

AGENDA
REGULAR BOARD OF EDUCATION MEETING
July 12, 2018
6:30 p.m.
Education Service Center – Board Room

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**

- 4.00 Consent Agenda**
 - 4.01 Approval of Minutes of Regular Board of Education Meeting 6/14/2018 –Garza
 - 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 Minutes of Special Board of Education Meeting 6/27/2018 - Garza

- 5.00 Board Update**
 - 5.01 Chief Officer Update**

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

- 7.00 Action Items**
 - 7.01 Action on Charter School Applications – Franko
 - a. Spacious Skies Charter School
 - b. Auto Institute of Science and Technology
 - 7.02 Action on Memorandum of Understanding with CD BOCES – Ridgway
 - 7.03 Action on Policy Revisions
 - a. BEC Executive Sessions- Garza
 - b. BEDH Public Participation at Board Meetings- Garza
 - c. CHCA Handbooks and Directives- Garza
 - d. FD Facilities Funding- Garza
 - e. FDA Bond Campaigns- Garza
 - f. IG Curriculum Development – Whetstine
 - g. IHBB Gifted Education – Lemmond
 - h. IHBEA English Language Learner – Lemmond
 - i. IK Academic Achievement – Whetstine
 - j. IKCA Weighted Grading - Perez
 - 7.04 Action on New and Revised Job Description
 - a. Social Worker - Lemmond
 - b. Community Engagement Advocate/Social Worker- Lemmond
 - c. Elevates (18-21 Transition) Program Teacher- Lemmond
 - d. English Language Development (ELD) Para Educator- Lemmond
 - e. Special Education Para Educator - Specific Learning Disability (SLD) - Lemmond
 - f. Special Education Para Educator - Developmental Delay (DD)/Intellectual Disability (ID) - Lemmond
 - g. Special Education Para Educator - Affective Needs (SED)/Social Communication (SoCo) - Lemmond

- h. Special Education Para Educator - Significant Support Needs (SSN) - **Lemmond**
- i. Special Education Para Educator - PEAK Programs- **Lemmond**
- j. Health Room Paraprofessional- **Lemmond**
- k. Technology Quality Assurance Manager – **Almeida**
- 7.05 Action on Students Rights & Responsibilities Handbook - **Fletcher**
- 7.06 Approval of Resolution for Official Notice of Intent to Participate in the Coordinated Election and Appointment of the Designated Election Official – **Ridgway**
- 7.07 Affirmation of Chief Officers’ Targets, Standards and Evidence - **Chief Officers**
- 7.08 Action on Educational Support Staff Pay Schedule – Positions List to Range Placement - **Andersen**
- 7.09 Action on Conflict of Interest Disclosure – **Ridgway**
- 7.10 Items Removed from Consent Agenda

- 8.00 Information Items**
- 8.01 Process Improvement Update
 - a. DN-E School Property Disposition – **Shiverdecker/Rohr**
 - b. IKF-R-1 Graduation Requirements, Courses and Credits - **Whetstine**
- 8.02 Current Legal Issues – **Ridgway/Hathaway**
- 8.03 Job Descriptions-Administrative Revisions - **Andersen**
- 8.04 Board Sub-Committee Minutes – **Garza**

- 9.00 Discussions Items**
- 9.01 Power School Update (10 minutes) **Ridgway**
- 9.02 2016 3B Projects Update (10 minutes) **Lee/Willhelm**
- 9.03 Mastery Based Graduation Progress Report (10 minutes) **Hilts/Whetstine**
- 9.04 Portfolio Accreditation Process Update (10 minutes) **Whetstine**
- 9.05 Proposed Ballot Language for November 2018 Election (10 minutes) **Ridgway**
- 9.06 Board of Education Resolutions for Colorado Association of School Boards’ Delegate Assembly (10 minutes) **BOE**
- 9.07 Communications Department Performance Report (10 minutes) **Nancarrow**

- 10.00 Other Business**
- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance
- 10.02 Determination of whether to conduct a hearing on a stakeholder grievance matter

- 11.00 Adjournment**

DATE OF POSTING: July 5, 2018

Donna Garza
Executive Assistant to the Board of Education

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

BOARD MEETING OF: July 12, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
 6/14/18

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the June 14th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: June 29, 2018

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

BOARD MEETING OF: July 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:

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

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

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

DATE: June 29, 2018

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

BOARD MEETING OF: July 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:

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

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

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

DATE: June 29, 2018

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

BOARD MEETING OF: July 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:

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

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

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

DATE: June 29, 2018

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

BOARD MEETING OF: July 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:

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

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

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

DATE: June 29, 2018

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

BOARD MEETING OF: July 12, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Special Board of Education Meeting
6/27/18

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the June 27th special board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: June 29, 2018

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Spacious Skies Charter School Application

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The founding members of the Spacious Skies Charter School submitted an application to charter a K-8 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

RATIONALE:

In accordance with the Colorado Charter School Act, a charter application must be presented to the public in an open session of the authorizing board.

RELEVANT DATA AND EXPECTED OUTCOMES:

The results of the application and review process are captured in the administrative recommendation and summarized in the Charter Application Scorecard Dashboard.

INNOVATION AND INTELLIGENT RISK:

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district. The dashboard allows administration and the board to consider critical elements of the application as they relate to the successful opening of charter schools within the district. The dashboard provides measurable outcomes that illuminate potential risk to the District and founding team when considering the opening of a charter school.

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

Culture	Inner Ring —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	Outer Ring —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Community input is gained through the DAAC review and community presentation.
	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>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting July 12, 2018
Item 7.01a continued

BUDGET IMPACT:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Based on the recommendation of administration and charter application reviewers, I move to deny the approval of the Spacious Skies Charter School.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: July 2, 2018



Administrative Recommendation for the Spacious Skies Charter School Application

The founders of the Spacious Skies Charter School submitted a charter school application on May 1, 2018. The proposed school would serve 438 students at full build-out (year 6) and serve grades K-8, but beginning with K-3 in 2019. The applicant proposes a Project-Based Learning (PBL) model to be located somewhere in the Sand Creek Zone of the district. Founders reported 223 Expressions of Interest at the time of the capacity interview in early June, but did not disclose any information about the zip codes of where these potential students currently reside or their current grade levels other than noting that 62 were from D49. Teachers will develop the curriculum for the school, relying on the Buck Institute for resources and training and using Colorado Academic Standards.

Application Process

The district utilizes a process outlined in its Charter School Application Request for Proposals (RFP) for high quality charter schools. This process includes an application based on components detailed in the RFP, which includes submitting numerous attachments; a review of the application by district staff, the DAAC, and an external team of charter school experts; and a capacity interview that incorporates a written response to questions.

Review of Charter School Application

Ten district staff, reviewing either the entire application or a portion of the application using CHART (Carter school A

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p- cation R*e*v*e*w T*o*ol), gave SSCS an average of 2.62, 3 being a score that “Meets” an expected outcome for approval. The DAAC review concluded the application “Meets” the level for approval, giving it a score of 3. The external review team gave the application an average score of 2.9. Across reviewers, the application scored higher in Vision and Mission Statements, Budget and Finance, and Governance and lower in Evidence of Support, Education Program, Transportation and Food Services, Parent and Community Involvement, Facilities, and Waivers.

Capacity Interview

The Spacious Skies founding team participated in an interview with district administrators and representatives where the application was discussed in detail and questions that arose during the evaluation of the application were addressed. After the meeting, the founding team responded to questions that needed a written response. This document does not amend the application; however, it is additional clarifying information about the application.

Central concerns that dominated the capacity interview discussion were related to:

- Evidence that the proposed school model can meet the needs of the targeted student population.
- Effectiveness and targets of the Project Based Learning model.
- Goals for parent engagement.
- Designing, planning, and implementation of a multi-faceted custom curriculum by teachers who are also responsible for daily planning, lesson preparation, grading, communication, etc.
- The seat time requirement for secondary students.

- Charter board governance model which is planned to be self-replicating and only assigns one parent seat.
- The vision for school facilities, both short-term and long-term.

The applicant was asked to respond to numerous questions in writing after the capacity interview. Many of the responses did not answer the proposed question.

Conclusion and Recommendations

Concerns after reviewing Spacious Skies' responses include:





- The application does not demonstrate effectiveness for the Project Based Learning model in the targeted student population.
- The application did not adequately address the content or strategies to be used in providing instruction to at-risk students, grades Kindergarten – 8th.
- The application does not provide clear evidence of how the custom curriculum would align with state standards to prepare students for success on state assessments.
- The curriculum has not been developed and the availability and expertise in a first-year staff is questionable. Evidence was not provided that newly-hired staff would have the expertise needed without having first received intensive training. The training plan provided in the application is not adequate to meet the need for quality instruction.
- The application describes a governance model that provides for a minimum of one parent representative position. The board is self-replicating and board members will not be elected by parents.
- The application was originally designed for an urban El Paso County school district and modified for D49. There was not enough evidence that could be described as support from within District 49. Expressions of Interest were described, but not verified. Evidence was not provided that interested families would enroll students at the school.
- The application was written for a K-5 model, but the applicant is requesting a K-8 charter. The student schedule did not meet the minimum number of hours required for secondary students and a secondary course outline was not provided. The applicant did not explain how instruction would change for secondary students.
- The applicant did not present viable facility options within D49 boundaries. Temporary, or start-up facility options presented did not have viable external space for students, parking, drop-off/pick-up. The suggested permanent location may be built in the Claremont Ranch neighborhood, but the applicant did not present financial details or a specific timeline.

Based on the review of the application conducted by the administration, District Accountability and Advisory Committee, and external charter review partners - the application expectations have not been reached by the Spacious Skies Charter School founders, and therefore, an approval is not recommended.

Contract Conditions and Provisions

Not applicable.

Overall Recommendation for *Spacious Skies Charter School*

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

Enrollment	Budget	Facility	Market	Parents	Evaluation	CCSP	Total
1	2	1	3	2	2	3	14

Comments:

Enrollment

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

Budget

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

Facility

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

Charter School Application: Administrative Recommendation Scorecard



Market

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

Parent Leadership

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

Evaluation Average

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

Charter School Application: Administrative Recommendation Scorecard



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

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



RESOLUTION

Regarding Spacious Skies Charter School Application

The Board of Education is committed to Every Student by supporting student needs, promoting high academic expectations, and embracing a culture of innovation; and

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with educational and workforce focus; and

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

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

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

THEREFORE:

We, the members of the board, resolve to support the recommendation of administration to deny the approval of the application for Spacious Skies Charter School. Based on the review of the application conducted by the administration, District Accountability and Advisory Committee, and external charter review partners, we the board recognize the following expectations have not been reached by the Spacious Skies Charter School founders, and therefore, an approval cannot be granted:

- The application does not demonstrate effectiveness for the Project Based Learning model in the targeted student population.
- The application did not adequately the content or strategies to be used in providing instruction to at-risk students, grades Kindergarten – 8th.
- The application does not provide clear evidence of how the custom curriculum would align with state standards to prepare students for success on state assessments.
- The curriculum has not been developed and the availability and expertise in a first-year staff is questionable. Evidence was not provided that newly-hired staff would have the expertise needed without having first received intensive training. The training plan provided in the application is not adequate to meet the need for quality instruction.
- The application describes a governance model that provides for a minimum of one parent representative position. The board is self-replicating and board members will not be elected by parents.
- The application was originally designed for an urban El Paso County school district and modified for D49. There was not enough evidence that could be described as support from within District 49. Expressions of Interest were described, but not verified. Evidence was not provided that interested families would enroll students at the school.
- The application was written for a K-5 model, but the applicant is requesting a K-8 charter. The student schedule did not meet the minimum number of hours required for secondary students

- and a secondary course outline was not provided. The applicant did not explain how instruction would change for secondary students.
- The applicant did not present viable facility options within D49 boundaries. Temporary, or start-up facility options presented did not have viable external space for students, parking, drop-off/pick-up. The suggested permanent location may be built in the Claremont Ranch neighborhood, but the applicant did not present financial details or a specific timeline.

The Chief Education Officer, through his designee, the iConnect Zone Superintendent, encourages the Spacious Skies Charter School applicant to make revisions, engage the District 49 community, and re-submitting during the 2019 cycle.

ADOPTED AND APPROVED this 12th day of July, 2018.

Marie La Vere-Wright, Board President
School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
School District 49

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Auto Institute of Science and Technology Charter School
Application

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The founding members of the Auto Institute of Science and Technology submitted an application to charter a K-8 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

RATIONALE:

In accordance with the Colorado Charter School Act, a charter application must be presented to the public in an open session of the authorizing board. Once presented, public have the opportunity make comment on the application in an open session. Upon hearing from the public and considering the recommendation from administration, the board of education will decide to approve or deny the charter application.

RELEVANT DATA AND EXPECTED OUTCOMES:

The results of the application and review process are captured in the administrative recommendation and summarized in the Charter Application Scorecard Dashboard.

INNOVATION AND INTELLIGENT RISK:

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district. The dashboard allows administration and the board to consider critical elements of the application as they relate to the successful opening of charter schools within the district. The dashboard provides measurable outcomes that illuminate potential risk to the district and founding team when considering the opening of a charter school.

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

Culture	Inner Ring —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	Outer Ring —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Community input is gained through the DAAC review and community presentation.
	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>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting July 12, 2018
Item 7.01b continued

BUDGET IMPACT:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Based on the recommendation of administration and charter application reviewers, I move to conditionally approve the application for the Auto Institute of Science and Technology for a Fall 2020 opening.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 29, 2018



Administrative Recommendation for the Auto Institute of Science and Technology Charter School Application

The founders of the Automotive Institute of Science and Technology (AIST) Charter School submitted a charter school application on May 1, 2018. The proposed school would serve approximately 250 students in grades 9-14, a Pathways in Technology Early College High School (P-TECH) model, in partnership with Advance Auto Parts and Pikes Peak Community College. An August 2020 opening is planned. The application proposes the use of a 60,000 sf facility that will operate via a lease with Advance Auto Parts. The school plans to serve at-risk students and use a Project-Based Learning curriculum using Colorado Academic Standards, automotive industry standards, and incorporating STEM content. Internships are planned for the 13th and 14th years. The founding board will be comprised of representatives from school partners and include expertise in engineering, education, and STEM. There is a plan to add parent representatives to the board after the school gets established.

Application Process

The district utilizes a process outlined in its Charter School Application Request for Proposals (RFP) for high quality charter schools. This process includes an application based on components detailed in the RFP, which includes submitting numerous attachments; a review of the application by district staff, the DAAC, and an external team of charter school experts; and a capacity interview that incorporates a written response to questions.

Review of Charter School Application

Ten district staff, reviewing either the entire application or a portion of the application using CHART (**C**harter **S**chool **A**pplication **R**eview **T**ool), gave AIST an average of 2.34 and when asked to determine a whole number, showing whether the school had achieved a level to be approved, rated it a 2, Partially Meets. The DAAC review concluded the application Meets the level for approval, giving it a score of 3. The external review team gave the application an average score of 2.59 with a Partially Meets, 2, rating overall. Across reviewers, the application scored higher in Facilities, Enrollment Policy, and Student Discipline, Expulsion, or Suspension and lower in Educational Program, Parent and Community Involvement, and Waivers.

Capacity Interview

The AIST founding team participated in an interview with district administrators and representatives where the application was discussed in detail and questions that arose during the evaluation of the application were addressed. After the meeting, the founding team responded to questions that needed a written response. This document does not amend the application; however, it is additional clarifying information about the application.

Central concerns that dominated the capacity interview discussion were related to details about partnerships with Advance Auto Parts and Pikes Peak Community College; how and by whom the curriculum would be developed and how efficacy of that curriculum would be monitored; how students will be evaluated and monitored to determine if they are achieving standards and meeting curriculum objectives; and areas of the application that it appeared needed a legal review, including the development of board policies.

Additional points that needed clarification included:

- How the school's vision and mission would be measured, especially relating to character development and building stronger communities.
- How potential conflicts of interest between the board and partners would be addressed.
- Who will be in charge of data management and disseminating the data as needed?
- How will the school maintain high teacher retention, one of its priorities?
- More detail was requested for state and district waiver requests.

Conclusion and Recommendations





AIST founders repeatedly acknowledged a willingness to work with the district to further develop the plan for their proposed charter school and the application intends for an August 2020 opening. This allows the applicant time to advance its curriculum development, secure a school site, further the relationship with industry based partners, pursue grant opportunities, and obtain necessary student enrollment commitments.

Based on the outcome of the application review process, the administration believes AIST can deliver a quality charter school opportunity that both meets the needs of students in District 49 and enhances the portfolio of schools mission. As such, it is the recommendation of the administration that the Board of Education approve the Auto Institute of Science and Technology with conditions, for a Fall of 2020 opening.

Contract Conditions and Provisions

- Secure legal counsel and support communication between AIST counsel and D49 counsel.
- Re-file updated Articles of Incorporation for AIST with the Secretary of State.
- Utilize legal support to review and correct waiver requests and rationale.
- The charter board will develop and adopt board policies, under a timeline provided by the district, to explain how the school will conduct operations in lieu of laws, regulations, or district policies that the school intends to waive.
- Provide evidence of a suitable facility with a Letter of Intent to D49 by January 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should AIST apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
 - Develop and implement a financial plan ensuring "up front" funds required for CSP grant eligibility.
 - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2019.
- Secure Intent to Enroll forms needed to reach the FTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.
- Upon meeting specified milestones, AIST will make presentation to the D49 BoE and the contracting phase will begin.

Overall Recommendation for *Auto Institute of Science and Technology*

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

Enrollment	Budget	Facility	Market	Parents	Evaluation	CCSP	Total
1	3	2	4	3	2	1	16

Comments:

Enrollment

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

Budget

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

Facility

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

Charter School Application: Administrative Recommendation Scorecard



Market

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

Parent Leadership

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

Evaluation Average

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

Charter School Application: Administrative Recommendation Scorecard



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

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



RESOLUTION

Regarding Auto Institute of Science and Technology

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

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with the Auto Institute of Science and Technology educational and workforce focus; and

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

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

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

THEREFORE:

We, the members of the board, resolve to support Auto Institute of Science and Technology as approved conditionally on July 12, 2018 for a projected school opening in the Fall of 2020. This application, submitted by the founding board of the Auto Institute of Science and Technology (AIST) and endorsed by the iConnect Zone Superintendent, Chief Education Officer, and Chief Business Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Secure legal counsel and support communication between AIST counsel and D49 counsel.
- Re-file updated Articles of Incorporation for AIST with the Secretary of State.
- Utilize legal support to review and correct waiver requests and rationale.
- The charter board will develop and adopt board policies, under a timeline provided by the district, to explain how the school will conduct operations in lieu of laws, regulations, or district policies that the school intends to waive.
- Provide evidence of a suitable facility with a Letter of Intent to D49 by January 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should AIST apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
 - Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
 - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2019.

- Secure Intent to Enroll forms needed to reach the FTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.
- Upon meeting specified milestones, AIST will make presentation to the D49 BoE and the contracting phase will begin.

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

ADOPTED AND APPROVED this 12th day of July, 2018.

Marie La Vere-Wright, Board President
School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
School District 49

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brad Miller, Legal Counsel

TITLE OF AGENDA ITEM: Memorandum of Understanding with CD BOCES

ACTION/INFORMATION/DISCUSSION: Action

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

RATIONALE: The District will benefit from the proposed arrangement by achieving a better economy of scale related to certain professional services, while obtaining savings that may be devoted to more effectively serving the needs of the District, as well as having 'a set of eyes' routinely involved in CDBOCES operations that can either report back significant information to the D49 BoE or be a resources for any D49 BoE desires for additional information and clarification on CDBOCES operations.

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

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

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

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

BUDGET IMPACT: This effectively displaces 10% of the cost of said staff to another entity.

AMOUNT BUDGETED: \$17,000

BOE Regular Meeting July 12, 2018
Item 7.02, continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached Memorandum of Understanding with the Colorado Digital Board of Cooperative Education Services.

APPROVED BY: Brad Miller, Legal Counsel
Brett Ridgway, Chief Business Officer

DATE: July 5, 2018



MEMORANDUM OF UNDERSTANDING

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

Recitals

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

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

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

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

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

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

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

Agreement

- 1) The Chief Business Officer will devote up to ten percent (10%) of his professional efforts as the Consultant Business Director of the CDBOCES.
- 3) The Chief Business Officer will remain under the payroll system of the District for the entirety of their compensation, including that part that is devoted to the CDBOCES.
- 4) The District agrees to maintain this arrangement for the entire 2018-19 fiscal year or until this MOU is revised or terminated by mutual accord.
- 5) CDBOCES agrees to compensate the District for these professional services in accordance with the portion of effort directed to CDBOCES and at the rate of compensation set by the District (per diem for the position indicated).

- 6) This MOU shall not prevent the employee from providing additional services to CDBOCES, or from receiving direct compensation from CDBOCES for services beyond those contemplated by their respective employment agreements or job descriptions.
- 7) The parties agree to revisit this arrangement on or before July 31, 2019 to determine whether it should be continued or terminated. Failure to revisit this MOU by that date will have the effect of renewing it for a single additional fiscal year.

IN WITNESS whereof this Agreement was duly signed for and on behalf of the parties on this 12th day of July, 2018.

El Paso County Colorado School District 49 Board of Education

ADOPTED AND APPROVED this ____ day of _____, 2018

Marie La Vere-Wright, Board President
El Paso County Colorado School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
El Paso County Colorado School District 49

Colorado Digital BOCES

ADOPTED AND APPROVED this ____ day of _____, 2018

Name, Position:
Colorado Digital BOCES

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: D. Garza, 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
7.03a	BEC	Executive Sessions	D Garza	Minor revisions
7.03b	BEDH	Public Participation at Board Meetings	D Garza	Reviewed; no changes recommended
7.03c	CHCA	Handbooks and Directives	D Garza	Review with minor edits
7.03d	FD	Facilities Funding	D Garza	Reviewed; no changes recommended
7.03e	FDA	Bond Campaigns	D Garza	Minor revisions
7.03f	IG	Curriculum Development	A Whetstine	Reviewed; no changes recommended
7.03g	IHBB	Gifted Education	N Lemmond	Reviewed; no changes recommended
7.03h	IHBEA	English Language Learner	N Lemmond	Reviewed; no changes recommended
7.03i	IK	Academic Achievement	A Whetstine	Reviewed; no changes recommended
7.01j	IKCA	Weighted Grading	M Perez	Minor revisions

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
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BOE Regular Meeting July 12, 2018
Item 7.03 continued

Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a first reading at the previous board meeting, I move to approve revisions to the ten policies in item 7.0303 as recommended by the administration.

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

DATE: June 29, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Executive Sessions
Designation	BEC
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

All meetings of the Board shall be open to the public except that at any regular or special meeting the Board may proceed into executive session upon affirmative vote of two-thirds of quorum present.

The Board shall not make final policy decisions nor shall any resolution, policy, or regulation be adopted or approved nor shall any formal action of any kind be taken during any executive session.

Prior to convening in executive session, the Board president shall announce the topic of the executive session which shall be reflected in the minutes. The Board shall include the specific citation to statute authorizing it to meet in executive session when it announces the session and identify the particular matter to be discussed in as much detail as possible without compromising the purpose for which the executive session is authorized.

The Board may hold an executive session for the sole purpose of considering any of the following matters:

1. Purchase, acquisition, lease, transfer, or sale of any real, personal, or other property. However, no executive session shall be held to conceal the fact that a member of the Board has a personal interest in such property transaction. C.R.S. 24-6-402(4)(a).
2. Conferences with an attorney for the purpose of receiving legal advice on specific legal questions. C.R.S. 24-6-402(4)(b). The mere presence or participation of an attorney at an executive session shall not be sufficient to satisfy this requirement.
3. Matters required to be kept confidential by federal or state law or regulations. C.R.S. 24-6-402(4)(c). An announcement will be made indicating the specific citation to state or federal law which is the reason the matter must remain confidential.
4. Specialized details of security arrangements or investigations C.R.S. 24-6- 402(4)(d).
5. Determination of positions relative to matters that may be subject to negotiations, development of strategy for negotiations, and instruction of negotiators except that discussion of negotiations relating to collective bargaining or employment contracts shall occur in a public meeting, unless an executive session is otherwise allowed. C.R.S. 24-6-402(4)(e).
6. Personnel matters except if an employee who is the subject of an executive session requests an open meeting. C.R.S. 24-6-402(4)(f). If the personnel matter involves more than one employee, all of the employees must request an open meeting. Discussion of personnel policies that do not require discussion of matters specific to particular employees are not considered "personnel matters."

The Teacher Employment, Compensation, and Dismissal Act shall prevail in teacher dismissal hearings. (It provides that a dismissal hearing shall be open unless either the administration or employee requests that the hearing be closed.)

Discussions concerning a member of the Board, any elected official, or the appointment of a Board member are not considered personnel matters.

7. Consideration of any documents protected under the mandatory nondisclosure provision of the Open Records Act, except that consideration of work product documents and documents subject to the governmental or deliberative process privilege must occur in a public meeting unless an executive session is otherwise allowed. C.R.S. 24-6-402(4)(g).
8. Discussion of individual students where public disclosure would adversely affect the person or persons involved. C.R.S. 24-6-402(4)(h).

Only those persons invited by the Board may be present during any executive session regardless of the topic of the session (including personnel matters).

The Board shall cause an electronic recording to be made of the executive session in accordance with applicable law. Such record shall be retained by the Board for ninety (90) days following the session.

- Adopted: September 19, 1996
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 9, 2001
- Revised: November 3, 2005
- Revised: February 11, 2010
- Revised: September 11, 2014
- Revised: March 12, 2015
- Revised: July 12, 2018

LEGAL REFS:

- C.R.S. 22-32-108(5) (*meetings of the board*)
- C.R.S. 22-32-108(5)(d) (*executive session minutes*)
- C.R.S. 22-32-109.4(4) (*board meeting “at which a collective bargaining agreement is discussed” must be open to the public*)
- C.R.S. 24-6-402 (*open meetings law*)

CROSS REFS:

- BEDG, Minutes
- KDB, Public’s Right to Know/Freedom of Information



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Public Participation at Board Meetings
Designation	BEDH
Office/Custodian	Board of Education/Executive Assistant to the BOE

All regular and special meetings of the Board shall be open to the public. The Board welcomes and appreciates comments on school operations and programs in District 49. Open forum time shall be scheduled during board meetings, except at work sessions, for brief comments and questions from the public. A sign-up sheet will be available for individuals at the beginning of the school board meeting. The Board shall limit the length of public participation to thirty minutes and a time limit for individual speakers of three minutes.

Members of the public wishing to make formal presentations before the Board must notify the Executive Assistant to the Board of Education fourteen days prior to the Board meeting date and receive approval from the Board president.

During open forum, comments and questions at a regular meeting may deal with any topic related to the Board's conduct of the schools. Comments at special meetings are limited to topics on the agenda. Speakers are asked to make comments in a respectful and orderly manner. Personal complaints against any individuals connected with the school system are prohibited.

The Board president shall be responsible for recognizing all speakers, maintaining proper order and adherence to time limits. Follow-up action items may be assigned to the appropriate Chief Officer depending on the nature of the comments. Members of the public will not be recognized by the president during Board meetings except as noted in this policy.

In addition to public participation time during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education. The public may contact the Board of Education members by phone, letter or via email through the District website, d49.org at any time.

- Adopted: September 3, 1998
- Revised: February 11, 2010
- Revised: April 9, 2015
- [Reviewed: July 12, 2018](#)

LEGAL REFS:

- C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REF:

- KE, Public Concerns and Complaints



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Handbooks and Directives
Designation	CHCA
Office/Custodian	Board of Education/Executive Assistant to the BOE

In order that pertinent Board policies, district regulations and/or school rules may be known by all staff members and students affected by them, **D**istrict administrators and principals are granted authority to issue staff and student handbooks as found necessary and desirable.

It is essential that the contents of all handbooks conform to **D**istrict wide policies and regulations. It also is important that all handbooks bearing the name of the **D**istrict or one of its schools be of a quality that reflects credit on the **D**istrict. Therefore, the Board expects all handbooks to be approved by the Board and/or Chief Education Officer prior to publication.

The Board shall review and approve the **D**istrict wide personnel handbooks and the student handbooks so that the contents of both may be accorded the status of Board-approved policy and regulation. The Chief Education Officer shall use judgment as to whether other specific handbooks need Board approval. However, all handbooks published shall be made available to the Board for informational purposes.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 3, 1998
- Reviewed: February 11, 2010
- Revised: May 12, 2011
- Reviewed: June 11, 2015
- Revised: July 12, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Facilities Funding
Designation	FD
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board of Education may submit to the registered qualified electors of the school District, at any regular school election or at a special election called for the purpose, the question of contracting a bonded indebtedness for any of the following purposes:

1. Acquiring or purchasing buildings or grounds.
2. Enlarging, improving, remodeling, repairing or making additions to any school building.
3. Constructing or erecting school buildings.
4. Equipping or furnishing any school building, but only in conjunction with a construction project for a new building or for an addition to an existing building or in conjunction with a project for substantial remodeling, improvement or repair of an existing building.
5. Improving school grounds.
6. Funding floating indebtedness.
7. Acquiring, constructing or improving any capital asset that the District is authorized by law to own.

Before such a bond election, the specific needs for facilities shall be made clear to the general public, and careful estimates will be made as to the amounts required for the sites, buildings and equipment.

Following approval by the voters, the bonds to be issued will be advertised in newspapers and national financial journals, the date of issue being coordinated with tax collection dates, payments on bonds already outstanding, and favorable market conditions. Disposition of the bonds then shall be accomplished by public sale on the basis of sealed bids. The Board reserves the right to reject any and all bids.

The bond and interest fund of the District comes directly and solely out of the levy of taxes initiated by the successful bond election. In anticipation of interest and principal payments, the Board will adopt annual resolutions authorizing the withdrawal from the bond and interest fund of the amounts needed to meet the payments due and the deposit of such moneys with the depository for honoring the bonds and interest coupons presented for payment.

The building fund is the fund authorized by the approval of the bond issue. The initial receipts from the sale of bonds are deposited in this fund, and actual expenditures for sites, buildings, and equipment are made from it. The Board will adopt an annual budget resolution authorizing the withdrawal from the fund of the amounts needed to meet the payments due architects, contractors and other individuals or firms. The Board shall receive periodic reports on the expenditures made from this fund as compared with the original appropriations for the various projects included.

- Adopted: September 3, 1998
- Revised: October 7, 2010
- Reviewed: June 11, 2015

- Reviewed: July 12, 2018

LEGAL REFS:

- C.R.S. 22-30.5-401 *et seq.* (*Charter School Capital Facilities Financing Act*)
- C.R.S. 22-41-110 (*Payment of bonds*)
- C.R.S. 22-41.5-101 *et seq.* (*Weakening of debt limitations*)
- C.R.S. 22-42-101 *et seq.* (*Bonded indebtedness*)
- C.R.S. 22-45-103 (1)(b)(d) (*Bond redemption and special building and technology funds*)
- C.R.S. 29-14-101 *et seq.* (*Bond anticipation note act*)

CROSS REF:

- FDA, Bond Campaigns



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Bond Campaigns
Designation	FDA
Office/Custodian	Board of Education/Executive Assistant to the BOE

Any special election to authorize bonded indebtedness shall be held on the first Tuesday in November in odd-numbered years in conjunction with the regular biennial school election or on general election day in even-numbered years.

If other jurisdictions that have overlapping boundaries or the same electors as the ~~school D~~district are conducting an election on the same day, the county clerk and recorder shall conduct the election as a coordinated election to allow voters to vote on all ballot issues at one polling place. The decision whether the election will be conducted as a polling place election or by mail ballot is one which shall be made by the county clerk.

The election shall be conducted pursuant to an intergovernmental agreement between the ~~D~~district and the county clerk and recorder. ~~†~~The agreement shall allocate responsibilities between the county clerk and the ~~D~~district for the preparation and conduct of the election and shall be signed no less than 70 days prior to the election. The Board ~~of Education~~ shall designate a school election official to whom some election responsibilities may be delegated pursuant to the agreement.

Expenditures of any school district funds or in kind services to otherwise inform voters about election issues must be specifically authorized by the Board. The ~~D~~district may dispense a factual summary which includes arguments both for and against the proposal without any conclusion or opinions in favor of or against any particular issue addressed by the summary.

- Adopted: September 3, 1998
- Revised: June 10, 2010
- ~~Reviewed: June 11, 2015~~
- Revised: July 12, 2018

LEGAL REFS:

- Constitution of Colorado, Article X, Section 20
- C.R.S. 1-1-101 through 1-13-108 (*Uniform Election Code of 1992*)
- C.R.S. 1-45-101 (*Fair Campaign Practices Act*)
- C.R.S. 22-41.5-101 *et seq.*(*legislative declaration*)
- C.R.S. 22-42-101 *et seq.*(*Bond Indebtedness – definitions*)
- C.R.S. 22-54-108 (*authorization of additional local revenues*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Curriculum Development
Designation	IG
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education is required by state law to determine the educational programs delivered in the schools of the district. Curriculum shall be aligned with the Colorado Academic Standards to ensure that each student is provided the educational experiences needed to achieve or exceed grade-level standards or complete the requirements and goals as listed on a student's Individualized Education Program (IEP).

The Chief Education Officer shall direct principals to collaboratively research, develop, implement and evaluate curriculum. All new curricular programs and courses of study as well as the elimination and extensive alteration of the content of current programs and courses shall be presented by the Chief Education Officer or designee to the Board for its consideration and action.

Zone and school leaders shall review each school's curriculum regularly to ensure that the curriculum and assessment programs are effective and reflect relevant Colorado Academic Standards. Curricular reviews shall include administrators, teachers, parents, and accountability committee members.

Curricular reviews shall include consideration of student achievement results for all student populations, educational equity, curriculum breadth and depth, and congruence of instructional strategies and assessments with the Colorado Academic Standards.

- Adopted: July 10, 2014
- Revised: March 12, 2015
- [Reviewed: July 12, 2018](#)

LEGAL REFS:

- *Colo. Const. Art. IX, Sect. 15 (Board has control of instruction within the district)*
- *C.R.S. 22-7-1013 (2)(adoption of content standards; alignment of curriculum)*
- *C.R.S. 22-20-101 et seq. (Exceptional Children's Educational Act)*
- *C.R.S. 22-20-201 et seq. (education of gifted children)*
- *C.R.S. 22-32-109 (1)(t) (Board duty to determine educational program and prescribe textbooks)*
- *C.R.S. 22-32-110 (1)(r) (Board power to exclude immoral or pernicious materials and books)*

CROSS REFS:

- AEA, Standards Based Education
- IK, Academic Achievement

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Gifted Education
Designation	IHBB
Office/Custodian	Education/Executive Director of Individualized Education

The Board of Education is dedicated to providing comprehensive programming for the identification and education of gifted students. Gifted students are those students between the ages of four (4) and twenty-one (21) whose abilities, talents and potential for accomplishment are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. The Board believes that a quality instructional program that differentiates curriculum and instruction is essential so all students can learn and grow to their level of potential.

To the extent resources are available for this purpose, the Chief Education Officer or designee shall develop and implement programming designed to meet the particular educational needs of gifted students that:

- encourages acceleration and enrichment beyond the basic curriculum,
- offers a differentiated curriculum that includes higher cognitive concepts and processes,
- uses instructional strategies that accommodate the learning styles of the gifted,
- fosters the individual growth of each student,
- supports students in the attainment of state and district academic content standards,
- assists students with pre-collegiate and/or pre-advanced placement programs, and
- provides guidance support systems, including identifying post-secondary options.

The programming shall include early identification of gifted students who are at least five (5) years of age and may include the early identification of four (4) and five (5) year old highly advanced gifted students. The programming shall also include ongoing professional development of staff that administer, supervise or teach in such programs. The programs will be regularly evaluated.

The Chief Education Officer or designee shall submit to the Colorado Department of Education (CDE) a program plan to identify and service gifted students and may submit a program plan to serve four (4) and five (5) year old highly advanced gifted students no later than April 30 of each year. The program plan shall contain elements specified by applicable State Board of Education rules so the district will be eligible for state funding for these students.

Except as otherwise required by law, the Chief Education Officer or designee shall have the final determination regarding placement of students in district programs for the gifted.

- Current practice codified: 1992
- Adopted: date of manual revision
- Reviewed: September 2, 1999
- Revised: August 12, 2010
- Revised: October 27, 2011
- Revised: March 12, 2015
- Reviewed: July 12, 2018

LEGAL REFS:

- C.R.S. 22-20-201 *et seq.* (education of gifted children)

- C.R.S. 22-54-103 (10) (*allows district to count and receive funding for four and five year old “highly advanced gifted children” enrolled in kindergarten and first grade*)
- 1 CCR 301-8, 2220-R-12.00 (*gifted and highly advanced gifted children*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	English Language Learner
Designation	IHBEA
Office/Custodian	Education/Executive Director of Individualized Education

In keeping with the intention of the state of Colorado to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes, Colorado State Board of Education rules and the Colorado Department of Education guidance.

The district shall identify students as English language learners using the state-approved assessment for English language proficiency. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The district shall certify to the Colorado Department of Education each year those students identified as English language learners who are eligible for funding pursuant to the English Language Proficiency Act. The district shall provide additional information as required by the Colorado Department of Education to comply with federal law.

- Adopted: September 2, 1999
- Revised: July 10, 2003
- Reviewed: July 8, 2010
- Revised: March 12, 2015
- Reviewed: July 12, 2018

LEGAL REFS:

- 20 U.S.C. 1703(f) (*denial of equal educational opportunity prohibited*)
- 20 U.S.C. 6801 *et seq.* (*language instruction for English language learners, including immigrant students*)
- 42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964*)
- C.R.S. 22-24-101 *et seq.* (*English Language Proficiency Act*)
- 1 CCR 301-10 (*State Board of Education rules for the Administration of the English Language Proficiency Act*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Academic Achievement
Designation	IK
Office/Custodian	Education/Executive Director of Learning Services

It is the responsibility of the Board of Education to ensure a quality educational program for students that promotes academic achievement. The Board represents the entire community in setting the District's academic priorities.

The Board aims to improve student achievement by setting clear academic expectations for students by adopting the Colorado Academic Standards. It is the Board's belief that all students can learn given appropriate time and instruction.

Each student is expected to meet or exceed the Colorado Academic Standards as they progress through the school system. While all students are expected to reach the standards, the Board acknowledges that differences in performance will exist among students.

The school staff and students are directly responsible for student learning. The Board expects each student to learn to the best of his/her ability, and each staff member to develop and maintain a climate that encourages and supports academic achievement and high standards of behavior. The Colorado Academic Standards are to be the focal point of classroom instruction.

To fulfill this expectation, all students will be provided challenging instructional programs. Student learning and performance will be continuously monitored against the standards through the use of valid and reliable measures.

- Adopted: November 17, 2010
- Revised: March 12, 2015
- [Reviewed: July 12, 2018](#)

LEGAL REF:

- C.R.S. 22-7-1013 (1) (*adoption of academic standards*)
- C.R.S. 22-11-101 *et seq.* (*Education Accountability Act of 2009*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- AED, Accreditation
- IG, Curriculum Development
- IKA, Grading/Assessment Systems
- IKE, Ensuring All Students Meet Standards

NOTE: Current versions of the Colorado Academic Standards are published on the district website at D49.org, and at the website of the Colorado Department of Education, which is: www.cde.state.co.us

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Weighted Grading
Designation	IKCA
Office/Custodian	Education/Director of Concurrent Enrollment

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities and for scholarships and financial aid.

The term “weighted grading” is used to describe the process of assigning additional strength or numerical value to a grade which a student earns in certain courses designated as “weighted” courses. This additional numerical value will be used to compute a student’s grade point average (GPA) and class rank. Courses selected for weighting are those which are determined to be rigorous, require prerequisites, and are considered college preparation or college level courses.

All Advanced Placement (AP), CU Succeed, ~~and~~ International Baccalaureate (IB), and college level Concurrent Enrollment courses will be given credit on a 5.0 weighted grade scale, with the exception of the following college courses:

1. AAA Academic Achievement Skills ~~(AAA)~~
2. PED Physical Education ~~(PED)~~
3. OUT Outdoor Studies ~~(OUT)~~
4. Any Developmental Education Level courses (ex: CCR092/094, ENG092/0940, MAT050/055)
- 4.5. UCCS GPS1010/1110

Career and Technical Education courses with confirmed articulated college credit will be given credit on a 5.0 weighted grade scale if the following three criteria have been met:

1. Successful completion of the high school Career and Technical Education course with a final course grade of A or B.
2. College credits have been articulated and recorded on an official college transcript report.
3. A copy of the college transcript report has been provided to the high school registrar or equivalent, who will authorize a grade adjustment based on a 5.0 weighted grade scale.

Designated honors courses will be given credit on a 4.5 weighted grading scale. Any student taking a weighted class who does not earn a passing grade will not be awarded class credit.

When students transfer into the District with credit in courses that meet the stipulations outlined, district staff will adjust those grades to the appropriate weighted grade scale. Students must provide college transcripts to justify the weighted grade.

All courses approved for weighted grades will follow a District approved curriculum and require the course final exam. Honors courses will be weighted once the curriculum has been developed to meet specific standards.

Mastery demonstrations may also be awarded credits based on a 5.0 weighted grade scale when evidence of postsecondary level competency is verified through the design, implementation, and presentation of rigorous learning projects and college or career-ready demonstrations guided by an instructional mentor.

- Adopted: April 4, 2002
- Reviewed: July 8, 2010
- Revised: February 2, 2012
- Revised: April 8, 2012
- Revised: February 13, 2014
- Revised: October 9, 2014
- [Revised: March 12, 2015](#)
- [Revised: July 12, 2018](#)

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

BOARD MEETING OF: July 12, 2018

Dr. Nancy Lemmond, Executive Director of Individualized

PREPARED BY: Education

Mr. Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: New and Updated Job Descriptions

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND OR RATIONALE

This year has been focused on creating new job descriptions and updating existing job descriptions within all Individualized Education departments. The new and updated job descriptions are required to stay current with CDE licensure requirements and the district's position requirements.

RELEVANT DATA AND EXPECTED OUTCOMES:

Some of the job descriptions were relatively old or non-existent. It is expected the new and updated job descriptions will be approved to improve job postings, screening, interviewing, and selecting applicants.

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	It is best practice to provide an accurate job description so prospective applicants are fully informed of the duties and responsibilities of the position for which they are applying.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the following job descriptions in item 7.04 as recommended by the administration.

- Social Worker
- Community Engagement Advocate/Social Worker
- Elevates (18-21 Transition) Program Teacher,
- English Language Development (ELD) Para Educator,
- Special Education Para Educator - Specific Learning Disability (SLD),
- Special Education Para Educator - Developmental Delay (DD)/Intellectual Disability (ID),
- Special Education Para Educator - Affective Needs (SED)/Social Communication (SoCo),
- Special Education Para Educator - Significant Support Needs (SSN),
- Special Education Para Educator - PEAK Programs, and

BOE Regular Board Meeting July 12, 2018
Item 7.04 continued

- Health Room Paraprofessional

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 29, 2018

SCHOOL SOCIAL WORKER

Job Title:	School Social Worker
Initial:	July 12, 2018
Revised:	
Work Year:	182
Office:	Education
Department:	Individualized Education or Assigned Zone
Reports To:	Principal, Director, or other Administrator as assigned
FLSA Status:	Exempt
Pay Schedule:	Licensed

Related Organization Chart

Principal, Director, or
other Administrator

School Social Worker

SUMMARY: The principle tasks of the School Social Worker are to help students and families make the best use of available opportunities and resources to fully develop each student's individual potential. The School Social Worker brings to the educational process an understanding of the psychosocial development of children and the influences of family, community, and cultural differences as they interact with the educational process. The School Social Worker will link child-serving and community agencies to the schools and families to support the child's academic, emotional, behavioral, and social success. The School Social Worker will display personal qualities which are appropriate for a professional, such as: maintaining professional ethics and confidentiality, openness to learning from others and accepting constructive criticism/feedback. This position can also support and monitor behavioral interventions to promote positive student outcomes through the MTSS process.

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.

- Provides consultative support to school administrators, counselors and teachers around at-risk populations.
- Provides skill building and psychoeducational through individual and group work. Assists with social, emotional and behavioral problems. Uses a variety of techniques to achieve improvement.
- Coordinates school, home and community services toward solutions of students' problems through the use of MTSS.
- Maintains liaison between school, family and community agencies and assists in better use of services available to students, families and school.

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.

-
- Consults with administrators, teachers, support staff, other colleagues and parents. Assists in developing positive behavior interventions. Suggests strategies for managing conflict and providing behavior supports.
 - Provides crisis intervention services regarding child abuse, suicide/threat assessments and family emergencies.
 - Gathers, integrates and interprets information relative to student behavior related to learning.
 - Meets on a regular basis for case management review, consultation, and as part of the Care Team.
 - Performs related record keeping including Medicaid.
 - Participates in or leads required in-service trainings and meetings.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities at this time.

Budget Responsibility:

- This position has no direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Graduate degree in social work preferred.
- Strong candidate possessing a graduate degree in school psychology, education, or related field considered
- CDE License required
- Certification in CPI preferred

Experience:

- Three years of experience in a school setting.
- Two years of experience working with at-risk youth population
- Experience working with community agencies such as DHS, law enforcement, public health

Knowledge Skills & Abilities:

- Knowledge of MTSS, including Problem Solving Team Process, progress monitoring and data analysis.
- Knowledge of child and adolescent social/emotional 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
- Appropriate State licensure

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

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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. Employee may be required to restrain youth, if necessary.

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.

COMMUNITY ENGAGEMENT ADVOCATE (SOCIAL WORKER)

Job Title:	Community Engagement Advocate (Social Worker)
Initial:	July 12, 2018
Revised:	
Work Year:	182
Office:	Education
Department:	Individualized Education
Reports To:	Director of Community Care
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule Plus 10%

Related Organization Chart



POSITION SUMMARY: As a member of the Care Team, the Community Engagement Advocate's (CEA) focus is on students who are at risk for expulsion and/or truancy. The CEA supports the schools and families of these students by providing necessary resources and intervention strategies through consultation with the schools, home visits, parent engagement activities, community outreach, and interaction with local community resources.

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.

- Provides consultative support to school administrators, counselors and teachers around at-risk populations and truancy issues.
- Attends RTI/MTSS meetings where truancy, suspension, and other at-risk issues may arise with students.
- Attends truancy court for students that have received CEA services.
- Organizes and attends parent presentation nights and other occasional after-hours events targeting the at-risk population.
- Conducts group and counseling sessions with identified at-risk students.
- Conducts home-visits with parents and students.
- Reviews truancy and suspension data and determines course of action for interventions.
- Collects and reviews data on the effectiveness of interventions.
- Organizes and attends service learning outings, which may require obtaining a small vehicle license. Requires working in a variety of settings and conditions while monitoring at-risk youth.
- Consults with outside agencies to obtain needed supports for families and students.

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

-
- Provides professional development to school staff around at-risk issues.
 - Serves on the Crisis Response Team.
 - Performs other duties as assigned by the Director of Community Care or Executive Director of Individualized Education.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Master's Degree in Social Work, Psychology, Education or related field preferred

Experience:

- Three years working in the school setting
- Three years of experience working with at-risk youth population
- Two years of experience working with community agencies such as DHS, police department or Public Health

Knowledge Skills & Abilities:

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

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CDE License Required
- Certification in CPI preferred

OTHER WORK FACTORS

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

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

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

Work Environment:

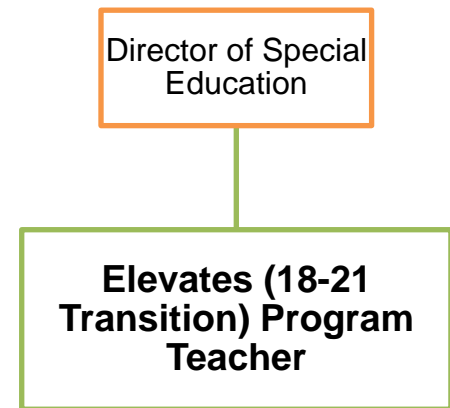
While performing the duties of this job, the employee will work primarily in a usual office or school environment. Occasional community outings will be required.

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.

ELEVATES (18-21 TRANSITION) PROGRAM TEACHER

Job Title:	Elevates (18-21 Transition) Program Teacher
Initial:	July 14, 2018
Revised:	
Work Year:	182
Office:	Education
Department:	Individualized Education
Reports To:	Director of Special Education
FLSA Status:	Nonexempt Exempt
Pay Range:	Licensed Pay Schedule

Related Organization Chart



POSITION SUMMARY: The Elevates Program Teacher provides comprehensive and specialized instruction to students in the Elevates Transition Program for special education students 18-21 years of age that have developmental and physical disabilities and are determined to be eligible for transition services by their special education team. Instruction is provided across all environments including the classroom, community, building, and job site. The teacher provides special education students with learning activities and experiences designed to help them fulfill their potential for intellectual, emotional, physical, and social growth. The Elevates Program Teacher develops or modifies curricula and prepares lessons and other instructional materials to student ability levels.

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.

- Facilitates transition programming (administers career skill and interest inventories, conducts career exploration activities, and provides vocational programming) for students who are eligible for special education services and for whom the IEP team has established transition goals and objectives.
- Works closely with High School and Middle School Administrators, teachers, and guidance counselors to facilitate transition programming.
- Networks with all appropriate community agencies and organizations.
- Attends IEP meetings in the role of transition teacher/facilitator.
- Ensures that the IEP team develops and implements the transition outcomes, instructional areas, and services needed for students with disabilities.
- Conducts teaching responsibilities as needed.

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.

- Coordinates school and community work-based learning opportunities.
- Identifies job placements appropriate for student's needs.
- Monitors student job performance based on student need as designated in the IEP.
- Coordinates the teaching of daily living skills.
- Develops and maintains a working relationship with businesses, agencies, and organizations which provide post-secondary services for students with disabilities.
- Communicates with parents, students, staff, community/adult service providers and agencies about issues related to the successful transition of special education students into post-secondary adult life.
- Serves as a resource to families, parents, and students in accessing transition services as well as providing information about transition topics.
- Keeps records of appropriate documentation during the transition process.
- Works with Office of Vocational Rehabilitation and guidance counselors to assist parents and students with the post-secondary enrollment process as requested.
- Communicates frequently with parents. Elicits parent input in educational planning and implementation.
- Designs, revises, and maintains a class schedule consisting of activities developed from student IEP goals/objectives. Provides instruction in integrated environments.
- Provides opportunities to interact with peers to form friendships and support networks.
- Implements programs and procedures recommended by transdisciplinary team members and per the student's IEP.
- Demonstrates team leadership skills for a group of paraprofessionals.
- Demonstrates a consistent method of assessing student growth via the use of clear criteria and is congruent with student goals. Collects and summarizes performance data on an ongoing basis.
- Collaborates with team members to report on student progress by the established timelines.
- Participates in Transition Planning meeting and implements movement to adult services for exiting students.

Supervision & Technical Responsibilities:

- This position supervises Job Coaches.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree in special education
- ~~Colorado Department of Education Special Education License~~

Experience:

- 1-3 years' experience in a special education classroom, secondary preferred

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- ~~Basic math and accounting skills~~
- ~~Ability to read and understand construction drawings, and specifications~~

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

-
- Customer service and public relations skills.
 - Critical thinking and problem solving skills.
 - Organizational skills.
 - Ability to manage multiple priorities and tasks with frequent interruptions.
 - Ability to communicate effectively with various stakeholders.
 - ~~• Ability and willingness to be on call and/or respond to calls 24/7~~
 - ~~• 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
- Colorado Department of Education Special Education License

OTHER WORK FACTORS

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

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.

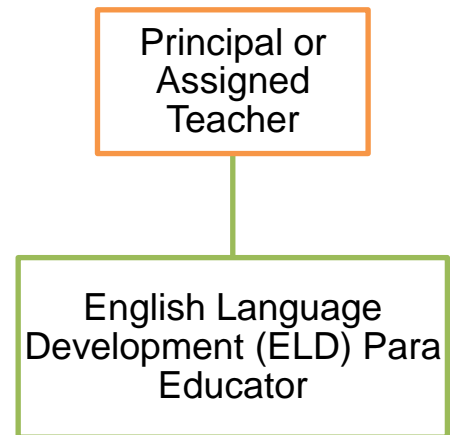
Work Environment: While performing the duties of this job, the employee will work primarily in a usual office, school or business environment.

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.

ENGLISH AS A SECOND LANGUAGE/ENGLISH LANGUAGE DEVELOPMENT -(ELD) LEARNER TEACHER ASSISTANT PARA EDUCATOR

Job Title:	English as a Second Language/English <u>Learner Teacher Assistant Development Para Educator</u>
Initial:	October 28, 2008
Revised:	<u>July 12, 2018</u>
Work Year:	10 Months
Office:	Education
Department:	Special Education
Reports To:	Building Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	Range 4 Educational Support Personnel <u>Range 2</u>

Related Organization Chart



POSITION SUMMARY: The English Language Development (ELD) Para Educator is responsible for assisting the English Language Development (ELD) classroom teacher by providing instructional support and assistance in meeting the educational needs of English Learners (ELs). ~~Responsible for assisting classroom teachers by providing instructional support and assistance in meeting the educational needs of ESL/ELL students.~~

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.

- Provides assistance to English Learners (ELs) in small groups, whole group, and one on one. Reinforces skills and concepts initially introduced by the classroom/ELD teacher.
- Participates in planning activities and discussions regarding students' needs and progress. Assists the classroom / ELD teacher in the implementation of ELs strategies based on their needs, interests, or abilities.
- Assists ELs in organizing tasks, schedules, materials, assignments and technology.
- Guides independent study, enrichment work, and remedial work set up and assigned by the teacher.
- Establishes a positive and supportive relationship with the student(s) which encourages independent functioning rather than dependency.

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 typing, word processing, data entry, filing and making copies. Maintains student records and files as needed.
- Maintains high level of ethical behavior and confidentiality of information.
- Administers assessments as needed.
- Assists with parent involvement.
- Assists with the supervision of student(s), including during emergency drills, assemblies, or field trips.
- Supports established building, classroom and behavior management procedures.
- Performs other duties as assigned.

~~Provide assistance to students in small groups and one-on-one. Reinforce skills and concepts initially introduced by the teacher.~~

~~Participate in planning activities and discussions regarding student's needs and progress. Assist the teacher in the implementation of special strategies for reinforcing the skills of individual students based on their needs, interests or abilities.~~

~~Assist student(s) in organizing tasks, schedules, materials or assignments. Guide independent study, enrichment work, and remedial work set up and assigned by the teacher.~~

~~Establish a positive and supportive relationship with the student(s) which encourages independent functioning rather than dependency.~~

~~Perform typing, word processing, data entry, filing and run copies. Maintain student records and files as assigned.~~

~~Maintain high level of ethical behavior and confidentiality of information about students.~~

~~Administer placement and standardized tests.~~

~~Assist with parent involvement as directed.~~

~~Assist with the supervision of student(s), including during emergency drills, assemblies, or field trips~~

~~Check notebooks, correct papers, and supervise testing and make-up work, as assigned by the teacher.~~

~~Support established building, classroom and behavior management procedures.~~

~~Perform other duties as assigned, i.e. supervise students in the playground, lunchroom, and other areas.~~

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Proficient with English language
- Basic math and accounting skills

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

- 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

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 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. 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:—

No experience required.

SKILLS and KNOWLEDGE:

Oral and written communication skills.—

English language skills.—

Interpersonal relations skills.—

Basic math and accounting skills.—

Customer service and public relations skills.—

Critical thinking and problem solving skills.—

Organizational skills.—

Ability to maintain confidentiality in all aspects of the job.—

Ability to manage multiple priorities.—

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 manage multiple tasks with frequent interruptions.—~~

~~Ability to diffuse and manage volatile and stressful situations.—~~

~~Ability and willingness to carry a pager, be on call and/or respond to calls 24/7.—~~

~~Ability to lead, train and work with others.—~~

~~Ability to maintain excellent attendance.—~~

~~Knowledge of and ability to recognize the importance of safety in the workplace, follow safety rules, practice safe workplace, follow safety rules, practice safe work habits, utilize appropriate safety equipment and report unsafe conditions to the appropriate administrator.—~~

CERTIFICATES, LICENSES, & REGISTRATIONS:

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

~~CPR and First Aid certifications required within 3 months of hire.—~~

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:—

~~None required.—~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:—

~~This position reports to the assigned teacher and assigned administrator.—~~

~~This has no supervisory responsibilities.—~~

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.—~~

~~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 sit; use hands to finger, handle, or feel; reach with hands and arms; to talk or hear. The employee frequently is required walk. The employee is occasionally required to stand; climb or balance; stoop, kneel, crouch, or crawl; and smell. The employee must regularly lift and/or move up to 10 pounds, frequently lift and/or move up to 50 pounds, and occasionally lift and/or move up to 100 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus.—~~

WORK ENVIRONMENT:

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

MENTAL FUNCTIONS:

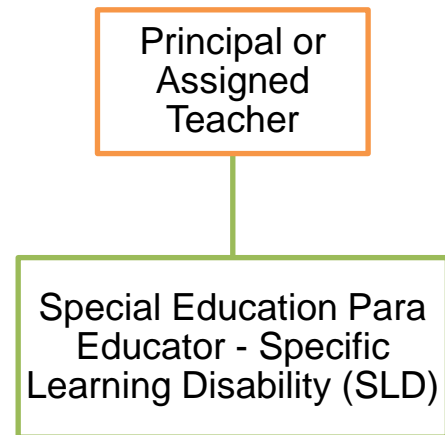
~~While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.—~~

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

SPECIAL EDUCATION ~~TEACHER ASSISTANT~~ PARA EDUCATOR – SPECIFIC LEARNING DISABILITY (SLD)

Job Title:	Special Education Teacher Assistant <u>Para Educator – Specific Learning Disability (SLD)</u>
Initial:	November 1, 2006
Revised:	February 2014 <u>July 12, 2018</u>
Work Year:	10 Months
Office:	<u>Special</u> Education
Department:	Special Education <u>Assigned Building</u>
Reports To:	Building Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	<u>Educational Support Personnel Range</u> 2 <u>Range 5, Range 6</u> (depending on classification)

Related Organization Chart



POSITION SUMMARY: ~~Responsible for implementing instructional and behavioral programs for individuals with special needs as assigned by licensed teacher. The SLD para educator will work in a team environment in partnership with general and special education teachers and other para educators in all school settings. The para educator will assist students in academic areas such as reading, writing and/or math including implementing curriculum, adapting instructional strategies and materials according to the needs of students. Further, the para educator will support a range of social, emotional, and behavioral interventions. The para educator will provide instructional and/or behavioral supports to students under the direction of a special education teacher.~~

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.~~

~~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.~~

- Implements instructional and behavioral programs for students either on an individual basis or in group for students s with special needs as assigned.
- Maintains s record of students' activities, progress, behaviors, observation sheets, point sheets and other data

collection as directed.

- Provides programs and lesson modifications for individual ~~special needs~~ students to enhance appropriate social, emotional and cognitive skills as directed by special education needs and ~~regular~~general education teachers.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- ~~Organize and direct assignments and work packets as directed.~~
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Administers behavior modification as directed.
- Acts as a liaison between special and ~~regular~~general education teacher including relaying messages, input and feedback on how things are working.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher, ~~and the IEP (Individual Education Plan).~~
- Assists and supervises students' assessments, including national, state and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Performs other duties as assigned.

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision

- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid within 6 months of hire
- CPI within 6 months of hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 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. The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:

EDUCATION AND TRAINING:

- Associate's degree, 48 semester credits, or pass district approved para test.

EXPERIENCE:

- No experience required; experience in working with special needs children preferred.

SKILLS and KNOWLEDGE:

- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to diffuse and manage volatile and stressful situations.

CERTIFICATES, LICENSES, & REGISTRATIONS:

- Criminal background check required for hire.
- CPR and First Aid certifications preferred at hire.
- CPI within 6 months of hire.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- ~~None required.~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- ~~This position reports to the Director of Special Education.~~
- ~~This has no supervisory responsibilities.~~
- ~~Acts as a resource for the district by assisting others with questions and concerns regarding special needs students.~~

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.~~

~~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; talk and hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee is occasionally required to smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

WORK ENVIRONMENT:

~~While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.~~

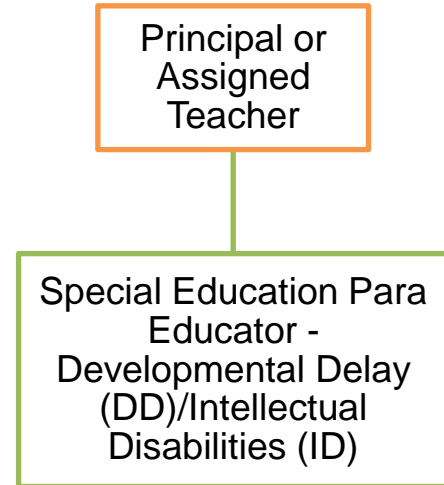
MENTAL FUNCTIONS:

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

SPECIAL EDUCATION ~~TEACHER ASSISTANT~~ PARA EDUCATOR – DEVELOPMENTAL DELAY (DD)/INTELLECTUAL DISABILITIES (ID)

Job Title:	Special Education Teacher Assistant Para Educator – Developmental Delay (DD)/Intellectual Disabilities (ID)
Initial:	November 1, 2006
Revised:	February 2014 July 12, 2018
Work Year:	10 Months
Office:	<u>Special</u> Education
Department:	Special Education Assigned Building
Reports To:	Building Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	<u>Educational Support Personnel Range</u> 3 Range 5, Range 6 (depending on classification)

Related Organization Chart



POSITION SUMMARY: ~~Responsible for implementing instructional and behavioral programs for individuals with special needs as assigned by licensed teacher. The DD or ID para educator will work in a team environment in partnership with general and special education teachers and other para educators in all school settings. The para educator will support instructional strategies to teach functional life skills and foundational academic skills for students with a delay in one or more of the following areas: cognitive development and/or adaptive development. The para educator will support academic instructional strategies for students that may demonstrate a significant cognitive delay. Further, the para educator will implement classroom management that includes individual behavior reinforcement plans, as needed. The para educator will utilize and assist with assistive technology tools used to communicate, learn and demonstrate knowledge.~~

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.~~

~~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.~~

- Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's Individualized Education Program (IEP) as directed by the special education teacher.
- Uses instructional strategies for teaching academic, social/emotional and life skills as defined by the IEP.
- Administers instruction to align with provided curricula including Extended Evidence Outcomes (EEO's) as needed to implement instruction.
- Maintains record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.
- Utilizes assistive technology to assist students in communication, learning and demonstration of knowledge.
- Implements self-care programs including direct assistance to students such as toileting, positioning, lifting, feeding, etc.
- Reinforces a positive learning environment with emphasis on individualized instruction.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Acts as a liaison between special and general education teacher including relaying messages, input and feedback on how things are working.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher.
- Assists and supervises students' assessments, including national, state and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Performs other duties as assigned.
- ~~Implement instructional and behavioral programs for students either on individual basis or in group for student with special needs as assigned.~~
- ~~Maintain record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.~~
- ~~Provide programs and lesson modifications for individual special needs students to enhance appropriate social, emotional and cognitive skills as directed by special needs and regular education teachers.~~
- ~~Provide clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.~~
- ~~Utilize district provided CPI training appropriately and consistently.~~
- ~~Organize and direct assignments and work packets as directed.~~
- ~~Demonstrate leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.~~
- ~~Administer behavior modification as directed.~~
- ~~Act as liaison between special and regular education teacher including relaying messages, input and feedback on how things are working.~~
- ~~Provide support for substitute teachers so the classroom can run effectively in the absence of a regular teacher and the IEP (Individual Education Plan).~~
- ~~Assist and supervise students' assessments, including national, state and teacher generated testing as assigned.~~
- ~~Participate in special education, in-service training and building level staff meetings.~~
- ~~Perform other duties as assigned.~~

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid within 6 months of hire
- CPI within 6 months of hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 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. The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:

EDUCATION AND TRAINING:

Associate's degree, 48 semester credits, or pass district approved para test.

EXPERIENCE:

No experience required; experience in working with special needs children preferred.

SKILLS and KNOWLEDGE:

Oral and written communication skills.

English language skills.

Interpersonal relations skills.

Basic math and accounting skills.

Customer service and public relations skills.

Critical thinking and problem solving skills.

Organizational skills.

Ability to maintain confidentiality in all aspects of the job.

Ability to manage multiple priorities.

Ability to manage multiple tasks with frequent interruptions.

Ability to diffuse and manage volatile and stressful situations.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Criminal background check required for hire.

CPR and First Aid certifications preferred at hire.

CPI within 6 months of hire.

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

None required.

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

This position reports to the Director of Special Education.

This has no supervisory responsibilities.

Acts as a resource for the district by assisting others with questions and concerns regarding special needs students.

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.

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; talk and hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee is occasionally required to smell. The employee must regularly lift and/or move up

~~to 10 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

~~WORK ENVIRONMENT:~~

~~While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.~~

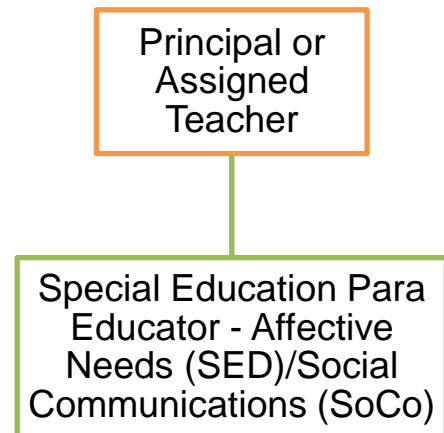
~~MENTAL FUNCTIONS:~~

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

SPECIAL EDUCATION ~~TEACHER ASSISTANT~~ PARA EDUCATOR – AFFECTIVE NEEDS (SED)/SOCIAL COMMUNICATIONS (SoCo)

Job Title:	Special Education Teacher Assistant Para Educator – Affective Needs (SED)/Social Communications (SoCo)
Initial:	November 1, 2006
Revised:	February 2014 July 12, 2018
Work Year:	10 Months
Office:	<u>Special</u> Education
Department:	Special Education Assigned Building
Reports To:	Building Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	<u>Educational Support Personnel</u> Range 4 Range 5, Range 6 (depending on classification)

Related Organization Chart



POSITION SUMMARY: ~~Responsible for implementing instructional and behavioral programs for individuals with special needs as assigned by licensed teacher.~~ The SED or SoCo para educator will work in a team environment in partnership with general and special education teachers and other para educators in all school settings. The para educator will support a range of social, emotional, and behavioral interventions to students with serious emotional disabilities and/or Autism Spectrum Disorder (ASD), but may be present with other disability areas as well. The para educator will work with students with delays that are significantly affecting social, verbal, and/or non-verbal communication interactions, and with students with challenging behaviors. Successful implementation of Behavioral Intervention Plans is critical for this position.

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.

- Provides appropriate behavioral supports to students using research-based interventions and strategies as directed by the special education teacher.
- Implements behavioral plans designed by the Individualized Education Program (IEP) team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learned concepts.
- Provides instruction to students in a variety of individual and group activities (e.g. self-esteem, behavioral skills, social/emotional, etc.) for the purpose of implementing goals for remediation of student deficiencies

and ensuring students' success.

- Maintains record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.
- Reinforces a positive learning experience with emphasis on individualized instruction.
- Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's IEP as directed by the special education teacher.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Acts as a liaison between special and general education teacher including relaying messages, input and feedback on how things are working.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher.
- Assists and supervises students' assessments, including national, state and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Performs other duties as assigned.
- ~~Implement instructional and behavioral programs for students either on individual basis or in group for student with special needs as assigned.~~
- ~~Maintain record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.~~
- ~~Provide programs and lesson modifications for individual special needs students to enhance appropriate social, emotional and cognitive skills as directed by special needs and regular education teachers.~~
- ~~Provide clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.~~
- ~~Utilize district provided CPI training appropriately and consistently.~~
- ~~Organize and direct assignments and work packets as directed.~~
- ~~Demonstrate leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.~~
- ~~Administer behavior modification as directed.~~
- ~~Act as liaison between special and regular education teacher including relaying messages, input and feedback on how things are working.~~
- ~~Provide support for substitute teachers so the classroom can run effectively in the absence of a regular teacher and the IEP (Individual Education Plan).~~
- ~~Assist and supervise students' assessments, including national, state and teacher generated testing as assigned.~~
- ~~Participate in special education, in-service training and building level staff meetings.~~
- ~~Perform other duties as assigned.~~

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid within 6 months of hire
- CPI within 6 months of hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 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.
~~The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:~~

EDUCATION AND TRAINING:

- ~~Associate's degree, 48 semester credits, or pass district approved para test.~~

EXPERIENCE:

- ~~No experience required; experience in working with special needs children preferred.~~

SKILLS and KNOWLEDGE:

- ~~Oral and written communication skills.~~
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- ~~Basic math and accounting skills.~~
- ~~Customer service and public relations skills.~~
- ~~Critical thinking and problem solving skills.~~
- ~~Organizational skills.~~
- ~~Ability to maintain confidentiality in all aspects of the job.~~
- ~~Ability to manage multiple priorities.~~
- ~~Ability to manage multiple tasks with frequent interruptions.~~
- ~~Ability to diffuse and manage volatile and stressful situations.~~

CERTIFICATES, LICENSES, & REGISTRATIONS:

- ~~Criminal background check required for hire.~~
- ~~CPR and First Aid certifications preferred at hire.~~
- ~~CPI within 6 months of hire.~~

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- ~~None required.~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- ~~This position reports to the Director of Special Education.~~
- ~~This has no supervisory responsibilities.~~
- ~~Acts as a resource for the district by assisting others with questions and concerns regarding special needs students.~~

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.~~

~~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; talk and hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee is occasionally required to smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

WORK ENVIRONMENT:

~~While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.~~

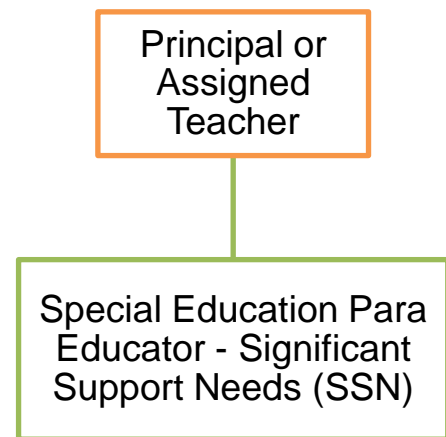
MENTAL FUNCTIONS:

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

SPECIAL EDUCATION ~~TEACHER ASSISTANT~~ PARA EDUCATOR – SIGNIFICANT SUPPORT NEEDS (SSN)

Job Title:	Special Education Teacher Assistant <u>Para Educator – Significant Support Needs (SSN)</u>
Initial:	November 1, 2006
Revised:	February 2014 <u>July 12, 2018</u>
Work Year:	10 Months
Office:	<u>Special</u> Education
Department:	Special Education <u>Assigned Building</u>
Reports To:	Building Principal/Assigned Teacher
FSLA Status:	Non-Exempt
Pay Range:	<u>Educational Support Personnel Range</u> 5 <u>Range 5, Range 6</u> (depending on classification)

Related Organization Chart



POSITION SUMMARY: ~~Responsible for implementing instructional and behavioral programs for individuals with special needs as assigned by licensed teacher. The SSN para educator will work in a team environment in partnership with general and special education teachers and other para educators in all school settings. The para educator will use instructional strategies as directed by the special education teacher to teach highly diverse learners with extensive needs in the areas of cognition, communication, movement, and/or social/emotional abilities. Students may also have concurrent health, sensory, physical and/or behavioral disabilities. The para educator will utilize and assist with assistive technology tools used to communicate, learn and demonstrate knowledge.~~

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.~~

~~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.~~

- ~~Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's Individualized Education Program (IEP) as directed by the special education teacher.~~

- Maintains record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.
- Utilizes assistive technology to assist students in communication, learning and demonstration of knowledge.
- Implements self-care programs including direct assistance to students such as toileting, positioning, lifting, feeding, etc.
- Uses instructional strategies for teaching life skills as well as other areas such as academic and social/emotional as needed.
- Employs Extended Evidence Outcomes (EEO's) as needed to implement instruction.
- Reinforces a positive learning environment with emphasis on individualized instruction.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Acts as a liaison between special and general education teacher including relaying messages, input and feedback on how things are working.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher.
- Assists and supervises students' assessments, including national, state and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Performs other duties as assigned.
- ~~Implement instructional and behavioral programs for students either on individual basis or in group for student with special needs as assigned.~~
- ~~Maintain record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.~~
- ~~Provide programs and lesson modifications for individual special needs students to enhance appropriate social, emotional and cognitive skills as directed by special needs and regular education teachers.~~
- ~~Provide clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.~~
- ~~Utilize district provided CPI training appropriately and consistently.~~
- ~~Organize and direct assignments and work packets as directed.~~
- ~~Demonstrate leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.~~
- ~~Administer behavior modification as directed.~~
- ~~Act as liaison between special and regular education teacher including relaying messages, input and feedback on how things are working.~~
- ~~Provide support for substitute teachers so the classroom can run effectively in the absence of a regular teacher and the IEP (Individual Education Plan).~~
- ~~Assist and supervise students' assessments, including national, state and teacher generated testing as assigned.~~
- ~~Participate in special education, in-service training and building level staff meetings.~~
- ~~Perform other duties as assigned.~~

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques.

Experience:

- No experience required; experience working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid within 6 months of hire
- CPI within 6 months of hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 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. The requirements listed below are representative of the knowledge, skill, and/or

ability required for this position:

EDUCATION AND TRAINING:

- ~~Associate's degree, 48 semester credits, or pass district approved para test.~~

EXPERIENCE:

- ~~No experience required; experience in working with special needs children preferred.~~

SKILLS and KNOWLEDGE:

- ~~Oral and written communication skills.~~
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- ~~Basic math and accounting skills.~~
- ~~Customer service and public relations skills.~~
- ~~Critical thinking and problem solving skills.~~
- ~~Organizational skills.~~
- ~~Ability to maintain confidentiality in all aspects of the job.~~
- ~~Ability to manage multiple priorities.~~
- ~~Ability to manage multiple tasks with frequent interruptions.~~
- ~~Ability to diffuse and manage volatile and stressful situations.~~

CERTIFICATES, LICENSES, & REGISTRATIONS:

- ~~Criminal background check required for hire.~~
- ~~CPR and First Aid certifications preferred at hire.~~
- ~~CPI within 6 months of hire.~~

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- ~~None required.~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- ~~This position reports to the Director of Special Education.~~
- ~~This has no supervisory responsibilities.~~
- ~~Acts as a resource for the district by assisting others with questions and concerns regarding special needs students.~~

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.~~

~~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; talk and hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel,~~

~~crouch, or crawl. The employee is occasionally required to smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

~~WORK ENVIRONMENT:~~

~~While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.~~

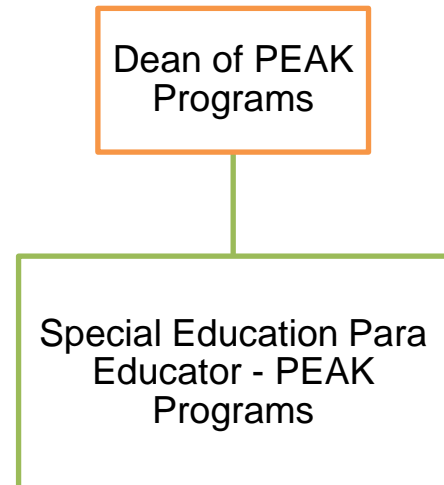
~~MENTAL FUNCTIONS:~~

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

SPECIAL EDUCATION ~~TEACHER ASSISTANT~~ PARA EDUCATOR – PEAK PROGRAMS

Job Title:	Special Education Teacher Assistant <u>Para Educator – PEAK Programs</u>
Initial:	November 1, 2006
Revised:	February 2014 <u>July 12, 2018</u>
Work Year:	10 Months
Office:	Education
Department:	Special Education Individualized Education
Reports To:	Building Principal/Assigned Teacher <u>Dean of Peak Programs</u>
FSLA Status:	Non-Exempt
Pay Range:	<u>Educational Support Personnel</u> Range 6 <u>Range 5, Range 6</u> (depending on classification)

Related Organization Chart



POSITION SUMMARY: ~~Responsible for implementing instructional and behavioral programs for individuals with special needs as assigned by licensed teacher.~~ The PEAK para educator will work in a team environment in partnership with other PEAK para educators and special education teachers in a center-based program for high-demand affective needs and social communication programs. The PEAK para educator will support a range of social, emotional, and behavioral interventions to students with serious emotional disabilities and/or Autism Spectrum Disorder (ASD), but may be present with other disability areas as well. The para educator will work with students with delays that are significantly affecting social, verbal, and/or non-verbal communication interactions, and with students with challenging behaviors. Successful implementation of Behavioral Intervention Plans is critical for this position. The PEAK para educator also assists with students attending the Excel program for expelled students through classroom management and curriculum support. Rotation between the PEAK programs is typical and assists students in improving their interactions with and modeling by different adults.

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.

- Provides appropriate behavioral supports to students using research-based interventions and strategies as directed by the special education teacher.
- Implements behavioral plans designed by the Individualized Education Program (IEP) team for students with behavior disorders or other special conditions for the purpose of presenting and/or reinforcing learned concepts.

- Provides instruction to students in a variety of individual and group activities (e.g. self-esteem, behavioral skills, social/emotional, etc.) for the purpose of implementing goals for remediation of student deficiencies and ensuring student's success.
- Maintains record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.
- Reinforces a positive learning experience with emphasis on individualized instruction.
- Provides research-based, data driven specialized instruction to address the instructional goals and objectives contained within each student's IEP as directed by the special education teacher.
- Provides clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.
- Utilizes district provided CPI training appropriately and consistently.
- Demonstrates leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.
- Provides support for substitute teachers so the classroom can run effectively in the absence of a regular teacher.
- Assists and supervises students' assessments, including national, state and teacher generated testing as assigned.
- Participates in special education, in-service training and building level staff meetings.
- Performs other duties as assigned.
- ~~● Implement instructional and behavioral programs for students either on individual basis or in group for student with special needs as assigned.~~
- ~~● Maintain record of students' activities, progress, behaviors, observation sheets, point sheets and other data collection as directed.~~
- ~~● Provide programs and lesson modifications for individual special-needs students to enhance appropriate social, emotional and cognitive skills as directed by special needs and regular education teachers.~~
- ~~● Provide clerical assistance to teachers by grading papers, making copies, collating packets, running errands, etc.~~
- ~~● Utilize district provided CPI training appropriately and consistently.~~
- ~~● Organize and direct assignments and work packets as directed.~~
- ~~● Demonstrate leadership qualities including role modeling, diffusing volatile and stressful situations and following through on appropriate discipline per guidelines.~~
- ~~● Administer behavior modification as directed.~~
- ~~● Act as liaison between special and regular education teacher including relaying messages, input and feedback on how things are working.~~
- ~~● Provide support for substitute teachers so the classroom can run effectively in the absence of a regular teacher and the IEP (Individual Education Plan).~~
- ~~● Assist and supervise students' assessments, including national, state and teacher generated testing as assigned.~~
- ~~● Participate in special education, in-service training and building level staff meetings.~~
- ~~● Perform other duties as assigned.~~

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

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Associate's degree, 48 semester credits, or pass district approved para test.
- Training or willingness to train in nonviolent crisis intervention (CPI) techniques.
- Training or willingness to train in interventions involving Applied Behavior Analysis

Experience:

- No experience required; experience in working with special needs children preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to maintain excellent attendance
- Ability to understand and follow complex oral and written instructions
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid within 6 months of hire
- CPI within 6 months of hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 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. The requirements listed below are representative of the knowledge, skill, and/or ability required for this position:

EDUCATION AND TRAINING:

-
- ~~Associate's degree, 48 semester credits, or pass district approved para test.~~

EXPERIENCE:

- ~~No experience required; experience in working with special needs children preferred.~~

SKILLS and KNOWLEDGE:

- ~~Oral and written communication skills.~~
- ~~English language skills.~~
- ~~Interpersonal relations skills.~~
- ~~Basic math and accounting skills.~~
- ~~Customer service and public relations skills.~~
- ~~Critical thinking and problem solving skills.~~
- ~~Organizational skills.~~
- ~~Ability to maintain confidentiality in all aspects of the job.~~
- ~~Ability to manage multiple priorities.~~
- ~~Ability to manage multiple tasks with frequent interruptions.~~
- ~~Ability to diffuse and manage volatile and stressful situations.~~

CERTIFICATES, LICENSES, & REGISTRATIONS:

- ~~Criminal background check required for hire.~~
- ~~CPR and First Aid certifications preferred at hire.~~
- ~~CPI within 6 months of hire.~~

MATERIALS AND EQUIPMENT OPERATING KNOWLEDGE:

- ~~None required.~~

SUPERVISION AND TECHNICAL RESPONSIBILITIES:

- ~~This position reports to the Director of Special Education.~~
- ~~This has no supervisory responsibilities.~~
- ~~Acts as a resource for the district by assisting others with questions and concerns regarding special needs students.~~

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.~~

~~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; talk and hear. The employee frequently is required to stand; walk; use hands to finger, handle, or feel; reach with hands and arms; stoop, kneel, crouch, or crawl. The employee is occasionally required to smell. The employee must regularly lift and/or move up to 10 pounds and occasionally lift and/or move more than 100 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception, and ability to adjust focus.~~

WORK ENVIRONMENT:

While performing the duties of this job, the employee is occasionally exposed to outdoor weather conditions. The noise level in the work environment is usually moderate.

MENTAL FUNCTIONS:

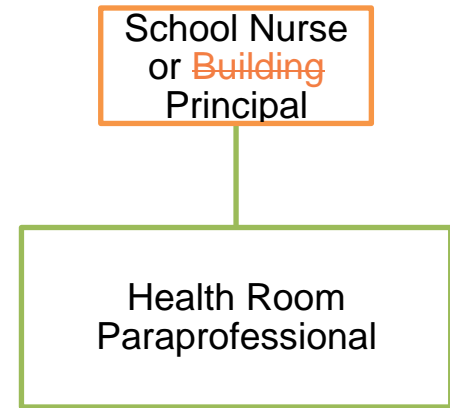
While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, instruct, evaluate, use interpersonal skills and negotiate. Frequently required to coordinate, compute, synthesize and compile and negotiate. Occasionally required to copy.

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.

HEALTH ROOM PARAPROFESSIONAL ASSISTANT

Job Title:	Health Assistant Room Paraprofessional
Initial:	November 1, 2006
Revised:	<u>July 12, 2018</u>
Work Year:	10 months
Office:	Education
Department:	Individualized Education
Reports To:	District School Nurse/ Building Principal
FLSA Status:	Non- E exempt
Pay Range:	Range 59 Educational Support Personnel Range 3

Related Organization Chart



POSITION SUMMARY: The Health Room Paraprofessional is responsible for caring for students' health injuries and/or illnesses in an expedient and safe manner. The Health Room Paraprofessional's position works with parents and students while under the supervision of the School Registered Nurse (RN) for the control and prevention of disease and for the development of optimum health of every student.
~~Responsible for daily care for ill or injured students. Maintain health files and assist district nurse.~~

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.

- ~~● Care for ill and injured students.~~
- Provides appropriate emergency care of illness/ injury/mental health to students and staff in accordance with school district policy and procedure, and as directed by the registered nurse.
- Assists in control of communicable disease according to procedures.
- Administers medications to students as directed/delegated by the registered nurse to include various rescue medications.
- Maintains confidentiality of information learned regarding student and their families.
- Notifies the school nurse and building principal of serious incidents, significant health problems, referrals, and possible child abuse.
- Exhibits knowledge of job limitations and accepts supervision.
- ~~● Communicate with parents regarding the health needs of children.~~

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.

- ~~Input daily student log in current student file program.~~ Assists and communicate with the school nurse with organization and implementation of required vision and hearing screening in accordance with Colorado law.
- Monitors immunizations and follows-up on compliance.
- Maintains health files on each student and monitors ~~doctor~~ medical orders and individual student health care plans.
- ~~Inputs health concerns, daily health room visits,~~ immunizations, vision and hearing results in current student database ~~to include referral process as directed by the school nurse, and send appropriate referrals.~~
- ~~Completes accident reports and head injury reports according to district policy, process and best practice.~~
- ~~Assists the school nurse in monitoring for communicable disease and communicates with school nurse regarding any such conditions.~~
- ~~Coordinates with school nurse regarding concussion management at the school level.~~
- ~~Maintains records of staff CPR/First Aid/AED certifications and communications with staff on expiration and upcoming courses for renewal.~~
- ~~Assists school nurse with coordinating student medications/healthcare plans for field trips and/or school sponsored activities.~~
- ~~Implement vision and hearing testing in building.~~
- ~~Update and distribute health lists.~~
- ~~Complete accident and "bump on the head" notes~~ Maintains a neat and orderly health room.
- Follows district policy regarding cleaning and disinfecting which coincide with infection-control measures.
- ~~Monitors inventory of supplies including First Aid/evacuation bag and notifies school nurse as needed.~~
- ~~Monitors AEDs monthly to ensure proper operation and ng including battery expiration.~~
- ~~Assists with maintaining current, confidential student lists of health conditions.~~
- ~~Assists in adaptation to allow students with disabilities to participate in the school setting as delegated by the school nurse.~~
- Performs all other duties as assigned.

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

Budget Responsibility: This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- High school diploma or equivalent.

Experience:

- No experience required; experience in childcare or medical background preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Ability to understand and comply with HIPAA and FERPA requirements under the law
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions

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 communicate effectively with various stakeholders
 - Ability to maintain excellent attendance
 - Ability to understand and follow complex oral and written instructions
 - Ability to perform responsibilities without the necessity of close supervision
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR, First Aid and AED certifications required within 13 months after hire
- Standard Precautions~~Universal Precautions~~ required within 13 months after hire
- Medication Administration required within 1 week-month after hire

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is 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 7.04k
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Pedro Almeida, Chief Operations Officer

TITLE OF AGENDA ITEM: Technology Quality Assurance Manager

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Request for BOE approval of change in Technology Quality Assurance Manager (TQAM) job description.

RATIONALE:

The TQAM position was created and initiated late in School Year 2016/2017. The Chief Officers recently revalidated the necessity of the position, but also noted required changes in the scope and structure of the position for maximum effectiveness in leveraging technology systems in District 49. Those changes are incorporated in this revised job description, and they include the following: (1) making it a full time (vs the current .75 part time) position (2) continuing the TQAM's accountability to all chief officers but placing the position within Operations for primary supervision and oversight, (3) including a requirement for policy review and editing, and (4) increased emphasis on both creating/maintaining a Technology Master Plan and on maintaining oversight of technology inventory across D49.

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed adjustments in the job scope and structure will lead to increased quality assurance, improved cost effectiveness in planning, and improved efficiencies in leveraging our technological assets.

INNOVATION AND INTELLIGENT RISK:

This proposal will serve to reduce risk in the area of managing technological assets in the district.

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	By ensuring accountability of technology assets, we increase trust in the proper stewardship and utilization of district assets
	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>	Effective technology management and proper oversight of our IT systems support contract are crucial for the success of our school administrators and faculty
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting July 12, 2018
Item 7.04k continued

BUDGET IMPACT: In changing from the current .75 FTE to a full time position, the district will incur an increase approximately \$20,000 in salary cost, depending on the qualifications of the individual selected.

AMOUNT BUDGETED: \$70,000 in salary is already budgeted for this position, and additional budget adjustments can be made if needed.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommend Board approves this revised job description.

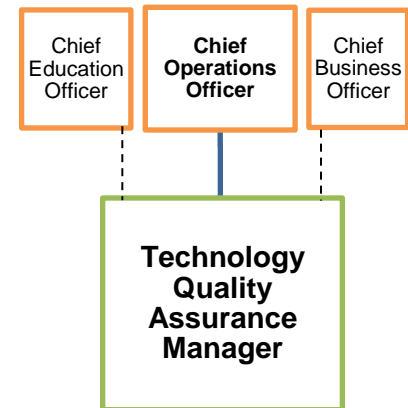
APPROVED BY: Pedro Almeida, Chief Operations Officer and Brett Ridgway, Chief Business Officer.

DATE: June 29, 2018

TECHNOLOGY QUALITY ASSURANCE MANAGER

Job Title:	Technology Quality Assurance Manager
Initial:	July 13, 2017
Revised:	July 12, 2018
Work Year:	261 days (half time)
Office:	Business Operations – lead for all Offices
Department:	Business Operations – lead for all Offices
Reports To:	Chief Business-Operations Officer
FLSA Status:	Exempt
Pay Range:	Professional-Technical Range 4

Related Organization Chart



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

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Ensure data integrity across all district software systems, as assigned by the chief officers, to reduce redundancy and support continuity and accuracy across district data.
- Audit and analyze help desk requests and services provided by the IT contractor to ensure efficiency, accurate reporting, and proper routing of requests in routine reporting to chief officers.
- Write, review, revise and ensure the fidelity of implementation of the Technology Master Plan.
- Serve as a liaison in technology matters between senior leaders, the IT contractor, and education technology leaders, as requested by the chief officers.
- Coordinate and oversee the regular measurement of the district technology inventory to include, but not limited to, hardware equipment and software licensing.
- Monitor district technology to ensure efficient use of resources and support of enhanced student learning.

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.

- ~~• Serve as a liaison in technology matters between senior leaders, the IT contractor, and education technology leaders, as requested by the chief officers.~~
- Ensure hardware and software support vendors are operating in compliance with board policy as it relates to technology.
- ~~• Audit the district level technology inventory to include, but not limited to, hardware equipment and software licensing.~~
- ~~• Write, review, revise and ensure the fidelity of implementation of the Technology Master Plan.~~
- Evaluate annually the levels of technology service and recommend the proper blend of internal and outsourced services.
- Stay current with technology professional practices in the state of Colorado and the K-12 education field.
- Make oral and written reports to the chief officer team, senior leaders, and board of education when requested.
- ~~• Perform other job related related duties as assigned.~~
- Review, edit, and advise on Board of Education policies related to technology and data issues as assigned.
- Perform other job-related related duties as assigned.

Supervision & Technical Responsibilities:

- This position will not have supervisory responsibilities.

Budget Responsibility:

- This position has no direct budget responsibilities.

QUALIFICATIONS

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

Education & Training:

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

Experience:

~~Minimum of five years' experience in a K-12 educational technology or instructional technology preferred.~~

- Minimum ~~five~~ three years' management/~~supervisory~~ experience, to include strategic planning and project management experience.
- Experience ~~with or w/o~~ Working knowledge of ~~school data~~ information systems, help desk functions, business and operations information systems.

Knowledge Skills & Abilities:

- Excellent and demonstrated oral and written communication and interpersonal relation skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational and project management skills
- ~~M~~Supervisory/management skills
- Ability to ~~diff~~use and manage volatile and stressful situations.
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to perform responsibilities without the necessity of close supervision

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.

-
- Must be proficient in the use of personal computers and software applications on major platforms including Windows, Apple, Google and Kindle devices
 - Familiarity with HIPAA, FERPA, CORA, and CDE data privacy & security

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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

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

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

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Dr. Lou Fletcher, Director of Culture and Services

TITLE OF AGENDA ITEM: Student Rights and Responsibilities Handbook

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

The student Rights and Responsibilities Handbook outlines the high expectations for citizenship in District 49. The 2018-19 version includes minor administrative updates, which align the English and Spanish versions, updates the text based on the adoption of compass 2.0, and addresses other non-substantive corrections. The DAAC Restorative Practices Subcommittee evaluated the student code of conduct handbook during the 2014-15 school year and determined it was not conducive to communicating the district's restorative philosophy.

RELEVANT DATA AND EXPECTED OUTCOMES:

An enduring understanding that students' rights come with an accompanying set of expected responsibilities.

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

Strict liability was adopted as a strategy to dispel the perception that a parent/guardian's refusal to sign the code of conduct handbook releases their student from accountability under the district's conduct and discipline policies.

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

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 3, 2018



Rights and Responsibilities Handbook



Waypoints: The Cultural Path to Conduct, Civility, and Respect

2018-2019

School District 49, an equal opportunity employer, will not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this document is in accordance with the state and federal laws including Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to the Director of Culture and Services, 10850 E. Woodmen Road, Peyton, Colorado, (719) 495-1011.

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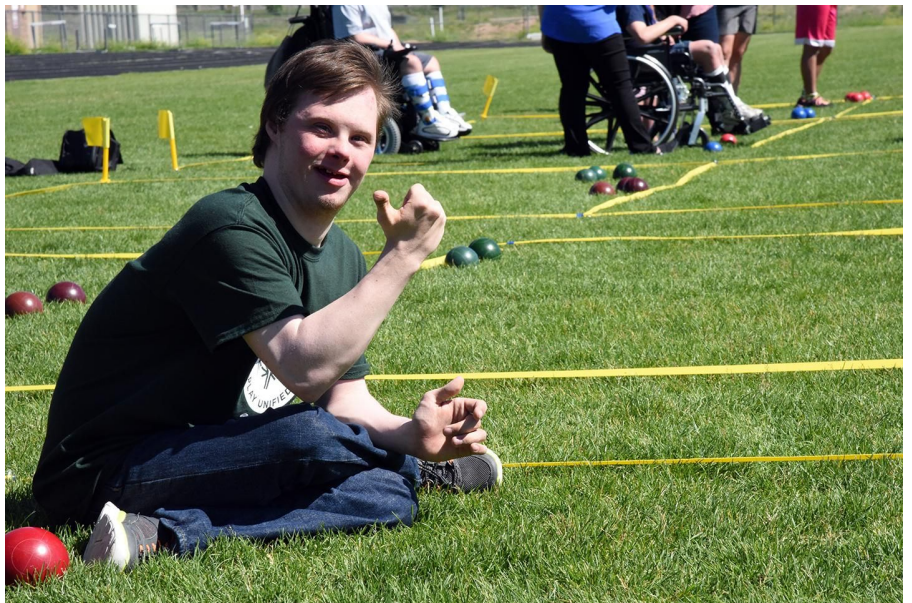


Introduction

A waypoint is a physical reference used in navigation that marks routes for others to travel. In our lives we have used waypoints to get to the intended destination (e.g. “when you get to the red barn turn right”). Waypoints: The Cultural Path to Conduct, Civility, and Respect provides both rights and responsibilities as well as a policy-based code of conduct for District 49 that goes beyond a listing of “do’s and don’ts” to shape a district-wide culture of civility and respect.

As a public school system, District 49 is committed to preserving the rights of students to free and appropriate public education and further recognizes that rights also come with responsibilities. In support of the latter goal, District 49 recognizes that the rights of students, including rights to free expression, freedom of religion, and other civil liberties may be appropriately limited because the school is a special institution. For example, the school may place reasonable time, manner and place restrictions on the right of free expression to protect the unique educational mission of the school. If any student feels that their personal safety, civil liberties, or other rights are being violated, that student should immediately report the alleged violation to a teacher, administrator, or school resource officer. Students should not respond to personal violence by escalating the conflict, but should leave the location of the conflict immediately and report to a responsible adult.

Students, parents, guardians, caregivers, administrators, faculty, and staff should strive to know and follow the guidelines in Waypoints: The Cultural Path to Conduct, Civility, and Respect to ensure that their right to education and the educational rights of other students are respected and protected.



About District 49



District 49 spans 133 square miles of urban and rural areas in Colorado, covering northeast Colorado Springs and the Falcon area of El Paso County.

As the fastest growing school district in the Pikes Peak region, we currently serve nearly 20,000 students within our robust [portfolio of schools](#).

Our *vision* is to be the best choice in public education. We envision a future when every time a student, parent, or educator chooses a school district, we are the **Best Choice** they can make. We have a *mission* to **Learn, Work, and Lead**. Our commitment is to be the

best place to learn, to work, and to lead. Every day, we create environments so that everyone associated with the district is always learning, working, and leading us to be the best.

We do not utilize the traditional management model of a single superintendent. Our chief education officer, chief business officer and chief operations officer work collaboratively together, and directly with, department directors who are staffed with activity coordinators and specialists.

Peter Hilts, CEO

Brett Ridgway, CBO

Pedro Almeida, COO

Strategic Plan

District 49's [board-approved strategic plan](#) provides unified vision, goals and strategies to prepare students to achieve like never before. The strategic plan is organized around a big rocks metaphor, which comes from the work of Stephen Covey.

Covey illustrated that if you fill your life with the small things, trivial things, then you might not have room for what's really important, what he called the big rocks. But if you first fill your life with what's most important – the big rocks – and add other things around them, the medium-sized rocks, and finally work in the pebbles, everything better fits together.

We have applied this metaphor in our strategic plan, which identifies the district's Big Rocks. These strategic initiatives represent the district's commitment to community.

We use these five rocks as the foundation for building an excellent future with our staff, students and greater community.



Establishing
Enduring Trust-

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

Engage Our
Community-

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

Host a Robust
Portfolio of
Schools-

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

Build Firm
Foundations-

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

Launch Every
Student to
Success-

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

Our Cultural Compass

Edward T. Hall states that culture is primarily a system for creating, sending, storing and processing information. Communication underlies everything; therefore, culture encompasses any organization's values, mores, behaviors, and assumptions. Organizational culture shapes the context for new organizational members; how people and groups interact with each other and with stakeholders. It directly impacts how people think, perceive and feel about an organization.



A compass is an important navigational aid. It helps to find our heading; it guides in the right direction. When off course, it can be used to get back on track. District 49's [cultural compass](#) provides the intended bearing to students, parents, and staff; how we treat each other and our work. We use the compass to orient us as an organization and as individuals in our execution of the 'Five Big Rocks' of our strategic plan.

The heart of the compass rose guides our actions in how we relate to and treat each other.

Respect -	We respect others for their abilities, qualities and achievements
Trust -	We promote trust in our relationships through honest and open communication
Care -	We provide a safe and caring environment for students and staff
Responsibility-	We hold ourselves accountable for our actions

The outer face of the compass rose guides us in how we treat our work.

Learning -	We model continuous learning to encourage lifelong learners
Purpose -	We ensure all decisions align with the 'Five Rocks'
Innovation-	We encourage risk taking by supporting creative exploration of new ideas and strategies
Teamwork-	We embrace working together to achieve effective results for our students and our community

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



Student Rights and Responsibilities

The District's mission is to put all students on pathways to become knowledgeable citizens of the twenty-first century and empower them to meet the challenges of a rapidly changing world. This can only occur in an environment that contributes to a culture of civility and respect. Students have the right to a classroom environment that encourages learning. Students, teachers, administrators, parents, and guardians should work together to create professional relationships based trust and mutual respect.

Student rights

All students in Falcon District 49 have the following rights:

- **Students have the right of respect** from all teachers, administrators, and staff in District 49, regardless of the student's "race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other protected classification".
- **Students have the right to expect certain practices of their teachers.** These include establishing clear lesson objectives and requirements through the use of the lesson plans, clearly stating grading scale and criteria, evaluating students fairly, holding timely parent-teacher conferences when issues arise, acknowledging positive student contributions to the class, and protecting students' academic freedom.
- **Students have the right to file grievances.** Grievances may concern inappropriate instructor conduct, incompetence in oral communication, punitive grading practices linked to behavior, failure to provide disability accommodations, grading appeals based on inequity of grading standards between students in the same class, and other such issues. Students should bring any grievances to the attention of the teacher, assistant

principal, and/or the principal **as soon as possible. Only in extraordinary cases may a procedure involving a grievance begin more than six months after the incident.**

If you have a complaint about any other aspect of a course, such as the classroom environment, the instructor, the course's grading system, or class activities (including online and out-of-class assignments), please take the following steps:

1. Talk with your teacher about the situation.
2. If you do not feel comfortable approaching the teacher directly or if the problem continues, you should next talk to the assistant principal (AP), or principal if an AP is not available.
3. Again, if the problem is not resolved or if you are not comfortable talking to the assistant principal, then you may go to the principal, or the district's compliance officer if the problem continues and all means of relief have been exhausted at the school level.
4. The student, parent, or guardian may then file a formal grievance through the District's website by citing the district policy or tenet of this bill of rights that is being violated.
5. In attempting to resolve your complaint, the principal or district compliance officer as appropriate may convene a special committee to recommend appropriate action. The principal or district compliance officer will notify the aggrieved party of the outcome of the grievance via District e-mail.

Students with grievances involving **harassment and discrimination** may also contact the Coordinator of Cultural Capacity once all means of relief are exhausted at the school.

Students with complaints about **disability accommodation** should notify the Director of Individualized Education in addition to the offices listed above, and may be counseled to file a grievance with the Coordinator of Cultural Capacity if reasonable accommodation is in question.

If you have a concern about sexual harassment, please immediately schedule an appointment with the Coordinator of Cultural Capacity to discuss District policy JBB and any other applicable state laws once all means for relief have been exhausted at the school level.

Student responsibilities

- All students are expected to abide by JICDA (Student Code of Conduct) and all other published district policies.
- All students are expected to demonstrate **engagement during class time**. Students who sleep in class or read non-class materials during class disrupt the course, as do students who engage in other non-class activities such as using a smart phone and working on an assignment for another class. This behavior disrupts the learning environment for all involved and compromises the learning process.
- The use of **abusive or disrespectful language** also damages the classroom environment. Inappropriate or disruptive classroom behavior by students is a violation of the District's policies. Teachers may take immediate restorative or disciplinary action with students who are physically or verbally abusive or disrespectful in a class, or they may refer the matter to the assistant principal or principal for mediation or adjudication if the behavior cannot be resolved within classroom environment.
- Students are responsible for **seeking help** from teachers and staff and for using the provided resources to meet grade level completion requirements.

District 49 Accountability Pledge

As a citizen of School District 49, I understand that I play a critical role in providing a safe and positive environment for all other citizens. I pledge to adopt the spirit of Waypoints: The Cultural Path to Conduct, Civility, and Respect, to honor others and myself, and to treat everyone in my school community with fairness and consideration. I commit to celebrate learning. I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment. I commit to promote respectful two-way communication with all school and community members. I pledge to apply Waypoints: The Cultural Path to Conduct, Civility, and Respect in a fair and consistent manner.

Signature: _____



Responsible Technology Use Policy

User Rights

As a digital citizen of District 49, you have the right to a safe virtual learning environment, which is free from harassment and discrimination.

- Students have a right to a web presence that is free from cyber-bullying, please see BOE policy JICDF.
- Students have a right to learn using modern tools that empowers learning.
- Students have a right to a managed internet on campus that filters obscene, pornographic, and harmful information.
- Students have the right to know that they have no expectation of privacy while using district computer and internet services.

- Students have the right to, and furthermore are encouraged to, find information that is related to district education objectives.
- Students have the right to a learning environment that includes a focus on digital citizenship and 21st century skills.
- Students have the right to a secure virtual environment and are expected to inform an administrator if they observe students or staff members ignoring their responsibilities.

User Responsibilities

Students are expected to abide by BOE Policy JS and JS-R and all other published district policies concerning student behavior. As a digital citizen of District 49, all students are held to the same high standards of respectful, transparent behavior while using district accounts and services on the internet and/or district IT assets.

- No student shall access, create, transmit, retransmit or forward material or information: that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
- No student shall create, access, or distribute content that is pornographic, obscene or other sexually oriented materials, either as pictures or writings.
- No student shall harass, threaten, demean, or promote violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, gender identity, or disability.
- No student shall gain a personal profit, financial gain, advertising, commercial transaction or political purposes using district accounts or services.
- No student shall plagiarize the work of another or in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- No student shall use inappropriate or offensive language to others.
- No student shall provide information that is knowingly false or could be construed as intending to purposely damage another person's reputation.
- No student shall transmit or retransmit information that contains personal information about themselves or others, including information protected by confidentiality laws.
- No student shall use or share another individual's Internet or electronic communications account or allow their account to be used by anyone, either intentionally or through inaction to protect log-in credentials.

No student shall download or install software, applications, proxies, or plugins for any reason without written authorization from purchasing and IT services.

JICDA Code of Conduct

Title	Code of Conduct
Designation	JICDA
Office/Custodian	Education/Director of Culture & Services

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend an expulsion hearing for a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off district property when the conduct has nexus to school or any district curricular or non-curricular event. However; the principal or designee should also consider appropriate and consistent consequences that hold students accountable, while minimizing their time away from instruction. Restorative interventions (e.g., circles, conferences, etc.) may be used in conjunction with the restorative discipline matrix's consequences to allow students to verbalize the harm they caused, as a mechanism to mitigate future behavior. Restorative practices (RP) are not a panacea for every student's disruptive behavior, but should be considered strongly when addressing student conduct and discipline incidents. Finally, the principal or designee should address the support needs of the harmed party(ies); avoid the temptation to over focus on the intended consequences for the student who caused harm.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.

14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

This is not an exhaustive list of activities that could result in consequences (suspension, expulsion, restorative intervention, etc.) for students. Following any period of suspension or expulsion, the principal or designee will ensure that a restorative approach is employed to reintegrate students into the school environment. The student, parent(s), and/or guardian(s) should conference to discuss behavioral expectations (codified in a signed behavior contract) and the student should be made aware of social-emotional support resources; any harmed party(ies) should also be made aware of the student's return.

- Adopted: May 19, 1994
- Revised: August 3, 1998
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: June 9, 2016

LEGAL REFS:

- C.R.S. 18-3-202 *et seq.* (offenses against person)
- C.R.S. 18-4-301 *et seq.* (offenses against property)
- C.R.S. 18-9-124 (2)(a) (prohibition of hazing)

- C.R.S. 22-12-105 (3) *(authority to suspend or expel for false accusations)*
- C.R.S. 22-32-109.1(2)(a)(I)(A) *(duty to adopt policies on student conduct, safety and welfare)*
- C.R.S. 22-32-109.1(2)(a)(I) *(policy required as part of safe schools plan)*
- C.R.S. 22-32-109.1(9) *(immunity provisions in safe schools law)*
- C.R.S. 22-33-106 (1)(a-g) *(grounds for suspension, expulsion, denial of admission)*

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB, Sexual Harassment
- JIC, Student Conduct, and subcodes
- JICA, Student Dress Code
- JICC, Student Conduct on School Buses
- JICDD, Violent and Aggressive Behavior
- JICDE, Bullying Prevention and Education
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students





Manual de derechos y responsabilidades del Distrito 49



Puntos de navegación: el trayecto cultural hacia la conducta,
la cortesía y el respeto

2018-2019

El Distrito escolar 49, como empleador de oportunidades equitativas, no discriminará en el empleo ni en los programas o actividades educativos en cuanto a raza, credo, color, país de origen, religión, ascendencia, edad, estado civil, orientación sexual (conocida o percibida), expresión de identidad con un sexo (conocida o percibida), sexo, discapacidad, nacionalidad, ciudadanía, afiliación a un sindicato o dominio limitado del inglés. Esta norma de no discriminación se extiende a todas las demás clasificaciones protegidas por las leyes. La publicación de esta declaración en el presente documento se hace conforme a las leyes estatales y federales, incluso la Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, El Título IX de las enmiendas de educación de 1972 y las Secciones 503 y 504 de la Ley de rehabilitación de 1973. Las preguntas se deben dirigir al Director de cultura y servicios del Distrito, Director of Culture and Services, 10850 E. Woodmen Road, Payton, Colorado, (719) 495-1011.

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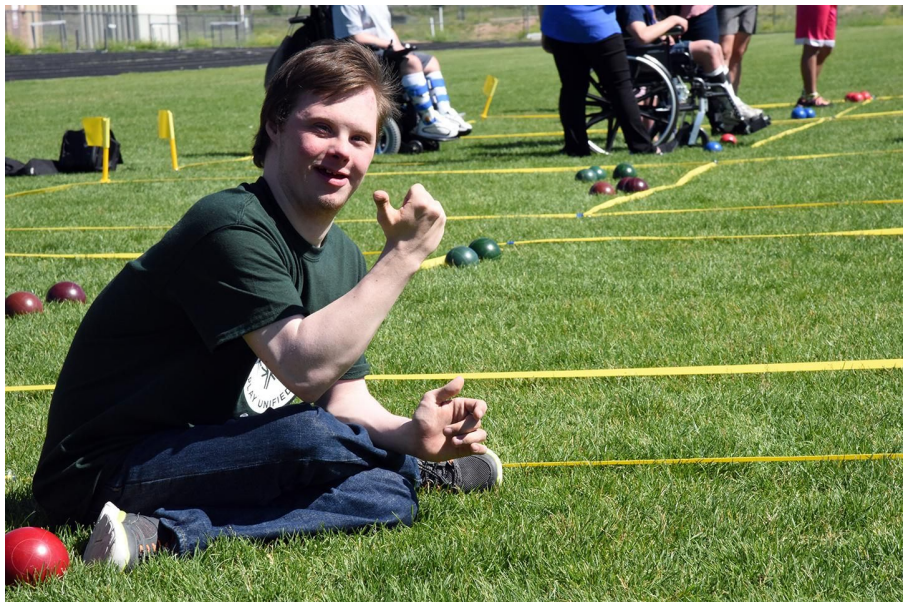
Preámbulo de los puntos de navegación

Los puntos de navegación son referencias físicas que se usan en la navegación y marcan las rutas de viaje para los demás. En la vida usamos puntos de navegación para llegar al destino que deseamos (como: “cuando llegues al establo rojo, dobla hacia la derecha”). Puntos de navegación: El Trayecto cultural hacia la conducta, cortesía y respeto incluye tanto derechos como responsabilidades, así como un código de conducta basado en normas para el Distrito 49 que se extiende más allá de una lista de “qué hacer y qué no hacer” para determinar la cultura de cortesía y respeto en todo el distrito.



Como sistema de educación pública, el Distrito 49 se compromete a preservar los derechos de los alumnos a una educación gratuita y adecuada y además reconoce que esos derechos también incluyen responsabilidades. Para apoyar la segunda meta, el Distrito 49 reconoce que es adecuado limitar los derechos de los alumnos, como los derechos a la libre expresión, la libertad de religión y otras libertades civiles porque la escuela es una institución especial. Por ejemplo, la escuela puede imponer restricciones sobre los horarios, modos y lugares sobre el derecho a la libre expresión con el fin de proteger la misión educativa única de la escuela. Si cualquiera de los alumnos cree que su seguridad, libertades civiles o demás derechos personales han sido violados, dicho alumno debe delatar de inmediato dicha violación ante un maestro, administrador o agente de recursos escolares. Los alumnos no deben responder ante la violencia personal escalando el conflicto, sino que deben retirarse de inmediato del lugar del conflicto y presentarse ante un adulto responsable.

Los alumnos, padres de familia, tutores, cuidadores, administradores, facultad y personal deben esmerarse por conocer y cumplir las pautas de los puntos de navegación: el Trayecto cultural hacia la conducta, cortesía y respeto para asegurar que se respeten y se protejan su derecho a la educación y los derechos educativos de los demás alumnos.



Sobre el Distrito 49



El Distrito 49 abarca 133 millas cuadradas de áreas urbanas y rurales en Colorado, que cubre el noreste de Colorado Springs y el área Falcon del Condado de El Paso.

Como el distrito escolar de más rápido crecimiento en la región de Pikes Peak, actualmente servimos a casi 20,000 estudiantes dentro de [nuestra sólida cartera de escuelas](#).

Nuestra visión es ser la mejor opción en educación pública. Visualizamos un futuro cuando cada vez que un estudiante, padre o educador elige un distrito escolar, somos la

mejor opción que pueden tomar. Tenemos la misión de aprender, trabajar y liderar. Nuestro compromiso es ser el mejor lugar para aprender, trabajar y liderar. Todos los días, creamos entornos para que todos los asociados con el distrito siempre aprendan, trabajen y nos lleven a ser los mejores.

No utilizamos el modelo de gestión tradicional de un solo superintendente. Nuestro director de educación, director de operaciones y director de operaciones trabajan en colaboración de manera conjunta y directamente con los directores de departamento que cuentan con coordinadores de actividades y especialistas.

Peter Hilts, CEO

Brett Ridgway, CBO

Pedro Almeida, COO

Plan estratégico

[El plan estratégico aprobado por el consejo del Distrito 49](#) proporciona una visión unificada, metas y estrategias para preparar a los estudiantes para lograr como nunca antes. El plan estratégico está organizado en torno a una gran metáfora de rocas, que proviene del trabajo de Stephen Covey.

Covey ilustró que si llenas tu vida de cosas pequeñas, cosas triviales, entonces quizás no tengas espacio para lo que es realmente importante, lo que él llamó las grandes rocas. Pero si primero llenas tu vida con lo más importante -las rocas grandes- y añades otras cosas a su alrededor, las rocas de tamaño mediano, y finalmente trabajas en los guijarros, todo encaja mejor.



Hemos aplicado esta metáfora en nuestro plan estratégico, que identifica las Grandes Rocas del distrito. Estas iniciativas estratégicas representan el compromiso del distrito con la comunidad.

Usamos estas cinco piedras como la base para construir un futuro excelente con nuestro personal, estudiantes y una gran comunidad.

Establecer una
confianza duradera-

Nos esforzamos por establecer y mantener una confianza perdurable en toda nuestra comunidad, no al decirles a nuestros clientes que somos dignos de confianza, sino al demostrarlo.

Involucrar a nuestra
comunidad-

El distrito tiene mucho que ofrecer a nuestra comunidad y reconocemos que nuestra comunidad tiene mucho que ofrecer. Esa relación recíproca ofrece un poderoso multiplicador para el éxito del estudiante.

Organizar una sólida
cartera de escuelas-

Nos comprometemos a ofrecer escuelas excepcionales de alta calidad en todas nuestras zonas, escuelas diferentes entre sí y superiores a las opciones que los estudiantes puedan tener en los distritos y comunidades vecinas.

Construir bases
firmes-

El éxito de cada estudiante comienza con una base firme de conocimiento académico y el dominio de las habilidades que aseguran una progresión exitosa a través de la escuela y más allá.

Lanzar a cada
estudiante al éxito-

Lanzamos a cada estudiante al éxito construyendo vías individualizadas que guíen a cada estudiante hacia un futuro valioso. Para el momento en que terminen su camino, cada estudiante estará preparado para aprender, trabajar y liderar a nuestras comunidades hacia el futuro.

Nuestra brújula cultural

Edward T. Hall afirma que la cultura es principalmente un sistema para crear, enviar, almacenar y procesar información. La comunicación es la base de todo; por lo tanto, la cultura abarca los valores, las costumbres, los comportamientos y las suposiciones de cualquier organización. La cultura organizacional configura el contexto para los nuevos miembros de la organización; cómo las personas y los grupos interactúan entre sí y con las partes interesadas. Tiene un impacto directo en cómo las personas piensan, perciben y sienten acerca de una organización.



Una brújula es una ayuda importante para la navegación. Ayuda a encontrar nuestro rumbo; guía en la dirección correcta. Cuando está fuera de curso, se puede usar para volver a la pista. Distrito 49 [Nuestra brújula cultural](#) proporciona la orientación prevista a los estudiantes, padres y personal; cómo nos tratamos unos a otros y a nuestro trabajo. Usamos la brújula para orientarnos como organización y como individuos en nuestra ejecución de las 'Cinco Grandes Rocas' de nuestro plan estratégico.

El corazón de la rosa de los vientos guía nuestras acciones en la forma en que nos relacionamos y tratamos unos a otros.

El respeto -	Respetamos a los demás por sus habilidades, cualidades y logros
Confianza -	Promovemos la confianza en nuestras relaciones a través de la comunicación honesta y abierta
Cuidado -	Brindamos un ambiente seguro y afectuoso para los estudiantes y el personal
Responsabilidad -	Nos hacemos responsables de nuestras acciones

La cara exterior de la rosa de los vientos nos guía en cómo tratamos nuestro trabajo.

Aprendizaje -	Modelamos el aprendizaje continuo para alentar a los estudiantes de por vida
Propósito -	Aseguramos que todas las decisiones se alineen con las 'Cinco Rocas'
Innovación -	Alentamos la toma de riesgos al apoyar la exploración creativa de nuevas ideas y estrategias
Trabajo en equipo	Abrazamos trabajar juntos para lograr resultados efectivos para nuestros estudiantes y nuestra comunidad

Como nuestro paradigma guía, la brújula cultural crea una atmósfera de trabajo en equipo y camaradería. Mantener un vector centrado en los principios de las relaciones y el trabajo aumenta la capacidad cultural de la organización, lo que convierte al Distrito 49 en el mejor distrito para aprender, trabajar y liderar.



Derechos y responsabilidades de los alumnos

La misión del Distrito es encausar a todos los alumnos en trayectos para convertirse en ciudadanos de conocimientos en el Siglo XXI y brindarles el poder para enfrentar los retos de un mundo que cambia rápidamente. Esto solamente puede suceder en un entorno que contribuye a una cultura de cortesía y respeto. Los alumnos tienen el derecho a un entorno en el aula que estimula el aprendizaje. Los alumnos, maestros, administradores, padres y tutores deben colaborar entre sí para establecer relaciones profesionales basadas en confianza y respeto mutuos.

Derechos de los alumnos

Todos los alumnos del Distrito 49 de Falcon tienen los siguientes derechos:

- **Los alumnos tienen derecho al respeto** de todos los maestros, administradores y personal del Distrito 49, sin tener en cuenta “la raza, credo, color, país de origen, edad, sexo, discapacidad, orientación sexual, identidad sexual y demás clasificaciones protegidas” del alumno.
- **Los alumnos tienen derecho a esperar ciertas prácticas de parte de sus maestros.** Entre estas están establecer objetivos y requisitos claros para las lecciones mediante el uso de planes de lección que indican con claridad la escala y los criterios para las calificaciones, una evaluación imparcial de los alumnos, la celebración de conferencias oportunas entre padres y maestros cuando surjan problemas, reconocer las contribuciones positivas de los alumnos a la clase y proteger la libertad académica de los alumnos.
- **Los alumnos tienen derecho a presentar agravios.** Los agravios pueden incluir conducta inadecuada de parte del instructor, incompetencia en la comunicación verbal, prácticas de calificaciones punitivas relacionadas con el comportamiento, no proporcionar adaptaciones para discapacidades, apelaciones de calificaciones basadas en injusticia con los estándares de calificación entre los alumnos de una misma clase y otros problemas como esos. Los alumnos deben presentar sus agravios ante el maestro, el director

auxiliar o el director, **tan pronto como sea posible. Solamente en casos extraordinarios puede un procedimiento relacionado con un agravio empezar más de seis meses después del incidente.**

Si tiene una queja sobre algún otro aspecto de una clase, como el entorno en el aula, el instructor, el sistema de calificaciones de la clase o las actividades en la clase (como asignaciones en línea y fuera de clase), se deben tomar las siguientes medidas:

1. Consulte con su maestro con respecto a la situación.
2. Si no se siente cómodo conversando directamente con el maestro, o si el problema continúa, debe consultar con el director auxiliar (AP) o el director si el AP no está disponible.
3. De nuevo, si no se resuelve el problema o si no se siente cómodo consultando con el director auxiliar, entonces puede dirigirse al director, o al funcionario de cumplimiento del distrito si el problema continúa y ya se han agotado todos los medios de resolución al nivel de la escuela.
4. El alumno, uno de sus padres o tutores pueden entonces presentar un agravio formal por medio del sitio web del Distrito haciendo referencia a la norma del distrito o principio de esta declaración de derechos que han sido violados.
5. Al intentar resolver su queja, el director o funcionario de cumplimiento del distrito, según sea adecuado, pueden convocar a un comité especial para que recomiende las medidas adecuadas. El director o el funcionario de cumplimiento del distrito notificarán a la parte dañada del resultado del agravio por medio de correo electrónico del Distrito.

Los alumnos con agravios que incluyan **acoso y discriminación** también se pueden comunicar con el Coordinador de capacidad cultural una vez que hayan agotado todos los medios de resolución a nivel de la escuela.

Los alumnos con quejas sobre **adaptaciones para discapacidades** deben notificar al Director de Educación personalizada además de las oficinas antes mencionadas, y se les puede recomendar presentar un agravio con el Coordinador de capacidad cultural, sin se trata de una adaptación razonable.

Si tiene alguna inquietud sobre acoso sexual, debe programar una cita de inmediato con el Coordinador de capacidad cultural para consultar sobre la norma JBB del Distrito y las demás leyes estatales correspondientes una vez que se hayan agotado todos los medios de resolución al nivel de la escuela.

Responsabilidades de los alumnos

- Se espera que todos los alumnos acaten JICDA (Código de conducta estudiantil) y todas las demás normas publicadas del distrito.
- Se espera que todos los alumnos demuestren su **participación durante las clases**. Los alumnos que duerman en clase o que lean materiales no relacionados con la clase durante la misma interrumpen la clase, así como los alumnos que participan en otras actividades no relacionadas con la clase como usar un teléfono inteligente o trabajar en las tareas para otra clase. Este comportamiento interrumpe el entorno de aprendizaje de todos los involucrados y pone en peligro el proceso de aprendizaje.
- El uso de **palabras abusivas o que faltan al respeto** también perjudica el entorno de la clase. El comportamiento inadecuado o perturbador de parte de los alumnos es una infracción de las normas del Distrito. Los maestros pueden tomar medidas restaurativas o disciplinarias de inmediato con alumnos que son abusivos corporal o verbalmente o que faltan al respeto en clase, o pueden referir el asunto al director auxiliar o al director para su mediación o adjudicación si el comportamiento no se puede resolver dentro del aula.
- Los alumnos tienen la responsabilidad de procurar ayuda de los maestros y el personal y para utilizar los recursos a su disposición con el fin de alcanzar los requisitos para completar un grado.

Promesa de responsabilidad del Distrito 49

Como ciudadano del Distrito escolar 49, comprendo que tengo una función indispensable en proporcionar un entorno seguro y positivo para todos los demás ciudadanos. Prometo adoptar el espíritu de los Puntos de navegación: El Trayecto cultural hacia la conducta, cordialidad y respeto, para respetarme a mí mismo y a los demás y para tratarlos a todos en la comunidad de mi escuela con imparcialidad y consideración. Me comprometo a celebrar el aprendizaje. Me comprometo a apoyar la enseñanza y el aprendizaje mediante la creación y mantenimiento de un entorno seguro, organizado y participativo. Me comprometo a fomentar la comunicación respetuosa y bilateral con todos los integrantes de la escuela y la comunidad. Prometo aplicar los Puntos de navegación: El Trayecto cultural hacia la conducta, la cordialidad y el respeto de manera constante e imparcial.

Firma: _____



Uso responsable de la tecnología

Derechos del usuario

Como ciudadano digital del Distrito 49, tiene el derecho a un entorno virtual de aprendizaje protegido, libre de acoso y discriminación.

- Los alumnos tienen el derecho a su presencia en la web libre de intimidación cibernética; consulte la norma JICDF de la Junta de educación o BOE.
- Los alumnos tienen el derecho a aprender mediante el uso de instrumentos modernos que facultan el aprendizaje.
- Los alumnos tienen el derecho a un internet administrado en el recito que filtra información obscena, pornográfica y perjudicial.
- Los alumnos tienen el derecho a saber que no deben esperar ninguna privacidad mientras usen los servicios de computadoras e internet del distrito.

- Los alumnos tienen el derecho a encontrar información relacionada con los objetivos de la educación del distrito, y además se les recomienda hacerlo.
- Los alumnos tienen el derecho a un entorno de aprendizaje que incluye una concentración en la ciudadanía digital y en aptitudes para el siglo XXI.
- Los alumnos tienen el derecho a un entorno virtual protegido y se espera que notifiquen a uno de los administradores si observan alumnos o integrantes del personal ignorando sus responsabilidades.

Responsabilidades de los usuarios

Se espera que los alumnos acaten la Norma JS y la JS-R de la BOE y todas las demás normas publicadas del distrito relacionadas con el comportamiento de los alumnos. Como ciudadanos digitales del Distrito 49, es espera de todos los alumnos los mismos altos estándares de comportamiento respetuoso y transparente mientras usan las cuentas y servicios del distrito en internet o los bienes de TI del distrito.

- Ningún alumno deberá acceder, crear, transmitir, retransmitir o enviar de nuevo materiales o información: que fomenten la violencia, representen la destrucción de la propiedad, entre otros, acceso a información relacionada con la fabricación o compra de dispositivos de destrucción o armas.
- Ningún alumno deberá crear, acceder o distribuir contenido que es material de índole pornográfica, obscena o de orientación sexual, ya sea como imágenes o por escrito.
- Ningún alumno ha de acosar, amenazar, menospreciar o fomentan la violencia o el odio contra otra persona o grupo de personas con respecto a su raza, color, sexo, religión, país de origen, edad, estado civil, identidad sexual o discapacidad.
- Ningún alumno ha de obtener ganancia personal, ganancias financieras, publicidad, transacción comercial o fines políticos mediante el uso de las cuentas o los servicios del distrito.
- Ningún alumno ha de plagiar la labor de otro o en violación de las leyes federales o estatales, entre otros, los materiales con derecho de autor y materiales protegidos por secretos de fabricación.
- Ningún alumno ha de usar lenguaje inadecuado u ofensivo hacia otros.
- Ningún alumno ha de suministrar información que se sabe es falsa o que podría considerarse como con la intención de causar a sabiendas daño a la reputación de otra persona.
- Ningún alumno ha de transmitir o volver a transmitir información que contiene información personal sobre ellos mismos o sobre otros, incluso información protegida por las leyes de confidencialidad.
- Ningún alumno ha de usar o compartir la cuenta electrónica de internet o de comunicaciones de otro individuo ni permitir que nadie más use la cuenta, ya sea a sabiendas o por no hacer nada para proteger las credenciales de acceso.

Ningún alumno ha de descargar o instalar software, aplicaciones, datos indirectos, plugins por ningún motivo sin la autorización por escrito de adquisiciones y de Servicios de TI.

JICDA, Código de conducta

Título	Código de conducta
Designación:	JICDA
Oficina/Custodio:	Educación/Director de cultura y servicios

Conforme a las leyes correspondientes y a las normas de la Junta relacionadas con la suspensión, expulsión y demás intervenciones disciplinarias de los alumnos, el director o su designado pueden suspender o recomendar una audiencia para la expulsión de cualquier alumno que participe en una o más de las siguientes actividades específicas mientras se encuentre dentro de uno de los edificios escolares, en el recinto escolar, en vehículos escolares o durante una actividad o evento patrocinado por la escuela o el distrito, y fuera de las instalaciones del distrito cuando la conducta esté vinculada con la escuela o cualquier evento curricular o no curricular del distrito. No obstante, el director o su designado también deben tener en consideración consecuencias adecuadas y uniformes que hacen que los alumnos sean responsables, mientras reducen al mínimo el tiempo fuera de la instrucción. Las intervenciones de restauración (como, círculos, conferencias, etc.) se pueden usar en conjunto con las consecuencias de la matriz de disciplina restaurativa con el fin de permitir que los alumnos expresen el daño que han causado, como un mecanismo para mitigar mal comportamiento en el futuro. Las Prácticas restaurativas (RP, por sus siglas en inglés) no son una panacea para el comportamiento perturbador de todo alumno, pero se deben tener muy en cuenta al tratar los incidentes de conducta y disciplina estudiantiles. Por último, el director o su designado deberán tratar las necesidades de apoyo de las partes perjudicadas; evitar la tentación de concentrarse demasiado en las consecuencias deseadas para el alumno que ha causado el daño.

1. Causar o intentar causar daño a objetos e instalaciones del distrito o robar o intentar robar objetos de valor del distrito.
2. Causar o intentar causar daño a objetos e instalaciones privadas o robar o intentar robar objetos privados de valor.
3. La destrucción o desfiguración intencional de objetos o instalaciones del distrito.
4. Cometer cualquier acto que, si lo cometiera un adulto, se consideraría robo o asalto según la definición de la ley.
5. Cometer extorsión, coacción o chantaje, por ejemplo, obtener dinero u otros objetos de valor de una persona en contra de su voluntad o forzar a un individuo a actuar por medio del uso de fuerza o amenaza de fuerza.
6. Participar en abuso verbal, como, insultos, incluso étnicos o raciales, o declaraciones peyorativas hechas en público y dirigidas a otros de manera que precipiten una interrupción del programa escolar o inciten a la violencia.
7. Participar en actividades de “hazing”, es decir, forzar actividad física prolongada, forzar el consumo excesivo de cualquier sustancia, forzar la privación prolongada de sueño, alimentos o bebidas o cualquier otro comportamiento que ponga en peligro de manera imprudente la salud o seguridad de un individuo para fines de iniciación dentro de un grupo estudiantil.
8. La violación de la norma del distrito con respecto a la prevención y educación sobre la intimidación.
9. La violación de las leyes criminales de manera que afecte de inmediato a la escuela o la seguridad o el bienestar general de los alumnos o el personal.
10. La violación de las normas del distrito o las regulaciones del edificio.
11. La violación de la norma del distrito con respecto a armas en las escuelas. La expulsión es obligatoria por el uso o posesión de un arma de fuego, de conformidad con las leyes estatales.
12. La violación de la norma de la Junta sobre la conducta estudiantil con respecto a drogas y alcohol.
13. La violación de la norma de la Junta con respecto al comportamiento violento y agresivo.

14. La violación de la norma de la Junta con respecto a las escuelas libres de tabaco.
15. La violación de las normas de la Junta que prohíben el acoso sexual o de otra índole.
16. La violación de la norma de la Junta con respecto a la no discriminación.
17. La violación de la norma de la Junta con respecto al código de vestimenta.
18. La violación de la norma de la Junta con respecto a pandillas y a actividad parecida a la de las pandillas.
19. Arrojar objetos, a menos que sea parte de una actividad escolar supervisada, de manera que pueda causar o cause lesiones o daño a las instalaciones.
20. Dirigir profanidad, lenguaje vulgar o gestos obscenos a otros alumnos, personal escolar u otras personas.
21. Mentir o dar información falsa, ya sea oralmente o por escrito, a un empleado del distrito.
22. Participar en falta de honradez escolástica, lo que incluye, entre otros, hacer trampas en una prueba, plagio o la colaboración no autorizada con otra persona en la preparación de un trabajo escrito.
23. La falsa acusación ante las autoridades legales o el distrito de actividades criminales contra un empleado del distrito.
24. Comportamiento dentro o fuera de las instalaciones escolares que es perjudicial hacia el bienestar, la seguridad o la moral de otros alumnos o personal de la escuela, incluso comportamiento que establece una amenaza de lesión corporal hacia el alumno que exhibe el comportamiento o hacia uno o más de los otros alumnos.
25. Interferir repetidamente con la capacidad del distrito para proporcionar oportunidades educativas para los demás alumnos.
26. Desobediencia intencional continua o rebeldía abierta y constante hacia las autoridades correspondientes, incluso la negación deliberada a obedecerle a un integrante del personal del distrito.

Esta no es una lista a fondo de las actividades que pueden dar lugar a consecuencias (suspensión, expulsión, intervención restaurativa, etc.) para los alumnos. Después de un período de suspensión o expulsión, el director o su designado se asegurarán de que se emplee un método restaurativo en la reintegración de los alumnos al entorno escolar. El alumno y sus padres o tutores deben participar en una conferencia para analizar las expectativas de comportamiento (incluidas en un acuerdo de comportamiento firmado) y el alumno se debe informar sobre los recursos sociales y emocionales de apoyo; las partes perjudicadas también se deben informar sobre el regreso del alumno.

- Adoptada: jueves, 19 de mayo de 1994
- Modificado: lunes, 3 de agosto de 1998
- Modificado: jueves, 3 de septiembre de 1998
- Modificado: jueves, 2 de septiembre de 1999
- Modificado: 14 de agosto de 2003 (emergencia)
- Modificado: jueves, 4 de septiembre de 2003
- Modificado: jueves, 8 de julio de 2010
- Modificado: jueves, 21 de julio de 2011
- Modificado: viernes, 27 de julio de 2012
- Modificado: jueves, 12 de septiembre de 2013
- Modificado: 9 de junio de 2016

REFERENCIAS LEGALES:

- C.R.S. 18-3-202 *et seq.* (ofensas contra una persona)
- C.R.S. 18-4-301 *et seq.* (ofensas contra instalaciones)
- C.R.S. 18-9-124 (2)(a) (la prohibición de “hazing”)
- C.R.S. 22-12-105 (3) (autoridad para suspender o expulsar por acusaciones falsas)

- C.R.S. 22-32-109.1(2)(a)(I)(A) (*responsabilidad de adoptar normas sobre la conducta, la seguridad y el bienestar de los alumnos.*)
- C.R.S. 22-32-109.1(2)(a)(I) (*norma obligatoria como parte del plan de escuelas seguras*)
- C.R.S. 22-32-109.1 (9) (*disposiciones de inmunidad en la ley sobre escuelas seguras*)
- C.R.S. 22-33-106 (1)(a-g) (*motivos para la suspensión, expulsión o denegación de admisión*)

REFERENCIAS CRUZADAS:

- AC, No discriminación/Oportunidades equitativas
- ADC, Escuelas libres de productos de tabaco
- ADD, Escuelas seguras
- ECAC, Vandalismo
- GBGB, Seguridad y protección personal del personal
- JBB, Acoso sexual
- JIC, Conducta estudiantil y subcódigos
- JICA, Código de vestimenta estudiantil
- JICC, Conducta de los alumnos en los autobuses escolares
- JICDD, Comportamiento violento y agresivo
- JICDE, Prevención y educación sobre la intimidación
- JICF, Sociedades secretas/Actividades de las pandillas
- JICH, Implicación en drogas y alcohol por parte de los alumnos
- JICI, Armas en la escuela
- JIC, Disciplina estudiantil y códigos subsidiarios
- JKD/JKE, Suspensión o expulsión de alumnos



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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Donna Garza, Executive Assistant

TITLE OF AGENDA ITEM: Approval of Resolution for Official Notice of Intent to Participate
in the Coordinated Election and Appointment of the Designated
Election Official

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: A school district must officially notify the county clerk in writing that the school district will participate in the November election by July 30, 2018 and designate an election official. C.R.S. § 1-1-104(8); 1-1-106(5); 1-7-116(5)

RATIONALE: Participating in the Coordinated Election reduces the cost to the district as opposed to requesting an election separate from the coordinated process.

RELEVANT DATA AND EXPECTED OUTCOMES: An Intergovernmental Agreement (IGA) will be mailed on or about August 6, 2018 with an estimate of the jurisdiction's portion of the costs to participate in the 2018 Coordinated Election. The IGA must be signed by the district's designated election official and attorney.

The Board of Education typically designates the Board Executive Assistant (Donna Garza) to serve as the school-designated election official for the 2018 election, and the Administration recommends that continue.

INNOVATION AND INTELLIGENT RISK:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Handling necessary district business in the most efficient and cost-effective ways possible.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	<i>There is no greater form of community participation than an election regarding potential district strategies.</i>
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: The election cost is a relatively minor impact to the overall district budget.

AMOUNT BUDGETED: \$34,726



BOE Regular Meeting July 12, 2018
Item 7.06 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached resolution for notice of intent for El Paso County Colorado School District 49 to participate in the Coordinated Election on November 6, 2018 and to appoint Donna Garza as the designated election official.

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

DATE: July 3, 2018



RESOLUTION

**Notice of Intent for
El Paso County Colorado School District 49
to Participate in the Coordinated Election
on November 6, 2018**

The Board of Education of El Paso County Colorado School District 49 in the County of El Paso, State of Colorado expects that it will participate in the November 6, 2018 election (the "Election") coordinated by the County Clerk and recorder of El Paso County, Colorado. School District 49 shall contract with the County Clerk and Recorder of El Paso County and enter into an intergovernmental agreement with El Paso County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the Election.

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

The Board of Education directs the school designated election official to forward this notice of intent to participate in the Election, to the coordinated election official by July 30, 2018, the deadline established in state law.

Although the Board is considering participating in the Election, the Board of Education has not taken official action to call the special election or to certify the ballot question as of the date hereof. Approval of this Resolution does not obligate the District to participate in the Election until such time as official action to certify the ballot question.

ADOPTED AND APPROVED this 12th day of July 2018.

Marie La Vere-Wright, Board President
El Paso County Colorado School District 49

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
El Paso County Colorado School District 49

BOARD OF EDUCATION ITEM 7.07
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Chief Officer Team

TITLE OF AGENDA ITEM: Chief Officer Targets, Standards and Evidence

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE: The board approved revised performance domains for chief officer evaluations on May 10, 2018. These domains replaced previous categories or domains for chief officer evaluation and goal-setting. To further align and integrate with our Performance Excellence criteria from the Baldrige framework, we recommend adopting chief officer targets, standards and evidence linked to these domains and informed by the analytic questions used in our annual self-assessment of district performance.

RELEVANT DATA AND EXPECTED OUTCOMES: Within these newly approved domains, the targets, standards, and related evidence presented here will assist the board in both setting clear goals for chief officers and in preparing chief officer evaluation reports for their respective evaluation periods.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p><i>Adopting Baldrige-aligned domains (and targets, standards and evidence aligned with those domains) provides greater alignment and integration of organizational performance with chief officer performance, which shows that we are treating our work with more consistency and purpose.</i></p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p><i>The criteria for educational performance excellence apply to all aspects of our strategic priorities and initiatives.</i></p> <p><i>The measurement questions and techniques will improve performance across all our action plans and initiatives.</i></p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: We recommend the board approve the attached recommended targets, standards, and evidence for chief officer evaluations and goal-setting.

APPROVED BY: Pedro Almeida, Brett Ridgway, Peter Hilts – Chief Officer Team

DATE: July 5, 2018

Chief Officer Targets, Standards and Evidence

For transparent accountability and evaluation purposes, the Board of Education, through policy CBI, directs that the chief officers propose performance goals—with targets, standards, and evidence aligned to seven domains aligned with the performance excellence criteria of the Baldrige Performance Excellence Program. The following table is the framework for chief officer goal-setting:

Baldrige Criteria	maps to	D49 Administrator Evaluation Domains
Leadership	⇔	Vision & Culture
Strategy	⇔	Mission & Strategy
Customers	⇔	Customer Engagement & Service
Measurement, Analysis and Knowledge Management	⇔	Learning & Improvement
Workforce	⇔	Workforce Service & Development
Operations	⇔	Efficient & Effective Management
Results	⇔	Results

These goals will be embedded in our cascading planning system as well as office-specific action plans.

Chief Business Officer Targets, Standards and Evidence

<p>Leadership (Vision & Culture) Former 01 - BUSINESS LEADERSHIP</p>	<p><i>The CBO shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Business and Financial Goals.</i></p>	<ul style="list-style-type: none"> • <i>Recognition and promotion for Business Office team members.</i> • <i>Encourage sustainability and momentum in Business Office Departments & major processes that is independent from personnel involved.</i> 	<ul style="list-style-type: none"> • <i>Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.</i> • <i>Intentional abandonment and/or reengineering of failing practices and programs (i.e. process improvement).</i>
<p>Strategy (Mission & Strategy) Former 02 - STRATEGIC LEADERSHIP</p>	<p><i>The CBO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.</i></p>	<ul style="list-style-type: none"> • <i>Concrete examples (narratives) of activities where the CBO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.</i> • <i>Presentation of cause & effect underlying issues to state-level legislation or initiatives.</i> 	<ul style="list-style-type: none"> • <i>Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.</i> • <i>Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.</i>
<p>Customers (Customer Engagement & Service) Former 04-CULTURAL LEADERSHIP</p>	<p><i>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.</i></p>	<ul style="list-style-type: none"> • <i>Identifying & encouraging practices that invite and welcome individuals of many backgrounds, abilities, and perspectives; while identifying & limiting barriers and deficits to those individuals so that our culture fosters learning, working, or leading to a person's best potential.</i> 	<ul style="list-style-type: none"> • <i>Supports for the District's Cultural Compass and individual points on the compass.</i>

Measurement, Analysis & Knowledge Management	<p><i>The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.</i></p>	<ul style="list-style-type: none"> • Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI). • Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass. • 	<ul style="list-style-type: none"> • Communications that note performance relative to District Vision, Mission as well as Business Office Statement of Purpose & Intent (SOPi). • Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.
Workforce (Workforce Service & Development) Former 03-LEADERSHIP THROUGH PERSONNEL DEVELOPMENT	<p><i>The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.</i></p>	<ul style="list-style-type: none"> • Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices. • Identification of leadership strengths and leadership deficits for Business Office leaders to improve leadership practices in their areas of responsibility. 	<ul style="list-style-type: none"> • Industry-wide and/or state-wide input to issues and/or presentations related to such.
Operations (Efficient & Effective Management) Former 05-LEADERSHIP THROUGH COMMUNICATION	<p><i>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.</i></p>	<ul style="list-style-type: none"> • Written messages, personal presentations, and multimedia content. • Use of Communications Department and related resources to widen/deepen the understanding of business issues. 	<ul style="list-style-type: none"> • Direct messages to district staff, parents, and other stakeholders. • Specific feedback from recipients, including surveys, comments, and responses.

Results
Former - 07-
MEASURABLE
PERFORMANCE
TARGETS AND
STANDARDS

*A list of results
for specifically
measured, items
- Measurements
that provide the
bulk of, if not all
of, the
Quantitative
Performance
Targets portion
of the
performance
review.*

1. *Demonstrate a consistent, or improved, employee engagement of the District's Vision, Mission & Culture; and the Business Office's SOPI through:*
 - a. *Completion of all seven direct reports' evaluations in a timely manner,*
 - b. *Business Office Team (BOT) Meetings - number scheduled & number held vs. number of opportunities*
 - c. *Business Office Leader (BOL) Meetings - number scheduled & number held vs. number of opportunities*
2. *Overall district financial performance*
 - d. *General Fund spend managed to a window of 98% - 100.5% of appropriation, General Fund - Fund Balance within policy or budget expectations*
 - e. *All other funds within budget, strategic, financial, and managerial priorities*
 - f. *Comparisons of financial performance with other districts, including direct neighbors, to evidence comparable or superior financial performance.*
3. *Audit result & reflection on Business Office processes*
 - g. *Overall audit opinion as reflected on Business Office performance*
 - h. *No more than 1-2 Business Office comments per year, no similar comments in consecutive years without a multi-year plan for mitigation/correction.*
4. *Outward facing visibility and participation through:*
 - i. *Presentations of Information - Board Meetings, Departments, IL Meetings, Schools, Constituents, Legislature, etc. - Avg. 3-4 presents/participations per month*
 - j. *Group Participations - e.g. FCBC, PPASBO, Colotrust Board, etc. - 2-5 groups,*
 - k. *General Provision of Information*
 - l. *Financial Transparency Items - [all required ~ 50 items per year]*
 - m. *Presentation Versatility - develop "audience-friendly" materials (graphs, etc.) to enhance transparency to a wider audience. Also, look for alternative distribution points for such materials and use those to reach that wider audience.*
 - n. *Issue identification and process distillation / improvement.*
 - o. *Increased/improved preambles to significant publications, to include FAQ's, Business mantras, etc..*

Chief Education Officer Targets, Standards and Evidence

Evaluation Domains	Target	Standards	Evidence
Vision & Culture	Increase the percentage of stakeholders agreeing that D49 is on the “right track.”	Earn agreement from 75% of respondents	<ul style="list-style-type: none"> • VOW Annual Survey • VOC Surveys • MLO Election
	Increase the percentage of BOE and SLT members engaged with the Baldrige framework.	Ensure 100% of BOE and SLT demonstrate significant engagement with the Baldrige Criteria within the past 24 months.	<ul style="list-style-type: none"> • Attendance at a Baldrige regional or national event • Participation as a Baldrige or RMPEX examiner
	Increase the percentage of Principals and Assistant Principals engaged with the Baldrige framework.	Ensure 60% of Principals and AP demonstrate significant engagement with the Baldrige Criteria within the past 24 months.	<ul style="list-style-type: none"> • Attendance at a Baldrige regional or national event • Participation as a Baldrige or RMPEX examiner
Mission & Strategy	Increase the percentage of workforce members who affirm D49 as a great place to learn, work, and lead	Increase rate of affirmation by 2% to Learn—80% Work—76% Lead—67%	<ul style="list-style-type: none"> • VOW Annual Survey
	Increase the percentage of Education Office Action Plans that include a learning and evaluation component.	Ensure 90% of Ed Office Plans incorporate learning or evaluation for continuous improvement.	<ul style="list-style-type: none"> • Measure action plans in our cascading planning software system
Customer Engagement & Service	Increase total participation in a targeted Voice of the Community performance review survey.	Increase participation to more than 500 respondents.	<ul style="list-style-type: none"> • Annual Report on Voice of the Customer (VOC).
	Engage students and parents in <i>Pathways 2023</i> —an orientation event for 8 th grade students and parents.	Establish 80% participation by 8 th grade students across our operated portfolio.	<ul style="list-style-type: none"> • Measure by attendance at the <i>Pathways 2023</i> event. • Measure by feedback collected at and after the event.

Learning & Improvement	Develop basic monthly dashboards for each department in the education office.	Each department in the education office will produce quarterly dashboards with 5-7 KPI's.	<ul style="list-style-type: none"> • Creation of Dashboards using Cascade, Tableau, or equivalent software
	Establish PowerSchool as an effective student information system in D49.	At least 65% of workforce members will affirm that they are confident using or teaching others to use PowerSchool.	<ul style="list-style-type: none"> • Conduct a post-transition survey of PS users
	Establish Business Plus as an effective financial information system in D49.	At least 65% of workforce members will affirm that they are confident using or teaching others to use Business Plus.	<ul style="list-style-type: none"> • Conduct a post-transition survey of Business Plus users
Workforce Service & Development	Install and load peakview displays with content that recognizes workforce achievements.	100% of schools and offices will feature a peakview display, with 7 or more items of local recognition in regular rotation.	<ul style="list-style-type: none"> • The Communications Team spring performance report will include an update on peakview display content. • The Communications Team will submit the peakview display initiative for COSPRA evaluation.
	VOW Compensation Teams will formalize specific, principled recommendations about compensation systems.	100% of workforce segments will contribute meaningful perspectives to the VOW Compensation Teams.	<ul style="list-style-type: none"> • Participation at VCT meetings.
	Develop a Teacher Pro Day in the spring semester.	100% of teachers will participate in teacher-led professional learning experiences.	<ul style="list-style-type: none"> • Prior approval • Report of learning
	Develop an ESP Pro Day in the fall semester.	80% of available ESP staff will participate in position-relevant professional learning experiences.	<ul style="list-style-type: none"> • Attendance • Feedback reports

Efficient & Effective Management	Support the COO and the Enhanced Security Initiative.	Facilitate quarterly meetings of the Enhanced Security Community Advisory Team	<ul style="list-style-type: none"> • ESCAT recommendations presented to the BOE at the Annual Planning Summit
	Facilitate and External Performance Review	Compose and facilitate a site team of expert reviewers to examine D49's performance.	<ul style="list-style-type: none"> • Present an external Site Visit Team Feedback Report to the BOE at the Annual Planning Summit.
Results	Primary Literacy	Establish five or more schools with 90% of students meeting expectations for ELA	<ul style="list-style-type: none"> • Measured by DIBELS, CMAS, and learning plans
	Graduation and Remediation	Complete a 5-year analysis of graduation, matriculation, and remediation rates at the operated high schools in our portfolio.	<ul style="list-style-type: none"> • Report presented to the BOE at the Annual Planning Summit

Chief Operations Officer Targets, Standards and Evidence

Evaluation Domains	Target	Standards	Evidence
Vision & Culture	Continual increased use of Baldrige performance excellence principles	Increased level of training for Operations leaders in Baldrige framework	Operations leaders attend the Baldrige Conference in Denver to deepen their understanding of leveraging Baldrige principles in everyday operations
	Implement and increase use of Cascade as an operational planning tool for Operations Directors NLT Jan 31, 2019	Operations Office has placed defined goals into Cascade down to the department level COO and Operations Directors update progress towards goals monthly in Cascade	Goals are established in Cascade and Operations Directors are comfortable in leveraging Cascade to manage and track operational goals Progress is documented in Cascade monthly and Cascade use provides a routine and functional role within Operations systems
Mission & Strategy	Solidify the D49 Strategic and Operational Facility Planning process NLT Jun 30, 2019	Develop a realistic, functional, and achievable 5 Year Facilities Plan, which considers inputs from the district and community stakeholders	The 5 Year Facilities Plan is established, documented, and reviewed annually
		Strategic and Operational Facilities Planning Group meets regularly to develop, analyze and present options for consideration to the Chief Officer team	The 5 Year Facilities Plan receives the endorsement of the Chief Officers and the BOE, and subsequently is used as a guiding document for planning facilities-related efforts across D49

Evaluation Domains	Target	Standards	Evidence
Customer Engagement & Service	Continuously deepen and improve customer service focused approach between Operations Office and supported entities.	Operations Directors and staff consistently exhibit proactive, two-way communications with customers across D49, with particular emphasis on Principals and Zone Leaders	Respectful working interactions Emerging issues are handled respectfully and promptly
Learning & Improvement	Improve the capacity for security planning, preparation, and execution efforts, to include increasing Security staff and the formation and establishment of an Enhanced Security Community Advisory Team (ESCAT) NLT Sep 30, 2018	Safety and Security staff routinely lead or contribute to planning and preparation efforts, with emphasis on the school level of preparedness ESCAT meets quarterly in effective, organized and productive sessions	Safety and Security Director has increased staff capacity, resulting in the increased capability to evaluate and plan security improvement initiatives on a regular basis ESCAT provides cogent input and analysis to the Chief Officers regarding potential security improvements in D49
Workforce Service & Development	Lead Operations Directors in establishing goals and objectives reflective of Operations mission and vision NLT Sep 30, 2018	COO and Operations Directors annually have established clear individual and department goals early in the school year	Each Director has coordinated with the COO for agreed-upon goals for the upcoming school year

**Efficient & Effective
Management**

Establish and solidify an effective Operations Office budget planning process NLT May 31, 2019	Operations Directors follow a systematic process annually to comprehensively identify all Operations related budget requirements	Operations budget planning process, along with associated date windows, is defined and followed within the Operations Office
Effectively incorporate Technology Quality Assurance Manager (TQAM) into Operations structure NLT May 31, 2019	COO incorporates TQAM into routine counseling and evaluation process	TQAM participates in initial, mid-year, and end of year performance goals and/or reviews with COO and/or chief officer team as appropriate
	TQAM understands and is responsive to Chief Officer requirements	TQAM meets at least bi-monthly with Chief Officer team to review work priorities and progress on established goals
Improve TQAM productivity and effectiveness in providing both strategic and operational support to district technology efforts NLT Jun 30, 2019	TQAM is integrated into all relevant planning and discussion initiatives and activities across zones and departments	TQAM is established in a rhythm of participating in key coordination meetings and discussions across all relevant offices in D49, including regular coordination with Ed Tech, Facilities, Safety and Security, CCS, and other offices as needed.
	TQAM presents for approval to the chief officers a robust, effective and achievable Technology Master Plan to guide D49	The Chief Officers have reviewed and approved for implementation a revised D49 Technology Master Plan.

BOARD OF EDUCATION ITEM 7.08
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: ESP Pay Schedule - Positions List to Range Placement

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: As a part of its normal business, the Board of Education at its May 10, 2018 meeting approved pay schedules for the 2018-19 school year. The Educational Support Personnel (ESP) schedule underwent a significant overhaul for 2018-19. As a result, numerous ESP positions were “re-ranged” or placed in different ranges. Included with the ESP pay schedule was a document that lists the positions within each of the ranges. This ESP positions-by-range document illustrated the re-ranging of the existing ESP positions as well as recommendations for increasing the ranges for select hard to fill positions.

RATIONALE: Subsequent to the May 10 meeting, the administration continued to review the assignments of positions to ranges, and identified a few adjustments to the assignments of positions in ranges. Upon approval of the updated list, the Human Resources department will update all associated job descriptions and publish them per our usual practice.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	<i>Through continuous learning and working with purpose, we seek to develop solutions that align with our mission and values and support our strategic priorities.</i>
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>We seek to strengthen stakeholder trust through transparent discussion regarding compensation system decisions.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio</u> of 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: The revisions do not have any material impact on the district budget.

AMOUNT BUDGETED: Funding is included in the proposed 2018-19 budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve requested changes as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: June 29, 2018

El Paso County School District 49
Educational Support Personnel Position Ranges



Range	Job Title	Range	Job Title	Range	Job Title
1	Crossing Guard Kids' Corner Site Aide Library Assistant Lunch Monitor Transportation Bus Paraprofessional	2	Courier Directed Studies Center Facilitator English as a Second Language Paraprofessional General Education Paraprofessional Nutrition Services Assistant Nutrition Services Catering Rover Online Learning Coach/Mentor Special Education Paraprofessional – Specific Learning Disability (SLD)	3	Building Custodial Technician Health Paraprofessional Job Transition Coach Nutrition Services Manager (based on meal count) Pre-school Paraprofessional School Receptionist Special Education Paraprofessional – DD, ID
4	Career & Technical Job Developer Kids' Corner Site Assistant Nutrition Services Manager (based on meal count) Pre-school Group Leader Special Education Paraprofessional – SED, SOCO Warehouse Courier	5	Nutrition Services Manager (based on meal count) School Secretary: Attendance, Counseling, Ass't Principal/Dean, Athletic Director, Night School and School Support Special Education Paraprofessional – SSN Transportation Bus Driver Variable Site Building Custodial Technician	6	Building Manager (based on location size) Grounds Technician Kids' Corner Site Leader Special Education Paraprofessional – PEAK Warehouse Production Manager
7	Accompanist Building Manager (based on location size) Campus Security Officer Human Resources Assistant Registrar: School and Central Enrollment Administrative Secretary: Kids' Corner and School Transportation Driver Trainer Transportation Student Management Liaison	8	Accounting Technician Irrigation Technician Transportation Trainer Transportation Operations Technician	9	Building Manager (based on location size) Maintenance Technician

El Paso County School District 49
Educational Support Personnel Position Ranges



Range	Job Title	Range	Job Title	Range	Job Title
10	Administrative Assistant: CTE Administrative Secretary: Pre-school Data Technician English Language Development (ELD) Technician Lead Campus Security Officer Nutrition Services Free & Reduced Registrar Nutrition Services Secretary Payroll Finance Technician P-card Coordinator Secretary: Director, Supervisor and Coordinator Transportation Dispatcher Transportation Router Zone Bookkeeper	11	Small Engine Repair Technician	12	Administrative Assistant: Department and Zone Attendance and Substitute Staffing Specialist Home Based Educational Specialist Human Resources Reporting Specialist Staffing Specialist
13	Assistive Technology Technician D49 Pathways Specialist Fleet Mechanic Gifted Education Specialist Medicaid Technician	14	Nutrition Services Facilitator	15	Executive Assistant: Zone Special Education Program Specialist
16	Area Project-Maintenance Coordinator Education Technology Technician Zone Custodial Lead	17	Executive Assistant: BOE and Chief Officers Facilities Systems Specialist HVAC Technician Nutrition Services Specialist	18	Marketing and Communications Specialist Professional Learning Specialist Title Program Specialist
19	---	20	Accountant I Administrative Dietitian Certified Occupational Therapist Assistant Leave Specialist Physical Therapist Assistant Senior Staffing Specialist Speech Language Pathologist Assistant Speech Language Paraprofessional	21	---
22	---	23	---	24	---
25	---	26	Electrician	27	---
28	---	29	---	30	---



El Paso County School District 49

Educational Support Personnel Position Ranges

Every employee converting from 2017/18 will receive a pay increase

General Rule when converting from 2017/18 range assignments: 17/18 ranges 4 & 5 converts at -3 ranges - to 18/19 ranges 1 & 2

17/18 ranges 6 and converts at -4 ranges to 18/19

Specific Certain Jobs: **re-ranged shown in red**

(example: 17/18 range 14 converts to 18/19 range 10)

Related prior range groupings are ~~struck out~~

Most changes necessary to react to impact of Colorado Amendment 70-2016

Range	Job Title	Range	Job Title	Range	Job Title
1	Crossing Guard Lunch Monitor Nutrition Services Assistant Directed Studies Center Facilitator Pre-school Paraprofessional English as a Second Language Paraprofessional Library Assistant Online Learning Coach/Mentor General Education Paraprofessional Deaf/Hard of Hearing Paraprofessional Transportation Bus Paraprofessional Kids' Corner Site Aide	2	Health Paraprofessional Nutrition Services Manager (based on meal count) Records Secretary Special Education Paraprofessional – Specific Learning Disability (DD, ID or SLD) English as a Second Language Paraprofessional General Education Paraprofessional Deaf/Hard of Hearing Paraprofessional Directed Studies Center Facilitator Online Learning Coach/Mentor	3	Courier Nutrition Services Free & Reduced Registrar Nutrition Services Manager (based on meal count) School Receptionist Special Education Paraprofessional – Multiple Disabilities, Emotional Disability (SED, SSN, or SoCo) Program Based - DD, ID Building Custodial Technician Job Transition Coach Nutrition Services Manager (based on meal count) Pre-school Paraprofessional Health Paraprofessional
4	Kids' Corner Site Assistant Career & Technical Job Developer Pre-school Group Leader Warehouse Courier Special Education Paraprofessional – Program Based – SED, SOCO	5	School Secretary: Attendance, Counseling, Ass't Principal, Athletic Director, Night School, School Support, and ALLIES Transportation Bus Driver Variable Site Building Custodial Technician Special Education Paraprofessional – Program Based – SSN	6	Building Manager (based on location size) Grounds Technician Warehouse Production Manager Kids' Corner Site Leader Special Education Paraprofessional – Program Based – PEAK
7	Accompanist Building Administrative Secretary Building Manager (based on location size) Registrar, School or Central Enrollment Campus Security Officer Transportation Driver Trainer Transportation Student Management Liaison	8	Accounting Technician Irrigation Technician Low Voltage Technician Transportation Trainer Transportation Operations Technician	9	Building Manager (based on location size) Maintenance Technician

El Paso County School District 49
Educational Support Personnel Position Ranges



Range	Job Title	Range	Job Title	Range	Job Title
10	Lead Campus Security Officer Data Technician English Language Development (ELD) Technician Nutrition Services Secretary P-card Coordinator Payroll Finance Technician Secretary, Director, Supervisor or Coordinator Transportation Dispatcher Transportation Router Zone Bookkeeper Special Services Receptionist	11	Small Engine Repair Technician	12	Administrative Assistant (Department or Zone) Grounds Lead Home Based Educational Specialist Human Resources Specialist Instructional Technology Assistant Title Programs Specialist
13	49 Pathways Specialist Assistive Technology Technician Finance Bookkeeper Fleet Mechanic Gifted Education Specialist Medicaid Technician Special Education Data Technician	14	Nutrition Services Facilitator	15	Lead Online Learning Coach/Mentor Special Education Program Specialist
16	Area Project-Maintenance Coordinator Education Technology Technician Maintenance Technician II, Health & Compliance Specialist. Zone Custodial Lead	17	Executive Assistant to Chief Officers or BOE HVAC Technician Facilities Systems Specialist Nutrition Services Specialist	18	Marketing and Communications Specialist Professional Learning Specialist Title Program Specialist
19	---	20	Accountant I Administrative Dietitian Data Technician, Student Information Systems Certified Occupational Therapist Assistant Physical Therapist Assistant Speech Language Pathologist Assistant Speech Language Pathologist Paraprofessional	21	---
22	---	23	---	24	---
25	---	26	Electrician	27	---
28	---	29	---	30	---

BOARD OF EDUCATION ITEM 7.09
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brett Ridgway/Peter Hilts

TITLE OF AGENDA ITEM: Conflict of Interest Disclosure

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

This proposed action is to accept and to consider waiving a conflict of interest as more fully described and disclosed in the attached Conflict of Interest Disclosure.

RATIONALE:

District 49 is continually exploring and considering opportunities for improved efficiencies and performance. This may include opportunities in the area of substitute teaching. District 49 wishes not to foreclose its options simply due to an extenuated conflict of interest scenario.

RELEVANT DATA AND EXPECTED OUTCOMES:

Waiver of the conflict of interest will provide District 49 to consider all potential vendors as it reviews its options for services to the Human Resource Department.

INNOVATION AND INTELLIGENT RISK:

Acceptance and waiver of the disclosed conflict of interest will provide District 49 an additional option to consider in terms of maximizing its quality options for substitute teaching and related services. If the underlying service agreement is adopted by District 49, but then is unsuccessful in any way, it easily may be replaced or District 49 may simply revert to its existing process with minimal interruption or cost.

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

Consideration of this disclosure of conflict of interest responds to our inner ring of trust through open communication, and responsibility through holding our team accountable for their actions. Public disclosure of any conflict of interest, regardless of its materiality, is healthy and appropriate. Waiver of the conflict of interest will encourage innovation by supporting the creative exploration of a specific new idea and strategy for improving our delivery of education services to all students.

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	Establishes trust through open communication, and establishes responsibility through transparent accountability.
	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>	

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Item 7.09 continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: None. In the event that this waiver leads to contract opportunities, they would be considered separately.

AMOUNT BUDGETED: None.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to place the Conflict of Interest Disclosure in the record and to waive the conflict as requested.

APPROVED BY: Brett Ridgway, Chief Business Officer.

DATE: July 5, 2018

Conflict of Interest Disclosure
Between the Miller Farmer Law, LLC and District 49

By agreeing to engage in a business relationship with Tagg Education, LLC ("Tagg"), District 49 ("D49") is hereby informed of a possible conflict of interest based upon its legal representation by Miller Farmer Law, LLC ("Miller Farmer Law"). Brad Miller is an attorney at Miller Farmer Law and concurrently maintains a pecuniary interest in Tagg.

Disclosures and Acknowledgements

1. Brad Miller represents D49 and concurrently maintains a pecuniary interest in Tagg, which carries the risk that his independent judgment in advising D49 could be impaired.
2. Notwithstanding a possible conflict of interest, Brad reasonably believes that he can provide competent and diligent representation to D49.
3. Should a dispute arise between D49 and Tagg, which results in litigation or a hearing before a tribunal, Miller Farmer Law and Brad Miller will take no part and receive no fee in the representation of Tagg. D49 will similarly be required to retain separate legal counsel in the matter.
4. Should a dispute concerning Tagg arise between D49 and another client of Miller Farmer Law, which results in litigation or a hearing before a tribunal, Miller Farmer Law or Brad Miller will take no part and receive no fee in the representation of the other client. D49 will similarly be required to retain separate legal counsel in the matter.
5. The financial terms of the business transaction between D49 and Tagg are as follows:
 - Subject to formal proposal by Tagg, and acceptance by D49, D49 would pay a transaction fee for each substitute teacher placement facilitated by Tagg in D49.
 - Payments to substitute teachers would be made between D49 and the individual substitute teachers. Tagg is not the employer or agent of any individual substitute teacher, and simply facilitates the interaction between parties.
 - D49 would pay Tagg a "finder's fee" in the event that it decides to employ any individual first presented to D49 via the Tagg platform.
 - D49 may terminate the agreement between parties without penalty pursuant to the provisions set forth in the Service Agreement.

6. D49 acknowledges that the terms of the business transaction with Tagg are fair and reasonable and have been transmitted above in a manner that can be easily understood.
7. D49 is hereby advised of the desirability of retaining separate legal counsel in approving the above referenced business transaction and has been given a reasonable opportunity to do so.
8. Miller Farmer Law or Brad Miller have not advised D49 concerning the terms of the above referenced business transaction.
9. D49 hereby gives its informed consent to the terms of the above referenced business transaction.

By signing this conflict of interest disclosure this ____th day of _____, 2018, D49 acknowledges that it has been informed of the risks associated with Brad Miller's interest in Tagg; D49 hereby consents to the possible conflict.

Marie La Vere-Wright
President
District 49

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: D. Garza, 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	DN-E	School Property Disposition	J Rohr W Shiverdecker	Minor revisions to exhibit
8.01b	IKF-R-1	Graduation Requirements, Courses, and Credits	A Whetstine	Revisions to SAT scores

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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

DATE: June 29, 2018

Equipment Relocation/Disposal Request Form

Date: _____

Current Location of Items: _____

Contact Name and Phone Number for Request: _____

Items Requested:

Item	Serial # or Asset #	Obsolete or Damaged	Quantity	Purchased with Grant Funds?

Name and Signature (Principal/Administrator)_____
Person declaring obsolescence / damage_____
Name and Signature (Superintendent or Designee)

Actions Taken (per Board Regulation DN-R):

Date(s) of disposal: _____

Method(s) of disposal:

- Reviewed: January 12, 2017
- Revised: July 12, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Graduation Requirements, Courses, and Credits
Designation	IKF-R-1
Office/Custodian	Education/Executive Director of Learning Services

Policy IKF specifies that graduation from District 49, beginning with the graduating class of 2021, must be based on demonstrated mastery of Colorado Academic Standards. Students demonstrate mastery and earn credits through successful final course exam outcomes, or by demonstrating success on other designated examinations, successful completion of college-level course work or by earning an approved workforce certification. Students may also earn credits by demonstrating mastery of standards through completion of an approved Capstone project. The following tables establish the baseline expectations for demonstrations of mastery toward high school graduation. In this model, one credit signifies the successful mastery of standards that have traditionally been incorporated in a full year of study.

District 49 grants a diploma to students who earn the equivalent of a minimum of 24.5 credits, demonstrate mastery in each content area, and complete their Pathway Plan.

Please note: Students seeking admission to Colorado four year colleges and universities should reference at minimum the Higher Education Admissions Requirements (HEAR) in collaboration with the preferred institution of higher education.

Approved Mastery Demonstrations:

English

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Reading Comprehension 62	Approved Capstone Project	Completion of English (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
ACT English 18			
AP Exams 2 or higher			
ACT WorkKeys English Bronze or higher			
SAT 470-490			
IB Exams 4 or higher			
ASVAB English 31			

Math

Examinations	Capstones	College-Level Course Work	Workforce Certification
Accuplacer Elementary Algebra 61	Approved Capstone Project	Completion of Mathematics (100 level or higher) course with passing grade of C or higher	Approved Workforce Certificate
ACT Math 19			
AP Exams 2 or higher			
ACT WorkKeys Math Bronze or higher			
SAT Math 460-500			
IB Exams 4 or higher			

ASVAB Math 31			
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Science

Examinations	Capstones	College-Level Course Work	Workforce Certification
ACT Science 20	Approved Capstone Project	Completion of Science (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
SAT 1030			
AP Exams 2 or higher			
IB Exams 4 or higher			
End of course exams grade of C or higher			

Social Studies

Examinations	Capstones	College-Level Course Work	Workforce Certification
Successful Completion of National Citizenship Exam (Civics)	Approved Capstone Project	Completion of Social / Behavioral Sciences, History, or Political Science (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
AP Exams 2 or higher			
IB Exams 4 or higher			
End of course exams grade of C or higher			

Foreign Language / Practical Arts

Examinations	Capstones	College-Level Course Work	Workforce Certification
AP Examines 2 or higher	Approved Capstone Project	Completion of Foreign Language course work (100 level or higher) with passing grade of C or higher	Approved Workforce Certificate
IB Exams 4 or higher			
End of course exams grade of C or higher			

Fine Arts

Examinations	Capstones	College-Level Course Work	Workforce Certification
AP Exams 2 or higher			

IB Exams 4 or higher	Approved Capstone Project	Completion of Arts (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
Solo / Ensemble Competition 1			
End of course exams / performance assessments grade of C or higher			

Health

Examinations	Capstones	College-Level Course Work	Workforce Certification
End of course exams grade of C or higher	Approved Capstone Project	Completion of Health (100 level or higher) with passing grade of C or higher	Approved Workforce Certificate

Physical Education

Examinations	Capstones	College-Level Course Work	Workforce Certification
Successful completion of an athletic season	Approved Capstone Project	Completion of Physical Education (100 level or higher) course work with passing grade of C or higher	Approved Workforce Certificate
Participation in a school sponsored / approved activity (i.e. JROTC Drill, Civil Air Patrol, Marching Band, etc.)			
End of course exams / performance assessments grade of C or higher			

Success Skills (21st Century / Technology)

Examinations	Capstones	College-Level Course Work	Workforce Certification
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Successful completion of Pathway Plan milestones	Approved Capstone Project	Completion of (100 level or higher) coursework with passing grade of C or higher	Approved Workforce Certificate
End of course exams / performance assessments grade of C or higher			

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Contingent upon the approval of a counselor and the principal, independent study, work experience, and other experience-based programs that include an outline of academic standards to be monitored by a faculty member, may qualify for credit through completion of a Capstone presentation, or Workforce Certificate.

The transcript posting will indicate the actual activity participated in during the semester / trimester (ie. Academic Coursework, Capstone Project, College-Level Coursework or Workforce Certification.)

Final decisions will be determined by the building principal.

- Current practice codified: 1980
- Adopted: Date of manual adoption
- Revised: December 3, 1987
- Revised: April 18, 1991
- Revised: August 10, 2000
- Revised: March 7, 2002
- Revised: July 12, 2007
- Revised: January 10, 2008
- Revised: July 8, 2010
- Revised: September 8, 2011
- Revised: March 8, 2012
- Revised: February 13, 2014
- Revised: March 12, 2015
- [Revised: April 13, 2017](#)
- [Revised: July 12, 2018](#)

LEGAL REFS:

- C.R.S. 22-2-106 (State board – duties)
- C.R.S. 22-1-104 (*teaching history, culture and civil government*)
- C.R.S. 22-32-109(1)(kk) (*board to establish graduation requirements*)
- C.R.S. 22-32-132 (*discretion to award diploma to honorably discharged veterans*)
- C.R.S. 22-33-104.5 (*home-based education law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment

- AEA, Standards Based Education
- IHA, Basic Instructional Program
- IHBG, Home Schooling
- IHCDA, Concurrent Enrollment
- IK, Academic Achievement
- ILBC, Literacy and Reading Comprehension Assessments

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

BOARD MEETING OF: July 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	Inner Ring —How we treat each other Outer Ring —How we treat our work	<i>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</i>
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action necessary – information only. All information presented in this item should be kept strictly confidential.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: June 29, 2018

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: D. Garza, 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:

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Dave Cruson, Board Secretary

DATE: July 3, 2018

*Board Meeting Notes for
April 17, 2018 at _4:04 p.m.*

Guests/Staff: Ken Witt, Kindra Whitmyre, Rebecca Engasser, Maria Walker, Brett Ridgway, Justin Schmitt, Brad Miller, Nicole Tiley, Tina Little,

Guests on Conference Call: None

Via Skype and Google Hangout: None

Note: Bethany Drosendahl absent with prior notice.

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here		x	x	x	x
NOT Here	x				

Approval for the Agenda:

Motion: Griffin

Second: Holloman

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approval for Consent Agenda. Meeting Minutes from 3-20-18 and 3-28-18.

Motion: Holloman

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approval for Action Item III-A. School Calendars

Motion: Harris

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Chelsy Harris motion to discuss prior to the vote of Name Change.

Approval for Action Item III-B. Name Change Education Re-Envisioned a Colorado BOCES

Motion: Griffin

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approval for Action Item III-C. Ken Witt Executive Director Appointment with the employment agreement as presented

Motion: Holloman

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approve to amend the agenda for Action Item: AEC Status for PPOS

Motion: Holloman

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approval for Action. Approve Application for PPOS going to AEC status.

Motion: Holloman

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	x				

Approval to Adjourn at ____ 5:45 p.m. ____

Motion: Griffin

Second: Holloman

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE		x	x	x	x
Voted NAY					
Not at mtg.	X				

*Special Board Meeting Notes for
May 23, 2018 at 4:03 p.m.*

Guests/Staff: Maria Walker, Ken Witt, Brett Ridgway, Nicole Tiley, Allison Oswandel, Sarah McCaman, Brad Miller, Rebecca Engasser, Justin Schmitt, Sarah Schurchard, Students presenting to the board and their parents.

Guests on Conference Call: None

Via Skype and Google Hangout: None

Note: A. Holloman-absent with prior notice.

Roll Call:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Here	x	x	x		x
NOT Here				X	

Approval to amend the Agenda: allowing students to present to the BOD first.

Motion: Harris

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval of the Amended Agenda:

Motion: Griffin

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval for Consent Agenda.

Motion: Drosendahl

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval for Action Item III-A.

Motion: Griffin

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval for Action Item III-B

Motion: Drosendahl

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval for Action Item III -C. Pulled from the agenda.

Motion:

Second:

Motion Passed:

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE					
Voted NAY					
Not at mtg.					

Approval for Action Item III-D.

Motion: Griffin

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval for Action Item III-E.

Motion: Harris

Second: Griffin

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

Approval to Adjourn at 5:44

Motion: Griffin

Second: Drosendahl

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	Holloman	Lavere-Wright
Voted AYE	x	x	x		x
Voted NAY					
Not at mtg.				X	

BOARD OF EDUCATION ITEM 8.04

BOARD MEETING OF:	July 12, 2018
PREPARED BY:	Paul Andersen, Director of Human Resources
TITLE OF AGENDA ITEM:	Job Description Administrative Revisions
ACTION/INFORMATION/DISCUSSION:	Information Item

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

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

Changes Requiring Board Approval

- Change in job title
- Change in FLSA status (exempt vs non-exempt)
- Move from one pay range to another pay range
- Move from one salary schedule to another
- Change in reporting relationships
- Major modifications to essential duties and responsibilities, qualifications or other work factors



Changes Within Administrative Discretion

- Formatting and template modifications
- Minor modifications to essential duties and responsibilities, qualifications, or other work factors
- Revisions to reflect shifts in the district's lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an "Administrative Revision".

RELEVANT DATA AND EXPECTED OUTCOMES: The presentation of administratively modified job descriptions serves to keep the board informed of changes and demonstrates transparency to stakeholders.

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

Culture	Inner Ring —How we treat each other	Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.	
	Outer Ring —How we treat our work		
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Our thoughtful, transparent job description development and approval process promotes trust with stakeholders.	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation		
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>		

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Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

FUNDING REQUIRED: No

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only; no action requested.

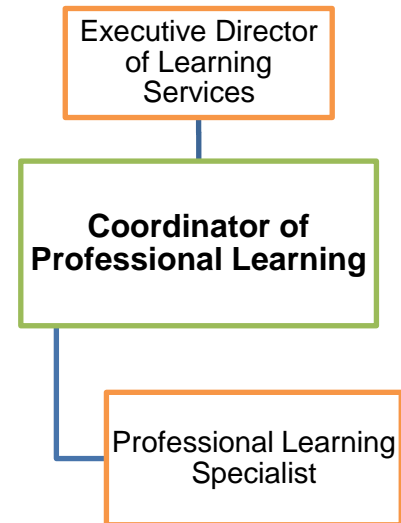
APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: June 29, 2018

COORDINATOR OF PROFESSIONAL LEARNING

Job Title:	Coordinator of Professional Learning
Initial:	December 15, 2016
Revised:	January 12, 2018 – Administrative Revision
Work Year:	261 Days
Office:	Education
Department:	Learning Services
Reports To:	Executive Director of Learning Services
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



SUMMARY: The Coordinator of Professional Learning provides support and leadership for district coordinated professional development including the development, promotion, and implementation of professional face-to face, on-line and blended professional learning activities within and beyond the district. The Coordinator of Professional Learning develops engaging, relevant and timely professional courses and resources to improve teaching and learning ~~district-wide~~.

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.

- Lead a vision for professional learning that incorporates best-practices for adult learning.
- Develop ~~and maintain~~ face-to-face, blended and an on-line platforms for delivery of professional courses and resources to improve teaching and learning.
- ~~Develop and maintain the district's on-line Learning Management System (LMS) for adult learners.~~
- ~~Maintain~~ Utilize and promote Learning Management Systems as an on-line collaborative platform to support Professional Learning Communities across the district, ~~schools and zones~~ zone and schools.
- Develop and maintain professional learning website and event registration system.
- ~~Stay abreast of current trends in professional development and educational technology.~~
- ~~Assist the Executive Director of Learning Services in identifying~~ Identify priorities for professional development ~~learning~~ based on the district's strategic plan, student achievement data and ~~professional development~~ staff needs data.
- Utilize national research-standards for professional learning to facilitate and support planning at the school, zone and district-levels.

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.

- Develop an annual professional learning plan aligned with the District Unified Improvement Plan and District strategic priorities and initiatives.
- Support zones and schools with planning and implementing professional learning aligned with District, zone and school priorities and needs.
- Develop measures of effectiveness to monitor the quality of professional learning activities.
- Prioritize general funds and Title II monies to implement a professional learning program that impacts student outcomes.
- ~~Promote and provide training related to professional development learning tools.~~
- ~~Provide professional development related to integrating technology in teaching practice.~~
- ~~Develop and lead integration of technology and other professional learning strategies and tools.~~
- Provide leadership at the district ~~and school level~~s by working continually to update professional ~~development learning offerings and~~ practices in alignment with current trends and ~~current~~ research.
- Develop systems for identifying existing highly effective teachers across the district to be used as models for specific teaching strategies.
- Develop and maintain a digital library of effective teaching practices.
- Lead and support district programs that promote educator growth and recognition (i.e. National Board Certification, Induction Programs, Alternative Licensure, etc.).
- Perform other job-related duties as assigned.
- ~~_____~~

Supervision & Technical Responsibilities:

- This position supervises the Professional Learning Specialist.

Budget Responsibility:

- Ensure scalability and sustainability of professional development programming by researching cost sustaining practices, and assisting in budget / resource planning and management as assigned.

QUALIFICATIONS

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

Education & Training:

- A Master's degree in Education, Curriculum and Instruction, or Educational Technology related area plus additional coursework for principal / administrator certification or licensure is required for this position.

Experience:

- Minimum 5 years' experience as a teacher or administrator
- ~~_____~~

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service and public relations skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders

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

-
- Ability to maintain excellent attendance
 - Ability to understand and follow complex oral and written instructions
 - Ability to perform responsibilities without the necessity of close supervision
 - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Colorado Principal Licensure or Colorado Teaching Licensure

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.

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

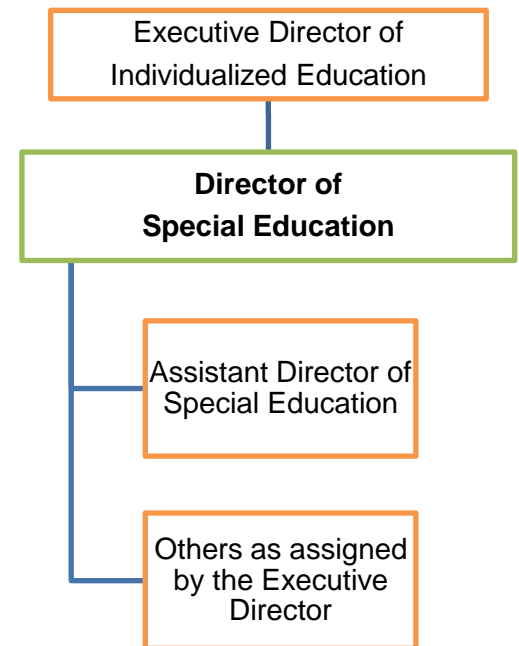
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

DIRECTOR OF SPECIAL EDUCATION

Job Title:	Director of Special Education
Initial:	August 1, 2009
Revised:	June 6, 2016 January 5, 2018 (Admin Rev)
Work Year:	Full year – 261 days
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



POSITION SUMMARY: The Director of Special Education provides vision and leadership based on a foundation of performance excellence to direct the service delivery for the district's special education. The Director and assures effective collaboration with all district departments and services with a focus on delivering value and results. The Director of Special Education is responsible for the management and leadership of special education programs, ~~for~~ along with interpreting and administering all local, state and federal statutes, rules, policies and administrative directions pertaining to programs for exceptional students.

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.

- Plan, implement, and monitor all district services and programs for students with disabilities focusing on improved student outcomes and success.
- Interpret and administer local, state, and federal statutes, rules, policies, and administrative directives pertaining to services for students with disabilities while adhering to a high standard of ethics and transparency.
- Provide vision and leadership to support student achievement and effective services by identifying best practices, developing and implementing strategic improvement plans, determining professional development areas and supporting achievement plans, ~~and~~
- ~~Interfacing~~ special education programs and systems with district goals and initiatives.
- In conjunction with district legal counsel and the Executive Director of Individualized Education, provide direction on resolution of disputes, complaints, and due process.

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.

- Plan and submit the special education budgets and applications for state and federal funds. Determine spending authorities for Special Services in collaboration with the Executive Director of Individualized Education.
- Make decisions on staff allocations and personnel recommendations in conjunction with the human resources and finance departments.
- In conjunction with the Department of Data and Assessment, collect, analyze data, and prepare reports required by local, state, and federal authorities. Make recommendations on assessments.
- Complete and submit all required CDE compliance requests in a professional and timely manner.
- Analyze the professional development needs of Special Services staff and align implementation with district goals.
- Ensure effective supervision of selected Special Services staff in accordance with district policy.
- Represent the Department of Special Education at local, regional, and state meetings, task forces and other functions.
- Any other duties of a related nature which might reasonably be allocated and required in the areas of learning services, special education services. ~~Complete and Submit all required CDE compliance requests in a professional and timely manner.~~
- Perform other duties as assigned.

Supervision & Technical Responsibilities:

Directly and indirectly supervises staff as determined by the Executive Director of Individualized Education. ~~a secretary, department staff, consultants and itinerant providers. Indirectly supervises special education teachers in school buildings in conjunction with building principals.~~ Supervisory responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; disciplining and recommending dismissal of employees; and addressing complaints and resolving problems.

Budget Responsibility:

~~Partly (in collaboration with Executive Director of Individualized Education) responsible for~~ In collaboration with the Executive Director of Individualized Education, ~~developing, administering, monitoring and coordinating~~ the assigned budgets and initiating requisitions.

QUALIFICATIONS

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

Education & Training:

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

Experience:

- Five to seven years of experience in special education and school administration.
- Previous experience as a building administrator or district leadership related to special education required.
- Experience with curriculum, policy and procedure, management, accounting, evaluation, and negotiation.

Knowledge Skills & Abilities:

- Ability to work well with others in a diverse educational community
- Advanced oral and written communication and interpersonal relation skills

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

DISTRICT #49 BOARD APPROVED JOB DESCRIPTION

- Ability to communicate and interact effectively with various stakeholders
- Basic math and accounting skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- 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, common software applications (e.g. Microsoft Office) and web applications

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- ~~Administrators License~~/Director of Special Education Administrators License or eligibility at the time of hire required

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; walk or sit. The employee must occasionally lift and/or move up to 25 pounds.

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

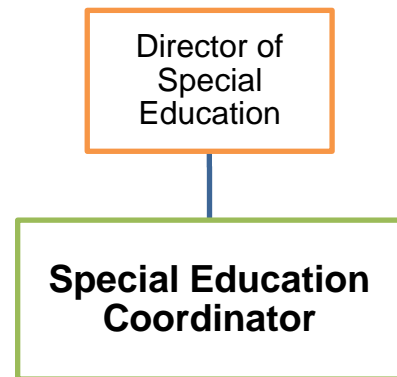
Mental Functions: While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

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.

~~ZONE~~ SPECIAL EDUCATION ~~ADMINISTRATOR~~ ~~COORDINATOR~~

Job Title:	Zone Special Education Administrator Coordinator
Initial:	April 12, 2018
Revised:	
Work Year:	261
Office:	Education
Department:	Individualized Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Administrative Salary Schedule

Related Organization Chart



SUMMARY: The ~~Zone~~ Special Education ~~Administrator~~ ~~Coordinator~~ assists the Director of Special Education with daily oversight of building and zone level programs for a specific zone. The ~~Zone~~ Special Education ~~Coordinators~~ ~~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~~ ~~Coordinator~~ 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~~ ~~Coordinator's~~ zone and in consultation with the Director, the ~~Zone~~ Special Education ~~Administrator~~ ~~Coordinator~~ 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 required.
- 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 preferred.

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.

READING SPECIALIST

Job Title:	Reading Specialist
Initial:	December 14, 2017
Revised:	April 16, 2018 (Administrative Revision)
Work Year:	182 Days
Office:	Education
Department:	Assigned Innovation Zone
Reports To:	Site Administrator
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule

Related Organization Chart



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

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Provide direct instruction to students identified as reading deficient to increase their comprehension and reading skills.
- Develop lesson plans and instructional materials suitable for verbal or visual instruction of students with wide range of mental, physical, and emotional maturities.
- Communicate with parents through a variety of means. Hold parent conferences to discuss individual student's progress and interpret the school program. Interact with students, staff and parents in a positive and professional manner.
- Provide opportunities for student goal setting, reflection and self-assessment.
- Evaluate students' academic growth, keep appropriate records, and prepare progress reports.
- Maintain and submit accurate and complete records as required.
- Create and present professional development training opportunities for staff.
- Administer group-standardized tests in accordance with the District assessment program.
- Participate in faculty committees and the sponsorship of student activities.
- Enforce school board policies and regulations.

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.

-
- Perform other related duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

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

Experience:

- Minimum of 3 years successful classroom teaching experience

Knowledge Skills & Abilities:

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

Certificates, Licenses, & Registrations:

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Current CO Teacher Licensure
- Reading Teacher or Reading Specialist Endorsement preferred or equivalent experience

OTHER WORK FACTORS

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

Physical Demands:

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

Work Environment:

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

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

Mental Functions:

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

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

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

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: System Conversion Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE: At the December 2016 regular meeting of the Board of Education, a system conversion priority was authorized with a timeline of eighteen months for a targeted conversion in July 2018. With this item, we seek to provide a then-requested update to that conversion process that targeted two of the three major operating systems in the district: Education Office's Student Information System (SIS), where the Infinite Campus SIS product was to be replaced by PowerSchool's SIS system; and the Business Office's Enterprise Resource Planning (ERP) system, where the Widenhammer-Alio product was to be replaced by PowerSchool's Business Plus system.

RELEVANT DATA AND EXPECTED OUTCOMES: While the BoE has received both anecdotal updates as well as periodic updates through the monthly Office reports, this agenda item is provided to present a visible update, provided by persons actually involved in the conversion, in response to a BoE request for follow up at the December 2016 meeting when the approval was given to proceed with the conversions.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Providing an update to prior strategic endeavors whose results were and are intended to improve the district's systemic capabilities to pursue the vision and mission of D49.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Provide any community feedback that BoE members might have received separately to seek clarity from which to respond and be able to engage in future conversations regarding the system conversion.

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

DATE: July 5, 2018



PowerSchool Milestones

- Distance Learning access (PowerSource)
- Sandbox test database
- Scheduling
- Department needs assessments
 - Validation: Thank you!
- LDAP/Active Directory interface
- PaySchools interface
- [Training Calendar](#)
- June 11 Online Registration (with Spanish translation)
- July 1 Go live

PowerSchool Training Plan 2018



Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
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25	26	27	28			

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29	30	31				

Date & Time	Training & Staff Group	Location
Feb 5-9 *	Scheduling Prep...MS & HS Counselors	Creekside Excellence Lab
Feb 21-22	PowerSchool Basics, PowerTeacher & Gradebook...Principals & APS	Webinar
Prior to Mar 9	PowerSchool Basics, Managing Attendance...Registrars & Attendance Sec.	Webinar
Mar 5-8	8am-3pm Schedule Build...MS & HS Counselors	Creekside Excellence Lab
Mar 9	PowerSchool Basics, PowerTeacher & Gradebook...Teachers	Webinar
Mar 9	Managing Grades, Academic Data & Attendance Reports...Registrars & Attendance Sec.	Webinar
Mar 9	PowerSchool Basics...Central Office Dept Staff	Webinar
Mar 9	PowerSchool Basics...Counselors	Webinar
Mar 9	8-11am Health Module...Nurses	Creekside Excellence Lab
Mar 9	12-3pm Health Module...Health Aides	Creekside Excellence Lab
May 7	8-3pm PowerSchool Online Registration(OLR)...Central Registration	Creekside Excellence Lab
May 11	8-10am Enrollment (transfer of students)...All registrars & Elem Secretaries	Creekside Peakview
May 11	10:30-1pm Scheduling...Elem Secretaries	Creekside Excellence Lab
May 29-30 **	PowerSchool Basics...All District & School Staff (staff still requiring Basics training)	Creekside Peakview Hall
Jun 4	** PowerSchool Basics...All District & School Staff (staff still requiring Basics training)	Central Office Boardroom
Jun 8	8-11am Transcripts & Grading...MS & HS Registrars and counselors	Central Office Boardroom
Jun 11	8am-3pm Attendance & Comm. Tools...Elem Secretaries	Creekside Excellence Lab
June 12	8am-3pm Attendance & Comm. Tools... MS & HS Attendance Secretaries	Creekside Excellence Lab
July 13	8am-3pm Secretary Refresher & Adv. Search Functionalities...All Secretaries	Creekside Excellence Lab
Jul 16-18	*** PowerTeacher Pro...Teacher Train the Trainers	Creekside Excellence Lab
Jul 19	8-11am PowerSchool Basics & Discipline...Elem School Administrators	Creekside Excellence Lab
Jul 19	12-3pm PowerSchool Basics & Discipline...Middle School Administrators	Creekside Excellence Lab
Jul 20	8-11am PowerSchool Basics & Discipline...High School Administrators	Creekside Excellence Lab

* Feb 5-9 HS: 2 1/2 days Mon-Tue 8-3pm, Wed 8-11am; MS (2 1/2 days): Wed 12-3pm Thu-Fri 8am-3pm

**1/2 Day choices: May 29: 8-11am Librarians & Security Staff 12-3pm: Food Service Staff and Athletic Directors
May 30: 8-11am Finance, District Clerical & Military 12-3pm: Communication, Prof Dev, District Admin (CO), Preschool Admin
June 4: 8-11am Central Office staff in CTE, ELL, MV, SPED, Threat Assessment, GT & Concurrent Enrollment*

*** Choice of one 1/2 day session on 7/16 8-11am, 7/16 12-3pm, 7/17 8-11am, 7/18 8-11am, OR 7/18 12-3pm

All trainings will be tracked using the Aha! Network

last revised 5/23/18
(see reverse for change notes)



PowerSchool Upcoming Dates

- Training
 - July 13: Registrar/Attend Sec Refresher & Adv Searches
 - July 16-18 PowerTeacher Pro - Train the Trainers
 - July 19-20 Basics & Discipline - School Administrators
- Parent Portal - July 16 Go live
- Student Attachments import
- Report/Custom Page availability
 - July 1: Rotating Schedule Report
 - Sept 21: Report Card – scheduled for early completion on Sept 1
 - Oct 1: Athletics Custom Page – Completed!
 - Oct 5: Transcript Report



BusinessPLUS Timeline

- Started February 2017
- Initial plan to go live Jan 1, 2018 with Finance only
 - Pushed out due to connectivity issues
- Purchase Requisitions & Purchase orders for the 18/19 school year started live on May 7th 2018
- HR/Payroll started dual entry on June 18th 2018
- May, June and July parallel payrolls

BusinessPLUS Upcoming Dates



- Aug 15th payroll (July work) fully on B+
 - New contract year for Year-Round emp's
 - Payout of remaining contracts for non-full year employees
- Legacy system is kept current as backup
- Legacy Data will be downloaded and accessible



BusinessPLUS Milestones

- 254 Purchase Orders have been created
- 2 AP Check runs
 - Now paying more vendors thru ACH
- 10,000 GL accounts built – new GL Structure
- 2,800 Employee Master records
 - 3783 pay lines – Multiple pay lines for most employees

BOARD OF EDUCATION ITEM 9.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 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:

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency. Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction of exceptional schools.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Review of the current 3B MLO report and make any inquiries needed for clarity or direction

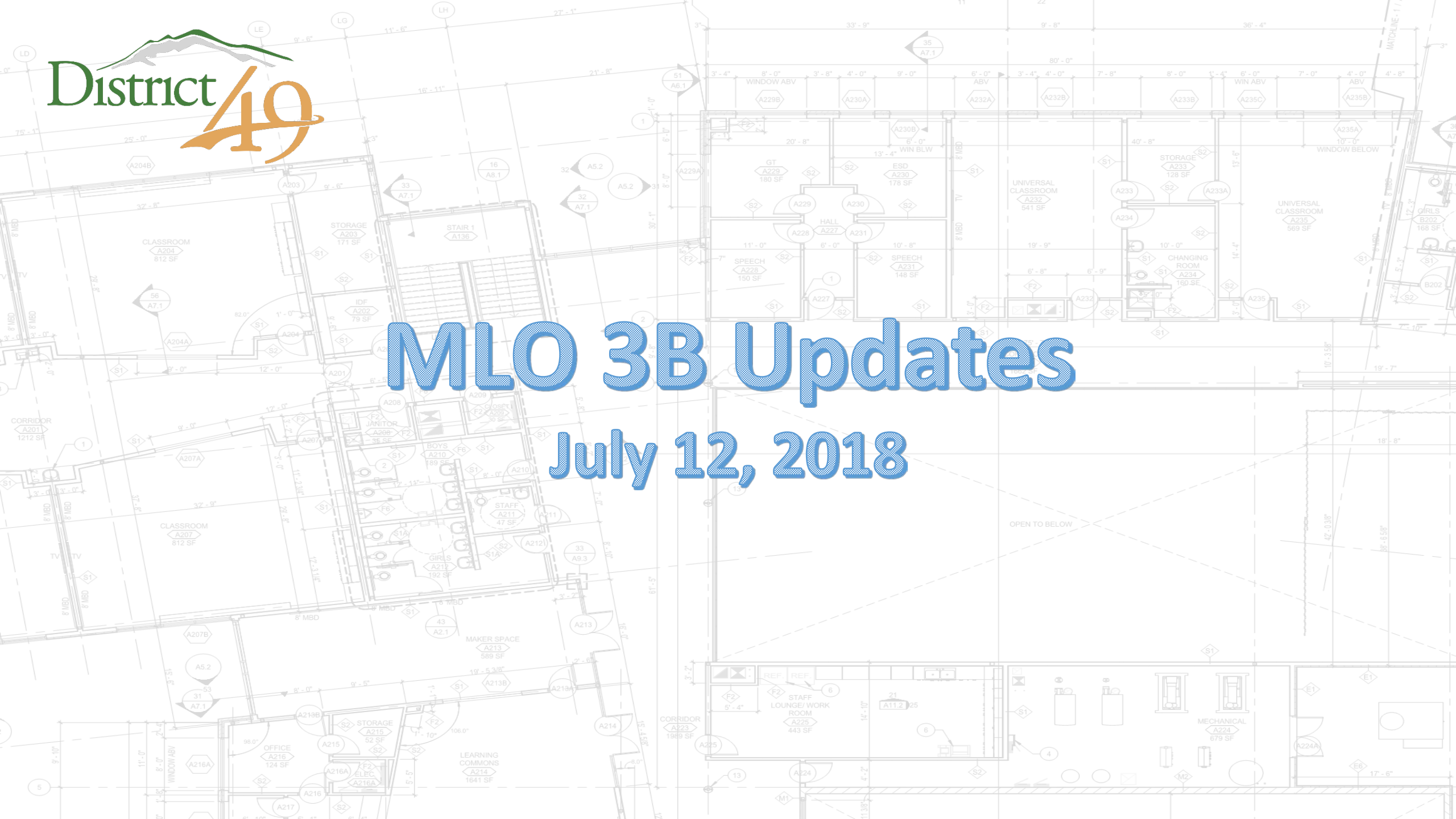
APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: June 28, 2018



MLO 3B Updates

July 12, 2018





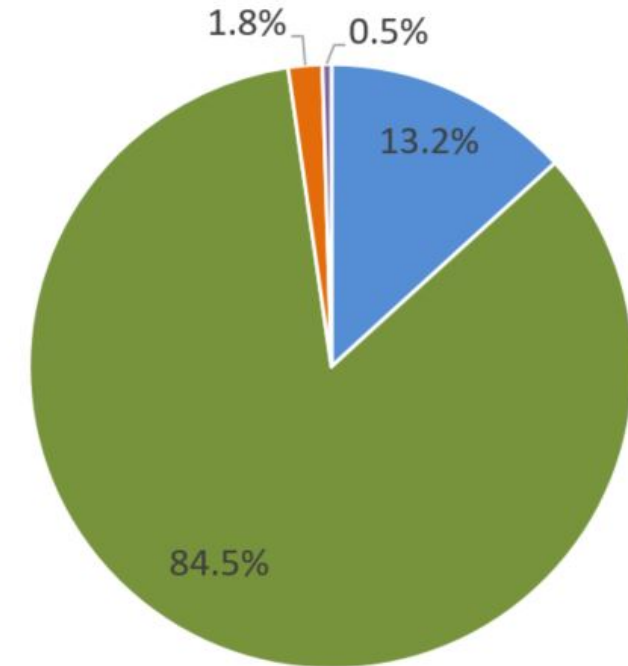
Falcon High School



Milestones

- Project has been signed off by all jurisdictions and District can move in.
- Contractor only has small fixes and some late adds to complete.
- Furniture is scheduled to be delivered on July 23rd.

Falcon High School



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



Falcon High School





Falcon High School





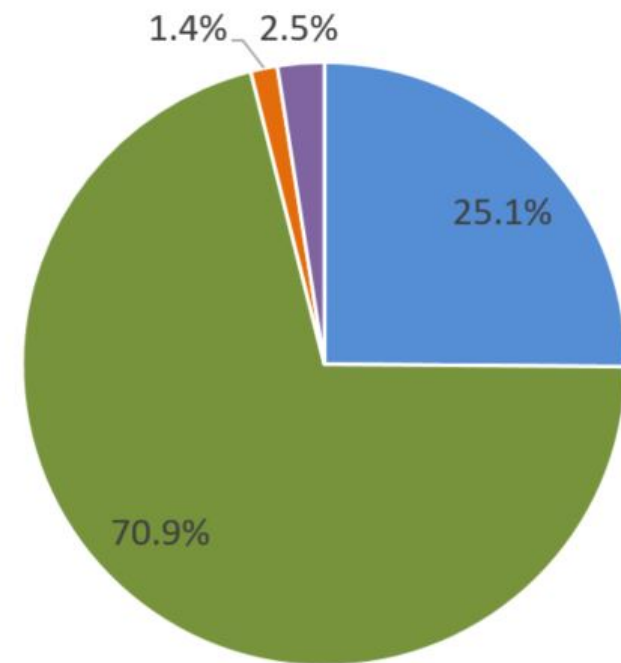
Vista Ridge High School



Milestones

- Drywall in Theater complete.
- Ceilings going up in Theater.
- Gym paint is complete only flooring remains.
- Gym restrooms are complete thru drywall.
- Multi-purpose classroom is almost 100% complete. Final seats are in place and room is painted. Final lighting still needs to be installed.

Vista Ridge High School



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



Vista Ridge High School





Vista Ridge High School





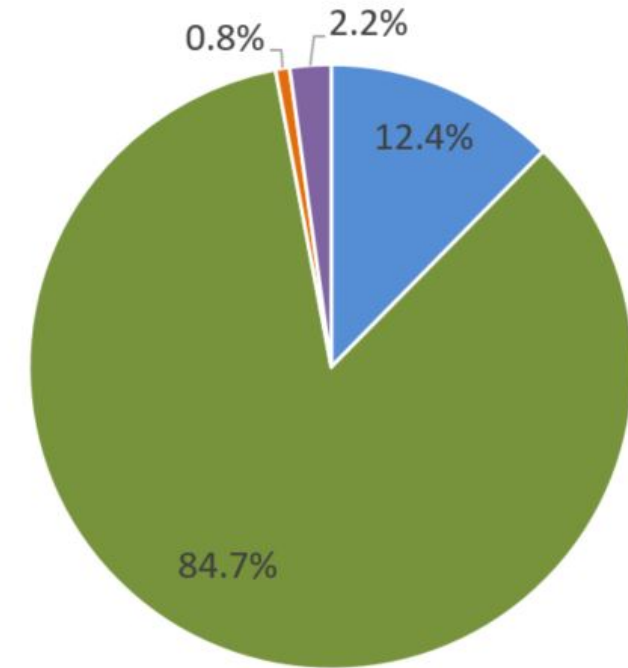
Sand Creek High School



Milestones

- Framing and drywall are complete in commons.
- Prototype lab much of the mechanical and electrical rough in is complete and drywall is approx. 80% complete.

Sand Creek High School



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



Sand Creek High School





Sand Creek High School





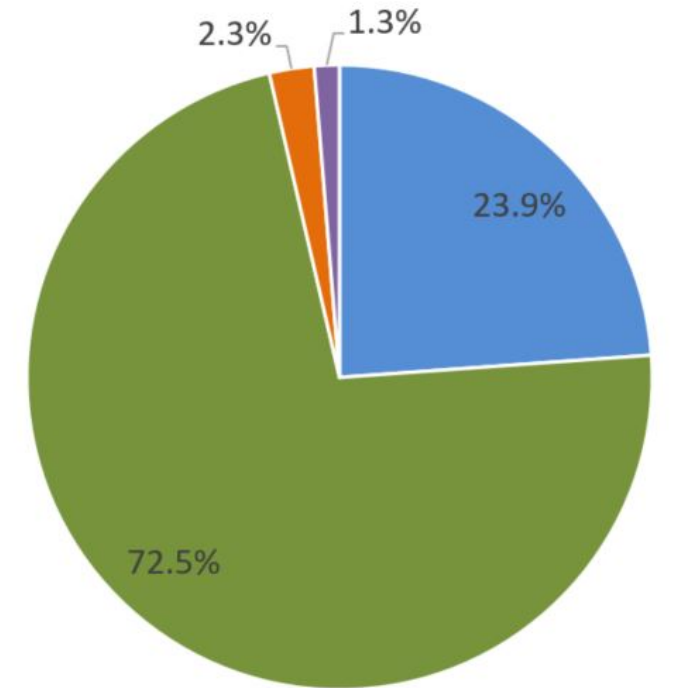
Bennett Ranch Elementary



Milestones

- Final jurisdictional signoff's are in process. We have received enough sign offs to begin moving furniture into the building.
- Landscape is almost complete at the time of this report and should be complete in the next week.
- Contractor is working on finalizing the finishing pieces and working thru some of the last construction deficiencies.
- Deliveries include all the furniture, media center books, curriculum and appliances.
- Project is on schedule to be substantially complete by contractor on July 9th . There will still be some minor items to wrap up but they will be able to work around District functions at that point.

Bennett Ranch Elementary School



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

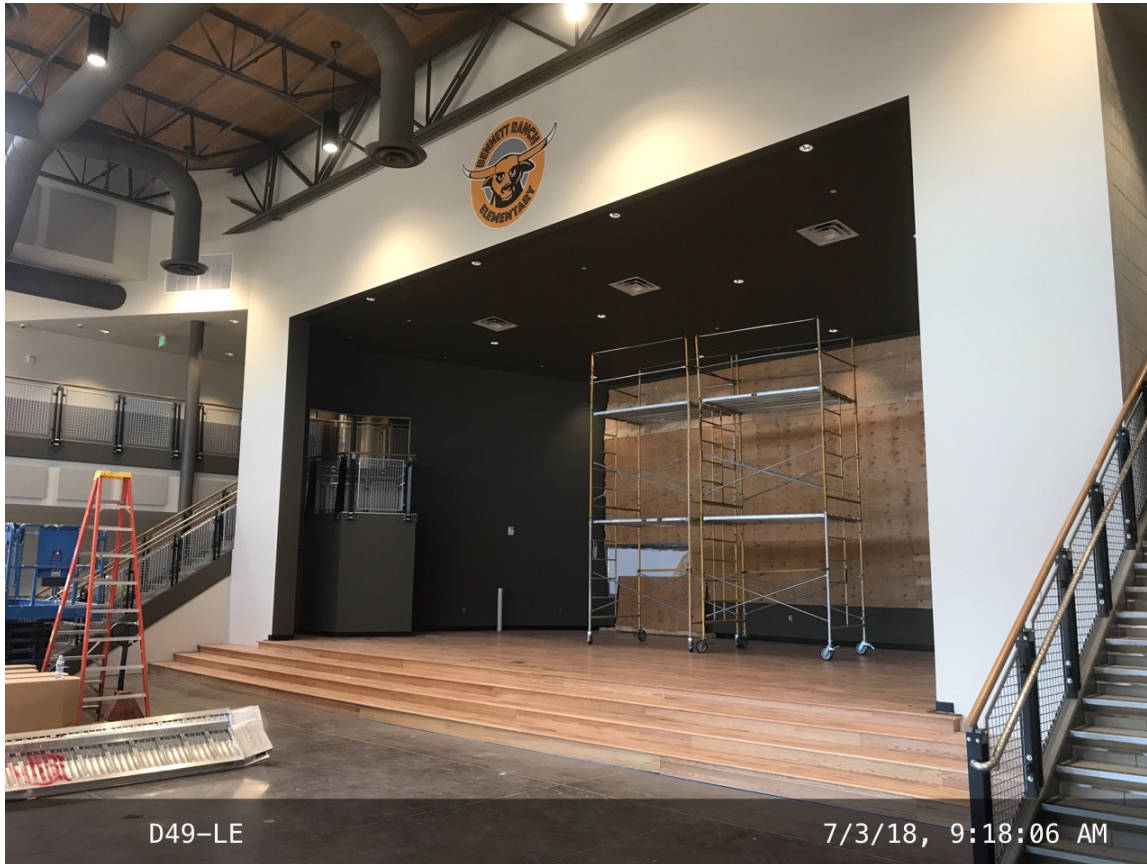


Bennett Ranch Elementary





Bennett Ranch Elementary





Bennett Ranch Elementary



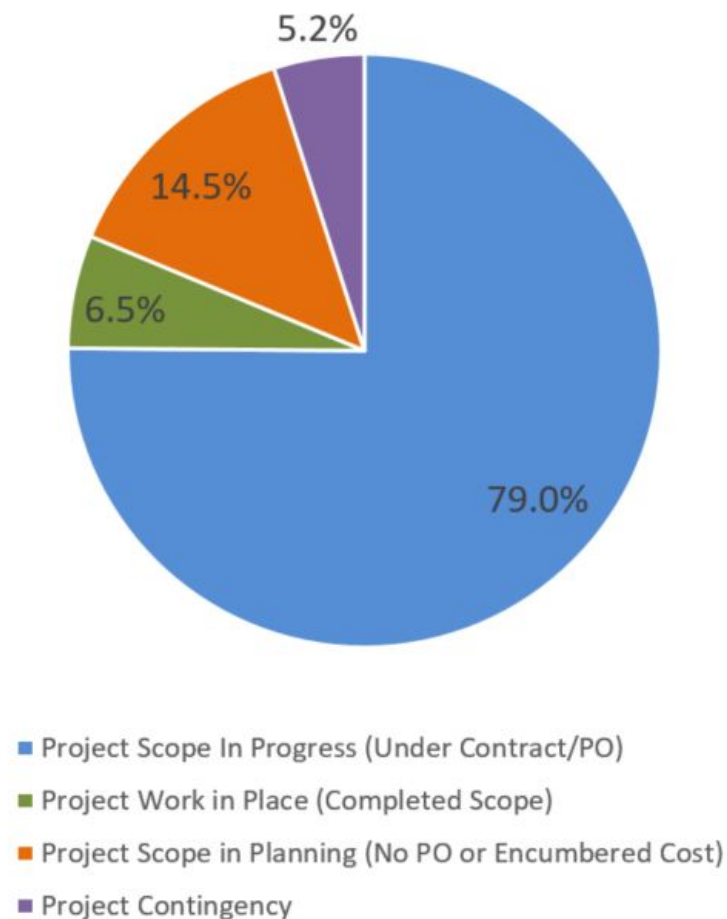


Vista Del Pico Elementary

Milestones

- Foundations are complete.
- Masonry is going vertical.
- Steel is in production and scheduled to be delivered on time.
- Underground plumbing and electrical are in place and the 1st floor slabs will be poured later this week.

Vista Del Pico Elementary School





Vista Del Pico Elementary





Vista Del Pico Elementary



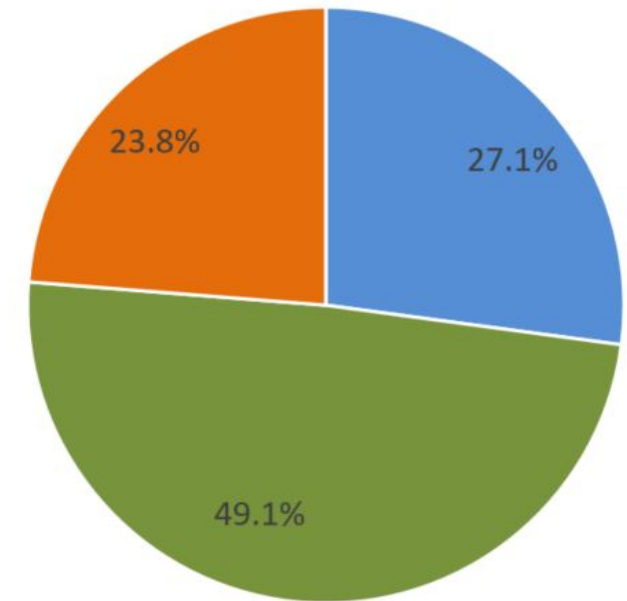


P2 Projects

Project Stats:

- **59** – Projects that will be happening over summer break.
- **16** – Schools having at least one project completed this summer.
- **\$6,641,775** – Worth of scope to be put in place from those 59 projects.

District 49 P2 Projects



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



Sand Creek High School





Sand Creek High School





Stetson Elementary





Skyview Middle School





Skyview Middle School





Skyview Middle School

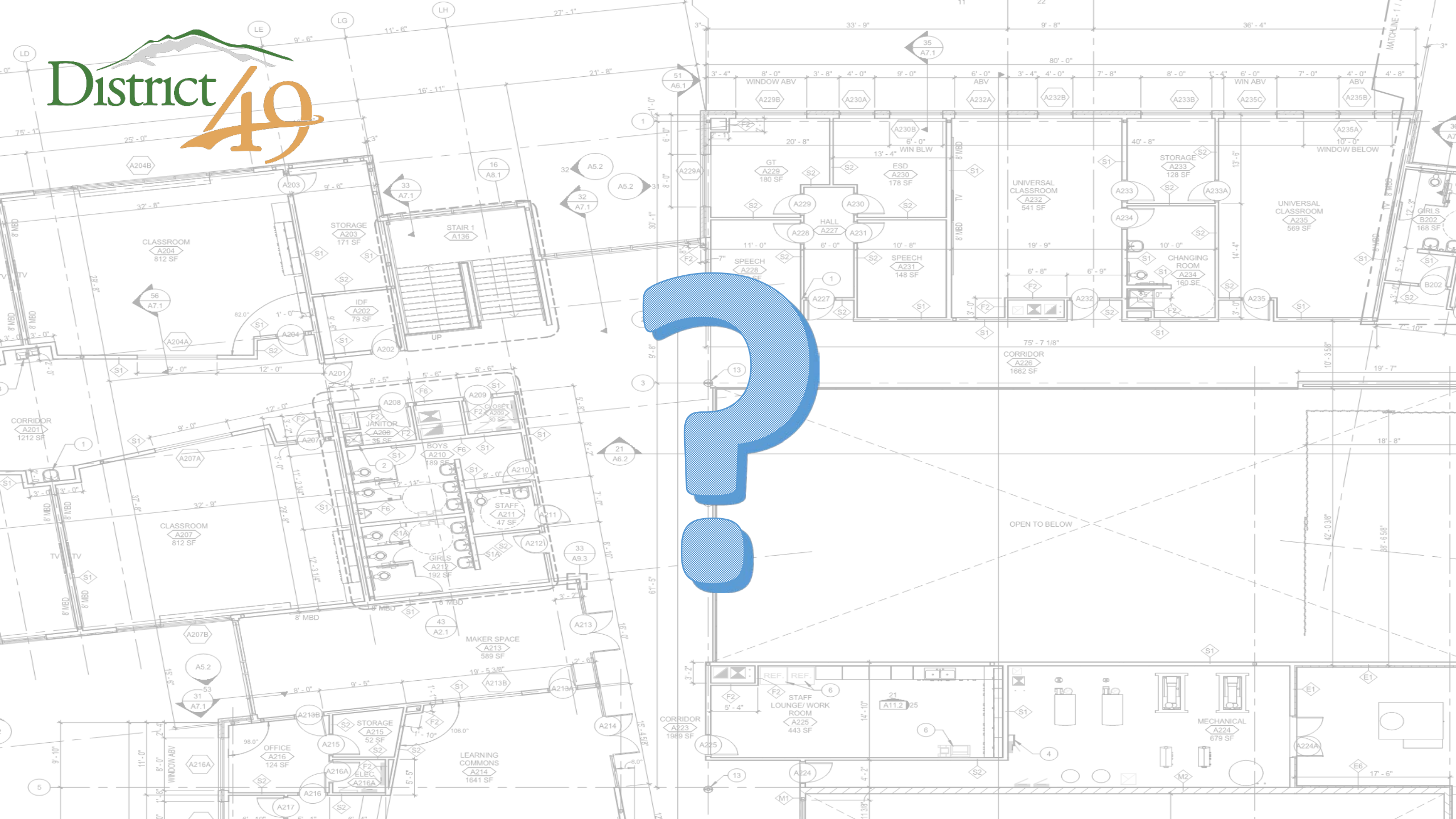




Falcon High School



District 49



Project Update Report

Project Name: District 49 Schools – P3 & P4 Projects
Wember Inc. Project Number: 2016.63
Issue Date: June 29, 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

- Phase 3 work has started and is scheduled to be completed prior to August 1.
- Demolition has occurred in the future Prototype lab and Cafeteria Commons. Construction is on-going in these areas.
- Additional Library shelving and cafeteria tables are on order for summer delivery.

Bennett Ranch

- Construction is in progress and on schedule.
 - Final Inspections are taking place
 - Elevator is installed and operable.
 - Irrigation and landscape are being installed.
 - Service road connecting to Falcon Middle School is nearing completion.
 - Kitchen equipment has been installed.
 - Decorative railing in the Commons is installed.
 - Functional testing of Mechanical Systems is on-going.
 - Administration and Classrooms have been walked by the design team to review completion.
 - Regular Commissioning meetings and site observations continue to occur.
- Phones, network equipment, appliances, curriculum materials, and supplies have been ordered and are starting to arrive.
- Furniture has started to arrive and is being installed. It is schedule to be complete by mid July.
- Construction completion is scheduled for July 9.
- Final move in and final delivery of computers and school equipment will happen the last 2-3 weeks of the month.
- Everything should be ready for start of school.

Falcon High

- Contingency is low as previously reported. Currently approx. 86% of the contingency has been spent.
- Construction is in progress and is on schedule.
 - Design and Construction team have walked the building to review completion.
 - Mechanical work is being wrapped up. Final sign off from all building departments should be by July 4th.
- Final furniture and equipment is on order. Furniture should be delivered in late July.
- Building Addition will be ready for start of school.

Vista Ridge

- Contingency is as anticipated. Currently approx. 70% of the contingency has been spent.
- Construction is in progress and on schedule.
 - Drywall finishing and painting is nearing completion in the Theater.
 - Catwalk is completed.
 - Ceiling panels in the theater are being installed.
 - Gym flooring will be installed over the next few weeks. Gym equipment is currently being installed.
 - Sanitary line connecting the new restroom group is being routed out around the building and not tied into existing because of adequate slope and capacity concerns.
 - Existing tiered seating has been moved into the classroom addition.
- Final furniture and equipment is on order.
- Construction completion of the Classroom Addition is scheduled for early to mid-August; gym and theater to follow.

Vista Del Pico

- Building construction documents are in for review with Regional Building Department and team is awaiting construction permit. Permit should be completed soon with only Mechanical left to finalize. Foundation and Structural permit was previously released.
- Construction is in progress and on schedule.
 - Foundations are complete
 - Elevator pit has been recessed and poured.
 - Masonry is going up at the gym.
 - A majority of underground plumbing utilities are installed; backfill is taking place.
 - Floor slab in area A is being prepped for the slab pour.
 - Steel will start to be erected on July 10.
- Upcoming meeting for internal committee to review finish materials and furniture selection.
- Construction completion is scheduled for July 2019.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Falcon High School	\$5,650,000.00	\$5,520,206.21	\$127,853.44	\$1,940.35	\$4,772,281.29
B	Bennett Ranch Elementary	\$23,300,000.00	\$22,458,347.68	\$807,767.40	\$33,884.92	\$14,608,465.50
C	Sand Creek High School	\$4,850,000.00	\$4,706,557.27	\$130,521.76	\$12,920.97	\$4,107,156.76
D	Vista Del Pico Elementary	\$24,400,000.00	\$20,866,282.50	\$3,438,807.00	\$94,910.50	\$1,580,854.83
E	Vista Ridge High School	\$7,000,000.00	\$6,725,070.72	\$242,922.00	\$32,007.28	\$4,966,119.62
Total		\$65,200,000	\$60,276,464	\$4,747,872	\$175,664	\$30,034,878

- 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.

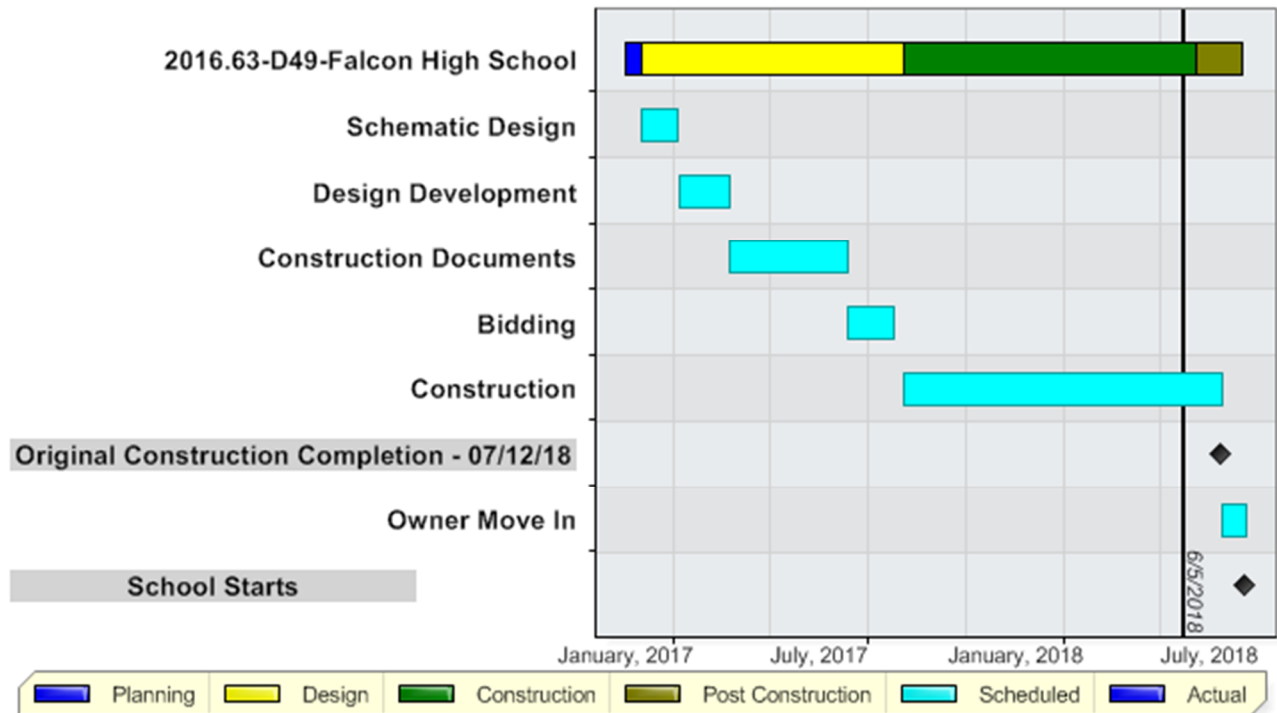
Next Steps

- Continue coordination of construction completion on Bennett Ranch, Falcon High, and Vista Ridge. Continue to be a part of completion review walks with contractor and design teams.

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.

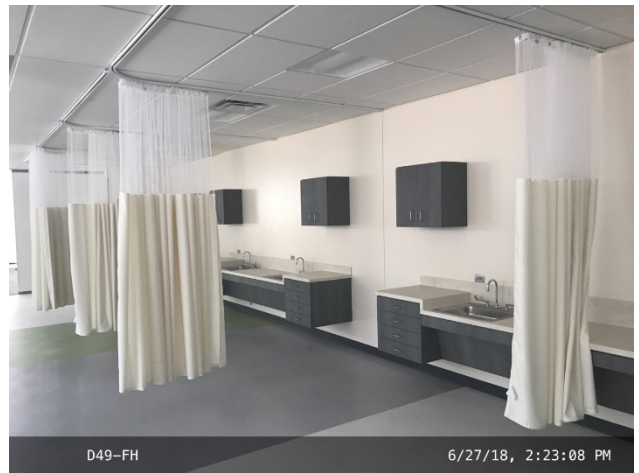
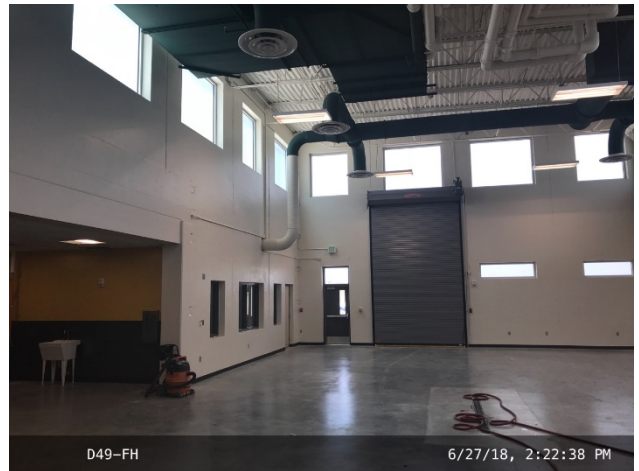
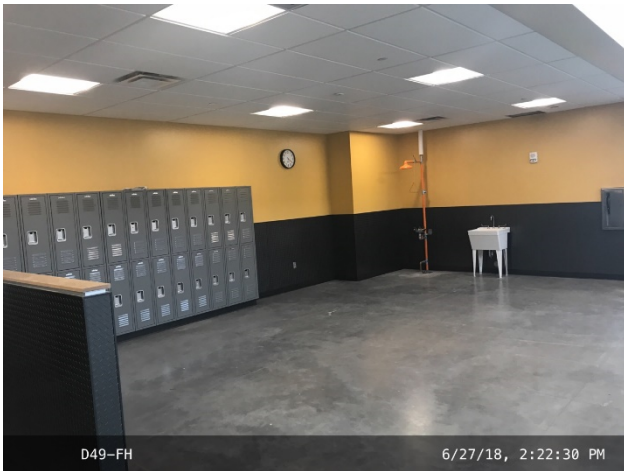


Falcon High School Financial

		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	\$719,328.00	\$713,630.00	\$5,698.00	\$0.00	\$592,587.03
C	Construction	\$4,764,238.56	\$4,764,238.56	\$0.00	\$0.00	\$4,162,854.71
D	Permits & Fees	\$19,278.00	\$19,276.55	\$0.00	\$1.45	\$16,839.55
E	Furniture, Fixtures & Equip	\$30,000.00	\$23,061.10	\$5,000.00	\$1,938.90	\$0.00
F	Technology	\$90,000.00	\$0.00	\$90,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$27,155.44	\$0.00	\$27,155.44	\$0.00	\$0.00
Total		\$5,650,000.00	\$5,520,206.21	\$127,853.44	\$1,940.35	\$4,772,281.29

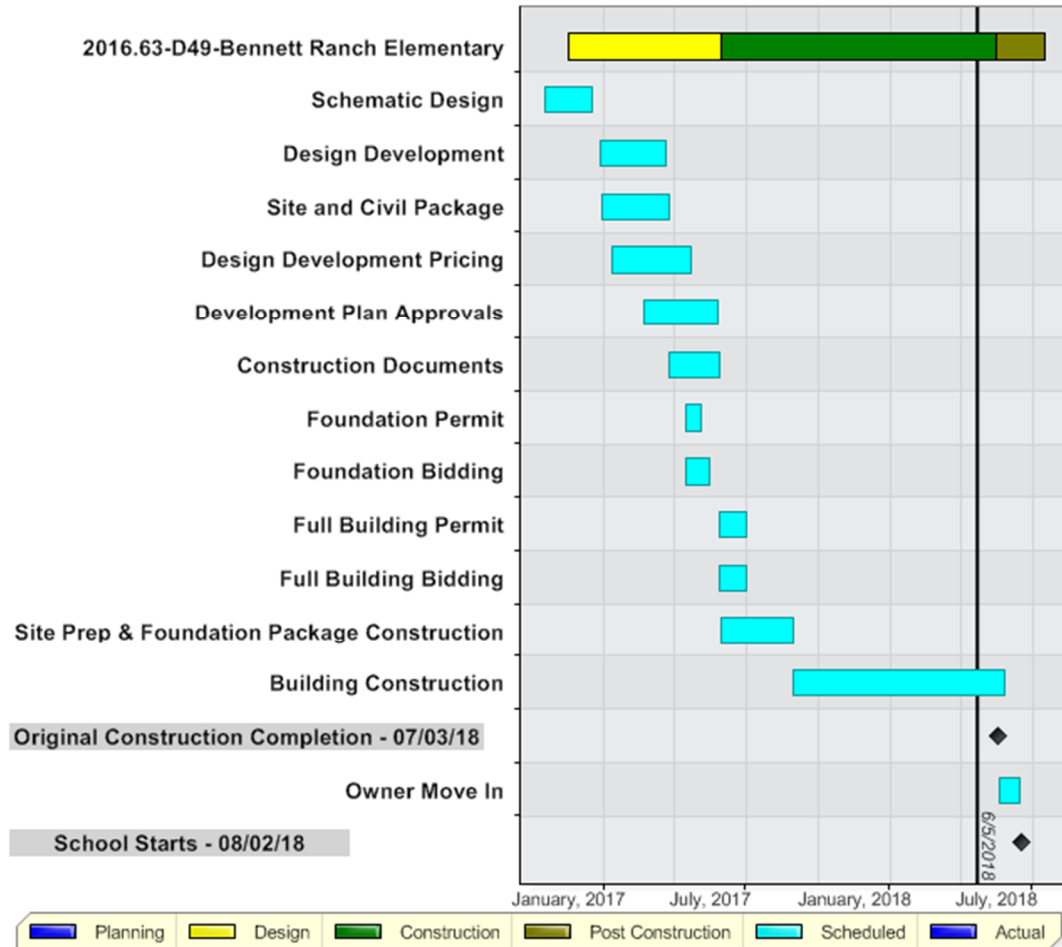
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149>

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.

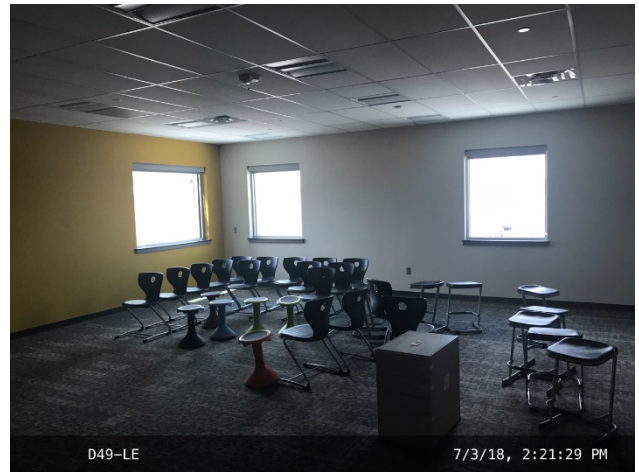
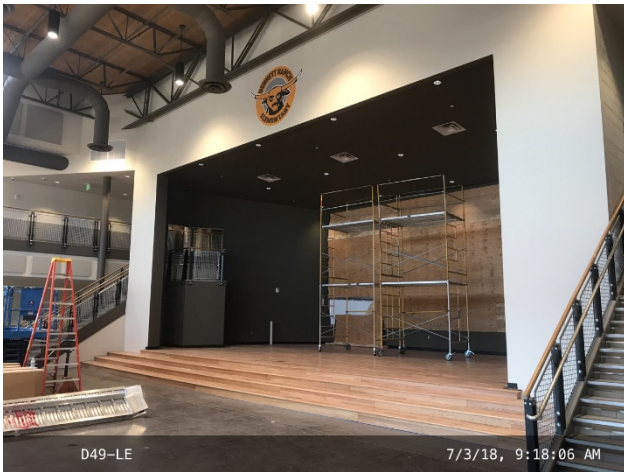


Bennett Ranch Elementary Financials

		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	\$0.00	\$441.00	\$559.00
B	Professional Services	\$3,172,539.00	\$3,136,344.92	\$34,790.00	\$1,404.08	\$2,755,316.69
C	Construction	\$17,947,574.00	\$17,947,574.00	\$0.00	\$0.00	\$11,765,001.40
D	Permits & Fees	\$457,382.00	\$440,711.19	\$11,037.40	\$5,633.41	\$84,667.75
E	Furniture, Fixtures & Equip	\$1,015,000.00	\$859,823.66	\$148,000.00	\$7,176.34	\$2,920.66
F	Technology	\$405,000.00	\$73,334.91	\$312,435.00	\$19,230.09	\$0.00
G	Contingencies & Escalation	\$301,505.00	\$0.00	\$301,505.00	\$0.00	\$0.00
	Total	\$23,300,000.00	\$22,458,347.68	\$807,767.40	\$33,884.92	\$14,608,465.50

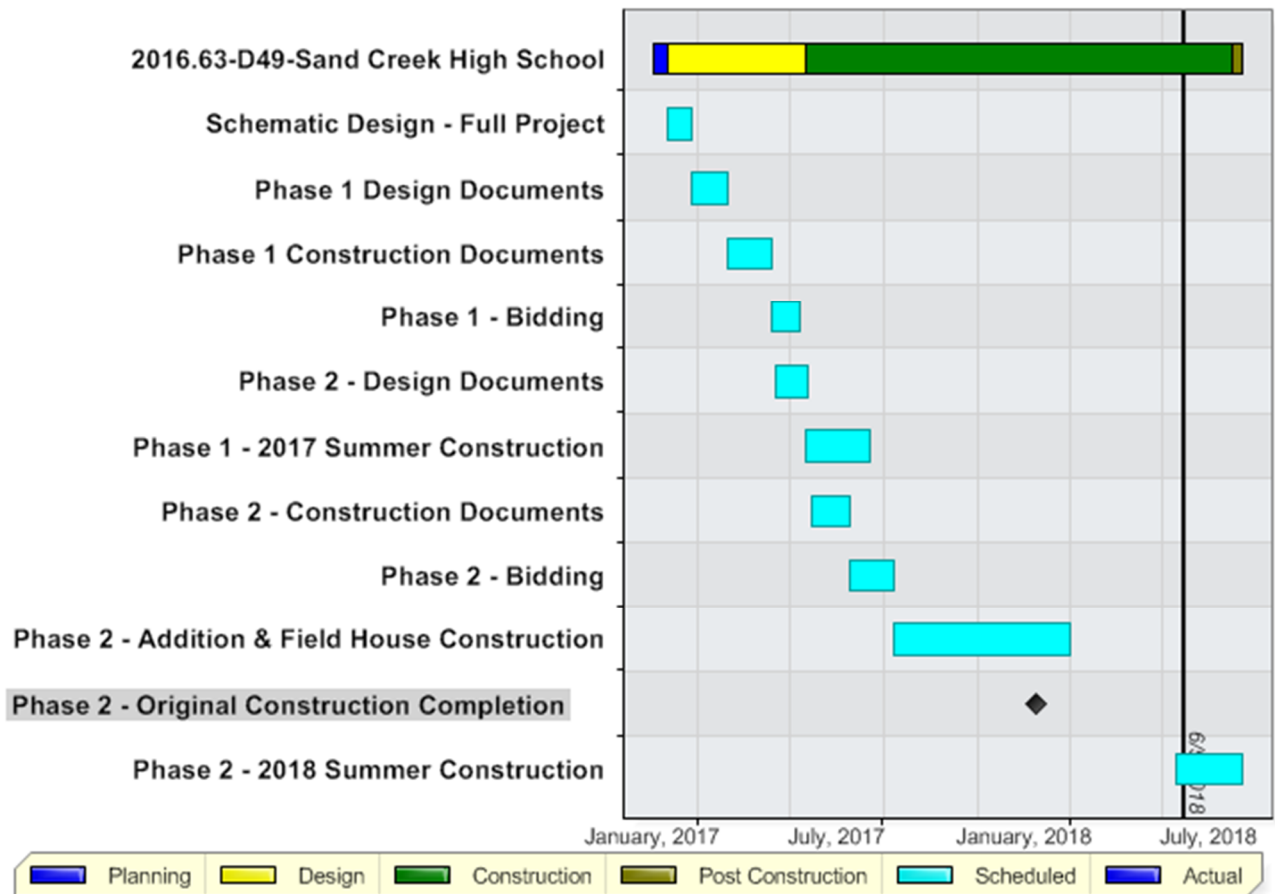
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128>

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	\$647,421.50	\$645,419.50	\$2,000.00	\$2.00	\$545,230.21
C	Construction	\$3,725,969.12	\$3,725,968.87	\$0.00	\$0.25	\$3,267,955.08
D	Permits & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixtures & Equip	\$303,111.00	\$297,913.99	\$5,000.00	\$197.01	\$263,576.52
F	Technology	\$50,000.00	\$20,724.96	\$29,275.00	\$0.04	\$13,865.00
G	Contingencies & Escalation	\$106,967.38	\$0.00	\$94,246.76	\$12,720.62	\$0.00
	Total	\$4,850,000.00	\$4,706,557.27	\$130,521.76	\$12,920.97	\$4,107,156.76

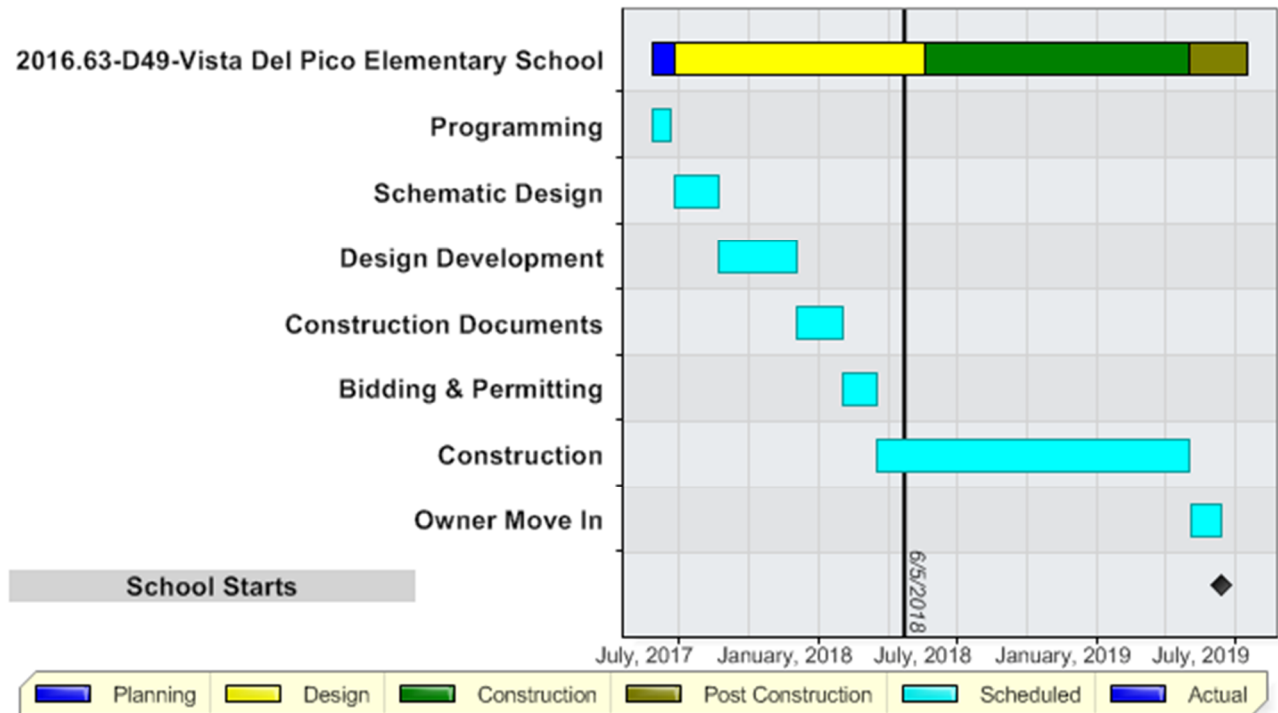
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148>

Sand Creek High School



Vista Del Pico Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



Vista Del Pico Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
B	Professional Services	\$1,966,204.00	\$1,884,619.00	\$58,875.00	\$22,710.00	\$1,163,212.26
C	Construction	\$18,964,316.00	\$18,964,316.00	\$0.00	\$0.00	\$406,069.07
D	Permits & Fees	\$344,975.00	\$17,078.50	\$324,201.00	\$3,695.50	\$11,304.50
E	Furniture, Fixtures & Equip	\$1,385,000.00	\$0.00	\$1,385,000.00	\$0.00	\$0.00
F	Technology	\$470,000.00	\$0.00	\$470,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$1,268,505.00	\$0.00	\$1,200,000.00	\$68,505.00	\$0.00
	Total	\$24,400,000.00	\$20,866,282.50	\$3,438,807.00	\$94,910.50	\$1,580,854.83

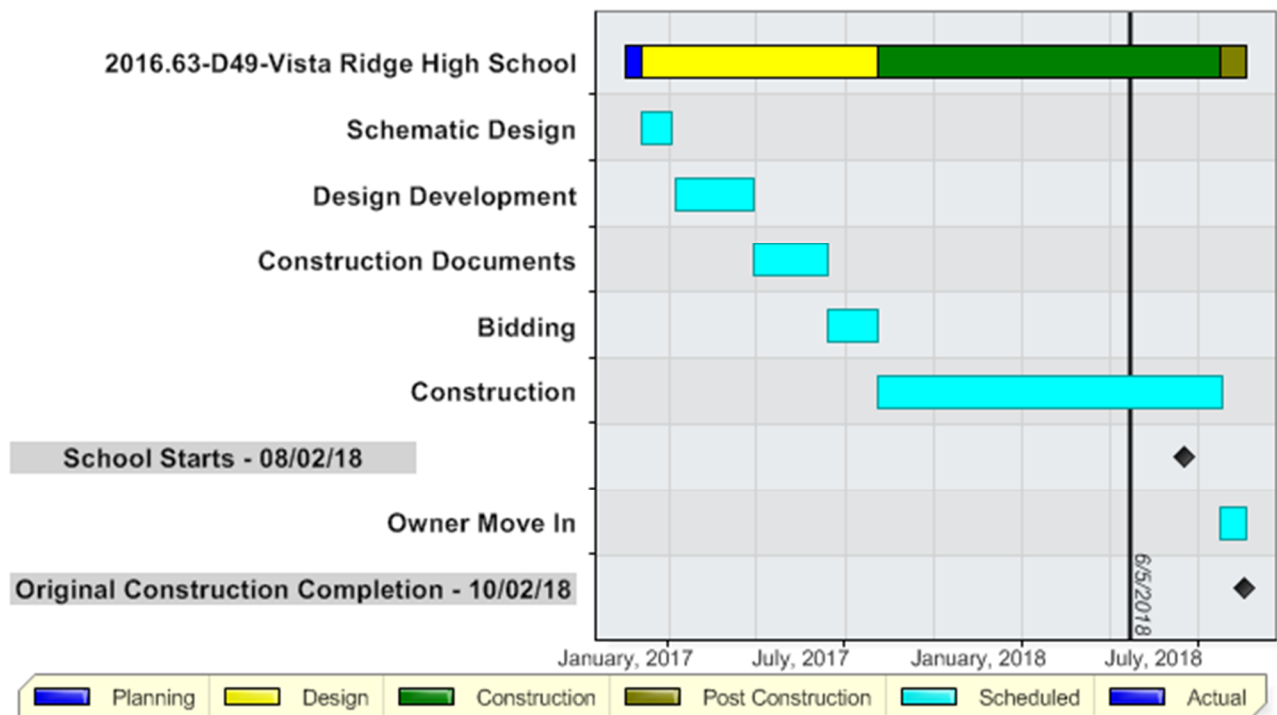
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151>

Vista Del Pico Elementary



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.

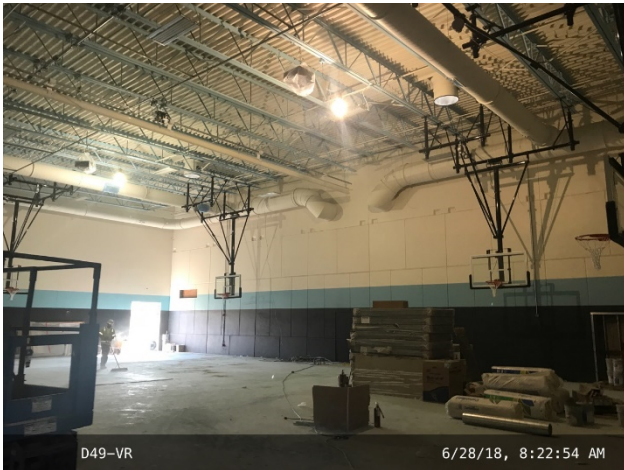


Vista Ridge High School Financial

		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	\$887,517.00	\$874,395.00	\$13,122.00	\$0.00	\$688,303.92
C	Construction	\$5,815,961.00	\$5,815,957.00	\$0.00	\$4.00	\$4,251,908.98
D	Permits & Fees	\$21,895.00	\$17,094.72	\$4,800.00	\$0.28	\$17,094.72
E	Furniture, Fixtures & Equip	\$25,000.00	\$17,624.00	\$0.00	\$7,376.00	\$8,812.00
F	Technology	\$75,000.00	\$0.00	\$75,000.00	\$0.00	\$0.00
G	Contingencies & Escalation	\$174,627.00	\$0.00	\$150,000.00	\$24,627.00	\$0.00
	Total	\$7,000,000.00	\$6,725,070.72	\$242,922.00	\$32,007.28	\$4,966,119.62

- 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
June 29, 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 June 27th, 2018

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

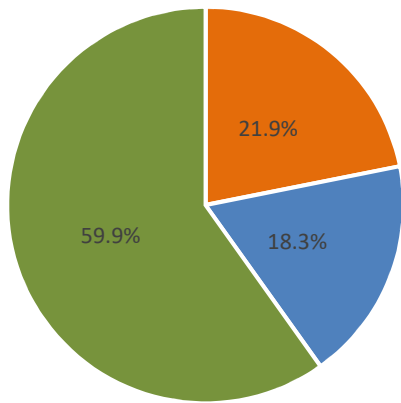
Other Definitions

GC - General Contractor
 HVAC - Heating, Ventilation, & Air Conditioning
 Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
 Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

Overall P2 Budget Summary

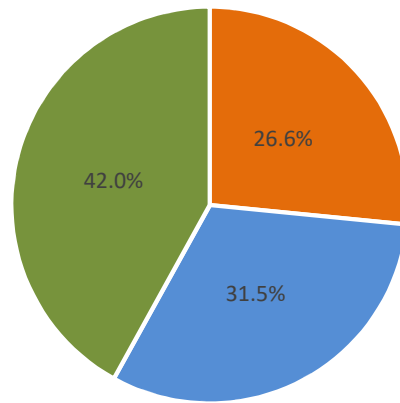
			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$4,785,688.31	\$939,227.32	\$399,584.37
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,138,793.08	\$101,099.00	\$138,107.92
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$1,803,425.69	\$473,132.00	\$164,442.31
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$693,125.67	\$309,496.32	\$36,878.01
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$558,560.31	\$0.00	\$12,439.69
	A.5	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$591,783.56	\$55,500.00	\$47,716.44
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$3,512,685.77	\$728,122.36	\$542,191.87
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$865,562.74	\$112,503.00	\$189,434.26
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,189,855.05	\$43,700.66	\$315,944.29
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$369,419.08	\$0.00	\$14,580.92
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$507,234.08	\$164,667.53	\$8,598.39
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$580,614.82	\$407,251.17	\$13,634.01
C	Sand Creek Zone		\$6,946,500.00	\$7,546,500.00	\$6,076,203.98	\$1,219,610.83	\$250,685.19
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,592,108.54	\$594,042.00	\$125,349.46
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,530,962.66	\$0.00	\$7,537.34
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$661,948.44	\$507,365.74	\$61,185.82
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$673,466.25	\$106,658.00	\$11,375.75
	C.5	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$617,718.09	\$11,545.09	\$45,236.82
D	I Connect Zone		\$1,154,000.00	\$1,404,000.00	\$1,225,704.95	\$34,000.00	\$144,295.05
	D.1	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$63,161.39	\$4,000.00	\$8,338.61
	D.2	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,110,438.02	\$0.00	\$129,561.98
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$52,105.54	\$30,000.00	\$6,394.46
E	Charter Schools		\$992,000.00	\$1,037,000.00	\$689,303.86	\$334,815.34	\$12,880.80
	E.1	BLA - Banning Lewis Ranch Academy	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22
	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	\$65,854.66	\$54,145.34	\$5,500.00
F	Owner Requirements		\$0.00	\$0.00	\$98,800.00	\$0.00	(\$98,800.00)
	Total		\$20,000,000.00	\$20,895,000.00	\$16,388,386.87	\$3,255,775.85	\$1,250,837.28

Falcon Zone



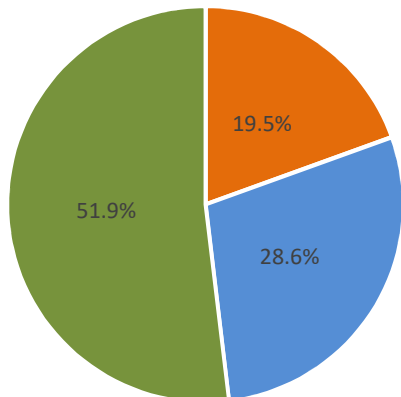
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



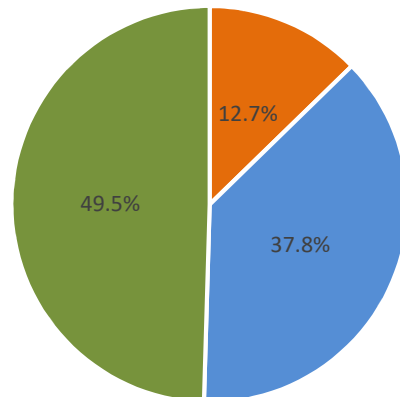
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



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

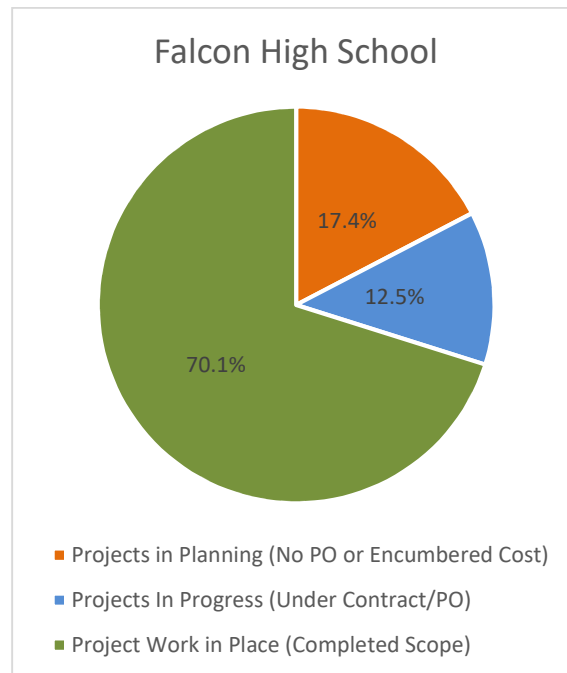
I Connect



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

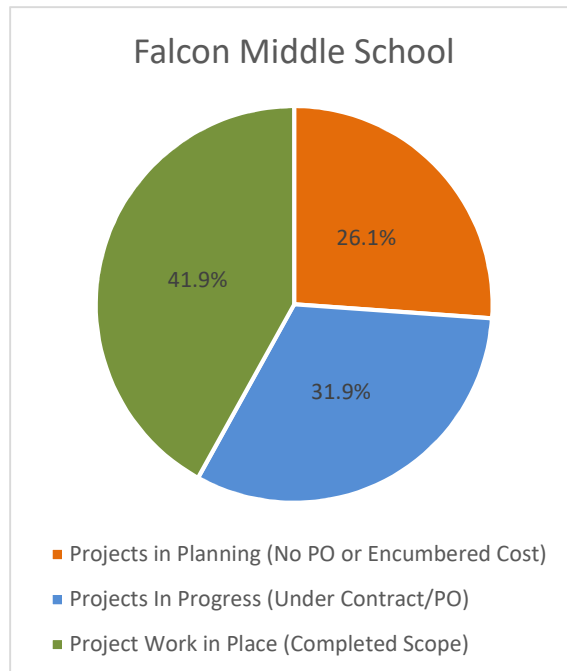
Falcon High School P2 Financial

		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	\$604,018.00	\$0.00	\$28,982.00
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	\$29,700.00	\$29,700.00	\$29,205.00	\$0.00	\$495.00
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	\$90,000.00	\$90,000.00	\$19,756.00	\$70,244.00	\$0.00
A.1.H	FHS-08-Urinal Replacement	\$36,000.00	\$36,000.00	\$5,144.08	\$30,855.00	\$0.92
A.1.I	FHS-Contingency - Unallocated Funds	\$119,300.00	\$108,630.00	\$0.00	\$0.00	\$108,630.00
	Total	\$1,378,000.00	\$1,378,000.00	\$1,138,793.08	\$101,099.00	\$138,107.92



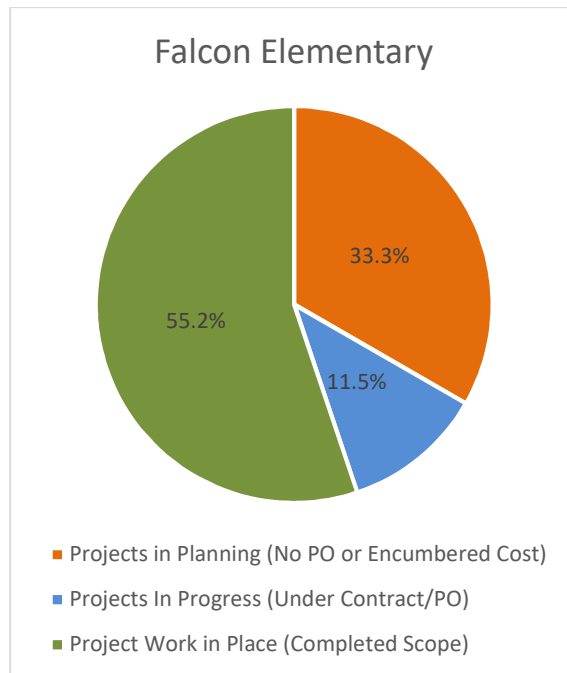
Falcon Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.2.A	FMS-01-Library/Office Reconfigure	\$685,000.00	\$685,000.00	\$681,750.57	\$0.00	\$3,249.43
A.2.B	FMS-02-Science Lab	\$365,000.00	\$365,000.00	\$360,117.00	\$0.00	\$4,883.00
A.2.C	FMS-03-Classroom Flooring - Bldg Efficiency	\$170,000.00	\$170,000.00	\$94,453.66	\$75,546.00	\$0.34
A.2.D	FMS-07-Roof Replacement	\$175,000.00	\$175,000.00	\$174,545.00	\$0.00	\$455.00
A.2.E	FMS-05-LED Fixture Upgrade	\$200,000.00	\$200,000.00	\$52,208.28	\$147,791.00	\$0.72
A.2.F	FMS-08-Fixed Furnishings	\$126,000.00	\$126,000.00	\$41,705.00	\$84,295.00	\$0.00
A.2.G	FMS-09-Paving - Bus Loop	\$229,000.00	\$252,539.00	\$252,539.00	\$0.00	\$0.00
A.2.H	FMS-10-Ext Conc Repair and Drainage	\$32,000.00	\$32,000.00	\$31,535.00	\$0.00	\$465.00
A.2.I	FMS-11-Custodial Equip	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
A.2.J	FMS-12-Safety & Security Package	\$45,500.00	\$45,500.00	\$0.00	\$45,500.00	\$0.00
A.2.K	FMS-13-Bldg Automation Upgrade	\$90,000.00	\$90,000.00	\$0.00	\$90,000.00	\$0.00
A.2.L	FMS-04-Paint Refresh	\$60,000.00	\$66,599.00	\$66,599.00	\$0.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$188,500.00	\$155,388.00	\$0.00	\$0.00	\$155,388.00
A.2.N	FMS-06-Commons & Gymnasium Sound Board	\$45,000.00	\$47,974.00	\$47,973.18	\$0.00	\$0.82
	Total	\$2,441,000.00	\$2,441,000.00	\$1,803,425.69	\$473,132.00	\$164,442.31



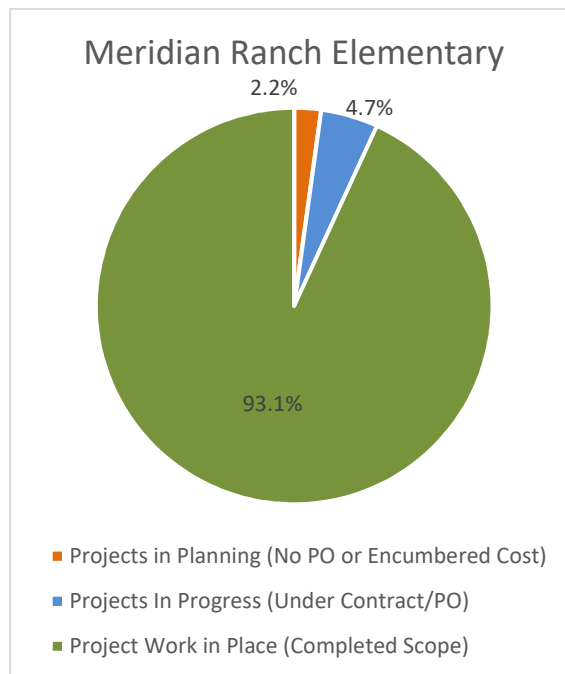
Falcon Elementary School P2 Financial

		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	\$152,611.46	\$0.00	\$7,388.54
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	\$6,021.47	\$0.00	\$1,978.53
A.3.H	FES-08-LED Fixture Upgrade	\$125,000.00	\$125,000.00	\$40,219.31	\$84,780.00	\$0.69
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
Total		\$1,039,500.00	\$1,039,500.00	\$693,125.67	\$309,496.32	\$36,878.01



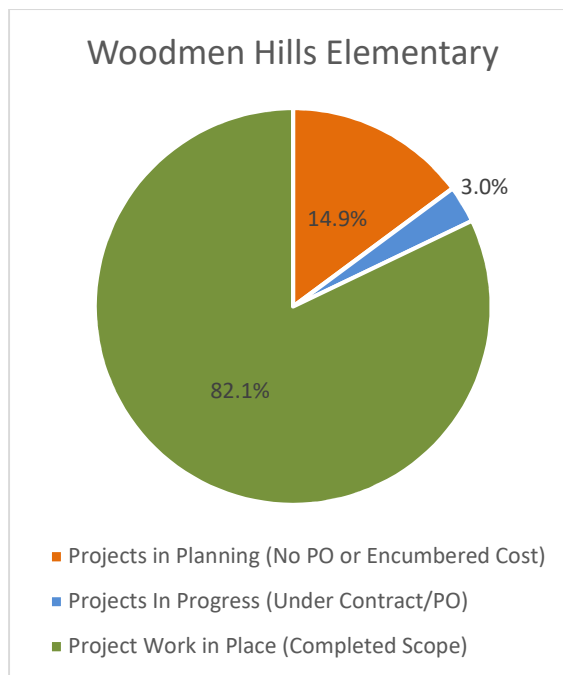
Meridian Ranch Elementary School P2 Financial

		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	\$242,327.00	\$242,327.00	\$0.00	\$0.00
A.4.C	MRE-03-Restroom Update	\$88,000.00	\$78,362.00	\$65,942.55	\$0.00	\$12,419.45
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	\$53,183.00	\$53,162.89	\$0.00	\$20.11
A.4.F	MRE-06-Building Automation	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.4.G	MRE-Contingency - Unallocated Funds	(\$9,924.00)	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$571,000.00	\$571,000.00	\$558,560.31	\$0.00	\$12,439.69



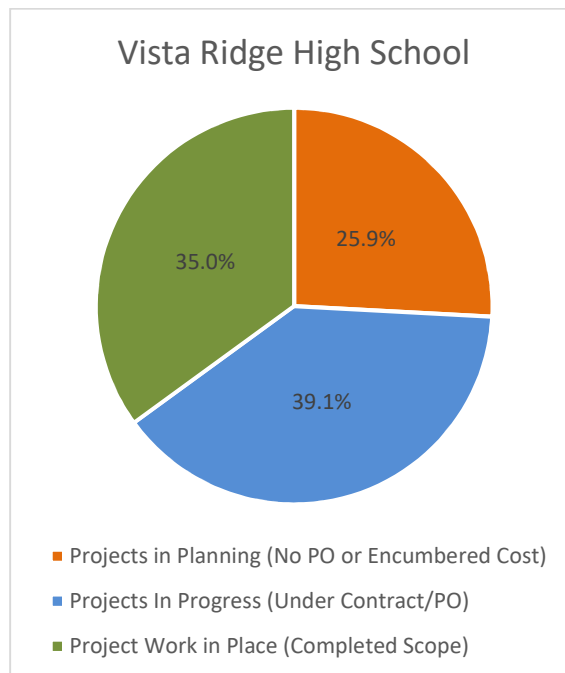
Woodmen Hills Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
A.5.B	WHE-02-Flooring Refresh	\$206,412.00	\$225,812.00	\$225,811.56	\$0.00	\$0.44
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	\$246,255.00	\$246,255.00	\$0.00	\$0.00
A.5.E	WHE-05-Safety & Security Package	\$20,500.00	\$20,500.00	\$0.00	\$20,500.00	\$0.00
A.5.F	WHE-06-Bldg Automation	\$35,000.00	\$35,000.00	\$0.00	\$35,000.00	\$0.00
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)	\$996.00	\$0.00	\$0.00	\$996.00
	Total	\$695,000.00	\$695,000.00	\$591,783.56	\$55,500.00	\$47,716.44



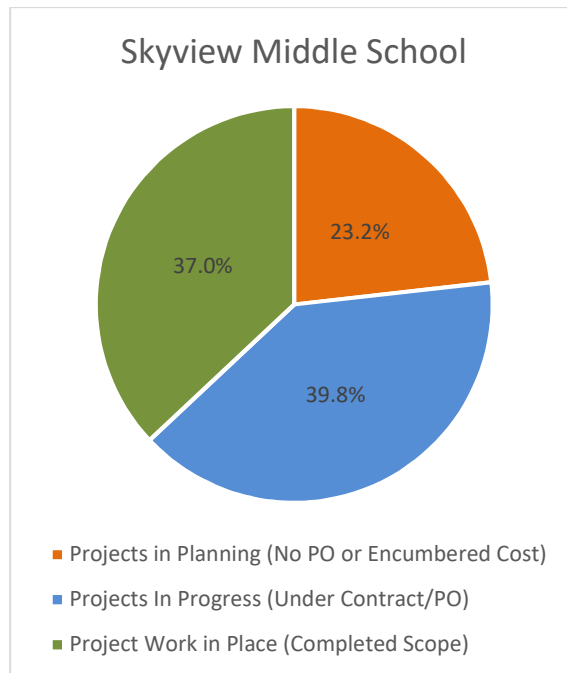
Vista Ridge High School P2 Financial

		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	\$0.00	\$10,935.26
B.1.F	VRH-06-Landscape - Retaining Wall & Logo	\$175,000.00	\$175,000.00	\$146,151.00	\$0.00	\$28,849.00
B.1.G	VRH-07-Site Circulation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B.1.H	VRH-08-Custodial Equipment	\$60,000.00	\$60,000.00	\$0.00	\$60,000.00	\$0.00
B.1.I	VRH-Contingency - Unallocated Funds	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	Total	\$1,167,500.00	\$1,167,500.00	\$865,562.74	\$112,503.00	\$189,434.26



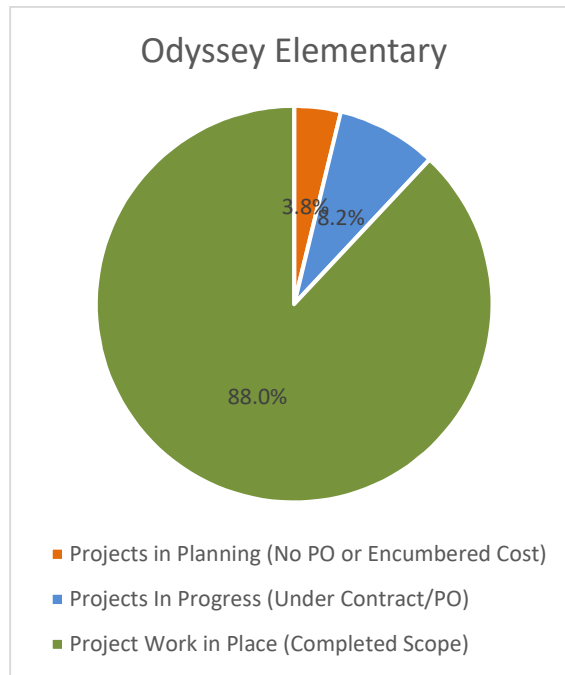
Skyview Middle School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	\$525,000.00	\$526,950.00	\$523,560.29	\$0.00	\$3,389.71
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$154,805.00	\$25,195.00	\$0.00
B.2.C	SMS-03-Security Entry	\$150,000.00	\$150,000.00	\$104,933.71	\$0.00	\$45,066.29
B.2.D	SMS-04-LED Fixture Upgrade	\$165,000.00	\$165,000.00	\$178,366.63	(\$13,366.63)	\$0.00
B.2.E	SMS-05-HVAC System - Gym AC	\$180,000.00	\$180,000.00	\$122,598.00	\$0.00	\$57,402.00
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	\$200,000.00	\$200,000.00	\$80,963.71	\$0.00	\$119,036.29
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	\$93,000.00	\$91,050.00	\$0.00	\$0.00	\$91,050.00
	Total	\$1,549,500.00	\$1,549,500.00	\$1,189,855.05	\$43,700.66	\$315,944.29



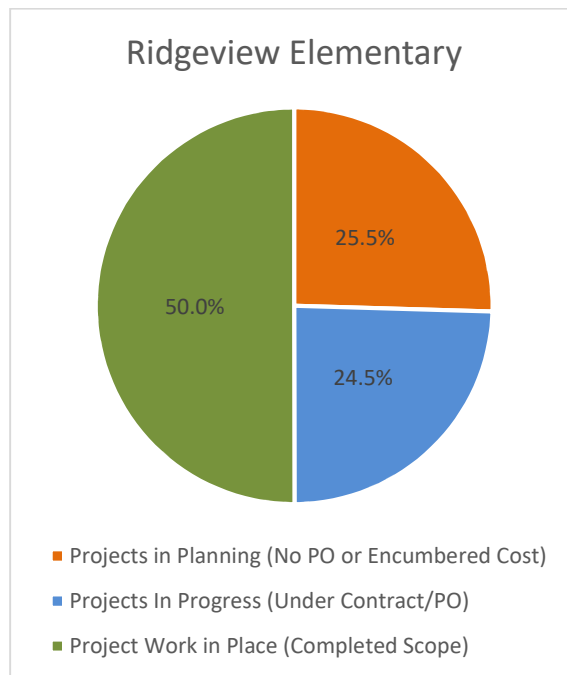
Odyssey Elementary School P2 Financial

		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	\$32,123.00	\$0.00	\$2,677.00
B.3.D	OES-Contingency - Unallocated Funds	\$19,200.00	\$11,444.40	\$0.00	\$0.00	\$11,444.40
	Total	\$384,000.00	\$384,000.00	\$369,419.08	\$0.00	\$14,580.92



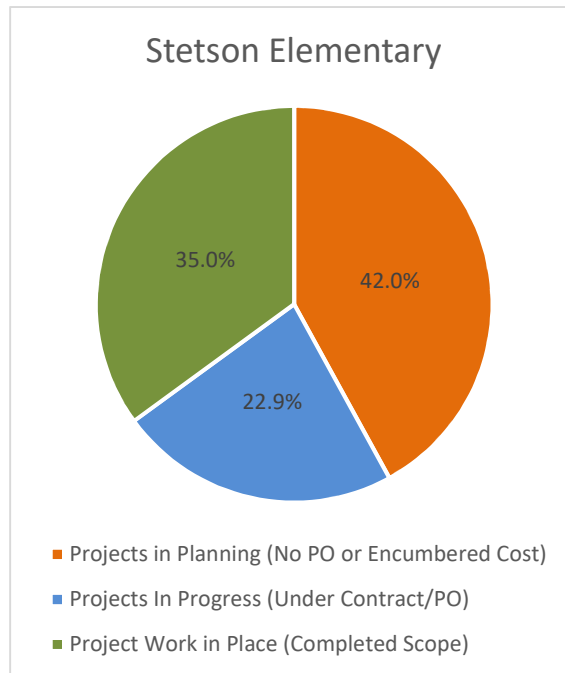
Ridgeview Elementary School P2 Financial

		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	\$74,463.00	\$74,463.00	\$74,462.40	\$0.00	\$0.60
B.4.B	RVE-02-Fencing	\$5,840.00	\$5,840.00	\$5,840.00	\$0.00	\$0.00
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	\$145,000.00	\$145,000.00	\$46,374.97	\$98,625.03	\$0.00
B.4.E	RVE-05-Flooring	\$239,344.00	\$239,344.00	\$239,344.00	\$0.00	\$0.00
B.4.F	RVE-06-Landscaping/Play Area Upgrade	\$153,000.00	\$153,000.00	\$118,650.66	\$34,349.00	\$0.34
B.4.G	RVE-07-Custodial Equipment	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
B.4.H	RVE-08-LED Fixture Upgrade	\$10,000.00	\$10,000.00	\$9,255.55	\$0.00	\$744.45
B.4.I	RVE-Contingency - Unallocated Funds	\$7,853.00	\$7,853.00	\$0.00	\$0.00	\$7,853.00
	Total	\$680,500.00	\$680,500.00	\$507,234.08	\$164,667.53	\$8,598.39



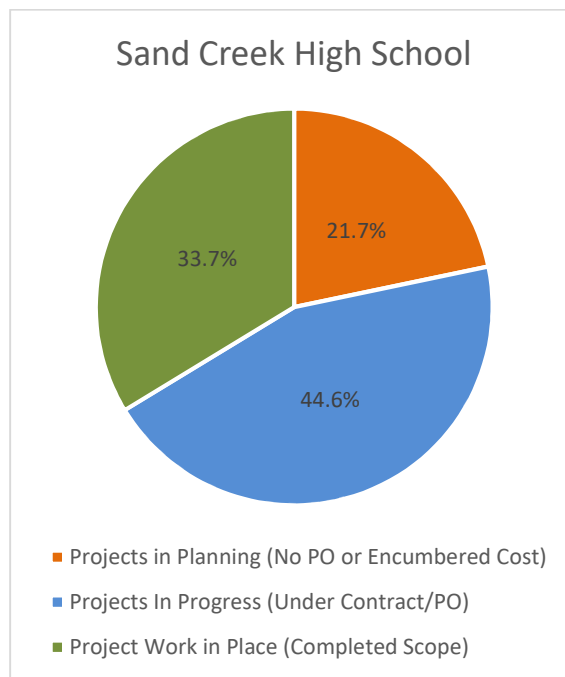
Stetson Elementary School P2 Financial & Schedule

		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	\$82,000.00	\$85,036.00	\$85,035.41	\$0.00	\$0.59
B.5.B	SES-02-Restroom Refresh	\$117,000.00	\$117,000.00	\$109,269.00	\$0.00	\$7,731.00
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	\$227,948.00	\$227,947.87	\$0.00	\$0.13
B.5.E	SES-05-Fixed Furnishings	\$50,000.00	\$50,060.00	\$16,316.83	\$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	\$46,000.00	\$5,902.00	\$0.00	\$0.00	\$5,902.00
	Total	\$1,001,500.00	\$1,001,500.00	\$580,614.82	\$407,251.17	\$13,634.01



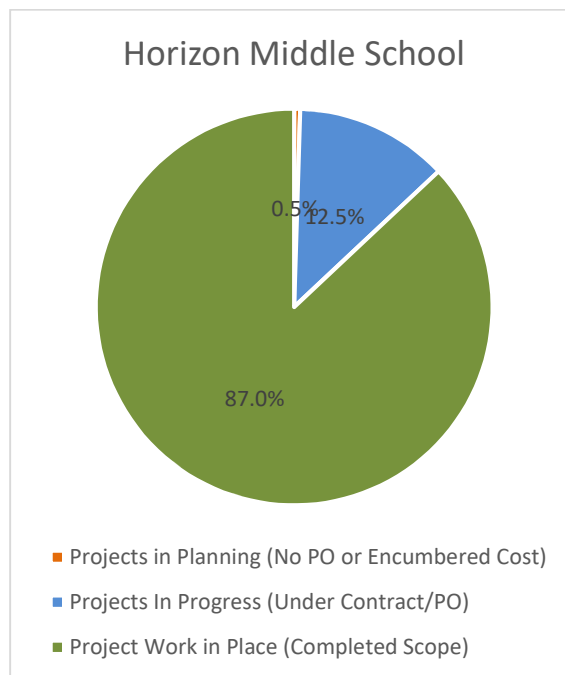
Sand Creek High School P2 Financial

		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	\$1,490,000.00	\$1,405,624.25	\$84,375.00	\$0.75
C.1.C	SCH-03-Flooring Refresh	\$592,000.00	\$592,000.00	\$585,592.41	\$0.00	\$6,407.59
C.1.D	SCH-04-LED Fixture Upgrade	\$99,000.00	\$99,000.00	\$105,787.32	\$0.00	(\$6,787.32)
C.1.E	SCH-05-Paint Refresh	\$300,000.00	\$300,000.00	\$275,113.00	\$0.00	\$24,887.00
C.1.F	SCH-06-Auditorium Refresh	\$295,000.00	\$295,000.00	\$170,332.62	\$124,667.00	\$0.38
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	\$140,000.00	\$140,000.00	\$0.00	\$140,000.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C.1.M	SCH-Contingency - Unallocated Funds	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$100,000.00
	Total	\$2,711,500.00	\$3,311,500.00	\$2,592,108.54	\$594,042.00	\$125,349.46



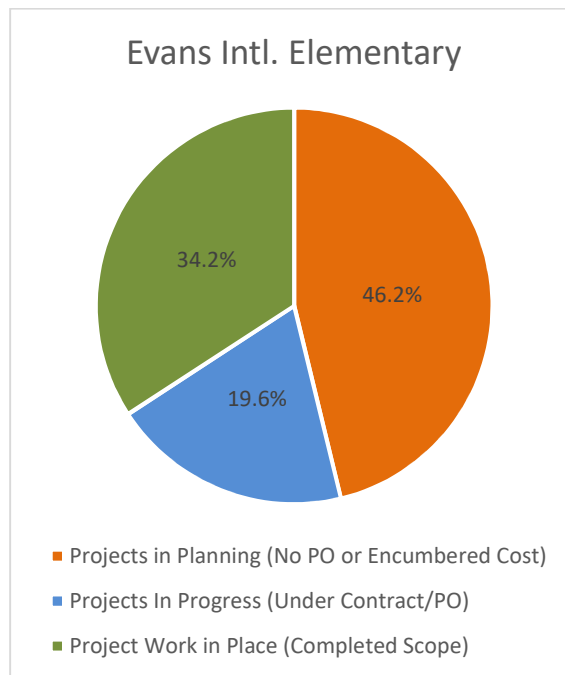
Horizon Middle School Financial

		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	\$1,085,758.00	\$1,085,758.00	\$1,085,757.11	\$0.00	\$0.89
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)	\$31,794.00	\$31,794.00	\$31,794.00	\$0.00	\$0.00
C.2.D	HMS-04-LED Fixture Upgrade	\$156,985.00	\$156,985.00	\$164,901.22	\$0.00	(\$7,916.22)
C.2.E	HMS-05-Paint Interior Trim	\$10,529.00	\$10,529.00	\$10,529.00	\$0.00	\$0.00
C.2.F	HMS-06-Library Refresh	\$79,230.00	\$79,230.00	\$79,230.00	\$0.00	\$0.00
C.2.G	HMS-07-Flooring Classrooms	\$129,850.00	\$129,850.00	\$122,447.00	\$0.00	\$7,403.00
C.2.H	HMS-Contingency - Unallocated Funds	\$23,139.00	\$23,138.00	\$15,089.24	\$0.00	\$8,048.76
	Total	\$1,538,500.00	\$1,538,500.00	\$1,530,962.66	\$0.00	\$7,537.34



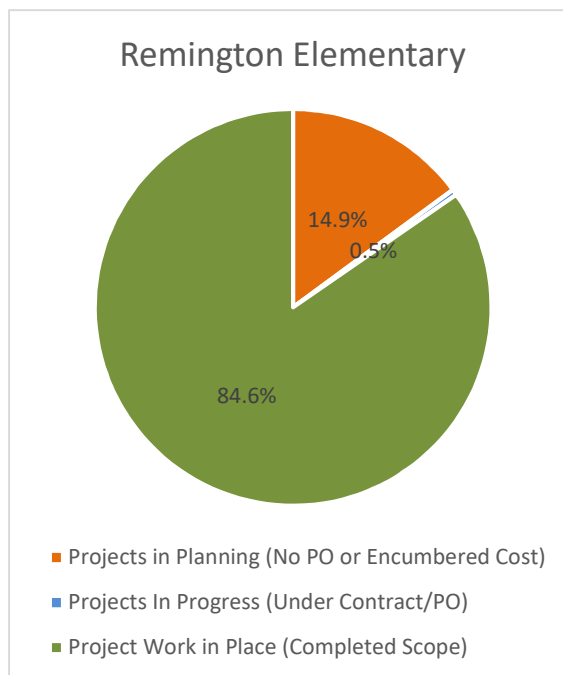
Evans International Elementary School Financial

		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	\$206,169.00	\$206,168.99	\$0.00	\$0.01
C.3.B	EES-02-Safety & Security Package	\$91,200.00	\$91,200.00	\$79,905.26	\$11,294.74	\$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	\$94,439.25	\$0.00	\$5,560.75
C.3.G	EES-07-Flooring Refresh	\$215,000.00	\$215,000.00	\$251,005.94	\$0.00	(\$36,005.94)
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	\$91,631.00	\$0.00	\$0.00	\$91,631.00
	Total	\$1,230,500.00	\$1,230,500.00	\$661,948.44	\$507,365.74	\$61,185.82



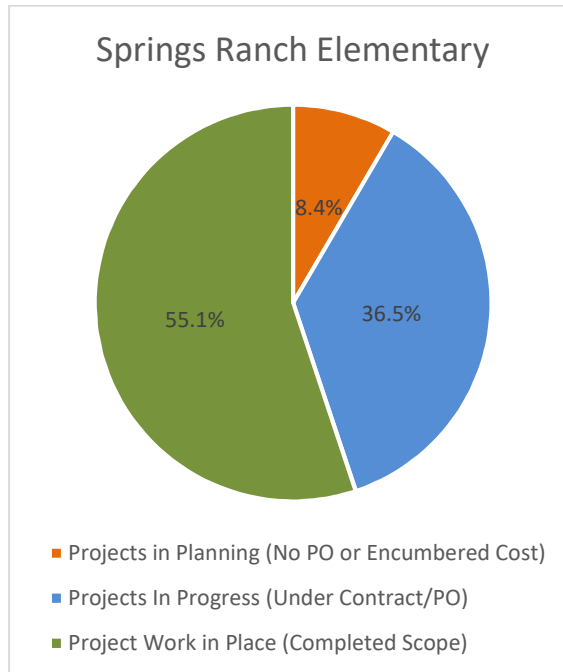
Remington Elementary School Financial

		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	\$319,833.00	\$319,833.00	\$278,620.65	\$41,212.00	\$0.35
C.4.B	RME-02-Paint Refresh - Wallpaper Removal	\$66,050.00	\$66,050.00	\$38,050.00	\$28,000.00	\$0.00
C.4.C	RME-03-Flooring Refresh	\$177,210.00	\$177,210.00	\$163,691.00	\$13,519.00	\$0.00
C.4.D	RME-04-Replace Basketball Court	\$47,052.00	\$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	\$10,655.00	\$11,375.40
C.4.F	RME-06-Secure Front Entry	\$76,883.00	\$76,883.00	\$76,883.00	\$0.00	\$0.00
C.4.G	RME-07-Cafeteria Tables	\$13,272.00	\$13,272.00	\$0.00	\$13,272.00	\$0.00
C.4.H	RME- Contingency - Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total		\$791,500.00	\$791,500.00	\$673,466.25	\$106,658.00	\$11,375.75



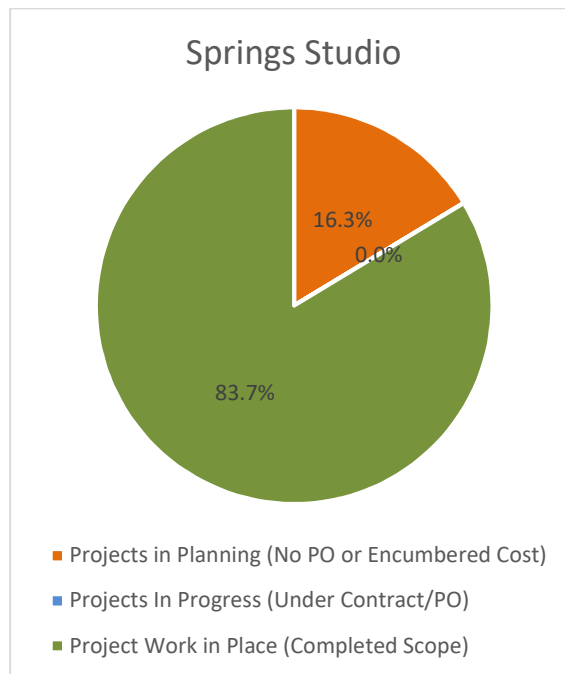
Springs Ranch Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	\$70,878.00	\$71,437.00	\$71,437.00	\$0.00	\$0.00
C.5.B	SRE-02-Safety & Security Package	\$5,502.00	\$5,502.00	\$4,901.70	\$0.00	\$600.30
C.5.C	SRE-03-Flooring	\$240,492.00	\$240,984.00	\$238,130.00	\$0.00	\$2,854.00
C.5.D	SRE-04-Exterior Landscaping	\$74,705.00	\$85,286.00	\$281,193.10	(\$200,000.00)	\$4,092.90
C.5.E	SRE-05-School Yard Garden	\$35,000.00	\$35,000.00	\$22,056.29	\$0.00	\$12,943.71
C.5.F	SRE-06-Replace Turf Play Area	\$200,000.00	\$200,000.00	\$0.00	\$200,000.00	\$0.00
C.5.G	SRE-07-Restroom Refresh (8 restrooms)	\$7,500.00	\$7,500.00	\$0.00	\$7,500.00	\$0.00
C.5.H	SRE-08-Intercom System	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C.5.I	SRE-Contingency - Unallocated Funds	\$40,423.00	\$28,791.00	\$0.00	\$4,045.09	\$24,745.91
	Total	\$674,500.00	\$674,500.00	\$617,718.09	\$11,545.09	\$45,236.82



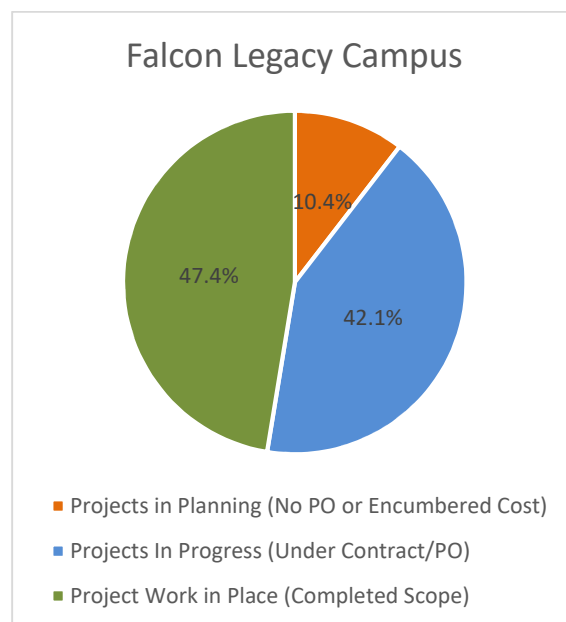
Springs Studio for Academic Excellence Financial

		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	\$41,000.00	\$43,823.00	\$43,822.74	\$0.00	\$0.26
D.1.D	SSAE-04- K-1 Kitchen Carpet Install	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
D.1.E	SSAE-05-Two Water Bottle Fillers	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
D.1.F	SSAE-06-Sound Dampening Tiles	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
D.1.G	SSAE-Contingency-Unallocated Funds	\$500.00	\$2,318.00	\$0.00	\$0.00	\$2,318.00
	Total	\$75,500.00	\$75,500.00	\$63,161.39	\$4,000.00	\$8,338.61



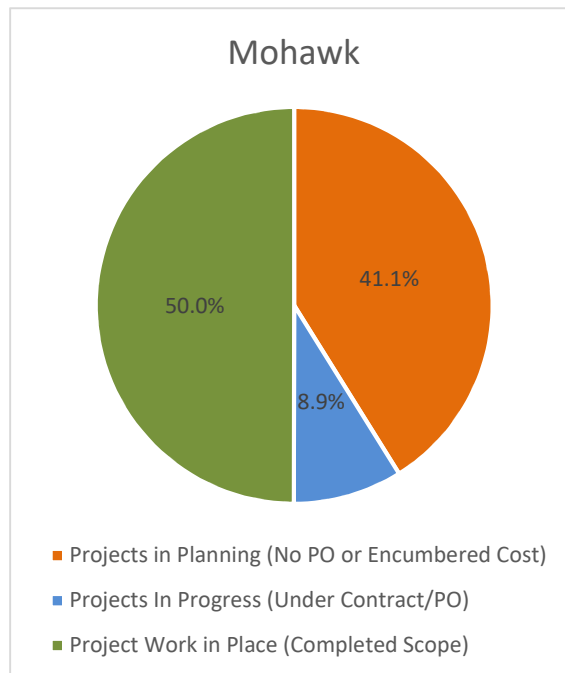
Falcon Legacy Campus Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,310.00	\$129,310.00	\$0.00	\$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	\$122,500.00	\$122,500.00	\$122,500.00	\$0.00	\$0.00
D.2.C	FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc	\$101,821.00	\$101,821.00	\$101,821.00	\$0.00	\$0.00
D.2.D	FLC-03-Bathroom Expansion Walls, Drywall	\$4,050.00	\$4,050.00	\$4,050.00	\$0.00	\$0.00
D.2.E	FLC-04-Plumbing Fixtures	\$2,850.00	\$2,850.00	\$2,850.00	\$0.00	\$0.00
D.2.F	FLC-05-Toilet Compartments	\$4,600.00	\$4,600.00	\$4,600.00	\$0.00	\$0.00
D.2.G	FLC-06-Conference Room Carpet	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.H	FLC-07-New Ceiling Grid	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00	\$0.00
D.2.I	FLC-08-Wall Tile Install Boys, Girls, and Staff	\$7,500.00	\$7,500.00	\$7,500.00	\$0.00	\$0.00
D.2.J	FLC-09-Final Electrical	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00	\$0.00
D.2.K	FLC-10-Plumbing Underground - Water Runs	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.L	FLC-11-Concrete Repair	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.M	FLC-12-Add Additional Parking Lot Pole	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
D.2.N	FLC-13-Parking Lot Lights	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00	\$0.00
D.2.O	FLC-14-Parking Lot Final Upgrades	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00
D.2.P	FLC-15-Exterior Painting	\$16,000.00	\$16,000.00	\$15,350.00	\$0.00	\$650.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	\$37,000.00	\$37,000.00	\$36,880.00	\$0.00	\$120.00
D.2.R	FLC-17-Culinary Arts Room Expansion	\$146,000.00	\$334,452.00	\$334,452.00	\$0.00	\$0.00
D.2.S	FLC-18-Carpet Entire Building	\$166,157.00	\$252,157.00	\$248,457.12	\$0.00	\$3,699.88
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	\$149,544.00	\$125,092.00	\$0.00	\$0.00	\$125,092.00
	Total	\$990,000.00	\$1,240,000.00	\$1,110,438.02	\$0.00	\$129,561.98



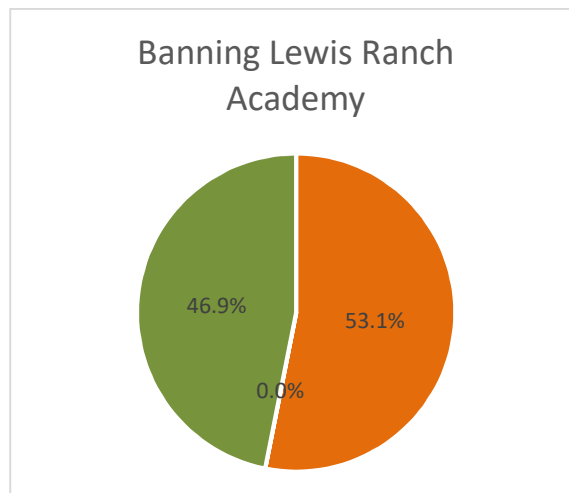
Mohawk (Home School Program) Financial

		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	\$3,857.00	\$3,857.00	\$3,856.25	\$0.00	\$0.75
D.3.B	MOH-02-Fencing	\$7,112.00	\$7,112.00	\$7,112.00	\$0.00	\$0.00
D.3.C	MOH-03- Surveillance Cameras	\$367.00	\$367.00	\$367.00	\$0.00	\$0.00
D.3.D	MOH-04- Shoretel Phones	\$813.00	\$813.00	\$812.80	\$0.00	\$0.20
D.3.E	MOH-05-Building Security	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
D.3.F	MOH-06-Carpet	\$30,810.00	\$30,810.00	\$30,810.00	\$0.00	\$0.00
D.3.G	MOH-07-Playground Install	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
D.3.H	MOH-08-Paint	\$9,148.00	\$9,148.00	\$9,147.49	\$0.00	\$0.51
D.3.I	MOH- Contingency-Unallocated Funds	\$6,393.00	\$6,393.00	\$0.00	\$0.00	\$6,393.00
	Total	\$88,500.00	\$88,500.00	\$52,105.54	\$30,000.00	\$6,394.46



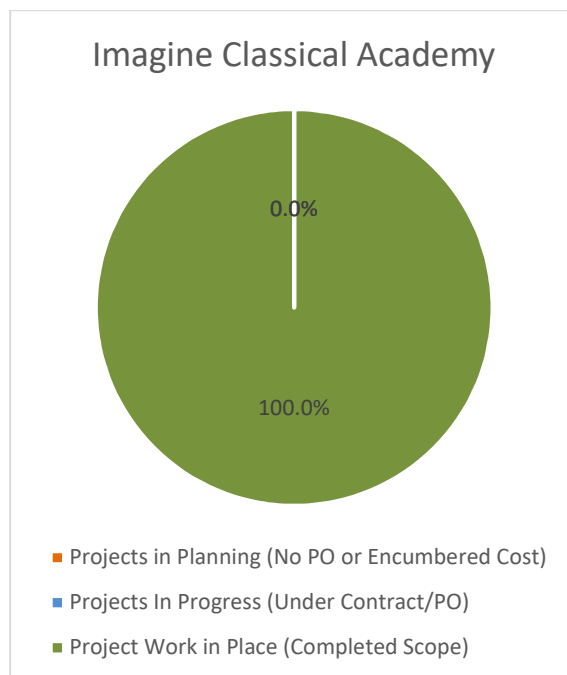
Banning Lewis Ranch Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.1.A	BLA-01-Additional Classroom Furniture	\$37,012.00	\$37,012.00	\$37,012.99	\$0.00	(\$0.99)
E.1.B	BLA-02-Hallway & Classroom Painting	\$2,993.00	\$2,993.00	\$2,992.86	\$0.00	\$0.14
E.1.C	BLA-03-Landscape Playground & Equip	\$15,954.00	\$15,954.00	\$15,953.57	\$0.00	\$0.43
E.1.D	BLA-04- Improve Safety of Front Vest	\$40,000.00	\$40,000.00	\$37,395.00	\$0.00	\$2,605.00
E.1.E	BLA-05-Parking Lot Sign Out Front	\$144.00	\$144.00	\$143.62	\$0.00	\$0.38
E.1.F	BLA-06-Replace Four Security Cameras	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.G	BLA-07-Replace Three No Parking Sign	\$1,500.00	\$1,500.00	\$0.00	\$1,500.00	\$0.00
E.1.H	BLA-08 - Repurpose Locker Room as Flex Teaching Space	\$36,483.00	\$36,483.00	\$36,482.93	\$0.00	\$0.07
E.1.I	BLA-09-Two Television Monitors	\$700.00	\$700.00	\$699.98	\$0.00	\$0.02
E.1.J	BLA-10-Two Water Bottle Fillers	\$1,184.00	\$1,184.00	\$1,183.20	\$0.00	\$0.80
E.1.K	BLA-11-Upgrade Chairs & Desks	\$39,457.00	\$39,457.00	\$39,456.49	\$0.00	\$0.51
E.1.L	BLA-12-Re-Carpet 2 Modular Classroom	\$4,830.00	\$4,830.00	\$4,830.00	\$0.00	\$0.00
E.1.M	BLA-13-Divider Screen & Elect in Gym	\$13,940.00	\$13,940.00	\$13,940.00	\$0.00	\$0.00
E.1.N	BLA-14-Gates for Hallway Security	\$710.00	\$710.00	\$710.14	\$0.00	(\$0.14)
E.1.O	BLA-15-Refresh Landscaping	\$21,225.00	\$21,225.00	\$10,225.00	\$11,000.00	\$0.00
E.1.P	BLA-16-Test and Tune-up HVAC Control	\$14,594.00	\$14,594.00	\$7,094.00	\$7,500.00	\$0.00
E.1.Q	BLA-17-Re-Caulk front Patio and Curb	\$56,000.00	\$101,000.00	\$0.00	\$101,000.00	\$0.00
E.1.R	BLA-18-Repair/Paint Exterior of Building	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
E.1.S	BLA-19-Re-Lamping	\$63,000.00	\$63,000.00	\$0.00	\$63,000.00	\$0.00
E.1.T	BLA-20-5th Grade Room Add Light Switches Speakers & Cameras	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.1.U	BLA-21-Repair Seams & Seals on Flat Rubber Roof Sections	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
E.1.V	BLA-22-Automatic Closures & Locks to Staff Bathrooms	\$2,400.00	\$2,400.00	\$0.00	\$2,400.00	\$0.00
E.1.W	BLA-Contingency - Unallocated Funds	\$1,874.00	\$1,874.00	\$0.00	\$0.00	\$1,874.00
	Total	\$399,000.00	\$444,000.00	\$208,119.78	\$231,398.87	\$4,481.35



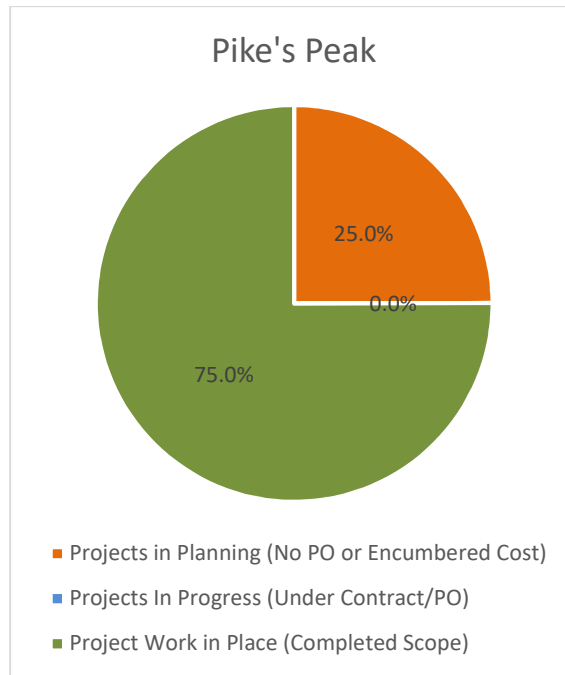
Imagine Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.2.A	ICA-01-Parking 1	\$51,000.00	\$51,000.00	\$51,000.00	\$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	\$75,000.00	\$88,500.00	\$88,500.00	\$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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E.2.G	ICA-Contingency - Unallocated Funds	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00



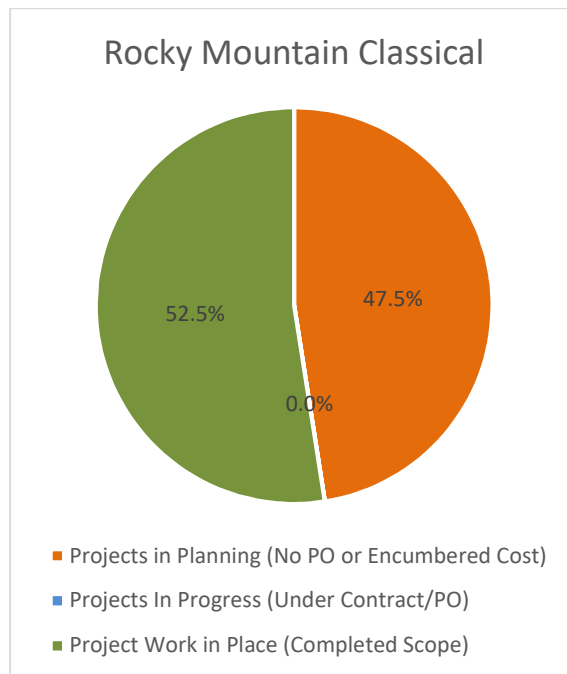
Pikes Peak School of Expeditionary Learning Financial

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



Rocky Mountain Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	\$76,500.00	\$76,500.00	\$65,854.66	\$10,645.34	\$0.00
E.4.B	RMCA-02-Install Bathrooms	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.C	RMCA-03-Paint Rooms	\$3,500.00	\$3,500.00	\$0.00	\$3,500.00	\$0.00
E.4.D	RMCA-04-Safety & Security Package	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.E	RMCA-05-Replace Metal Door in PE Area	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.4.F	RMCA-Contingency - Unallocated Funds	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$5,500.00
	Total	\$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00



P2 Schedule Color Legend

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

BOARD OF EDUCATION ITEM 9.03
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Peter Hiltz, Chief Education Officer and Amber Whetstone,
 Executive Director of Learning Services

TITLE OF AGENDA ITEM: Mastery Based Graduation Progress Report

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

As schools prepare to graduate the class of 2021 under with new Colorado graduation requirements, district and school-level leaders are planning ways to support students with pathway planning to explore career and college interests, and are examining assessments, workforce experiences and capstone projects to enable students to demonstrate mastery of the Colorado Academic Standards.

RATIONALE:

Beginning with the class of 2021, Colorado graduation requirements necessitate that all students demonstrate mastery of English language arts and math as defined by the states menu of options including mastery by exam, successful completion of college level course work, workforce certification or capstone. In addition, Board policy IKF requires mastery of all other Colorado Academic Standards for high school graduation.

RELEVANT DATA AND EXPECTED OUTCOMES:

The administration intends to update the Board of Education on progress toward full implementation of the new mastery-based graduation processes.

INNOVATION AND INTELLIGENT RISK:

Colorado requires all school districts to implement mastery-based graduation policies beginning with the class of 2021. In preparation for these shifts in graduation requirements, district leaders are working closely with high school and middle school leaders, and families to ensure all students are planning for careers or college.

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>	Developing a mastery-based graduation process in each of our schools ensures that all students are prepared for carrers or college.
	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 July 12, 2018
Item 9.03 continued

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 29, 2018



Mastery-Based Graduation Progress Report

**Board of Education Regular Meeting
July 12, 2018**

Presented by: Peter Hilts, Chief Education Officer
and

Amber Whetstine, Executive Director of Learning Services



Pathways 2023

October 3rd, 2018

D49 High School representatives will introduce all eighth grade students and their families to pathway options throughout our portfolio of schools

Principal Leadership

High school principals met throughout the 2017-18 school year to plan for mastery-based graduation

ie. grading policies and periods, assessments

Regional Developments

Mastery-Based Transcripts

- Superintendents agree to honor MD for ELA and Math

English Language Arts	Demonstrated Mastery SAT 500	Yes
Math	Demonstrated Mastery Capstone	Yes

Other Developments

- Get A Life
- Experienceships
- Capstone Review Process
- Title IV
- You Science and Snapshot
- Support for Concurrent Enrollment Costs
- Exam Fees

BOARD OF EDUCATION ITEM 9.04
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

<u>BOARD MEETING OF:</u>	<u>July 12, 2018</u>
<u>PREPARED BY:</u>	<u>Amber Whetstine, Executive Director of Learning Services</u>
<u>TITLE OF AGENDA ITEM:</u>	<u>Portfolio Accreditation Process Update</u>
<u>ACTION/INFORMATION/DISCUSSION:</u>	<u>Discussion</u>

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Each year, Boards of Education must accredit each of their operated, charter and online schools by October 15th. During the 2017-18 school year, district administrators and zone leaders examined ways to incorporate local measures in addition to the state required School Performance Framework measures to determine school accreditation ratings. The Board approved in-progress ratings along with a state designated Unified Improvement Plan type for each school.

RATIONALE: Accrediting our schools in purposeful ways that match the needs of a diverse portfolio of distinct and exceptional schools, community values and stakeholder expectations aligns with our cultural and strategic priorities.

RELEVANT DATA AND EXPECTED OUTCOMES: District administrators and zone leader request an extension of the learning phase within our culture and strategy of continuous improvement through the 2018-19 school year, as we examine ways to purposefully accredit each school within our portfolio.

INNOVATION AND INTELLIGENT RISK: The Board is obligated to accredit its schools on an annual basis by October 15th. Each local BOE is responsible for accrediting its operated schools and its authorized charter schools including alternative education campuses and online / blended schools. Should the BOE decide not to accredit its schools, the BOE would be out of compliance with its accreditation contractual obligation with the State Board of Education.

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

Culture	Inner Ring—How we treat each other	A portfolio approach to accreditation increases responsibility of our schools aligned with community values.
	Outer Ring—How we treat our work	The accreditation process allows zones and schools the opportunity to consider innovation and purposeful risk related to school performance.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	A meaningful accreditation system, aligned with community values, helps build trust among our community stakeholders.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	A portfolio approach to accrediting each school supports alignment with each school's unique purpose within our portfolio.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The portfolio accreditation processes includes measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

BOE Regular Meeting July 12, 2018
Item 9.04 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No motion is required. The administration requests that the Board provide direction to further explore the possibility of a portfolio approach to accrediting schools by extending the learning phase through the 2018-2019 school year and to seek further stakeholder input into the process.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: June 29, 2019



Portfolio Accreditation Process Update to the Board of Education July 12, 2018

Presented by:

Amber Whetstine, Executive Director of Learning Services

Learn
investigation

Examine status quo
Data review / analysis
Research best practices
Conduct site visits
Select an approach
Pursue professional learning

Work
preparation

Identify pilot opportunities
Develop action plans
Design measurement strategies
Commit resources
Train leaders
Evangelize the vision

Lead
evaluation

Initiate implementation
Commence monitoring
Measure fidelity
Evaluate outcomes
End or extend the innovation
or commit to transformation

**CULTURE AND STRATEGY OF
CONTINUOUS IMPROVEMENT****Learn**
reflection

Review performance data
Capture customer voices
Generate progress reports
Affirm bright spots
Recognize effective strategies
Validate efficient practices

Work
integration

Plan to expand the innovation
Replicate successful processes
Refine process tools
Script and model best practices
Train additional leaders
Implement innovation at scale

Lead
consolidation

Verify and validate results
Celebrate innovation
Embed transformation
Report progress to community
Present results externally
Project future improvements
Launch new cycle

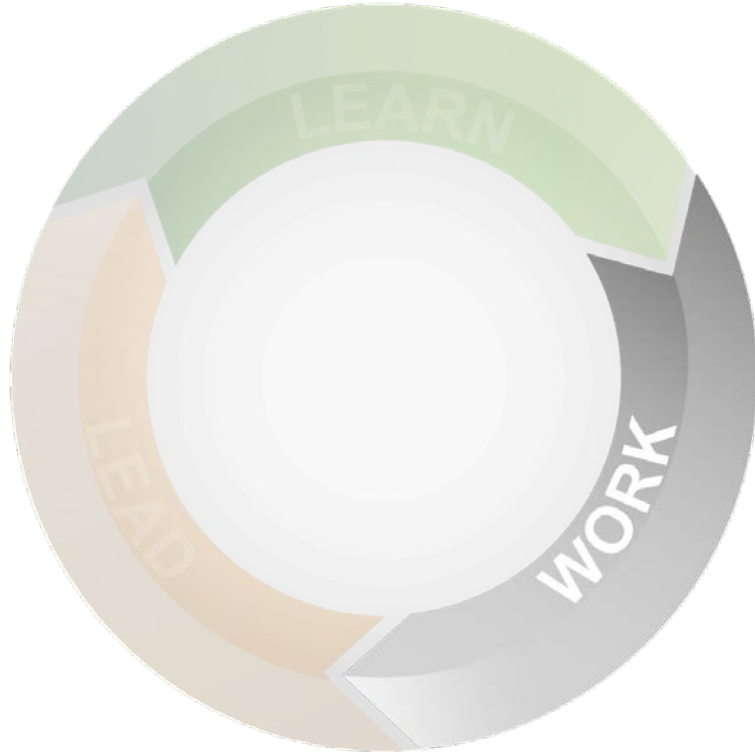
Extending the Learning



Continued collaboration and planning among the zone leaders and education office executive leaders has led to a realization that additional learning is needed to...

- Seek further input from principals, and other stakeholders
- Develop a process that is inclusive with school-level input
- Consider each school's unique purpose within our portfolio, while ensuring some consistency for accountability to our community stakeholders

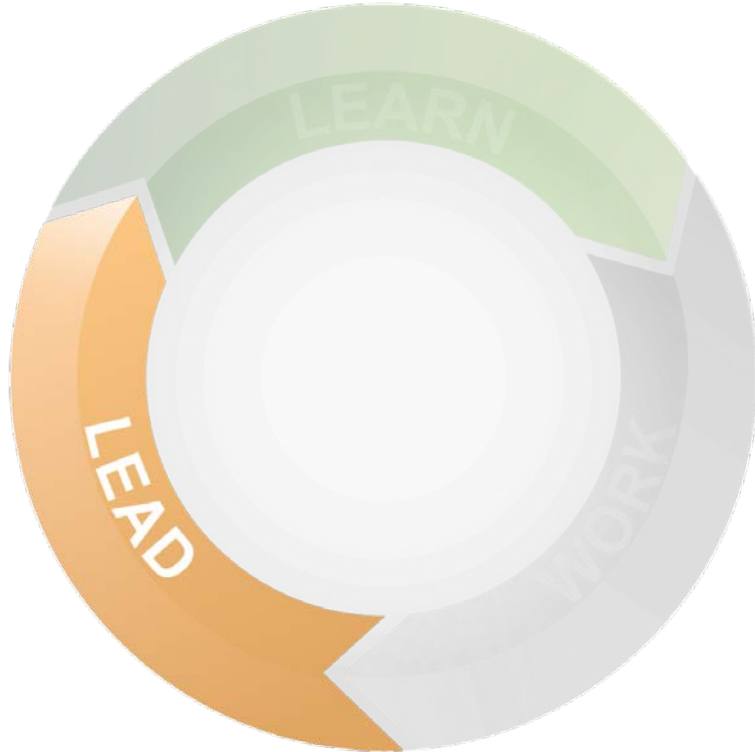
Our Proposal



Align accreditation process with Baldrige Categories to support consistency and alignment across all schools

- Student Learning and Process Results (7.1)
- Customer Results (7.2)
- Workforce Results (7.3)
- Leadership and Governance Results (7.4)
- Efficiency and Effectiveness Results (7.5)

How will we Lead?



Each year, Boards of Education are obligated to accredit each operated and charter school by October 15th. To lead this work forward, we propose:

- Continuing with in-progress ratings for the the 2018 accreditation cycle, primarily using the state's school performance framework
- Continuing to examine outcomes of in-progress work
- Ultimately choosing to end, extend, or commit to the innovation

Timeframe March 2018-May 2018

Discussion and Questions

BOARD OF EDUCATION ITEM 9.05
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Proposed Ballot Language for November 2018 Election

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: The Board of Education has previously provided guidance to the Administration to proceed with strategy and details regarding a minor adjustment to the 2014-3A Mill Levy Override for potential participation in the November 2018 election.

RATIONALE: To best serve our district as well as the vision and mission statements of ‘The Best Choice to Learn, Work and Lead’ we have developed a plan that is the best plan for students, staff and taxpayers. The plan is specifically informed by past learnings from prior election cycles where our constituents are most comfortable pursuing creative options that maintain the current tax structure while allowing D49 to pursue needed enhancements to funding and facility resources.

RELEVANT DATA AND EXPECTED OUTCOMES: The 2014-3A Mill Levy Override has its roots in the legacy question passed as 2005-3A. That original ballot question was the first passed in Colorado to create a revenue stream to fund Certificate of Participation payments. While that scenario has proven very useful and appropriate to navigate constraints of bonding capacity, that MLO question was designed with a dollar cap of \$7,500,000 which, of course, was specifically designed to fund the repayments of the CoP’s issued at that time.

Since then, with the great recession providing some opportunity in the midst of its difficulties, D49 was able to refinance those original CoP’s to lower rates and, as a result, asked the constituents in 2014-3A to allow the district to begin using some of the collections for operational items as well as the continued payment of the CoP’s. The voters, of course, supported that effort with the passage of 2014-3A by a 61.5%-38.5% margin. The 2014 question, however, did not remove the dollar cap nor convert it to a ‘fixed rate’ structure like was later done with the 2016-3B Mill Levy Override question. With the success of 2016-3B (which passed by an even better 64.9%-35.2%), as well as the significant growth in the district’s assessed valuation since the original 2005 election (more than doubled), we believe that now is an appropriate time to ask the voters to convert the parameters of the 2014-3A MLO from the dollar cap to a fixed rate to allow D49 to grow with the community.

With this information item, we then provide proposed ballot language for such a question for your review.

INNOVATION AND INTELLIGENT RISK: The innovation of using MLO’s to fund CoP payments was previously mentioned. The intelligent risk of changing from a dollar cap to a fixed mill rate structure lies in the firm belief that District 49 will continue to grow in terms of households and total assessed valuation. Converting to a fixed rate has risk in the event of any future decline in the district’s total assessed valuation, but that is deemed a minimal risk. In addition, having a fixed rate provides greater stability and predictability for district property owners since the district will then be feeling the same opportunities and pressures that the property owners do in terms of the value of their property. It also allows D49 to grow with the community by requiring new property owners to pay the same rates going forward that historical property owners have paid for several years.

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

Cul	Inner Ring —How we treat each other
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BOE Regular Meeting July 12, 2018
Item 9.05 continued

	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Listening to our community through previous election experience and feedback gathered in those cycles and providing creative options with clarity that are consistent with those prior learnings while allowing the district to pursue and achieve educational program and facility priorities.</i>
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Participating in the 2018 election cycle will have a cost that might otherwise not be necessary in a non-board member election cycle. However, the potential for future increased revenue streams from a fixed rate 2014-3A MLO makes it a worthy investment.

AMOUNT BUDGETED: \$35,00 for election costs.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Provide any guidance and feedback both for the pursuit of an election question as well as on proposed ballot language.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: July 5, 2018



10850 East Woodmen Road · Peyton, CO 80831
Tel: 719.495.1100 · Fax: 719.494.8900

The
Best Choice
to Learn, Work and

Proposed Ballot Language for November 2018 Coordinated Election Question

IN ORDER TO DECREASE THE CURRENT MILL LEVY OVERRIDE RATE OF 19.081 MILLS TO 18.500 MILLS, SHALL FALCON SCHOOL DISTRICT 49 MILL LEVY OVERRIDE TAXES BE \$16.5 MILLION IN 2018 FOR COLLECTION IN 2019 AND WHATEVER AMOUNTS AS MAY BE GENERATED ANNUALLY THEREAFTER BY THE IMPOSITION OF A MILL LEVY NOT TO EXCEED 18.500 MILLS FOR THE PURPOSES APPROVED BY THE VOTERS IN 2014 AND 2016?

Election language 'legal-ese' is, and always will be, somewhat confusing. The language of this question would effectively combine the two existing MLO's (2014-3A and 2016-3B) into a single MLO going forward, but with the same original priorities of those two questions. This verbiage would take the combined 19.081 mills and reduce that rate to 18.500 mills going forward – both simplifying and lowering the mill rate, while fixing it at that exact amount going forward.

Having a fixed rate will provide consistency, predictability and clarity for the property owner and will allow D49 to operate consistent with the community experience, with district revenues responding to the 'ebb and flow' of property owner's investment value of their property by virtue of a consistent rate that is applied to the assessed value of the property owner, rather than having the potential of years of higher tax rates and other years of lower tax rates assessed by D49.

Peter Hilts
Chief Education Officer

Brett Ridgway
Chief Business Officer

Pedro Almeida
Chief Operations Officer

Sue Holmes
Falcon Zone Leader

Mike Pickering
POWER Zone Leader

Sean Dorsey
Sand Creek Zone Leader

Andy Franko
iConnect Zone Leader

BOARD OF EDUCATION ITEM 9.06
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Marie La Vere-Wright, Board President
Donna Garza, Executive Assistant

TITLE OF AGENDA ITEM: Board of Education Resolutions for Colorado Association of
School Boards' Delegate Assembly

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

CASB's Legislative Resolutions Committee submits resolutions annually as a slate for action by the delegates. The Delegate Assembly takes action on the resolutions and those adopted become what CASB staff will fight for, or against, at the state capitol and throughout the legislative session.

RELEVANT DATA AND EXPECTED OUTCOMES:

Local boards are encouraged to submit resolutions to CASB. By submitting resolutions for consideration, the board can take an active role in establishing how CASB will approach crucial education issues that the legislature may take up in the next session and in highlighting those issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. To be considered for inclusion at the CASB Delegate Assembly, new resolutions must be submitted by August 31st.

Begin discussions on topics and ideas for legislative action, or suggested revisions or additions to current resolutions by reviewing final resolutions from CASB's 77th Annual Delegate Assembly.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board members and Chief Officers should prepare to share any suggestions for new or revised resolutions for submission to CASB at the August 9th regular meeting.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: July 3, 2018

RESOLUTIONS FOR CASB 8-23-17

#1 - The Legislature shall direct the Colorado Department of Education to collaborate with district or charter school boards of education and superintendents (as well as their professional associations (CASE and CASB respectively) to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.

#1 – Rationale – Adding a second enrollment count day in February would allow districts to make mid-term adjustments to aid when students come and go during the school year. Educating children isn’t based on an annual decision. Month-to-month or day-to-day decisions are necessary which may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.

#2 - CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.

#2 Rationale - Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome.

HB16-1373 allows a student to use medical marijuana on school grounds, on a school bus, or at a school activity if the student's primary caregiver possesses and administers medical marijuana in a non-smokeable form to the student. The primary caregiver shall not administer the medical marijuana in a manner that is disruptive to the educational environment or causes exposure to other students. After the primary caregiver administers the medical marijuana, the primary caregiver shall remove any remaining medical marijuana from the grounds of the preschool or primary or secondary school, the school bus, or school sponsored event. The act allows a school district to adopt policies regarding who may be a primary caregiver and the permissible circumstances regarding the administration of the medical marijuana. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day which would increase overall student safety.

#3 – Reallocate revenue from marijuana retail sales to schools districts for high needs special education students.

#3 – Rationale – Most of the marijuana taxes collected go into the state general fund. Districts must pay a disproportionate share of special needs education expenses for students using cannabinoid products, which can wreak havoc with their budgets. Increasing funding for all students who receive special education services directly impacts those who are directly affected by the sale of these products.

#4 – LR15 from Final Resolutions for 76th Annual Delegate Assembly adopted October 15, 2016

#4 - CASB supports full federal funding of the Individuals with Disabilities Education Act (IDEA).

#4 - Rationale: The federal law requiring schools to meet the needs of students with disabilities offers current federal funding of approximately 16-17 percent of the actual cost. It is time to increase federal funding to the 40 percent standard set by the initial legislation.

FINAL RESOLUTIONS

77th Annual Delegate Assembly

Adopted
Saturday, October 14, 2017

Denver Marriott South
at Park Meadows
Denver, CO



Colorado Association of School Boards
CASB.org

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Standing Resolutions

The Colorado Association of School Boards (CASB) has adopted the following Standing Resolutions as expressions of the organization's foundational beliefs in regard to Local Governance, Finance, and Student Academic Growth and Achievement. These Standing Resolutions were approved by the CASB Board of Directors, the CASB Legislative Resolutions Committee and adopted by the CASB Delegate Assembly in October 2017.

Local Governance

- SR1** Colorado's Constitution acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs.
- SR2** Control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic growth and achievement, with responsible use of financial resources as determined by the locally elected school board.
- SR3** Essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

Finance

- SR4** The state must provide Colorado's public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students.
- SR5** New legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.
- SR6** Existing mandates that are ineffective or that have a larger cost than benefit must be rescinded so local boards may dedicate those financial resources to better use.

Student Academic Growth and Achievement

- SR7** CASB supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.
- SR8** CASB opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards' flexibility to allocate instructional time and place the best teacher in every classroom.
- SR9** Colorado school boards' constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.

2018 Legislative Session Resolutions

Submitted by local boards of education or CASB's Legislative Resolutions Committee, the following resolutions adopted in October 2017 form the basis of the CASB Legislative Advocacy platform at both the state and federal levels.

Local Governance

- LR1** CASB supports allowing boards of education to meet in executive session with school district staff for the purpose of determining positions with respect to employee negotiations.
- LR2** CASB believes that C.R.S. 24-10-106.3, which removed governmental immunity for school districts, must be revised to provide appropriate balance of protections and responsibilities for local school districts and their employees, clarifying statutory language such as “reasonable care” and “reasonably foreseeable” as they relate to acts of school violence.
- LR3** CASB supports the modification of the requirements of SB 10-191, the Educator Effectiveness law, to allow individual school districts to establish the impact of student test scores anywhere from 20-50 percent in the annual evaluation of teachers.
- LR4** CASB urges the United States Congress to amend the Safe and Drug-Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.
- LR5** CASB urges the General Assembly to grant automatically and unconditionally to all public school districts the identical, automatic waivers and relief from statutes and regulations currently enjoyed by charter schools.

Finance

LR6 CASB recognizes that a structural change is needed in how the state funds K-12 education and other critical state and local programs. This structural change includes addressing the negative impact of constitutional provisions like TABOR and Gallagher, which have put significant strains on the state budget. This has caused the Colorado General Assembly to subject K-12 education to significant budget cuts through the mechanism formerly known as the “negative factor.” Such budget cuts are contrary to the voters’ intent in passing Amendment 23, which called for the state to sustain K-12 education funding at a level equal to the growth in inflation plus enrollment. These budget cuts also significantly threaten the ability of K-12 educators to provide every Colorado child with a thorough and uniform education.

We therefore support actively advocating for the adoption of policies and legislation to provide the General Assembly with greater flexibility in setting the state budget.

Specifically, we support policies that address the structural imbalance within the state budget created by the current Gallagher and TABOR constraints in our state constitution.

LR7 CASB supports sustainable methods of funding the construction and maintenance of school buildings and school district facilities. Allowing impact fees to be charged for the purposes of constructing and maintaining schools is one possible solution.

LR8 CASB supports full federal and state funding of the Individuals with Disabilities Education Act (IDEA) and the Exceptional Children’s Educational Act (ECEA) as an increase to current and future topline funding, as provided by the funding formula.

LR9 CASB urges the General Assembly to direct the Colorado Department of Education (CDE) to collaborate with district or charter school boards of education and superintendents (as well as their professional associations, CASB and CASE respectively), to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.

LR10 CASB encourages the General Assembly to continue the additional funding of rural schools that was approved in SB 17-267 titled the “Sustainability of Rural Colorado.”

LR11 CASB advocates that all annual marijuana excise tax collections be allocated to the Building Excellent Schools Today (BEST) program, as was the intent of the voting public when recreational marijuana was legalized in Colorado; that these marijuana excise tax dollars are allowed to be used for long-term financing of projects; and that the Colorado Department of Education Capital Construction Program also be allowed to allocate additional marijuana excise tax revenues as matching grant awards to support maintenance and operations mill levy override questions passed by school districts.

LR12 CASB supports waiver and funding regulation requirement changes to ease the burden on small rural school districts.

LR13 CASB urges the governor, the General Assembly and the Public Employees Retirement Association (PERA) Board of Trustees to undertake all necessary steps to ensure that PERA remains a sustainable and effective vehicle to provide retirement benefits to its member employees and ensure the financial burden placed on PERA employers does not become a barrier to hiring employees.

Student Academic Growth and Achievement

LR14 CASB supports the use of end-of-course assessments for the state-required high school science and social studies exams.

LR15 CASB urges the General Assembly to eliminate existing concurrent enrollment policies and practices that create obstacles for districts wishing to offer college-level courses to high school students. Regional exclusivity should be abandoned at the community college level to create an environment of open competition.

LR16 CASB urges the State Board of Education to revise School Performance Frameworks (SPFs) to provide equity statewide for homogeneous and non-homogeneous student populations in addition to matriculation requirements.

LR17 CASB encourages revisions to state law to allow the Colorado Department of Education (CDE) the flexibility to adjust current timelines for the review and revision of the Colorado Academic Standards (CAS). Currently, all 10 content areas are updated in one year, followed by a two-year implementation period, for a total of six years for the entire cycle.

Mission Statement

Advancing excellence in public education through effective leadership by locally elected boards of education.

Vision Statement

The Colorado Association of School Boards through leadership, service, training and advocacy prepares local boards of education to advance a system of public schools where all students are challenged to meet their full potential.



Colorado Association of School Boards

2253 S. Oneida Street
Denver, Colorado 80224
303-832-1000 • 800-530-8430
CASB.org

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BOARD OF EDUCATION ITEM 9.07
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: David Nancarrow, Director of Communications

TITLE OF AGENDA ITEM: Communications Department Performance Report

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

Key metrics on the performance of District 49 communications tools and platforms is presented. Brand coverage and performance in the earned media space is also presented, overall long-term and process improvement strategy for the department is presented.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>Inner- The unique culture of District 49 helps make us the best choice to learn, and work. The comm. department strives to include our culture in our coverage.</p> <p>Outer- The approach to our work of District 49 helps make us the best choice to learn, work and lead. The comm. department strives to include our culture in our coverage.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Trust – Continue non-biased communication of BOE meetings, school and zone initiatives and any challenging issues that develop in the district.</p> <p>Community – All district communications support the community rock. Each communication platform targets unique community segments. Examples include advertising, Peak Partners and the District 49 Dispatch.</p> <p>Portfolio of Schools – We'll continue to use a “show” versus “tell” philosophy in highlighting the firm foundations being built through our educational programs.</p> <p>Every Student – We'll continue to use a “show” versus “tell” philosophy in highlighting how students are launching to success through 49 Pathways.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Any support and guidance from Board Directors is appreciated.

APPROVED BY: Peter Hilts, Chief Education Officer

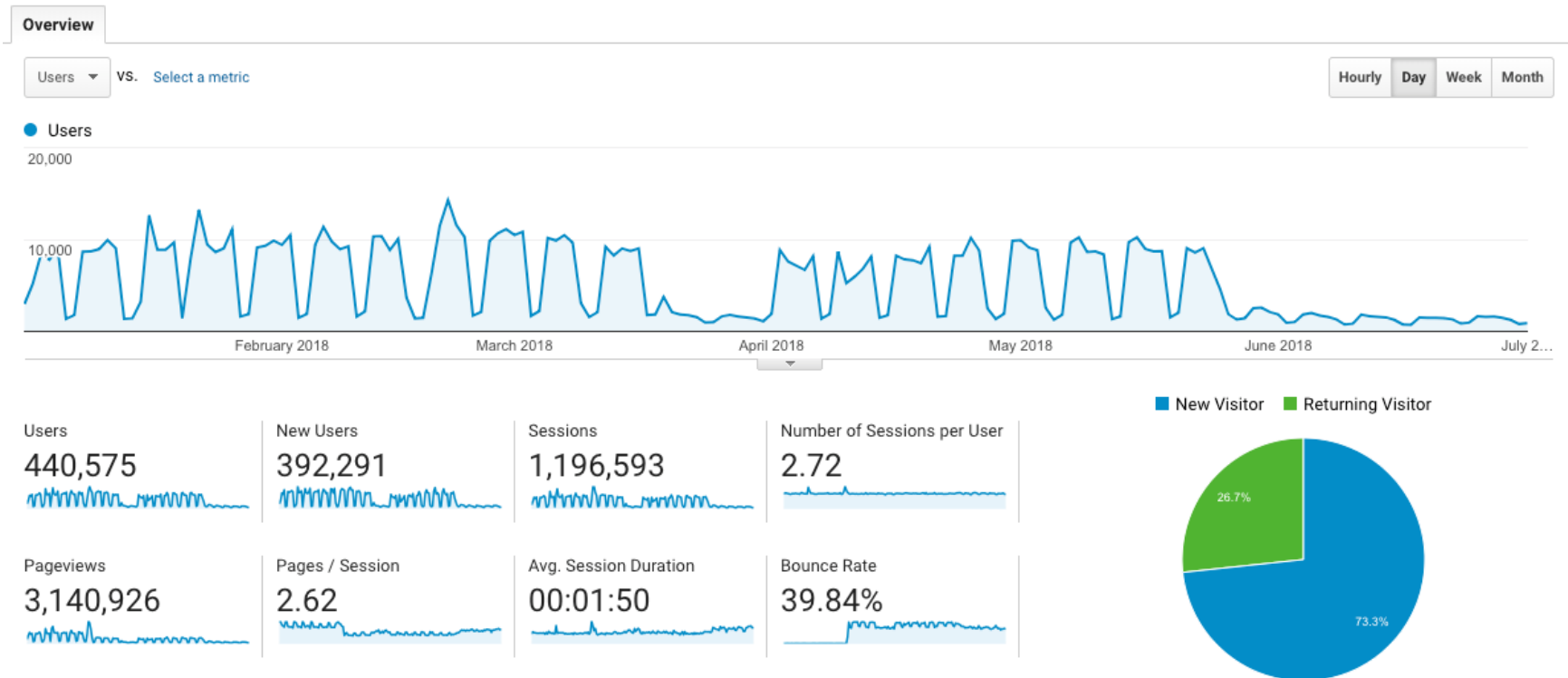
DATE: July 5, 2018



Communications Department Performance Report

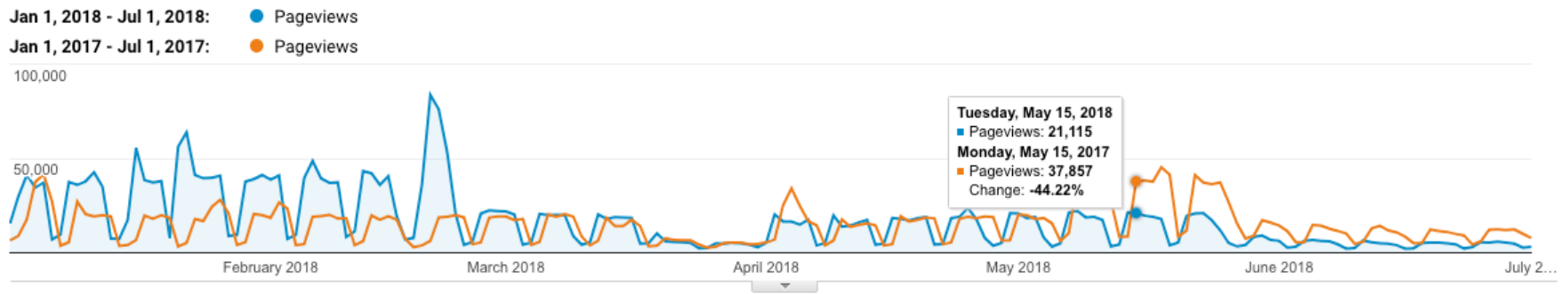
David Nancarrow
Director of Communications

Data Analysis – D49.org



The Best Choice to Learn, Work and Lead

Data Analysis – D49.org



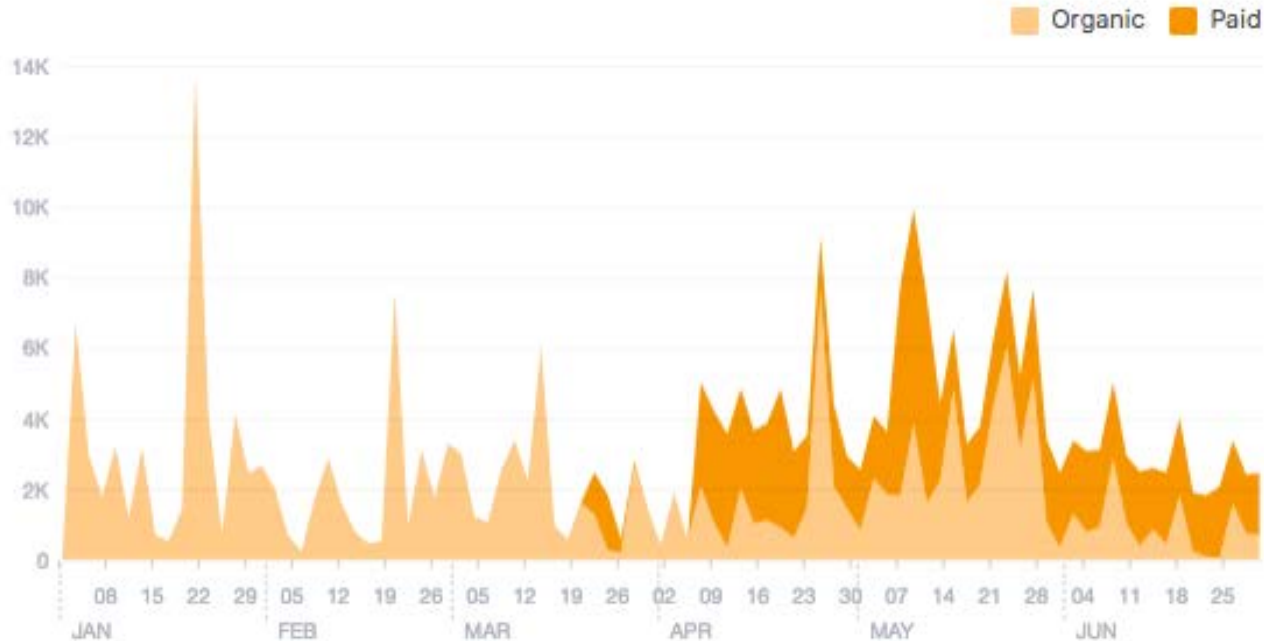
The Best Choice to Learn, Work and Lead

Data Analysis - Facebook



Post Reach

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BENCHMARK



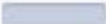











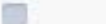




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Page	Total Page Likes	From Last Week	Posts This Week	Engagement This Week
  Colorado Springs Scho...	15.5K 	▼ 0.1%	1	105 
YOU 2  School District 49	13.2K 	0%	5	113 
3  Harrison School District...	7.1K 	▲ 0.1%	3	149 
4  Widefield School District 3	5.7K 	0%	2	77 
5  Academy District 20	3.8K 	0%	6	15 
6  Lewis-Palmer School Di...	2.2K 	0%	18	160 

The Best Choice to Learn, Work and Lead

Data Analysis - LiveChat



Chat engagement

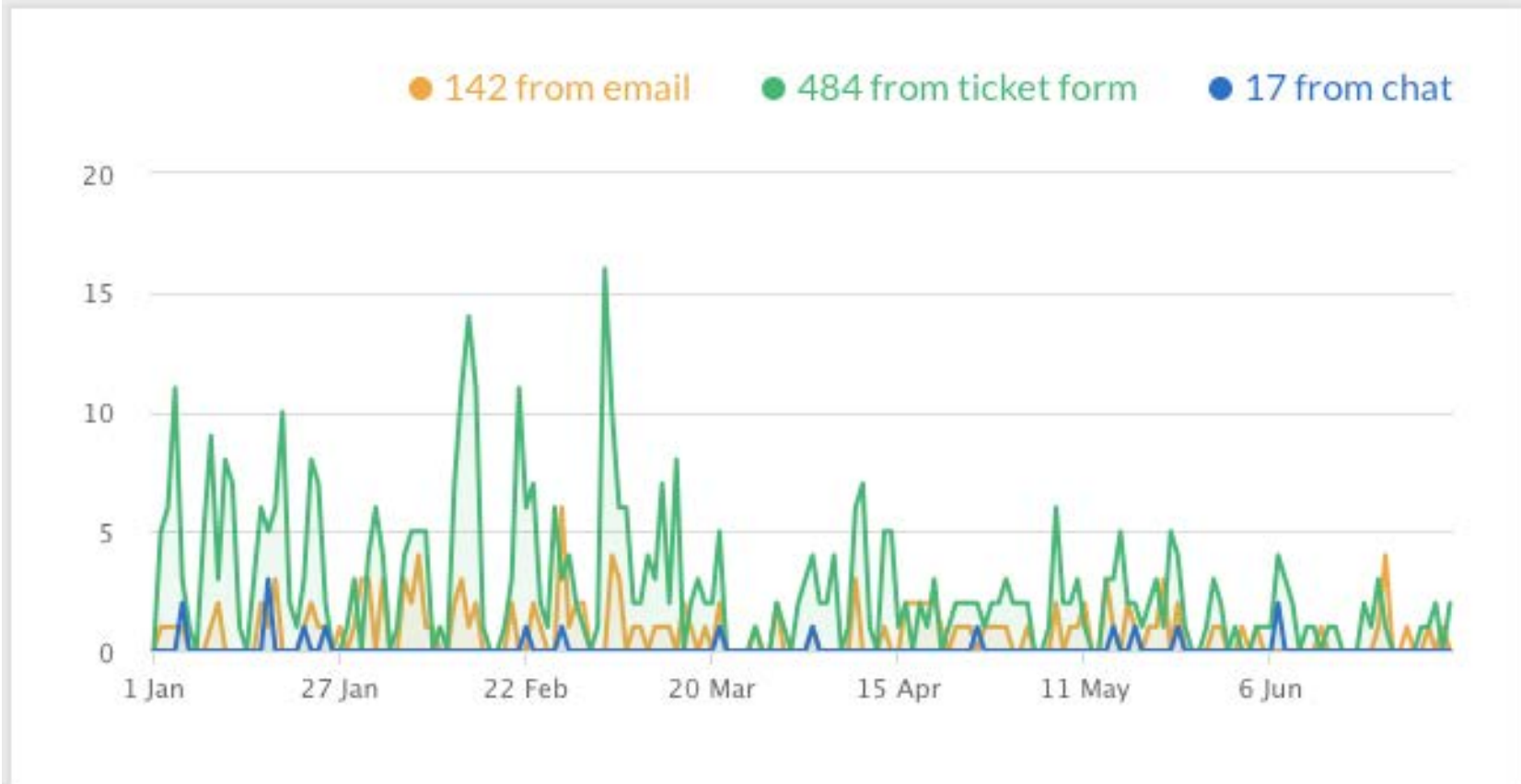


The Best Choice to Learn, Work and Lead

Data Analysis - LiveChat



Ticket sources



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Data Analysis - Bronto

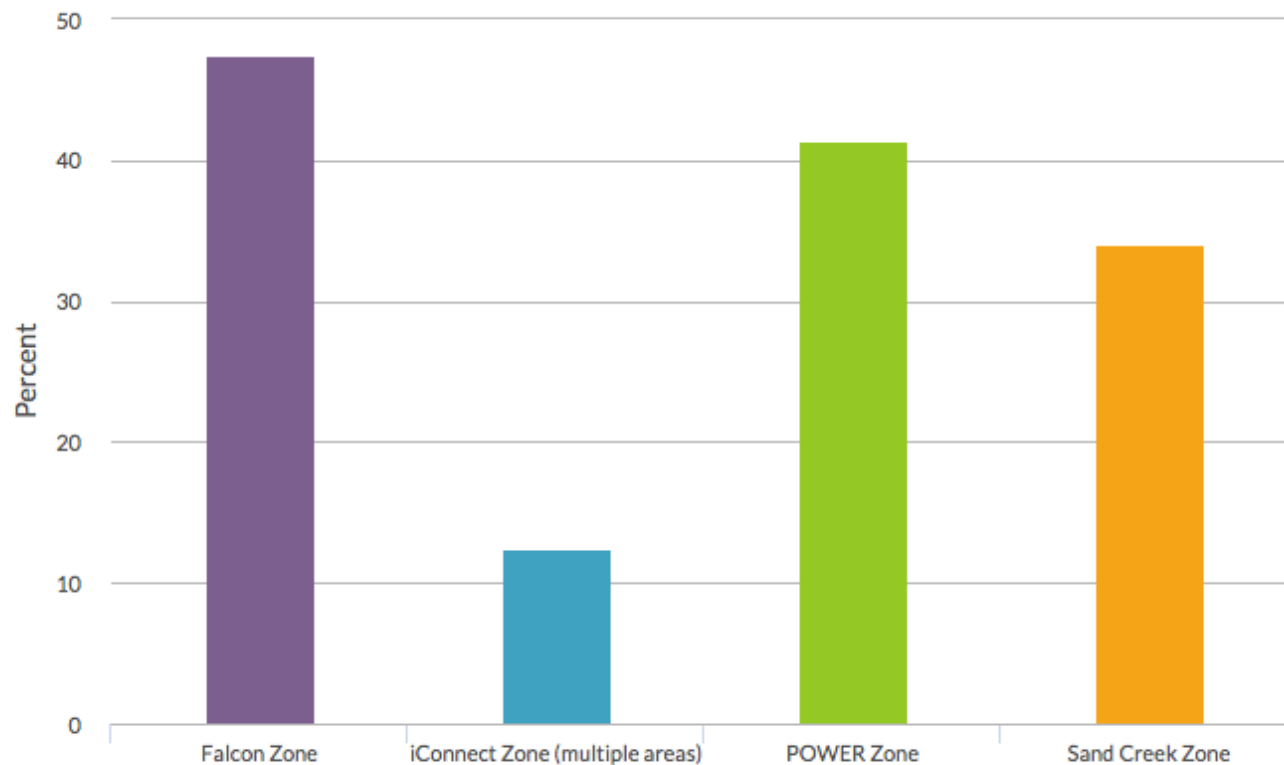


Sent	Delivery Rate	Open Rate	Click Rate
114,545	85.8% 98,266	28.9% 28,443	13.0% 3,699

Data Analysis - Weather



2. What zone(s) in District 49 do you typically travel in? Select all that apply.



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Data Analysis - Weather



3. District 49 is on a two-hour delay schedule for Wednesday, February 21, 2018. Snowfall in the region made roads slick and icy. Cold temperatures continued throughout the evening and morning, which slowed improvement to the commute. Please indicate how appropriate this decision was for your area.



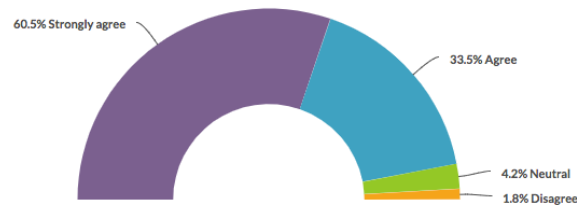
Very appropriate Appropriate Neutral Inappropriate Very inappropriate

Value		Percent	Responses
Very appropriate		67.4%	448
Appropriate		25.0%	166
Neutral		3.9%	26
Inappropriate		2.7%	18
Very inappropriate		1.1%	7
			Totals: 665

Data Analysis - Weather



5. Overall, including today and your previous experiences, District 49 makes winter weather closure and delay decisions that properly balance student safety with access to educational opportunities. Please indicate your level of agreement with the statement.



Value		Percent	Responses
Strongly agree	<div><div></div></div>	60.5%	401
Agree	<div><div></div></div>	33.5%	222
Neutral	<div><div></div></div>	4.2%	28
Disagree	<div><div></div></div>	1.8%	12
Totals: 663			



OVERVIEW AND UPDATE

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Overview: D49 Comms Department



- Fully Staffed as of mid-January of 2018
- Three Celebrating 1 Year w/D49 as of July of 2018
- State of the Communications Department is Strong



INTERNAL COMMUNICATIONS

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Internal Communications



- Creation of Internal Newsletter
 - PeakInside
- Sharing District Level Communications
 - Peakview Screens: Coming SY 18-19
- Staff Recognition



DIGITAL COMMUNICATIONS

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Digital Communications



- Website Refresh – App Development
- Increasing Social Media Engagement
- Staff Training – Schools Posting More of Their Own Content



MARKETING

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Marketing



- 49Pathways
- Internal Production: Cultural and Strategic Materials
- Assessing Advertising Goals

VIDEO / BROADCASTING

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Video/Broadcasting



- COSPRA Recognition: Sources of Strength – Media Excellence Award
- Peakview Content: Key Player
- Overall Content Development

Questions?

BOARD OF EDUCATION ITEM 10.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brad Miller, Legal Counsel
Donna Richer, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: June 29, 2018

BOARD OF EDUCATION ITEM 10.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: July 12, 2018

PREPARED BY: Brad Miller, Legal Counsel
Donna Richer, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Determination of whether to conduct a hearing on a Stakeholder
Grievance matter

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Motion to approve/deny request to conduct a hearing on the stakeholder grievance matter.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: June 29, 2018