equipment	Oct. 15, 2017	Ann Johnson	\$0	8/2017
Character ED Playground Packs	8/2017	Beth Drake-emailed Rachel Duerr Allies wish list	\$541.26 (\$500 Health Foundation grant, \$41.26 ALLIES)	8/2017
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$ 541.26	

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**  
 Allies students are participating in GO Noodle on a daily basis, 10 minutes. Students will participate in daily recess and weekly PE classes. Students will participate in walking field trips and Parent Picnic, and Team Building Day which will require students to participate in physical activities.



# Banning Lewis Preparatory Academy

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Mark Carlson and Lisa Dehoyos  
**Principal:** Brandon Monson

**Priority Area #1: What priority area have you selected to focus your efforts?**

We are focusing on a huge need for the student body at BLPA. We will be purchasing an ice machine. The ice will be able to serve the student-athletes at sporting events/practice and also physical education classes.

**SMART Objective #1 (desired change):**

We will provide ice for all sports/exercise activities/injuries.

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

None needed

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Purchase Ice Machine for Training Room	Jan 5th	Carlson/Dehoyos	\$1000	
			\$	
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1000	



--	--

**Priority Area #2: What priority area have you selected to focus your efforts?**  
We will be focused on staff exercise and team building this semester.

**SMART Objective #2 (desired change):**  
Staff will complete two exercise activities on separate professional development days. Teachers will have an opportunity to try new sports, exercises, and weight room access for our Professional Development days.

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**  
Staff will take a pre and post survey covering activities they wish to participate in and their experiences after.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Communicate and Confirm with Principal date availability	2x in Spring Semester	Carlson/Dehoyos	\$ 0.00	
			\$	
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$ 0.00	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Students will participate in weekly physical fitness activities. Staff will be participating in 2 Healthy Mind, Healthy Bodies Professional development days. Healthy food and drink standards are enforced. In addition, sporting goods have been donated for students to use during Homeroom time and Lunch.



# Banning Lewis Ranch Academy

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Briana Alley & Emmalee Fladland  
**Principal:** Shannon Molnar

**Priority Area #1: What priority area have you selected to focus your efforts?**

Providing staff, volunteers, parents and students with a new refrigerator that has ice machine.

**SMART Objective #1 (desired change):**

We will provide ice for all sports/exercise activities/injuries. We will provide a refrigerator to influence staff to bring healthy lunches.

☐ New Objective ☐ *Continuing/Expanded Objective*

**Data: What data will you collect that will indicate the objective has been achieved?**

None needed

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Purchase Refrigerator with an Ice Machine for Lounge	Jan 19th	Alley/Fladland	\$899	x
			\$	
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$899	



--	--

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> We will be focused on staff exercise, healthy eating and team building this semester.				
<b>SMART Objective #2 (desired change):</b> Staff will complete two exercise activities on separate professional development days.  <input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> Staff will take a pre and post survey covering activities they wish to participate in and their experiences after.				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Communicate and Confirm with Principal date availability	2x in Spring Semester	Alley/Fladland	\$0	
			\$	
			\$	
			\$	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$0	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Students will participate in a Spring Field Day as well as weekly physical fitness activities. Staff will be participating in 2 Healthy Mind, Healthy Bodies PD days.



# Evans International Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Bryan Mickelson, Kristen Billingsley  
**Principal:** Michelle Slyter

**Priority Area #1: What priority area have you selected to focus your efforts?**

Physical Activity

**SMART Objective #1 (desired change):**

Evans Elementary will increase daily physical activity during indoor and outdoor recess. Evans' Fuel Up to Play 60 (FUP60) team has chosen to do the "Recess Refresh" Play. Each of the 700 students at Evans will have access to new indoor recess equipment that will encourage a raised level of activity and provide education on healthy eating. Outdoor recess will be refreshed by rewriting the playground rules with the input of the FUP60 team. New rubberized play surface. This Objective started in September 2017 and will complete in May 2018.

☒ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Reduction in the number of office referrals from recess

Teachers observing a raised level of activity and excitement

Track the number of times the indoor recess equipment is checked out.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Rubberized Play Surface	9/17	Slyter	Other Funds	Yes
Purchase indoor recess equipment	9/17	Mickelson	Medicaid Funds	Yes
Rewrite Playground rules	11/17	Mickelson, Billingsley, FUP60 Team	None	Yes
Purchase a Funhoop	11/17	Mickelson	\$500 TCHF	Yes



<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>	\$500
--	-------

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Nutrition				
<b>SMART Objective #2 (desired change):</b> Evans Elementary will consider a “Grab and Go” breakfast option available to all 700 Evans students that will enable them to eat in the classroom. Evans’ Fuel Up to Play 60 (FUP60) team has chosen to do the “Breakfast for everyone - First Meal Matters” Play. This objective will start in November 2017 and complete in May 2018.  <input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> Track the number of students that use and/or benefit from a grab and go option <ul style="list-style-type: none"> <li>- Students that don’t eat any breakfast</li> <li>- Students late that would be unable to get regular breakfast</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Hold a Fuel Up to Play 60 Kickoff Assembly to promote plays	10/17	Mickelson	\$0	Yes
Collect the above data *** We were not able to accomplish this because of a conflict with Nutrition and Title I regulations.	4/18	Neidhart	\$0	NO
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Fourth and fifth grade students get chosen to participate in student council to promote leadership and school activities. Evans works with an organization that gives bags of new clothing to ten students who are in need. For Thanksgiving, each grade level sponsors a community organization. The grade level brings in needed items, and writes letters of thanks. During October, Evans has Healthy Choice Days to give information and promote healthy choices at school, home, and within the community. Each day a new theme is presented and an activity is completed within the class. Small groups are held each day by the counselor to work a variety of skills. Skills like social skills, grief, changing families, and anger are worked on.



# Falcon Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Melissa Ardolf, Kirin Kinder  
**Principal:** Michael Roth

**Priority Area #1: What priority area have you selected to focus your efforts?**

**We would like to continue a high level of staff participation in our wellness initiatives. Last year showed our highest levels of participation yet.**

**SMART Objective #1 (desired change):**

By May 2018, Falcon Elementary School of Technology School Health Team will implement and/or continue a minimum of 3 initiatives to INCREASE STAFF WELLNESS for at least 75% of the FES staff population of 50.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

- # of staff wellness programs offered - 3
- # of staff participating in staff wellness events
  - o D4.9 K run/walk in November- 24
  - o Fitbit Challenge in January- 8
- Wellness week survey results in April

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Plan, promote and participate the D4.9K run/walk in November. Participation prizes will be awarded.	End of November	Melissa and Kirin	\$300	Yes
Promote and participate in our school Fitbit Challenge in January. Overall prizes will be awarded.	February	Melissa and Kirin	\$0	Yes



<b>Create and distribute a “Spring Break Wellness Checklist” that offers fun healthy ideas to do over spring break; offer incentive for staff that can mark off a certain number on a stress questionnaire.</b>	April	Melissa and Kirin	\$0	
<b>Submit Success Story</b>	April	Melissa and Kirin	\$0	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$300.00	

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Physical Activity				
<b>SMART Objective #2 (desired change):</b> By May 2018, the Falcon Elementary School of Technology School Health Team will implement and/or continue a minimum of 4 initiatives to INCREASE PHYSICAL ACTIVITY for at least 50% of the FES student/staff population of 307.				
<input type="checkbox"/> New Objective <input checked="" type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> <ul style="list-style-type: none"> <li>o Go Noodle: Whole year for the whole school</li> <li>o Walking Club</li> <li>o Jump Rope for Heart</li> <li>o Wiggle Wednesday Warm Up- whole year for whole school</li> </ul>				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed (Note funding stream)</b>	<b>Action Step Completed</b>
<b>Continue offering 4 free physical activity calendar options for students- (walking club, Jump Rope, Wiggle Wednesday, and gonoodle).</b>	May 2018	Melissa and Kirin	\$0	Yes



<b>Purchased a climbing wall book</b>	May 2018	Melissa and Kirin	\$74.91	Yes
<b>Go Noodle will be used by each classroom teacher for their entire class daily for at least 15 to 20 minutes.</b>	May 2018	Melissa and Kirin and Staff	\$0	Yes
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$74.91	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

<p><b>Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:</b></p> <p>Skate City nights three times this year  Field Day for all students on Sept. 29, 2017  Participation of Free Hot on Yoga classes for staff  Option for staff to participate in before and after-school intramurals  Basketball was offered after school for 4th and 5th grade for 6 weeks</p>
---



# Falcon Homeschool Program

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

<b>Co-leader Name(s):</b> Theresa Klinitski <b>Principal:</b> Katie Boal				
<b>Priority Area #1: What priority area have you selected to focus your efforts?</b> Physical Fitness, stress management, healthy habits				
<b>SMART Objective #1 (desired change):</b> To provide sports equipment to be used by students during recess. This will include equipment such as spikeball, volleyball, soccer balls, frisbees and disc golf discs to use outside.  X New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> Check in with students for feedback on equipment				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Interview staff and students on what recess equipment they would like	9/13/2017	Theresa	\$	X
Submit Medicaid application for recess equipment	9/13/2017	Theresa	\$895.92 - Medicaid	X
Order equipment	11/15/2017	Theresa	\$	X
Check in with students	ongoing	Theresa	\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$895.92	



**Priority Area #2: What priority area have you selected to focus your efforts?**

Physical fitness, healthy eating, mentally stimulating, healthy habit formation

**SMART Objective #2 (desired change):**

Teaching students and parents healthy alternative options to spending time in front of a screen.

☒ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Check in with students and parents

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Plan a family event to view the Screenagers fim. It will also allow local businesses to demonstrate healthy alternatives to screen time (physical activity choices, mentally stimulating activities, healthy eating, etc)	1/31/2018	Theresa & Sandi	\$	
Submit Colorado Health Foundation PR to support cost of Screenagers	1/5/2018	Theresa	\$500.00	
Hold event	4/302018	Theresa & Sandi	\$	
Check in with students and parents	ongoing	Theresa	\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$ 500.00	



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

- PTSO has crafted and donated several group games: large size jenga, washers, and circle logic, to be used by students at recess during inclement weather.
- Physical Activity Electives offered to students in which they have learned group games: volleyball, spikeball, disc golf and Hacky Sack.



# Falcon High School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Cheryl Allen & Greg Morris  
**Principal:** Cheryl DeGeorge

**Priority Area #1:** What priority area have you selected to focus your efforts? Support SPED Dept with classroom items to promote movement and core strength.

**SMART Objective #1 (desired change):** Add movement into the daily routine for the MH room students, and add a couple more core chairs to the SLIC room to help students work on core.

x ☐ New Objective   ☐ Continuing/Expanded Objective

**Data:** What data will you collect that will indicate the objective has been achieved? Check in with SPED teachers to see which activities worked best, and/or better concentration on core chairs.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Speak with SPED teachers for requests	Oct Break	Cheryl	\$700.00	yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1200.0	

**Priority Area #2:** What priority area have you selected to focus your efforts? Support conseling/front office with a healthy choice of snacks & re-start and grow workout club



**SMART Objective #2 (desired change):**Educate students on healthy choices for snacks when they come in hungry along with a safe, fun environment for students not on sports teams or off season to work out. Greg will start up 2x a week workouts with students after Golf is over & try to get some staff involved, along with general population of students ( SPED cannot stay after school usually)

☐ New Objective x ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

**Will start logging who attends exercise/ check with counselors & principals to see if healthy snacks are well received, help. And for heart monitors, do not know if approve yet, but PE teacher will write up how used in class.**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Speak with principal about healthy snacks for general population students	Fall 2018	Cheryl	\$500.00	yes
Log who works out - shared Drive sheet	Jan 2018	Greg & Cheryl	\$0.0	no
Price heart monitors for PE teachers ( use other funds to supplement cost)	March 30, 2018	Greg & Cheryl	\$1000.00	not yet
Greg starts exercise after golf season ( <b>After two months of scheduling workouts, Greg found no interest in the work out club</b> )	Nov 2017	Greg	\$0.0	no
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1500.00	



# Falcon Middle School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Sam Cates & Jessica Emery  
**Principal:** Brian Smith

**Priority Area #1: What priority area have you selected to focus your efforts?** Staff Wellness Week

**SMART Objective #1 (desired change):** To educate staff members on how to better take care of their wellbeing; mentally and physically by providing services, tools, and examples, (healthy snacks, recipes, etc...).

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?** Staff will complete an optional survey at the end of the training letting us know what they have learned.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Gather service people, nutritious foods, wellness tools & door prizes	March 2018 before spring break	Sam Cates Jessica Emery	\$500 (The Colorado Health Foundation)	
Set date & the week's scheduled activities	April 16, 2018	Sam Cates Jessica Emery	\$	
Notify admin. & staff and supply them with list of activities	April 30, 2018	Sam Cates Jessica Emery	\$	
			\$	



<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>	\$
--	----

<b>Priority Area #2: What priority area have you selected to focus your efforts? Fitness &amp; Wellbeing</b>				
<b>SMART Objective #2 (desired change):</b> FMS staff will participate in after school yoga sessions and meditation to expand their knowledge of how to increase their flexibility, wellbeing, better posture, and balance.				
<input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> Staff will complete an optional survey at the end of the training letting us know what they have learned.				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Define Needs (Building use, etc)	Oct. 2017	Jessica Emery Sam Cates	\$0	Yes
Inform Staff of opportunity via email	Oct. 2017	Jessica Emery Sam Cates	\$0	Yes
Launch Training Program	After Fall Break 2017-2018	Jessica Emery Sam Cates	\$0	Ongoing
			\$0	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Co-leader Jessica Emery enrolled in and completed the graduate course offered by UNC titled, "Implementing Physical Activity into the Classroom". Due to this class, I include physical activity into my classes daily. Completed 'Mindfulness' training at the end of 2017 and have since have shared my knowledge of what I learned to my students and fellow staff members. I also encourage staff members to attend the wellness/mindfulness trainings offered by the district.

We plan to offer a Mindfulness training rotation at our next Professional Development Day.



# GOAL Academy

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2017-2018

Co-leader Name(s): Lakeisha Lacy

Principal: Ramon Arriaga

**Priority Area #1: What priority area have you selected to focus your efforts? Student nutrition (cooking classes) offer cooking classes to students through cooking matters. Classes will be offered twice a week for six weeks and will be two hours long. This will include one hour of nutrition education and one hour of hands on cooking.**

**Student nutrition (cooking classes) offer cooking classes to students through cooking matters. Classes will be offered twice a week for six weeks and will be two hours long. This will include one hour of nutrition education and one hour of hands on cooking.**

**SMART Objective #1 (desired change):** By May 2018 Goal High School will create an environment that promotes student participation with healthy nutrition outside of physical education class, by providing a 6-week cooking class for the students twice a week for two hours. 1 hour of nutrition education and 1 hour of hands on cooking.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

- Attendance for cooking class.
- Student Participation in nutrition class for the entire 6 weeks.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Meet with Cooking matters instructors and schedule classes  Classes will run mid Feb-end of March	January 8, 2018	Lakeisha Lacy	\$0	X
Advertise classes and send out student sign-up flyers	February 1, 2018	Justin Mendell AP of school	\$0	
Provide cooking supplies for 35 students (order supplies) cutting boards/measuring cups/measuring spoons	January 16, 2018	Lakeisha Lacy	\$500.00	



<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$500.00	

<b>Priority Area #2: What priority area have you selected to focus your efforts? Staff wellness/physical activities</b>				
<b>SMART Objective #2 (desired change): By May 2018, Goal High School will create an environment that promotes staff participation in physical activity, by providing monthly wellness challenges/opportunities during the year.</b>				
<input type="checkbox"/> New Objective <input checked="" type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved? Attendance/ Staff participation track through WELLABLE site</b>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Send WELLABLE link to all staff members	September 2017	Erica Lucero	\$0	X
Track participation	Ongoing	Lakeisha Lacy	\$0	
Order incentives IFITNESS Journals	January 15th 2018		\$500	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$500	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school: Goal has started a wellness committee that meets once a month to discuss wellness on different levels. Wonderful things have come from this group in the first year. We were able to get all staff fitbit, we also have standing desks in each site as well as treadmills and exercise bikes. Goal as the support of upper management and this has been a tremendous help with getting health and wellness going at Goal Academy.**



# Horizon Middle School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Windy Hart and Jessica Shonk  
**Principal:** Dustin Horras

**Priority Area #1: What priority area have you selected to focus your efforts?**

Staff Health and Wellness Challenge

**SMART Objective #1 (desired change):**

50% of staff members will join the Health and Wellness Challenge during the second semester of the 2017-2018 school year.

☒ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Google Form with entrant's information and registration

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Advertising the results of participants who joined the Health and Wellness Challenge that has commenced during the first semester of the 2017-2018 school year.	Ongoing during the first semester	Windy Hart and Jessica Shonk	\$235.91 - (TCHF) incentives	Yes
Offer "mini groups" such as healthy cooking clubs, hiking groups, yoga partners, etc within the challenge so that there is more camaraderie among participating members.	Jan. 2018	Windy Hart and Jessica Shonk	\$0	No
Offer prizes for participating members and advertise which prizes are available.	Jan. 2018	Windy Hart	\$0	No
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$Not initiated/completed	



**Priority Area #2: What priority area have you selected to focus your efforts?**

Hydration Station

**SMART Objective #2 (desired change):**

By May of 2018, there will be a hydration station installed in the Panther Den (6th grade campus).

☐ New Objective ☐ Continuing/Expanded Objective**Data: What data will you collect that will indicate the objective has been achieved?**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Speak with administration about need and placement of the hydration station	Oct 1	Dave Kennington	\$0	Yes
Get estimate for the purchase and installation of 1-2 units	December 1	Liz Dalzell Wagers	\$	
Apply for Funds	Feb. 1	Jessica Shonk	\$236 (TCHF)	Yes
Have installation completed	May 30	Dave Kennington	\$	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$236	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Students are encouraged to drink only water during the school day and in classrooms. There are multiple hydration stations located throughout the main building that offer opportunities for staff and students to refill water bottles throughout the day.

Initial talks have begun to start a farmers market type fair at the school with vegetables grown in our school greenhouse and vendors from the community.

Possible sign up for the Walk/Bike to school event on **October 4**. Passing out granola/Clif bars and water to those who participate.

Medicaid funds directed towards continued progress of the school greenhouse. (2/28/18)

Some games/materials will be purchased for students to use during break from state testing that will be administered in April. (2/28/18)



# Imagine Classical Academy

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Lynn Day and Amanda Ralston  
**Principal:** Frank Fowler

**Priority Area #1: What priority area have you selected to focus your efforts?**  
 Our priority surrounding staff is to improve the staff's physical and mental wellness.

**SMART Objective #1 (desired change):**

30% of staff members at Imagine Classical Academy will participate in monthly challenges focused around good health practices.

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Monthly activity logs

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Create monthly calendars each one focusing on a different challenge.	1st of each month (Collected end of each month)	Joe Littlefield Lynn Day	\$0	
Acquire money from PTO for each month's challenge winner's incentives.	End of each month	Lynn Day	\$200	Yes
Promote each month's challenge through flyers and/or emails.	Ongoing	Lynn Day Amanda Ralston	\$0	
			\$	



<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$200	

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Our priority surrounding students will be to increase physical activity levels throughout the academic school day.				
<b>SMART Objective #2 (desired change):</b> Our goal will be to have K-5 classrooms working to achieve 200 minutes of GoNoodle activity each quarter  <input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> We will track each classroom's GoNoodle minutes.				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Create and utilize a google doc to track GoNoodle minutes	October 9th (and ongoing)	Joe Littlefield Amanda Ralston	\$0	
Plan a healthy food party and acquire playground equipment as an incentive for winning class each quarter.	End of each quarter	Wellness Committee	\$400	
Promote the GoNoodle contest to students and teachers.	Ongoing	Wellness Committee	\$0	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$410	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Received grant money for a ball cart and 24 playground balls (football, soccer, basketball, playground balls) which has greatly increased our student's activity level during outdoor recess time.

Thank Goodness It's Fitness Friday (TGIFF)-- one Friday a month, all students in PreK-8th grade will participate in whole group movement led over the morning announcements.

Friday Adult Art Classes-- Teachers can unwind after a stressful week through art led by our building's Art teacher.

Food Rules-- Teachers will receive fun and informative emails each week that include facts regarding nutrition. These will also be posted for our Middle School students.

Wellness Corner-- we will have health and wellness articles included in our school's monthly newsletter that is distributed to parents and staff.

Salads-- our school cafeteria will offer salads at lunch for staff and middle school students.

After school activities- our campus offers: Landshark Running Club, Karate, Garden Club, Cooking Class

January 2nd-- We hosted a staff hydration station with various flavored water to kick off our January Drink H2O Challenge!

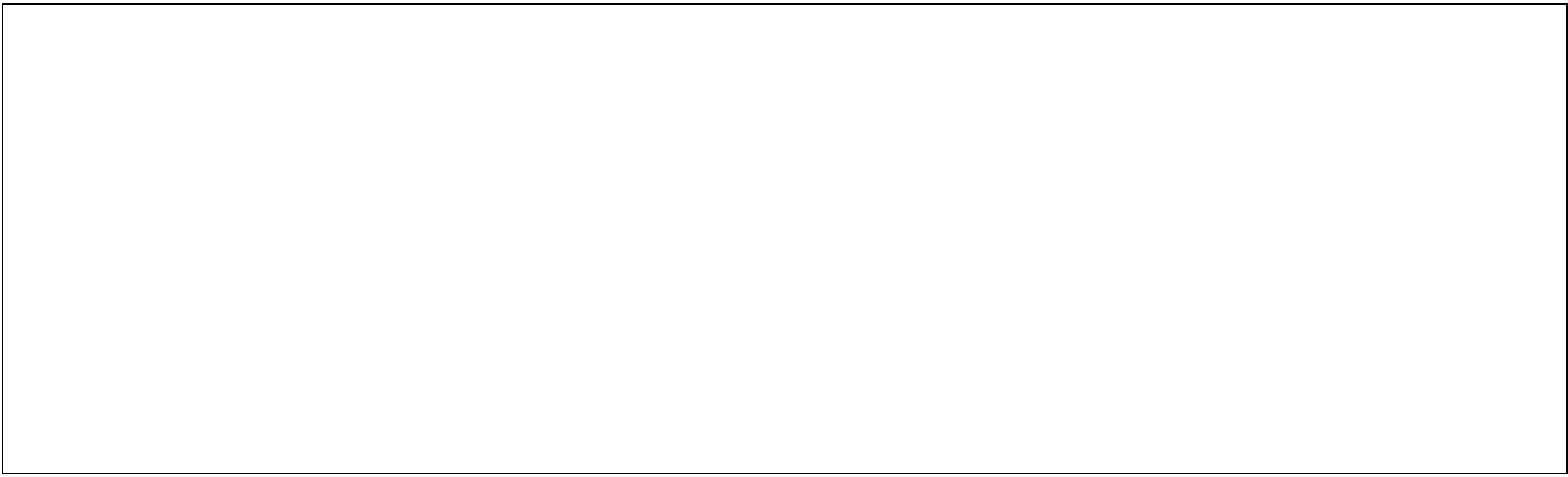
**Imagine Indigo Ranch Wellness Goals**

Our goal was to increase our students activity level in the classroom using "Go Noodle" and outside at recess. To accomplish this goal, we used our grant money to purchase a ball cart and playground balls (footballs, basketballs, soccer balls, four- square balls) to give students opportunities to play ball games on our new playground. At recess, all kids are moving and engaged in activity.

To promote healthy eating, we used some of our grant money to award classrooms that exceeded 200 "Go Noodle" minutes a chance to enter a drawing for a fruit and veggie party.

For our staff members, we decided to do a different monthly "Wellness Challenge" each month. Each winner received a \$20.00 gift card of their choice and their name on our "Staff Shout Out" wall. Monthly challenges varied each month such as the Hydration Challenge, Vegetable Challenge, Fruit Challenge, Step Challenge, Activity Challenge, and our last one will be Outdoor Exercise Challenge in April.







# Meridian Ranch Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Melinda Snavelly and Stephanie Kelkenberg  
**Principal:** Sheehan Freeman-Todd

**Priority Area #1: What priority area have you selected to focus your efforts?**

Flexible seating for intervention groups in the hallways due to lack of space in the building.

**SMART Objective #1 (desired change):**

By Fall break we will be utilizing flexible seating for small group intervention times in the hallways to promote a better learning environment other than simply sitting on the floor where it can become very uncomfortable for the students and the staff member working with them.

☒ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Asking students and staff if they prefer the flexible seating over simply sitting on the floor. Do they feel that they are more productive due to being more comfortable.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Medicaid application for flexible seats and clipboards for the hallways was approved on  Tricia Samora, administration secretary will be placing the order during the last week of fall break and shipping directly to MRES.	Fall break	Stephanie Kelkenberg and Tricia Samora	\$675.17	Yes
We have bought two bins to store the flexible seats and clipboards and have put these bins in one primary	After Fall break	Stephanie Kelkenberg and Tricia Samora	\$	Yes



hallway and one intermediate hallway. These bins are on wheels and can be rolled to other areas if needed. Our school funds paid for these.				
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$675.17	

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Social/emotional well-being				
<b>SMART Objective #2 (desired change):</b> By Fall break we will have one Hokki seat per grade level to be used by the student who most needs a sensory break. I have added to our wiggle seats and sensory boxes that were purchased last year.  <input type="checkbox"/> New Objective <input checked="" type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> Tracking sheet for teachers to keep on how many students utilize the Hokki seat. Student survey to ask if they utilized the Hokki seat and if so, were they helpful or not.				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed (Note funding stream)</b>	<b>Action Step Completed</b>



Medicaid application for Hokki seats was approved on	Fall break	Stephanie Kelkenberg and Tricia Samora	\$804.65	Yes
Tricia Samora, administration secretary will be placing the order during the last week of fall break and shipping directly to MRES.	After Fall break	Stephanie Kelkenberg and Tricia Samora	\$	Yes
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$804.65	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

- We had a Health Jam day that every student experienced various presenters and/or activities. These were Mindfulness, Exercise class, Nutrition presentation, Hygiene and hand-washing presentation, and Dental presentation to K-2 only. Grade level Mindfulness sets purchased as a result of positive student feedback on Mindfulness sessions (\$72 TCHF)
- **Apex Fun Run**-A team of four from Apex spends two weeks on our campus to teach the students character lessons and build the hype for the Fun Run. Students have friends and family pledge to donate money for each lap they run during the event. Students run on a 1/16th mile track and can run up to 59 laps!
- **Jump rope for Heart**- Students raise money for the American Heart Association and jump rope to celebrate their healthy hearts! Our event takes place in PE during their normal Perspectives time and we talk about nutrition, healthy choices, and heart healthy habits.



# Odyssey Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

<b>Co-leader Name(s):</b> Mark Breeding and Diane Neff <b>Principal:</b> Sarah McAfee				
<b>Priority Area #1: What priority area have you selected to focus your efforts?</b> Staff Wellness Increase Physical Activity and Wellness among the Odyssey Elementary School Staff.				
<b>SMART Objective #1 (desired change):</b> By May 2018, Odyssey Elementary School (OES) will impliment 5 health and wellness opportunities for staff to join to increase physical activity and wellness for 100% of OES staff.  <input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> # of teachers participating in the Walking Wednesday <ul style="list-style-type: none"> <li>● # of teachers participating in the District 4.9K</li> <li>● # of teachers participating in Q2 afternoon workouts</li> </ul> # of teachers attending Hot on Yoga classes # of teachers participating in Q3 step challenge # of teachers participating in district health screening # of teachers participating in BOO to the flu				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed (Note funding stream)</b>	<b>Action Step Completed</b>
Introduce Walking Wednesday's to OES community and order participation braclets.	Sept.1	Mark Breeding	\$50	Yes
Encourage staff to participate in D4.9K community fun run.	Oct.15	Diane Neff	\$0	Yes



Promote Q2/Q# afternoon workout sessions and challenges to staff and buy prizes	Nov.1	Diane Neff/Mark Breeding	\$100	Yes
Communicate to staff Hot on Yoga free classes	Sept.1	Diane Neff/Mark Breeding	\$0	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$150	

<b>Priority Area #2: What priority area have you selected to focus your efforts? Student Wellness (Garden Project)</b> Increase use of school garden to help promote healthy eating and responsibility for OES students.				
<b>SMART Objective #2 (desired change):</b> By May 2018, Odyssey Elementary School will continue to implement a school wide outdoor garden program for 100% of OES students. <input type="checkbox"/> New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> # students taking care of garden (summer/fall) # of vegetables harvested # of vegetables offered at school lunches We will make sure that the vegetables grown by the students in the garden are being used in the school cafeteria.				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Write Medicaid grant to support fencing of outdoor garden.	Sept. 30	Mark Breeding	\$862	Yes
Find caretaker for garden (Kristi Guinn)	Aug.1	Mark Breeding/Diane Neff	\$0	Yes
Order supplies and equipment for caretaker and students.	Jan. 15	Diane Neff	\$105	Yes



Schedule OES community helpers to assist in summertime upkeep.	May 1	Mark Breeding/Diane Neff	\$0	NO
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$862 (Medicaid) \$105	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

<p><b>Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:</b></p> <p>Walking Wednesdays  School wide Boosterthon in August  Leader in Me character education program  Field Day- day dediacted to promoting health and wellness  Landshark Running Club  Girls on the Run  Junior Wolves Basketball Program</p>
---



# Patriot High School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Brian Newman; Lisa Yutzy  
**Principal:** Jim Bonavita

**Priority Area #1: What priority area have you selected to focus your efforts?**  
 Team meetings, student accountability through technology and graphing, and total wellness

**SMART Objective #1 (desired change):** Students Will Be Able To prove 3000 steps/per week through fit-step pedometers.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Student logs of exercise logs, pedometers

- Students steps for 2017-2018 using the FITstep pedometers: 1,890,993 steps (945.47 miles).

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Establish at least quarterly wellness meetings and minutes	9.1.17	Brian Newman; Lisa Yutzy	\$0	Yes
Teaching students to track and graph their progress in conjunction with their pedometers and exercise logs	12.15.17	Brian Newman	\$0	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0	



**Priority Area #2: What priority area have you selected to focus your efforts?**

Teacher health

**SMART Objective #2 (desired change):**

TWBAT create healthy snack options for PD on a monthly basis

☒ New Objective ☐ Continuing/Expanded Objective**Data: What data will you collect that will indicate the objective has been achieved?**

Reciepts for healthy ingredient purchases and speradsheet documenting healthy shake options

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Obtain funding for ingredients	9.30.17	Bonavita, Brian Newman, Lisa Yutzy	\$40	Yes
Assign dates to Brian and Lisa for creating healthy recipes	9.30.17	Brian and Lisa	\$0	Yes
Formulating healthy recipes to create healthy snack/shake options	10.6.17	Brian and Lisa	\$0	Yes
Serve them in meetings and force people to partake of them! :-)	10.6.17	Brian and Lisa	\$0	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$40	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

We are collaborating with the culinary program to create school-wide awareness and morning recipes and breakfast to increase nutritional awareness and knowledge, while providing healthy recipes and breakfasts to all students and staff.



# Pikes Peak Early College

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):**Dale Bonavita  
**Principal:** Dave Knoche

**Priority Area #1: What priority area have you selected to focus your efforts?** Physical Fitness and Healthy Food Habits

**SMART Objective #1 (desired change):** Students will be exposed to outdoor education, growing their leadership abilities and learning other means of physical fitness such as utilizing flexible seating and participating in group physical fitness activities.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Research flexible seating equipment to supplement from last year	Dec. 15, 2017	Dale Bonavita	\$500	Medicaid
Yoga class sessions at PPEC	TBD	Dale Bonavita	\$200	Medicaid
Work with PLC Culinary Students to provide healthy lunch lessons and learn how to prepare meals	January 30, 2018	Dale Bonavita	\$200	Medicaid
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$900	



**Priority Area #2: What priority area have you selected to focus your efforts? Stress management, leadership growth, and experience other forms of physical activity**

**SMART Objective #2 (desired change): All high school students will have the opportunity to participate in High Trails Outdoor Ed Center to experience stress management and emotional growth**

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Students attend High Trails	Sept 30	Dale Bonavita	\$600	Medicaid
Students attend The Summit	January 3rd	Dale Bonavita	\$500	Health Found
			\$	
			\$	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1100	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

High Trails for all staff and students

Flexible Seating for staff and students



**Healthy Schools Successful Students  
School Health Improvement Plan (SHIP)**



**Rocky Mountain Classical Academy**

**Healthy Schools Successful Students: School Health Improvement Plan (SHIP)**

**Implemented in School Year: 2017-18**

**Co-leader Name(s):** Dr. Steven Pomeroy Mr. Tanner Humphrey  
**Principal:** Mr. Cullen McDowell  
 NOTE: As of 28 February 2018, RMCA has accomplished 3 of 3 Objectives for this SY. One of these objectives requires continued monitoring throughout the year, i.e. preventing sickness and reducing school absences due to illness for faculty, staff, and students.

**Priority Area #1: What priority area have you selected to focus your efforts?**

Improve staff health by reducing number of illness sick days by 10 percent.

**SMART Objective #1 (desired change):**

Provide Virex spray or similar product permitting teachers to clean rooms, as needed.

☒ **Yes New Objective** ☐ Continuing/Expanded Objective--No

**Data: What data will you collect that will indicate the objective has been achieved?**

- Compare number of non-surgical sick days between SY 2016-17 and SY 2017-18. Calculate percent increase or decrease. Measure of effectiveness: 10 percent decrease from SY 2016-17

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Procure applicable product ASAP. Continue to clean, wipe, disinfect IAW Falcon District 49 Policy.	October 1, 2017	Dr. Pomeroy	\$400.00	Completed by Mr. Ballew.
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$400.00	



**Priority Area #2: What priority area have you selected to focus your efforts?**

Provide greater opportunities for students and staff to hydrate properly.

**SMART Objective #2 (desired change):**

Provide a water bottle hydration station for the Commons Area.

☒ **Yes New Objective** ☐ Continuing/Expanded Objective--No

**Data: What data will you collect that will indicate the objective has been achieved?**

Purchase and installation dates of each modification kit.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
1. Purchase and install one Elkay modification kit.	November 1, 2017	Dr. Pomeroy, Mr. Winter	500	Done. Mr. Winter, Mr. Ballew, Mr. Samuels.
.				
		Subtotal	\$500.00	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$500.00	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.



**Priority Area #3: What priority area have you selected to focus your efforts?**

Increase safety and health of wheelchair-bound students.

**SMART Objective #3 (desired change):**

Obtain Medicare Grant to purchase Evac Chair.

☒ **Yes New Objective** ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Simply by marking the curb at the appropriate points.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
51. Apply for grant via Ms. Kathlynn Jackson's Office <b>Done.</b>	December 15, 2017	Dr. Pomeroy	Medicare and others.	Grant written and submitted. Chairs installed within building. Coordinated with Falcon Fire District for Two- person carry training and chair training.
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$3,500.00	



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

To help combat the onset of flu and other illnesses, we seek to improve the biological environment of the school by diffusing appropriate disinfecting/cleansing materials to staff and by promoting proper use of these products.

We desire to improve staff and student health by providing at least one water bottler refill station for the Commons Area and south end of each hallway. Doing so improves the capacity of personnel drinking sufficient water during the school day.

Exercise + Cleaner Rooms + Hydration & Nutrition = fewer sick days.



### ***What is the School Health Improvement Plan?***

The School Health Improvement Plan is a school's one-year work plan to address the school's health need(s). The following provides guidance for completing each component of a SHIP.

<b><i>SHIP Components</i></b>	<b><i>SHIP Checklist</i></b>
<p><b>Priority Area:</b> <u><a href="#">Ten Components of The Whole School, Whole Community, Whole Child Model</a></u></p> <p>It is recommended school teams complete a school health assessment, such as Smart Source and identify priority areas for improvement from the Whole School, Whole Community, Whole Child model prior to writing their SHIP. Your SMART objectives should demonstrate how you will improve your selected priority area. Which priority area(s) did your school team decide to address this year? Does your SMART objective align with your priority area(s)?</p> <p>For example: After completing your assessment, your school health team identified the following priority areas to address this school year:</p> <ul style="list-style-type: none"><li>• Provide students with opportunities for physical activity on a daily basis outside of the physical education program</li><li>• Classrooms offer non-food or healthy rewards</li></ul> <p>Based on your priority areas, your SMART objectives might look like this:</p> <ul style="list-style-type: none"><li>• By December 1, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis.</li><li>• By December 1, 100% of teachers and staff will use non-food rewards for behavior or accomplishments.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Priority area(s) for improvement has been identified by the school health team using an assessment and prioritization process</li><li><input type="checkbox"/> SMART objective(s) demonstrates efforts to improve priority area</li></ul>
<p><b>SMART Objective:</b></p> <p>Well-written objectives always answer the following question: WHO is going to do WHAT, WHEN, and TO WHAT EXTENT? They should describe participants, actions or interactions, and activities.</p> <ul style="list-style-type: none"><li>• <b>Specific:</b> Who? (Target Population) and What? (Action/Activity)</li><li>• <b>Measurable:</b> How much change is expected?</li><li>• <b>Attainable:</b> Can it be realistically accomplished given current resources and constraints.</li><li>• <b>Relevant:</b> Does it address needs and proposes reasonable action steps to lead to desirable results.</li><li>• <b>Time-phased:</b> Does it provide a timeline indicating by when the objective will be met.</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> Specific</li><li><input type="checkbox"/> Measurable</li><li><input type="checkbox"/> Attainable</li><li><input type="checkbox"/> Relevant</li><li><input type="checkbox"/> Time-phased</li></ul>



<p><b>Data Collection:</b></p> <p>Data collected should show evidence that you successfully met or made progress towards meeting the SMART objective. Data can be qualitative (e.g., student reactions) or quantitative (e.g., student grades or results from an assessment.) Generally speaking, data are collected to get a baseline and then again after a plan has been implemented.</p>	<p><input type="checkbox"/> Data collection is aligned with the SMART objectives</p>
<p><b>Action Steps:</b></p> <p>Action steps are the activities needed to implement the SHIP and reach the stated SMART objective. When writing action steps, start them with a verb.</p> <p>In addition to the action steps necessary for achieving the SMART objective, SHIPs should also include the following action steps:</p> <ul style="list-style-type: none"> <li>• <i>Regular meetings with your school health team</i></li> <li>• <i>Data collection activities (e.g., pre and post surveys, assessments, observations, etc.)</i></li> <li>• <i>Work on your school/district wellness policy (e.g., assessing communicating, revising, implementing, etc.)</i></li> </ul>	<p><input type="checkbox"/> Action steps are clear, complete, and in the correct sequential order</p> <p><input type="checkbox"/> Action steps are aligned with the SMART objective</p> <p><input type="checkbox"/> Budget is realistic and clearly aligned with action steps</p> <p><input type="checkbox"/> Responsibilities are shared across all team members</p> <p><input type="checkbox"/> Staff and students, beyond the team, are involved</p> <p><input type="checkbox"/> Data collection is built into the action steps</p> <p><input type="checkbox"/> Team and grant responsibilities are built into action steps</p>
<p><b>Things to Remember:</b></p> <ol style="list-style-type: none"> <li>1. <i>Don't try to take on everything at once!</i></li> <li>2. <i>The focus of the SHIP should be on the health needs/highest priorities identified through the school assessment.</i></li> <li>3. <i>Get input from other individuals in your school on how best to address your school's health needs.</i></li> <li>4. <i>Meet regularly with your school health team and monitor SHIP progress.</i></li> <li>5. <i>Build sustainability efforts into your SHIP.</i></li> <li>6. <i>A final consideration, if you gave your SHIP to someone who is not familiar with your plan would they understand what you are planning on doing? If no consider adding more details!</i></li> </ol>	



# Ridgeview Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

<p><b>Co-leader Name(s):</b> Lori Dion/Julie Hegger  <b>Principal:</b> Theresa Ritz  <b>Assistant Principals:</b> Marjorie McKeal &amp; Kim Moore</p>
<p><b>Priority Area #1: What priority area have you selected to focus your efforts?</b>          Improve the climate and culture of the staff through the Capturing Kids Hearts philosophy/practices we've learned at Capturing Kids' Hearts trainings. (affirmations, greetings, body language, etc.)</p>
<p><b>SMART Objective #1 (desired change):</b> Staff will recognize and acknowledge each other to show that they appreciate their act (smiling at someone, covering classes, supporting with a student, covering duties, taking an interest beyond just a greeting, etc.)</p> <p>X New Objective <input type="checkbox"/> Continuing/Expanded Objective</p>
<p><b>Data: What data will you collect that will indicate the objective has been achieved?</b>          Staff survey in October and in March  <i>The survey results are as follows:</i></p> <p>Do you feel appreciated/recognized by admin? <b>Increase of 10%</b>          Do you feel appreciated/recognized by your teammates? <b>Increase of 34%</b>          Do you feel like RVES has a friendly atmosphere? <b>Increase of 12%</b>          Do you feel valued as a professional? <b>Increase of 16%</b>          Do you feel that you are recognized appropriately for your efforts? <b>Increase of 7%</b></p> <p><i>Comments that were made on the survey:</i></p> <ul style="list-style-type: none"> <li>-My teammates are wonderful!</li> <li>-I love working at RVES!</li> <li>-I love feeling welcomed and supported! Shout out to Kim Moore, who always happy and positive, she makes me feel capable and ready to go!</li> <li>-Sometimes it feels like there's tension between staff members because they're so stressed.</li> <li>-Some people are fake gossipy.</li> <li>-We constantly have things added to our plates under the guise of it's just 20-30 minutes but nothing is taken off so we constantly feel like we are drowning and behind.</li> <li>-I love it here and I love the atmosphere.</li> </ul>



-I appreciate the value and rewards.  
 -Too much on plate and more being added all the time, overwhelming and exhausting.  
 -I feel appreciated and recognized by my teammates. I don't feel that admin treats staff as professionals and there is a lot of micromanaging and no trust between staff and admin.  
 -Small tokens of appreciation go a long way! Jean days are great but there are other ways to show your appreciation or thanks.  
 Moral at RVES is poor/low. I just do not know what the answer is.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Staff pre-survey on culture and climate	Oct. 2017	Lori Dion	\$0.00	Oct 2017
Staff post-survey on culture and climate	Mar. 2018	Lori Dion	\$0.00	Mar. 2018
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0.00	

**Priority Area #2: What priority area have you selected to focus your efforts?**

During Heart Health week students will participate and learn about yoga during their Physical Education class.

**SMART Objective #2 (desired change):**

To expose students to a new experience and to help them understand the benefits of yoga for a person's well being both mentally and physically.

X New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Randomly survey **students** after the class.

*The survey results are as follows:*



60% Have experienced yogo previously.  
 87% Would like to have yoga in PE class.  
 89% Understand how yoga benefits their mind and body.  
 89% Would consider taking another yoga class.  
 99% Enjoyed their yoga experience.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
At least 90% of students will participate in a 25 min beginner yoga class.	Feb. 2018	Lori Dion	\$0.00	Feb. 2018
Random students will be surveyed on their experience	Feb. 2018	Lori Dion	\$0.00	Feb 2018
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0.00	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

**WorkOut Wednesdays (1x month)- schoolwide**

**Boosterthon Fun Run- schoolwide fundraiser**

**Go Noodle**

**Brain Break exercises**

**Kagan strategies- student engagement**

**Professional Development (Capturing Kids Hearts II, healthy eating and exercise, The Walking Classroom)**

**Installation of 1 new hydration stations**

**District:**

**Stress Management course - AHA**

**District Challenges- 4.9K**

**Diabetes Prevention Program**

**Flu shots offered**

**Hot on Yoga- free membership for the year**



**Before/After School Enrichments:**

**Walk Of Wellness walks- 1x week**

**Yoga**

**Girls on the Run**

**Cheerleading**

**Jump rope**

**Volleyball**

**Softball**

**Cooking classes**

**Boy Scouts/Girl Scouts**



# Sand Creek High School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

<b>Co-leader Name(s):</b> Rebekah Davis and Jennifer Tomme <b>Principal:</b> Audra Lane				
<b>Priority Area #1: What priority area have you selected to focus your efforts?</b> Community Involvement				
<b>SMART Objective #1 (desired change):</b> On April 25th, 2018, SCHS will host a zone-wide health expo with participation from other zone schools and local community health vendors to present information regarding living a healthy lifestyle. This expo will be open to any zone staff or student/families.  <input type="checkbox"/> New Objective <input checked="" type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> # of participants Feedback from participants and vendors				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Set date for Health Expo <ul style="list-style-type: none"> <li>Reserve rooms - gym, wrestling room, stage, etc</li> <li>Put on zone calendar - contact Cindy Miller</li> <li>Put on school calendar</li> </ul>	December 16, 2017	Rebekah Davis Jennifer Tomme Lauren S.	\$0	12/5
Set schedule for planning meetings - Dates: 10/24/16, 12/5/17, 12/16/17, 1/5/18, 2/17/18, 3/10/18	December 16, 2017	Rebekah Davis Jennifer Tomme Lauren S.	\$0	12/5
Assign tasks and deadlines for <ul style="list-style-type: none"> <li>Contacting vendors - invite</li> <li>School level incentives</li> <li>Marketing plan</li> <li>Volunteer recruitment</li> </ul>	March 16, 2017	Rebekah Davis Jennifer Tomme Lauren S.	\$500 for healthy snacks	2/28



Collect Data from participants	April 2018	Rebekah Davis Jennifer Tomme Lauren S.	\$0	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$500 through SHIP funds, rest is supported through donations and zone budget	

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Physical Activity				
<b>SMART Objective #2 (desired change):</b> By May 31, 2018 SCHS will support the District 4.9K Walk/Run.  <input type="checkbox"/> New Objective <input checked="" type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> # of participants <ul style="list-style-type: none"> <li>• 499 overall</li> <li>• 21 from SCHS</li> </ul> Feedback from participants				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Join and participate in 2017 D4.9K Walk/Run Planning Committee <ul style="list-style-type: none"> <li>• August 23, 2017</li> <li>• October 4, 2017</li> </ul>	November 31, 2017	Rebekah Davis Jennifer Tomme	\$0	Yes
Assign and complete tasks and deadlines for <ul style="list-style-type: none"> <li>• Contacting vendors</li> <li>• Packet Pick Up</li> <li>• Race day volunteers</li> </ul>	November 31, 2017	Rebekah Davis Jennifer Tomme	\$0	Yes
November 4, 2017 Race Day Event <ul style="list-style-type: none"> <li>• Serve as Vendor Coordinator</li> <li>• Delegate positions</li> </ul>	November 4, 2017	Rebekah Davis	\$0	Yes



Collect and share race participant survey data	February 15, 2017	Rachel Duerr	\$0	Yes
Serve on planning committee for 2018 Event	ongoing	Rebekah Davis Jennifer Tommee	\$0	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$ supported through Anthem budget, donations, race participant fees	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

SCHS promotes district staff wellness challenges and provides opportunities for students to get involved with the Health Committee as well as SWAT (Students Working Against Tobacco).

Staff participate in staff wellness programs - Get in Gear Challenge 18 staff



# Stetson Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Renee Sills, Matt Monfre  
**Principal:** Jeff Moulton

**Priority Area #1: What priority area have you selected to focus your efforts?**

Increase physical activity and wellness among the students, staff, and community.

**SMART Objective #1 (desired change):**

By May 2018, Stetson will continue supporting existing programs (Work Out Wednesdays, Physical Activity in the Classroom, GoNoodle, Before School Walking Club, Walk and Bike to School Days, Fuel Up to Play 60, Morning Physical Activity Challenge, District-wide wellness initiatives) and encourage increased usage to include 90% of students and staff.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Number of students/staff/parents/community participating in Walking Club

- 21 students/2 adults participate. 2,120 miles accumulated to date.

Number of students/staff/parents/community participating in Walk and Bike to School Days

- We will hold Walk and Bike to School Day in May.

Number of classrooms and number of activity breaks played using GoNoodle

- 20 classrooms are using GoNoodle and more than 2,000 activity breaks have been played so far this school year.

Number of classrooms and minutes (goal 30 minutes) doing physical activity in the classroom, collect survey of results

- 22 classrooms do physical activity and 10 classrooms are doing 25 minutes or more daily.

Number of students/staff/parents/community participating in Fuel Up to Play 60 events

- Over 600 student/staff/parents/community participated in the Fuel Up to Play 60 Kick Off Assembly on November 29th.
- 13 Fuel Up to Play 60 students and 2 program advisors visited a local dairy farm.
- 8 Fuel Up to Play 60 students and 2 program advisors attended Fuel Up to Play 60 Touchdown Celebration at the Broncos Stadium.
- 16 students/staff/parents participated in the Care and Share volunteer night.
- Fuel to Play 60 Team were responsible for the "Harvest of Love" food drive and the "Take a Turkey to Work Day"

Collect survey results of classrooms participating in Morning Physical Activity Challenge and Work Out Wednesdays

- 5 classrooms participate in the Morning Physical Activity Challenge.
- 22 classrooms participate in Workout Wednesday.



Number of students/staff/parents/community participating in District Wellness Initiatives, collect survey <ul style="list-style-type: none"> <li>• D4.9K Run Walk 11/4 - 61 SES students/staff/parents/community</li> <li>• 41 staff have participated in the Mindfulness class, Yoga, District Step Challenge, or the Staff Fitness Class (Boot Camp).</li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Keep track of miles accumulated by walking club.	Monthly	Matt	\$0	✓
Continue GoNoodle Leader Board	Monthly	Deb/Lisa/Rachel	\$0	✓
Provide Physical Activity in the Classroom resources for teachers	Ongoing	Renee/Matt/Kristen	\$0	✓
Walk/Bike to School Days	Oct./May	Wellness Team	\$0	✓
"Work Out" Wednesday	Yearlong	Wellness Team	\$0	✓
Fuel Up to Play 60 events	Yearlong	Casi/Elizabeth/Matt/Student Team	\$0	✓
Morning Physical Activity Challenge	Yearlong	Stephanie/Matt	\$0	✓
Promote District Wellness Initiatives (D4.9K run/walk, Hot on Yoga)	Nov. 4, 2017	Wellness Team	\$0	✓
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$0	

<b>Priority Area #2: What priority area have you selected to focus your efforts?</b> Increase healthy eating among the students, staff, and community.
<b>SMART Objective #2 (desired change):</b>



By May 2018, Stetson will continue supporting existing programs (Fuel Up to Play 60, Nutrition Services, District-Wide Wellness Initiatives) and encourage increased consumption of fruits/vegetables and dairy to include 90% of students and staff.

☐ New Objective X Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Number of students/staff/parents/community participating in Fuel Up to Play 60 events (Kick Off, Taste Tests, Online Challenges, Surveys)

- Over 600 student/staff/parents/community participated in the Fuel Up to Play 60 Kick Off Assembly on November 29th.
- 13 Fuel Up to Play 60 students and 2 program advisors visited a local dairy farm.
- 8 Fuel Up to Play 60 students and 2 program advisors attended Fuel Up to Play 60 Touchdown Celebration at the Broncos Stadium.
- 16 students/staff/parents participated in the Care and Share volunteer night.
- Fuel to Play 60 Team were responsible for the “Harvest of Love” food drive and the “Take a Turkey to Work Day”
- 260 students participate in the taste test at lunch (cottage cheese with pineapple, yogurt parfait, veggies with ranch dressing).
- 260 students have completed 3,736 online challenges for Fuel Up to Play 60.

Number of students/staff/parents/community participating in Nutrition Services programs (Breakfast, Lunch, Taste Tests, Surveys)

- 75 students participate in school breakfast.
- 280 students participate in school lunch.
- 260 students participate in the taste test at lunch (cottage cheese with pineapple, yogurt parfait, veggies with ranch dressing).

Number of students/staff/parents/community participating in District Wellness Initiatives, collect survey

- D4.9K Run Walk 11/4 - 61 SES students/staff/parents/community
- 41 staff have participated in the Mindfulness class, Yoga, District Step Challenge, or the Staff Fitness Class (Boot Camp).

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Have 3rd, 4th, 5th students register on fueluptoplay60.com	Dec 1, 2017	Matt/Laurie/Wellness Team/Staff	\$0	✓
Make posters/signs promoting healthy eating in the cafeteria	Ongoing	Chris/?	\$150	✓



Promote District Wellness Initiatives (Weight Watchers, etc.)	Ongoing	Wellness Team	\$0	✓
			\$	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$150	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Boosterthon  
 Hot on Yoga  
 Kagan Strategies  
 Medicaid Grants



# Skyview Middle School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Anthony Marino and Megan Rasmusen  
**Principal:** Cathy Tinucci

**Priority Area #1: What priority area have you selected to focus your efforts?** Our efforts are focused on student nutrition. The priority is to educate students how to shop and cook healthy foods, while realizing the benefits of proper nutrition. Students who are less fortunate also have the opportunity to have a healthy meal that they might not get at home.

**SMART Objective #1 (desired change):** By May 2018, D49 Skyview Middle School will continue a student cooking club and implement at least 1 new NUTRITION meal plan per session. The club will be held seven times this school year. Three times the first semester and four times the second semester. The club will include at least two staff members and no more than 50 students per meeting.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Number of students who actively participate in the club.

# students in fall session = 50 anticipated

# students in spring session = 50 anticipated

# of classes held in fall= 3-4

# of classes held in spring 3-4 planned

Action steps to achieve SMART Objective	Timeline	Person(s) Responsible	Budget Needed	Action
---	----------	-----------------------	---------------	--------



	(By When)		(Note funding stream)	Step Completed
Skyview WSCC Team meeting to discuss and begin planning for cooking club	Begin Aug Continue through the rest of the school year	WSCC Team	\$0	Sept. 2017
Apply for Medicaid grant to support ingredients for cooking club	Sept. 2017 On-going	Whole School Co-Leaders	\$364.08	Oct. 2017
Apply for Medicaid grant to support PE and Intramural Archery Program.	March 2018	Whole School Co-Leaders and PE Dept.	435.92	April 2018
Broadcast Cooking Club program through the Broadcasting class (Friday TV News announcements)	Begin Dec	Broadcasting Teacher, Class, WSCC Team	\$0	In Progress
Include Cooking Club information in the School Newsletter to reach parents	Dec. 2017 On-going	WSCC Team SMS Secretary	\$0	In Progress
Distribute Cooking Club information to parents through Parent Portal	Dec. 2017 On-going	WSCC Team IC Secretary	\$0	In Progress
Collect data	End of each meeting	Club Sponsors		In Progress
Submit success story	May 1st, 2018	Whole School Co-Leaders		April 2018
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$800	

**Priority Area #2: What priority area have you selected to focus your efforts?**



**SMART Objective #2 (desired change):**

By May 2018, D49 Skyview Middle School the Fuel Up to Play60 Program will implement 4 four physical activity days after school that are open to all student who attends Skyview Middle School. By the end of the year, we hope that 120 students will participate in these activity days. We are hoping that each activity day grows by 10% throughout the school year.

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Skyview WSCC Team meeting to discuss and begin planning for activity days.	Begin Aug Continue through the rest of the school year	WSCC Team	\$0	May 2018
Apply for Medicaid grant to support equipment for a new, floor hockey unit in PE. This equipment will support the needs of all students enrolled in class.	Second round (Jan-Feb 2018)	Whole School Co- Leaders and PE Department	\$700	Feb 2018
Include information in the School Newsletter to reach parents	Sept 2017 On going	Fuel Up to Play 60 Team	\$0	In Progress
Included in daily announcements the week the activity is occurring.	Sept 2017 On going	Fuel Up to Play 60 Team	\$0	In Progress
Included in the monthly newsletter that all families receive.	Sept 2017 On going	Fuel Up to Play 60 Team	\$0	In Progress
Purchasing of yoga mats for Fuel Up to Play60 physical activity days, and physical education.	Sept 2017 On going	Whole School Co- Leaders and Raf Almazan	\$150	Jan. 2018



<b>Fuel Up Play 60 students will lead a station at the Annual SMS Health Expo.</b>	<b>March 2018</b>	<b>Whole School Co-Leaders and Raf Almazan</b>	<b>\$0</b>	<b>Mar. 2018</b>
<b>Collect data</b>	<b>End of each activity</b>	<b>Fuel Up to Play 60 Team</b>	<b>\$0</b>	<b>In Progress</b>
<b>Submit success story</b>	<b>May 1st, 2018</b>	<b>Whole School Co-Leaders</b>	<b>\$0</b>	<b>In Progress</b>
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			<b>\$850.00</b>	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Staff members will receive a healthy checklist to complete over Spring Break. Checklist includes items such as: go out to dinner, call an old friend, go hiking, etc... This checklist helps promote physical, social, and mental/emotional health. Staff members who turn in their checklist are entered to win a prize.

Skyview also hosts a Health Expo through enrichment classes every year. Community members come in and talk about health issues including nutrition and physical activity. Again this year we will be partnering with Skyview's FuelUp to Play 60 club to promote healthy choices and physical activity. Fuel Up, along with the WSCC Team will team up to help support the Cooking Club. The expo will also include an emphasis on mental health this year, bringing in a presenter to speak on Mindfulness.

In the fall, the Health Team completed a SMART Source Assessment. We received \$200 for completing this assessment, and the monies were used to purchase healthy items for each grade levels school store. Items were: footballs, volleyballs, basketballs, soccer balls, colored pencils, school items, etc...



## Springs Ranch Elementary School

### Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Jeff Ingram and Brian Hepperle  
**Principal:** Jim Kyner

**Priority Area #1: What priority area have you selected to focus your efforts?** Increase Physical Activity and Wellness among the Springs Ranch Elementary population (Students, Staff, Community)

**SMART Objective #1 (desired change):** By May 2018, Springs Ranch Elementary School (SRES) will continue 5 existing programs and implement 2 new programs to increase physical activity and wellness for 100% of Springs Ranch students.

☐ New Objective x Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

# of students participating in the Walk-a-Thon

- # of students participating in the school dance
- # of students participating in Walk To School day
  - o The raw number of students participating in at least one of the above programs should equal 100% of our student population.

Data from GoNoodle for each classroom

# of staff participating in District Wellness Programs

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
<b>NEW</b> - Have track lanes painted on outdoor walking track. Track lanes can be used by students at recess or by Physical Education classes.	<b>February 2018</b>	<b>Jeff Ingram</b>	<b>\$500</b> (from school health budget)	<b>Complete</b>
<b>NEW</b> - Promote and encourage staff to participate in District Wellness Programs (D4.9K, Hot on Yoga, Get in Gear for the New Year, Mindfulness Book Study...hosted at Springs Ranch Elementary)	<b>School Year 2017-18</b>	<b>Jeff Ingram/Brian Hepperle</b>	<b>\$0</b>	<b>On-going</b>



<b>CONT</b> - GoNoodle will be utilized to increase brain breaks, zumba, and general physical activity level within the classrooms.	<b>School Year 2017-18</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>In Progress</b>
<b>CONT</b> – Springs Ranch will increase physical activity breaks in the classroom by providing teachers with brain break resources	<b>School Year 2017-18</b>	<b>All SRES Staff</b>	<b>\$0</b>	<b>On-Going</b>
<b>CONT</b> – Offer school-wide, after school Dance to encourage physical activity	<b>Spring 2018</b>	<b>WSCC Team/PTO</b>	<b>\$0</b>	<b>In Progress</b>
<b>CONT</b> – Host an all school Walk-a-Thon fundraiser for Springs Ranch as an alternative to fundraisers that feature poor nutrition foods.	<b>August 31, 2018</b>	<b>Brian Hepperle Jeff Ingram</b>	<b>\$0</b>	<b>Complete</b>
<b>CONT</b> – Participate in the National “Walk-to-School” Day	<b>October 2018</b>	<b>WSCC Team, Springs Ranch PTO</b>	<b>\$0</b>	<b>Complete</b>
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			<b>\$ 500</b>	

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Participation in the Sand Creek Wellness Expo.



# Springs Studio for Academic Excellence

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2017-2018

**Co-leader Name(s):** Lori Hall

**Principal:** Jodi Fletcher

**Priority Area #1: What priority area have you selected to focus your efforts?**

- Work environment at our school
- Lighting for all students and staff
- Middle School Health

**SMART Objective #1 (desired change):** 75% of lights will have cover to support data about harmful rays from fluorescent lighting

X New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

Link to article about impact of fluorescent lighting: <https://www.thoughtco.com/how-fluorescent-lights-affect-you-1206641>

We will conduct a survey with staff and students about how the covers have improved our school environment.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Conduct Research			\$0	X
Order covers			\$216.09	X
Have covers installed			\$0	X
			\$0	X X



Complete walk-through to make sure lights covers are being used correctly.				
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$216.09	

<b>Priority Area #2: What priority area have you selected to focus your efforts? Staff mental well being.</b>				
<b>SMART Objective #2 (desired change):</b> 100% of staff members will have access to supplies to help with mindfulness, rest and relaxation.				
X New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> We will conduct a staff survey about stress management. There have been many changes this year to our school- in building time, new curriculum, building use changes- and we want to make sure staff morale stays high and teachers are able to complete their work to the best of their ability without stress getting in the way.				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Plan quarterly events (Massages, lunches, Costco)		Jodi Fletcher/Lori Hall/Adrianne Ryland	\$0	Ongoing
Send quarterly monthly stress management email	Do all of 2017-2018 school year	Adrianne Ryland	\$0	Not completed
Conduct end-of-year survey	May 2018	Lori Hall	\$0	Will do in May
Purchase supplies to create a spot at SSAE for stress free products. This area will have an oil diffuser for check out when/if needed and also USB diffusers with 3	May 2018	Lori Hall	\$281.71	X



choices of oils. There will also be microwavable heat pads for check out. There will be healthy green tea for all.				
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$281.71	

<b>Priority Area #3: What priority area have you selected to focus your efforts? Middle School High Trails Outdoor Lab Education Opportunity</b>				
<b>SMART Objective #3 (desired change):</b> At least 50 middle school students will have the opportunity to attend High Trails Outdoor Lab Education Camp to experience Colorado Wilderness by April 2018.				
X New Objective <input type="checkbox"/> Continuing/Expanded Objective				
<b>Data: What data will you collect that will indicate the objective has been achieved?</b> We will work with the camp lead teacher, Jenny Olson, to ensure students are registered and have the opportunity to attend High Trails. We will help her advertise the fact that scholarship monies to attend camp have been made available through Medicaid funding.				
<b>Action steps to achieve SMART Objective</b>	<b>Timeline (By When)</b>	<b>Person(s) Responsible</b>	<b>Budget Needed (Note funding stream)</b>	
Discuss financial needs with Jenny Olson	January 2018	Lori Hall	\$0	X
Encourage students to attend High Trails	November 2017-March 2018	Jenny Olson and other MS staff	\$0	X
Students attend High Trails	April 2018	Jenny Olson and other MS staff	\$1500	Event coming soon.
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1500	



--	--

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

- **Support High Trails**
- **Healthy pot luck once a month for entire staff**
- **Every grade level has recess/outdoor time scheduled each day they are in the building**
- **Host Land Sharks at our building location in both the Fall and Spring**
- **K-5 uses GoNoodles with students consistently**
- **Partner with the OTC for Field Day in the Fall and Spring for K-5 students**



# Vista Ridge High School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Matt Sisson Sam Baldwin  
**Principal:** Bruce Grose

**Priority Area #1: What priority area have you selected to focus your efforts?**

**We have focused our efforts in encouraging our students to be active and promoting our PE classes.**

**SMART Objective #1 (desired change):** We want to see enrollment and performance in our PE classes go up

☒ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

**We will be looking at the studnets fitness testing that is administered by our PE staff**

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Provide new opportunities for students. Relevant Content	2020	Sam Baldwin PE staff	\$0	
Purchase Functional Fitness Equipment	January 2018	Sam Baldwin PE Staff	\$1400 Medicaid	X
Purchase equipment Lacrosse Balls, Agility Mats, Medicine Balls	January 2018	Sam Baldwin PE Staff	\$500 TCHF	X
Provide professional development for our teachers	2020	PE Staff	\$500	
			\$	



			\$	
BUDGET NEEDED FOR THIS OBJECTIVE:			\$1900	

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

Strength and conditioning coach is working with staff in mornings before school to develop workout programs



# Woodmen Hills Elementary School

## Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

**To be Implemented in School Year: 2017-2018**

**Co-leader Name(s):** Kelly Baun and Kalyn Wilbur  
**Principal:** Kathy Pickering

**Priority Area #1: What priority area have you selected to focus your efforts?**

- Provide students with opportunities for physical activity on a daily basis outside of the physical education program

**SMART Objective #1 (desired change):**

- By end of year, 75% of teachers and staff will implement physical activity breaks in their classroom on a daily basis.

☐ New Objective ☐ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

GoNoodle data reports  
 Walking club memberships  
 Survey results compiled by the school counselor  
 Recording what equipment is used during recesses  
 Hokki Stool usage records

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Promote and have students sign up for Walking Club	August 24	Kalyn	\$0	X
Purchase GoNoodle incentives for walking attendance	January	Kalyn	\$ 100	X
Encourage staff to use Brain Breaks (GoNoodle and Fit Sticks) during the school day.	August 2	Committee	\$0	X
New playground equipment bags (jump ropes, frisbees, b-balls, kickballs, footballs, chalk)	August 2	PTA	\$360	X



Student Health Survey	September 25	Sherese Taylor	\$	X
Purchase Hokki Stools for resource/flexible seating	September 15	Kelly	Medicaid - \$1200	X
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1,660	

**Priority Area #2: What priority area have you selected to focus your efforts?**

Provide staff with healthy opportunities that support physical and mental wellness.

**SMART Objective #2 (desired change):**

By May 24, 2018, 75% of staff members at WHES will participate in at least one of the optional wellness activities offered.

☐ New Objective x Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

- Data from Hot on Yoga and the district about how many signed up - 17 staff signed up, # of visits Aug: 10, Sept: 18, Oct: 22, Nov: 13, Dec: 11, Jan: 34, Feb: 35
- # of participants in the D49 4.9K - 39
- A volunteer sheet in the lounge for Walking Club
- We will record amount of gallons consumed from the water bar
- Survey the staff on their participation

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
One Water Bar Day per quarter in the staff lounge	October 4 December 7 February 15 April 26	Committee	\$200	



Promote the D49 4.9k Run	Through November 4	Committee	\$0	X
Brain Breaks during staff meetings/developments with tennis balls and bounce balls	Each staff meeting	Kelly, Kalyn, Amanda, Jamie	Medicaid - \$66	
Purchased tennis balls for classroom	December	Kelly and Kalyn	\$180	
District Hot on Yoga membership	Entire year	committee	\$0	
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$446	

\*\*\*Copy and paste this table if you have more than two SMART Objectives.

**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

PTA sponsored Fun Run, Landsharks Running Club, spring family night with health and wellness vendors, school garden



## Remington Elementary School

### Healthy Schools Successful Students: School Health Improvement Plan (SHIP)

To be Implemented in School Year: 2017-2018

**Co-leader Name(s):** Suzy Ancell and Rocio Padilla

**Principal:** Lisa Fillo

**Priority Area #1: What priority area have you selected to focus your efforts?**

Physical Activity

**SMART Objective #1 (desired change):**

Remington Elementary will increase daily physical activity level through before school, after school, and in-class activities. At least one before/after school activity that will include 20 students and one before school activities that will include at least 20 students will be held. All students (580) will be involved in in-class activity breaks between August 2017 and May 2018. All students will have access to new recess equipment that will be purchased for the 2017-2018 school year.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

**Recess Grade Level Equipment**

- 6 recess grade level equipment given to all grades.

**Girls on The Run**

- Number of participants enrolled in Girls on the Run
- Number of girls participating in Girls on the Run – Fall 2017 - 12 and Spring 2018 - No Spring Session
- Number of weeks both GOTR will be implemented – 10 week sessions
- Number of seasons or sessions provided - 7th season at RES as of August 2015
- Total number of minutes of physical activity offered through GOTR
  - o approximately 1900 min for Fall 2017 not including 5k
  - o approximately 1900 min for Spring 2018 not including 5k

**GoNoodle**

- Febuary 2018 - 15 active users - Total minutes 19,963
- January 2018 - 15 active users - Total minutes 19,322
- December 2017 - 14 active users - Total minutes 10,043
- November 2017 - 18 active users - Total minutes 23,704
- September 2017 - 20 active users - Total minutes 515

**Land Sharks**

- Number of students participating in – Fall 2017 - 35 and Spring 2017 - pending
- Number of weeks will be implemented – 6 week sessions



<ul style="list-style-type: none"> <li>• Total number of minutes of physical activity offered               <ul style="list-style-type: none"> <li>o approximately 315 min for Fall 2017</li> <li>o approximately 315 for Spring 2018</li> </ul> </li> </ul>				
Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Conduct in-class activity breaks: - GoNoodle	August 2017 – May 2018	Classroom Teachers	\$0	Yes
Girls on the Run - Program set up and completion - RES Healthy and Wellness funds - not grant \$150 - \$95 allocated for a scholarship	August 2017 – May 2018	Heather Reading Karri Verrill Jodi Price	\$95	Yes
Land Sharks - Program set up and completion	August 2017 – May 2018	Scott Whitson Gina Sheets	\$0	Yes
Recess Equipment - No data collected - item purchased - RES Medicaid Funds for 2017-2018 - \$1500	January 2018	Rocio Padilla Karri Verrill	\$1472.09	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$1472.09	



**Priority Area #2: What priority area have you selected to focus your efforts?**

Student Health, Wellness, and Safety

**SMART Objective #2 (desired change):**

Remington Elementary will increase student wellness by encouraging the drinking of water at school. **As of May 2017 2 hydration station were installed and available to all Remington students (580).** School will encourage the use of the hydration stations for the 2017-2018 school year.

Remington Elementary will provide yoga mats to a 2nd grade class in order to support mindfulness for students. Implementation will be done by May 2018

Remington Elementary will increase student understanding of a variety of health, wellness, and safety topics through Boosterthon Fun Run in which 100% of the Remington student population will participate.

**Data: What data will you collect that will indicate the objective has been achieved?**

- Number of bottles saved using the hydration station counter - March 26, 2018 - 8,348 bottles saved
- All students will understand how many laps they run - 13,148 total laps ran preK-5th
- Student attendance on the day Fun Run will be recorded - 585 students - preK - 5th

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Hydration Station Usage - Encourage students to drink water and use hydration station.	August 2017 – May 2018	Staff	\$0	Yes
Coordination with Boosterthon regarding Fun Run <ul style="list-style-type: none"> <li>- RES paid Boosterthon fee</li> <li>- Scheduled for August 18, 2017</li> </ul>	August 2017	Karri Verrill Heather Reading	\$0	Yes
Mindfulness Yoga Mats & Storage Bins	May 2018	Rocio Padilla Jodi Price	\$311.60	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			\$311.60	



**Priority Area #3: What priority area have you selected to focus your efforts?**

Staff Wellness

**SMART Objective #3 (desired change):**

Remington Elementary School will continue to support 2 programs (Thank You Station and Jean Day) to increase staff wellness (100% availability for all staff to give and receive positive complements). Remington Elementary School will provide a fitness class opportunity available to all staff.

☐ New Objective ☒ Continuing/Expanded Objective

**Data: What data will you collect that will indicate the objective has been achieved?**

- Number of Thank You Cards given per quarter: 1st - 20, 2nd - 15
- Number of Jean Day a school year - 6 jean days - Aug. 28th, Sep. 25th, Nov. 2nd, Jan. 30, Feb.
- Number of Staff participating by the end of May 2018 and survey data.
  - September - 4 staff members participating
  - December - increase class time and partnered with RMCA
  - January - 13 staff members (6 RES and 7 RMCA) and class from Tues./Thurs. changed to Mon./Wed./Fri.

Action steps to achieve SMART Objective	Timeline (By When)	Person(s) Responsible	Budget Needed (Note funding stream)	Action Step Completed
Thank You Station	August 2016 – Continue	Rocio Padilla	\$0	Yes
Jean Day	August 2016 – Continue	Rocio Padilla	\$0	Yes
Fitness Class <ul style="list-style-type: none"> <li>- 2 Philips Wake-Up Light with Colored Sunrise Simulation Alarm Clock and Sunset Fading Night Light, White HF 3520. Used to motivate staff</li> <li>- Used \$170 from the Colorado Healthy Foundation grant</li> </ul>	September 2017	Rocio Padilla	\$170	Yes
<b>BUDGET NEEDED FOR THIS OBJECTIVE:</b>			<b>\$170</b>	



**Describe other activities beyond your SHIP that support and further the health and wellness of students, staff, and family in your school:**

**Healthy Staff Pot Lucks - once a monthly**

**Staff participation in D49 wellness events**

Collaborating with PTA for nonedible prizes for events

**Fitness Camp 2017-2018 - 10 staff members**



**BOARD OF EDUCATION ITEM 9.07**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** April 12, 2018

**PREPARED BY:** Ron Sprinz – Finance Group Manager

**TITLE OF AGENDA ITEM:** 18/19 – Budget Focus

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

In an effort to provide School/Department administration more accurate information on financial performance throughout the year, a new financial ‘score card’ is being developed by the finance department.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

These ‘score cards’ now measure monthly actual performance against a 3 year monthly historic average in an effort to help administration achieve budget targets.

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

With the district’s commitment to Continuous Improvement, these score cards will provide an objective way to monitor and report on financial performance at the school and zone level.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<p>Reviewing progress on budget targets as a fiscal/school year progresses will provide clarity and transparency to continue to develop trust with our community.</p> <p>The firm foundation for financial performance is information, and providing scorecards will improve the availability of pertinent financial information.</p>

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

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

**DATE:** 3/28/2018



EL PASO COUNTY SCHOOL DISTRICT 49  
School / Student-Based Funding Calculation : Base -w/ Permanent Normalizations  
February 28, 2018



				18-19 pBud	Chg. B/(W) %	Chg. B/(W) \$					17-18 oBud	Chg. B/(W) %	Chg. B/(W) \$					16-17 cAct						
Total Program Formula Revenue				7,570.69	4.8%	344.52					7,226.17	1.6%	112.76					7,113.41						
All Other General Fund Revenue				804.21	20.4%	136.36					667.85	9.5%	58.16					609.69	(2,708,831.81)					
Change in Fund Balance [ draw down / (build) ]				-		-					-		(177.04)					177.04						
Total Funds Available				8,374.90	6.1%	480.88					7,894.02	-0.1%	(6.12)					7,900.13						
Indirect Cost Allocation				-	% PPR							% PPR							% PPR					
Internal Vendor Groups: Facilities & Maintenance				(173.34)	2.3%	(1.59)					(171.75)	2.4%	25.84					(197.59)	2.8%	105,867.03				
Transportation				(179.70)	2.4%	(4.75)					(174.95)	2.4%	(8.36)					(166.59)	2.3%	65,198.70				
Information Technology				(320.60)	4.2%	(52.10)					(268.51)	3.7%	(32.94)					(235.56)	3.3%	490,720.86				
Internal Service Groups: Special Services				(772.18)	10.2%	(131.27)					(640.91)	8.9%	63.93					(704.84)	9.9%					
Education Services				(343.38)	4.5%	(0.88)					(342.50)	4.7%	(39.34)					(303.16)	4.3%					
Central Services				(350.60)	4.6%	(39.65)	% PPR				(310.95)	4.3%	7.67	% PPR				(318.62)	4.5%	% PPR				
				(2,139.82)	28.3%						(1,909.58)	26.4%						(1,926.37)	27.1%					
Direct Spend Available to Schools (DSAS)				6,235.08	82.4%	250.64					5,984.44	82.8%	10.68					5,973.76	84.0%					
						72.7%							9.5%											
Normalization Adjustments																								
Permanent and Strategic Normalizations				sal portion						sal portion						sal portion								
Falcon Zone - Programatic & Organizational				387.91	annualized issues	1,553,905	CTE, ROTC		395.58	annualized issues	1,554,494	VocEd		185.91	annualized issues	714,000	VocEd							
Sand Creek Zone				351.80	1,282,157	IB, ROTC		417.60	1,503,217	IB		232.64	851,400	IB										
POWER Zone				270.86	1,204,606	ALLIES		314.78	1,376,799	STEM		81.30	345,200	STEM										
iConnect Zone				404.45	367,442	Charter Supp		581.91	544,155	PLC &		1,706.71	1,170,800	PLC &										
				-	4,408,110			-	4,978,664			-	3,081,400											
Falcon Zone - Utility Constraints				25.28		(9.93)		15.36		13.73		29.09												
Sand Creek Zone				40.51		(18.83)		21.68		3.73		25.41												
POWER Zone				189.16	off of	(25.77)		176.31	off of	4.65		182.05	off of	(26.82)										
iConnect Zone				105.00%	(147.86)	(103.58)		1.05	(44.28)	88.15		(132.43)												
Falcon Zone - Employee Benefits				(52.41)		(6.00)		(46.41)		9.87		(56.28)												
Sand Creek Zone				93.70	off of	(4.31)		89.40	off of	(59.27)		30.13	off of											
POWER Zone				1,231.98	(27.22)	(28.35)		1,201.95	1.13	27.03		1,238.82	(25.90)											
iConnect Zone				102.00%	(11.56)	142.81		1.02	(154.37)	(469.05)		314.68												
												off of	137.79	17-18 cAct	blend									
												50%	50%	100%										
Falcon Zone - Distributed Special Svcs				(21.08)		7.94		(29.02)		(5.49)		(23.53)	(18.28)	(21.35)										
Sand Creek Zone				35.51	off of	(8.13)		27.38	off of	(0.92)		26.46	28.27	26.92										
POWER Zone				140.78	9.38	14.09		146.17	23.46	(13.56)		9.90	10.02	9.52										
iConnect Zone				102.50%	(95.43)	(2.23)		1.03	(93.19)	(22.49)		(70.71)	(94.44)	(83.02)										



FALCON SCHOOL DISTRICT 49  
School / Student-Based Funding Calculation : Run Rate -w/ Temporary Normalizations  
February 28, 2018



				18-19 pBud	Chg					17-18 oBud	Chg					16-17 cAct
				4,408,110.19						4,978,664.28						3,081,400.00
<b>Subtotal - Run Rate Target</b>				85,502,799.05						81,808,535.63						77,348,067.84
Falcon Zone				339.71	6,574.79	(254.84)				335.51	6,319.95	(211.01)			135.18	6,108.94
Sand Creek Zone				521.53	6,756.61	(216.11)				556.05	6,540.50	(252.09)			314.64	6,288.41
POWER Zone				227.24	6,462.32	(160.68)				317.20	6,301.64	(289.39)			38.49	6,012.25
iConnect Zone				149.61	6,384.69	(110.18)				290.06	6,274.50	1,517.50			1,818.24	7,792.00
Normalizations (cont.)				Fluid / Temporary Normalizations												
- Salary subsidies																
Falcon Zone					(32.68)	33.81				(66.49)	69.85				(136.34)	
Sand Creek Zone				off of	40.03	51.07			off of	91.09	68.35			off of	159.44	
POWER Zone				1,001.10	(3.37)	11.86			1,932.50	(15.23)	(1.13)			4,004.34	(14.10)	
iConnect Zone				50.00%		-			70.00%		-					
- AEC School Subsid				17/18	by sFTE	per seat	annualized issues	over age/under credit				annualized issues				
Falcon Zone	46	22		3,731	(63.33)	253,700	68	attend rate	(62.55)	245,800	47		28%	-	-	
Sand Creek Zone	27	17		3,730	(45.03)	164,100	44	mobility	(72.64)	261,500	50		30%	-	-	
POWER Zone	23	21		3,731	(36.92)	164,177	44	disciplinary rates	(70.57)	308,662	59		36%	-	-	
iConnect Zone	96	60		(9,741)	640.59	(1,617,000)	166		872.57	(1,809,379)	166			-	-	
- At-Risk Adjustments				FRL	Attendance	SRD #	annualized issues					annualized issues				
Falcon Zone	22.1%	95.7%		111	207.12	829,700			343.76	1,350,829				-	-	
Sand Creek Zone	42.5%	95.0%		161	314.79	1,147,278			502.98	1,810,595				-	-	
POWER Zone	29.8%	96.2%		150	232.06	1,032,039			360.71	1,577,671				-	-	
iConnect Zone	11.9%	96.4%		6	114.05	103,613			195.88	183,168				-	-	
\$5,340,119.7				\$3,112,630.78	100.0%	\$3,112.63	3,112,631					4,922,262				
- Net Normalization Coverage																
Falcon Zone					(578.24)	192.96			(771.20)	(423.12)					(348.08)	
Sand Creek Zone				(578.24)	(578.24)	192.96		(771.20)	(771.20)	(382.21)		(265.60)			(388.99)	
POWER Zone					(578.24)	192.96			(771.20)	(530.05)					(241.16)	
iConnect Zone					(578.24)	192.96			(771.20)	(1,474.40)					703.19	
				1.3%	13,006.20	-		12,838.27	-			12,432.14			(220,569.49)	
<b>Total - Resource Availabl</b>				SFTE	81,094,688.86	6,235.08	110%	SFTE	76,829,871.35	5,984.44		SFTE	74,046,098.35		5,956.02	
Falcon Zone	1.9%	4,005.80	6,107.66	(127.42)	(344.20)	3,929.61	5,763.46	(220.98)	(138.94)	3,840.60	5,624.52	(349.25)				
Sand Creek Zone	1.2%	3,644.60	6,488.15	253.07	(197.43)	3,599.70	6,290.72	306.28	(231.86)	3,659.70	6,058.86	85.10				
POWER Zone	1.7%	4,447.30	6,075.86	(159.22)	(270.52)	4,373.84	5,805.34	(179.10)	(48.35)	4,245.84	5,756.99	(216.77)				
iConnect Zone	-2.8%	908.50	6,561.08	326.00	10.67	935.12	6,571.75	587.31	1,923.45	686.00	8,495.20	2,521.43				



EL PASO COUNTY SCHOOL DISTRICT 49  
School / Student-Based Funding Calculation : Gross & Normalized Result - Four Category Distribution  
February 28, 2018



		18-19 pBud				17-18 oBud				16-17 cAct			
		Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total	Norm PP Change	Gross	Normalized	Norm % of Total	Norm PP Change
Falcon Zone	(1) Regular Personnel Costs	5,331.85	5,297.24	86.9%	(273.17)	5,028.31	5,024.07	86.1%	(35.62)	4,910.07	4,988.44	86.7%	
Sand Creek Zone		5,695.37	5,385.35	88.4%	(265.02)	5,474.37	5,120.33	87.7%	(155.62)	5,318.53	4,964.71	86.9%	
POWER Zone		5,382.37	5,262.81	86.4%	(243.09)	5,175.24	5,019.71	86.0%	(27.51)	5,099.90	4,992.21	85.2%	
iConnect Zone		5,243.34	5,209.55	85.5%	(118.19)	4,989.96	5,091.36	87.2%	1,315.89	6,789.01	6,407.25	94.2%	
Falcon Zone	(2) Educational Program Implementation Costs	266.39	306.93	5.0%	52.67	256.92	359.60	6.2%	(53.26)	226.65	306.34	5.3%	
Sand Creek Zone		302.91	241.36	4.0%	37.68	357.46	279.04	4.8%	21.16	267.24	300.20	5.3%	
POWER Zone		293.52	410.87	6.7%	26.56	262.48	437.43	7.5%	17.88	271.02	455.31	7.8%	
iConnect Zone		1,049.87	583.62	9.6%	(151.96)	1,261.12	431.65	7.4%	(428.18)	1,444.58	3.47	0.1%	
Falcon Zone	(3) Building Operational Costs	325.94	306.66	5.0%	(31.88)	298.40	274.78	4.7%	14.96	318.83	289.74	5.0%	
Sand Creek Zone		343.65	321.37	5.3%	(29.51)	311.85	291.86	5.0%	19.27	336.54	311.13	5.4%	
POWER Zone		270.78	291.44	4.8%	(27.38)	250.55	264.06	4.5%	26.43	263.67	290.49	5.0%	
iConnect Zone		264.97	298.24	4.9%	17.03	320.67	315.26	5.4%	75.04	257.86	390.30	5.7%	
Falcon Zone	(4) Extracurricular Personnel Costs	152.53	152.53	2.5%	(1.90)	150.63	150.63	2.6%	(10.17)	140.46	140.46	2.4%	
Sand Creek Zone		122.30	122.30	2.0%	1.66	123.96	123.96	2.1%	(9.76)	114.20	114.20	2.0%	
POWER Zone		108.98	108.98	1.8%	(9.56)	99.42	99.42	1.7%	3.84	103.26	103.26	1.8%	
iConnect Zone		2.90	2.90	0.0%	2.90	-	-	0.0%	(3.75)	3.75	3.75	0.1%	
Falcon Zone	- Extracurricular Implementation Costs	30.95	30.95	0.5%	(1.75)	29.20	29.20	0.5%	(0.70)	28.50	28.50	0.5%	
Sand Creek Zone		23.92	23.92	0.4%	(0.84)	23.08	23.08	0.4%	(0.74)	22.34	22.34	0.4%	
POWER Zone		20.21	20.21	0.3%	(2.56)	17.65	17.65	0.3%	1.50	19.15	19.15	0.3%	
iConnect Zone		-	-	0.0%	-	-	-	0.0%	-	-	-	0.0%	
		81,094,688.86	79,263,705.66			76,829,871.35	74,953,321.68			74,046,098.35	72,553,638.51		
Falcon Zone	- Subtotal	6,107.66	6,094.30	-	(256.03)	5,763.46	5,838.27	(9)	(84.78)	5,624.52	5,753.49	316,794	
Sand Creek Zone		6,235.08 DSAS	6,488.15	-	(256.03)	6,290.72	5,838.27	(9)	(125.69)	6,058.86	5,712.58	451,971	
POWER Zone		(140.78) DistSpSv	6,075.86	-	(256.03)	5,805.34	5,838.27	(9)	22.14	5,756.99	5,860.41	(103,774)	
iConnect Zone		6,094.30 NormTarget	6,561.08	-	(256.03)	6,571.75	5,838.27	(9)	966.49	8,495.20	6,804.76	(664,391)	
Normalized = DSAS - Dist Spec Svc			6,094.30	Avg. Norm PPEX			5,838.27	Avg. Norm PPEX			5,835.97	Avg. Norm PPEX	
		-	1,830,983.20			-	1,876,549.67			-	1,492,459.84		
Falcon Zone	- Cumulative Normalizations	-	13.36	0.2%	88.17	-	(74.81)	-1.3%	54.16	-	(128.97)	-2.3%	
Sand Creek Zone		-	393.85	6.1%	58.60	-	452.45	7.2%	(106.17)	-	346.28	5.7%	
POWER Zone		-	(18.44)	-0.3%	14.49	-	(32.93)	-0.6%	70.49	-	(103.42)	-1.8%	
iConnect Zone		-	466.78	7.1%	266.70	-	733.48	11.2%	956.96	-	1,690.43	19.9%	
		81,094,688.86	81,094,688.86			76,829,871.35	76,829,871.35			74,046,098.35	74,046,098.35		



EL PASO COUNTY SCHOOL DISTRICT 49  
School / Student-Based Funding Calculation : Gross & Normalized Results

18-19 pBud		Programmatic & Organizational Normalization Effects					All Other Norms	Distributed Spec Svc Norm	Net Normalization	BUDGET	
	sFTE %	1,553,905.13	1,282,156.79	1,204,606.06	367,442.21	Net Effect					
		Fzone	SCzone	POWER	iConnect						
Falcon Zone	30.8%	1,075,315.44	(394,893.49)	(371,008.52)	(113,169.10)	196,244.34	(622,228.75)	479,495.03	53,510.62	(1,189,345.80)	#####
Sand Creek Zone	28.0%	(435,435.61)	922,870.55	(337,554.95)	(102,964.73)	46,915.26	746,005.13	642,509.65	1,435,430.03	1,096,030.21	#####
POWER Zone	34.2%	(531,337.54)	(438,416.75)	792,706.77	(125,642.06)	(302,689.57)	(447,115.30)	667,777.33	(82,027.54)	(881,989.82)	#####
iConnect Zone	7.0%	(108,542.30)	(89,560.32)	(84,143.30)	341,775.89	59,529.98	323,338.91	41,201.20	424,070.09	775,305.50	#####
Net Total		-	-	-	-	-	-	1,830,983.20	1,830,983.20	.	(0.00)

18-19 pBud Budget Build	Falcon Zone		Sand Creek Zone		POWER Zone		iConnect Zone	
	per pupil	total \$	per pupil	total \$	per pupil	total \$	per pupil	total \$
Normalized Resource Available	6,094.30	24,412,553	6,094.30	22,211,292	6,094.30	27,103,188	6,094.30	5,536,673
Avg. Distributed Special Ed	140.78	563,927	140.78	513,078	140.78	626,081	140.78	127,897
Direct Spend Available to Schools	6,235.08	24,976,481	6,235.08	22,724,370	6,235.08	27,729,268	6,235.08	5,664,570
Programmatic / Org Norms In	387.91	1,553,905	351.80	1,282,157	270.86	1,204,606	404.45	367,442
Utility Norms	25.28	101,281	40.51	147,661	(25.77)	(114,614)	(147.86)	(134,328)
Employee Benefit Norms	(52.41)	(209,938)	93.70	341,512	(27.22)	(121,072)	(11.56)	(10,502)
Spec. Distributed Special Ed	(21.08)	(84,432)	35.51	129,431	9.38	41,697	(95.43)	(86,695)
Run Rate Target	12,809.87	26,337,296	12,991.69	24,625,130	12,697.40	28,739,886	12,619.76	5,800,487
Salary level inertia Norms	(32.68)	(130,908)	40.03	145,876	(3.37)	(14,969)	-	-
Admin size vs. School size Norms	(63.33)	(253,700)	(45.03)	(164,100)	(36.92)	(164,177)	640.59	581,976.83
Programmatic / Org Norms Out	(338.92)	(1,357,661)	(338.92)	(1,235,242)	(338.92)	(1,507,296)	(338.92)	(307,912)
Other Net Norms Coverage	(32.19)	(128,964)	75.47	275,056	(7.26)	(32,284)	(125.27)	(113,808)
18-19 pBud Gross Resource Available	6,107.66	24,466,064	6,488.15	23,646,722	6,075.86	27,021,160	6,561.08	5,960,743
less: Distributed Special Ed	(119.70)	(479,495)	(176.29)	(642,510)	(150.15)	(667,777)	(45.35)	(41,201)
18-19 pBud Controlled Resource Available	5,987.96	23,986,569	6,311.86	23,004,212	5,925.70	26,353,383	6,515.73	5,919,542
change from prior		1,777,235		960,604		1,588,836		(179,813)
17-18 oBud Controlled Resource Available		22,209,334		22,043,608		24,764,546		6,099,355
17-18 oBud Distributed Special Ed	111.67	438,815	166.99	601,108	143.37	627,086	49.21	46,019
17-18 oBud Gross Resource Available		22,648,149		22,644,716		25,391,632		6,145,374
change from prior		1,817,915		1,002,006		1,629,528		(184,631)



EL PASO COUNTY SCHOOL DISTRICT 49

School / Student-Based Funding Calculation : Gross & Normalized Results

Projected results bridge from current year budget

		Falcon Zone		Sand Creek Zone		POWER Zone		iConnect Zone	
		17-18 oBud sFTE= 3,929.61		17-18 oBud sFTE= 3,599.70		17-18 oBud sFTE= 4,373.84		17-18 oBud sFTE= 935.12	
		18-19 pBud sFTE= 4,005.80		18-19 pBud sFTE= 3,644.60		18-19 pBud sFTE= 4,447.30		18-19 pBud sFTE= 908.50	
		sFTE Chg = 76.19		sFTE Chg = 44.90		sFTE Chg = 73.46		sFTE Chg = (26.62)	
		1.9%		1.2%		1.7%		-2.8%	
17-18 oBud	Total Resource Available	5,763.46	22,648,149	6,290.72	22,644,716	5,805.34	25,391,632	6,571.75	6,145,374
	Change in Program Funding								
	Rate	351.20	1,380,078	348.82	1,255,638	350.31	1,532,184	334.71	312,996
	Volume	140.11	550,562	90.13	324,455	121.37	530,834	(205.71)	(192,361)
	Mix								
	Change in Fund Balance	-	-	-	-	-	-	-	-
	Change in All Other Income	146.88	577,164	146.88	528,708	146.88	642,411	146.88	137,346
	Change in Internal Vendor Groups	(67.24)	(264,236)	(67.24)	(242,052)	(67.24)	(294,107)	(67.24)	(62,880)
	Change in Internal Service Groups	(190.99)	(750,499)	(190.99)	(687,491)	(190.99)	(835,341)	(190.99)	(178,594)
	Mix Variance to DSAS	-		-		-		-	
	Gross Spend Available to Schools	6,143.41	24,141,219	6,618.32	23,823,974	6,165.66	26,967,614	6,589.40	6,161,882
	Change in - Programatic & Organizational	(0.15)	(589)	(61.41)	(221,060)	(39.37)	(172,193)	(188.97)	(176,713)
	Change in - Utility Constraints	10.42	40,939	19.34	69,619	(4.03)	(17,638)	(99.37)	(92,920)
	Change in - Employee Benefits	(7.02)	(27,567)	5.48	19,709	(28.81)	(125,999)	143.14	133,856
	Change in - Distributed Special Svcs	7.53	29,610	8.57	30,862	(13.93)	(60,923)	0.48	451
	Mix Variance Perm/Org Norms	-		-		-		-	
	Run Rate Spend Level	6,154.20	24,183,612	6,590.30	23,723,104	6,079.52	26,590,862	6,444.69	6,026,557
	Change in - Salary subsidies	33.18	130,383	(50.57)	(182,025)	11.81	51,642	-	-
	Change in - AEC School Subsidy	(2.01)	(7,900)	27.06	97,400	33.03	144,485	(250.22)	(233,985)
	Change in - At-Risk Adjustments	(132.62)	(521,129)	(184.27)	(663,316)	(124.75)	(545,632)	(85.07)	(79,555)
	Change in - Net Normalization Coverage	181.75	714,206	185.75	668,640	183.25	801,504	209.42	195,835
	Mix Variance Temporary Norms	126.84	(33,109)	80.12	2,919	107.01	(21,701)	(242.26)	51,891
18-19 pBud	Total Resource Available	6,107.66	24,466,064	6,488.15	23,646,722	6,075.86	27,021,160	6,561.08	5,960,743
	Aggregate Change from 17-18 oBud		1,817,915		1,002,006		1,629,528		(184,631)
3,294,503	Aggregate Change from 17-18 cBud		1,230,279		(66,229)		1,883,627		246,826



School / Student-Based Funding Calculation : Gross & Normalized Results  
Projected results walkforward from prior normalization, through current year budgets

		Falcon Zone		Sand Creek Zone		POWER Zone		iConnect Zone	
		17-18 oBud sFTE= 3,929.61 sFTE Chg = 1.39 17-18 cBud sFTE= 3,931.00 sFTE Chg = 74.80 18-19 pBud sFTE= 4,005.80 Yr-to-Yr sFTE Chg = 76.19		17-18 oBud sFTE= 3,599.70 sFTE Chg = 6.30 17-18 cBud sFTE= 3,606.00 sFTE Chg = 38.60 18-19 pBud sFTE= 3,644.60 Yr-to-Yr sFTE Chg = 44.90		17-18 oBud sFTE= 4,373.84 sFTE Chg = (141.84) 17-18 cBud sFTE= 4,232.00 sFTE Chg = 215.30 18-19 pBud sFTE= 4,447.30 Yr-to-Yr sFTE Chg = 73.46		17-18 oBud sFTE= 935.12 sFTE Chg = (167.62) 17-18 cBud sFTE= 767.50 sFTE Chg = 141.00 18-19 pBud sFTE= 908.50 Yr-to-Yr sFTE Chg = (26.62)	
		<u>per sFTE</u>	<u>Total</u>						
17-18 oBud	Normalized Total Resource Available	5,763.46	22,648,149	6,290.72	22,644,716	5,805.34	25,391,632	6,571.75	6,145,374
	- Final Adopted Budget Adjustments	2.04	8,012	12.85	46,262	10.83	47,367	(233.99)	(218,812)
	- Amended Budget changes applied:								
	- October Count: PPR rate:	41.51	163,116	41.59	149,724	41.12	179,867	39.84	37,256
	Mix rate & sFTE volume:	(46.21)	(173,595)	(53.35)	(152,406)	80.07	(491,945)	1,295.89	276,014
	- Prior Year Rollover	131.22	515,810	279.50	1,007,879	-	0	-	0
	- DAGR adjustment formula	(22.49)	(88,411)	(24.58)	(88,631)	(23.18)	(98,102)	(29.98)	(23,013)
	- Other Rev Adjs applied	23.84	93,703	26.03	93,847	24.86	105,212	33.02	25,345
	- Final Amended Budget Adjustments	17.55	69,001	3.21	11,559	0.83	3,500	(231.68)	(177,814)
17-18 cBud	Amended Total Resource Available	5,910.91	23,235,785	6,575.97	23,712,951	5,939.87	25,137,533	7,444.84	5,713,917
	77,800,186								
	- Unwind one-time funds (1,841,796)	(155.05)	(609,513)	(305.53)	(1,101,726)	(24.86)	(105,212)	(33.02)	(25,345)
17-18 cBud	Underlying Run Rate carried forward	5,755.86	22,626,272	6,270.45	22,611,225	5,915.01	25,032,321	7,411.82	5,688,572
	- Projected Budget Changes								
	- October Count: PPR rate:		1,004,006		913,476		1,114,663		227,705
	Mix rate & sFTE volume:	262.44	430,538	267.14	242,039	143.93	1,273,502	(572.22)	1,045,067
	- Change in Perm Norms	10.58	42,393	(27.68)	(100,870)	(84.71)	(376,752)	(148.95)	(135,325)
	- Change in Fluid Norms	(99.52)	(398,646)	(205.22)	(747,941)	(78.59)	(349,505)	(345.12)	(313,540)
	- Change in Net Norm Cov	178.29	714,206	183.46	668,640	180.22	801,504	215.56	195,835
18-19 pBud	Normalized Total Resource Available	6,107.66	24,466,064	6,488.15	23,646,722	6,075.86	27,021,160	6,561.08	5,960,743
	81,094,689								
	Visible Change in Budgets 3,294,503		1,230,279		(66,229)		1,883,627		246,826
	Run Rate Change in Budgets 5,136,299		1,839,792		1,035,497		1,988,839		272,171



El Paso County School District No. 49  
Year 1 Bennett Ranch - Start-up  
Contingency Quantification

	sFTE	Proposed Budget
18/19 BRES Original Budget	177	\$ 2,025,557.84
<i>- For 350 sFTE: 2 eFTE/grade; Norm Admin; Facil\$ &gt;= MRES; School Mgd = \$125/sFTE</i>		
Staff Re-Capture @ FES - MRES - WHES		(360,000.00) 6 eFTE
Needed for Funding @ sFTE <0 to 350>		\$ 1,665,557.84
sFTE Funding @ DSAS	6,107.66	\$ 1,081,055.80
Contingency Difference		\$ 584,502.04
PPR Difference		\$ 44.89

<u>Zone-level BRES contingency</u>		
Falcon Zone	4,005.80	\$ 179,816.81
Sand Creek Zone	3,644.60	\$ 163,602.86
POWER Zone	4,447.30	\$ 199,635.35
iConnect Zone	923.32	\$ 41,447.02
	13,021.02	\$ 584,502.04

sFTE Improvement Option

sFTE	sFTE BEP
273	\$ 2,025,557.84
+96	
	(360,000.00)
	\$ 1,665,557.84
	\$ 1,665,557.84
	0

sFTE	Amended Budget	Difference
245	\$ 2,025,557.84	
		(420,000.00)
		\$ 1,605,557.84
		\$ 1,496,376.68
		\$ 109,181.16
		\$ 8.38

4,005.80	\$ 33,588.61	\$ 146,228.20
3,644.60	\$ 30,559.95	\$ 133,042.91
4,447.30	\$ 37,290.58	\$ 162,344.77
923.32	\$ 7,742.03	\$ 33,704.98
13,021.02	\$ 109,181.16	\$ 475,320.87