

REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
August 9, 2018
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49	• Teachers of the Year
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- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Approval of Agenda**

- 4.00 Consent Agenda**
 - 4.01 Approval of Minutes of Regular Board of Education Meeting 7/12/2018 –Garza
 - 4.02 Approval of Matters Relating to Administrative Personnel –White
 - 4.03 Approval of Matters Relating to Professional/Technical Personnel –Evans
 - 4.04 Approval of Matters Relating to Licensed Personnel –White
 - 4.05 Approval of Matters Relating to Educational Support Personnel –Evans

- 5.00 Board Update**
 - 5.01 Chief Officer Update**
 - 5.02 Student Board of Representatives Update**

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

- 7.00 Action Items**
 - 7.01 Appointment of Board Representative to attend CASB Delegate Assembly – BOE
 - 7.02 Action on New Financial Account – Ridgway
 - 7.03 Action on Resolution for Revised Waivers for Liberty Tree Academy (5 minutes) Franko
 - 7.04 Items Removed from Consent Agenda

- 8.00 Information Items**
 - 8.01 Current Legal Issues – Ridgway/Hathaway
 - 8.02 Job Descriptions-SBOR Advisor – Andersen/Hilts
 - 8.03 Kids' Corner Name Change – Fletcher

- 9.00 Discussions Items**
 - 9.01 2016 3B Projects Update (10 minutes) Lee/Willhelm
 - 9.02 Operations Performance Report
 - a. Safety and Security (10 minutes) Watson
 - 9.03 Proposed Ballot Initiative Community Feedback (10 minutes) Nancarrow/Ridgway
 - 9.04 Policy Revisions, CBI, CBI-R Evaluation of Chief Officers (5 minutes) Andersen
 - 9.05 Mission Innovation Parameters/Calendar (10 minutes) Hilts
 - 9.06 Proposed District 49 Resolutions for Colorado Association of School Boards (CASB) (10 minutes)
BOE

- 10.00 Other Business**

- 11.00 Adjournment**



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DATE OF POSTING: August 7, 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: August 9, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
 7/12/18

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 July 12th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: July 27, 2018

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

BOARD MEETING OF: August 9, 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: July 27, 2018

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

BOARD MEETING OF: August 9, 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: July 27, 2018

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

BOARD MEETING OF: August 9, 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: July 27, 2018

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

BOARD MEETING OF: August 9, 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: July 27, 2018

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

BOARD MEETING OF: August 9, 2018

PREPARED BY: Donna Garza, BOE Executive Assistant

TITLE OF AGENDA ITEM: Board Representative to attend CASB Delegate Assembly

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Colorado Association of School Boards (CASB) resolutions represent philosophy and belief statements that are core to the work of local school boards.

RELEVANT DATA AND EXPECTED OUTCOMES:

Appointing a board representative to serve as a delegate at the October Delegate Assembly ensures that the district takes an active role in helping to determine the issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. The Board's delegate will represent the district in the 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>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to appoint John Graham as the board representative to serve as a Delegate at CASB's Delegate Assembly in 2018.

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

DATE: July 27, 2018

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

BOARD MEETING OF: August 9, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: New Financial Account

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE: D49 policy and Colorado statute require that only the Board of Education can authorize opening or closing accounts in the name of the district at financial institutions – usually authorizing a district employee to undertake that specific action for a specific account at a specific financial institution.

RELEVANT DATA AND EXPECTED OUTCOMES: D49, specifically Falcon Middle School, has been named in a recent decedent's estate that is being distributed by Ameriprise Financial Services, Inc.. This firm requires that the district open an account with them to gain access to the funds, even though it has been clearly understood that there would be no long-term relationship between D49 and Ameriprise. Despite the difficulties of dealing with this particular firm we wish to honor the wishes of the decedent and so acquiesce to opening account, but will close the account immediately upon completion of the associated transaction(s).

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>Honoring good intentions from the community by going beyond normal processes to fulfill an appropriate request.</i>
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Following normal policies and procedures for opening an account, even though it is with a firm that clearly establishes their procedures solely as a strategy for obtaining new business.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to authorize the Chief Business Officer to establish an account with Ameriprise Financial Services, Inc., for the sole purpose of receiving and estate donation and also direct the Chief Business Officer to close the account once all related transactions have occurred.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: August 6, 2018

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

BOARD MEETING OF: August 9, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Liberty Tree Academy Charter School Waivers

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Charter School Act provides charter schools the opportunity to apply for and be granted waivers from state statutes that are not automatically waived. As statutes change and District 49 authorized charter schools age, waivers of certain statutes need reconsideration and revision.

RATIONALE:

It is appropriate for the District 49 BoE to consider waiver requests from charter schools and determine if the rationale and replacement plan for such waivers is sufficient and appropriate to meet local expectations. If approved by the local board of education, the waivers are then sent to the Colorado Department of Education and presented to the State Board of Education. Should the SBoE confirm the BoE's approval of the waivers and rationale/replacement plan (RRP), the waiver is in effect and is valid for the duration of the charter contract.

RELEVANT DATA AND EXPECTED OUTCOMES:

Upon approval of the Liberty Tree Academy charter contract, the contract, to include Attachment 5 – waivers, was submitted to the Colorado Department of Education. The School of Choice unit reviewed the waiver request and rationale plans and provided feedback to revise. Liberty Tree Academy was provided the feedback and has made the necessary adjustments to the replacement plans as advised.

INNOVATION AND INTELLIGENT RISK:

The waiver request LTA is seeking align to those requested and approved by other charter schools operating in District 49. Risk to approving the waivers as presented is limited as the process will include approval at the SBoE level.

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

Culture	Inner Ring —How we treat each other	Shows respect for the autonomy granted to charter schools.
	Outer Ring —How we treat our work	Responds to charter schools' desire to serve students through their educational model.
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>	Reinforces school's opportunity to be innovative and serve a community within a specific educational model.
	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 August 9, 2018
Item 7.03 continued

BUDGET IMPACT: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the requested waivers with rationale and replacement plans as presented.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 26, 2018



RESOLUTION

We, the members of the board, resolve to approve the modification of the Liberty Tree Academy Charter Contract originally signed and dated January 2018 to include the listed waivers and rationale listed below:

Attachment 5 Liberty Tree Academy Waiver Request Appendix

AUTOMATIC WAIVERS

State Statute Citation	Description
<i>22-32-109(1)(f), C.R.S.</i>	Local board duties concerning selection of staff and pay
<i>22-32-109(1)(t), C.R.S.</i>	Determine educational program and prescribe textbooks
<i>22-32-110(1)(h), C.R.S.</i>	Local board powers-Terminate employment of personnel
<i>22-32-110(1)(i), C.R.S.</i>	Local board duties-Reimburse employees for expenses
<i>22-32-110(1)(j), C.R.S.</i>	Local board powers-Procure life, health, or accident insurance
<i>22-32-110(1)(k), C.R.S.</i>	Local board powers-Policies relating the in-service training and
<i>22-32-110(1)(ee), C.R.S.</i>	Local board powers-Employ teachers' aides and other non-certificated personnel
<i>22-32-126, C.R.S.</i>	Employment and authority of principals
<i>22-33-104(4)</i>	Compulsory school attendance-Attendance policies and excused absences
<i>22-63-301, C.R.S.</i>	Teacher Employment Act - Grounds for dismissal
<i>22-63-302, C.R.S.</i>	Teacher Employment Act-Procedures for dismissal of teachers
<i>22-63-401, C.R.S.</i>	Teacher Employment Act-Teachers subject to adopted salary
<i>22-63-402, C.R.S.</i>	Teacher Employment Act-Certificate required to pay teachers
<i>22-63-403, C.R.S.</i>	Teacher Employment Act-Describes payment of salaries
<i>22-1-112, C.R.S.</i>	School Year-National Holidays

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-9-106 C.R.S. § 22-9-107	Local boards of education—duties—performance evaluation system—repeal and School district personnel performance evaluation council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-pupil contact hours
C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt district calendar
C.R.S. §22-63-201	Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate

C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal &
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act
C.R.S. § 22-63-204	Employment – Interest prohibited
C.R.S. § 22-63-103 (10)	Teacher Employment, Compensation, and Dismissal
C.R.S. § 22-32-109.8	Fingerprinting
C.R.S. § 22-32-109.9	Fingerprinting
C.R.S. § 22-32-109(1)(b)	Local Board duties concerning competitive bidding
C.R.S. § 22-32-110(1)(y)	School Accepting gifts, donations, grants
C.R.S. § 22-7-1014(2)(a)	Preschool individualized readiness plans
C.R.S. § 22-60.5-301	HR Management: applicants' qualifications to work in school
C.R.S. § 22-32-134.5	Healthy beverages policy
C.R.S. § 22-32-136	Children's nutrition- healthful alternatives
C.R.S. § 32-136.3	Children's nutrition- no trans fats in school foods
C.R.S. § 32-110(1)(r)	Local board powers- Exclude library materials
C.R.S. § 32-119	Kindergarten
C.R.S. § 22-1-110	General provision- teaching alcohol and controlled substances
C.R.S. § 22-1-128	General provisions- comprehensive human sexuality

1. 1 C.R.S. § 22-9-106 and C.R.S. § 22-9-107: Local Board of Education-Duties-Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties

These statutes allow a charter school to implement their own performance evaluations and not to have to report those evaluation ratings.

Rationale: Liberty Tree Academy's ("LTA") administration must have the ability to perform the evaluation of all personnel. Should the administration not have a Type D certificate, this should not preclude him or her from administering the evaluations. The LTA administration and the LTA Board must also have the ability to perform the evaluation for principals. Additionally, LTA should not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(I).

Plan: LTA will use its own evaluation system as agreed to in the charter contract with the D49 and therefore should not be required to report their teacher evaluation data. LTA's evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for LTA's evaluation system will include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. In addition, the evaluation data is used to inform professional development decisions for each teacher. Core course level participation will continue to be reported Pursuant to C.R.S. 22-11-503.5, as this is a non-waivable statute.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to LTA, as set forth in the charter contract.

Expected Outcome: With this waiver, LTA will be able to implement its program and evaluate its teachers in a manner that produces a greater accountability to the school. This will benefit staff members as well as students and the community.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

2. C.R.S. § 22-32-109(1)(n)(I), C.R.S. § 22-32-109(1)(n)(II)(A), and C.R.S. § 22-32-109(1)(n)(II)(B): School Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar.

Rationale: LTA will prescribe the actual details of its own school calendar and hours of teacher-pupil contact. The total number of student hours in school will comply with state requirements.

Replacement Plan: A finalized calendar and school day for LTA (including teacher-pupil contact hours) will be officially adopted each year by the Board of LTA that meets the requirements set forth in statute.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to LTA as set forth in the charter contract.

Expected Outcome: As a result of this waiver, LTA will be able to operate under its own schedule, which is vital to the success of its program.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

3. C.R.S. § 22-63-201 and C.R.S. § 22-63-202 and C.R.S. § 22-63-203

C.R.S. § 22-63-201: Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate

C.R.S. § 22-63-202: Requires a written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract.

C.R.S. § 22-63-203: This section establishes specific requirements for the employment of probationary teachers and the renewal or not, of their contracts.

Rationale: LTA should be delegated the authority from its authorizer to develop its own employment contracts and terms and conditions of employment. LTA will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is

successful in a traditional public school will be successful at LTA. Almost all employees of LTA will be employed on an at-will basis using employment agreements that comply with all statutory requirements.

Replacement Plan: A LTA specific employment agreement which requires an annual renewal and addresses payment of salaries upon termination of employment of a teacher will be used. Said agreement will follow LTA Board Policies. LTA is committed to employing Highly Qualified educators. The school will ensure that staff working in the school are selected based on who is most qualified to implement its educational program and fulfill the educational mission of the school. In order to attract the most qualified educators, it may be beneficial for the school to be able to hire teachers who don't hold a certificate, but who possess unique background and/or skills, or fill a need for the school. The school may hire teachers licensed in the grade and subject area for the teaching position, but in instances where a suitable licensed teacher is not available, the school will hire individuals who have a minimum of a bachelor's degree, preferably with a degree or passing score on a content area test in a related field, who are eligible to pursue a license with the Colorado Department of Education in the applicable grade and subject area.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget and will have a positive impact the LTA budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of these waivers, LTA will be able to employ professional staff possessing unique skills and/or backgrounds, filling all staff needs.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

4. C.R.S. § 22-63-206: Teacher Employment, Compensation, and Dismissal Act (substantive); Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.

Rationale: LTA has been granted the authority under a charter contract to select its own teachers. D49 should not have the authority to transfer its teachers into LTA or transfer teachers from LTA to other D49 schools.

Replacement Plan: LTA will hire teachers on a "best qualified" basis. Teachers who wish to transfer from LTA may follow D49 procedures.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: LTA expects that as a result of this waiver it will be able to manage its own personnel affairs, consistent with the terms of the charter contract and the Colorado Charter School Act.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

5. C.R.S. § 22-63-204: Employment – Interest prohibited

Rationale: It is essential that the school be granted the latitude to raise money through grants and fundraising and to spend such funds to accomplish its educational objectives. LTA needs to be allowed to accept pay for sale of goods to accomplish education objectives.

Replacement Plan: The LTA Board will use policy to govern receiving gifts, donations, and grants and will monitor expenditures against instructional objectives.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget and will have a positive impact the LTA budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of the waiver, the LTA Board will have the latitude to raise and expend funds as needed and will be able to act more quickly while maintaining accountability.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

6. C.R.S. § 22-63-103 (10): Teacher Employment, Compensation, and Dismissal - Definitions - Substitute Teacher; This section describes a substitute teacher and the qualifications of such.

Rationale: Developing and maintaining a qualified pool of substitute teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.

Replacement Plan: The LTA administration shall have the authority to select part-time and substitute teachers.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of this waiver, LTA will be able to employ part-time and substitute teachers possessing unique skills and/or background necessary for the smooth operation of the school.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

7. C.R.S. Sec. 22-32-109.8 and 22-32-109.9: Require Boards of Education to make certain inquiries and background checks prior to hiring applicants; requires Board of Education to investigate allegations of child or sexual abuse; requires applicant to submit fingerprints and certify no convictions; provide for district to require certified personnel to submit fingerprints in certain instances.

Rationale: LTA will hire its own employees and therefore should be delegated the responsibility from its authorizer to comply with these provisions for its own employees so that all required inquiries and background checks can be conducted in a timely and efficient manner.

Replacement Plan: LTA will conduct all inquiries and background checks in compliance with statute before hiring new employees.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of these waivers, LTA will be responsible for completing its own background checks.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

8. C.R.S. Section 22-32-109(1)(b) Local board duties concerning competitive bidding

Rationale: The School requests sole discretion in all competitive bidding policies in order to make sure that we are able to acquire the goods and services that best meet the needs of our students in the most efficient possible manner.

Replacement Plan: The board of LTA will develop, adopt, and implement their own financial policies, rules and regulations, including those for the competitive bidding process.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will be Evaluated: Since this area has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: As a result of this waiver, the School will be able to purchase goods and services that meet our needs and support our operational needs.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

9. C.R.S. Section 22-32-110(1)(y) School Accepting gifts, donations, grants

Rationale: In order to ensure the School is able to operate critical aspects of its model outside of its core program, the school engages in fund development efforts. Funds are raised from a wide range of foundations, corporations, and individuals. In addition, the schools occasionally receive gifts, which can be used to further support the program. It is the responsibility of the School to engage in responsible fundraising efforts and to receive and execute gifts, donations and/or grants in alignment with the donors' wishes along with local, state and federal laws. In cases of giving in which funds are unrestricted, the School, with the support of the School's board and Finance Committee, determines the most effective use of the funds.

Replacement Plan: Our Fiscal Policies and Procedures Handbook outlines our policies.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.

Expected Outcome: As a result of this waiver, the school will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Agreement.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

10. C.R.S. Section 22-7-1014(2)(a): Preschool individualized readiness plans

Rationale: LTA should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being and motor development; social-emotional development; language and comprehension development; and cognition and general knowledge are assessed daily through LTA's current curriculum assessments. Support is readily available through numerous avenues throughout LTA's program. Within the first 60 calendar days of the school year, LTA will be responsible for proper assessment of the readiness of all incoming kindergarten students in the following domains:

- Physical well-being and motor development
- Social and emotional development
- Language and comprehension development
- Cognition
- General knowledge -math
- General knowledge -literacy

The assessment will be research-based, valid, and reliable, and will be used to develop individualized plans for meeting the needs of those incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals. Additionally, because LTA is using an assessment of its choosing, the data will not be generated in the same manner as the school readiness data generated by a State Board approved readiness assessment.

Replacement Plan: LTA has a Kindergarten program utilizing the Core Knowledge curriculum that aligns to the Colorado Academic Standards (CAS).

1. Physical well-being and motor development:

- Students participate weekly in a structured recess that encourages gross motor development. Students are assessed on motor-development skills acquired throughout the year by our elementary physical education teacher.
- Students participate weekly in Art education meeting or exceeding state standards. Development of fine motor skills is achieved through drawing, painting, and creating projects. Students are assessed on fine motor skills acquired throughout the year.
- Students participate weekly in Music education meeting or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year.
- Students participate in daily writing exercise learning how to hold and manipulate a

pencil and form their letters and numbers properly. Students are assessed throughout the year.

- Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development.
2. Social-emotional development (based on the CAS)
 - Students are instructed in the positive behavior support system designed by the school. This includes classroom, cafeteria, recess, and hallway expectations. Students are rewarded for the positive behavior they demonstrate.
 - Positive behavior in the classroom is reinforced and negative behavior is redirected and refocused, as well as individual behavior charts, and whole class rewards. This is to strengthen self-regulation and executive-functions that help students pay attention, remember directions, and control their behavior.
 - Instruction in good character and virtue is integrated in the curriculum on a daily basis. This helps students develop social-emotional skills such as making friends, managing emotions and solving problems to set them on the path for social success and academic readiness.
 - Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado State Standards.
 3. Language and comprehension development (based on the CAS)
 - Students receive 65 minutes of instruction each day in the Riggs phonics language arts curriculum. This is a comprehensive program for writing, spelling, reading, listening, and speaking that builds vocabulary and knowledge. Students master the basic phonetic components of the English language in order to decode and encode fluently. Students are also taught vocabulary through daily reading, language arts skills that are essential for comprehension. Each skill is assessed weekly. An overall assessment of reading fluency is administered monthly.
 - The *DIBELS Next* assessment is administered three times per year. Any student who does not achieve benchmark is progress monitored every two to three weeks. Students not making benchmark progress are assessed with *DIBELS Deep* to determine the literacy area most in need of improvement. If the student is far below benchmark on two consecutive assessment administrations, the student is placed on a READ plan and given an additional 30 minutes of small group instruction.
 4. Cognition and general knowledge (based on the CAS)
 - Students receive 40 minutes of math instruction using Singapore's math curriculum. This curriculum is aligned to the Colorado Academic Standards for math. Assessments are given every two weeks to monitor progress. Students who fall behind are given additional time with a teacher aide.
 - Science - Students are instructed on various topic including: Plants; Animals and their Needs; the Human Body (five senses, taking care of your body - exercise, cleanliness, health diet, and rest); Magnets; Seasons and Weather; and Conservation. Assessments are given regularly to monitor progress.

- History and Geography - Students are instructed on various topics including: Geography - Spatial Sense (working with maps and globes students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans, North and South Pole); an overview of the seven continents including landmarks and animals, Native American Peoples; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day) Presidents Past and Present (including Washington, Jefferson, Lincoln, Theodore Roosevelt and the current United States President); and United States Symbols (including the American Flag, Statue of Liberty, Mount Rushmore, and the White House). Assessments are given regularly to monitor progress.
- Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas receive Response to Intervention (RtI) strategies in small groups or 1:1 instruction. RtI plans are developed and review with our Student Services Department quarterly. The information reviewed includes results of formal assessments, informal assessments, and developmental checklists. This information is housed in an internet based data management system of the school's choosing, to bring together achievement data from many sources, generate student and summary reports, and allow for distribution to appropriate RtI personnel.

If students do not respond with adequate growth following this intervention they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist; Special Education Teacher; Counselor or Mental Health Therapist for further assessment. These assessments results are held in Enrich.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth and meet the intent of the quality standards established in C.R.S § 27-7-1014(2)(a).

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget or LTA's budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: If granted, the waiver will enable LTA to instruct, assess, and monitor incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals in order to ensure school readiness and student success in all domain areas.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

11. C.R.S. § 22-60.5-301: Colorado Educator Licensing Act -Principals & Administrators

Rationale: The unique curriculum and methods required to supervise and manage LTA could limit the pool of potential candidates for the School Administrator position if potential candidates must also be state licensed and/or certified.

Replacement Plan: The LTA Board will hire a School Administrator who will further the mission, goals and objectives of the School. The School Administrator will not function as a traditional school district principal but rather will be responsible for a wider range of tasks. The School seeks to attract a School Administrator from a wide variety of backgrounds, including but not limited to, teachers and persons with school administration or other professional experience.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or LTA's budget.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Agreement.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

12. C.R.S. Section 22-32-134.5, 22-32-136, 22-32-136.3: Children's nutrition and Healthy Beverages Policy

Rationale: LTA will be operating independently from other schools in D49 and should be delegated the authority to develop, adopt, and implement its own operational policies, rules and regulations, subject to the limitations in the Charter School Contract. LTA may establish agreements with food vendors to serve food on its campus.

Replacement Plan: LTA encourages its students having the freedom and opportunity to make healthy lifestyle choices, as part of its mission to develop independent students with good character and virtue. LTA will adopt its own policies concerning healthy environments and education for children that meet or exceed the intent of the law. The Board of Directors of LTA will adopt policies and the Principal or designated head of school of LTA will prescribe rules and regulations to meet the intent of promoting healthy lifestyles among its students. LTA will meet federal standards related to this statute.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or LTA.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

10. C.R.S. § 22-32-110(1)(r): Exclusion Materials from Schools and Libraries Excludes materials found to be immoral or pernicious from schools or libraries.

Rationale: The D49 School Board and the automatic state waiver of CRS § 22-32- 109(1)(t) granted the Board of Directors of LTA the authority to determine the educational program for the school. LTA should be delegated the authority to establish and maintain appropriate standards for material acceptable in its

school in accordance with the Charter School Contract. This waiver has been granted to other charter schools and is requested to clearly align with the intent of the waiver from CRS § 22-32- 109(1)(t).

Replacement Plan: LTA will adopt its own policies concerning exclusion of materials that exceed the intent of the law related to immoral or pernicious material.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or the school.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

13. C.R.S. § 22-1-110 and C.R.S. § 22-1-128: C.R.S. § 22-1-110 Effect of Use of Alcohol and Controlled Substances to be Taught Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels. C.R.S. § 22-1-128 Comprehensive Human Sexuality Education Specifies how, when, and content for human sexuality education to be taught in all grade levels. Supersedes C.R.S. § 22-1-10.5, repealed by Colorado House Bill 13-1081.

Rationale: LTA is granted the authority to determine the educational program for the school through an automatic waiver of C.R.S. § 22-32-109(1)(t). Consistent with this waiver, LTA should have the authority to establish and maintain appropriate standards for the education program, texts, and materials acceptable in its school in accordance with the Charter School Contract.

Replacement Plan: LTA will include instruction on the effect and use of alcohol and controlled substances and will include appropriate instruction on human anatomy, reproduction, and sexuality. LTA will meet the intent of the Colorado Academic Standards on Comprehensive Health and Physical Education.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or the school.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will experience an enhanced educational program by being able to administer the school program keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

14. C.R.S. Section 22-32-119, CRS. Kindergarten Establishing and maintaining kindergarten

Rationale: The D49 School Board has granted the LTA Board the authority to determine the educational program for the school. LTA should be delegated the authority to establish and maintain a kindergarten in accordance with the Charter School Contract.

Replacement Plan: The educational program for LTA is described in the approved Charter School Contract and the kindergarten will follow the description contained therein.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the D49 or School.

How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will experience an enhanced educational program by being able to administer the school program at the kindergarten level in a manner in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

AUTOMATIC DISTRICT WAIVERS

- **Section G: Personnel.** The charter school is responsible for its own employees and employs personnel at-will making most of these policies unnecessary.
- **Section I: Instruction.** The charter school is approved in its charter contract to provide the educational program described in its initial charter school application or renewal application.

IA	IGA	IGD	IGF
IHA	IHA-R	IHAC	IHACA
IHA-E	IHAK	IHAL	IHAL-R
IHAM	IHAMA	IHAMB	IHAMC
IHAM-R/IHAMB-R/IHAMC-R	IIB	IJ	IJ-R
IJ-E-1	IJ-E-2	IJJ	IJK
IJK-R	IJL	IJL-R	IJL-E
IK	IKA	IKAB	IKCA
IKE	IKF	IKFA	IKFB
IL	IMA	IMB	IMB-R
IMBB			

- **Section K: School-Community-Home Relations.** As a charter school, the leaders have their own communication with the community and families.

KB	KEC	KEC-E	KEF
KEF-R	KFA	KHC	KHC-R
KI	KLB	KLK	KLMA

ADOPTED AND APPROVED this 9th day of August, 2018

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

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
Falcon School District 49

Attachment 5
Liberty Tree Academy Waiver Request Appendix

AUTOMATIC WAIVERS

State Statute Citation	Description
22-32-109(1)(b), C.R.S.	Local board duties concerning competitive bidding
22-32-109(1)(f), C.R.S.	Local board duties concerning selection of staff and pay
22-32-109(1)(t), C.R.S.	Determine educational program and prescribe textbooks
22-32-110(1)(h), C.R.S.	Local board powers-Terminate employment of personnel
22-32-110(1)(i), C.R.S.	Local board duties-Reimburse employees for expenses
22-32-110(1)(j), C.R.S.	Local board powers-Procure life, health, or accident insurance
22-32-110(1)(k), C.R.S.	Local board powers-Policies relating the in-service training and
22-32-110(1)(y), C.R.S.	Local board powers-Accepting gifts, donations, and grants
22-32-110(1)(ee), C.R.S.	Local board powers-Employ teachers' aides and other non-certificated personnel
22-32-126, C.R.S.	Employment and authority of principals
22-33-104(4)	Compulsory school attendance-Attendance policies and excused absences
22-63-301, C.R.S.	Teacher Employment Act - Grounds for dismissal
22-63-302, C.R.S.	Teacher Employment Act-Procedures for dismissal of teachers
22-63-401, C.R.S.	Teacher Employment Act-Teachers subject to adopted salary
22-63-402, C.R.S.	Teacher Employment Act-Certificate required to pay teachers
22-63-403, C.R.S.	Teacher Employment Act-Describes payment of salaries
22-1-112, C.R.S	School Year-National Holidays

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-9-106 C.R.S. § 22-9-107	Local boards of education—duties—performance evaluation system—repeal and School district personnel performance evaluation council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-pupil contact hours
C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt district calendar
<u>C.R.S. §22-63-201</u>	<u>Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate</u>
C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher.
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act

C.R.S. § 22-63-204	Employment – Interest prohibited
C.R.S. § 22-63-103 (10)	Teacher Employment, Compensation, and Dismissal
C.R.S. § 22-32-109.8	Fingerprinting
C.R.S. § 22-32-109.9	Fingerprinting
<u>C.R.S. § 22-32-109(1)(b)</u>	<u>Local Board duties concerning competitive bidding</u>
<u>C.R.S. § 22-32-110(1)(v)</u>	<u>School Accepting gifts, donations, grants</u>
<u>C.R.S. § 22-7-1014(2)(a)</u>	<u>Preschool individualized readiness plans</u>
<u>C.R.S. § 22-60.5-301</u>	<u>HR Management: applicants' qualifications to work in school</u>
<u>C.R.S. § 22-32-134.5</u>	<u>Healthy beverages policy</u>
<u>C.R.S. § 22-32-136</u>	<u>Children's nutrition- healthful alternatives</u>
<u>C.R.S. § 32-136.3</u>	<u>Children's nutrition- no trans fats in school foods</u>
<u>C.R.S. § 32-110(1)(r)</u>	<u>Local board powers- Exclude library materials</u>
<u>C.R.S. § 32-119</u>	<u>Kindergarten</u>
<u>C.R.S. § 22-1-110</u>	<u>General provision- teaching alcohol and controlled substances</u>
<u>C.R.S. § 22-1-128</u>	<u>General provisions- comprehensive human sexuality</u>

1. 1 C.R.S. § 22-9-106 and C.R.S. § 22-9-107: Local Board of Education-Duties-Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties

These statutes allow a charter school to implement their own performance evaluations and not to have to report those evaluation ratings.

Rationale: Liberty Tree Academy's ("LTA") administration must have the ability to perform the evaluation of all personnel. Should the administration not have a Type D certificate, this should not preclude him or her from administering the evaluations. The LTA administration and the LTA Board must also have the ability to perform the evaluation for principals. Additionally, LTA should not be required to report their teacher evaluation ratings as a part of the commissioner's report as required by C.R.S. 22-2-112(1)(q)(I).

Plan: LTA will use its own evaluation system as agreed to in the charter contract with the D49 and therefore should not be required to report their teacher evaluation data. LTA's evaluation system will continue to meet the intent of the law as outlined in statute. The methods used for LTA's evaluation system will include quality standards that are clear and relevant to the administrators' and teachers' roles and responsibilities, and have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191. In addition, the evaluation data is used to inform professional development decisions for each teacher. Core course level participation will continue to be reported Pursuant to C.R.S. 22-11-503.5, as this is a non-waivable statute.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: Since teacher performance has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to LTA, as set forth in the charter contract.

Expected Outcome: With this waiver, LTA will be able to implement its program and evaluate its teachers in a manner that produces a greater accountability to the school. This will benefit staff members as well as students and the community.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

2. **C.R.S. § 22-32-109(1)(n)(I), C.R.S. § 22-32-109(1)(n)(II)(A), and C.R.S. § 22-32-109(1)(n)(II)(B): School Board's duty to prescribe length of school year and hours of teacher-pupil instruction and to adopt a calendar.**

Rationale: LTA will prescribe the actual details of its own school calendar and hours of teacher-pupil contact. The total number of student hours in school will comply with state requirements.

Replacement Plan: A finalized calendar and school day for LTA (including teacher-pupil contact hours) will be officially adopted each year by the Board of LTA that meets the requirements set forth in statute.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of the waivers will be measured by the same performance criteria and assessments that apply to LTA as set forth in the charter contract.

Expected Outcome: As a result of this waiver, LTA will be able to operate under its own schedule, which is vital to the success of its program.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

3. **C.R.S. § 22-63-[201](#) and [C.R.S. § 22-63-202](#) and C.R.S. § 22-63-203**

C.R.S. §22-63-201: Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate

C.R.S. § 22-63-202: Requires a written employment contract with teachers, including a damages provision. Provides for temporary suspension of employment and cancellation of contract.

C.R.S. § 22-63-203: This section establishes specific requirements for the employment of probationary teachers and the renewal or not, of their contracts.

Rationale: LTA should be delegated the authority from its authorizer to develop its own employment contracts and terms and conditions of employment. LTA will be operating differently from other schools with a unique curriculum for which having the proper teaching staff is essential. Not every teacher who is successful in a traditional public school will be successful at LTA. Almost all employees of LTA will be employed on an at-will basis using employment agreements that comply with all statutory requirements.

Replacement Plan: A LTA specific employment agreement which requires an annual renewal and addresses payment of salaries upon termination of employment of a teacher will be used. Said agreement will follow LTA Board Policies. LTA is committed to employing Highly Qualified educators. The school will ensure that staff working in the school are selected based on who is most qualified to implement its educational program and fulfill the educational mission of the school. In order to attract the most qualified educators, it may be beneficial for the school to be able to hire teachers who don't hold a certificate, but who possess unique background and/or skills, or fill a need for the school. The school may hire teachers licensed in the grade and subject area for the teaching position, but in instances where a suitable licensed teacher is not available, the school will hire individuals who have a minimum of a bachelor's degree, preferably with a degree or passing score on a content area test in a related field, who are eligible to pursue a license with the Colorado Department of Education in the applicable grade and subject area.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget and will have a positive impact the LTA budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of these waivers, LTA will be able to employ professional staff possessing unique skills and/or backgrounds, filling all staff needs.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

4. C.R.S. § 22-63-206: Teacher Employment, Compensation, and Dismissal Act (substantive); Permits transfer of teachers between schools upon recommendation of district's chief administrative officer.

Rationale: LTA has been granted the authority under a charter contract to select its own teachers. D49 should not have the authority to transfer its teachers into LTA or transfer teachers from LTA to other D49 schools.

Replacement Plan: LTA will hire teachers on a “best qualified” basis. Teachers who wish to transfer from LTA may follow D49 procedures.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: LTA expects that as a result of this waiver it will be able to manage its own personnel affairs, consistent with the terms of the charter contract and the Colorado Charter School Act.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

5. C.R.S. § 22-63-204: Employment – Interest prohibited

Rationale: It is essential that the school be granted the latitude to raise money through grants and fundraising and to spend such funds to accomplish its educational objectives. LTA needs to be allowed to accept pay for sale of goods to accomplish education objectives.

Replacement Plan: The LTA Board will use policy to govern receiving gifts, donations, and grants and will monitor expenditures against instructional objectives.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget and will have a positive impact the LTA budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of the waiver, the LTA Board will have the latitude to raise and expend funds as needed and will be able to act more quickly while maintaining accountability.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

6. C.R.S. § 22-63-103 (10): Teacher Employment, Compensation, and Dismissal - Definitions - Substitute Teacher; This section describes a substitute teacher and the qualifications of such.

Rationale: Developing and maintaining a qualified pool of substitute teachers can be challenging for a charter school since the expectations vary from those of traditional public schools.

Replacement Plan: The LTA administration I shall have the authority to select part-time and substitute teachers.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of this waiver, LTA will be able to employ part-time and substitute teachers possessing unique skills and/or background necessary for the smooth operation of the school.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

7. C.R.S. Sec. 22-32-109.8 and 22-32-109.9: Require Boards of Education to make certain inquiries and background checks prior to hiring applicants; requires Board of Education to investigate allegations of child or sexual abuse; requires applicant to submit fingerprints and certify no convictions; provide for district to require certified personnel to submit fingerprints in certain instances.

Rationale: LTA will hire its own employees and therefore should be delegated the responsible from its authorizer to comply with these provisions for its own employees so that all required inquiries and background checks can be conducted in a timely and efficient manner.

Replacement Plan: LTA will conduct all inquiries and background checks in compliance with statute before hiring new employees.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: As a result of these waivers, LTA will be responsible for completing its own background checks.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

8. C.R.S. Section 22-32-109(1)(b) Local board duties concerning competitive bidding

Rationale: The School requests sole discretion in all competitive bidding policies in order to make sure that we are able to acquire the goods and services that best meet the needs of our students in the most efficient possible manner.

Replacement Plan: The board of LTA will develop, adopt, and implement their own financial policies, rules and regulations, including those for the competitive bidding process.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will be Evaluated: Since this area has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: As a result of this waiver, the School will be able to purchase goods and services that meet our needs and support our operational needs.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

9. C.R.S. Section 22-32-110(1)(y) School Accepting gifts, donations, grants

Rationale: In order to ensure the School is able to operate critical aspects of its model outside of its core program, the school engages in fund development efforts. Funds are raised from a wide range of foundations, corporations, and individuals. In addition, the schools occasionally receive gifts, which can be used to further support the program. It is the responsibility of the School to engage in responsible fundraising efforts and to receive and execute gifts, donations and/or grants in alignment with the donors' wishes along with local, state and federal laws. In cases of giving in which funds are unrestricted, the School, with the support of the School's board and Finance Committee, determines the most effective use of the funds.

Replacement Plan: Our Fiscal Policies and Procedures Handbook outlines our policies.

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon the budgets of D49 or LTA.

How the Impact of the Waivers Will be Evaluated: The impact of these waivers will be measured by the performance of the school and its staff, as per this Charter School Agreement.

Expected Outcome: As a result of this waiver, the school will be able to carry out its educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Agreement.

Duration of the Waivers: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

10. C.R.S. Section 22-7-1014(2)(a): Preschool individualized readiness plans

Rationale: LTA should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being and motor development; social-emotional development; language and comprehension development; and cognition and general knowledge are assessed daily through LTA's current curriculum assessments. Support is readily available through numerous avenues throughout LTA's program. Within the first 60 calendar days of the school year, LTA will be responsible for proper assessment of the readiness of all incoming kindergarten students in the following domains:

- Physical well-being and motor development
- Social and emotional development
- Language and comprehension development
- Cognition
- General knowledge -math
- General knowledge -literacy

The assessment will be research-based, valid, and reliable, and will be used to develop individualized plans for meeting the needs of those incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals. Additionally, because LTA is using an assessment of its choosing, the data will not be generated in the same manner as the school readiness data generated by a State Board approved readiness assessment.

Replacement Plan: LTA has a Kindergarten program utilizing the Core Knowledge curriculum that aligns to the Colorado Academic Standards (CAS).

1. Physical well-being and motor development:

- Students participate weekly in a structured recess that encourages gross motor development. Students are assessed on motor-development skills acquired throughout the year by our elementary physical education teacher.
- Students participate weekly in Art education meeting or exceeding state standards. Development of fine motor skills is achieved through drawing, painting, and creating projects. Students are assessed on fine motor skills acquired throughout the year.
- Students participate weekly in Music education meeting or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year.
- Students participate in daily writing exercise learning how to hold and manipulate a pencil and form their letters and numbers properly. Students are assessed throughout the year.
- Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development.

2. Social-emotional development (based on the CAS)

- Students are instructed in the positive behavior support system designed by the school. This includes classroom, cafeteria, recess, and hallway expectations. Students are rewarded for the positive behavior they demonstrate.
- Positive behavior in the classroom is reinforced and negative behavior is redirected and refocused, as well as individual behavior charts, and whole class rewards. This is to strengthen self-regulation and executive-functions that help students pay attention, remember directions, and control their behavior.
- Instruction in good character and virtue is integrated in the curriculum on a daily basis. This helps students develop social-emotional skills such as making friends, managing emotions and solving problems to set them on the path for social success and academic readiness.
- Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado State Standards.

3. Language and comprehension development (based on the CAS)

- Students receive 65 minutes of instruction each day in the Riggs phonics language arts curriculum. This is a comprehensive program for writing, spelling, reading, listening, and speaking that builds vocabulary and knowledge. Students master the basic phonetic components of the English language in order to decode and encode fluently. Students are also taught vocabulary through daily reading, language arts skills that are essential for comprehension. Each skill is assessed weekly. An overall assessment of reading fluency is administered monthly.
- The *DIBELS Next* assessment is administered three times per year. Any student who does not achieve benchmark is progress monitored every two to three weeks. Students not making benchmark progress are assessed with *DIBELS Deep* to determine the literacy area most in need of improvement. If the student is far below benchmark on two consecutive assessment administrations, the student is placed on a READ plan and given an additional 30 minutes of small group instruction.

4. Cognition and general knowledge (based on the CAS)

- Students receive 40 minutes of math instruction using Singapore's math curriculum. This curriculum is aligned to the Colorado Academic Standards for math. Assessments are given every two weeks to monitor progress. Students who fall behind are given additional time with a teacher aide.
- Science - Students are instructed on various topic including: Plants; Animals and their Needs; the Human Body (five senses, taking care of your body - exercise, cleanliness, health diet, and rest); Magnets; Seasons and Weather; and Conservation. Assessments are given regularly to monitor progress.
- History and Geography - Students are instructed on various topics including: Geography - Spatial Sense (working with maps and globes students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans, North and South Pole); an overview of the seven continents including landmarks and animals, Native American Peoples; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day) Presidents Past and Present (including Washington, Jefferson, Lincoln, Theodore Roosevelt and the current United States President); and United States Symbols (including the American Flag, Statue of Liberty, Mount Rushmore, and the White House). Assessments are given regularly to monitor progress.
- Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas receive Response to Intervention (RtI) strategies in small groups or 1:1 instruction. RtI plans are developed and review with our Student Services Department quarterly. The information reviewed includes results of formal assessments, informal assessments, and developmental checklists. This information is housed in an internet based data management system of the school's choosing, to bring together achievement data from many sources, generate student and summary reports, and allow for distribution to appropriate RtI personnel.

If students do not respond with adequate growth following this intervention they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist; Special Education Teacher; Counselor or Mental Health Therapist for further assessment. These assessments results are held in Enrich.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth and meet the intent of the quality standards established in C.R.S § 27-7-1014(2)(a).

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget or LTA's budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: If granted, the waiver will enable LTA to instruct, assess, and monitor incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals in order to ensure school readiness and student success in all domain areas.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

11. C.R.S. § 22-60.5-301: Colorado Educator Licensing Act -Principals & Administrators

Rationale: The unique curriculum and methods required to supervise and manage LTA could limit the pool of potential candidates for the School Administrator position if potential candidates must also be state licensed and/or certified.

Replacement Plan: The LTA Board will hire a School Administrator who will further the mission, goals and objectives of the School. The School Administrator will not function as a traditional school district principal but rather will be responsible for a wider range of tasks. The School seeks to attract a School Administrator from a wide variety of backgrounds, including but not limited to, teachers and persons with school administration or other professional experience.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or LTA's budget.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Agreement.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

12. C.R.S. Section 22-32-134.5, 22-32-136, 22-32-136.3: Children's nutrition and Healthy Beverages Policy

Rationale: LTA will be operating independently from other schools in D49 and should be delegated the authority to develop, adopt, and implement its own operational policies, rules and regulations, subject to the limitations in the Charter School Contract. LTA may establish agreements with food vendors to serve food on its campus.

Replacement Plan: LTA encourages its students having the freedom and opportunity to make healthy lifestyle choices, as part of its mission to develop independent students with good character and virtue. LTA will adopt its own policies concerning healthy environments and education for children that meet or exceed the intent of the law. The Board of Directors of LTA will adopt policies and the Principal or designated head of school of LTA will prescribe rules and regulations to meet the intent of promoting healthy lifestyles among its students. LTA will meet federal standards related to this statute.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or LTA.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

10. C.R.S. § 22-32-110(1)(r): Exclusion Materials from Schools and Libraries Excludes materials found to be immoral or pernicious from schools or libraries.

Rationale: The D49 School Board and the automatic state waiver of CRS § 22-32-109(1)(t) granted the Board of Directors of LTA the authority to determine the

educational program for the school. LTA should be delegated the authority to establish and maintain appropriate standards for material acceptable in its school in accordance with the Charter School Contract. This waiver has been granted to other charter schools and is requested to clearly align with the intent of the waiver from CRS § 22-32-109(1)(t).

Replacement Plan: LTA will adopt its own policies concerning exclusion of materials that exceed the intent of the law related to immoral or pernicious material.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or the school.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will set its own policies in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

13. C.R.S. § 22-1-110 and C.R.S. § 22-1-128: C.R.S. § 22-1-110 Effect of Use of Alcohol and Controlled Substances to be Taught Specifies how, when, and to what extent the effects of alcohol and controlled substances will be taught in all grade levels. C.R.S. § 22-1-128 Comprehensive Human Sexuality Education Specifies how, when, and content for human sexuality education to be taught in all grade levels. Supersedes C.R.S. § 22-1-10.5, repealed by Colorado House Bill 13-1081.

Rationale: LTA is granted the authority to determine the educational program for the school through an automatic waiver of C.R.S. § 22-32-109(1)(t). Consistent with this waiver, LTA should have the authority to establish and maintain appropriate standards for the education program, texts, and materials acceptable in its school in accordance with the Charter School Contract.

Replacement Plan: LTA will include instruction on the effect and use of alcohol and controlled substances and will include appropriate instruction on human anatomy, reproduction, and sexuality. LTA will meet the intent of the Colorado Academic Standards on Comprehensive Health and Physical Education.

Financial Impact: LTA anticipates that the requested waivers will have no financial impact on D49 or the school.

How the impact of the Waiver will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the school as set forth in school policy and through the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will experience an enhanced educational program by being able to administer the school program keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

14. C.R.S. Section 22-32-119, CRS. Kindergarten Establishing and maintaining kindergarten

Rationale: The D49 School Board has granted the LTA Board the authority to determine the educational program for the school. LTA should be delegated the authority to establish and maintain a kindergarten in accordance with the Charter School Contract.

Replacement Plan: The educational program for LTA is described in the approved Charter School Contract and the kindergarten will follow the description contained therein.

Financial Impact: The school anticipates that the requested waivers will have no financial impact on the D49 or School.

How the Impact of the Waiver Will be Evaluated: The impact of this waiver will be measured by the performance criteria and assessments that apply to the Charter School Contract.

Expected Outcome: As a result of this waiver, LTA will experience an enhanced educational program by being able to administer the school program at the kindergarten level in a manner in keeping with the philosophy and mission as stated in the Charter School Contract.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

AUTOMATIC DISTRICT WAIVERS

- **Section G: Personnel.** The charter school is responsible for its own employees and employs personnel at-will making most of these policies unnecessary.

- **Section I: Instruction.** The charter school is approved in its charter contract to provide the educational program described in its initial charter school application or renewal application.

IA	IGA	IGD	IGF
IHA	IHA-R	IHAC	IHACA
IHAE	IHAK	IHAL	IHAL-R
IHAM	IHAMA	IHAMB	IHAMC
IHAM-R/IHAMB-R/IHAMC-R	IIB	IJ	IJ-R
IJ-E-1	IJ-E-2	IJJ	IJK
IJK-R	IJL	IJL-R	IJL-E
IK	IKA	IKAB	IKCA
IKE	IKF	IKFA	IKFB
IL	IMA	IMB	IMB-R
IMBB			

- **Section K: School-Community-Home Relations.** As a charter school, the leaders have their own communication with the community and families.

KB	KEC	KEC-E	KEF
KEF-R	KFA	KHC	KHC-R
KI	KLB	KLG	KLMA

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

BOARD MEETING OF: August 9, 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: July 27, 2018

BOARD OF EDUCATION ITEM 8.02
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: August 9, 2018

PREPARED BY: Peter Hilts, Chief Education Officer

TITLE OF AGENDA ITEM: Student Board of Representatives Advisor Job Description

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Student Board of Representatives (SBOR) has been a success by engaging students from all district high schools to provide input on district decisions and represent student interests at board meetings.

The success of the SBOR has been constrained by inconsistent participation and representation based on scheduling conflicts and unclear expectations.

The proposal includes three elements:

1. Identify a dedicated student advisor as a stipend position to coordinate SBOR meetings and representation and deliver a student leadership curriculum for course credit. In addition, the advisor will:
 - a. Schedule SBOR members and the advisor to attend the Colorado Student Leadership Conference during Fall Break.
 - b. Create an SBOR academic course to offer students an opportunity to demonstrate mastery of critical thinking, creativity, communications, and collaboration.

RATIONALE:

The proposal builds on the success of our school-based student leadership classes and adds value to the SBOR experience for students.

RELEVANT DATA AND EXPECTED OUTCOMES:

We expect that this position will increase the quality of participation and representation, as well as the value of the experience for participating students. The attached job description is provided to inform the board of the expected duties and activities of the SBOR Advisor.

INNOVATION AND INTELLIGENT RISK:

The SBOR innovation has created significant benefits for board-level discussions and student-board communications. The proposal is an incremental improvement to improve the performance of the innovation. There are no obvious risks, but the nature of improving innovations is that we may not know all the effects of this adjustment until we have implemented it.

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

The SBOR supports the district's mission and vision. Enhancing the SBOR experience and performance will enhance the level of contributions to the vision and mission.

Culture	Inner Ring —How we treat each other	Increasing the value of the SBOR experience for students shows respect and care for students leaders—both values on the inner ring.
	Outer Ring —How we treat our work	Increasing the quality of representation and participation is purposeful and emphasizes the value we place on teamwork and innovation.

BOE Regular Meeting August 9, 2018
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Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Increasing the quality of representation increases opportunities to build trust.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	As members of the student community, the SBOR embodies productive community participation.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The SBOR members represent all the high schools in our operated and chartered portfolios. This model gives the board direct access to perspectives of students from all parts of the portfolio.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	SBOR members receive foundational learning and experiences in leadership, while the Board of Education receives foundational knowledge about the students' perspective and experience of launching toward success.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: We have created an SBOR version of the student council advisor role that is already in place at several high schools. The stipend will be in range 9 on the extra-curricular/co-curricular pay schedule. Depending on experience, the step range is between \$3,216 and \$4,284.

AMOUNT BUDGETED: These funds may be invested through the board or CEO budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The proposal is to add an instance of an existing position and clarify expectations for a cycle of improvement with the SBOR. The proposal does not require board approval.

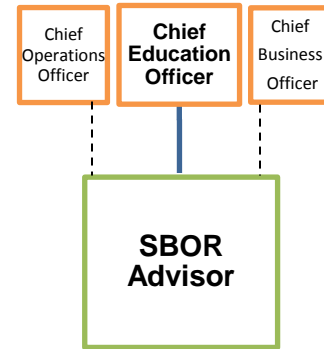
APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: August 9, 2018

STUDENT BOARD OF REPRESENTATIVES (SBOR) ADVISOR

Job Title:	Student Board of Representatives Advisor
Initial:	August 9, 2018
Revised:	
Work Year:	220 (part time)
Office:	Education (representing all offices)
Department:	CEO
Reports To:	Chief Education Officer
FLSA Status:	Exempt
Pay Schedule:	Range 9 on the extra/co-curricular schedule: \$3,216—\$4,284 DOE.

Related Organization Chart



POSTION SUMMARY: The SBOR Advisor is the representative of the Chief Education Officer and, indirectly, the Board of Education to the Student Board of Representatives. The SBOR facilitates the formation, coordination and training of the SBOR and acts as an adult advocate for the work of the SBOR with the BOE and the larger D49 community.

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.

- Review the organizing documents of the SBOR (policies and bylaws) to ensure compliance and alignment with the D49 Vision, Mission, Culture, and Strategy.
- Facilitate the spring semester selection of SBOR members by coordinating principals' efforts to administer a process for student selection of representatives.
- Create an annual schedule of SBOR meetings as well as SBOR representation at BOE meetings and other events.
- Support attendance of all SBOR members by scheduling, communicating and co-chairing all SBOR meetings.
- Collaborate with the executive assistant to the Board of Education, the Communications Department, and the Chief Education Officer to maintain active engagement between the SBOR and the BOE.
- Recruit SBOR members to attend the CHSAA Fall Student Leadership Conference and attend that conference as their advisor along with any additional adult supervisors that may be needed.
- Propose or initiate enhancements to the SBOR model to enhance student voice and representation in District 49.

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.

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.
- Experience working with student in a capacity related to student leadership is preferred.
- An advanced degree or equivalent advanced training in education is preferred.

Experience:

- Minimum three year's of experience working with students in an educational setting.

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 skills
- Management skills
- Ability to perform responsibilities without the necessity of close supervision

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—comparable to school settings ranging from classrooms, to common areas, competition venues, and school assemblies.

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

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

BOARD MEETING OF: August 9, 2018

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

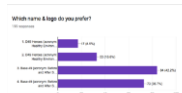
TITLE OF AGENDA ITEM: Kids' Corner Name Change to BASE (Before and After School Expeditions) 49

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

Kids' Corner was the name of the before and after daycare unit of D49, which operates at district elementary schools. Internal stakeholders experienced brand confusion with respect to Kids' Corner status as a D49 unit, furthermore the unit essentially has taken the name of a local Colorado Springs daycare (Kids' Corner vs. Kid's Corner). Staff and parents were surveyed about names and logos, which yielded BASE49 as the new moniker.

RELEVANT DATA AND EXPECTED OUTCOMES:



A sample of Kids' Corner staff and families overwhelmingly selected BASE49 utilizing either logo over the second place HEROES (Healthy Environments for Restorative Opportunities to Empower Students). In aggregate, for name, 78.9% of respondents voted for BASE49. It is expected that the new name and reformed programming will identify BASE49 as a distinct and exceptional program.

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

Reinforcing brand ownership and deliberately aligning “before and after care” with D49’s culture will increase stakeholder confidence and overall program utilization.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	An exceptional before and care program demonstrates the district's dedication to all stakeholders with before and/or after school childcare needs. A district owned and operated enterprise sustains the district's collective work.
	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>	The district's decision not to outsource before and after care builds brand trust throughout the community. BASE49 continues to create employment opportunities in the community and will also create internship opportunities for our students. BASE49 adds value to D49's portfolio of distinct and exceptional schools. The emphasis on STEAM curriculum and restorative practices builds a firm foundation aligned with D49's strategy. A commitment to making every student interaction with D49 a productive experience honors the commitment to launch every student toward success.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: This is presented for information only, but Culture and Services would welcome any recommendations to enhance the BASE49 brand.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: July 23, 2018

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

BOARD MEETING OF: August 9, 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: July 27, 2018

Project Update Report

Project Name:
Wember Inc. Project Number:
Issue Date:

District 49 Schools – P2 Projects
2016.63
August 1, 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 July 30th, 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)

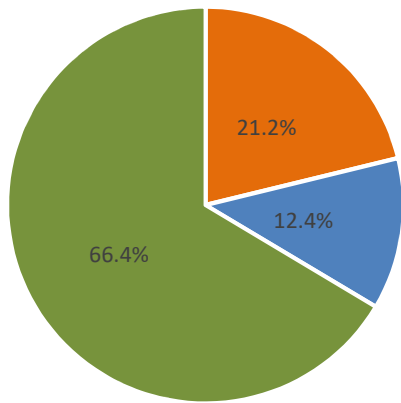
Other Definitions

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

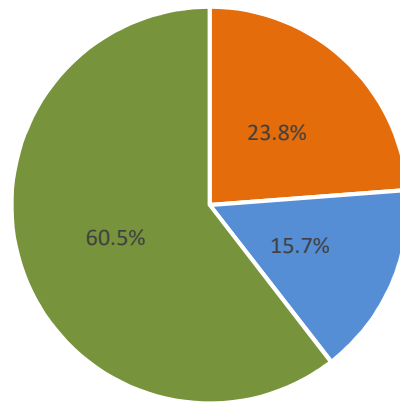
			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$4,826,439.78	\$914,132.32	\$383,927.90
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,149,614.01	\$95,965.00	\$132,420.99
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$1,810,656.50	\$465,901.00	\$164,442.50
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$708,483.40	\$296,766.32	\$34,250.28
	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	\$599,125.56	\$55,500.00	\$40,374.44
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$3,645,289.01	\$495,660.61	\$642,050.38
	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	\$1,212,847.05	\$46,397.94	\$290,255.01
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$369,979.08	\$0.00	\$14,020.92
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$573,620.88	\$104,508.50	\$2,370.62
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$623,279.26	\$232,251.17	\$145,969.57
C	Sand Creek Zone		\$6,946,500.00	\$7,546,500.00	\$6,175,677.60	\$1,089,637.83	\$281,184.57
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,625,719.37	\$560,431.00	\$125,349.63
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,529,630.99	\$0.00	\$8,869.01
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$702,695.37	\$437,794.74	\$90,009.89
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$699,913.78	\$79,867.00	\$11,719.22
	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	\$1,298,106.22	\$9,000.00	\$96,893.78
	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	\$1,158,142.96	\$0.00	\$81,857.04
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,801.87	\$5,000.00	\$6,698.13
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	\$16,733,616.47	\$2,843,246.10	\$1,318,137.43

Falcon Zone



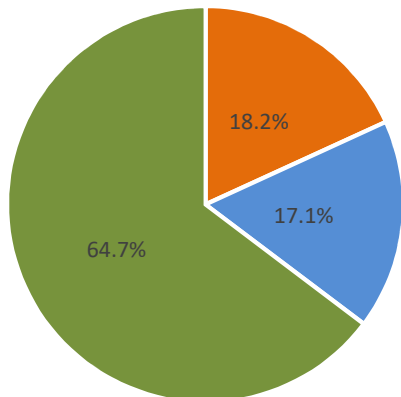
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



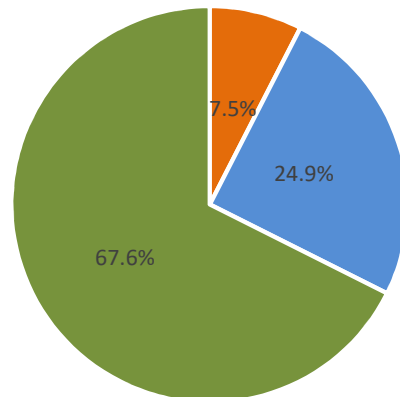
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



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

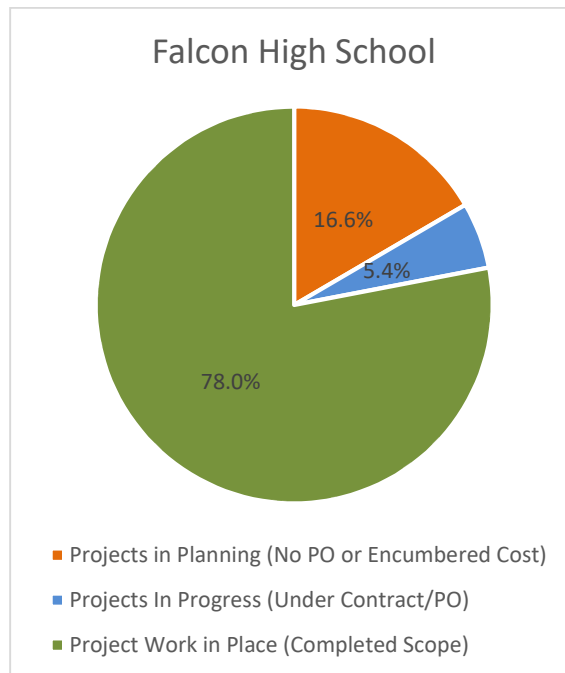
I Connect



- 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	\$29,892.00	\$29,891.75	\$0.00	\$0.25
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	\$15,278.26	\$20,721.74	\$0.00
A.1.I	FHS-Contingency - Unallocated Funds	\$119,300.00	\$108,438.00	\$0.00	\$0.00	\$108,438.00
	Total	\$1,378,000.00	\$1,378,000.00	\$1,149,614.01	\$90,965.74	\$137,420.25

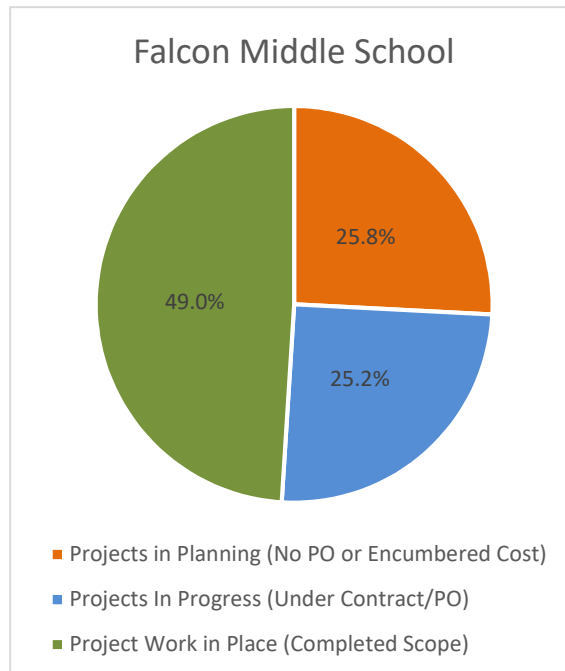


Falcon High School



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	\$101,153.66	\$68,846.00	\$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	\$42,235.81	\$83,764.00	\$0.19
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	\$1,810,656.50	\$465,901.00	\$164,442.50

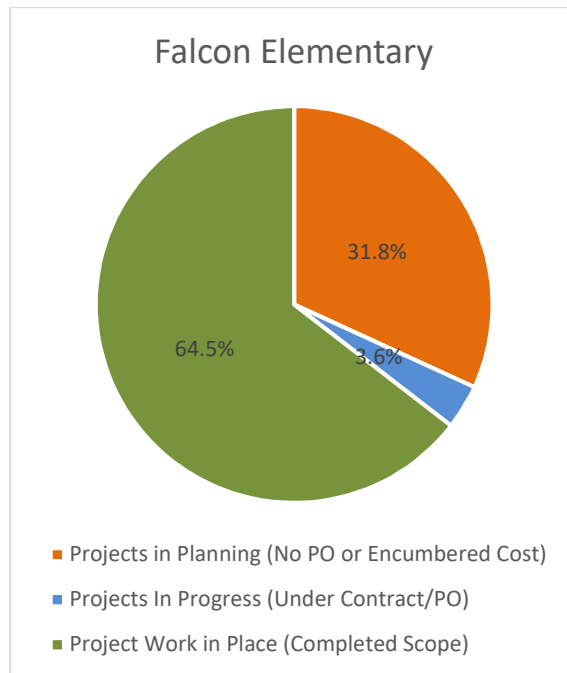


Falcon Middle School



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	\$155,239.19	\$0.00	\$4,760.81
A.3.E	FES-05-Paint Classrooms	\$75,000.00	\$75,000.00	\$12,730.00	\$62,270.00	\$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	\$708,483.40	\$296,766.32	\$34,250.28

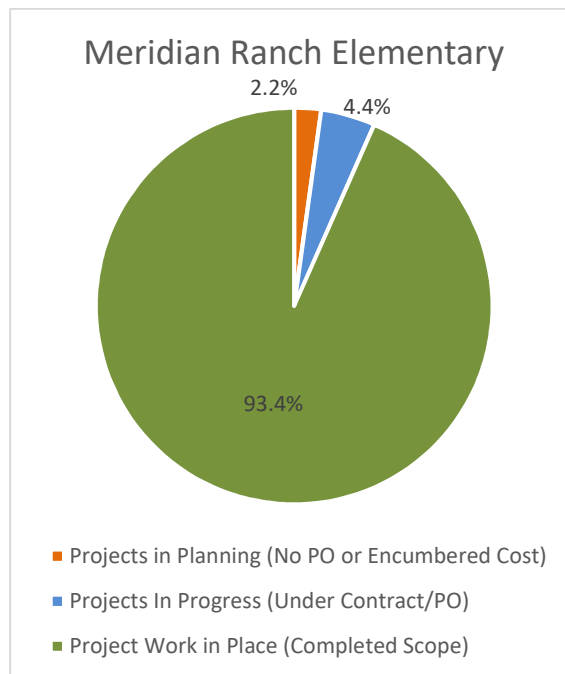


Falcon Elementary School

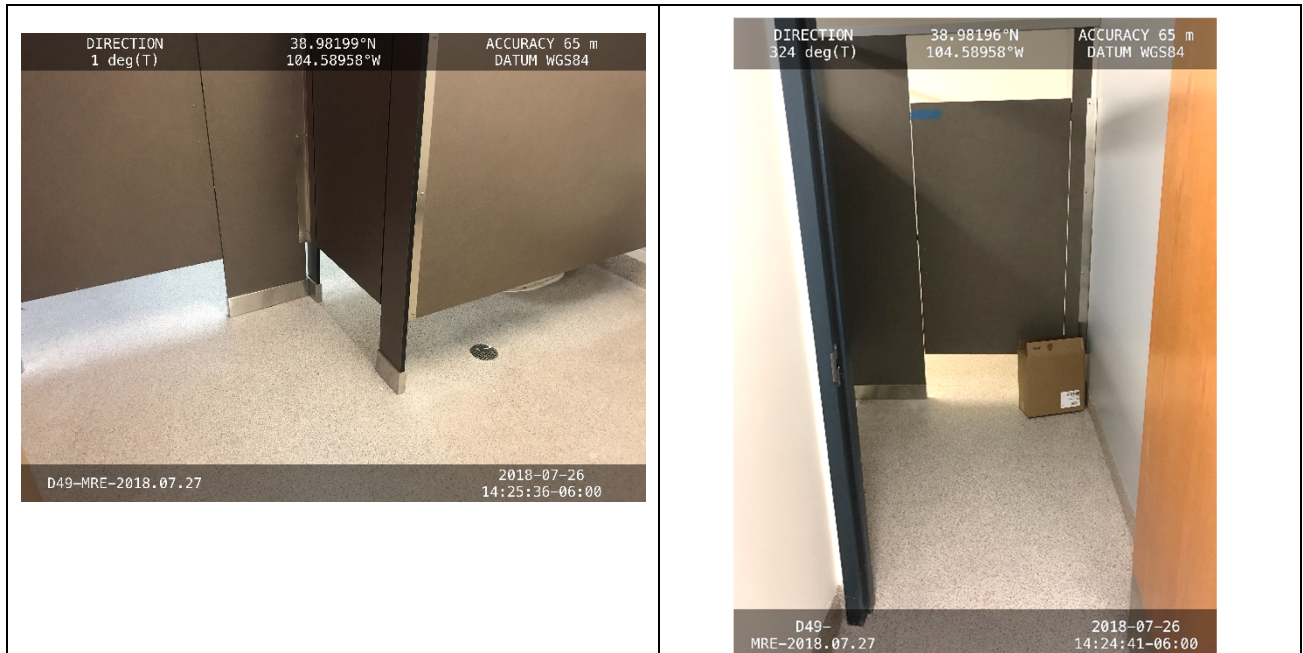


Meridian Ranch Elementary School P2 Financial

		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

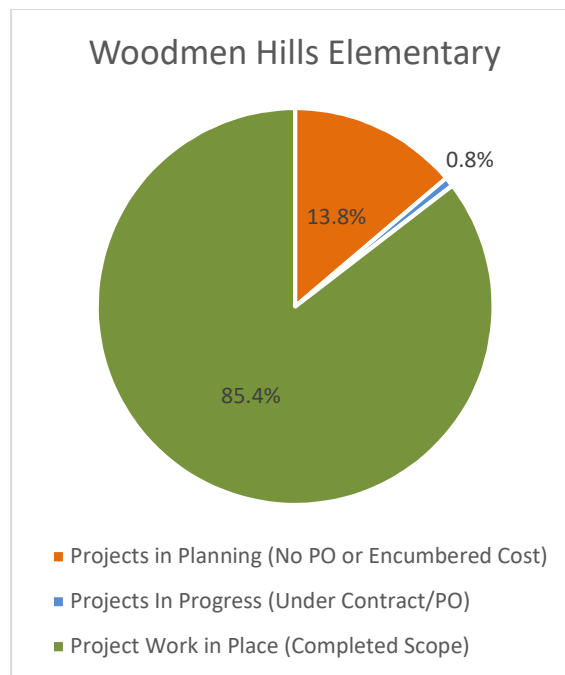


Meridian Ranch Elementary



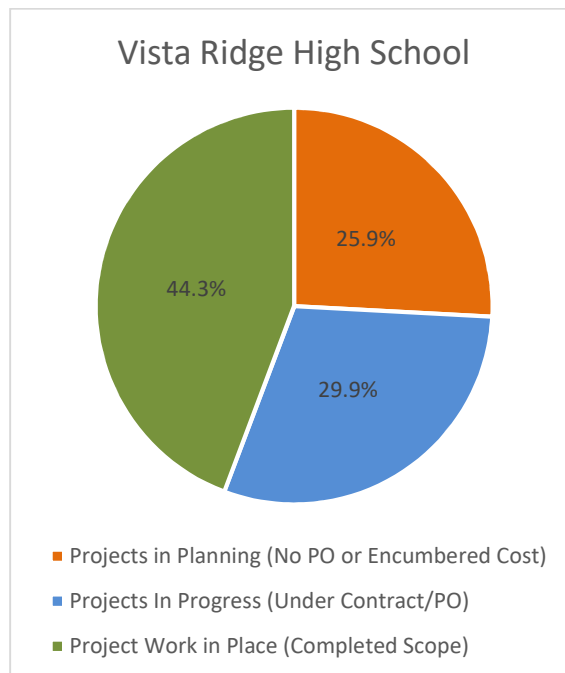
Woodmen Hills Elementary School P2 Financial

		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	\$227,778.56	\$0.00	(\$1,966.56)
A.5.C	WHE-03-Paint Refresh	\$95,000.00	\$95,000.00	\$53,655.00	\$0.00	\$41,345.00
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	\$599,125.56	\$55,500.00	\$40,374.44



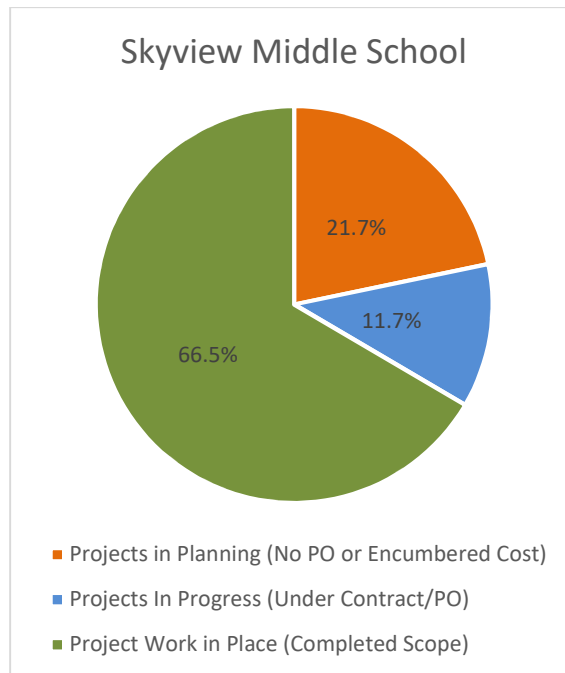
Vista Ridge High School P2 Financial

		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

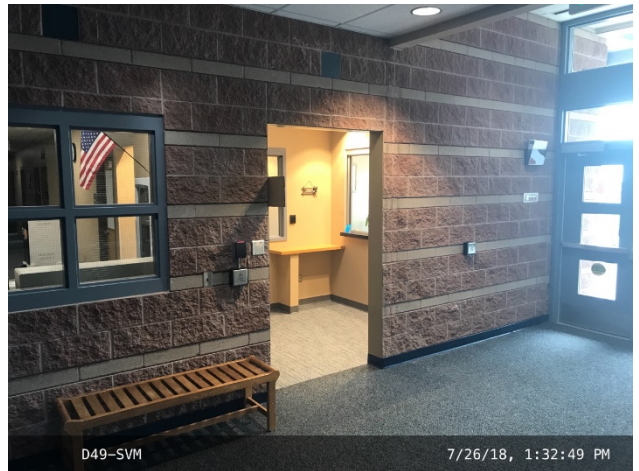


Skyview Middle School P2 Financial

		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	\$529,542.00	\$529,541.29	\$0.00	\$0.71
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	\$111,879.71	\$0.00	\$38,120.29
B.2.D	SMS-04-LED Fixture Upgrade	\$165,000.00	\$178,367.00	\$178,366.63	\$0.00	\$0.37
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	\$91,028.71	\$50,000.00	\$58,971.29
B.2.H	SMS-08-Bleachers - Softball & Football	\$36,500.00	\$36,500.00	\$24,627.71	\$0.00	\$11,872.29
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	\$75,091.00	\$0.00	\$0.00	\$75,091.00
	Total	\$1,549,500.00	\$1,549,500.00	\$1,212,847.05	\$95,195.00	\$241,457.95

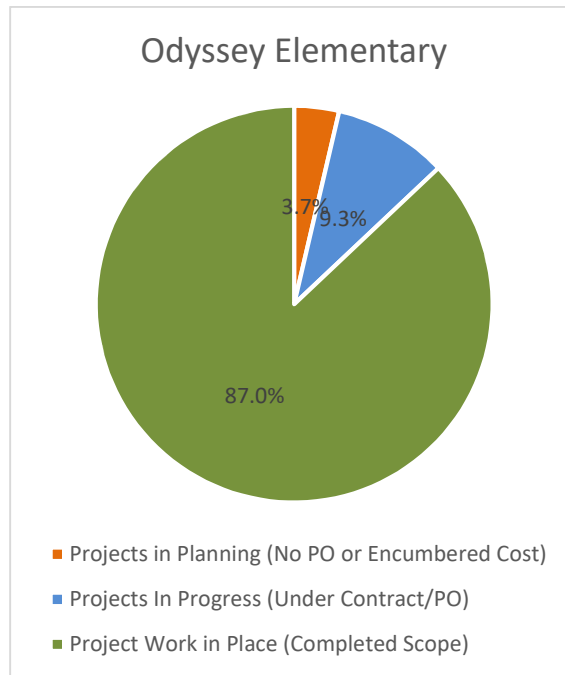


Skyview Middle School



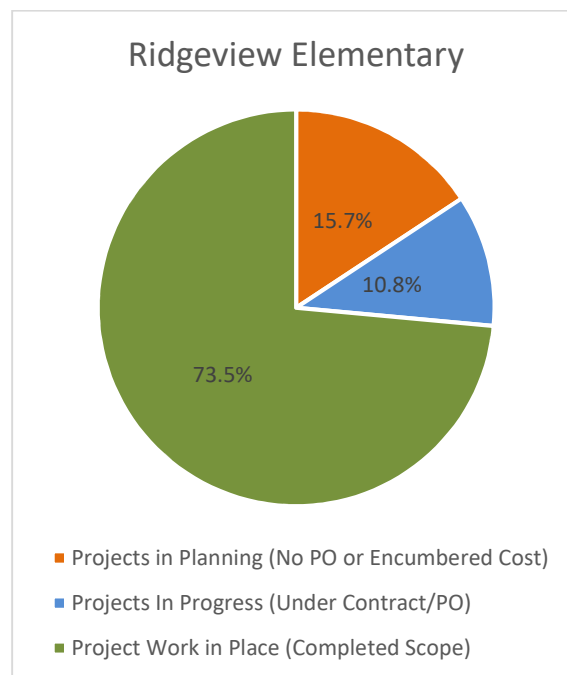
Odyssey Elementary School P2 Financial

		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	\$32,683.00	\$0.00	\$2,117.00
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	\$369,979.08	\$0.00	\$14,020.92



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	\$62,184.97	\$82,815.00	\$0.03
B.4.E	RVE-05-Flooring	\$239,344.00	\$247,197.00	\$250,235.00	\$0.00	(\$3,038.00)
B.4.F	RVE-06-Landscaping/Play Area Upgrade	\$153,000.00	\$153,000.00	\$152,915.13	\$0.00	\$84.87
B.4.G	RVE-07-Custodial Equipment	\$10,000.00	\$10,000.00	\$5,421.33	\$0.00	\$4,578.67
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	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$680,500.00	\$680,500.00	\$573,620.88	\$104,508.50	\$2,370.62

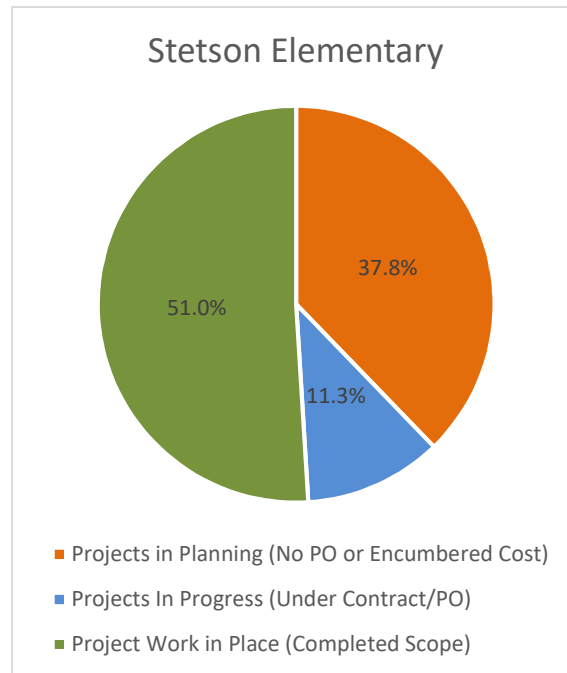


Ridgeview Elementary



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	\$253,064.31	\$0.00	(\$25,116.31)
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	\$17,548.00	\$17,452.00	\$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	\$0.00	\$175,000.00
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	\$623,279.26	\$214,703.17	\$163,517.57

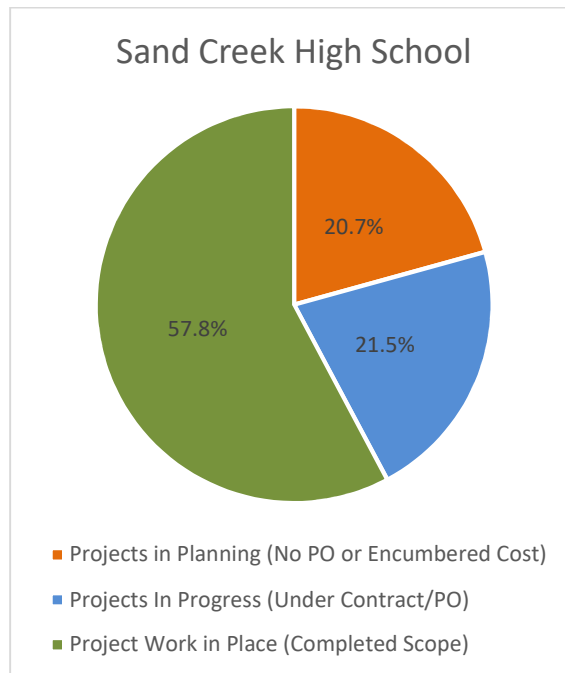


Stetson Elementary School

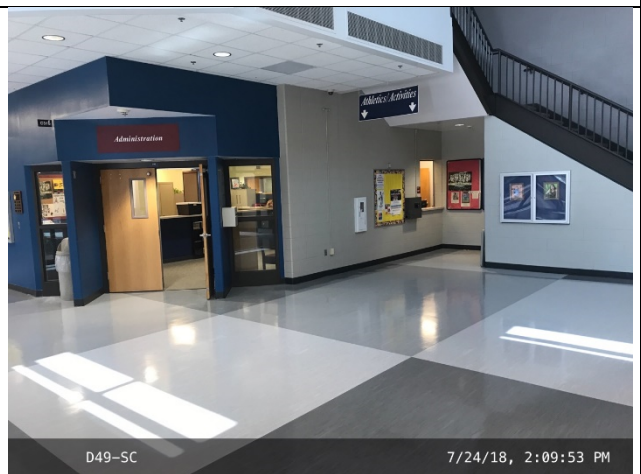


Sand Creek High School P2 Financial

		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	\$1,436,347.08	\$53,652.00	\$0.92
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	\$105,788.00	\$105,787.32	\$0.00	\$0.68
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	\$173,220.62	\$121,779.00	\$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	\$93,212.00	\$0.00	\$0.00	\$93,212.00
	Total	\$2,711,500.00	\$3,311,500.00	\$2,625,719.37	\$560,431.00	\$125,349.63

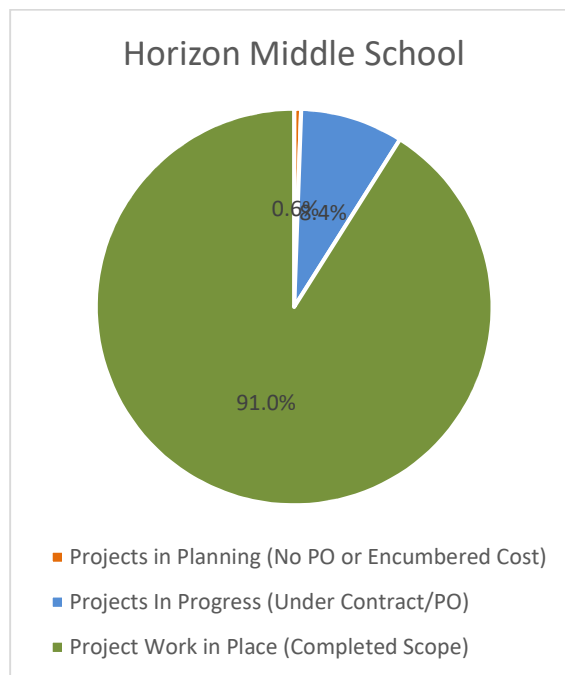


Sand Creek High School



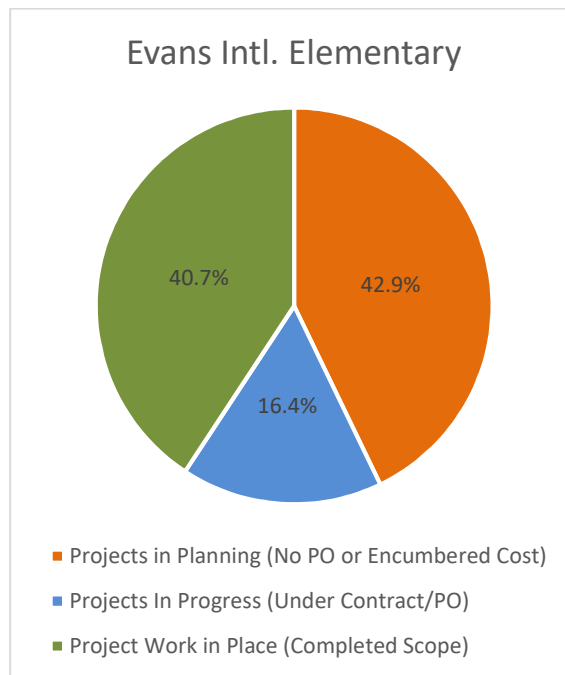
Horizon Middle School Financial

		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	\$1,092,841.10	\$0.00	(\$7,083.10)
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	\$156,325.56	\$0.00	\$659.44
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	\$79,390.00	\$0.00	(\$160.00)
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	\$1,529,630.99	\$0.00	\$8,869.01



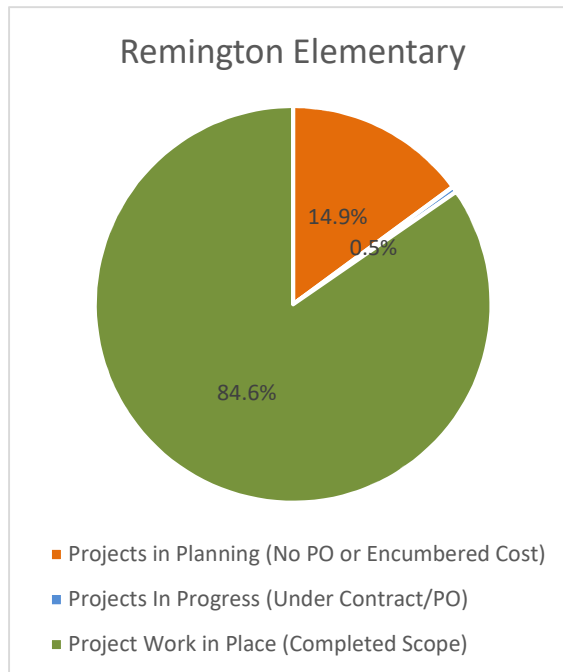
Evans International Elementary School Financial

		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	\$61,326.68	\$0.00	\$13,673.32
C.3.D	EES-04-Fire System Upgrade	\$25,000.00	\$25,000.00	\$0.00	\$0.00	\$25,000.00
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	\$261,359.19	\$261,359.19	\$0.00	\$0.00
C.3.H	EES-08-Restroom Refresh	\$62,500.00	\$62,500.00	\$0.00	\$62,500.00	\$0.00
C.3.I	EES-09-LED Fixture Upgrade	\$104,000.00	\$104,000.00	\$0.00	\$104,000.00	\$0.00
C.3.J	EES-10-Fixed Furnishings Update	\$115,000.00	\$115,000.00	\$0.00	\$115,000.00	\$0.00
C.3.K	EES-11-Weatherproof Southwest Ext False Wall	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
C.3.L	EES-12-Paint Refresh	\$105,000.00	\$105,000.00	\$0.00	\$105,000.00	\$0.00
C.3.M	EES-Contingency - Unallocated Funds	\$97,800.00	\$45,271.81	\$0.00	\$0.00	\$45,271.81
	Total	\$1,230,500.00	\$1,230,500.00	\$703,199.37	\$437,794.74	\$89,505.89



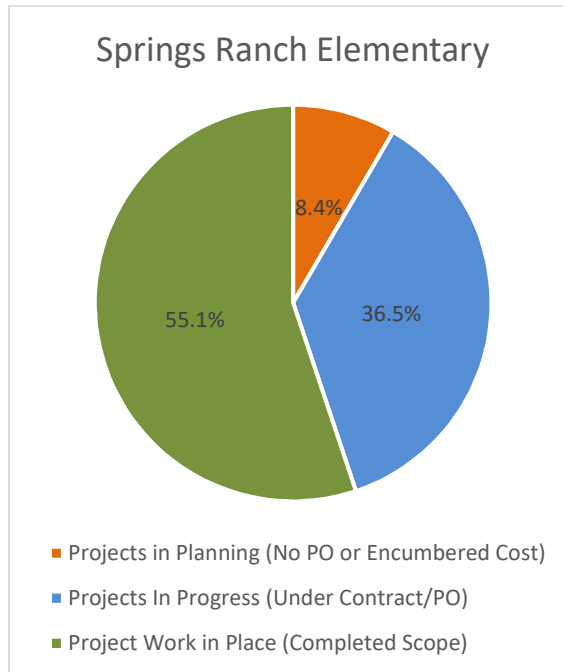
Remington Elementary School Financial

		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	\$177,208.00	\$0.00	\$2.00
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	\$12,930.53	\$0.00	\$341.47
C.4.H	RME- Contingency - Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total		\$791,500.00	\$791,500.00	\$699,913.78	\$79,867.00	\$11,719.22



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	\$74,706.00	\$74,705.98	\$0.00	\$0.02
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	\$206,488.00	\$206,487.12	\$0.00	\$0.88
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	\$32,883.00	\$0.00	\$4,045.09	\$28,837.91
	Total	\$674,500.00	\$674,500.00	\$617,718.09	\$11,545.09	\$45,236.82

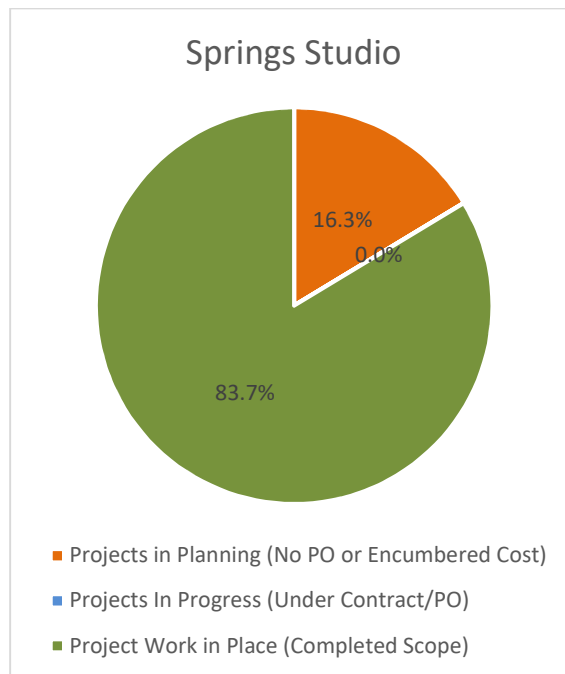


Springs Ranch Elementary



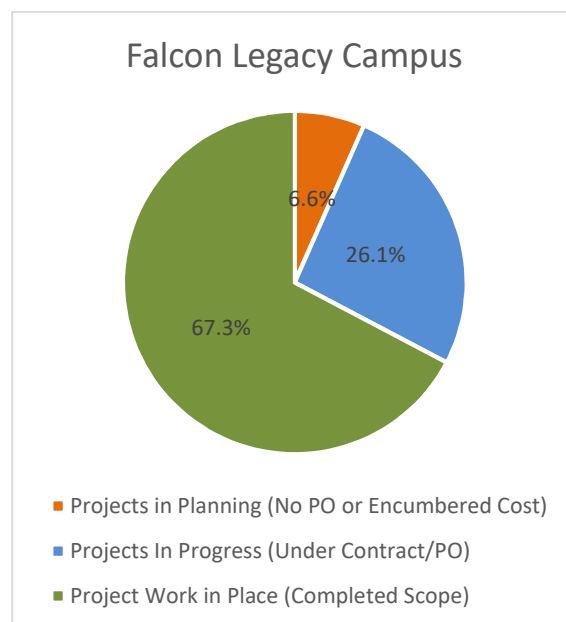
Springs Studio for Academic Excellence Financial

		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	\$21,000.00	\$16,359.00	\$16,359.00	\$0.00	\$0.00
	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	\$336,950.00	\$336,949.63	\$0.00	\$0.37
D.2.S	FLC-18-Carpet Entire Building	\$166,157.00	\$293,665.00	\$293,664.43	\$0.00	\$0.57
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	\$81,086.00	\$0.00	\$0.00	\$81,086.00
	Total	\$990,000.00	\$1,240,000.00	\$1,158,142.96	\$0.00	\$81,857.04

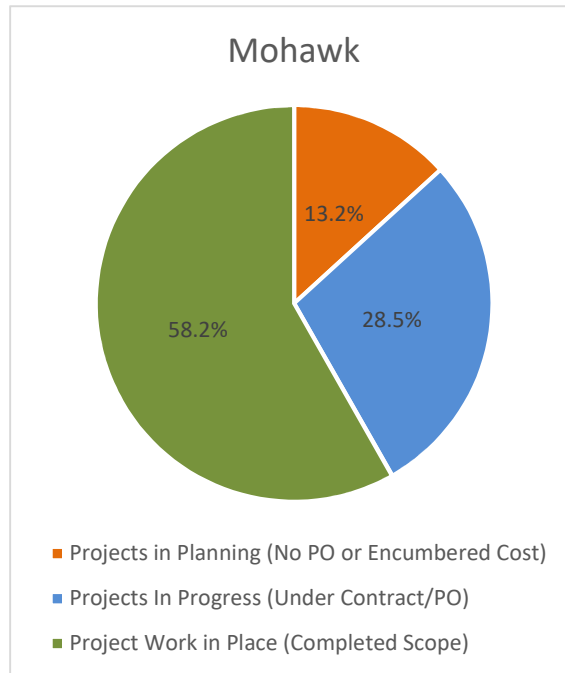


Falcon Legacy Campus



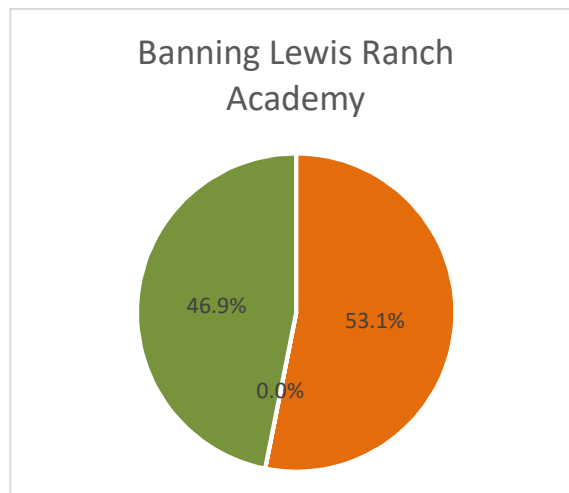
Mohawk (Home School Program) Financial

		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	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D.3.D	MOH-04- Shoretel Phones	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D.3.E	MOH-05-Building Security	\$367.00	\$367.00	\$367.00	\$0.00	\$0.00
D.3.F	MOH-06-Carpet	\$813.00	\$813.00	\$812.80	\$0.00	\$0.20
D.3.G	MOH-07-Playground Install	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
D.3.H	MOH-08-Paint	\$30,810.00	\$30,810.00	\$30,810.00	\$0.00	\$0.00
D.3.I	MOH- Contingency-Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$88,500.00	\$88,500.00	\$76,801.87	\$5,000.00	\$6,698.13



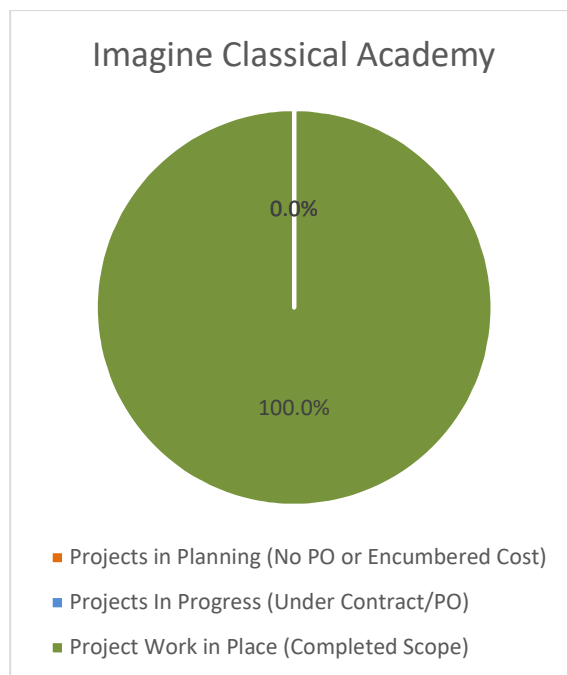
Banning Lewis Ranch Academy Financial

		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	\$231,400.00	\$4,480.22



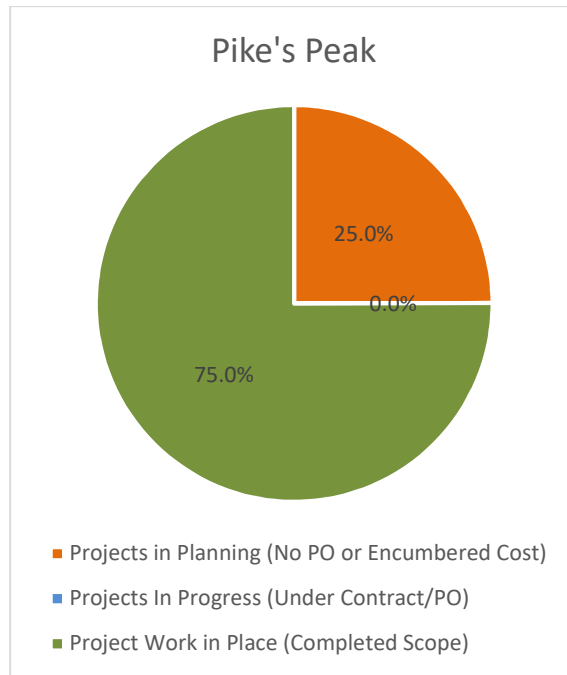
Imagine Classical Academy Financial

		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



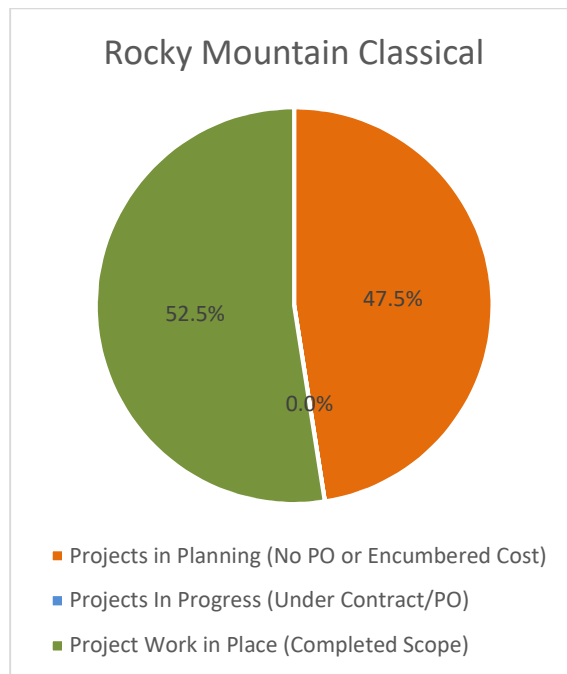
Pikes Peak School of Expeditionary Learning Financial

		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.

Project Update Report

Project Name:

District 49 Schools – P3 & P4 Projects

Wember Inc. Project Number:

2016.63

Issue Date:

August 1, 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

- Construction is in progress and on schedule.
 - Drywall is primed and painted in the Phase 3 Construction Area.
 - Ceilings and ductwork have been painted.
 - Floor is finished in the new Prototype Lab and Commons.
 - All inspections have taken place for summer construction
 - New flooring and painting is nearing completion and has been walked by the design and construction team. This work is a part of P2 funding but is being done by the Phase 3 Contractor, Nunn Construction.
- Additional Library shelving and cafeteria tables are on-site and ready for 2018-2019 school year.

Bennett Ranch

- Select areas remain under construction and will be completed during outside of school hours.
 - Certificate of Occupancy was issued 7.30.2018 at the completion of all inspections.
 - Sidewalks along the service road / Bus Line connecting to Falcon Middle School is nearing completion.
 - The stage will be completed prior to school starting August 1st. The stairs leading up to the stage have been completed.
 - Some work will occur over Fall Break – non-essential stair detailing at the stage, monument sign, Projector Screen install at the stage.
 - Regular Commissioning meetings and site observations continue to occur until all work is completed.
- Phones, network equipment, appliances, curriculum materials, and supplies have been received. Additional technology equipment will be arriving in coming weeks.
- Furniture has been installed and vendor has trained teaching staff on features of their new classroom furniture. Any replacement or repairs due from damage during shipping will occur in the coming weeks.
- Ribbon Cutting was held on July 23rd and had great attendance.

Falcon High

- Ribbon Cutting was held on July 27th and had great attendance despite the rainy weather.
- Construction is completed and ready for the start of the 2018 – 2019 school year.
 - Design and Construction team have walked the building to review completion. Minor items are being completed by the contractor over the next couple weeks.
 - Certificate of Occupancy was issued at the completion of all inspections.
- Furniture has been installed.

Vista Ridge

- Contingency is as anticipated. Currently approx. 70% of the contingency has been spent.
- Construction is in progress and on schedule.
 - Classroom Addition has received all necessary inspections and a partial occupancy has been issued. Space can be used by the school at the start of the 2018 – 2019 school year. Minor adjustments to ductwork, lighting, TV installation, and seating to occurring in coming weeks. Contractors to work outside of school hours.
 - Flooring has been installed in the Auxiliary gym.
 - Wall tile has been installed in new locker rooms and plumbing fixtures will be installed in coming weeks.
 - Tiered seating will arrive for theater in the coming weeks.
 - Theater lighting is nearing completion. Walls and catwalk are completed. Stage flooring to be completed in coming weeks.

- Chair lift to be installed this month.
- Classroom behind the stage is complete other than the carpet flooring.
- Stucco install on the exterior of the stage addition is on-going.
- Sidewalks around the additions have been poured and completed.
- Mechanical tie-in to the new addition is on-going.
- Final furniture and equipment is on order.
- Construction completion of gym and theater are scheduled for September 7.

Vista Del Pico

- Permits for both foundation and the building packages have been released.
- Construction is in progress and on schedule.
 - Floor slabs are being poured with the last one scheduled the week of July 30th. Rain delayed the slab pours but has not affected the overall construction schedule.
 - Masonry at the gym is on-going.
 - Steel is being erected for Level 1 starting at the future main entry and classroom wing. Steel deck will be placed the week of July 30th.
 - Underground utilities are being located and installed.
 - Contractor is working towards completing the north parking lot before fall.
 - A beam raising ceremony will take place mid-September.
- Upcoming meeting is scheduled for internal committee to review select 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	\$5,589,972.04	\$42,198.00	\$17,829.96	\$5,314,464.19
B	Bennett Ranch Elementary	\$23,300,000.00	\$22,827,164.25	\$415,836.03	\$56,999.72	\$19,429,155.05
C	Sand Creek High School	\$4,850,000.00	\$4,769,589.08	\$76,010.00	\$4,400.92	\$4,386,767.90
D	Vista Del Pico Elementary	\$24,400,000.00	\$21,183,801.80	\$3,138,107.00	\$78,091.20	\$3,115,257.40
E	Vista Ridge High School	\$7,000,000.00	\$6,799,355.79	\$177,622.00	\$23,022.21	\$5,453,743.77
	Total	\$65,200,000	\$61,169,883	\$3,849,773	\$180,344	\$37,699,388

- 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.

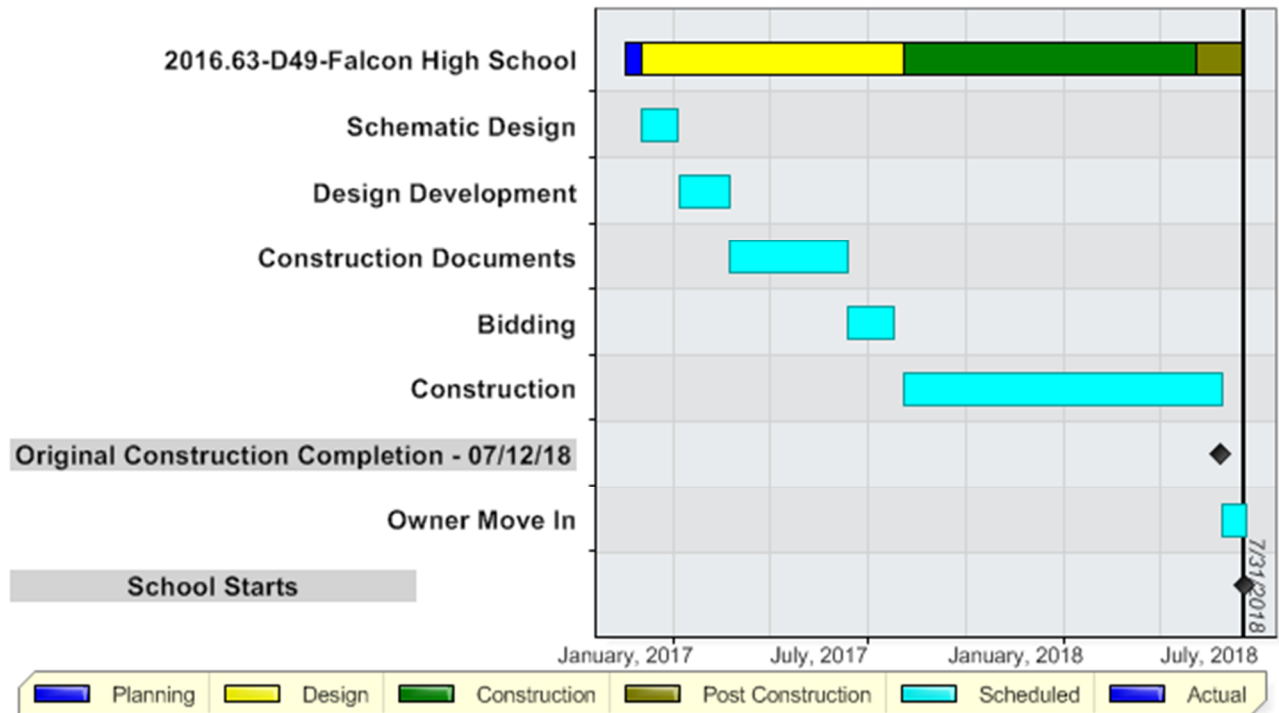
Next Steps

- Continue coordination of construction completion at Bennett Ranch and Vista Ridge. Weekly meetings continue to be held to discuss all items related to construction completion.
- Continue to coordinate final completion of all minor construction items at Falcon High and Sand Creek High.
- Continue to attend weekly meetings for Vista Del Pico.
- Attend and organize meetings to finalize select finishes, coordinate any pending owner decisions, and furniture selection for Vista Del Pico.

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.

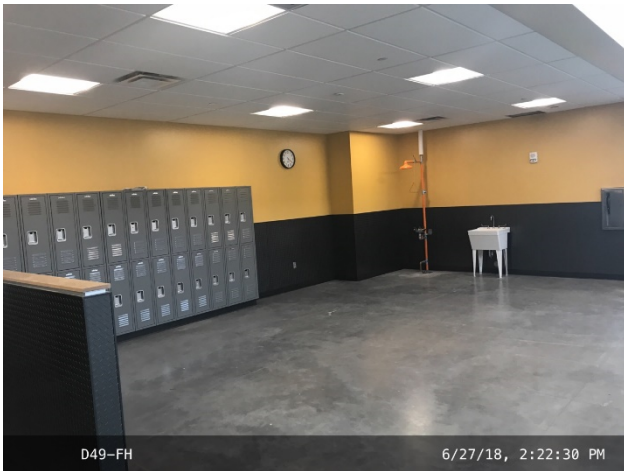


Falcon High School Financial

		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	\$635,285.62
C	Construction	\$4,764,238.56	\$4,764,238.56	\$0.00	\$0.00	\$4,662,339.02
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	\$0.00	\$6,938.90	\$0.00
F	Technology	\$80,000.00	\$69,765.83	\$1,500.00	\$8,734.17	\$0.00
G	Contingencies & Escalation	\$37,155.44	\$0.00	\$35,000.00	\$2,155.44	\$0.00
	Total	\$5,650,000.00	\$5,589,972.04	\$42,198.00	\$17,829.96	\$5,314,464.19

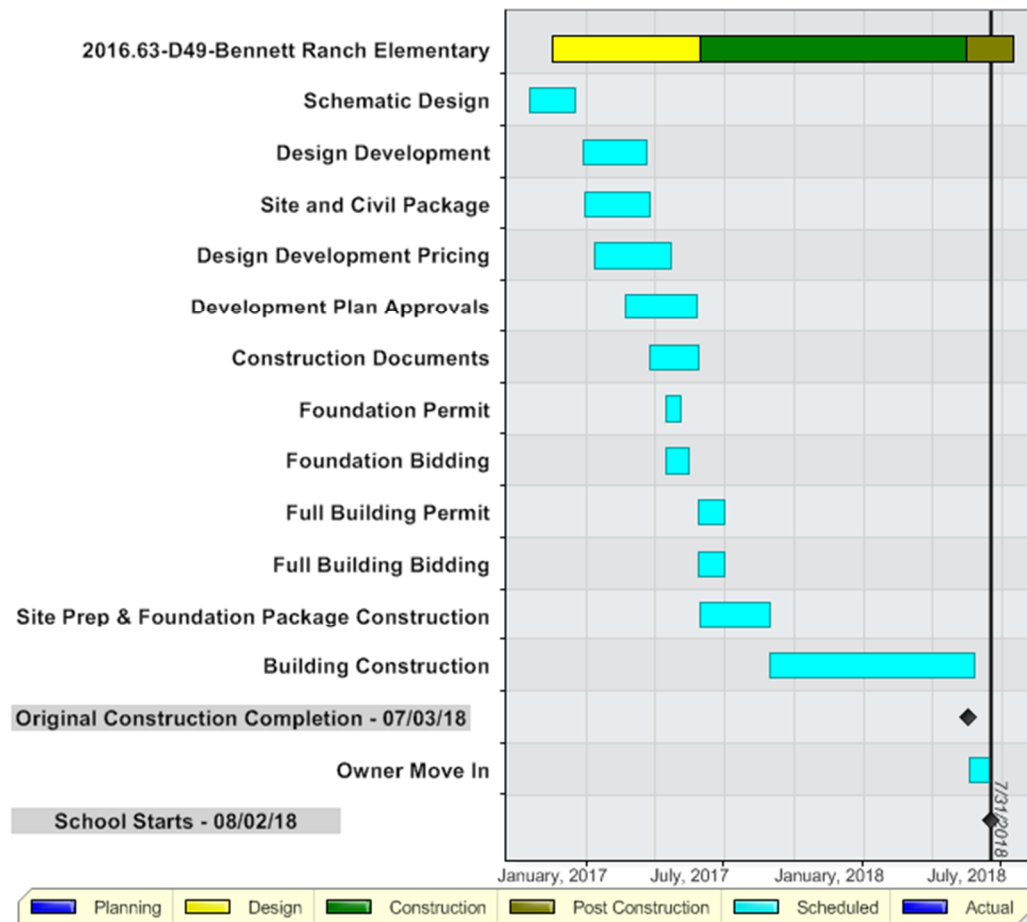
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8149>

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.

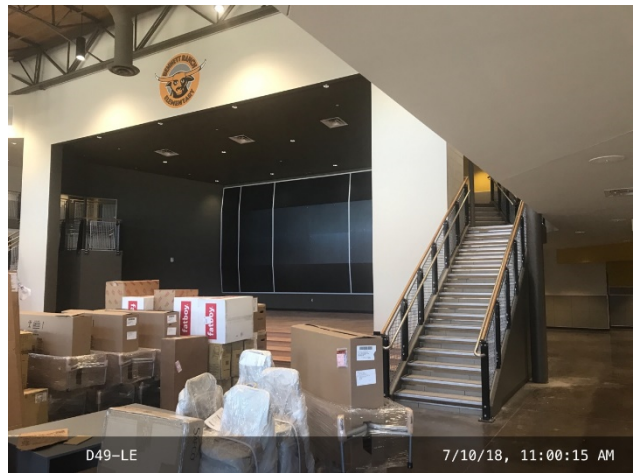
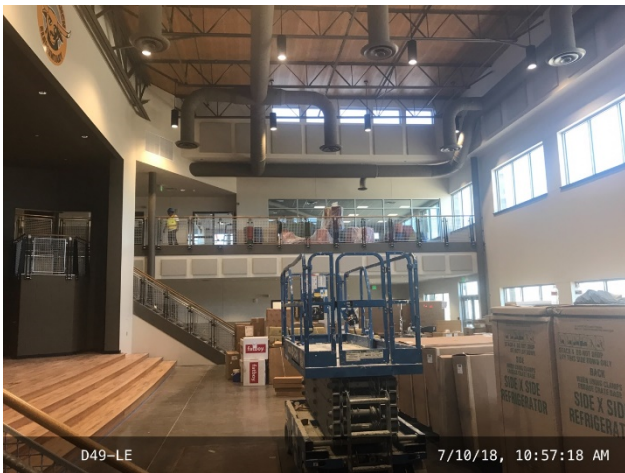


Bennett Ranch Elementary Financials

		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	\$3,145,500.92	\$34,790.00	(\$7,751.92)	\$2,925,079.08
C	Construction	\$18,022,952.00	\$18,022,952.00	\$0.00	\$0.00	\$16,175,301.10
D	Permits & Fees	\$457,382.00	\$440,711.19	\$11,037.40	\$5,633.41	\$84,667.75
E	Furniture, Fixtures & Equip	\$1,028,500.00	\$944,506.33	\$70,908.63	\$13,085.04	\$183,904.49
F	Technology	\$430,000.00	\$272,934.81	\$149,100.00	\$7,965.19	\$59,643.63
G	Contingencies & Escalation	\$187,627.00	\$0.00	\$150,000.00	\$37,627.00	\$0.00
	Total	\$23,300,000.00	\$22,827,164.25	\$415,836.03	\$56,999.72	\$19,429,155.05

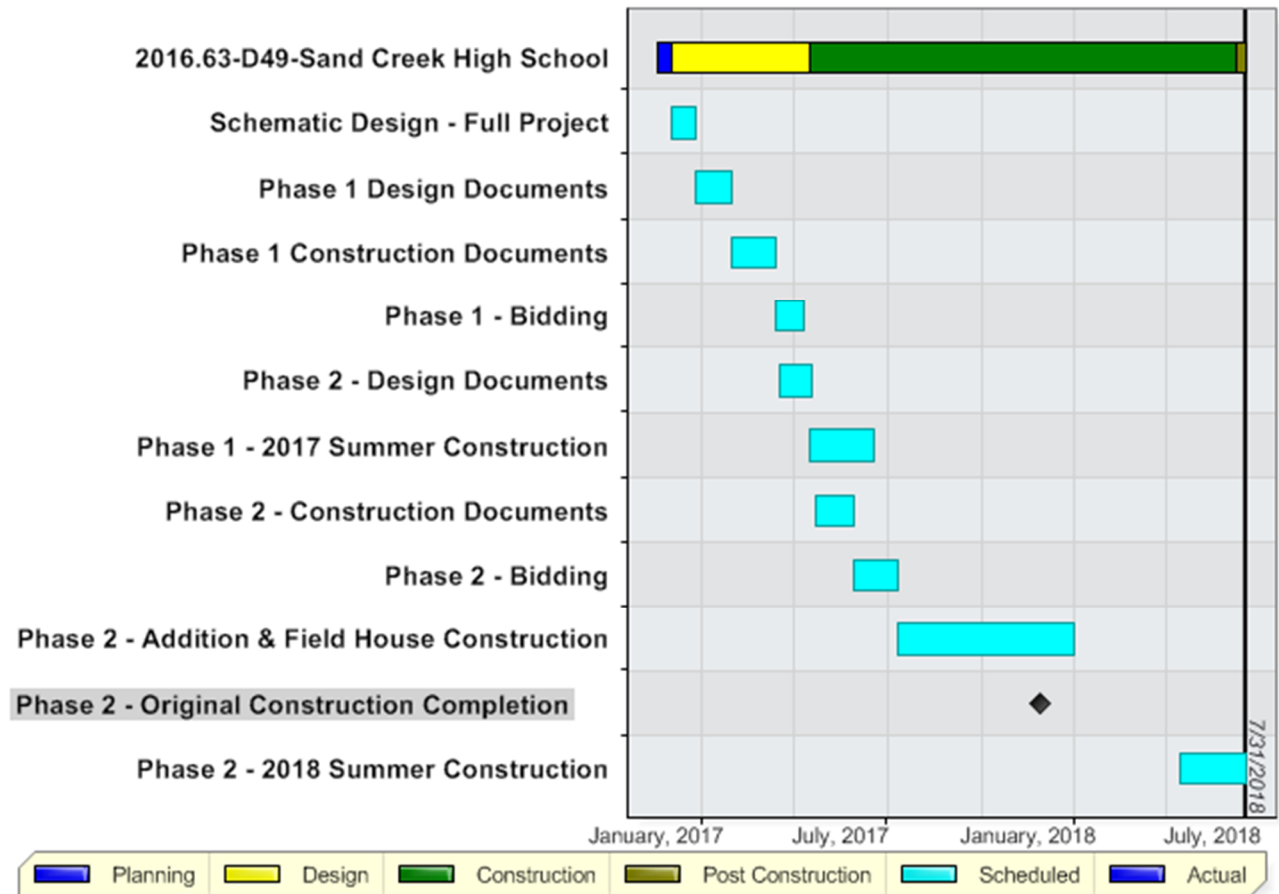
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8128>

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.

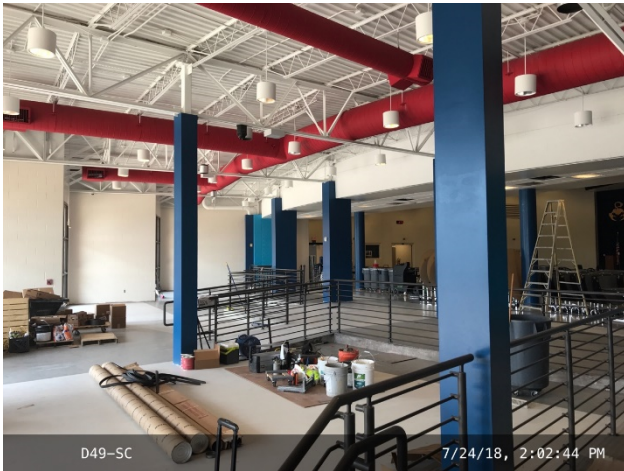


Sand Creek High School Financial

		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	\$658,753.00	\$658,169.50	\$0.00	\$583.50	\$580,738.35
C	Construction	\$3,767,961.75	\$3,767,961.50	\$0.00	\$0.25	\$3,506,692.59
D	Permits & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixtures & Equip	\$307,520.00	\$302,323.09	\$5,000.00	\$196.91	\$268,942.01
F	Technology	\$35,000.00	\$24,605.04	\$7,010.00	\$3,384.96	\$13,865.00
G	Contingencies & Escalation	\$64,234.25	\$0.00	\$64,000.00	\$234.25	\$0.00
	Total	\$4,850,000.00	\$4,769,589.08	\$76,010.00	\$4,400.92	\$4,386,767.90

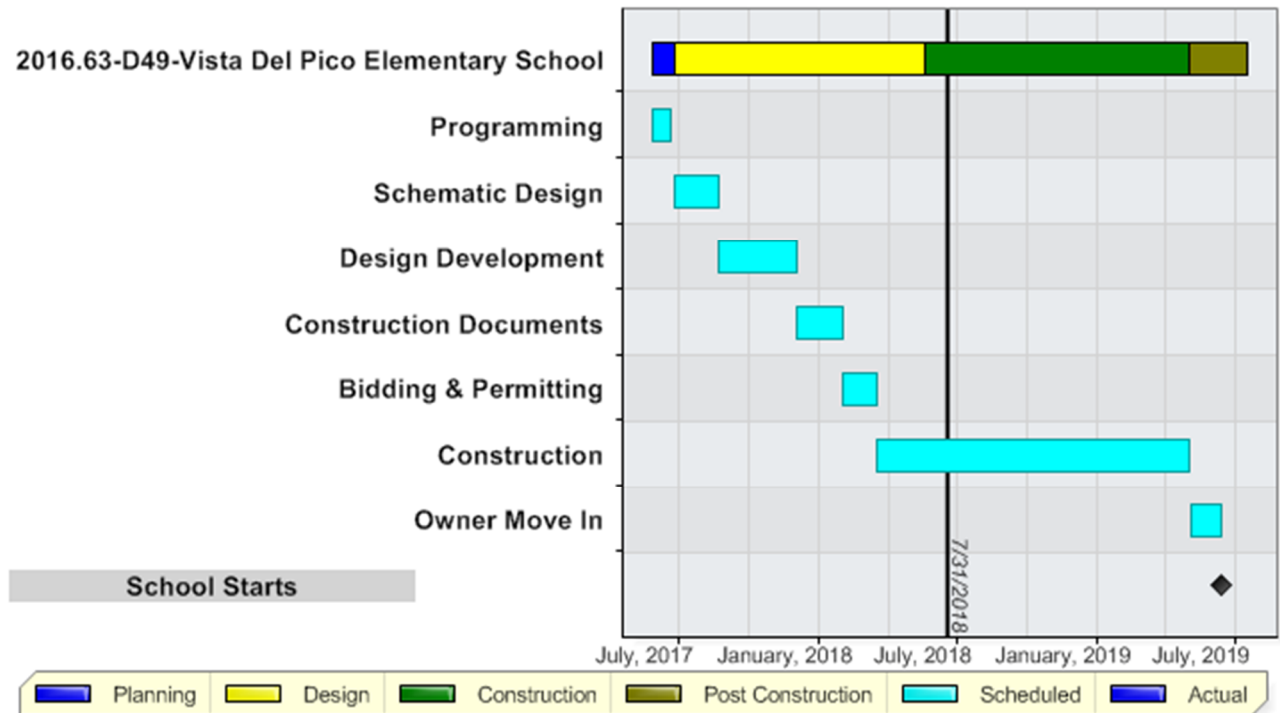
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148>

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	\$1,270,677.41
C	Construction	\$19,058,793.27	\$19,058,793.27	\$0.00	\$0.00	\$1,650,455.66
D	Permits & Fees	\$394,975.00	\$240,120.53	\$123,501.00	\$31,353.47	\$193,855.33
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	\$1,124,027.73	\$0.00	\$1,100,000.00	\$24,027.73	\$0.00
	Total	\$24,400,000.00	\$21,183,801.80	\$3,138,107.00	\$78,091.20	\$3,115,257.40

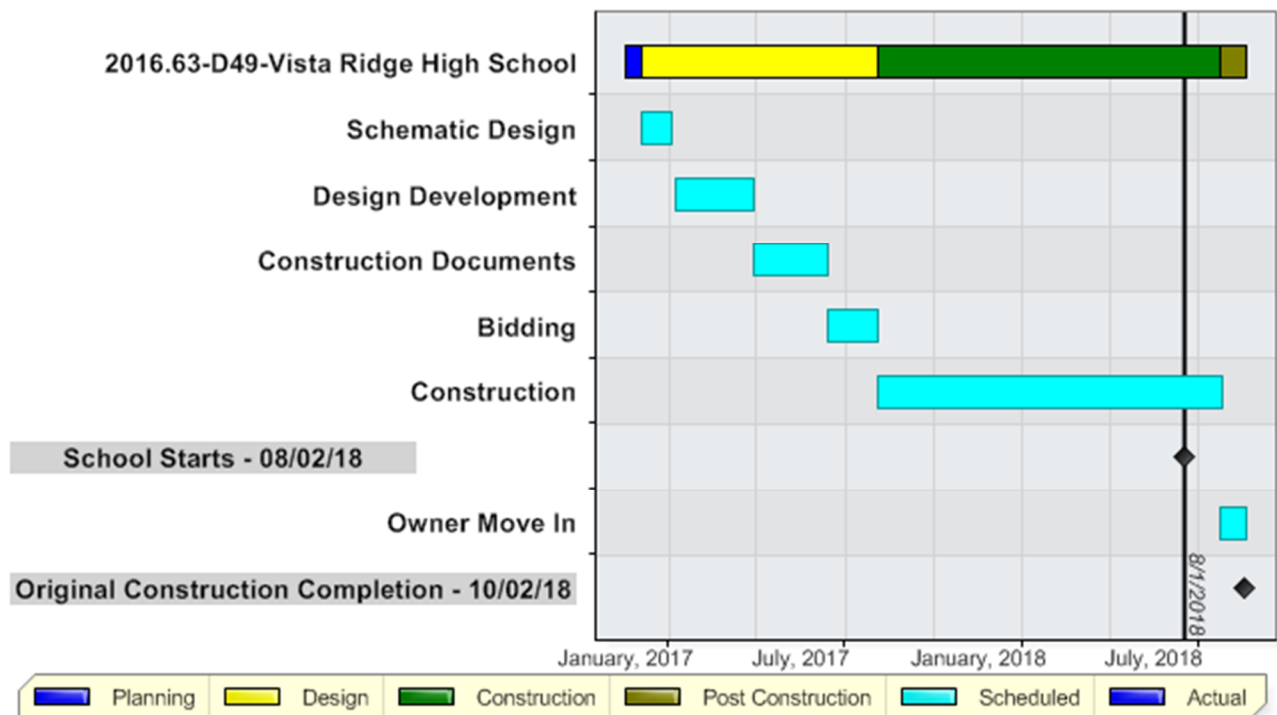
- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151>

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.

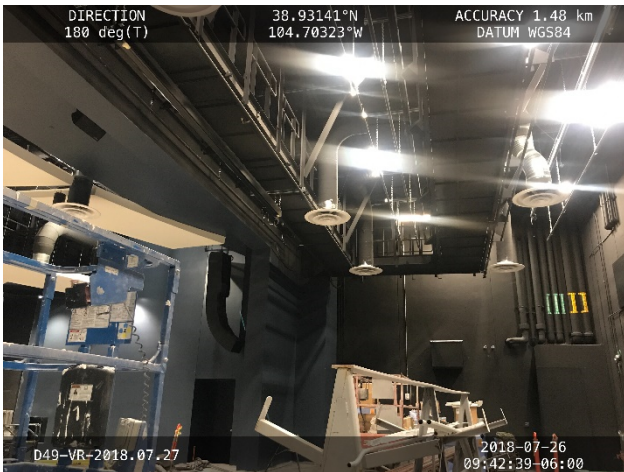


Vista Ridge High School Financial

		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	\$889,117.00	\$875,995.00	\$13,122.00	\$0.00	\$727,937.71
C	Construction	\$5,856,530.00	\$5,856,526.00	\$0.00	\$4.00	\$4,699,201.36
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	\$32,116.07	\$29,700.00	\$13,183.93	\$697.98
G	Contingencies & Escalation	\$132,458.00	\$0.00	\$130,000.00	\$2,458.00	\$0.00
	Total	\$7,000,000.00	\$6,799,355.79	\$177,622.00	\$23,022.21	\$5,453,743.77

- All contracts, invoices, and documents to date are available on Owner Insite
<http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150>

Vista Ridge High School



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

BOARD MEETING OF: August 9, 2018

PREPARED BY: David Watson, Director of Safety and Security

TITLE OF AGENDA ITEM: Safety and Security Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

To update the Board of Education on Safety and Security Operations

RELEVANT DATA AND EXPECTED OUTCOMES:

This update will provide information concerning current and upcoming 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	
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>	Updates regarding Safety and Security initiatives and conditions are critical in building trust in the community concerning the safety of their children in D49 schools.

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

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: July 30, 2018

BOARD OF EDUCATION ITEM 9.03
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: August 9, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Proposed Ballot Initiative Community Feedback

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 as well as the results of a community survey.

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:

<div style="display: flex; align-items: center;"> <div style="writing-mode: vertical-rl; transform: rotate(180deg); font-weight: bold; margin-right: 5px;">Cul</div> <div> Inner Ring—How we treat each other </div> </div>	
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	Outer Ring —How we treat our work	
	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>
Strategy	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: \$35,000 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: August 1, 2018

BOARD OF EDUCATION ITEM 9.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: August 9, 2018

PREPARED BY: P. Andersen, Director of Human Resources
D. Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Policy CBI and CBI-R Evaluation of Chief Officers

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE: The board recently approved revised performance domains and recommended targets, standards, and evidence for chief officer evaluations and goal-setting.

RELEVANT DATA AND EXPECTED OUTCOMES: Recommended revisions to policy CBI and regulation CBI-R to align with these newly approved domains, targets, standards, and related evidence.

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: Upon review and approval from the board, move these items forward for action at the August 22nd special meeting.

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

DATE: July 26, 2018



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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 SCHOOL DISTRICT 49 (EL PASO COUNTY COLORADO 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

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

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

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

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

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

Chief Officer Performance Review Process

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

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:

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

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

Performance Domains

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

~~Strategic Leadership~~

~~Instructional Leadership~~

~~{School/Department} Culture and Equity Leadership~~

~~Human Resource Leadership~~

~~Managerial Leadership~~

~~External Development Leadership~~
~~[Academic/Department] Performance and Growth~~

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

- Adopted: September 11, 2014
- ~~Revised: April 12, 2018~~
- Revised: August 22, 2018

LEGAL REFS:

- 22-9-101, Licensed Personnel Evaluations

CROSS REFS:

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

BOARD-APPROVED POLICY OF DISTRICT 49

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

Performance Review Cycle for the Chief Officers

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

	Performance Timeframe	Work Session	Regular Meeting
Chief Operations Officer	September - August	August	September
Chief Education Officer	October - September	September	October
Chief Business Officer	November - October	October	November

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

Chief Business Officer Targets, Standards and Evidence

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

<p><u>Measurement, Analysis & Knowledge Management</u></p> <p><u>(Learning & Improvement)</u></p> <p>Former 06-LEADERSHIP THROUGH PERSONNEL MANAGEMENT</p>	<p><i><u>The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.</u></i></p>	<ul style="list-style-type: none"> • <i><u>Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI).</u></i> • <i><u>Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass.</u></i> • _____ 	<ul style="list-style-type: none"> • <i><u>Communications that note performance relative to District Vision, Mission as well as Business Office Statement of Purpose & Intent (SOP).</u></i> • <i><u>Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.</u></i>
<p><u>Workforce</u></p> <p><u>(Workforce Service & Development)</u></p> <p>Former 03-LEADERSHIP DEVELOPMENT</p>	<p><i><u>The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.</u></i></p>	<ul style="list-style-type: none"> • <i><u>Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices.</u></i> • <i><u>Identification of leadership strengths and leadership deficits for Business Office leaders to improve leadership practices in their areas of responsibility.</u></i> 	<ul style="list-style-type: none"> • <i><u>Industry-wide and/or state-wide input to issues and/or presentations related to such.</u></i>
<p><u>Operations</u></p> <p><u>(Efficient & Effective Management)</u></p> <p>Former 05-LEADERSHIP THROUGH COMMUNICATION</p>	<p><i><u>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.</u></i></p>	<ul style="list-style-type: none"> • <i><u>Written messages, personal presentations, and multimedia content.</u></i> • <i><u>Use of Communications Department and related resources to widen/deepen the understanding of business issues.</u></i> 	<ul style="list-style-type: none"> • <i><u>Direct messages to district staff, parents, and other stakeholders.</u></i> • <i><u>Specific feedback from recipients, including surveys, comments, and responses.</u></i>

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:

2. Overall district financial performance

3. Audit result & reflection on Business Office processes

4. Outward facing visibility and participation 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
- 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.
- 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.
- 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

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

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

<u>Results</u>	<u>Primary Literacy</u>	<u>Establish five or more schools with 90% of students meeting expectations for ELA</u>	<u>• Measured by DIBELS, CMAS, and learning plans</u>
	<u>Graduation and Remediation</u>	<u>Complete a 5-year analysis of graduation, matriculation, and remediation rates at the operated high schools in our portfolio.</u>	<u>• Report presented to the BOE at the Annual Planning Summit</u>

Chief Operations Officer Targets, Standards and Evidence

<u>Evaluation Domains</u>	<u>Target</u>	<u>Standards</u>	<u>Evidence</u>
<u>Vision & Culture</u>	<u>Continual increased use of Baldrige performance excellence principles</u>	<u>Increased level of training for Operations leaders in Baldrige framework</u>	<u>Operations leaders attend the Baldrige Conference in Denver to deepen their understanding of leveraging Baldrige principles in everyday operations</u>
<u>Mission & Strategy</u>	<u>Implement and increase use of Cascade as an operational planning tool for Operations Directors NLT Jan 31, 2019</u>	<u>Operations Office has placed defined goals into Cascade down to the department level</u>	<u>Goals are established in Cascade and Operations Directors are comfortable in leveraging Cascade to manage and track operational goals</u>
		<u>COO and Operations Directors update progress towards goals monthly in Cascade</u>	<u>Progress is documented in Cascade monthly and Cascade use provides a routine and functional role within Operations systems</u>
	<u>Solidify the D49 Strategic and Operational Facility Planning process NLT Jun 30, 2019</u>	<u>Develop a realistic, functional, and achievable 5 Year Facilities Plan, which considers inputs from the district and community stakeholders</u>	<u>The 5 Year Facilities Plan is established, documented, and reviewed annually</u>
<u>Customer Engagement & Service</u>		<u>Strategic and Operational Facilities Planning Group meets regularly to develop, analyze and present options for consideration to the Chief Officer team</u>	<u>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</u>
	<u>Continuously deepen and improve customer service focused approach between Operations Office and supported entities.</u>	<u>Operations Directors and staff consistently exhibit proactive, two-way communications with customers across D49, with particular emphasis on Principals and Zone Leaders</u>	<u>Respectful working interactions</u>
<u>Learning & Improvement</u>	<u>Improve the capacity for security planning,</u>	<u>Safety and Security staff routinely lead or</u>	<u>Safety and Security Director has increased</u>

<u>Evaluation Domains</u>	<u>Target</u>	<u>Standards</u>	<u>Evidence</u>
	<u>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</u>	<u>contribute to planning and preparation efforts, with emphasis on the school level of preparedness</u> <u>ESCAT meets quarterly in effective, organized and productive sessions</u>	<u>staff capacity, resulting in the increased capability to evaluate and plan security improvement initiatives on a regular basis</u> <u>ESCAT provides cogent input and analysis to the Chief Officers regarding potential security improvements in D49</u>
<u>Workforce Service & Development</u>	<u>Lead Operations Directors in establishing goals and objectives reflective of Operations mission and vision NLT Sep 30, 2018</u>	<u>COO and Operations Directors annually have established clear individual and department goals early in the school year</u>	<u>Each Director has coordinated with the COO for agreed-upon goals for the upcoming school year</u>

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.

Performance Review Criteria for the Chief Officers

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

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

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

Performance Review Criteria for the Chief Business Officer

Business Leadership

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

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

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

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

Strategic Leadership

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

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

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

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

Leadership Development

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

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

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

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

Cultural Leadership

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

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

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

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

Leadership through Communication:

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

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

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

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

Leadership through Personnel Management:

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

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

- Activities to identify and unify leadership teams around high standards and strategic priorities.
- Supportive communications that affirm excellent performance and support for our strategic plan and social contract.

- ~~Corrective communications that identify and correct performance that violates district values, policy, or strategy.~~
- ~~Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.~~

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

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

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

Performance Review Metrics for the Chief Operations Officer

Operations Leadership

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

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

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

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

Strategic Leadership

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

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

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

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

Leadership Development

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

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

- Direct participation in professional development sessions to improve leaders' capacity.
- Identification of leadership strengths and leadership deficits for Operations Office leaders.

- ~~Active support for Operations Office leaders to improve leadership practices in their areas of responsibility.~~
- ~~Improved ratings on staff or stakeholder surveys and or reports related to Facilities, Operations and Maintenance Departments.~~

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

Cultural Leadership

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

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

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

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

Leadership through Communication:

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

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

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

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

Leadership through Personnel Management:

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

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

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

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

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

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

Performance Review Metrics for the Chief Education Officer

Educational Leadership

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

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

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

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

Strategic Leadership

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

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

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

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

Leadership Development

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

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

- ~~• Direct participation in professional development sessions to improve leaders' capacity.~~
- ~~• Identification of leadership strengths and leadership deficits for district and zone leaders.~~
- ~~• Active support for District and Zone leaders to improve leadership practices in their areas of responsibility.~~

- ~~Improving ratings on surveys, standards-based evaluations, and anecdotal reports related to the CEO and other leaders within the Education Office.~~

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

Cultural Leadership

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

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

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

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

Leadership through Communication:

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

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

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

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Leadership through Personnel Management:

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

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- ~~Activities to identify and unify leadership teams around high standards and strategic priorities.~~
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~~***Measurable Performance Targets and Standards that will support one or more of the Leadership Performance Categories previously described:***~~

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

- Adopted: September 11, 2014
- Revised: April 12, 2018
- Revised: August 22, 2018

BOARD OF EDUCATION ITEM 9.05
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: August 9, 2018

PREPARED BY: Peter Hilts

TITLE OF AGENDA ITEM: Mission Innovation 2.0 in 2018

ACTION/INFORMATION/DISCUSSION: Discussion and Direction

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

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

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

In the 1.0 version of Mission Innovation, we had a wide range of proposals, from some costing multiple millions of dollars, to some that required little or no investment. Some were ambitious and transformational, and others were less ambitious and impactful. The proposed revisions to Mission Innovation are intended to increase the quality and impact of proposals by raising the minimum investment and requiring multi-year plans.

RATIONALE:

Systematic innovation will drive further continuous improvement.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcomes for each proposal will accompany the packet presented to the board.

INNOVATION AND INTELLIGENT RISK:

An innovation and intelligent risk analysis for each MI proposal will be incorporated in each packet presented to the Board. The business office will complete a financial analysis to consider for incorporating into the 2018-19 budget. The operations and education office will analyze projected impacts on district operations and programs.

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

Systematic innovation is respectful to our workforce, and trusts workforce members with generating and implementing constructive innovations, so it fulfills the inner ring of our compass. It is also a way of being

BOE Regular Meeting August 9, 2018
Item 9.05 continued

purposeful and learning about options, so it fulfills the outer ring of our compass. Each proposal will have unique impacts in support of our strategic priorities, and may also support specific aspects of our cultural compass.

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

AMOUNT BUDGETED: In most cases, the MI proposal will rely on funds that are not yet identified or budgeted.

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

APPROVED BY: Pedro Almeida, Peter Hilts, Brett Ridgway

DATE: August 1, 2018



Version 2.0 2018

The Best Choice to Learn, Work and Lead

Background



- Mission Innovation is a response to feedback from the 2016 VoW Annual.
- **MI** is an attempt to create a systematic process for soliciting and selecting innovations.
- **MI** follows a three-stage process of Solicit, Select, and Support.
- Schools and Zones select and support **MI** proposals for board consideration prior to board selection and support.

Year One



- The Board considered five district finalist proposals.
- The Board supported modified versions of the *Camp Innovation* and *Technology Coach* proposals
- Those proposals are in early implementation.
- We will have mid-year reports for the annual planning summit in January

MI and CSCI



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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

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The Best Choice to Learn, Work and Lead

MI 2.0 Adjustments in 2018



- Increase the minimum resource per proposal to \$50*K or 1* FTE
- Require proposals to specify innovation and transformation phases
- Require principal or director statement of support
- Designate a budget resource to support **MI** proposals
- *For board discussion and direction

BOE Selection and Support



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



Questions?
Discussion?
Direction?

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 9.06
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: August 9, 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 share any suggestions for new or revised resolutions for submission to CASB by August 31st.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: July 27, 2018

RESOLUTIONS FOR CASB 8-9-18

#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 – LR4 from Final Resolutions for 77th Annual Delegate Assembly adopted October 14, 2017.

#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 – LR8 from Final Resolutions for 77th Annual Delegate Assembly adopted October 14, 2017.

#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

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The Best Choice to Learn, Work and Lead

We believe that D49 needs to bring forward the SPED resolutions from last year as they (CASB) are starting with a clean slate this year on the resolutions and we therefore fear that no one else will bring these forward.

#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.

and

#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.

#2 is still good as the Feds could crackdown on this and target D49. Administration of MJ was opened up to school nurses this year should they chose to do it. So Colorado certainly is at the forefront of this issue.

#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.

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