

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

November 8, 2018

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

**Business Meeting – 6:30 p.m.**

**Education Service Center – Board Room**

<b>Fantastic 49</b>	<b>• Falcon Education Foundation Mini Grant Presentations</b>
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**1.00 Call to Order and Roll Call**

**2.00 Welcome and Pledge of Allegiance**

**3.00 Action of Agenda**

**4.00 Consent Agenda**

4.01 Action on Minutes of Regular Board of Education Meeting 10/11/2018 – **Garza**

4.02 Action on Matters Relating to Professional/Technical Personnel –**Evans**

4.03 Action on Matters Relating to Licensed Personnel –**White**

4.04 Action on Matters Relating to Educational Support Personnel –**Evans**

4.05 Action on Matters Relating to Extra Curricular Personnel –**Evans**

4.06 Action on District Accountability Advisory Committee (DAAC) Membership – **Hall**

4.07 Action on Minutes of Special Board of Education Meeting 10/24/2018 - **Garza**

**5.00 Board Update**

**5.01 Chief Officer Update**

**5.02 Student Board of Representatives Update**

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

**7.00 Action Items**

7.01 Action on POWER Zone Arts-Focused Elementary School Naming Options - **Rigdon**

7.02 Action on POWER Zone Arts-Focused Elementary School Boundary Change Proposal - **Andrews**

7.03 Action on POWER Zone Calendar Adjustment - **Pickering**

7.04 Action on Policy and Procedure Revisions

a. CBI Chief Officer Evaluation – **Andersen**

b. JICH Drug & Alcohol Involvement by Students - **Watson**

c. KFA Public Conduct on District Property - **Watson**

7.05 Action on New and Revised Course Proposals

a. Spanish for Spanish Speakers 2 - **Morphet**

b. Nutrition- **Willard/Lane**

c. Jazz Choir - **Meyer**

d. ACE Pathway Realign for Business - **McCluan**

7.06 Action on Policy Adoption: Complying with New State Requirement for Parental Notification of Alleged Criminal Conduct by Staff Members- **Andersen**

a. ADD Safe Schools

b. GBEB Staff Conduct and Responsibilities

c. KDBA Notice to Parents of Alleged Criminal Conduct by School Employee

7.07 Action on American Education Week Resolution - **Hilts**

7.08 Action on Resolution for Alternative Forms of Transportation for Events – **Pietraallo**

7.09 Action on New Job Description: Early Childhood Education Administrative Assistant – **Lemmond**

7.10 Items Removed from Consent Agenda

**8.00 Information Items**

- 8.01 Process Improvement Update-**Garza**
  - a. GBEB-R, GBEB-R-2 Staff Conduct and Responsibilities
- 8.02 Expulsion Information - **Lemmond**
- 8.03 Student Study Trips – **Seeley**
- 8.04 Current Legal Issues – **Ridgway/Hathaway**
- 8.05 Board Sub-Committee Minutes – **Garza**
- 8.06 Job Descriptions-Administrative Revisions – **Andersen**

**9.00 Discussions Items**

- 9.01 Annual Planning Summit Preview: State of the Workforce Annual Report (10 minutes) **Andersen**
- 9.02 Amended Budget and Enrollment Update (10 minutes) **Sprinz**
- 9.03 MLO 3B Annual Review (15 minutes) **Lee/Willhelm**
- 9.04 POWER Zone Performance Report (10 minutes) **Pickering**
- 9.05 Communications Department Performance Report (10 minutes) **Matisek/Dosen-Himelrick**

**10.00 Other Business**

- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Business Officer evaluation and review

**11.00 Adjournment**

DATE OF POSTING: November 1, 2018

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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:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Regular Board of Education Meeting  
 10/11/18

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

**BACKGROUND OR RATIONALE**

Board review and approval is required prior to posting minutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018

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

**BOARD MEETING OF:** November 8, 2018

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

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

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

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018



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

**BOARD MEETING OF:** November 8, 2018

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

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

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

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018

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

**BOARD MEETING OF:** November 8, 2018

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

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

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

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018

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

**BOARD MEETING OF:** November 8, 2018

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

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

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

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018

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

<b><u>BOARD MEETING OF:</u></b>	November 8, 2018
<b><u>PREPARED BY:</u></b>	Deb Hall, Administrative Assistant to Culture & Services
<b><u>TITLE OF AGENDA ITEM:</u></b>	District Accountability Advisory Committee Appointments
<b><u>ACTION/INFORMATION/DISCUSSION:</u></b>	Consent Agenda - Action

**BACKGROUND OR RATIONALE:**

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

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

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

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

The enclosed membership applications include the name of one DAAC member for the 2018- 2020 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Recommended DAAC members: Kari Cvar –Patriot HS, Carrie Geitne-Member at Large. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2020.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The DAAC is the primary system of formal accountability to our community.  Community participation on the DAAC gives senior leaders input from all stakeholders.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

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

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

**DATE:** October 31, 2018

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

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Special Board of Education Meeting  
10/24/18

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

**BACKGROUND OR RATIONALE**

Board review and approval is required prior to posting minutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** October 24, 2018

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Kristy Rigdon, Principal

**TITLE OF AGENDA ITEM:** Name Proposal for New Elementary School

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

Through 3B funds, construction of D49's newest elementary is underway. After an initial name survey went out to the community in April and results were presented to the Board, it was determined that the results did not yield a final name that reflected the mission of the school. Power Zone leaders were encouraged to do more work with the new principal and the committee to develop a vision and mission and come back with names that reflected the visual and performing arts integrated focus of the new elementary school.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Through the work of the new school planning team, a vision, mission, and values have been developed. An outcome of that work are names that reflect that vision, mission, and values. Results of the community survey will be presented with a final name recommendation for the board to discuss.

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

With an official name for the school, the planning team can continue the development of the school; in particular, marketing, staff recruitment, enrollment, school codes, and of course mascot and colors.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Determining a name has been a collaborative process, involving the planning team and input from the community.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<b>Rock #1-</b> The community was surveyed and input considered. <b>Rock #2 and #3 -</b> Arts integrated teaching and learning adds to our portfolio of schools. Programming will encourage community participation in the school. <b>Rock #4-</b> Numerous studies demonstrate that integrating the arts with core academic subjects has multiple benefits from physical, to social emotional, to academic gains. <b>Rock#5-</b> In developing student passions and talents through the arts, each individual is known and their needs met.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the recommended school name.

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

**DATE:** October 24, 2018



# New D49 Elementary School Name Proposal

Kristy Rigdon  
Principal



# Planning Team Process



- Storyboarding process at the Colorado Springs Conservatory
- Developed working mission, vision, values
- Arrived at proposed names
- Surveyed community
- Reviewed results

# Working Vision, Mission, Values



- Vision: To be a leader in arts integration
- Mission: This school's unique mission is to foster individual student promise and passions through arts integrated learning. This is an intentional focus which fosters an environment that allows all students to develop as creative risk takers who collaborate, communicate, and celebrate through diverse learning opportunities while discovering their love of learning as they evolve as authentic human beings.
- Values: Individuality, Creativity, Authenticity, Collaboration, Exploration, Perseverance, Passion, Fortitude, Innovation, Communication, Reflection, Joy, Acceptance, Discovery, Empowerment, Celebration



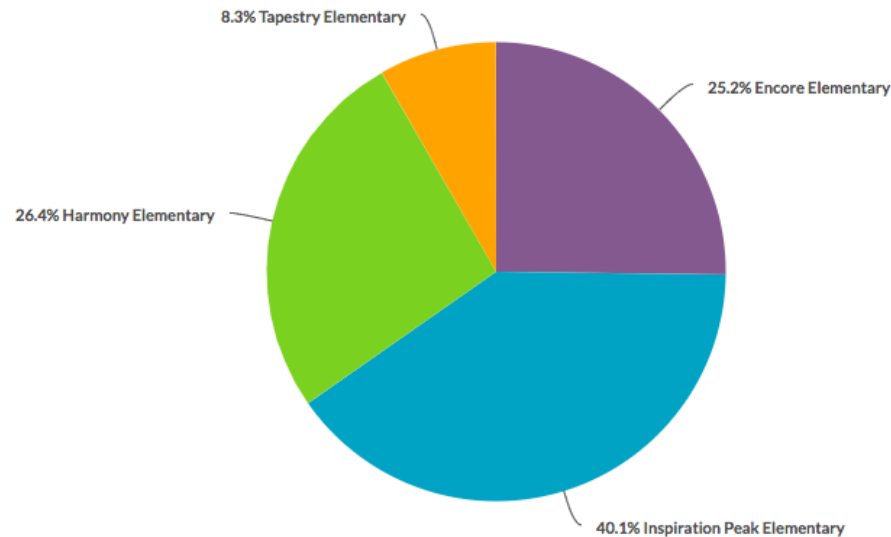
# Name Options

- Encore Elementary
- Inspiration Peak Elementary
- Harmony Elementary
- Tapestry Elementary

# Survey Results



3. After considering initial survey results, D49 Board of Education feedback, and additional development by the planning team, the following names are proposed and reflect the school mission. Please select your favorite name from the list of suggestions below:

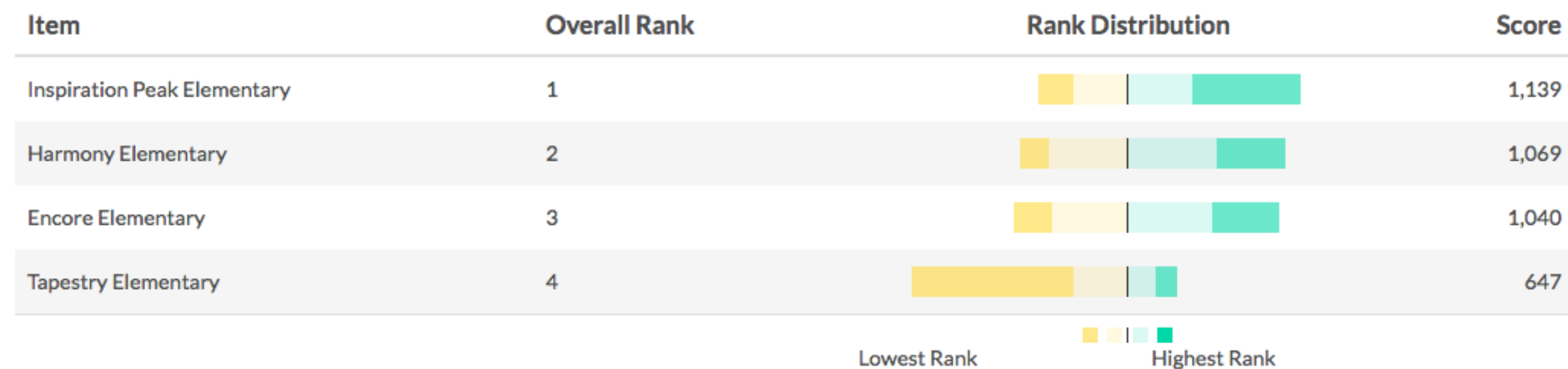


Value		Percent
Encore Elementary	<div><div></div></div>	25.2%
Inspiration Peak Elementary	<div><div></div></div>	40.1%
Harmony Elementary	<div><div></div></div>	26.4%
Tapestry Elementary	<div><div></div></div>	8.3%

# Survey Results



4. Please rank the four suggested names in order of preference, with your favorite on top, and least favorite on the bottom.



## Comment Summary:

- Names of artists, politicians, local people suggested
- Did not want Vista del Pico- Pico de Gallo
- Names that local schools already have- ie. Legacy, High Plains
- Tapestry least favorite

# Recommendation



## Inspiration View Elementary (IVE) Where students find their Muse!

- Represents Geographical & Abstract naming categories
- Capitalizes on literal view of Pikes Peak that inspires so many
- Captures what happens inside the school-mission

# Next Steps



- Curriculum and Programming
- Mascot and Colors
- Marketing
- Recruiting Staff
- Enrollment

**“The purpose of arts education is not to produce more artists... The real purpose of arts education is to create complete human beings capable of leading successful lives in a free society.”**

~ Dana Gioia,  
Poet, Teacher, Businessman,  
Former Chairman of the National Endowment of the Arts



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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Melissa Andrews, Community & Facility Planning Manager

**TITLE OF AGENDA ITEM:** Boundary Proposal for POWER Zone

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:** With a new elementary school opening in August 2019, boundaries need to be generated to identify families to be served by the school.

**RATIONALE:** The new elementary school will accommodate growth in the Banning Lewis Ranch Development and assists with capacity constraints at Ridgeview Elementary School from development in Forest Meadows and Indigo Ranch. Through thorough analysis, it became evident that Zone Boundaries would also need to change due to proximity to educational programs at the Middle School and High School levels.

**RELEVANT DATA AND EXPECTED OUTCOMES:** After providing preliminary data to the Board of Education, The POWER Zone, Principal, and planning department have worked on obtaining feedback from the community through public open house meetings and working with the communications department offering a survey regarding boundary options. Additionally, the planning department has consulted with the transportation department and the POWER Zone Leader to discuss impacts. After gathering all of the information, the POWER Zone and planning department have prepared a boundary recommendation for consideration.

**INNOVATION AND INTELLIGENT RISK:** The risk associated with the Zone boundary adjustment is the additional students for Skyview and Vista Ridge. Both Falcon Middle and Skyview, as well as Falcon High School and Vista Ridge, are all over core capacity before and after the boundary adjustment. The benefit of the boundary change is that it provides relief to Ridgeview Elementary School, as promised in the ballot language, and it provides educational opportunities closer to home while reducing transportation costs and time. It is important to note that many of the students in the area already choice into other programs since the schools currently zoned for them are so far away.

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

Working through feedback from impacted departments and responses from impacted families, we are proposing options that provide boundaried educational opportunities closer to residents' homes at all levels, elementary, middle and high school.

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>By providing early notification on changes, the community has time to proactively plan for the needs of their families.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	<i>With community input from public meetings and surveys, we were able to ensure the impacted community was involved and have had an impact on the proposed changes.</i>

BOE Regular Meeting November 8, 2018  
Item 7.02 continued

<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:** There will be one year of additional transportation costs required to provide a transition period for families

**AMOUNT BUDGETED:** N/A.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the boundary changes outlined in item 7.02 as recommended by the administration.

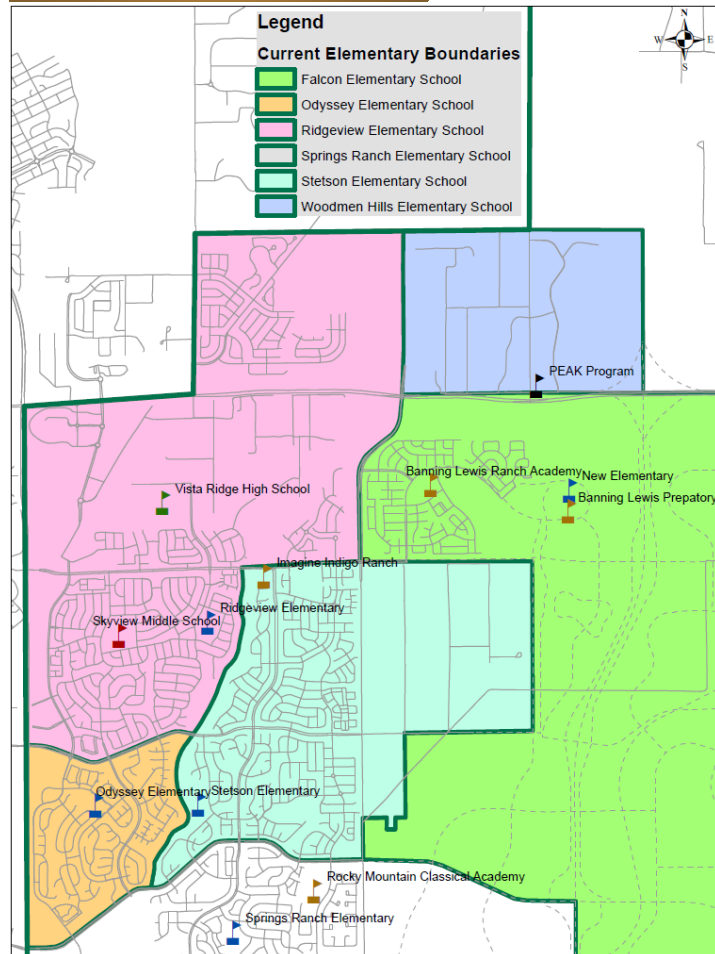
**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** October 25, 2018

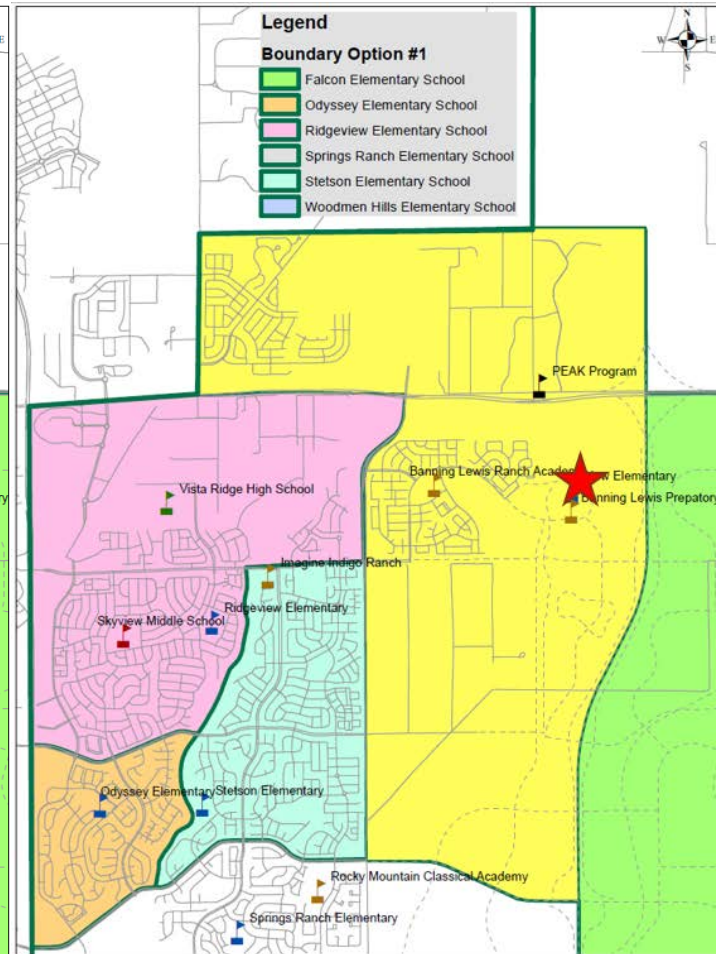
# Elementary Near Vista Del Pico

# Elementary Near Vista Del Pico Boundary Options

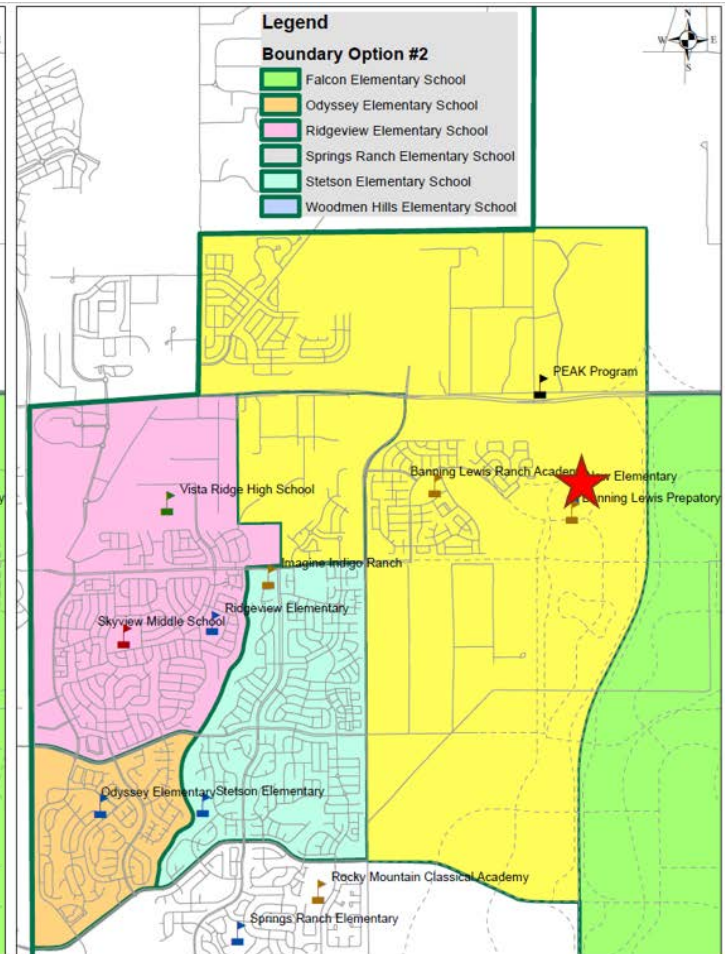
## Current Boundaries



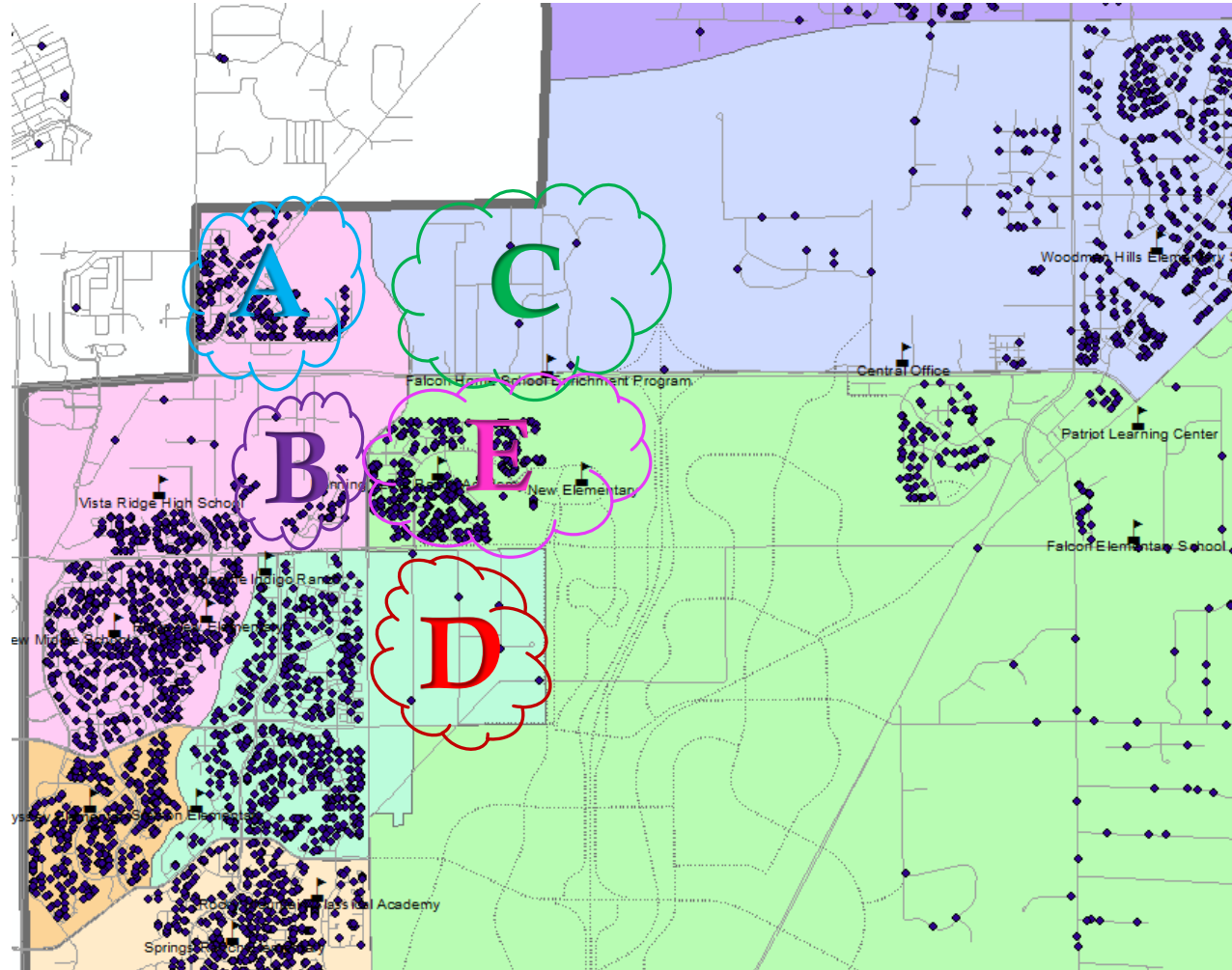
## Boundary Option 1



## Boundary Option 2



## Impact on adjacent schools receiving boundary changes



A: (Boundary option 1 & 2):  
Removes section A from RVES

B: (Boundary option 2):  
Removes section B from RVES

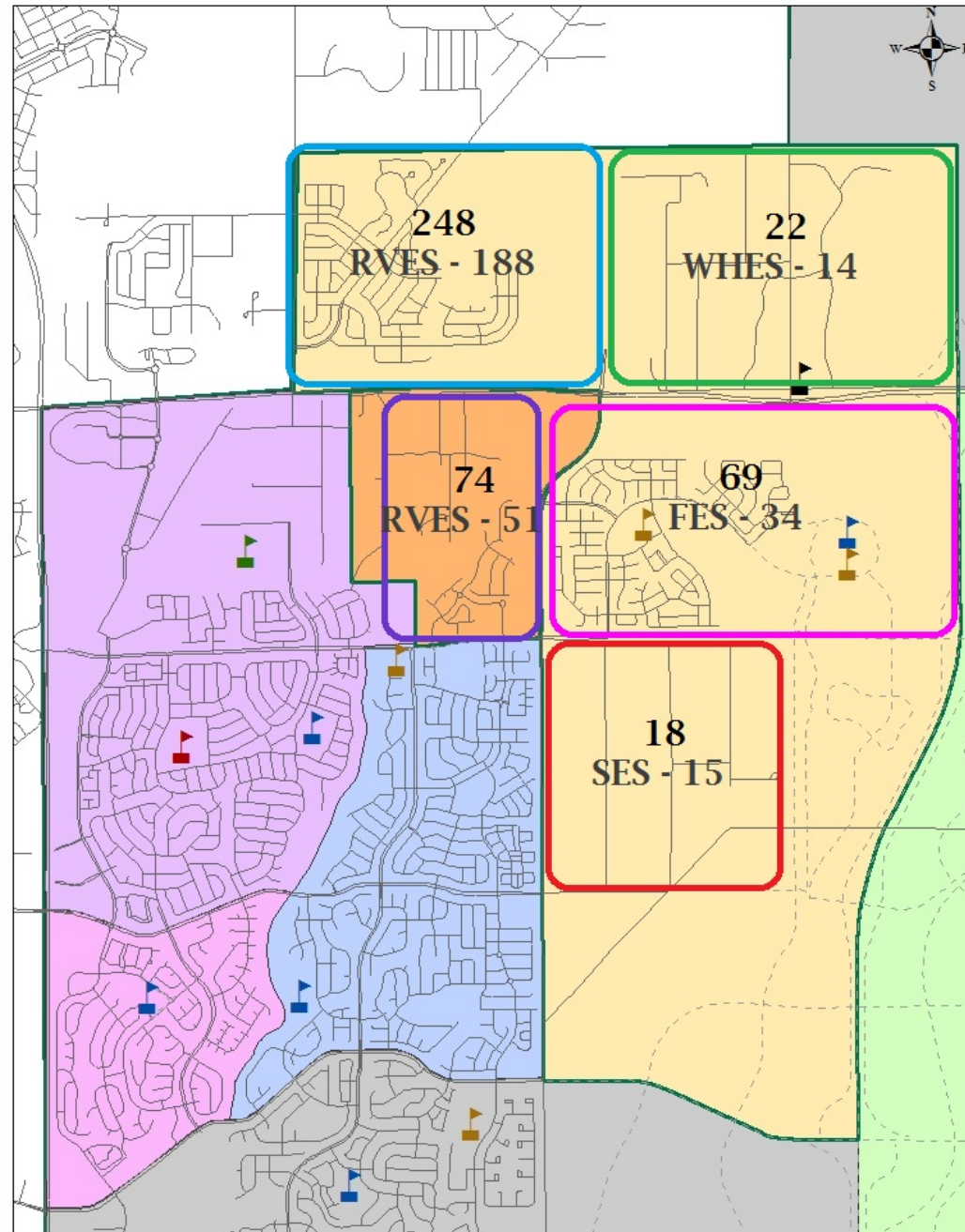
C: (Boundary option 1 & 2):  
Removes section C from WHES

D: (Boundary option 1 & 2):  
Removes section D from SES

E: (Boundary option 1 & 2):  
Removes section E from FES



# Student Count



PK-5 Enrollment Data for the New Elementary near Vista Del Pico

Boundary Option 1	Boundary Option 1 Total		By Grade no Charters or HS		BLRA by Grade			Bndry 1 w/10% BLRA	
	School	Count	Grade	Count	Grade	Count	10%	Grade	
	ALLIES	7	0	63	0	81	8.1	0	71
	BLRA	513	1	90	1	93	9.3	1	99
	BRES	7	2	57	2	97	9.7	2	67
	Child Find	4	3	42	3	91	9.1	3	51
	FES	35	4	59	4	79	7.9	4	67
	FHEP	9	5	36	5	72	7.2	5	43
	IIR	64							
	LTA	7							
	MRES	7							
	OES	9							
	Part C	4							
	PPSEL	4							
	RES	4							
	RMCA	16							
	RVES	194							
	SRES	5							
	SES	56							
	WHES	15							
		960		347		513	51		398

Boundary option 1:

Total elementary students currently residing in the boundary: 960 (2017: 639)

398 potential (existing) students in new boundary

Assumptions:

- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

Boundary Option 2	Boundary Option 2 Total		By Grade no Charters or HS		BLRA by Grade			Bndry 1 w/10% BLRA	
	School	Count	Grade	Count	Grade	Count	10%	Grade	
	ALLIES	7	0	78	0	81	8.1	0	86
	BLRA	518	1	103	1	93	9.3	1	112
	BRES	7	2	66	2	97	9.7	2	76
	Child Find	4	3	49	3	91	9.1	3	58
	FES	35	4	67	4	81	8.1	4	75
	FHEP	13	5	43	5	75	7.5	5	51
	IIR	87							
	LTA	7							
	MRES	7							
	OES	9							
	Part C	4							
	PPSEL	4							
	RES	7							
	RMCA	18							
	RVES	239							
	SRES	8							
	SES	63							
	WHES	16							
		1053		406		518	52		458

Boundary option 2:

Total students currently residing in the boundary: 1053 (2017: 678)

458 potential students in new boundary

Assumptions:

- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

# Impact on Adjacent Elementary Schools Receiving Boundary Changes

**A:** (Boundary option 1 & 2):  
Removes section A from RVES

RVES				
	Current	A	Remove A	% loss
Pre-K	55	11	44	20%
Full-Day K	121	23	98	19%
1st	139	42	97	30%
2nd	135	37	98	27%
3rd	120	28	92	23%
4th	125	30	95	24%
5th	123	17	106	14%
	818	188	630	23%

**C:** (Boundary option 1 & 2):  
Removes section C from WHES

WHES				
	Current	C	Remove C	% loss
Pre-K	37	2	35	5%
Full-Day K	94	2	92	2%
1st	86	1	85	1%
2nd	88	2	86	2%
3rd	105	2	103	2%
4th	99	2	97	2%
5th	87	3	84	3%
	596	14	582	2%

**D:** (Boundary option 1 & 2):  
Removes section D from SES

SES				
	Current	D	Remove D	% loss
Pre-K	50	0	50	0%
Full-Day K	102	1	101	1%
1st	93	6	87	6%
2nd	95	2	93	2%
3rd	90	1	89	1%
4th	77	2	75	3%
5th	101	3	98	3%
	608	15	593	2%

**E:** (Boundary option 1 & 2):  
Removes section E from FES

FESOT				
	Current	E	Remove E	% loss
Pre-K	8	1	7	13%
Full-Day K	56	4	52	7%
1st	51	15	36	29%
2nd	50	4	46	8%
3rd	44	4	40	9%
4th	52	3	49	6%
5th	52	3	49	6%
	313	34	279	11%

**B:** (Boundary option 2):  
Removes section B from RVES

RVES				
	New (Scenario A)	B	Remove B	% loss
Pre-K	44	7	37	16%
Full-Day K	98	7	91	7%
1st	97	11	86	11%
2nd	98	7	91	7%
3rd	92	3	89	3%
4th	95	7	88	7%
5th	106	7	99	7%
	630	49	581	8%

- ❖ Current Column(s): Head Count 9/17/18
- ❖ Lettered Column(s): The students in the labeled area that are enrolled in the school described in title
- ❖ Remove Column: The enrollment balance of the school in question after students from the lettered area are removed due to boundary change.
- ❖ % Loss: The percent of total enrollment removed from the school after boundary change



# Impact on SMS & FMS

**C & E (Boundary option 1 and 2 ):**  
Adds C & E to SMS and removes from FMS

SMS	SMS Add		No Charter or HS		BLPA by Grade			w/10% BLRA	
	School	Cnt_School	Grade	Cnt_Grade	Grade	Cnt_Grade	10%	Grade	Cnt_Grade
	BLRA	200	6	6	6	77	8	6	14
	FMS	28	7	14	7	70	7	7	21
	Home School	8	8	8	8	53	5	8	13
	LTA	5							
	RMCA	1							
	SMS	7							
	Total	253		28		200	20		48

## Impact on Skyview Middle School:

48 potential additional (existing) students from new boundary from FMS boundary

### Assumptions:

- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all others residing in boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

## SMS Enrollment

Grade	2018/19			Increase
	current	Add by boundary	total	
6	344	14	358	4%
7	390	21	411	5%
8	367	13	380	4%
Total	1008	48	1096	4%

## Impact on FMS

Grade	Current	C&E	Remove C&E	% loss
6 <sup>th</sup>	362	6	356	2%
7 <sup>th</sup>	317	14	303	5%
8 <sup>th</sup>	329	8	321	2%
Total	1008	28	980	3%

## Impact on Falcon Middle School:

28 students from FMS will move to new school

# Enrollment Data for VRHS & FHS

## C & E (Boundary option 1):

Adds C & E to VRHS and removes from FHS

VRHS

VRHS Add		Only FHS		BLPA by Grade				w/10% BLRA	
School	Cnt_School	Grade	Cnt_Grade	Grade	Cnt_Grade	10%	Grade	Cnt_Grade	
BLPA	60	9	12	9	35	4	9	16	
FHS	51	10	9	10	25	3	10	12	
FHEP	1	11	15	11			11	15	
PHS	2	12	14	12			12	14	
PPEC	5	13	0	13			13	0	
SCHS	9	14	1	14			14	1	
SSAE	3								
VRHS	59								
<b>TOTAL</b>	<b>130</b>		<b>51</b>		<b>60</b>	<b>7</b>		<b>58</b>	

## Impact on Vista Ridge High School:

58 potential additional (existing) students from new boundary from FMS boundary

## Assumptions:

- 0% capture rate of Home School
- 10% capture rate of BLRA students
- 100% capture rate of all FHS students in the boundary, knowing this will not be true, the offset will come from re-capture of choice-out students or new home sales

## VRHS Enrollment

	2016/17			
Grade	current	Add by boundary	total	Increase
9 <sup>th</sup>	473	16	489	4%
10 <sup>th</sup>	402	12	414	5%
11 <sup>th</sup>	416	15	431	4%
12 <sup>th</sup>	360	14	374	
<b>Total</b>	<b>1615</b>	<b>57</b>	<b>1708</b>	

## Impact on FHS

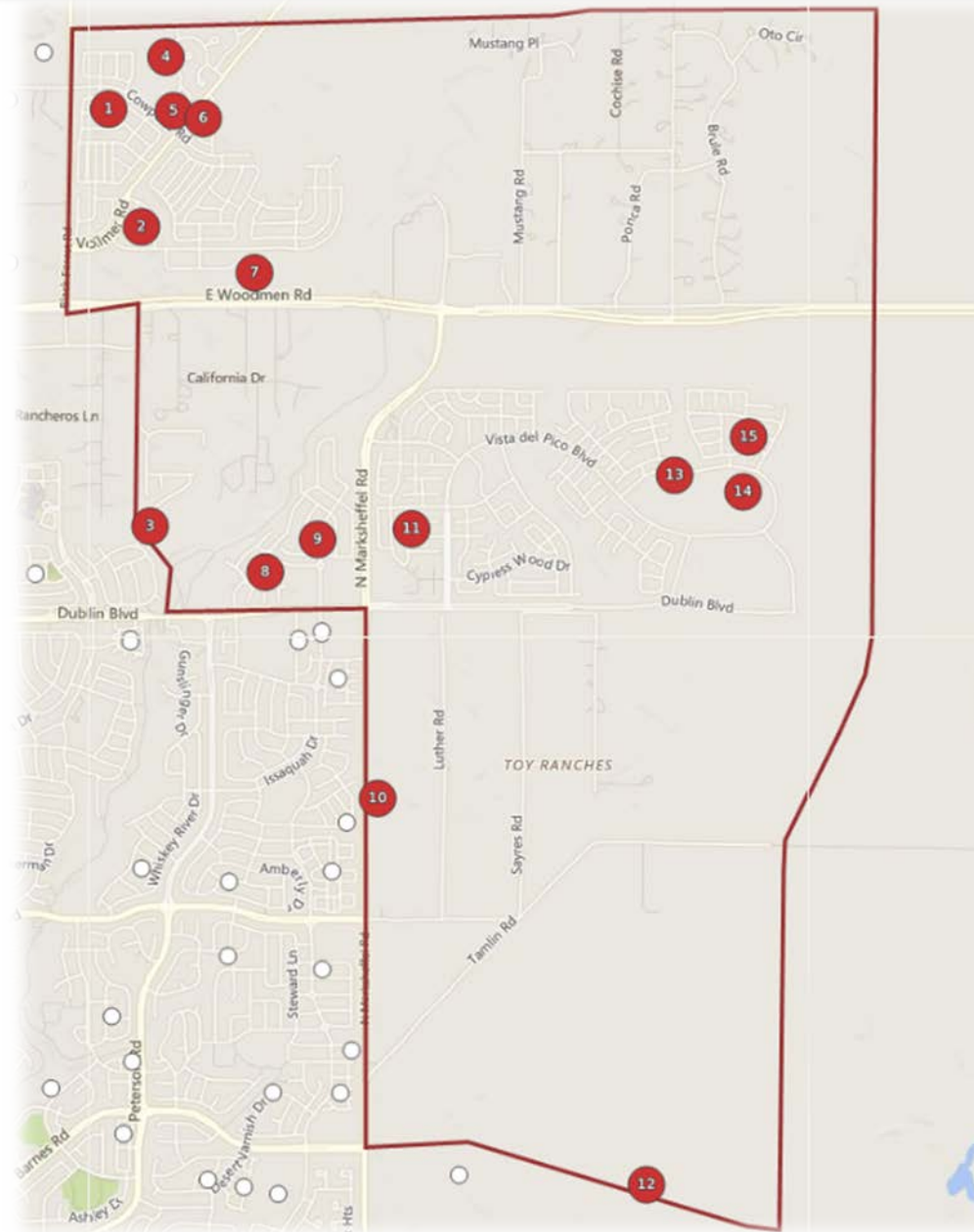
Grade	Current	C&E	Remove C&E	% loss
9 <sup>th</sup>	410	16	394	4%
10 <sup>th</sup>	321	12	309	4%
11 <sup>th</sup>	284	15	269	6%
12 <sup>th</sup>	329	14	315	4%
<b>Total</b>	<b>1344</b>	<b>57</b>	<b>1287</b>	<b>4%%</b>

## Impact on Falcon High School :

57 students from FHS will move to new school

# Developments in Proposed Boundary of Elementary near Vista Del Pico

Map #	Boundary of School Near Vista Del Pico
1	Forest Meadows
2	Forest Meadows/ Encore
3	Quail Brush Creek
4	Forest Meadows Condos
5	Forest Meadows/ Trails
6	Trails East
7	Forest Meadows South (TH)
8	Stetson Ridge/Indigo Ranch North - Renaissance
9	Stetson Ridge/ Indigo Ranch North
10	Mountain Valley Preserve
12	Mountain Vista Ranch (MF)
13	Banning Lewis Ranch Frontier Village (SF)
14	Banning Lewis Ranch Northtree Village (SF)
15	Banning Lewis Ranch Frontier Village (MF)



Development Student Generation Projections			
Year	Ele	MS	HS
2016/17	197	68	53
2017/18	164	57	46
2018/19	212	70	56
2019/20	155	51	39

\*Note – Development student generation is calculated on the current D49 (including charter schools) capture rate of families moving into new neighborhoods. These students will be distributed amongst charter schools, boundaried schools, choice schools and online programs that D49 hosts.

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Michael Pickering, POWER Zone Leader

**TITLE OF AGENDA ITEM:** Power Zone Elementary Calendar Change Request

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

**BACKGROUND OR RATIONALE**

AS MANY AS 120 POWER ZONE ELEMENTARY TEACHERS WILL BENEFIT FROM EUREKA MATH TRAINING BY LEARNING HOW TO MOST EFFECTIVELY UTILIZE THE CURRICULUM TO MEET THE NEEDS OF ALL LEARNERS. RECENT LOCAL AND STATE ASSESSMENT RESULTS IN BOTH ACHIEVEMENT AND GROWTH ARE INDICATING INCREASED INSTRUCTIONAL NEEDS AROUND MATHEMATICS AT THE ELEMENTARY LEVEL. IN PART DUE TO THIS RECENT DATA THE SENSE OF URGENCY FOR THE ZONE HAS INCREASED IN THIS AREA. IN ORDER TO ENSURE THE POWER ZONE IS THE BEST PLACE FOR BOTH TEACHERS AND STUDENTS TO LEARN THE DECISION HAS BEEN MADE TO UTILIZE EUREKA MATH K-5 ACROSS ALL ELEMENTARY SCHOOLS IN THE ZONE. THIS MEANS A LARGE NUMBER OF TEACHERS NOW NEED THIS TRAINING. DUE TO THIS LARGE NUMBER OF EDUCATORS THAT WILL BENEFIT FROM THE TRAINING AND THE DIFFICULTY IN CONSISTENTLY OBTAINING SUBSTITUTES, WE ARE FORMALLY REQUESTING FRIDAY, NOVEMBER 16TH BE CHANGED FROM A STUDENT CONTACT DAY TO A NON-STUDENT CONTACT DAY FOR OUR ELEMENTARY SCHOOLS: ALLIES, STETSON, ODYSSEY, AND RIDGEVIEW. THIS DATE IS THE FRIDAY PRIOR TO THANKSGIVING BREAK FOR STUDENTS. THIS TRAINING ALIGNS WELL TO OUR DISTRICT MATH INITIATIVE AND SUPPORTS PRIMARY PROFICIENCY FOR ALL STUDENTS.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

THIS TRAINING WILL PROVIDE AN OPPORTUNITY TO SUPPORT OUR ELEMENTARY TEACHERS IN PROVIDING MORE QUALITY MATH INSTRUCTION WITH EUREKA RESOURCES WHICH WILL ASSIST WITH OUR MATH FOCUS AND ASSESSMENT DATA. OUR OVER 1,800 ELEMENTARY STUDENTS ARE THE DIRECT BENEFICIARIES OF THIS TRAINING. EXPECTED QUANTITATIVE OUTCOMES ARE INCREASED ACHIEVEMENT AND GROWTH RESULTS ON LOCAL AND STATE MATH ASSESSMENTS. EXPECTED QUALITATIVE OUTCOMES INCLUDE STUDENTS LEAVING ELEMENTARY SCHOOL MORE PREPARED AND SELF-CONFIDENT TO SUCCESSFULLY TAKE ON OUR MIDDLE SCHOOL MATH STANDARDS.

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

C u l t u r e	<b>Inner Ring</b> —How we treat each other	<b>Outer Ring:</b> This training will increase our elementary teachers knowledge base and provide additional resources increasing their instructional effectiveness. This training aligns with our district math initiatives and our primary proficiency for all students.
	<b>Outer Ring</b> —How we treat our work	

BOE Regular Meeting November 8, 2018  
Item 7.03 continued

S t r a t e g y	<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p><b>Rock 4:</b> This training will increase instructional effectiveness for primary math creating firm foundations for all students.</p>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:**

Approval of non-student contact day for POWER Zone elementary students on Friday, November 16, 2018 in order to offer math training to all elementary classroom teachers.

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

**DATE:** 10-25-18

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

**BOARD MEETING OF:** November 8, 2018

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

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

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Board policies are routinely reviewed to ensure that they are current and reflect applicable federal and/or state regulations as well as the needs and processes of the districts.

No.	Designation	Title	Reviewed by	Recommendations
7.04a	CBI	Evaluation of Chief Officers	D Garza P Andersen	Minor corrections
7.04b	JICH	Drug & Alcohol Involvement by Students	D Watson	Revisions align our policies with CASB guidance
7.04c	KFA	Public Conduct on District Property	D Watson	Revisions align our policies with CASB guidance

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #7</b> — Customize our educational systems to <u>launch each student toward success</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review at the previous work session, I move to approve the 3 policies in item 7.04 as recommended by the administration.

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

**DATE:** October 24, 2018

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

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

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

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

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



**Chief Officer Performance Review Process**

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

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

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

- Adopted: September 11, 2014
- Revised: April 12, 2018
- Revised: August 22, 2018
- Revised: November 8, 2018

### LEGAL REFS:

- 22-9-101, Licensed Personnel Evaluations

### CROSS REFS:

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



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Drug and Alcohol Involvement by Students</b>
Designation	<b>JICH</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

School District 49 shall promote a healthy environment for students by providing education, social-emotional support, and decision-making strategies with regard to alcohol, drugs, and other controlled substances and their abuse. In order to accomplish this goal, a cooperative effort must be made among the schools, parent(s)/guardian(s), community, and its agencies.

It shall be a violation of Board of Education policy and considered to be behavior which is detrimental to the welfare or safety of themselves, other students, or school personnel for any student to possess, use, sell, distribute, or procure or to be under the influence of alcohol, drugs, or other controlled substances. The unlawful possession or use of alcohol or controlled substances creates an environment that hinders learning and is harmful to all students. Students violating this policy shall be subject to disciplinary action.

For purposes of this policy, controlled substances include but are not limited to narcotic drugs, hallucinogenic or mind-altering drugs or substances, amphetamines, barbiturates, stimulants, depressants, marijuana (except cannabinoid derivatives approved for compassionate therapeutic use), anabolic steroids, any another controlled substances as defined in law, or any prescription or nonprescription drug, medicine, vitamin, or other chemical substances not taken in accordance with the Board policy and regulations on administering medicines to students [or the Board's policy on administration of medical marijuana to qualified students](#).

This policy also includes substances that are represented by or to the student to be any such controlled substance or what the student believes to be any such substance.

This policy shall apply to any student who is on school property, in attendance at school, in a school vehicle, or taking part in any-school sponsored or sanctioned activity or whose conduct at any time or place interferes with the operations of the district or the potential safety or welfare of students or employees.

Students violating this policy shall be subject to disciplinary sanctions which may include suspension and/or expulsion from school and referral for prosecution.

Situations in which a student seeks counseling or information from a professional staff member for the purpose of overcoming substance abuse shall be handled on an individual basis depending upon the nature and particulars of the case. When appropriate, parents shall be involved and every effort made to direct the substance abuser to sources of help.

The Board, in recognition that drug and alcohol abuse is a community problem, shall cooperate actively with law enforcement, social services or other agencies and organizations, parents, and any other recognized community resources committed to reducing the incidents of illegal use of drugs and alcohol by school-aged youths.

Whenever possible in dealing with student problems associated with drug and alcohol abuse, school personnel shall provide parents/guardians and students with information concerning education and rehabilitation programs that are available.

Information provided to students and/or parents about community substance abuse treatment programs or other resources shall be accompanied by a disclaimer to clarify that the school district assumes no financial responsibility for the expense of drug or alcohol assessment or treatment provided by other agencies or groups unless otherwise required.

### **Performance Enhancing and other Drug Use by Student-Athletes**

No student-athlete shall use or distribute alcohol or drugs while eligible to participate in athletics. This policy shall be in effect when a student athlete begins participation and shall remain in force for the duration of an athlete's competitive time in the District. The penalties for violation of this policy shall be established and shall be in addition to any penalties imposed for violation of District-wide Board policies regarding use of drugs or alcohol.

Disciplinary sanctions and interventions for violations of this policy shall be in accordance with Board policy concerning student suspensions, expulsions and other restorative practices. Upon enrollment in elementary, middle, and high school, students and their families will be made aware of the student rights and responsibilities document located on the district's website ([www.D49.org](http://www.D49.org)) and the Board code of conduct policy contained therein. The Chief Education Officer/Zone Leaders shall ensure reasonable measures are taken to verify each student is familiar with the code. In addition, any significant change to the code shall be posted on the district's website and included in publicly accessible Board policy update communications.

- Adopted: January 23, 1986
- Revised: May 19, 1994
- Revised: August 10, 2000
- Revised: July 26, 2005
- Reviewed: March 24, 2010
- Revised: July 8, 2010
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: July 14, 2016
- Revised: November 8, 2018

### **LEGAL REFS:**

- 20 U.S.C. §7101 et seq. (Safe & Drug-Free Schools and Communities Act of 1994)
- 21 U.S.C. 812 (definition of "controlled substance")
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-1-110 (instruction related to alcohol and drugs)
- C.R.S. 22-1-119.3 (3)©, (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on schools grounds, on a school bus or at a school-sponsored event)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (policy required as part of safe schools plan)
- C.R.S. 22-33-106 (1)(d) (suspension or expulsion discretionary for the sale of a drug or controlled substance)

- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting use of retail marijuana on school property)

**CROSS REFS:**

- IHAMA, Teaching about Drugs, Alcohol and Tobacco
- JIH, Student Interrogations, Searches, and Arrests
- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medicines to Students
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Public Conduct on District Property</b>
Designation	<b>KFA</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

1. Any conduct that obstructs, disrupts, or interferes with teaching, research, service, administrative, or disciplinary functions, or any activity sponsored or approved by the Board.
2. Physical abuse or threat of harm to any person or District owned or controlled property at District sponsored or supervised functions.
3. Threat of damage or damage to property of the District regardless of the location, or property of a member of the community or a visitor to the school when such property is located on District controlled premises.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Profanity or verbally abusive language.
8. Unlawful use of any tobacco product, to include e-cigarettes.
9. Entry onto district grounds or into a district building by a person suspected or known to be under the influence of alcohol or a controlled substance.
10. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings.
11. Violation of any federal, state or municipal law or Board policy.

Any member of the general public considered by the Chief Education Officer/Zone Leader or designee to be in violation of this policy shall be instructed to leave the property of the District.

- Adopted: August 16, 1984

- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: September 7, 2000
- Revised: September 10, 2009
- Revised: October 27, 2011
- Revised: September 8, 2016
- [Revised: March 9, 2017](#)
- [Reviewed: November 8, 2018](#)

#### LEGAL REFS:

- 21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)
- C.R.S. 18-1-901 (3)(e) (definition of deadly weapon)
- C.R.S. 18-9-106 (disorderly conduct)
- C.R.S. 18-9-108 (disrupting lawful assembly)
- C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)
- C.R.S. 18-9-110 (public buildings - trespass, interference)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
- C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)
- C.R.S. 22-1-119.3(3)(c),(d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)
- C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

#### CROSS REFS:

- ADC, Tobacco-Free Schools
- GBEB, Staff Conduct & Responsibilities
- GBEC, Alcohol and Drug-Free Workplace
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products
- KI, Visitors to Schools

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Christine Morphet, Foreign Language Teacher

**TITLE OF AGENDA ITEM:** SCHS Course Proposal for Foreign Language

**ACTION/INFORMATION/DISCUSSION:** Action

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

Seeking approval of the addition of a year-long course entitled Spanish for Spanish Speakers II.

**RATIONALE:**

The Sand Creek High School Foreign Language Department sees the need for a second year of Spanish for Spanish Speakers course. This will allow native Spanish speakers to continue to learn and grow in their native language in the areas of reading, writing, and oral communication.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Students successfully completing Spanish for Spanish Speakers I course will successfully complete a second year, Spanish for Spanish Speakers II. Students will learn valuable skills to prepare them for the global economy in the Spanish for Spanish Speakers II course and be prepared for the IB HL Spanish Exam.

**INNOVATION AND INTELLIGENT RISK:**

Providing a second level year-long course for native Spanish speakers to thrive in their native language and propel them for post-secondary success.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	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	Provides a second-year option for native Spanish speaking students to learn and grow in the areas of reading, writing, and oral communication.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	This course will prepare native Spanish speaking students to thrive in a global economy and job market, which requires fluency in more than one language.

**BUDGET IMPACT:** None expected.



BOE Regular Meeting November 8, 2018  
Item 7.05a continued

**AMOUNT BUDGETED:** None expected.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the course in item 7.05a as recommended by the administration.

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

**DATE:** October 24, 2018

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HL  
high level

IB HL  
SPA B

IB HL  
SPA B

S4SS  
2

Spanish for  
Spanish Speakers  
1

IB HL Spa B examination for  
credit and/or seal of bi-literacy

Prerequisite:  
C or above in S4SS 2

Prerequisite:  
C or above in S4SS 1 OR ESL/FL  
recommendation

## **Request for approval of a new course**

Suggested course title: Spanish for Spanish Speakers 2 (Heritage Speakers 2)

School: Sand Creek High School

Department: Foreign Languages

Student grade level: 10 – 12 (or 9 with recommendation of ESL or Foreign Language department)

Starting date: Fall 2019

Credit: 1 credit per year (block schedule)

Credit Type: Elective

Course prerequisite: Having passed Course 1 with C or better, and ESL or Foreign Language recommendation.

Does the course replace or *extend* one already in existence? Yes, it extends “Spanish for Spanish Speakers 1” (Heritage Speakers 1)

Ideas and/or needs for this course originated with: Foreign Language Department

Brief course description, as it will appear in the handbook:

This course is intended for the native Spanish speaker who would like to maintain or strengthen his/her reading, writing, and oral communication skills. Also, it is intended for the native Spanish speaker interested in taking the IB HL[High Level] Spanish examination (Spanish Language/Spanish Literature). Taking Spanish for Spanish speakers 2 course will prepare the student to take the IB HL Spanish course. Through reading a variety of texts, students will gain an appreciation for Spanish Literature while celebrating their heritage. They will also learn to write in a grammatical correct form. This course will prepare students in a global economy, which requires fluency in more than one language, as well as in job market.

# Spanish for Spanish Speakers 2

## Course outline

### Program Objectives

There are two main objectives to this course:

1. This course will maintain and increase the language skills of the Spanish-speaking students in the areas of reading, listening, writing, and oral communication. Most probably, the students mastered basic grammar in the previous course, so the goal of this second course is to teach more complex grammar structures. Deeper reading comprehension and writing abilities are expected from each student. All this will be accomplished as they expand their cultural awareness of other Spanish speaking countries different from their own.
2. The 2<sup>nd</sup> main objective is to prepare the students to take the IB Spanish HL examination in the future.

### **I. Standards/Benchmarks/Performance Indicators**

Spanish for Spanish Speakers (Español para Hispanohablantes) will fulfill the Colorado and District 49 standards and benchmarks in the following ways:

Colorado Content Standards and Benchmarks for a Foreign Language

#### ***Standard 1***

*Students comprehend the foreign language through listening to a variety of sources*

Benchmark A: Students obtain meaning from diverse listening sources

Benchmark B: Students demonstrate comprehension of diverse auditory prompts.

The course will be taught exclusively in Spanish. There will be reading out loud from books, magazines, letters, etc., as well as video, interactive software, audiotapes and CDs, and the students will be asked to do oral presentations. All these materials will be used for practice and evaluation of listening skills.

#### ***Standard 2***

*Students speak in the foreign language for a variety of purposes and audiences*

Benchmark A: Students communicate in a foreign language in a variety of situations

Benchmark B: Students speak using level-appropriate vocabulary, grammar, usage, and sentence structure

Students are expected to speak only in Spanish. They will converse with one another in small groups and with the instructor. Individual and class oral presentations will be stressed out as means for evaluating phonemic awareness and pronunciation skills. Oral

examinations will be used by the instructor to monitor phonemic awareness of each student, as well as accurate pronunciation and correct use of grammar and sentence structure.

### ***Standard 3***

*Students read and derive meaning from a variety of materials written in a foreign language*

Benchmark A: Students use comprehension skills to understand text

Benchmark B: Students use information gained from reading.

Students will read short stories, poetry, novels, magazine articles, and internet material in Spanish. Phonemic awareness will be stressed out in an effort to overcome the tendency of Spanish speaking students to read Spanish phonetically. Also, comprehension of content of the reading materials will be emphasized, so that students will be able to conclude, analyze, compare, criticize, and evaluate the material they read.

### ***Standard 4***

*Students write in the foreign language for a variety of purposes and audiences.*

Benchmark A: Students use a variety of modes.

Benchmark B: Students use a process approach to written communications.

Benchmark C: Students write using level-appropriate vocabulary, grammar, usage, sentence structure, punctuation, capitalization, and spelling.

Students will be expected to write responses to various reading material. Also, they will be required to engage in creative writing exercises, for the purpose of evaluating their ability to write in Spanish accurately, as opposed to phonetically. Proper grammar, sentence structure, punctuation, capitalization, and spelling will be stressed.

### ***Standard 5***

*Students acquire and use knowledge of culture while developing foreign language skills*

Benchmark A: Students use the foreign language and culturally appropriate behavior patterns to convey meaning.

Benchmark B: Students access cultural information available only in the target language.

Benchmark C: Students analyze social, political, economic, and/or historical aspects of the foreign cultures.

Students will conduct research about the cultures and language differences (word choice and meaning) of the various Spanish speaking countries. They will participate in the traditions of various cultural events, as well as learn about history and analyze socio-political and economic impact of various Hispanic countries, comparing and contrasting them, as well as comparing and contrasting to the USA.

## Performance Objectives

### A. Oral communication

Students will:

- Speak in Spanish in order to maintain their verbal skills and pronunciation
- Read out loud in small groups or the class to increase phonemic awareness and reinforce verbal skills
- Respond to oral prompts to demonstrate comprehension of auditory or written material.

### B. Written language

Students will:

- Respond in written form to various verbal prompts using complete sentences, correct grammar, and punctuation skills
- Accurately spell words that are particularly difficult given their dissimilarity to their phonetic sound combinations
- Use their imagination and creativity skills to write short stories, simple poetry, essays, and other type of written materials
- Demonstrate comprehension of oral and written material by writing short responses and book reports using correct sentence structure and grammar, as well as spelling.

### C. Reading

Students will:

- Read poems, short stories, articles, and novels to which they will respond in both oral and written form
- Demonstrate comprehension of material by answering oral and written questions
- Read silently, both in small groups and individually
- Read orally with correct pronunciation

### D. Cultural studies

Students will:

- Be exposed to the ways in which the grammar, word choice, accent and use of Spanish language vary from country to country
- Research holidays, festivals, and celebrations specific to certain Spanish countries
- Learn to identify and use a variety of colloquialisms, stemming from both verbal and nonverbal forms of communication, from the various Spanish speaking countries
- Learn to identify cultural mannerisms and gestures of the Spanish speaking world

## **II. Assessment**

The course assessment will be based on pre- and post-tests.

## **III. Course outline**

### **A. Content/ Skills**

The course will be taught with emphasis on reading, writing, listening and speaking Spanish. A variety of Hispanic literature will be used for this matter. There is also a heavy emphasis placed on grammar, spelling, punctuation, and use of correct sentence structure.

### **B. Instructional methods**

The course will include direct instruction, small group activities, reading, writing, discussions, presentations, projects, and cooperative learning. The course follows building blocks with the use of key concepts for each lesson, returning to them in a spiral fashion again and again, so that each time the students can apply the concepts in new contexts with greater complexity. Each experience will build on previous learning.

This course will be taught heavily emphasizing the use of correct grammar, spelling, sentence structure, and punctuation of the Spanish language. The base book to be used is “Sendas Literarias 2, Español completo para hispanohablantes.” (Spanish for Spanish speakers 1 follows the book Sendas 1) Every unit in the book approaches a different literature writing form, and the authors are selected from a great variety of Hispanic countries. This approach gives the student an opportunity to learn about many Hispanic cultures, and is an excellent way to compare and contrast histories, socio-political and economic impacts of the different countries. The students will be provided with much material to analyze and evaluate, not just literature but also history. The discussions and class work will allow the students to “find their voice” in the literature selection they read.

The methodology is based upon the Literature textbook used. Every lesson has a pre-reading part that allows the student to think creatively before even reading the literature selection. This part also provides with the vocabulary and activities for the student to get ready to understand the piece he/she is going to read. The text offers activities to be used before, during and after finishing reading. It exposes the student to a variety of literary selections like poetry, short stories, drama, current events, among others. Also, the text offers grammar in context, as well as an opportunity for the student to create their own writings. The class is conducted in a similar manner to a Language Arts course.

### C. Materials and Resources

#### 1. Textbook

- Walqui-Van Lier, Aída, Barraza, Ruth A., Dellinger, Mary Ann. *Sendas Literarias 2, Español para hispanohablantes*. Prentice Hall, 2001

#### 2. Supplementary Materials

- Francés, María Elena, Benítez, Ruben. *Manual de Gramática y Ortografía para Hispanos*. Pearson/Prentice Hall, 2004
- Varona, Gladis M. *Contemporary Latin American Literature*. McGraw Hill, 2001
- De la Vega, Sara, Salazar, Carmen. *Avanzando, Gramática española y lectura*. Wiley, quinta edición 2003
- Virgilio, Carmelo, Valdivieso, Teresa, Friedman, Edward. *Aproximaciones al estudio de la literatura hispánica*. McGraw Hill, quinta edición, 2004

#### 3. Audio-Visual Materials

(open to teacher discretion)

Cultural videos in Spanish, Music, History

#### 4. Miscellaneous

Pamphlets, Travel Brochures, Menus, internet material like newspapers, etc.

## **IV. Classroom assessments**

The objectives will be communicated every class. Rubrics will be given to the students. The scoring rubrics will specify qualities on which a piece of work will be assessed and precisely defines what earns a given score on each quality. The students will be assessed by their written product, as well as by their oral presentations. They will be assessed individually and in groups (groups projects)

## **V. Interventions**

### Remediation

- Out of class help with teacher
- Tutoring (with other students)

### Enrichment

- Extra challenging readings



- Enrichment projects (individual or group)
- Peer tutoring
- Personal interest research with previous authorization of teacher

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Stephanie Willard, Science Teacher

**TITLE OF AGENDA ITEM:** SCHS Course Proposal for Nutrition

**ACTION/INFORMATION/DISCUSSION:** Action

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

Seeking approval of the addition of a semester-long course entitled Nutrition.

**RATIONALE:**

The Sand Creek High School Science Department sees the need for an additional elective course, Nutrition, for students seeking a career in Health Sciences or the new Athletic Training Pathway. Current Science course offerings in those pathways include IB Sports, Exercise, & Health and Anatomy & Physiology (H).

**RELEVANT DATA AND EXPECTED OUTCOMES:**

**INNOVATION AND INTELLIGENT RISK:**

Providing a semester-long elective option for 11<sup>th</sup> and 12<sup>th</sup> grade students in the Health Sciences and/or Athletic Training Pathway will prepare students for career and college and propel them toward post-secondary success.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Provides a semester-long elective option in the Health Sciences and/or Athletic Training Pathways.
	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>	This course will introduce students to the physical impact of diet and nutrition in the areas of health and wellness. Students will exploration careers in the Health Science and Athletic Training Pathways.

**BUDGET IMPACT:** Approximately \$2,600 for text books and materials.

**AMOUNT BUDGETED:** CTE funds may be available once course is added to the SCHS CTE Athletic Training Pathway.

BOE Regular Meeting November 8, 2018  
Item 7.05b continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the course item 7.05b as recommended by the administration.

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

**DATE:** October 12, 2018

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# Nutrition Course Guide

**Course Description:** A Nutrition course assists students in understanding the role of nutrition in health and wellness and how modifications to their nutritional intake could lead to positive or negative consequences. Demonstrations, guided instruction and cooperative learning are used throughout the course. Ultimately, students will be given the opportunity to have the necessary skills to evaluate and improve their day-to-day food choices.

*Standards Abbreviations:*

*Colorado Academic Standards (CAS)*

*National Association of State Administrators of Family and Consumer Sciences (NASAFACS)*

**Grade Level:** 11-12, pre-requisites Biology. Co-requisites or recommended course: Health

**FTE Needed:** Dependent upon student sign-ups. If *Nutrition* replaces the student sign-ups for other upper level science courses, no additional FTE would be needed.

**Resource:**

Many resources can be found online as there are a variety of websites and agencies available to choose from (examples: USDA.gov, Choosemyplate.gov, FDA.gov, etc)

A text reference, if financially feasible, would also be appreciated: Duyff, R. L. (2016). Food, Nutrition & Wellness. Woodland Hills, CA: The McGraw-Hill Companies.  
ISBN-13: 9780021402564. \$65/book; A class set of 40 books = \$2,600.

**Scope and Sequence:**

Timeframe	Unit
1 week	Food Influences/Exploring Food Choices
2 weeks	Nutrition and Healthy Choices
2 weeks	Understanding National Guidelines
4 weeks	Key Nutrients and Digestion
4 weeks	Sports Nutrition
2 weeks	Diet and Diseases
1 week	Careers

## **Unit 1: Food Influences/Exploring Food Choices**

**Overview of Unit:** Food influences us in a variety of ways. Students will identify how food influences them and provide examples of foods they eat for each influence.

### **Priority Standards for Unit:**

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.

Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).

Matter and energy necessary for life are conserved as they move through ecosystems (CAS.LS:6.5).

### **Supporting Standards for Unit:**

- Analyze factors that influence nutrition and wellness practices across the life span. (NASAFACS: 14.1)

**Essential Questions:** How does food influence your daily life?

**Enduring Understanding/Big Ideas:** Students will understand the four ways food influences people; culturally, physically, socially, and psychologically. Students will self-reflect on each component of how food has influenced them in their personal lives.

### **Student Learning Outcomes:**

- Identify social and personal influences on food choices
- Utilize good decision making skills when making food choices
- Explain culture and its relationship to food
- Explain the role food plays in meeting psychological and physical needs

## Unit 2: Nutrition and Healthy Choices

### Overview of Unit:

Students will describe the relationship between nutrition and overall health

### Priority Standards for Unit:

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
  - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Organisms use matter and energy to live and grow
    - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
    - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)

### Supporting Standards for Unit:

- Demonstrate ability to use foods to meet nutrition and wellness needs of individuals and families across the life span. (NASAFACS: 14.3)
- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

**Essential Questions:** How can we use nutrition to improve our health and wellness?

**Enduring Understanding/Big Ideas:** Every individual requires a certain amount of macromolecules. Those macromolecules come from eating various types of foods. Students will be able to explain the benefits of a healthy weight and describe how to and how not maintain a healthy weight.

### Student Learning Outcomes:

- Describe the relationship between nutrition and overall health.
- Describe the importance of eating a variety of the appropriate foods to meet daily nutrient and caloric needs.
- Explain the benefits of a healthy weight
- Describe healthy and risky approaches to weight management.
- Explain the effects of eating disorders on healthy growth and development.
- Analyze factors that influence wellness practices across the life span

## Unit 3: Understanding National Guidelines

### Overview of Unit:

Students will be able to explain national guidelines for, and practice planning nutritious meals from, each food group in My Plate.

### Standards:

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
  - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Organisms use matter and energy to live and grow
    - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
    - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.
  - Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)
  - Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)

### Supporting Standards for unit:

- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

**Essential Questions:** What guidelines are available to help meet nutrient requirements for myself and families across the lifespan?

**Enduring Understanding/Big Ideas:** The USDA has guidelines it considers to be best if adhered to by most individuals living in the USA. The guidelines are based on scientific research into how much of each nutrient a healthy individual should be consuming daily/weekly.

### Student Learning Outcomes:

- Explain the dietary guidelines for Americans
- State guidelines for using MyPlate.gov to plan daily food choices

- Reading Food Labels
- Food Selection Guides and Evaluations
- Glycemic Index Foods



## Unit 4: Key Nutrients and Digestion

### Overview of Unit:

Students will explain the process of human digestion and be able to discuss consequences of not consuming an adequate amount of each key nutrient

### Standards:

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
  - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Organisms use matter and energy to live and grow
    - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
    - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
  - Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS: 6.4).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.
  - Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)
  - Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding structure, properties and interactions of matter
  - Chemical processes, their rates, their outcomes, and whether or not energy is stored or released can be understood in terms of collisions of molecules, rearrangement of atoms, and changes in energy as determined by properties of elements involved.
    - Develop a model to illustrate that the release or absorption of energy from a chemical reaction system depends upon the changes in total bond energy. (CAS.PS:1.2.b)
    - Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs. (CAS.PS:1.2.c)

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how energy is transferred and conserved

Energy cannot be created or destroyed, but it can be transported from one place to another and transferred between systems. (CAS.PS:3.7)

### **Supporting Standards for unit:**

- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

**Essential Questions:** What are the key nutrients (macronutrients and micronutrients)? What are the functions of macronutrients and micronutrients? What the main enzymes and how do they function to digest each of the macromolecules?

**Enduring Understanding/Big Ideas:** Key nutrients are water, carbohydrate, protein, fat, vitamins, minerals. Key enzymes are amylase (carbohydrates), lipase (fat), pepsin, trypsin (protein). Each enzyme has a specific temperature and pH at which to work optimally.

### **Student Learning Outcomes:**

- Identify nutrients and their main functions
- Explain what happens when key nutrients are missing/deficient from a diet
- Explain how to incorporate foods that are high in fiber into a healthy daily diet.
- Explain how to incorporate an adequate amount of calcium into a healthy daily diet.
- Explain how to incorporate an adequate amount of iron into a healthy daily diet.
- Identify how to make a vegetarian diet healthy.
- Explain how the human body digests foods and absorbs nutrients
- List and describe the function of enzymes in the context of macronutrient digestion.
  - Carbohydrates: salivary amylase, pancreatic amylase
  - Fats: pancreatic lipase
  - Bile is produced by the liver and is involved in the digestion of fats.
  - Proteins: pepsin, trypsin

## Unit 5: Sports Nutrition

**Overview of Unit:** Students will gain an understanding of nutrition and digestion as related to an athlete.

### Standards for unit:

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
  - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Organisms use matter and energy to live and grow
    - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
    - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
  - Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
  - A complex set of interactions determine how ecosystems respond to disturbances
    - Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. (CAS.LS: 6.6.a)

**Essential Question:** How do nutrient requirements change in an athletic individual? How are dietary practices used to decrease body fat or increase muscle mass?

**Enduring Understanding/Big Ideas:** Athletes require a greater water intake with additional electrolytes, lost through sweat. Athletes require greater amount of macromolecules, lost through increased physical activity. Include dietary practices used to decrease body fat, for example, a recommended dietary approach and more controversial methods such as diet pills, fad diets and crash diets. Also include the significance of a high-protein diet for athletes aiming to increase muscle mass.

**Student Learning Outcomes:**

- Describe how the hydration status of athletes can be monitored.
- Explain why endurance athletes require a greater water intake.
- Discuss the regulation of electrolyte balance during acute and chronic exercise.
- Discuss the association between body composition and athletic performance.
- Discuss dietary practices employed by athletes to manipulate body composition.
- Discuss the interaction of carbohydrate loading and training program modification prior to competition.
- State the reasons for adding sodium and carbohydrate to water for the endurance athlete.
- Discuss the use of nutritional ergogenic aids (sports drinks, bars and gels, caffeine, creatine, bicarbonate) in sports.

## Unit 6: Diet and Disease

### Overview of Unit:

Students will describe the relationship between diet and chronic diseases and other common health problems

### Priority Standards for Unit:

- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms. (CAS.LS: 5.1.b)
  - Plan and conduct an investigation to provide evidence that feedback mechanisms maintain homeostasis. (CAS.LS: 5.1.c).
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how individual organisms are configured and how these structures function to support life, growth, behavior, and reproduction
  - Organisms use matter and energy to live and grow
    - Construct and revise an explanation based on evidence for how carbon, hydrogen, and oxygen from sugar molecules may combine with other elements to form amino acids and/or other large carbon-based molecules. (CAS.LS: 5.3.b)
    - Use a model to illustrate that cellular respiration is a chemical process whereby the bonds of food molecules and oxygen molecules are broken and the bonds in new compounds are formed resulting in a net transfer of energy (CAS.LS: 5.3.c)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how living systems interact with the biotic and abiotic environment.
  - Organisms interact with the living and nonliving components of the environment to obtain matter and energy (CAS.LS:6.4).
  - Organisms interact in groups to benefit the species (CAS.LS:6.7)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how genetic and environmental factors influence variation of organisms across generations.
  - The characteristics of one generation are dependent upon the genetic information inherited from previous generations (CAS.LS: 7.8)
- Students can use the full range of science and engineering practices to make sense of natural phenomena and solve problems that require understanding how natural selection drives biological evolution accounting for the unity and diversity of organisms.
  - Variation between individuals result from genetic and environmental factors. (CAS.LS: 8.9)
  - Genetic variation among organisms affects survival and reproduction (CAS.LS: 8.11)

### Supporting Standards for Unit:

- Evaluate the nutritional needs of individuals and families in relation to health and wellness across the life span. (NASAFACS: 14.2)
- Demonstrate food science, dietetics, and nutrition management principles and practices. (NASAFACS: 9.6)

**Essential Questions:** How can we use diet to prevent and treat chronic diseases?

**Enduring Understanding/Big Ideas:** There are a variety of health problems which require special diets; some backed by science, others based on non-empirical observation. For example: Celiac patients should avoid gluten and sulfites should be avoided by individuals with asthma.

**Student Learning Outcomes:**

- Describe the relationship between diet and chronic diseases such as heart disease, cancer, diabetes, hypertension, and osteoporosis.
- Describe the pathogenic, genetic, age, cultural, environmental, and behavioral factors that influence the degree of risk for contracting specific diseases.
- Describe health problems or special conditions that require special diets
- Explain how and why a recipe might be modified (common disorders in community)

## Unit 7: Careers

**Overview of Unit:** *Nutrition* is a proposed course to complement the current courses in the Health Science and Athletic Training Pathway. In the *Careers* unit, students will explore possible careers in the area of nutrition and health science and athletic training.

**Standards for Unit:**

- Analyze career paths within food science, food technology, dietetics, and nutrition industries. (NASAFACS: 9.1)

**Essential Questions:**

Why is it important to know what opportunities are available in the field of Nutrition?

**Enduring Understanding/Big Ideas:**

Students who are interested in nutrition have a variety of opportunities after high school. For those interested in the food service industry, careers include going to a culinary school, or working in a restaurant or grocery store. For students who are interested in health sciences or athletic training, careers include becoming a dietitian or nutritionist, nurse, medical assistant, physical therapist, and law enforcement and military member, among many other exciting careers.

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Bethany Meyer, FHS Choir Director

**TITLE OF AGENDA ITEM:** Course Revisions: Jazz Choir and Vocal Music Program

**ACTION/INFORMATION/DISCUSSION:** Action

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

The FHS Vocal Music Program would like to change the name of “Jazz Choir” to “**Advanced Show Choir.**”

Course objectives for “Advanced Show Choir” will remain the same as “Jazz Choir.”

The FHS Vocal Music Program would like to add the course “**Show Choir.**”

**RATIONALE:**

“Jazz Choir” is the name of the class offered to students who are interested in simultaneously singing and performing choreography. Because of the performance nature of the class, “Jazz Choir” is referred to by the general population of FHS as “Show Choir.” This arrangement can be awkward and confusing for students, parents, teachers, counselors, and administrators. Jazz is also the name of a certain style of music, and while this choir does perform jazz music from time to time, it does not stay within one genre. Changing “Jazz Choir” into a class named “Advanced Show Choir” will help to clarify the type of course being offered, and it will create an aligned language that can be used throughout the building and with community stakeholders.

There has been a growing interest in show choir participation at FHS over the past few years. According to a recent survey of current FHS choir students, 53 current choir students indicated that they are interested in auditioning for Show Choir for the 2019-2020 school year. This only includes current freshmen, sophomores, and juniors, and there is typically interest from incoming eighth graders, as well. Our current show choir has 24 students. The goal in adding a second show choir—“Show Choir”—is to give opportunities for students, after auditioning, to participate in an intermediate-level show choir while “Advanced Show Choir” will be an auditioned ensemble focused on advanced-level performance. Without this course option, many students will be turned away due to competition level and set numbers.

The main need here is to have two different course names for ease of counselor scheduling. Consultation with an FHS counselor revealed that it is almost impossible for counselors to distribute students into assigned courses if the two courses have the same name. This is why there cannot simply be one course name— “Show Choir”—split up into two course sections. Again, the names presented here are “**Show Choir**” (intermediate level) and “**Advanced Show Choir**” (advanced level).

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Participation in the FHS Choir program has increased by over 47% in the past school year. There are 143 students in FHS Concert Choir, our beginning level ensemble. Many of these students are looking to grow their skills and become involved in more advanced choirs in the coming years. This proposition will provide students with another intermediate opportunity in the FHS choir program. Additionally, by having two courses of the same type with varying names, counselors and administrators will enjoy easier scheduling of students and accommodation in the master schedule.

**INNOVATION AND INTELLIGENT RISK:**

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

**Cul**

**Inner Ring**—How we treat each other

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	<b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Adding intermediate course offerings provides equal opportunities for students to grow through the program.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The arts enrich the community beyond the school by producing cultural and artistic events at a minimal, or free, ticket price.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This is a step in moving a program, school, and district forward.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	A thriving vocal music program is an asset to the school, creating publicity opportunities in addition to school pride.
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	This broadens opportunities for participation in the program and growth throughout the program.

**BUDGET IMPACT:** Absorbed into FHS Vocal music budget

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the course in item 7.05c as recommended by the administration.

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

**DATE:** October 25, 2018

# *FHS Choir Syllabus*

**Mrs. Meyer**

**(719) 495-5520 x 2021**

**[bmeyer@d49.org](mailto:bmeyer@d49.org)**

**Course Description:** In choir, students will sing a variety of pieces from different time periods and genres. We will also work on elements of music theory, composition, sight singing, and aesthetic valuation.

**Course Objectives:** Students will demonstrate mastery of the Colorado State Standards in the High School Performance Pathway.

**Texts:**

- Sight singing exercises and warm ups
- Choral octavos
- Rehearsal tools, Listening Activities, Discussions, and Assignments will be posted on Schoology (Use Kindles for access)

**Colorado State Standards Addressed:**

- 1. Expression of Music*
- 2. Creation of Music*
- 3. Theory of Music*
- 4. Aesthetic Valuation of Music*

**Classroom Materials needed in class every day:**

- *Pencil*
- *2-Pocket Folder (provided)*
- *Choral Octavos (provided) – Students will be financially responsible for any lost or damaged music*

## **FHS Choral Music Beliefs:**

- All students can learn to sing and should have the opportunity to express themselves through choral music and be successful.
- Music makes a distinctive mark on the human soul, bringing each generation face to face with itself.
- Music is a dominant force in American life and culture, molding the public's senses, creating its meaning, and shaping its values.
- Music enables the citizens of a multicultural society to communicate with one another, understand one another, and share in one another's lives.
- Music connects us to our history, traditions, and heritage.

## **Rules and Procedures:**

**Preparation:** Be on time with materials to every class. If you are not prepared, this will affect your participation.

**Respect:** Mutual respect is key to the solid foundation of a performing group. You will be expected to respect the teacher and your peers when they are speaking or performing.

## **Grading Policy:**

Please see the Falcon High School website for information on the Competency-Based Grading System.



### **FHS 2019-2020 Choir Calendar\*\***

<i><b>Event</b></i>	<i><b>Date</b></i>	<i><b>Time</b></i>	<i><b>Involved</b></i>	<i><b>Location</b></i>
All-State Registration Deadline	Sept 12	n/a	Interested Juniors/Seniors	FHS
*Q1 Concert	Sept 27	6:00 pm	All Choirs	FHS Auditorium
All State Auditions	Oct 18-20	TBA	Interested Students	Vista Ridge H.S.
Adam's State & Western Slope Honor Choir Auditions	TBA	Flexible	Interested Students	FHS Choir Room
*Q2 Concert	Dec 12	6:00 pm	All Choirs	FHS Auditorium
All-State Honor Choir	Jan 31-Feb 2	All Day	Accepted Students	Denver, CO
Adam's State Honor Choir	Feb 14-16	All Day	Accepted Students	Alamosa, CO
Western Slope Honor Choir	Mar 7-9	All Day	Accepted Students	Gunnison, CO
*Q3 Concert	March 12	6:00 pm	All Choirs	FHS Auditorium
Solo and Ensemble	TBA, March	All Day	Interested Students	FHS
CHSAA Performance (Mandatory)	TBA, April	TBA	Select Choirs	TBA
Winter Park Trip	TBA, April	TBA	Falcon FX	Winter Park, CO
Musical	TBA, Spring	TBA	Cast/Crew	FHS Auditorium
Elitch Gardens Trip	TBA, Spring	TBA	Select Choirs	Denver, CO
Senior Spotlight Night	May 9	6:00 pm	Interested Seniors	FHS Commons
*Q4 Concert	May 16	6:00 pm	All Choirs	FHS Auditorium
D49 Graduation (Mandatory)	May 25	1:00 pm	Select Choirs	World Arena

***\*Indicates a MANDATORY graded performance (one per quarter)***

***\*\*Concert dates are subject to change, as this is the 2018-2019 calendar.***

***\*\*Performance/tour/trip opportunities may be added as the year progresses. These opportunities will be announced as early as possible to aid in your planning. The "Remind" app may also be used to help communicate course and trip reminders to certain classes.***



## **2019-2020 FHS Choirs**

**Advanced Show Choir** (auditioned) – 20 to 30 singers – advanced level. This group will sing in SATB along with choreography for concerts, competitions, and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, vocal improvisation, and more advanced ear training and music theory. Students will be expected to purchase concert attire for performances.

**Show Choir** (auditioned) – 20 to 30 singers – intermediate level. This group will sing in SSA, SAB, or SATB along with choreography for concerts and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, vocal improvisation, and intermediate ear training and music theory. Students will be expected to purchase concert attire for performances.

**Chamber Choir** (auditioned) – 25-40 singers - advanced level. This group will sing SATB and higher “chamber” music, a cappella pieces, world music, gospel/spiritual, high level contest music, and may be combined with other top choirs for masterworks. This group will perform at the annual CHSAA Choral Festival. Students will be expected to learn more advanced sight singing and music theory. Students will be expected to purchase concert attire for performances.

**Women’s Ensemble** (non-auditioned) – 20-50 singers – intermediate level. This group will sing in SSA or higher format in a variety of styles of music from renaissance, a cappella, classical, world, pop, barbershop, gospel/spiritual, and contest-style pieces. This group may or may not perform at the annual CHSAA Choral Festival, depending on the readiness of the group. Students will be expected to learn intermediate level music theory and sight singing. Students will be expected to purchase concert attire for performances.

**Concert Choir** (non-auditioned) – 50-150 singers – beginning/intermediate level (9<sup>th</sup> – 12<sup>th</sup> grade). This group will sing in SAB and SATB formats in a variety of styles of music from renaissance, classical, world, pop, and gospel/spiritual styles. This group may or may not perform at the annual CHSAA Choral Festival, depending on the readiness of the group. Students will be expected to learn beginning/intermediate level music theory and sight singing. Students will be expected to purchase concert attire (see above) for performances.

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I have read through the syllabus and understand the course expectations.

Student Name (printed) \_\_\_\_\_

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

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

*Please sign, detach at the dotted line, and return for credit.*

**BOARD OF EDUCATION ITEM 7.05D****OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS****BOARD MEETING OF:** November 8, 2018**PREPARED BY:** Matt McCluan, Business/ACE Teacher  
Nathan Truex, Assistant Principal**TITLE OF AGENDA ITEM:** FHS ACE Pathway Realign for Business**ACTION/INFORMATION/DISCUSSION:** Action**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:**

Seeking approval for an ACE Pathway redesign, including new courses, to directly align with newly adopted Colorado Department of Education Guidelines.

**RATIONALE:**

The Falcon High School ACE Business Pathway is looking to adapt our course offerings to align to the newly developed state requirements. Current pathway courses are ACE I, ACE II, and ACE II. A pursuance of the alignment to CDE guidelines will shift our offerings to the following pathways: ACE core, ACE Cluster Based, and ACE Specialized.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The state has required a re-design of the ACE program, with this redesign the current ACE model is changing with the addition of specific classes and a breakdown of the old classes that were offered. All classes are made available for the students who meet the definition of an ACE student from the state description. All courses support the ESSK Standards for ACE programs throughout the state.

ACE CTE students receive standards based and individualized academic instruction:

Technical Skill Attainment - minimum completion of 2 or more semesters of a CTE pathway and/or of a training plan driven by career development and meaningful work based learning experience

**Expected Outcomes:**

- Work-Based Learning Partnerships - multi-occupational & developmentally appropriate
- Attainment of Postsecondary Workforce Readiness (PWR) - Employability skills and competencies
- Social Emotional Learning (SEL) standards
- Transition skills - self-determination and contributing member of a community
- Instruction through Universal Design for Learning (UDL) and Project Based Learning (PBL)
- Multi-Level ACE CTE pathways - ACE Core, ACE Career Cluster-Based, and ACE Specialized
- Through ACE CTE teaching, students are supported inclusively which can result in: Improved attendance and student engagement
- Application of core academic skills
- Improved graduation rate
- Decreased dropout rate
- Ability to identify and pursue ICAP & PWR goals
- Employment and Postsecondary placement

**INNOVATION AND INTELLIGENT RISK:****Ace Pathways:**

**ACE Core Denotes a foundation course sequence/pathway.**

- Career Development I-III

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- Computer Literacy I
- Post Workforce Readiness I-III
- Entrepreneurship
- Personal Finance
- Work Based Learning I
- CTE Pathways Lab (in conjunction with other CTE courses)

**ACE Cluster: Denotes a collaborative learning and teaching environment between CTE instructors and ACE**

- Career Development I-III
- Computer Literacy I-III
- Post Workforce Readiness I-III
- Personal Finance
- Work Based Learning II - III
- CTE Pathways Lab (in conjunction with other CTE courses)

**ACE Specialization: Prerequisite: ACE Core or ACE Cluster Based (see course sequence recommendation document)**

- Post Workforce Readiness I-III
- Work Based Learning I - III
- Capstone
- Entrepreneurship
- CTE Pathways Lab (in conjunction with other CTE courses)

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Creating opportunities for the community to support the students in career education and prepare students to be workforce ready.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	Provide students and local businesses a bridge for educational outreach opportunities.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Approval of ACE Pathway redesign helps to align our Business Pathway with Colorado Department of Education regulations.
	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>	Provides students with career and college readiness skills that can be applied immediately following graduation.

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**BUDGET IMPACT:** Absorbed in current CTE Budget.

**AMOUNT BUDGETED:** Absorbed in current CTE Budget, no additional funds needed for Pathway realign as well as teacher training.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the course in item 7.05d as recommended by the administration.

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

**DATE:** October 25, 2018

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**Alternative Cooperative Education (ACE)  
Course Syllabi Crosswalk with ESSK Standards**

**ACE Career Development I – Planning**

**General Course Information:**

Course Code:

Course Title: ACE Career Development

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

**Course Description:**

As developmentally appropriate, this course (*or series of courses*) is designed for students to create an individual, initial career plan that outlines steps to reach their career goal. Students will identify a career goal based upon results of various assessments, i.e. interest survey, aptitude evaluation, academic skills, learning styles, work preferences, etc. Students will also investigate the training and educational requirements (academic planning & postsecondary options) for their chosen career field. Students should be able to articulate short-term action necessary to achieve the goal(s) in their career plan; including intentional academic planning, high school choices based on self-awareness, career exploration and postsecondary aspirations. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

**Course Outline:**

Unit 1 – Goal setting

Unit 2 – Career clusters

Unit 3 – Strengths, Aptitudes, Interests

Unit 4 – Learning styles and work preference

Unit 5 – Career cluster identification

Unit 6 – High school plan based on career cluster

Unit 7 – Career matching/self-awareness – match career using unit 3 and 4

Unit 8 – Career research/ Job Shadow

Unit 9 – Career presentation

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.04.04 Operate Internet applications to perform workplace tasks.

ESSK.04.05 Operate writing and publishing applications to prepare business communications.

ESSK.04.06 Operate presentation applications to prepare presentations.



ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

## **ACE Career Development II – Seeking**

### **General Course Information:**

Course Code:

Course Title: ACE Career Development II

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

As developmentally appropriate, this course (*or series of courses*) is designed to teach skills needed for entry into the workforce. Students will demonstrate successful job search strategies. Students will demonstrate employability skill ability to accurately complete job applications, write a resume ask for letters of recommendation. Students will examine model interviews and then participate in their own interview simulations. Students will be able to advocate for accommodations or adaptations necessary to be successful on the job. Students will be knowledgeable of the environmental expectations of the workplace. Additionally, students will be introduced to personal financial literacy skills including: financial planning, budgeting, saving, credit, paycheck calculation, and taxes. Students practice appropriate communication, teamwork, problem-solving while working in a group environment. Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

### **Course Outline:**

Unit 1 – Job Hunt

Unit 2 – Job application

Unit 3 – Resume

Unit 4 – Letters of recommendation

Unit 5 – Interviews

Unit 6 – Customer Service

Unit 7 – Workplace communication



Unit 8 – Internal and exterior locus of control/personal responsibility

Unit 9 – Professional email

Unit 10 - Financial literacy

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)

ESSK.04.10 Employ computer operations applications to manage work tasks

ESSK.04.04 Operate Internet applications to perform workplace tasks.

ESSK.04.05 Operate writing and publishing applications to prepare business communications.

ESSK.04.08 Employ database applications to manage data.

ESSK.04.03 Operate electronic mail applications to communicate within a workplace

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives

ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

**ACE Career Development III – Keeping**

**General Course Information:**

Course Code:

Course Title: ACE Career Development III

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

**Course Description:**

As developmentally appropriate, this course (or series of courses) is designed for students to learn about various employability skills necessary to meet and exceed employer expectations on the job by developing workplace skills such as interpersonal communication, teamwork, leadership, critical thinking and ethical decision making in the workplace. Students will evaluate employee benefit plans (medical, dental, vision, worker's compensation, unemployment, retirement plan, employee discounts, educational incentives, etc.). Additionally, students will recognize opportunities for advancement on the job. Students will become familiar with



workplace laws and policies including: Child Labor Laws, Fair Labor Act, Equal Employment Opportunity, Workplace Safety (OSHA), Americans with Disability Act (disability disclosure as appropriate), Sexual Harassment (definition, scenarios, appropriate behavior, policies and procedures). Whenever possible, computer literacy skills, and leadership skills tied to a CTSO should be embedded into the curriculum.

**Course Outline:**

- Unit 1 – Communication
- Unit 2 – Being part of a team
- Unit 3 – Leadership
- Unit 4 – Critical thinking
- Unit 5 – Employee benefits and evaluation
- Unit 6 – Advancement
- Unit 7 – Workplace law
- Unit 8 – Sexual Harassment
- Unit 9 – Workplace behavior
- Unit 10 - Financial literacy

**Standards:**

- ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities
- ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities
- ESSK.02.03 Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.
- ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.
- ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.
- ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.
- ESSK.04.10 Employ computer operations applications to manage work tasks
- ESSK.04.03 Operate electronic mail applications to communicate within a workplace
- ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives
- ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.
- ESSK.07.05 Conduct and participate in meetings to accomplish work tasks
- ESSK.07.06 Employ mentoring skills to inspire and teach others.
- ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.
- ESSK.09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training
- ESSK.11.03 Understand an individual's rights in society.



## **ACE Work Based Learning – In School**

### **General Course Information:**

Course Code:

Course Title: ACE Work Based Learning – In School

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

*(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence)* As developmentally appropriate, this course (or series of courses) is designed for students to develop basic employment skills by participating in an in-school work/school based enterprise experience. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, postsecondary option knowledge and employability skills. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

### **Course Outline:**

1. Training Plan
2. Workman's Compensation
3. Training Agreement – list technical skills to be learned
4. PWR Skills
5. Employer Evaluation
6. Student self-evaluation
7. Hours documentation

### **Standards:**

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills

ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments

ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.



## **ACE Work Based Learning – Community entry level**

### **General Course Information:**

Course Code:

Course Title: ACE Work Based Learning – Community entry level

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

*in the ACE Career Development (CD I-III)- course sequence* - As developmentally appropriate, this course (or series of courses) is designed for students to enhance employment skills by participating in a community-based work experience (paid or unpaid). A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, academic planning based off of postsecondary aspirations and realistic options, employability skills, and environmental expectations. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

### **Course Outline:**

1. Training Plan
2. Workplace preferences
3. Workman's Compensation
4. Training Agreement – list technical skills to be learned
5. PWR Skills
6. Employer Evaluation
7. Student self-evaluation
8. Hours documentation

### **Standards:**

ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills

ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments

ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.



ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

### **ACE Work Based Learning – Intentional Career path**

#### **General Course Information:**

Course Code:

Course Title: ACE Work Based Learning – Intentional Career Path

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

#### **Course Description:**

*(As a pre-requisite, students should have already taken or be simultaneously enrolled in the ACE Career Development (CD I-III) course sequence)* As developmentally appropriate, this course (or series of courses) is designed for students to refine career specific skills and knowledge by participating in an intentional work experience within the field listed in their career plan. These experiences may include: internships, apprenticeships, competitive employment, etc. A training plan and evaluation (to be filled out by the supervisor/employer) will be developed listing job specific technical skills the student will learn during the experience. Hours worked will be documented. Students will demonstrate levels of self-awareness, career exploration, intentional academic planning based upon postsecondary aspirations, realistic options and the environmental expectations of the workplace, as well as personal financial literacy. ACE teachers serves as a coach and mentor checking in with supervisor/employer regularly.

#### **Course Outline:**

1. Training Plan
2. Workplace preferences
3. Post-secondary plan
4. Workman's Compensation
5. Training Agreement – list technical skills to be learned
6. PWR skills
7. Employer Evaluation



8. Student self-evaluation
9. Hours documentation

**Standards:**

ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills

ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

ESSK.06.01 Implement personal and jobsite safety rules and regulations to maintain safe and healthful working conditions and environments

ESSK.06.02 Complete work tasks in accordance with employee rights and responsibilities and employers obligations to maintain workplace safety and health.

ESSK.06.04 Employ knowledge of response techniques to create a disaster and/or emergency response plan

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals

ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.

ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ESSK.11.03 Understand an individual's rights in society.



## **ACE PWR I – Foundation**

### **General Course Information:**

Course Code:

Course Title: ACE PWR I Foundations

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

This course focuses on personal/self-awareness. This class is designed to help students explore and develop the personal and academic skills that are foundational to successful transition into the working world. Teachers will facilitate students learning and implementing academic discipline skills, mindsets, and behaviors for successful academic course completion, and help them to identify methods for setting goals for personal improvement and continuous growth in an academic area, and explain the purpose of fundamental tools used to pursue a career path.

Students will select critical thinking skills to make informed, ethical, and socially responsible choices and will also work on implementing essential routines for physical and mental health maintenance and personal safety, including emotion regulation, positive communication skills, decision-making, goal setting, time management, advocacy, problem solving, conflict resolution, self-awareness, personal responsibility, work ethic, stress management, and appropriate personal/social and conflict resolution skills. Students will investigate how all of these factors influence successful career habits.

Students will also have the opportunity to determine personal interests, talents, goals and preferences for potential careers, and explore the connection between those interests and postsecondary workforce aspirations and options.

### **Course Outline:**

Unit 1 - Individual problem solving

Unit 2 – Personal ability/ behavior assessment

Unit 3 – Personal decision making

Unit 4 – How decision making affects self, peers, employers and community

Unit 5 – Group problem solving and leaderships skills

Unit 6 – Personal financial literacy

Unit 7 – Banking basics

Unit 8 – independent living basic

Unit 9 –Transportation basics

### **Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities



ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)

ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

ESSK.04.06 Operate presentation applications to prepare presentations.

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.10.02 Employ planning and time management skills and tools to enhance results and complete work tasks.

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ESSK.11.02 Identify federal, state, and local resources available to community members.

## **ACE PWR II – Success Systems**

### **General Course Information:**

Course Code:

Course Title: ACE PWR II Success Systems

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

This course focuses on self and social awareness. This class is designed to help students understand the relationship of their individual talents, interests, and dreams with others around them. Teachers will facilitate an understanding of personal learning styles, self - management, how skills and beliefs within multiple environments (peer, school, home) influence postsecondary options and workforce readiness.



Students will monitor and practice skills including personal responsibility, interpersonal skills such as but not limited to: collaboration, cooperation, social responsibility/citizenship, problem solving, work ethic, stress management, and how they are applied in a group/social environment.

This course will allow students to identify specific environmental factors that influence their physical, emotional, and mental health in relation to their career choice, and evaluate how applying critical thinking skills, collaboration, group problem solving, conflict resolution, and personal responsibility can impact any related social setting success.

Students may match potential career opportunities in career clusters or plan a career path based on personal interests, goals, talents and preferences.

### **Course Outline:**

Unit 1 – Social Awareness

Unit 2 – Relationship of individual talents, interests, and dreams

Unit 3 – Personal learning styles

Unit 4 – Self Management across environments – peer, home, school

Unit 5 – Personal responsibility

Unit 6 – Collaboration/Cooperation

Unit 7 – Social responsibility/ Citizenship

Unit 8 – problem solving/ Stress management

Unit 9 – Physical /Emotional/ Mental Health

Unit 10 - Conflict Resolution

### **Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)

ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.



ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.11.02 Identify federal, state, and local resources available to community members.

ESSK.11.04 Understand the responsibilities of citizenship.

### **ACE PWR III – Applications**

#### **General Course Information:**

Course Code:

Course Title: ACE PWR III Applications

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

#### **Course Description:**

This class is designed to help students acquire the skills necessary for successful transition to their post-secondary working life.

Students will learn to apply critical thinking and academic knowledge in order to create plans and potential solutions for problems in the workplace and community, and assess the pros and cons of personal decisions based on their anticipated impact on self, peers, employers, and community.

The course content will allow students to examine the concepts of money management, budgeting, consumer awareness, housing/apartment living, paying for and gaining entry into post-secondary training, stress management, learning how to successfully move out, living on your own, finances, and acquiring and securing post-secondary housing options.

#### **Course Outline:**

Unit 1 – Critical thinking and adult decision-making

Unit 2 – Problem solving – workplace and community

Unit 3 – Adult decision making related to self, peers, employers, community

Unit 4 – Personal finance

Unit 5 – Consumer awareness

Unit 6 – Gaining entry to post-secondary training

Unit 7 – Independent living

Unit 8 – problem solving/ Stress management

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.02.07 Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.

ESSK.02.08 Apply active listening skills to obtain and clarify information

ESSK.02.10 Listen to and speak with diverse individuals to enhance communication skills.

ESSK.02.11 Exhibit public relations skills to increase internal and external customer/client satisfaction.

ESSK.03.02 Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

ESSK.04.07 Employ spreadsheet applications to organize and manipulate data

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.07.06 Employ mentoring skills to inspire and teach others.

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.01 Identify and demonstrate positive work behaviors and personal qualities needed to be employable

ESSK.09.08 Recognize and act upon requirements for career advancement to plan for continuing education and training

ESSK.10.02

Employ planning and time management skills and tools to enhance results and complete work tasks.

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ESSK.11.02 Identify federal, state, and local resources available to community members.

ESSK.11.03 Understand an individual's rights in society.

ESSK.11.04 Understand the responsibilities of citizenship.

**ACE Financial Literacy****General Course Information:**

Course Code:

Course Title: ACE Financial Literacy

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available



Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

This course focuses on personal financial literacy. As developmentally appropriate, this course (or series of courses) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will create and modify budgets according to new circumstances. Students will be practicing basic banking activities such as check writing, debit card use, deposits and keeping track of a spending register and explore online banking and banking apps and compare and contrast several types financial institutions. Students will examine the benefit and detriment of managing credit. Students will apply practical application of fiscal management topics such as renting vs owning, mortgage calculators, new car vs used car purchase, how to get a car loan, financial calculator use, understanding payroll deductions and benefits, income tax and filing taxes, and comparing and contrasting insurance possibilities. Students will demonstrate knowledge of FAFSA, loans, grants scholarships and other postsecondary financial supports. They will examine the many ways to invest money and participate in simulations involving investing. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum

### **Course Outline:**

Unit 1 – Personal Banking

Unit 2 – online banking

Unit 3 – Budgeting

Unit 4 – Managing Credit

Unit 5 – Fiscal management

Unit 6 – post-secondary training budget and payment

Unit 7 – investment

Unit 8 – professional emailing

### **Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.04.03 Operate electronic mail applications to communicate within a workplace

ESSK.04.07 Employ spreadsheet applications to organize and manipulate data

ESSK.04.08 Employ database applications to manage data.

ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.





## **ACE Business Management and Entrepreneurship**

### **General Course Information:**

Course Code:

Course Title: ACE Business Management and Entrepreneurship

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

### **Course Description:**

This course serves as an application of financial literacy, management of business and entrepreneurship. As developmentally appropriate, this course (*or series of courses*) is designed for students to learn and practice financial literacy, decision-making, and management skills for their personal and professional lives. Students will understand and practice basic strategies to develop a business plan and organize and manage a business venture; accounting methodologies, budgeting and bookkeeping procedures customer service, team building, and supervisory skills; and business and community networking strategies. They will become familiar with ownership and management structures and leadership styles. Students will develop a business plan and organize and manage a business venture. Whenever possible, computer literacy skills and leadership skills tied to a CTSO should be embedded into the curriculum

### **Course Outline:**

Unit 1 – Business finance

Unit 2 – Business plan

Unit 3 – Business organization

Unit 4 – Business management

Unit 5 – Business venture

Unit 6 – Management structure and leadership styles

Unit 7 – Business ownership

Unit 8 – Community networking

### **Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.05.01 Describe the nature and types of business organizations to build an understanding of the scope of organizations.

ESSK.05.02 Implement quality control systems and practices to ensure quality products and services.

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives

ESSK.07.02 Employ organizational and staff development skills to foster positive working relationships and accomplish organizational goals





ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.

ESSK.07.04 Establish and maintain effective working relationships with all levels of personnel and other departments in order to accomplish objectives and tasks.

ESSK.07.05 Conduct and participate in meetings to accomplish work tasks

ESSK.07.06 Employ mentoring skills to inspire and teach others.

ESSK.08.01 Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions considerations.

ESSK.09.11 Examine employment opportunities in entrepreneurship to consider entrepreneurship as an option for career planning.

ESSK.11.01 Demonstrate the financial knowledge and skills necessary for independent living.

ESSK.11.02 Identify federal, state, and local resources available to community members.

ESSK.11.03 Understand an individual's rights in society.

### **ACE Computer literacy I: Introduction to computers**

#### **General Course Information:**

Course Code:

Course Title: ACE Computer Literacy: Intro to Computers

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

#### **Course Description:**

As developmentally appropriate, this course (or series of courses) is designed for students to identify the parts and functions of the parts of personal computers. This course will enhance the development of hand-eye coordination by mouse usage and basic keyboarding skills such as text production and use of the function keys. Students will be introduced to such varied topics as use of an internet browser, how to establish and maintain an email account, text messaging, and social media. Students will also learn how to navigate basic word processing programs, use established databases and search engines to find information on the internet as well as copy, save and print documents from various sources. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

#### **Course Outline:**

Unit 1 – Personal computer

Unit 2 – Keyboarding

Unit 3 – Internet browsers

Unit 4 – Reliability of facts on the Web

Unit 5 – Maintain and use email account daily

Unit 6 – Social Media/ Ethics/ Harassment

Unit 7 – Word processing programs



Unit 8 – Copy, save print

Unit 9 – Safety

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency

ESSK.04.02 Employ technological tools to expedite workflow.

ESSK.04.03 Operate electronic mail applications to communicate within a workplace

ESSK.04.04 Operate Internet applications to perform workplace tasks.

ESSK.04.05 Operate writing and publishing applications to prepare business communications.

ESSK.04.10 Employ computer operations applications to manage work tasks

**ACE Computer literacy II: Software Applications**

**General Course Information:**

Course Code:

Course Title: ACE Computer Literacy: Software Applications

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

**Course Description:**

As developmentally appropriate, this course (or series of courses) is designed for students to expand their knowledge of Microsoft Windows and Office Suite applications. Students will receive hands-on experience in MS Windows, Word, Excel, PowerPoint and other programs. Topics covered include working with files, creating and formatting documents, form letters and mailing labels, advanced table techniques and managing long documents. This course will also cover computer history, hardware, software and operating concepts. Students will analyze and critique web applications associated with securing employment, such as job applications and employment search sites. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

**Course Outline:**

Unit 1 – Software Applications

Unit 2 – Career Research

Unit 3 – MS Windows

Unit 4 – PowerPoint Presentation

Unit 5 – Excel – Personal budget



Unit 6 – Workplace documents and folders

Unit 7 – Web Applications

Unit 8 – Critique Applications and Authenticity of information

Unit 9 – Safety

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.04.01 Use Personal Information Management (PIM) applications to increase workplace efficiency

ESSK.04.08 Employ database applications to manage data.

ESSK.04.09 Employ collaborative/groupware applications to facilitate group work.

ESSK.04.10 Employ computer operations applications to manage work task

ESSK.04.11 Use computer-based equipment (containing embedded computers or processors) to control devices

ESSK.09.07 Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.

ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ESSK.10.02

Employ planning and time management skills and tools to enhance results and complete work tasks.

### **ACE Computer literacy III: Operating Systems**

**General Course Information:**

Course Code:

Course Title: ACE Computer Literacy: Operating Systems

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits

Grading: CBG

**Course Description:**

As developmentally appropriate, this course (or series of courses) is designed to help students apply their knowledge of personal computer operating systems. MS Windows and other operating systems will be studied. Topics and practice will include installing, configuring, troubleshooting, maintaining and repairing operating systems within the application being taught. This course may also include an introduction to programming, coding and robotics concepts as aligned to student's post-secondary pathway. Whenever possible, the appropriate use and safety of social media, internet ethics and exploration should be embedded into the curriculum.

**Course Outline:**

Unit 1 – Operating Systems  
Unit 2 – operation  
Unit 3 – installation  
Unit 4 – Configuring  
Unit 5 – Troubleshooting  
Unit 6 – Repair  
Unit 7 – intro to programming  
Unit 8 – coding/ robotics  
Unit 9 – Safety

**Standards:**

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities  
ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities  
ESSK.02.04 Evaluate and use information resources to accomplish specific occupational tasks.  
ESSK.02.05 Use correct grammar, punctuation, and terminology to write and edit documents.  
ESSK.03.01 Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate)  
ESSK.04.07 Employ spreadsheet applications to organize and manipulate data  
ESSK.04.08 Employ database applications to manage data.  
ESSK.04.09 Employ collaborative/groupware applications to facilitate group work.  
ESSK.04.10 Employ computer operations applications to manage work tasks  
ESSK.04.11 Use computer-based equipment (containing embedded computers or processors) to control devices  
ESSK.07.03 Employ teamwork skills to achieve collective goals and use team members' talents effectively.  
ESSK.07.06 Employ mentoring skills to inspire and teach others.  
ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.  
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

**ACE CTE Pathway Lab****General Course Information:**

Course Code:  
Course Title: ACE CTE Pathway Lab  
Department: Career and Technical Education  
Grade Level: 10, 11, 12  
Primary Credit: Elective  
Duration: Semester – Blended Option Available  
Credits per duration: .5 Credits  
Grading: CBG

**Course Description:**

As developmentally appropriate, this course is meant to serve as a support class to ACE CTE students who are co-enrolled in a specific CTE cluster sequence. ACE Teacher serves as the learning success coordinator - filling in the gaps of learning that a student may need to succeed in a CTE Sequence of courses. Ideally, this support would allow the student to complete a specific CTE cluster pathway. ACE Teacher does not supply the technical skill content. Students will demonstrate levels of self-awareness, career exploration, academic planning based upon postsecondary aspirations and realistic options as well as employability skills.

\*This course is NOT to be delivered as a credit recovery, study hall or access/study skills course. This course MUST be linked directly to a CTE program.

**Course Outline:**

Unit 1 – Executive functioning strategies

Unit 2 – Reading for content

Unit 3 – Assistive Technology

Unit 4 – Note taking/ What is important

Unit 5 – Career research

Unit 6 – Technical math- as applicable in the specific CTE course

Unit 7 – Technical English- as applicable in the specific CTE course

Unit 8 – Technical science - as applicable in the specific CTE course

**Standards: \***

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.01.04 Demonstrate science knowledge and skills required to pursue the full range of postsecondary and career education opportunities.

ESSK.02.01 Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.

\*Other standards would be connected to specific CTE course taken.

**ACE Capstone/ Portfolio Based/ culminating course****General Course Information:**

Course Code:

Course Title: ACE Capstone/ Portfolio Based/ culminating course

Department: Career and Technical Education

Grade Level: 10, 11, 12

Primary Credit: Elective

Duration: Semester – Blended Option Available

Credits per duration: .5 Credits



Grading: CBG

**Course Description:**

Students critique and formulate skills to complete a multifaceted learning portfolio that serves as a culminating academic and intellectual experience for students in pathway programs. Instruction and experiences may include: topic selection, portfolio creation, community connections; employability skills such as: oral communication, public speaking, research skills, computer literacy, teamwork; the academic planning skills such as: self-sufficiency and goal setting, and; postsecondary workforce readiness skills that will help prepare them for college, modern careers, and adult life. Students will demonstrate levels of knowledge and skill for the environmental expectations of postsecondary options and intentional academic planning based on self-awareness and career exploration.

This course is designed to meet or exceed the current Colorado Graduation Guideline menu option for Capstone.

**Course Outline:**

- Unit 1 – portfolio
- Unit 2 – Topic development
- Unit 3 – portfolio creation
- Unit 4 – Community connections
- Unit 5 – employability products and skills
- Unit 6 – Goal setting
- Unit 7 – Transitions topics
- Unit 8 – individualized Career Path - steps
- Unit 9 – Academic post-secondary plan

**Standards:**

ESSK.01.01 Complete required training, education, and certification to prepare for employment in a particular career field.

ESSK.01.02 Demonstrate language arts knowledge and skills required to pursue the full-range of post-secondary and career opportunities

ESSK.01.03 Demonstrate mathematics knowledge and skills required to pursue the full range of postsecondary education and career opportunities

ESSK.02.03 Locate, organize and reference written information from various sources to communicate with coworkers and clients/participants.

ESSK.02.06 Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences

ESSK.03.03 Identify, write and monitor workplace performance goals to guide progress in assigned areas of responsibility and accountability

ESSK.03.04 Conduct technical research to gather information necessary for decision making.

ESSK.04.06 Operate presentation applications to prepare presentations.

ESSK.07.01 Employ leadership skills to accomplish organizational goals and objectives

ESSK.09.02 Develop a personal career plan to meet career goals and objectives.

ESSK.09.03 Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.



ESSK.09.04 Maintain a career portfolio to document knowledge, skills and experience in a career field.

ESSK.09.05 Demonstrate skills in evaluating and comparing employment opportunities in order to accept employment positions that match career goals.

ESSK.09.06 Identify and exhibit traits for retaining employment to maintain employment once secured.

ESSK.09.09 Continue professional development to keep current on relevant trends and information within the industry.

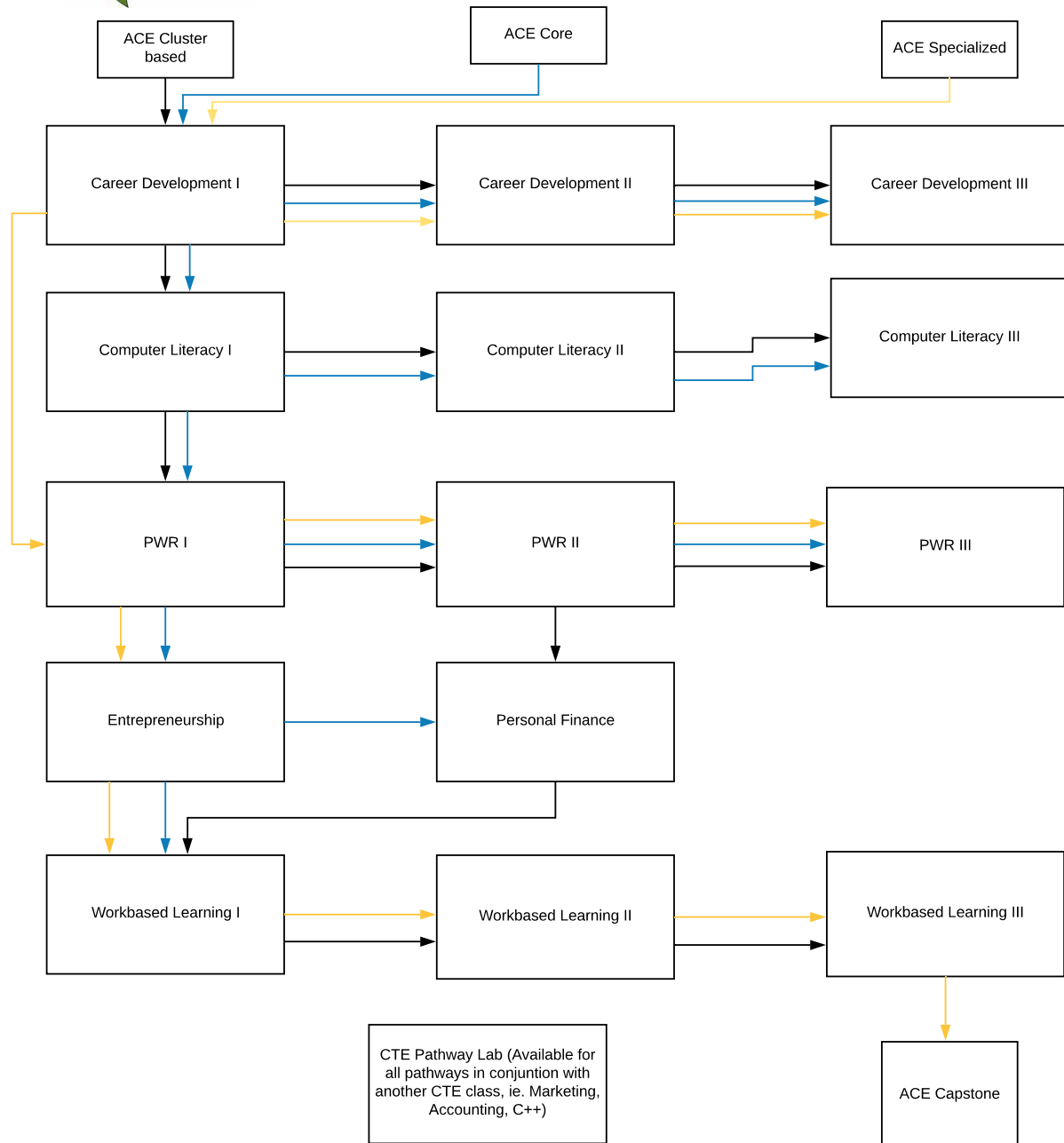
ESSK.09.10 Examine licensing, certification and credentialing requirements at the national, state and local levels to maintain compliance with industry requirements.

ESSK.11.02 Identify federal, state, and local resources available to community members.

ESSK.11.03 Understand an individual's rights in society.



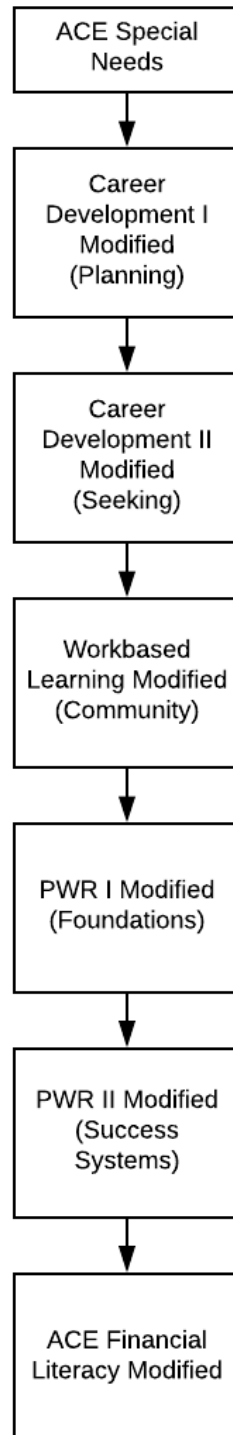
## Falcon High School ACE







**Falcon High School**  
**ACE**



**BOARD OF EDUCATION ITEM 7.06**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Policy Adoption: Complying with New State Requirement for  
 Parental Notification of Alleged Criminal Conduct by Staff  
 Members

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

Due to the passage of HB 18-1269, school districts and BOCES are required to notify students' parents when an employee or former employee is charged with certain criminal offenses. The definition of the term "parent" includes the "biological or adoptive parent or the legal guardian or legal custodian" of a student enrolled in the district or BOCES. C.R.S. 22-1-130(2)(c). For purposes of HB 18-1269, "former employee" means the person was employed by the district/BOCES within the twelve months preceding the criminal charges.

Under the new law, whenever the district receives a report from the Colorado Bureau of Investigation regarding a school employee indicating that the employee has been arrested for an offense described in this policy, the district has a duty to monitor the criminal proceedings to determine whether the employee is charged with an offense described in this policy and whether a preliminary hearing has been held if the charge is eligible for a preliminary hearing.

Notification must only be given for those employees or former employees whose work requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students. Thus, for example, if the employee works as a mechanic in the bus barn and has no contact with or other "access" to students, parent notification is not required.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Colorado school boards are required by law to adopt a policy on this subject. To this end, the administration has prepared policy KDBA to meet this requirement. Policy KDBA as presented has been reviewed by district legal counsel. In addition, revisions to policy GBEB and GBEB-R have been drafted for the board's consideration.

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

<b>Culture</b>	<p><b>Inner Ring</b>—How we treat each other</p> <p><b>Outer Ring</b>—How we treat our work</p>	<p>As a result of the new law, the district is required to make public information about employees that might otherwise not be publicized. Therefore, it will be critically important that the district make a thoughtful, accurate assessment about the disclosure and the audience. In this work, we must be intentional to handle each case with appropriate respect and care while carrying out our responsibilities under the law. Through adoption and implementation of these policy changes, we purpose to fulfill the requirements of Colorado statute.</p>
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BOE Regular Meeting November 8, 2018  
Item 7.06 continued

<div data-bbox="121 394 147 512" data-label="Text">Strategy</div> <div data-bbox="159 262 800 646" data-label="List-Group"><p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p><p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p><p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p></div>	<p>Properly designed and consistently applied, policy KDBA will foster trust with our school communities.</p>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the policies in item 7.06 as recommended by the administration.

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

**DATE:** October 25, 2018



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safe Schools</b>
Designation	<b>ADD</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education recognizes that effective learning and teaching take place in a safe, secure, and welcoming environment and that safe schools contribute to improved attendance, increased student achievement, and community support. Safe schools are a priority to the district and the district is committed to providing a safe environment in school, on school vehicles and at school-sponsored activities. To that end, the Board directs the Chief Education Officer, following regular review of relevant data and consultation with the District Accountability Committee, School Accountability Committees, parents, teachers, administrators, students, and when appropriate, school psychologist and members of the community including victims advocacy organizations and local law enforcement, to develop and maintain a safe schools plan that includes:

1. Procedures that address the supervision and security of school buildings and grounds.
2. Procedures that address the safety and supervision of students during school hours and school-sponsored activities.
3. Procedures that address persons visiting school buildings and attending school-sponsored activities.
4. Training programs for staff and students in crisis prevention and management.
5. Training programs for staff and students in emergency response procedures that include practice drills.
6. Training programs for staff and students in how to recognize and respond to behavior or other information that may indicate impending violence or other safety problems.
7. Training and support for students that aim to relieve the fear, embarrassment and peer pressure associated with reporting behavior that may indicate impending violence or other safety problems.
8. Procedures for safe, confidential reporting of security and safety concerns at each school building.
9. Procedures for regular assessments by school security/safety professionals and law enforcement officers to evaluate the security needs of each school building and to provide recommendations for improvements if necessary.
10. Procedures for regular assessments by school climate professionals to determine whether students feel safe and to provide recommendations for improvements in school climate at each district building.
11. Procedures to provide for regular communications between district officials, law enforcement officers, fire department officials, city and county officials, and local medical personnel to discuss crisis prevention and management strategies including involvement by these parties in the development and revision of crisis prevention and management plans.
12. Training programs for staff and students in safety precautions and procedures related to fire prevention; natural disaster response; accident prevention; public health; traffic, bicycle, and pedestrian safety; environmental hazards; civil defense; classroom and occupational safety; and special hazards associated with athletics and other extracurricular activities.
13. Procedures for the reporting of criminal activity to law enforcement.
- ~~14.~~ A child sexual abuse and assault prevention plan, including comprehensive, age appropriate curricula regarding child sexual abuse and assault awareness and prevention and professional development for school personnel and parents in preventing, identifying, and responding to child sexual abuse and assault.
- ~~15.~~ 15. Procedures for notifying parents of an employee's criminal charges when such
- ~~44.~~ notification is required by state law.

Each building principal shall be responsible for the supervision and implementation of the safe school program at his or her school. The principal shall submit annually in the manner and by the date specified by the State

Board of Education, a written report to the Board of Education concerning the learning environment in the school during the school year. The report shall contain, at a minimum, the information required by law.

The Annual safety reports from every school in the district shall be compiled and submitted to the state department of education in a format specified by the State Board of Education. The report shall be made available to the public.

- Adopted: August 10, 2000
- Revised: October 6, 2005
- Revised: April 28, 2010
- Revised: May 12, 2011
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: April 10, 2014
- Revised April 14, 2016
- Revised: July 13, 2017
- Revised: September 14, 2017
- Revised: November 8, 2018

#### LEGAL REFS:

- C.R.S. 9-1-101 through 9-1-106 (*construction requirements, fire escapes, etc.*)
- C.R.S. 22-3-101 through 22-3-104 (*eye protection devices*)
- C.R.S. 22-1-130(6) (*safe school plan must include parent notification of employee criminal charges*)
- C.R.S. 22-32-109.1 (1)(b.5) (*definition of “community partners” that board may wish to consult with in developing and implementing its safe school plan*)
- C.R.S. 22-32-109.1 (2) (*safe schools plan*)
- C.R.S. 22-32-109.1 (2)(b) (*detailing information required in annual principal reports on the learning environment*)
- C.R.S. 22-32-109.1 (2.5) (*districts are “encouraged” to adopt a child sexual abuse and assault prevention plan as part of the safe school plan*)
- C.R.S. 22-32-109.1 (2.5) (*districts are “encouraged” to adopt a child sexual abuse and assault prevention plan as part of a safe school plan*)
- C.R.S. 22-32-110 (1)(k) (*board authority to adopt policies related to employee safety and official conduct*)
- C.R.S. 22-32-124 (2), (3) (*building inspections*)
- C.R.S. 24-10-106.5 (*duty of care*)

#### CROSS REFS:

- ECA/ECAB, Security/Access to Buildings
- KDE, Crisis Management
- KDBA, Notice to Parents of Alleged Criminal Conduct by School Employee
- KI, Visitors to School

## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

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

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

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

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

### **Rules of conduct**

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

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

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

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

1. An occasional non-pecuniary gift which is insignificant in value.
2. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel, and subsistence (within the limitations of Board policy) for attendance at a convention, school function, or other meeting at which his/her attendance has been approved by an immediate supervisor.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.

5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.
6. Payment for speeches, debates, or other public events reported as honorariums.

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

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

### **Felony/misdemeanor convictions**

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

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

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

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

### **Child abuse**

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

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

### **Unlawful behavior involving children**

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

### **[Notification concerning arrests](#)**



District employees shall notify the district when they are arrested for specific criminal offenses, in accordance with the policy's accompanying regulation.

The district shall notify students' parents/guardians when district employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

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

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

### **Possession of deadly weapons**

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

### **Disciplinary action**

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

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

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

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

### **LEGAL REFS:**

- C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)
- C.R.S. 18-12-214(3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)
- C.R.S. 19-3-308(5.7) (*child abuse reporting*)
- C.R.S. 22-1-130 (*parent notification of employee criminal charges*)



- C.R.S. 22-32-109(1)(ee) (*duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission*)
- C.R.S. 22-32-109.1(8) (*policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees*)
- C.R.S. 22-32-109.7 (*duty to make inquiries prior to hiring*)
- C.R.S. 22-32-109.8(6) (*requirement to terminate non-licensed employees for certain felony offenses*)
- C.R.S. 22-32-109.9 (*licensed personnel-submittal of fingerprints*)
- C.R.S. 22-32-110(1)(k) (*power to adopt conduct rules*)
- C.R.S. 24-18-104 (*government employee rules of conduct*)
- C.R.S. 24-18-109 (*Local government employee rules of conduct*)
- C.R.S. 24-18-110 (*voluntary disclosure*)

**CROSS REFS:**

- JLC, Student Health Services and Records
- JLDAC, Screening/Testing of Students
- [JLF, Reporting Child Abuse/Child Protection](#)
- [KDBA, Parent Notification of Employee Criminal Charges](#)
- KFA, Public Conduct on School Property

Title	<b>Notice to Parents of Alleged Criminal Conduct by School Employee</b>
Designation	<b>KDBA</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

**Duty to Monitor:**

Whenever the district receives a report from the Colorado Bureau of Investigation regarding a school employee indicating that the employee has been arrested for an offense described in this policy, the district has a duty to monitor the criminal proceedings to determine whether the employee is charged with an offense described in this policy and whether a preliminary hearing has been held if the charge is eligible for a preliminary hearing.

“Employee,” as used in this policy, means an employee of the district whose employment requires or required the employee to be in contact with students or whose work area gives or gave the employee access to students. “Employee” includes a former employee if the employee was employed by the district at any time within twelve months before an offense is charged. “Employee” additionally includes employees of private entities contracted by the district to operate an online school.

**Eligible Offenses:**

- Felony child abuse
- A crime of violence, not including assault in the second degree unless the victim is a child
- A felony offense involving unlawful sexual behavior
- A felony, where it is alleged that the underlying factual basis of which includes an act of domestic violence
- Felony indecent exposure
- A level 1 or 2 felony drug offense

**Duty to Notify:**

Unless a delay in parent notification is requested by the appropriate law enforcement agency, the district has a duty to provide notice to parents pursuant to this policy in one of the following time periods:

1. Within two school days after the preliminary hearing is held or is waived or deemed waived by the employee, or
2. Within two school days after the date on which the employee is charged, if the charged offense is not eligible for a preliminary hearing

The district must provide notice to the parents of a student:

1. Enrolled in the public school in which the employee is employed or was employed at the time of the alleged offense; or
2. With whom district has reason to believe the employee may have had contact as part of his or her employment with the district.

The district shall provide notice to parents in the same manner by which the district notifies parents of important school business, which may include e-mail notification or other electronic communication sent directly to parents or by first-class mail. Within two school days after confirming the disposition of the charge, the district shall provide notice to parents of the disposition of the charge using the same notification method used in the original notice to parents.

The district is responsible to comply with the monitoring and notification duties as described in this policy regardless of whether school is currently in session.

The district shall notify parents pursuant to this policy regardless of whether the actions giving rise to the charge occurred while the employee was on duty.

**Notification Requirements:**

The district's notification to parents of a charge brought against an employee must include the following:

1. The name of the employee
2. The employee's position
3. Whether the employee continues to be employed by the local education provider;
4. The length of employment with the local education provider
5. The alleged offense as set forth in the charging document, including the violation of statute or code
6. A statement that, under state and federal law, a person is presumed innocent until proven guilty

The district may provide additional information to parents regarding the underlying facts or circumstances relating to the charge but shall not disclose the identity of the alleged victim.

The Notification Requirements above shall be incorporated the district's Safe School Plan.

- Adopted: November 8, 2018

**LEGAL REFS:**

- C.R.S. 22-1-130 (parent notification of employee criminal charges)
- C.R.S. 18-6-401 (felony child abuse)
- C.R.S. 18-1.3-406 (Crime of violence, not including assault in the second degree unless the victim is a child)
- C.R.S. 16-22-102(9) (felony offense involving unlawful sexual behavior)
- C.R.S. 18-6-800.3 (a felony, where it is alleged that the underlying factual basis of which includes an act of domestic violence)
- C.R.S. 18-7-302 (felony indecent exposure)
- C.R.S. 22-32-109.1 (Safe School Plan)
- C.R.S. 22-2-119(4)(b) (district notification of employee arrests)

**CROSS REFS:**

- ADD, Safe Schools
- GBEB, Staff Conduct

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

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Approval of American Education Week Resolution

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The Board of Education would like to recognize the efforts of all the District 49 staff members for their commitment to providing an excellent education for every student in the district. American Education Week presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference ensuring that each child receives a quality education.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	As part of the larger state and national educational community, it is appropriate for the leaders of District 49 to celebrate our shared commitment to educators and education.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the attached resolution celebrating American Education Week from November 12-16, 2018.

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

**DATE:** October 26, 2018



**RESOLUTION**  
**American Education Week**  
**November 12-16, 2018**

**WHEREAS**, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

**WHEREAS**, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

**WHEREAS**, education employees, be they substitute educators, custodians, teachers, bus drivers, or librarians, work tirelessly to serve our children and communities with care and professionalism; and

**WHEREAS**, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise;

**NOW, THEREFORE**, we, the District 49 Board of Education, do hereby support the annual observance of American Education Week in District 49 and urge all community members to recognize those who provide our young people with an excellent education.

Approved and adopted this 8<sup>th</sup> day of November 2018.

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Marie La Vere-Wright, Board President  
District 49

(SEAL)

Attest:

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Dave Cruson, Board Secretary  
District 49

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

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Approval of Resolution for Alternative Forms of Transportation for Events

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

On April 30, 2015, Colorado Department of Education adopted an update to the “Colorado Minimum Standards Governing School Transportation Vehicles.” One of the updates concerns a school district’s use of motor coaches. It states, in essence, that if a school district desires to either buy a used motor coach or attain a short term rental, the board of education must pass a resolution authorizing such. The Board of Education decision shall be reviewed annually.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Recommend that the board adopt the attached resolution to allow such rental within the restrictions, if any, set forth by the resolution.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve the attached resolution for the use of charter buses to transport district students to and from school events which complies with the annual resolution review requirement

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

**DATE:** October 25, 2018



## **RESOLUTION APPROVING THE USE OF CHARTER BUSES TO TRANSPORT DISTRICT STUDENTS TO AND FROM SCHOOL EVENTS**

WHEREAS, pursuant to C.R.S. § 22-32-122 El Paso County School District 49 (the District) has the power to contract for services that it is authorized by law to undertake;

WHEREAS, pursuant to C.R.S. § 22-32-110(l)(w) the District has the power to contract for the transportation of students and to require any such contractor operating a bus or motor vehicle for such purpose to procure liability and property damage insurance on such bus or motor vehicle and pay all premiums for such insurance, without the right of contribution from the school district to the insurer;

WHEREAS, pursuant to C.R.S. § 22-32-113(1)(a) & (d) the District has elected to provide transportation to and from public schools of the District and to and from certain school-sponsored activities within or without the territorial limits of the District, and whether or not occurring during school hours;

WHEREAS, pursuant to 1 CCR 301-25 § 2251-R-4.01 (a) allows for the short-term rental of a motor coach bus from a contract carrier for the transportation of students to school related events but not to and from school or school to school; and

WHEREAS, the Board of Education of El Paso County School District 49 (the Board) has given consideration to the standards of safety to promote the welfare of students, including recommendations of national transportation organizations, and finds that it is in the best interests of pupils, the District and the community to allow the short-term rental of motor-coach buses on an as-needed basis.

NOW, THEREFORE, BE IT RESOLVED by the El Paso County School District 49 Board of Education that the short-term rental of motor coach buses for the transportation of students to and from school related events, including school related events at other schools, on an as-needed basis is hereby authorized and approved, and that all transportation of students be in accordance with applicable federal and state law.

BE IT FURTHER RESOLVED that the Chief Operations Officer shall develop procedures so the District exercises appropriate diligence in selecting contract carriers and only contracts with those that are properly licensed, permitted, registered and insured.

BE IT FURTHER RESOLVED that this resolution shall be re-considered on an annual basis by the Board. Should any material factor arise while this resolution is in effect that may cause the Board to re-consider this resolution, the Chief Operations Officer may at any time bring the factor to the Board's attention.



ADOPTED AND APPROVED this 8<sup>th</sup> day of November 2018.

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

(SEAL)

ATTEST:

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



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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Dr. Nancy Lemmond, Executive Director of Individualized Education and Mr. Paul Andersen, Director of Human Resources

**TITLE OF AGENDA ITEM:** ECEAA Job Description

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The position of Early Childhood Education Administrative Assistant was initially a secretarial role. The position has been filled by the same person for 15 years and has morphed into more of an administrative assistant role. This job description provides a clear set of expectations and outcomes for the position.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

In the job description, the person reports to the Dean of Early Childhood Education. This position is currently a TOSA but is being retitled to best reflect the amount of work and responsibility expected of the position. The creation of the job description was a collaborative effort with the Dean of Early Childhood, the employee, the Director of Special Education and the Executive Director of Individualized Education.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the job description in item 7.09 as recommended by the administration.

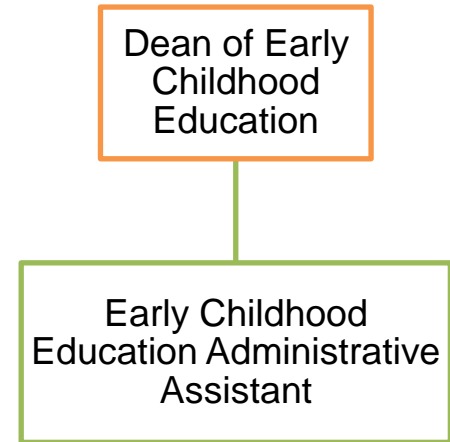
**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** October 25, 2018

## EARLY CHILDHOOD EDUCATION ADMINISTRATIVE ASSISTANT

<b>Job Title:</b>	Early Childhood Education Administrative Assistant
<b>Initial:</b>	November 8, 2018
<b>Revised:</b>	
<b>Work Year:</b>	School Year Calendar
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	Dean of Early Childhood Education
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support Personnel Range 10

### Related Organization Chart



**POSITION SUMMARY:** The Early Childhood Education Administrative Assistant provides administrative support to supervisor and department staff to ensure effective and efficient operation of the department.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Establishes and maintains effective communication and working relationships and acts as a main point of contact for all Early Childhood Education visitors.
- Establishes and maintains effective communication with staff, parents, Colorado Partnership for Child Development (CPCD or Head Start), local and state government agencies, and community stakeholders.
- Serves as a resource and point of contact for preschool teachers.
- Collaborates with coordinator of Child Find to place children who qualify for special education services through the Child Find process.
- Assists Dean of Early Childhood Education and coordinator of Child Find in processing preschool applications.
- Maintains and updates Preschool Parent Handbook, Preschool Staff Handbook and forms.
- Maintains and monitors class rosters and placement of students (special education, Colorado Preschool Program (CPP), tuition, etc.) into preschool openings.
- Maintains preschool student registration and withdrawals.
- Maintains effective record keeping system and provides coordination and assistance with state and federal reporting.

*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.*

- 
- Prepares and provides fee statements for tuition paying families and performs weekly processing (collecting and recording) of tuition and fees.
  - Maintains a system of recording expenditures and summarizes various departmental budgets and financial transactions.
  - Performs monthly account reconciliation.
  - Serves as a liaison between Dean of Early Childhood Education and the district's Finance Department.
  - Performs general office operations including answering phones, receiving and disseminating mail, and operating and maintaining office equipment.
  - Creates, files, manages, and prioritizes correspondence, reports, meeting minutes, and other documentations.
  - Schedules appointments for interviewing families for the Colorado Preschool Program (CPP) openings.
  - Makes reminder calls for Child Find appointments and Child Find Scheduling.
  - Answers basic questions about enrollment, costs, and wait list placement.
  - Performs other related duties as assigned.

**Supervision & Technical Responsibilities:**

- This position does not supervise other employees.

**Budget Responsibility:**

- This position does not have any direct budget responsibility.

**QUALIFICATIONS**

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

**Education & Training:**

- High school diploma or equivalent.

**Experience:**

- Two years of experience in administrative assistant or office work.
- Experience working with Early Childhood preferred.

**Knowledge Skills & Abilities:**

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

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

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**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.

**OTHER WORK FACTORS**

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

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

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

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

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

**BOARD MEETING OF:** September 8, 2018

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

**TITLE OF AGENDA ITEM:** Process Improvement Update

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

We seek to continuously improve our processes in the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Administrative regulation development, revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

No.	Designation	Title	Reviewed by	Recommendations
8.01a	GBEB-R-1, GBEB-R-2	Staff Conduct and Responsibilities	P Andersen	Complying with new state requirements

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

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

**DATE:** October 24, 2018

Title	<b>Staff Conduct and Responsibilities – Professional Boundaries</b>
Designation	<b>GBEB-R-1</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

In a professional staff/student relationship, staff members maintain boundaries with students that are consistent with their professional code of conduct and obligations. All district employees are expected to observe and maintain proper professional boundaries, in accordance with this regulation and accompanying policy.

### **Prohibited conduct**

The following list provides examples of staff conduct that, in the absence of evidence of a legitimate educational purpose or other reason deemed valid by the district, may be regarded as evidence that a staff member has violated professional boundaries with a student:

- Any type of inappropriate physical contact with a student or any other conduct that might be considered harassment under Board policy
- Furnishing alcohol, drugs or tobacco to a student or being present when any student is consuming these substances
- Repeating sexual or inappropriate romantic rumors
- Accepting massages, or offering or giving massages other than in the course of injury care administered by the appropriate athletic trainer, coach or health care provider
- Initiating or extending contact with a student beyond the school day or outside of class times for the staff member's personal purposes
- Sending or accompanying a student on personal errands
- Going to a student's home when the student's parent/guardian or an appropriate chaperone is not present
- Giving a student a ride in a vehicle without prior notification to and approval from both the student's parent/guardian and the building principal, except in an emergency under appropriate circumstances
- Singling out a particular student or students for personal attention and friendship beyond the professional staff-student relationship
- For non-guidance/counseling staff, encouraging students to confide their personal or family problems and/or relationships. If a student initiates such discussions, staff members are expected to refer the student to appropriate guidance/counseling staff. In either case, staff involvement should be limited to a direct connection to the student's school performance.
- Addressing students, or permitting students to address staff members with personalized terms of endearment, pet names, or otherwise in an overly familiar manner
- Maintaining private contact with a student outside of school by phone, email, Instant Messenger or Internet chat rooms, social networking Web sites, or letters (beyond homework or other legitimate school business) without including the parent/guardian
- Giving gifts or money to a student
- Giving or exchanging inappropriate personal gifts, cards or letters with an individual student
- Socializing or spending time with students (including but not limited to activities such as going out for beverages, meals or movies, shopping, traveling, and recreational activities) outside of school-sponsored events, except as participants in organized community activities
- Unnecessarily invading a student's privacy (e.g., initiating a hug with a student or "following" a student into the bathroom)
- Being alone with an individual student out of the view of others

- Inviting or allowing individual students to visit the staff member's home
- Interacting with students over social media for non-educational purposes when that interaction:
  - Is hidden and/or secretive
  - Is loosely connected or has no connection to school
  - Is not disclosed or is actively concealed from the employee's supervisor
  - Is not disclosed or is actively concealed from the student's parent(s)
- Any other action or activity similar in nature to those listed above

**Prohibited communications**

Prohibited communications in any format (email, text messaging, written communications, in person, etc.) by a staff member with a student includes, but is not limited to the following:

- Any communications without a legitimate educational purpose
- Flirting, propositions or sexual remarks
- Sexual slurs, leering, sexual or derogatory comments
- Inappropriate comments about a student's body
- Sexual jokes, notes, stories, drawings, gestures or pictures
- Displaying or transmitting sexual pictures, objects or depictions
- Disclosing personal, sexual, romantic, marital or employment issues or other private matters
- Other communications or activities similar in nature to those listed above

**Reporting violations**

Staff members are required to promptly notify the principal, zone leader, human resources or a chief officer if they become aware of a situation that may constitute a violation of this regulation. Depending on the specific circumstances of the allegations or suspicions, staff members may have a mandatory duty under state law to report the violation(s) as child abuse, in accordance with applicable Board policy.

Students and their parents/guardians should notify the principal, zone leader or chief education officer if they believe a teacher or other staff member may be engaging in conduct that violates this regulation.

In determining whether a violation of professional boundaries has occurred, the district shall consider the totality of the circumstances, including the nature and extent of the conduct involved, the job description and duties of the employee, the employee's intent or purpose in engaging in the conduct, and whether the conduct caused harm to the student or adversely affected the education of students.

Persons reporting in good faith regarding alleged violations or suspected violations of this regulation shall not be subjected to retaliation in any form.

- Adopted: July 10, 2014
- Assigned to: CEO July 10, 2014
- Revised: June 28, 2017
- Reviewed: August 10, 2017
- Revised: April 12, 2018



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Staff Conduct and Responsibilities – Employee Reporting of Criminal Arrest</b>
Designation	<b>GBEB-R-2</b>
Office/Custodian	<b>Business Office/Director of Human Resources</b>

### Notice upon arrest for specific criminal offenses

An employee's criminal misconduct may constitute a violation of Board policy. Such criminal misconduct may also necessitate disciplinary action against the employee and require the district to notify students' parents/guardians of the employee's criminal charges in accordance with state law.

In an effort to keep the district apprised in a timely manner of potentially concerning behavior by its employees, an employee who is arrested for any of the following criminal offenses shall provide written notice to the chief education officer or designee. Such notice shall be provided prior to reporting to duty in the district and no later than five days after the employee's arrest.

The required notice applies to the following criminal offenses:

1. Felony child abuse, as specified in C.R.S. 18-6-401;
2. A crime of violence, as defined in C.R.S. 18-1.3-406(2), except second degree assault, unless the victim is a child;
3. A felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
4. Felony domestic violence, as defined in C.R.S. 18-6-800.3;
5. Felony indecent exposure, as described in C.R.S. 18-7-302; or
6. A level 1 or level 2 felony drug offense, as described in C.R.S. 18-18-401 et seq.

### Disciplinary action and parental notification

Upon receiving notification of an employee's arrest for one or more of the above-listed criminal offenses, the district may conduct further investigation as it deems necessary and/or refer the matter to the Colorado Department of Education. Disciplinary action, including dismissal, may be taken against the employee as deemed appropriate by the district, in accordance with applicable law and Board policy.

The district may also notify students' parents/guardians when an employee is charged with any of the above-listed criminal offenses, in accordance with state law and applicable Board policy.

- Adopted: November 8, 2018



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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** N. Lemmond, Executive Director of Individualized Education

**TITLE OF AGENDA ITEM:** Expulsion Information

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

See attached confidential sheet for list of expulsions in October, 2018 per board policy.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

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

**DATE:** October 24, 2018

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Barbara Austin-Seeley

**TITLE OF AGENDA ITEM:** Student Study Trips

**ACTION/INFORMATION/DISCUSSION:** Information

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**BACKGROUND OR RATIONALE:**

**FHS**

EF TOURS-LONDON, PARIS & BARCELONA

DEPART-7/2/19 RETURN-7/11/19

35 STUDENTS WILL ATTEND THIS TRIP.

COST OF THE TRIP WILL BE \$3,965 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS, LODGING, INSURANCE AND TOURS.

THIS EVENT WILL BE IMPORTANT TO THE STAFF AND STUDENTS ATTENDING BECAUSE IT WILL ALLOW BOTH TO EXPERIENCE THE CULTURE, FOOD, MUSEUMS, CASTLES, AND HISTORY OF COUNTRIES THAT WE TYPICALLY ONLY LEARN ABOUT IN BOOKS. IN ADDITION, OUR STUDENTS WILL LEARN TO BE GLOBAL CITIZENS, RATHER THAN JUST AMERICAN CITIZENS.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

**FHS**

MARYLAND CYBER PATRIOT CHALLENGE

DEPART-10/8/18 RETURN-10/10/18

6 STUDENTS WILL ATTEND THIS TRIP.

COST OF THE TRIP WILL BE \$0 PER STUDENT.

THIS IS A CYBER COMPETITION THAT STUDENTS QUALIFY FOR AND ARE COMPETING IN.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

**FHS**

WINTER PARK SKI-MUSIC FESTIVAL

DEPART-4/5/19 RETURN 4/7/19

24 STUDENTS WILL ATTEND THIS TRIP.

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

THE FHS SHOW CHOIR WILL ATTEND A THREE DAY EVENT, INCLUDING A COMPETITION WHERE THEIR PERFORMANCE WILL BE EVALUATED BY A PANEL OF JUDGES. THEY WILL TAKE THIS FEEDBACK AND USE IT TO EVALUATE AND IMPROVE THEIR PERFORMANCE. TWO WEEKS LATER THEY WILL PERFORM FOR THE CHSAA SHOW CHOIR FESTIVAL AT CHEYENNE MOUNTAIN HS, SO THE TIMING OF THIS EVENT WILL HELP THEM TO HONE THEIR SKILLS.

FUNDRAISING WILL BE PART OF THIS TRIP.

**FMS**

WORLDSTRIDES WASHINGTON DC TRIP

DEPART 10/13/19 RETURN 10/16/19

35 STUDENTS WILL ATTEND THIS TRIP.

COST OF THE TRIP WILL BE \$1,899 PER STUDENTS AND INCLUDES TRANSPORTATION, MEALS, LODGING, INSURANCE AND TOURS.

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BOE REGULAR MEETING NOVEMBER 8, 2018  
ITEM 8.03 CONTINUED

BY TOURING VARIOUS SITES IN WASHINGTON DC ACCOMPANIED BY A WORLDSTRIDES COURSE LEADER (TOUR GUILD), STUDENTS WILL HAVE EXPERIENTIAL OPPORTUNITIES TO GAIN KNOWLEDGE, AND BE IMMURSED IN OUR COUNTRY’S HISTORY AND CULTURE.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only.

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

**DATE:** October 26, 2018

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Shannon Hathaway, Risk & Benefits Manager

**TITLE OF AGENDA ITEM:** Current Legal Issues

**ACTION/INFORMATION/DISCUSSION:** Information - Confidential

**BACKGROUND OR RATIONALE**

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

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

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

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

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

**DATE:** October 24, 2018

**BOARD OF EDUCATION ITEM 8.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** Board Sub-Committee Minutes

**ACTION/INFORMATION/DISCUSSION:** Information Item

**BACKGROUND OR RATIONALE**

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only.

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

**DATE:** October 24, 2018

## **District Accountability Advisory Committee (DAAC) Minutes**

August 28, 2018

Boardroom-Education Service Center: 6p-8p

**Call Meeting to Order:** 18:01pm by John Newbill

**Introductions:**

**Approval of Agenda:** Unanimous approval

**Approval of Minutes:** Unanimous approval

**Administration Update:** Louis Fletcher- Welcome back. We are no longer on the DOJ monitoring list. We were released in March. We need to look at how we will sustain.

Kim Boyd: Be looking for an e-mail coming out on Sept 4 in regards to a community even for mental health. September 18: 5-8:30pm.

**Board Update:** Joshua Fry: Glad to be back.

**Presentations:** Brett Ridgway – Ballot Issues: I am only here for information, not as an advocate. Please see attached presentation.

What is a Mill? Any taxing authority, like a school district, we have taxing authority on the property owners. We apply Mill rates to the value of the property. These numbers sit in the millionths place on the decimal system. The mill rates are based on the assessed value of the home. Residential is taxed at 7.2% and businesses are assessed at 28%. The Gallagher amendment was placed in 1982 and affects the amount of taxes school districts are able to take in. The student count has gone from 9,544 students in 01/02 to 21,377 in 17/18.

To get to the FAQs go to district info->building our future community->go to the 2018 MLO questions. How does this impact the charter community? It shares equally with all schools, including charter, in the district.

The district has consistently grown at a rate of 4% every year.

### **Subcommittee updates:**

- Budget/MLO (meets 5pm before DAAC): They will e-mail updates prior to the meeting. Went over 3B construction projects. 3A items-chromebooks, apps, etc. FHS has more cameras and security.
- Bylaws (4:15 after agenda setting meeting): Please review by-laws which were sent out and be prepared to vote.
- Charter: (Will meet Sep 27 @ 430 at Starbucks at Barnes and Tutt) Met at the end of the year to review 2 applications. 1 was approved (automotive, will open next year), the other was withdrawn prior to decision.
- Parent Engagement (meet at 5:15 prior to DAAC): Followed up on surveying parents across the district. Please ask at your SAC meetings: What are you doing at your school for parent engagement? What would you like to see? Talked about a SAC/DAAC “convention” at Creekside.
- Restorative Practices (meets monthly, 2nd Wednesday): Conference at GWL in November 8 & 9, 2018. Rooms are \$115/night if you mention Rocky Mountain Restorative Practices.
- Unified Improvement Plan: Have not met

**Unfinished Business:** none

**Next meeting: September 25, 2018 at the Education Service Center in the BoardRoom**

**New Business:** Officers reelected for 1 year

**SAC Reports:**

**FMS:** Traffic issues were addressed by El Paso County Sheriff's department.

**MRES:** No longer on balanced enrollment. New traffic improvement plan, clearing the parking lot in 10 minutes. All staff have been trained in RP.

**EIES:** Haven't met yet

**OES:** Reviewed by-laws

**BLRA:** Nothing to report

**SCHS:** MLO updates from Matt Wilhem. Went over parent satisfaction survey and looked at ways to improve

**SRES:** Finished some of the 3B updates over the summer. New playground and new turf. Working on chromebooks for all starting at 5<sup>th</sup> grade.

**HMS:** Went over Title I budget, MLO update. Issues with Powerschool and not being able to get messages out in a timely manner. Why do all the messages have to be run through the district?

**RES:** Will meet on Sep 27

**Allies:** Will meet Sep 19

**SMS:** Meet the 3<sup>rd</sup> Thursday of every month. 3B projects are in the works or have been completed.

**PPSEL:** Haven't met yet. Added more parking spaces.

**Springs Studio:** hasn't met

**Ridgeview:** Completed the playground. Repositioning money that was left over at the end of the fiscal year.

**RMCA:** Haven't met, did open new preschool wing.

**BRES:** Haven't met. School opened, PTA is up and running.

**FES:** Haven't met yet.

**WHES:** Haven't met yet.

**VRHS:** Haven't met yet.

**PHS:** We have had a great start to the year and the renovations in the school look fantastic! On Friday, August 24, all students and staff went to Golden Bell in Divide for team building activities. We had a great time and the PHS Facebook page has been updated with a number of pictures from the event.

Star360 Reading and Math testing have begun to give us a baseline in which to measure student growth throughout the year

**PPEC:** PPEC is currently in the process of forming our Family Engagement Council (SAC) for the 2018-2019 school year with our first meeting set for 9/10/18. During this meeting, we will pick our new DAAC representative (having lost our original one to a withdrawal). We will also discuss in our future meeting the responsibilities and expectations for a FEC member. We will also be discussing/reviewing our test score data (CMAS/PSAT and SAT).

**Adjournment:** Meeting adjourned at 19:56

NOTE: DAAC meeting dates: September 25th, October 23rd, December 4th, January 22nd, February 26th, March 12th, April 23rd, May 14<sup>th</sup> with agenda setting meeting: September 11th, October 2nd, November 13th, January 8th, February 12th, February 26th, April 9th, April 30th.

**Next meeting: September 25, 2018 at the Education Service Center in the BoardRoom**

**Next meeting: September 25, 2018 at the Education Service Center in the BoardRoom**



## **District Accountability Advisory Committee (DAAC) Draft Minutes**

September 25, 2018

Boardroom-Education Service Center: 6p-8p

**Call Meeting to Order:** Meeting called to order at 18:04

**Introductions:**

**Approval of Agenda:** With the amendment to add Brett Ridgeway

**Approval of Minutes:** Approved unanimously.

**Administration Update:** Louis Fletcher-Thank you to Patriot High School for catering our meal. The district is working on getting Powerschool to function smoothly. Business Plus is up and running smoothly.

**Administration Update:** Brett Ridgeway- Providing information on the campaign. FCBC, Falcon Community Builders for Classrooms has provided funding for a campaign committee. Brett is seeking participants for the campaign committee: Jamie Brackney, Brittany McVickers

**Board Update:** Joshua Fry-Board meeting tomorrow night, 9/26/18. Josh is greatly appreciative of everyone participating.

**Presentations:** Kathleen Granaas-Assessment Data: Please see attached presentation. CMAS is the state assessment that has been used for the last 4 years.

- Assessment Data is just a snapshot in time, but has some semblance of the student's achievement.
- There is a testing window and guidelines around administering tests, but schools have autonomy over how many tests can be given in a day (3 is the max). DAAC comment: Won't the number of tests administered in a day reflect the student's performance?
- Purpose of assessment:
  - to see if we're hitting the mark, on target
  - Monitor growth
  - Do we need to make changes?
- Firm Foundation
  - Grade level standards
- Overall Performance: The majority of our schools fall in the meets expectations or approached expectation band
  - Primary literacy initiative
  - Math initiative
- Do we have goals on what we want the schools to achieve? Yes, this is the UIP process for each school.
- When we look at the graphs, it is not apples to apples. 3<sup>rd</sup> graders in 2015 are 4<sup>th</sup> graders in 16.
- How does this affect teacher evaluations? Each zone decides how they will weight the the assessment data for teacher performance.
- Levels: Performance levels, current performance
- Trends
- Comparisons

**Next meeting: October 23 , 2018 at the Education Service Center in the BoardRoom**

**Subcommittee updates:**

- Budget/MLO (meets 5pm before DAAC): Falcon Zone presented 3A requests.
- Bylaws (4:15 after agenda setting meeting)
- Charter (Meeting 9/28 @ 4:15, Starbucks on Barnes and Tutt): There is a building being built at Cowpoke and Black Forest to house the school formerly known as Imagine. They are breaking away from their parent company, Imagine.
- Parent Engagement (meet at 5:15 prior to DAAC): Can we have all district events on the D49 calendar? A staff PD calendar? Dr. Boyd needs a Focus group to assist with developing different policies around community care.
- Restorative Practices (meets monthly, 2nd Wednesday @ 4pm): Rocky Mountain Restorative Practices will be at Great Wolf Lodge on November 8 and 9 with a pre-conference on November 7. Lea Holland has a discount for D49 employees for \$25 and rooms for the night of the 8<sup>th</sup> are \$115. There will be military speakers, speakers on Human Trafficking, etc.
- Unified Improvement Plan: Amber will be here next month. She will need members for the subcommittee. It is also a very short stint for the committee before it will go before the board.

**Unfinished Business:**

-Vote for board members:

- President: Patty Gioscia nominated, Brittany McVickers seconded
- Vice-President: Brittany McVickers nominated, Patty Gioscia seconded
- Secretary: Sharon Smith nominated, Patty Gioscia seconded.

-Vote on by-law amendments

- We are recommending staggering the years of servitude for chair members
  - Motion to approve by-law amendments: Patty Gioscia
  - Second: Jim Bonavita

**New Business:****SAC Reports:**

- Allies: Discussed primary literacy presentation, discussed CMAS scores, growth in ELA, How to improve student scores in ELA and math.
- OES: no-one to report
- EIES: meeting Thursday
- MRES: Postponed secondary to landsharks meet
- FES: Will meet on Thursday. There is a Falcon Family night each month with a different theme each month
- SSAE: reviewed by-laws and roles
- WHES: Reviewed by-laws and the role of SAC committee. Set the agenda, went over state assessment data and beginning of year test scores
- RVES: Haven't met
- BRES: Next meeting scheduled October 22<sup>nd</sup>
- FMS: Working on recruiting new SAC members
- FHS: not here

**Next meeting: October 23 , 2018 at the Education Service Center in the BoardRoom**

- SMS: Fundraisers, working on getting Brett Ridgeway to come to their next SAC meeting.
- HMS: Meet Thursday at 5:30 with zone meeting at 6:30
- SRES: a few MLO improvements
- ICA: no representative
- PPEC: assessment data, goals for the year, U-Science (career exploration), rolling out think circa (argumentative writing), working on challenges with students who are taking college courses
- RMCA: Need to update strategic plan school wide. Working on getting parent involvement and partnership
- SCHS: District SAC meeting on Thursday
- VRHS: SAC bylaws, teacher evaluation process. Student traffic safety and parking. Construction projects. Wrapping up challenge days.
- RES: Stem night tonight with planetarium and food trucks
- PPSEL: First meeting on October 3rd
- PHS: Haven't met yet-Parent night/open house on Thursday October 4<sup>th</sup>
- BLRA: Meeting October 9th

#### **Adjournment:**

NOTE: DAAC meeting dates: October 23rd, December 4th, January 22nd, February 26th, March 12th, April 23rd, May 14<sup>th</sup> with agenda setting meeting: October 2nd, November 13th, January 8th, February 12th, February 26th, April 9th, April 30th.

**Next meeting: October 23 , 2018 at the Education Service Center in the BoardRoom**

*CD BOCES Board Meeting  
Notes for August 21, 2018  
at 4:05 p.m.*

*Guests/Staff: Maria Walker, Kindra Whitmyre, Nicole Tiley, Ashley Repko, Brad Miller, Ken Witt, Theresa Martinez*

*Guests on Conference Call: Lis Richard*

*Via Skype and Google Hangout:*

*Note: Andy Holloman's last day as a board member and our new member is Lis Richard.*

*Roll Call:*

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

*Approval for the Agenda:*

*Motion: Griffin*

*Second: Harris*

*Motion Passed: 5-0*

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

*Approval for Consent Agenda.*

*Motion: Harris*

*Second: Drosendahl*

*Motion Passed: 5-0*

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

*Approval for Action Item III-A and III-B*

*Motion: Griffin*

*Second: Harris*

*Motion Passed: 5-0*

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

*Approval for Action Item III -C.*

*Position of President: \_\_\_Don Griffin was nominated with no other nominees*

*Motion Lavere-Wright\_\_\_\_\_ Second Harris*

*Motion Passed 5-0*

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

*Position of Vice President: Marie Lavere-Wright*

*Motion Griffin\_\_\_ Second\_\_\_Drosendahl*

*Motion Passed 5-0*

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

*Position of Secretary:\_\_\_Bethany Drosendahl\_\_\_\_\_*

*Motion Harris Second\_\_\_Lavere-Wright*

*Motion Passed 5-0*

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

*Position of Treasurer: Chelsy Harris*

*Motion\_\_Drosendahl\_\_ Second\_Griffin*

*Motion Passed 5-0*

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

*Approval for Action Item III-D.*

*Motion: Drosendahl*

*Second: Harris*

*Motion Passed: 5-0*

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

*Approval to Adjourn at 4:43 p.m.*

*Motion: Richard*

*Second: Lavere-Wright*

*Motion Passed: 5-0*

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

*CD BOCES Board Meeting  
Notes for August 30, 2018  
at 10:30 am*

*Guests/Staff: N/A*

*Guests/Staff on Conference Call: Don, Bethany, Marie, Chelsy, Brad, Brett, Ken, Kindra*

*Via Skype and Google Hangout: N/A*

*Note: Call to order at 10:31 am*

*Roll Call:*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard
Here	x	x	x	x	
NOT Here					x

*Approval for the Agenda.*

*Motion: Bethany*

*Second: Marie*

*Motion Passed: Passed*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard
Voted AYE	x	x	x	x	
Voted NAY					
Not at mtg.					x

*Approval for Action Item III-A.*

*Motion: Bethany*

*Second: Marie*

*Motion Passed: Passed*

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard
Voted AYE	x	x	x	x	
Voted NAY					
Not at mtg.					x

*Approval for Action Item III-B*

*Motion: Bethany*

*Second: Chelsy*

*Motion Passed: Passed*

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard
Voted AYE		x	x	x	
Voted NAY	x				
Not at mtg.					x

*Approval for Action Item III-C (Approval of the AU Status- added at beginning of meeting)*

*Motion: Bethany*

*Second: Marie*

*Motion Passed: Passed*

*Bethany- AYE*

*Don- AYE*

*Chelsy- AYE*

*Marie- AYE*

*Liz- marked as absent*

*Approval to Adjourn at 11:02*

*Motion: Marie*

*Second: Bethany*

*Motion Passed: Passed*

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard
Voted AYE	x	x	x	x	
Voted NAY					
Not at mtg.					x



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

**BOARD MEETING OF:** November 8, 2018

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

**TITLE OF AGENDA ITEM:** State of the Workforce Annual Report

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

At its Annual Peak Planning Workshop in January 2017, the board of education established a priority to create an annual Human Resources (HR) report. In fulfillment of that the goal, the administration developed what is now known as the State of the Workforce Annual Report (SWAR). Constructed with the Baldrige Framework in mind, the SWAR is a companion to the Annual Performance Report and provides a variety of views of and insights about the district's most valuable resource – its workforce.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

It is expected the discussion: 1) will lead to a greater understanding of the district's workforce; 2) will generate ideas for additional or refined reporting and clarify priorities related to workforce; 3) may lead to prioritization of issues and opportunities related to the workforce.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	The State of the Workforce Annual Report includes elements of the district's culture. Discussion of these elements supports our Cultural Compass and should lead to strategies and goals that augment our culture.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The State of the Workforce Annual Report aligns with the district's strategic priorities and fulfills a stated goal of the board of education. In deciding to create the State of the Workforce Annual Report, the board committed to transparency about the workforce. This transparency is intended to foster trust with stakeholders.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only.

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

**DATE:** October 27, 2018

# State of the Workforce Annual Report

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EL PASO COUNTY COLORADO SCHOOL DISTRICT 49



The Best Choice to Learn, Work and Lead

NOVEMBER 1, 2018

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## Introduction

Welcome to District 49's second State of the Workforce Annual Report. This annual report comes as a result of learning over the past several years and identifying the need for information regarding the workforce environment and engagement. Through the district's annual performance review process (based on the Baldrige Excellence Framework), the district knows that excellent organizations know their workforce well, develop key workforce measures, and use data to set plans and guide decisions.

Workforce measurement and reporting is an opportunity for understanding and improvement. For years, the human resources department has done a significant amount of ad-hoc reporting to illuminate problems or challenges or in response to specific requests of district leaders. As one might expect with ad-hoc reporting, this work has been reactive and has lacked consistency, regularity and common purpose. This annual workforce report pulls together various kinds of workforce data and related reports, and will distill that into useful information on the state of the workforce.

### Why the term “workforce” is used in the report

The Baldrige Excellence Framework is our self-assessment guide. Baldrige uses the term “workforce” as one of the six categories for assessment. The use of “workforce” in the report title aligns this annual report with the Baldrige criteria.

### Purpose of this report

The annual workforce report pulls together, in one place, important workforce measures. It is expected that the process of tracking, reporting and analyzing key workforce data will help the district develop focus on key workforce factors and establish goals and strategies associated with those key factors. This report should drive workforce strategy and goals.

The focus of this report is the D49 workforce; more specifically, employees of the district. Unlike reports provided to the Colorado Department of Education (CDE), this report excludes charter school employees. As a result, information reported here may not mirror what is found at CDE.

Over the past several years, D49 has intensified its focus on establishing workforce initiatives that align to strategic priorities. This is reflected in work around compensation, learning and development and the guest teacher workforce segment. This second edition includes reports on some of these key initiatives.

We recognize that there might be information needing further explanation/clarity, improvements to reporting or possibly inclusion of new measures or abandonment of old measures. Questions and feedback about the report is welcomed and will lead to learning; and learning is our goal.

As noted, throughout this report, we refer to our workforce. Let's remember that our workforce is made up of more than 2000 individuals pouring themselves into serving students. Whether performing on stage or supporting from back stage, it is District 49's people who are setting a firm foundation, launching students to success and helping D49 become the best choice to learn, work and lead.



## Workforce Profile

D49's workforce is comprised of more than 2,300 individuals, each serving in roles that support our students. In addition to more than 1,800 regular employees, hundreds of substitute staff, coaches, and unpaid volunteers help us accomplish our mission.

As of this printing, D49 currently employs 1,838 people. Licensed staff, comprised of teachers and special service providers (e.g., school nurses, school counselors, and school psychologists), are the largest category of worker, comprising 51% of the total workforce. Female workers constitute a larger percentage of workers across all categories, which is common in the education sector.

The percentage of minority workers is fairly consistent across categories. Overall, the D49 workforce is 10% minority which is notably lower than that of our student body (43%) and lower than El Paso County (16%). Unsurprisingly, our administrative and licensed staff have the highest percentages of obtaining higher education degrees.

Workforce Demographics by Job Category					
	All Staff N=1,838	Admin N=82	ESP N=772	Licensed N=940	Prof-Tech N=44
Gender					
Female	77%	55%	78%	79%	57%
Male	23%	45%	22%	21%	43%
Minority Status					
Minority	10%	5%	13%	7%	9%
Non-Minority	90%	95%	87%	93%	91%
Education Level					
Bachelors	24%	4%	8%	39%	18%
Masters	34%	84%	1%	58%	18%
Doctorate	1%	9%	-	1%	-

\*Results may not total 100% due to rounding.

## Workforce Environment

Excellent organizations build effective and supportive environments that are conducive to high performance. Workforce environment considerations include determining capability and capacity needs, recruitment and onboarding, how work is organized, and workplace health, safety, security and benefits.

One way of assessing workforce capability and capacity is to analyze our applicant pool to understand whether we are attracting the right talent to fulfill our mission.

To better understand this, the HR department analyzed demographics of job applicants for the past 4 years. There has been some fluctuation in the percentages of gender and minority status of over time. While the percentage of minority applicants has decreased for the administrative and professional-technical categories, it has increased for the categories of ESP and Licensed staff. This could indicate an opportunity to increase diversity for the categories of staff that arguably have the most student contact, moving towards mirroring the demographics of the community and students we serve.

Applicant Demographics Over Time					
		Admin	ESP	Licensed	Prof-Tech
SY 15	Female %	59%	79%	78%	40%
	Male %	37%	12%	17%	53%
	Minority %	25%	25%	16%	34%
SY 16	Female %	53%	81%	78%	61%
	Male %	45%	17%	19%	35%
	Minority %	18%	27%	16%	31%
SY 17	Female %	57%	81%	77%	56%
	Male %	39%	16%	20%	38%
	Minority %	23%	28%	15%	13%
SY 18	Female %	63%	81%	77%	45%
	Male %	34%	15%	20%	50%
	Minority %	21%	29%	19%	22%

Average time fill indicates the average number of days a position was posted before being filled. Longer times to fill can indicate difficulty in attracting qualified applicants to positions.

Leaving positions unfilled can result in operational impact and thus less time to fill is desirable. Interest in joining D49 remains strong as noted in the increasing average number of new applications per week. The importance of strong applicant counts and fewer days to fill is heightened in the current tight labor market.

Job Postings and Applicants				
	SY15	SY16	SY17	SY18
Average Time to Fill (days)	44	45	39	40

## Administrative Staffing

Since the district reorganization in SY 11, D49 has changed the number and function of administrators—pushing more administrative support functions to zones and schools, while reducing the overall number of administrators district-wide. In the years following the reorganization, stakeholders expressed persistent questions and concerns that the reorganization and innovation configuration increased administrative ratios and caused duplication of functions.

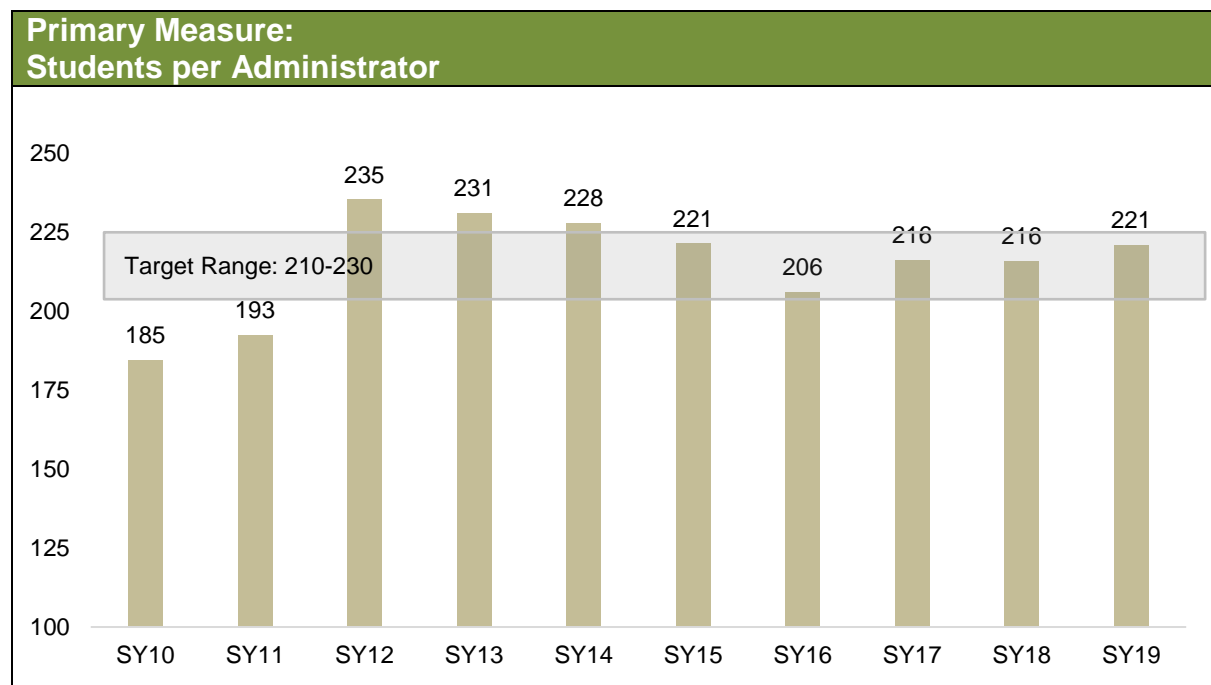
In 2014, seeking to increase stakeholder trust, the district set out to study the matter and answer stakeholder questions. The analysis showed the district to be increasingly efficient and frugal with taxpayer dollars.

In 2015, the Board accepted a set of two ratios as ongoing metrics to ensure administrative staffing is calibrated to student enrollment and the budget:

1. **Primary Measure:** Students per Administrators. Enrollment includes all district coordinated schools & charter schools except GOAL Academy. Excludes CD BOCES.
2. **Secondary Measure:** Administrator Salary as a Percent of Budget using District Adjusted Gross Revenue (DAGR) & Administrator base salaries.

Senior leaders identified the ideal ratio of administrators to students as being between 210 and 230. Numbers below the band suggest that we may be operating inefficiently, or are “top-heavy” and number above the ratio indicate that we may be “too lean” or placing an unfair burden on our administrative staff and/or providing inadequate service to our students. In the current year, we are within the optimum range, indicating that overall, our schools and programs have an appropriate level of support and that we are operating efficiently.

Establishing and monitoring these ratios helps ensure that appropriate levels of administrative staff exist to support the student population.



Secondary Measure: Administrator Salary as Percent of Budget			
Target Range: 7.2%-7.6%			
School Year	District Adjusted Gross Revenue	Administrator Salary Total	Admin Salary as % of DAGR
SY10	\$82,606,917	\$6,429,369	7.78%
SY11	\$82,231,159	\$6,142,520	7.47%
SY12	\$77,807,474	\$5,059,625	6.50%
SY13	\$79,075,985	\$5,634,733	7.13%
SY14	\$83,753,680	\$5,864,786	7.00%
SY15	\$89,952,930	\$6,386,562	7.10%
SY16	\$94,150,863	\$6,753,907	7.17%
SY17	\$97,555,973	\$7,178,007	7.36%
SY18	\$99,629,774	\$7,171,257	7.40%
SY19	\$108,607,381	\$8,010,716	7.38%

Calibrating administrative staffing on an ongoing basis will support this efficiency and foster trust with our consistency. Although student and teacher populations have grown rapidly, administrative overhead has grown more slowly, indicating that we add staff only when necessary to support growth and/or specific strategic priorities.

Future analysis with regard to staffing will include an evaluation of the staffing levels of other roles at the district level (e.g., professional technical positions) and at the school level (e.g., deans and instructional coaches).



## Workforce Segment Focus: Guest Teachers

One of the top ongoing and growing workforce challenges is providing effective and adequate coverage when classroom teachers are absent. Guest teachers are an integral segment of our workforce and provide invaluable contributions to the educational process. In 2018, D49 developed a multi-pronged strategy to address both the supply and the quality of guest teachers.

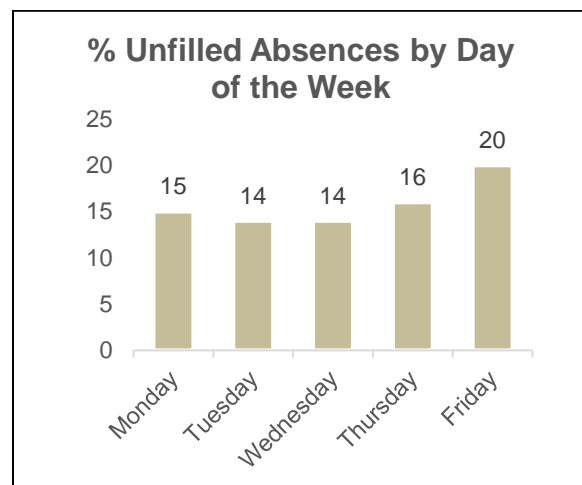
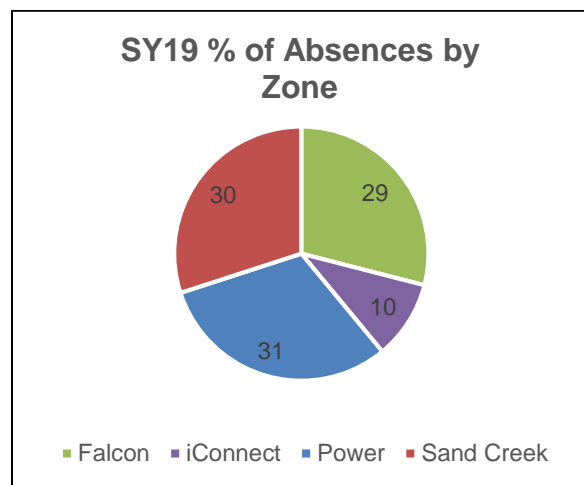
To address the supply problem, D49 pursued and was granted a waiver from state-required substitute teacher licensure. In addition, D49 expects to begin a pilot program with a third-party supplier of guest teachers. Finally, the district increased pay rates for guest teachers.

Simultaneously, D49 is pursuing initiatives to increase the quality and effectiveness of our guest teachers. The quality strategies include training, professional development and performance evaluation measures.



## Absences and Fill Rates

One of the most crucial measures of workforce capacity is the substitute fill rate. When an educator needs to use leave, it is crucial that we have the ability to find a substitute teacher to temporarily replace the staff member. This ensures that the disruption to educational programming is minimized. When we are unable to fill these positions, this can result in the combining of classes or shuffling of staff at the building level, potentially removing instructional coaches or administrative staff from their normal job duties to utilize them in classrooms.



The variance in the unfilled absences across zones is insignificant. However, between zones, the reason for unfilled absences does differ. The type of absence is important because some, such as “Extra Help” and “Other” may be mitigated with planning of different staffing decisions. Additionally, knowing that Fridays are the most commonly missed days may help us strategically plan in the future. The reasons for staff absence, along with the percentage of unfilled absence are presented below for staff that need substitutes. The category of “Leave of Absence” includes maternity/paternity leave, workers’ comp days, administrative leave, military leave and medical leave. The category of “Other” includes leave types such as professional development, staff, grant and zone leave. In looking at the type of absence most likely to result in an unfilled absence, those that are employee initiated (vacation and sick) are the top reasons for absences that go unfilled. It is hoped that the strategies aimed at guest teachers will better position us to place effective substitutes to mitigate staff absences.

Absences by Reason		
	N	% unfilled
Total Absences	21,589	16
Vacation	319	23
Sick/Personal	9559	20
Leave of Absence	950	7
Extra Help	6144	14
Other**	4617	12

## Workplace Culture

As we strive to be the best choice to learn, work and lead, it is important to ensure a positive workplace and culture in which talented employees can thrive and will be retained. Turnover rates are calculated by examining the percentage of workers that were returning employees from the prior year. The overall 4-year trends for administrative, ESP and professional-technical staff are favorable (downward) and the overall trends for licensed staff are unfavorable (upward). It should be noted that our categories do not align with those of CDE and thus our numbers are not consistent with those publically reported by CDE.

Turnover				
	SY15	SY16	SY17	SY18
Admin	10.5%	12.5%	13.6%	9.1%
ESP	19.9%	17.4%	21.4%	15.0%
Licensed	13.4%	13.7%	13.1%	14.8%
Prof-Tech	7.1%	0.0%	2.7%	2.4%

In order to more closely understand employees' reasons for leaving the district, thus identifying key factors in driving the turnover rate, the Human Resources Department instituted an exit survey in SY16 for employees separating from the district. As not all staff complete the survey and April is considered the beginning of the exit season, the reporting period of April of 2017 to October of 2018 was chosen to provide insight into recent years for leaving while still having a large enough sample to be meaningful. The top three (four if a tie) reasons for leaving in each category are highlighted.

Better opportunity for growth and better pay were top reasons for leaving the district for both district staff on the whole and for teachers in all zones. Other moves was also a common reason for leaving the district for teachers across most zones. While retirement was a frequently endorsed reason for leaving for all district staff, Sand Creek was the only zone in which it was in the top three reasons endorsed, suggesting that Sand Creek may have a demographically older workforce that may be aging out.

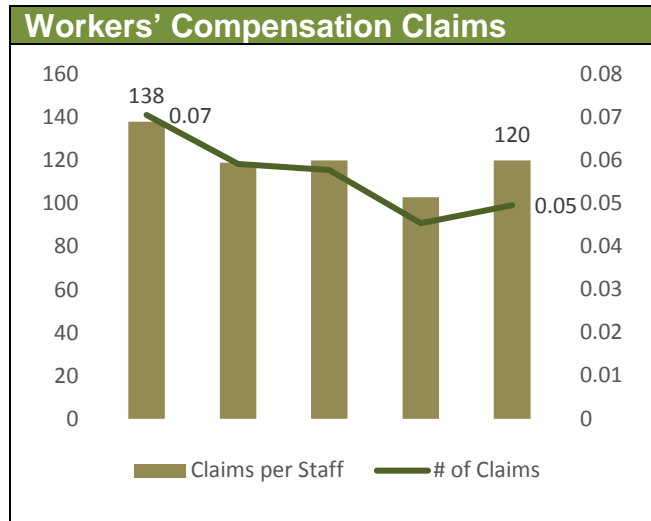
Reasons for leaving 04/2017-10/2018						
Reason for Leaving	All Staff (N=251)	Teachers				
		Total (n=123)	Falcon (n=30)	iConnect (n=10)	Power (n=44)	Sand Creek (n=27)
Military Move	4%	6%	9%		6%	4%
Other Move	18%	20%	21%	30%	23%	14%
Exiting Education	10%	11%	-	10%	19%	14%
Better Opportunity for Growth	33%	33%	33%	30%	43%	21%
More Convenient Location	12%	15%	12%	10%	17%	21%
Exiting Workforce	8%	5%	6%	-	-%	14%
Retirement	10%	13%	12%	-	11%	18%
Didn't Like Supervisor	14%	16%	12%	30%	26%	4%
Didn't like Working Conditions	18%	19%	18%	10%	21%	11%
To Further Education	9%	6%	6%	10%	6%	4%
Better Pay	28%	28%	30%	30%	32%	21%
Didn't Like Co-Workers	4%	2%	6%	-	2%	-%
Not Satisfied with Benefits	3%	2%	-	-	4%	-
Better Work Schedule	12%	8%	12%	10%	9%	4%

\*Respondents were able to select multiple factors for leaving and thus totals do not equal 100%

## Workforce Climate

Workplace safety and wellness are key components of workforce climate and of our culture of care. From SY14 through SY17, claims for workers' compensation incidents dropped by over 25%, even as our district staff population continued to increase. SY18 saw an uptick in both the overall number of claims and the number of claims per staff member. This could be the result of increased reporting or may merit some additional staff safety training or interventions. District staff will continue to monitor this and evaluate if action is merited.

The workers' compensation insurance 'mod' rate, which is an important factor in setting our premium and pricing district insurance, is a direct result of these claims. Though our mod rate is still below the industry standard, it did increase as compared to the year prior.



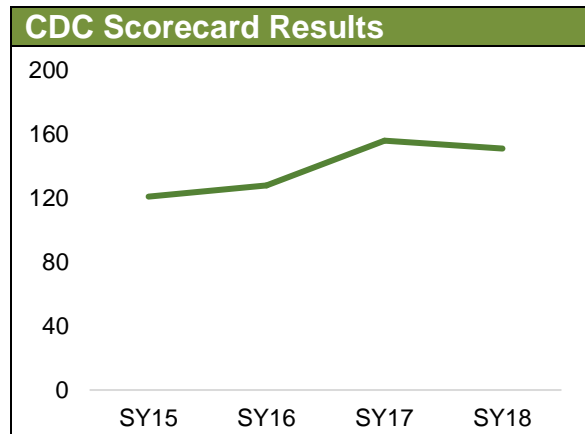
Workers' Compensation Mod Rate					
	SY14	SY15	SY16	SY17	SY18
D49	.82	.87	.72	.73	.84
Industry Rate	1.0	1.0	1.0	1.0	1.0

Additionally, key preventative safety and security measures have been identified to support a desirable workforce climate. Such deep and

consistent deployment of these measures demonstrates our commitment to a high level of emergency preparedness and concern for the safety of both students and staff.

Safety and Security							
Key Preventative Measure	Responsible Party	SY14	SY15	SY16	SY17	SY18	SY19
Fire, Weather, and Security Drills	DoSS	100 %	100 %	100 %	100 %	100 %	
Fire Safety Inspections	Local Fire Department	100 %	100 %	100 %	100 %	100 %	100 %
Fire Training Completion	Local Fire Department	100 %	100 %	100 %	100 %	100 %	100 %
Student Vaccination Compliance	School Nurse Lead	100 %	100 %	100 %	100 %	100 %	100 %
Locations with CPR Trained Staff	School Nurse Lead	100 %	100 %	100 %	100 %	100 %	100 %
Locations with AEDs	School Nurse Lead	100 %	100 %	100 %	100 %	100 %	100 %

Beginning in April of 2015, the district began using the CDC's Worksite Health Scorecard, which allows D49 to make comparisons to other worksites. While our overall results have trended upward, last year our score decreased as compared to year prior. We do not find this fluctuation to be of concern as current capacity dictates that we limit the wellness initiatives/offerings and be strategic by addressing these cyclically and not every year. Though our total score is above the average for all workplaces using the CDC score card, we are not yet above the average for all similar sized organizations.



CDC Scorecard Results						
Topic	SY 15	SY 16	SY 17	SY 18	Same Size Worksites Score	All Worksites Score
Organizational Supports	75.76%	54.55%	63.64%	75.76%	72.73%	54.55%
Tobacco Control	42.11%	68.42%	68.42%	57.89%	84.21%	73.68%
Nutrition	52.38%	23.81%	52.38%	61.90%	52.38%	33.33%
Lactation Support	0.00%	13.33%	13.33%	13.33%	66.67%	53.33%
Physical Activity	41.67%	25.00%	41.67%	66.67%	70.83%	45.83%
Weight Management	58.33%	16.67%	66.67%	66.67%	83.33%	50.00%
Stress Management	42.86%	42.86%	50.00%	21.43%	71.43%	57.14%
Depression	50.00%	50.00%	61.11%	44.44%	66.67%	50.00%
High Blood Pressure	23.53%	29.41%	35.29%	35.29%	70.59%	52.94%
High Cholesterol	6.67%	33.33%	13.33%	33.33%	66.67%	46.67%
Diabetes	26.67%	100.00%	100.00%	53.33%	73.33%	53.33%
Signs and Symptoms of Heart Attack & Stroke	25.00%	0.00%	50.00%	50.00%	50.00%	50.00%
Emergency Response to Heart Attack & Stroke	52.94%	82.35%	94.12%	82.35%	82.35%	64.71%
Occupational Health and Safety	50.00%	59.09%	77.27%	68.18%	90.91%	77.27%
Vaccine Preventable Diseases	83.33%	83.33%	83.33%	83.33%	88.89%	77.78%
Community Resources	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
Total	45.83%	48.48%	59.09%	57.20%	73.86%	56.44%

## Workforce Engagement

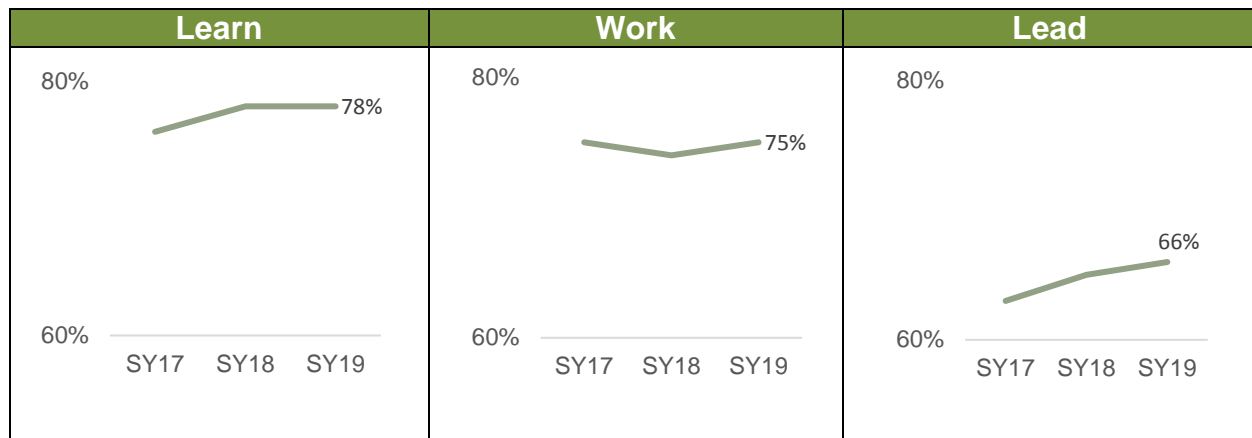
In 2016, we initiated the VoW Annual survey, our workforce-wide survey of employee engagement. To ensure effective, confidential administration of this important survey, we partner with consulting firm Korn Ferry, whose work is recognized as the standard in the industry and has been designed to measure specific dimensions of workplace satisfaction.

Voice of the Workforce, or “VoW”, is D49’s system of workforce engagement communications. It includes both written surveys and face to face conversations.

We have just completed our third administration and achieved an impressive 85% participation rate. In general, the percentage of respondents answering favorably increased as compared to last year. Our data are generally comparable between zones, with the exception of the iConnect zone, which tends to be higher scoring. Staff tend to respond more favorably to questions in the dimension of “Employee Enablement” as opposed to Employee Engagement”.

VoW Survey Results-Percentage of Respondents Answering Favorably					
	Overall N=1517	Falcon Zone n=382	iConnect Zone n=74	Power Zone n=300	Sand Creek Zone n=326
<b>EMPLOYEE ENGAGEMENT</b>					
District 49 motivates me to do more than is required.	53	54	58	51	51
I would recommend District 49 as a good place to work.	75	77	84	72	73
I feel motivated to do more than is required of me.	75	78	85	73	72
I feel proud to work for District 49.	77	77	86	75	74
<b>EMPLOYEE ENABLEMENT</b>					
There are no significant barriers at work to doing my job well.	50	44	69	51	52
My job provides opportunities to do challenging and interesting work.	80	80	91	82	80
My job makes good use of my skills and abilities.	80	81	78	82	79
Conditions in my job allow me to be about as productive as I can be.	64	63	78	61	65

While we use the Korn Ferry benchmark survey for our VoW annual survey, we also have added customized questions directly related to the district’s vision and mission to be “the best choice to learn, work and lead”. Though we routinely assess these components of the mission statement in smaller VoW monthly surveys, looking at the VoW annual gives us the most representative picture of staff sentiment as it has the highest response rate. All components have an overall positive upward trend and show an increase or stability as compared to the year prior.



## Performance Management

Employee evaluations provide critical feedback to both individual employees and the district as a whole. As we look to build and retain an effective workforce, evaluations provide insight into employee efficacy. Board policy expects annual evaluations to be provided for all employees. For SY18, 97% of employees received an evaluation. As compared, to year prior, all employee segments had a lower percentage of evaluations completed. These results suggest the need for a renewed commitment to the important work of providing useful performance feedback to staff.

% of Evaluations Completed SY18	
Licensed	99%
ESP	98%
Prof-Tech	74%
Administrative	87%

Effective performance evaluation leads to improved performance and personal growth. The VoW annual survey shows strong evidence that performance evaluations are useful. 73% of survey participants responded favorably to “My last performance review was effective in letting me know how I'm doing and how to improve my performance.” Additionally, 70% of participants responded favorably to: “The feedback I receive during the year helps me develop and improve.”

Colorado statute requires school districts to formally evaluate all teachers and school principals and assistant principals. Districts must also use an approved evaluation system. D49 is fully compliant with both requirements. Data for building leaders and licensed teachers is presented below. Though the percentages of staff rated effective or highly effective are lower as compared to last year, this does not necessarily indicate the need for dramatic staffing changes. In some cases, ineffective staff represent staff members new to their role who are expected to grow into their position and subsequently increase their effectiveness rating. It also possible that evaluators are attenuating their ratings, raising expectations and working to increase the efficacy of staff to increase student achievement and school performance.

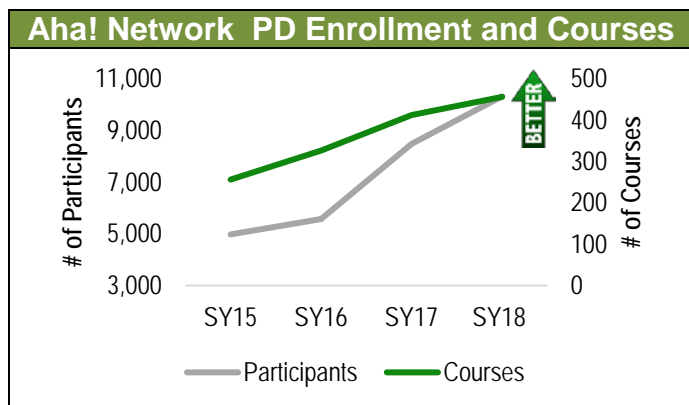
% of Staff Rated Effective or Highly Effective by Zone				
	Falcon	iConnect	Power	Sand Creek
Principals/Assistant Principals	100%	75.0%	94.4%	81.8%
Teachers	94.4%	96.7%	94.7%	92.3%

## Workforce and Leader Development

Because we aspire to be the best choice to learn, work and lead, ongoing development of all workforce segments is crucial to achieving our mission and vision. Workforce and leader development results are tracked, monitored and reported on a monthly basis through the Aha! Network and Schoology. Overall Schoology results indicate a significant beneficial trend for both number of participants and number of courses offered, and increased growth from the prior year.

Seeking to be very purposeful in our investment in professional development, we know that it is essential that training and professional development is aligned with our strategic priorities. Though professional development is offered on a variety of topics, there have been efforts at all levels (district/zone/building) to increase staff capacity in alignment with D49's strategic priorities and initiatives.

Notably, targeted professional development is offered to staff to increase teaching capacity in primary proficiency, for both reading and math. Training registrations are recorded in "Go Sign Me Up" and some trainings, in addition to increasing skill, can be used by teachers for salary advancement.



Go Sign Me Up Primary Proficiency Training Registrations				
	SY18		SY19-To Date	
	# of Courses	# of Participants	# of Courses	# of Participants
Reading	89	1424	28	261
Math	28	500	16	258

Another area of focus has been the development of our guest teachers. To address the historical shortage of guest teachers, the Falcon Zone piloted training just for these staff. Approximately 100 guest teachers received training designed to equip them with skills to be more effective in classrooms. By increasing staff capacity, it is hoped that retention of these guest teachers will naturally follow.

Additionally, working collaboratively with the University of Colorado, Colorado Springs, we have created focused post-graduate programs. Through these 2-year programs, teachers earn a certificate and credits that can then be applied towards a master's degree. After the success of the first year of the literacy cohort, a program for mathematics was added. Another point of focus has been deepening our leadership capacity. Though we have been running a principal induction program for many years (for staff who have already obtained their administrative license) this year, in SY19 we began a one-year principal cohort for staff working towards their administrative license.

UCCS Cohorts		
	SY18	SY 19
Literacy	18	14
Math	-	17
Principal	-	16



Through a series of tragic events involving the loss of students and staff, district leaders identified the need to better meet the social-emotional needs of students. An initial step in this effort was to create the position of Director of Community Care. In addition to creating innovative community partnerships to meet the mental health needs of students, a focus of this position has been to equip and encourage our staff with targeted professional development. This staff development has the added benefit of not only increasing the capacity of staff to build the resiliency of students, but also to build resiliency within members of the workforce. While this is the first year of this training initiative, the district has already offered training in the areas of Youth Mental Health First Aide (YMHFA), Trauma Informed Care, Resiliency, and Behavioral Supports to teachers, administration, nutrition services, and transportation personnel. Already this school year we have held 5 trainings in the above areas and have trained over 200 staff. Six additional YMHFA trainings are on the calendar for this school year and more will be added as these classes fill.

## Conclusion

Though only in its second iteration, the report has yielded some valuable insights both in terms of the actual data and our reporting. Overall, our staff demographics do not mirror those of our community or student body. However, in two workforce segments we are seeing increasing numbers of minority applicants. Our staffing of administrative positions remains within the acceptable range as set by the district and board. Strengthening our guest teacher workforce remains a top priority as quantity and quality continue to be an area of concern; data will be closely monitored to review the impact of the recently articulated strategic focus on guest teachers. Measures of workplace culture and engagement have a positive or stable trend. It is interesting to note that there do not appear to be substantial differences in reasons for leaving the district or in the VoW annual data. There have been some fluctuations in our workers' compensation and CDC scorecard data, but nothing that appears to merit intervention at this time, though they will continue to be monitored. Recent innovations in professional development show good levels of participation in learning opportunities that are aligned to strategic initiatives and specific workforce challenges.

In reflecting on the report itself, as measures have been refined and we are increasingly able to report on trends, it is hoped that it will aid the board and district staff both in terms of setting priorities and evaluating efficacy of initiatives. The greater focus on analysis and meaningful consumption of the data has highlighted the need to examine some of our existing data systems. In the future we may elect to make changes to our array of systems that will allow for increased consistency and ease of reporting. Additionally, we plan to continue to adjust metrics to meet the needs of our audiences. The intent is to ensure this document serves as a meaningful source of relevant information and as such, feedback is welcomed for future iterations.

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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Brett Ridgway, Chief Business Officer  
 Ron Sprinz, Director of Finance

**TITLE OF AGENDA ITEM:** Amended Budget/Enrollment Update

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school. The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2017. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>  <i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only.

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

**DATE:** October 25, 2018

# Amended Budget Overview - Nov



Budgeted sFTE	4,005.80	3,644.60	4,447.30	908.50	13,006.20
Projected Oct Count	3,996.00	3,656.00	4,470.00	894.50	13,016.50
Diff	(9.80)	11.40	22.70	(14.00)	10.30
Adopted Normalization Per Pupil	6,245.30	6,625.05	6,212.47	6,780.16	2,163.81

	<u>Falcon Zone</u>	<u>Sand Creek Zone</u>	<u>POWER Zone</u>	<u>iConnect Zone</u>	<u>Int Services</u> <u>Int Vendor</u>	<u>Total</u>
<b>18/19 Adopted Budget</b>	\$ 25,017,442.25	\$ 24,145,657.23	\$ 27,628,717.83	\$ 6,159,775.36	\$ 28,142,945.62	\$ 111,094,538.29
<b>October Count Volume Adj</b>	\$ (61,203.94)	\$ 75,525.57	\$ 141,023.07	\$ (94,922.24)	\$ 22,287.24	\$ 82,709.70
<b>17/18 Carry Over</b>						\$ -
<b>Oth Revenue ADJ</b>						\$ -
<b>PPR Rate Variance</b>						
<b>DAGR ADJ</b>						
	<b>(Projected Negative ADJ)</b>					
<b>Amended Budget Target</b>	\$ 24,956,238.31	\$ 24,221,182.80	\$ 27,769,740.90	\$ 6,064,853.12	\$ 28,165,232.86	\$ 111,177,247.99
<b>Difference vs. Adopted</b>	\$ (61,203.94)	\$ 75,525.57	\$ 141,023.07	\$ (94,922.24)	\$ 22,287.24	\$ 82,709.70
<b>YTD Budget Variance - Oct</b>	\$ 417,279.36	\$ 276,846.86	\$ 200,311.43	\$ 10,456.68	\$ (347,144.04)	\$ 557,750.29
<b>Annualized Opportunity / (Risk)</b>	\$ 1,251,838.08	\$ 1,107,387.44	\$ 801,245.72	\$ 41,826.72		\$ 3,202,297.96
<b>Net Potential Opportunity /(Task)</b>	\$ 1,190,634.14	\$ 1,182,913.01	\$ 942,268.79	\$ (53,095.52)	\$ 22,287.24	\$ 3,285,007.66
<b>Identified Amended Expense ADJ</b>	\$ 188,354.08	\$ 185,904.96	\$ 214,063.30	\$ 36,037.33	\$ 136,680.33	\$ 761,040.00
-Repositioning YR3 absorbtion						\$ -
-Health Care Benefit Changes	\$ 188,354.08	\$ 185,904.96	\$ 214,063.30	\$ 36,037.33	\$ 136,680.33	\$ 761,040.00
Oth Exp ADJ						\$ -
<b>Remaining Opportunity/ (Task)</b>	\$ 1,378,988.22	\$ 1,368,817.97	\$ 1,156,332.09	\$ (17,058.19)	\$ 158,967.57	\$ 4,046,047.66

## Other Notable Items

YTD Negative Balance in Int Svs/Vend due to Front end (Full Year) spend on larger dollar items i.e. IT Principal Lease Payment

Full Year  
1/2 Year

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**BOARD OF EDUCATION ITEM 9.03**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Ron Lee, Director of 3B MLO

**TITLE OF AGENDA ITEM:** 3B MLO Projects Update

**ACTION/INFORMATION/DISCUSSION:** Discussion Item

**BACKGROUND OR RATIONALE**

Discussion item, 3B project updates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Clarity of understanding our current 3B MLO projects and status of the projects.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

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

**DATE:** October 19, 2018



# **MLO In Review - A Look Back**

**Board of Education Meeting  
November 18, 2018**

Presented by:

Ron Lee, Director of MLO / Capital Construction

# Community Supports 3B MLO



- November marks the 2 year anniversary of the voters approval of MLO



By Dustin Cuzick | Posted: Tue 11:00 PM, Nov 08, 2016



**EL PASO COUNTY, Colo. (KKTV)** - El Paso County voters have approved Ballot Issue 3B, an \$83.5 million mill levy override that will fund School District 49.

The mill levy override will not increase taxes to homeowners. It will replace bond money that is sunsetting over the next few years.

If 3B had not passed, homeowners would have eventually seen roughly a \$20/month decrease in property taxes.

The money from 3B will fund the construction of two new elementary schools.

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# What is MLO?



The 4 Priorities of the plan:

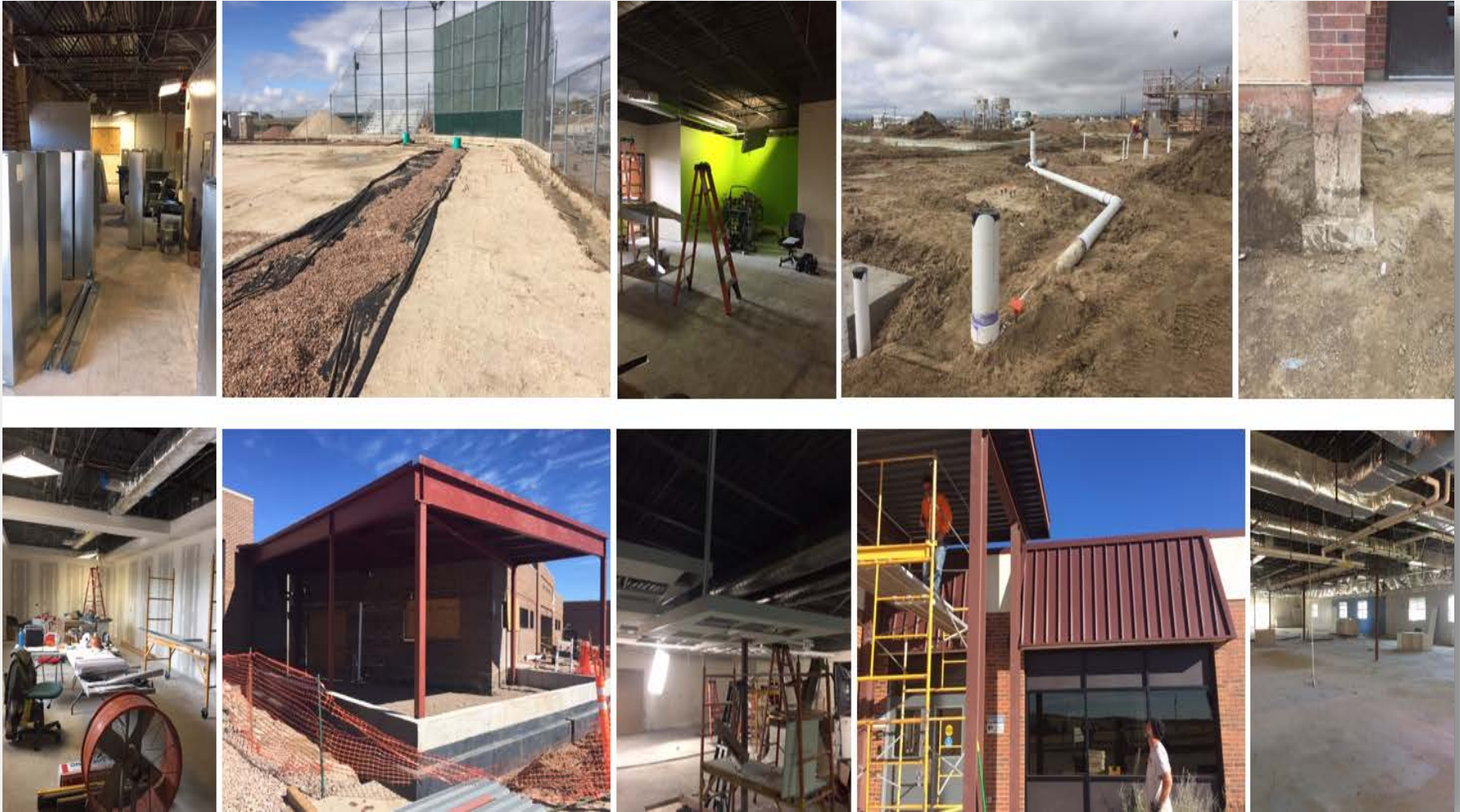
- **More Competitive Teacher Salaries**
- **Renovate and Refresh Current Facilities**
  - Expand Internet Connectivity for New Devices
  - Physical Aesthetics, Functional Improvements
- **Major Remodel / Additions at the 3 High Schools**
  - Addition for New Learning Spaces at FHS
  - Major Remodel to Create New Flexible Learning Space at SCHS
  - Auditorium, Auxiliary Gym at VRHS
- **2 New Elementary Schools** – leverages with other facilities
  - Falcon Zone
  - POWER Zone



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# Where it all began...



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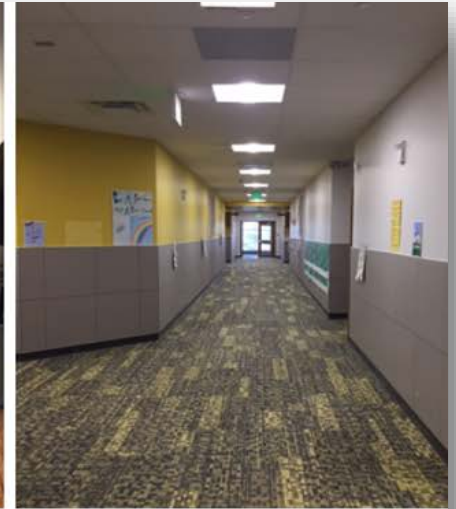


# *Meridian Ranch Elem*



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# ***Bennett Ranch Elem***



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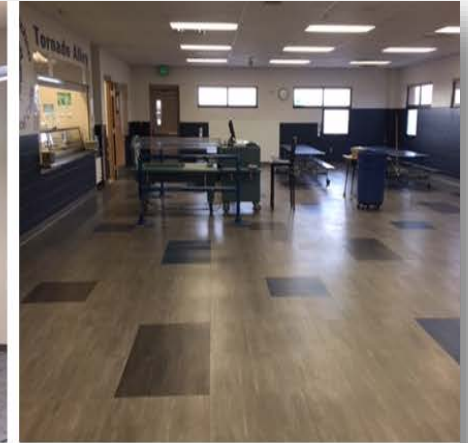


# Evans Elem



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# Woodmen Hills Elem



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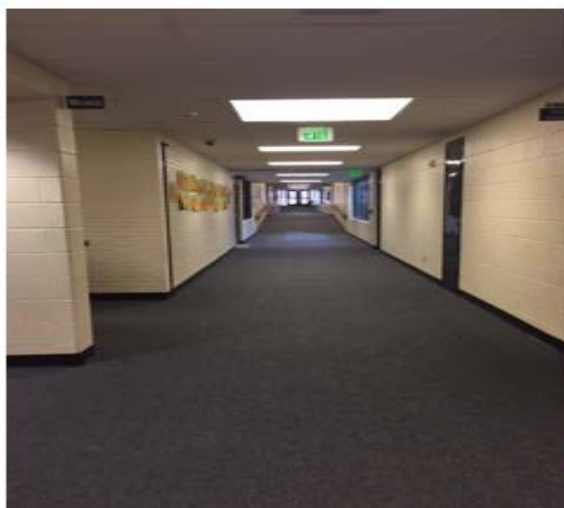
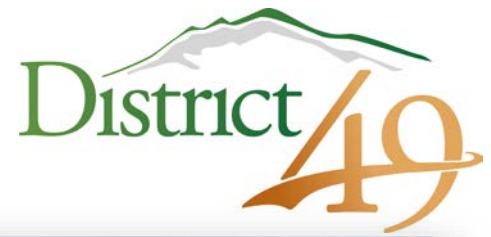


# Remington Elem



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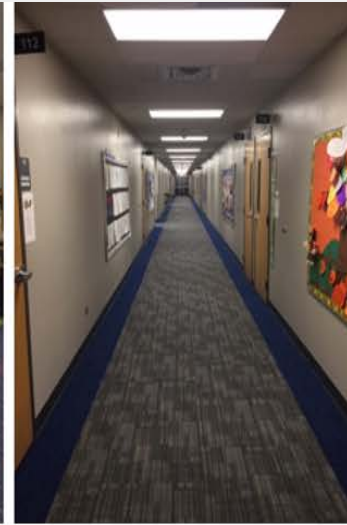
# Stetson Elem



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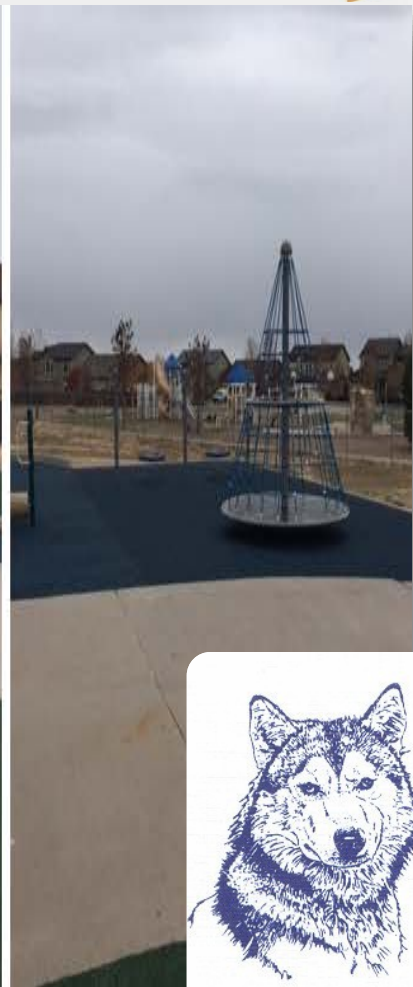
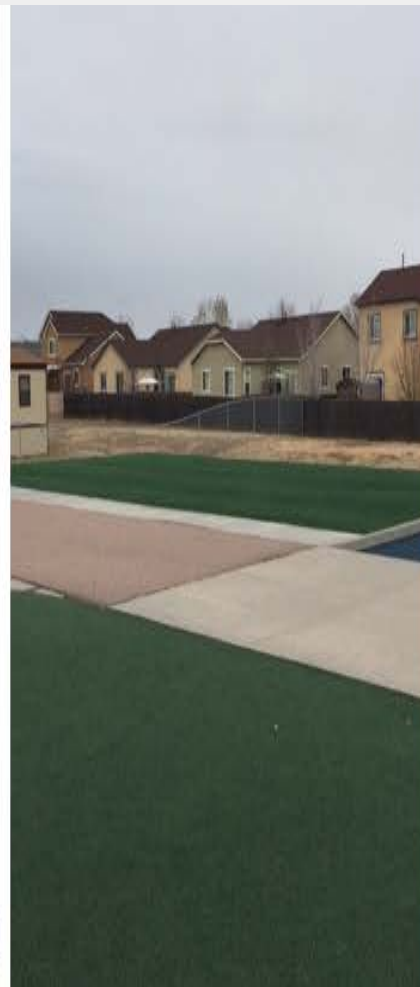
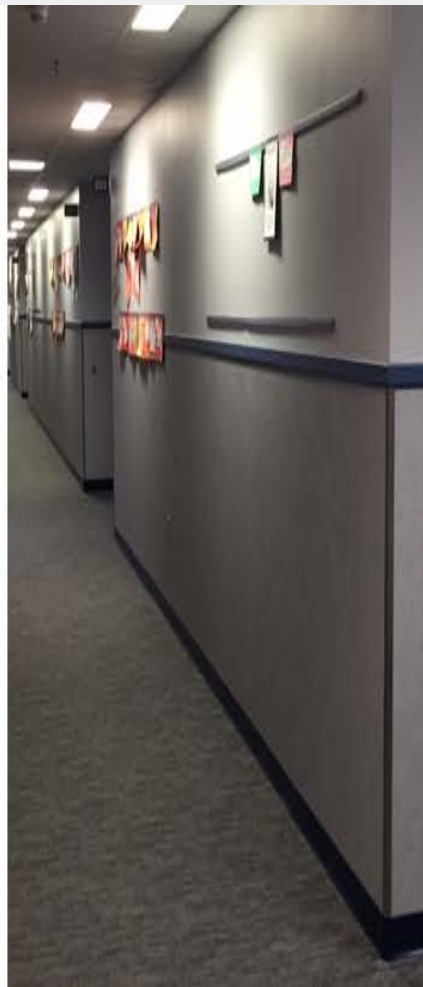


# *Falcon Elem*



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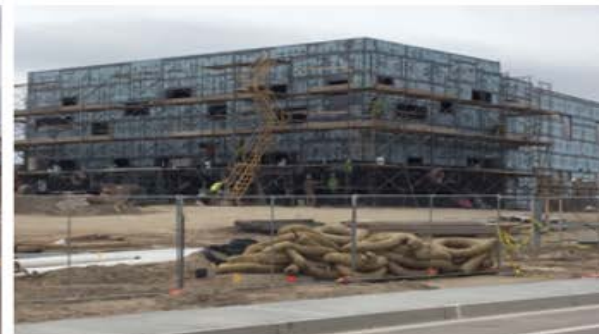
# *Ridgeview Elem*



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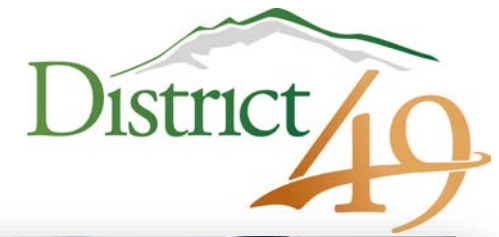


# *Vista del Pico – IVE*



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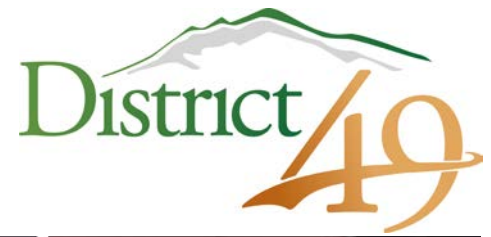
# *Springs Ranch Elem*



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# *Falcon Middle*



The Best Choice to Learn, Work and Lead

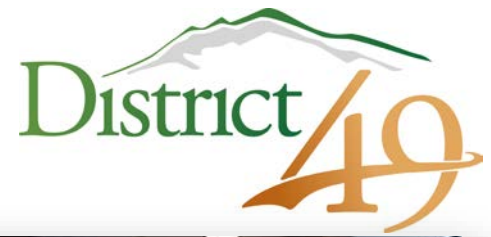
# Horizon Middle



The Best Choice to Learn, Work and Lead

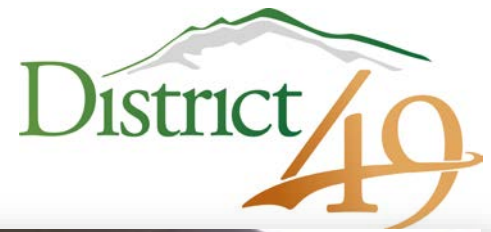


# *Skyview Middle*



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# *Patriot High*



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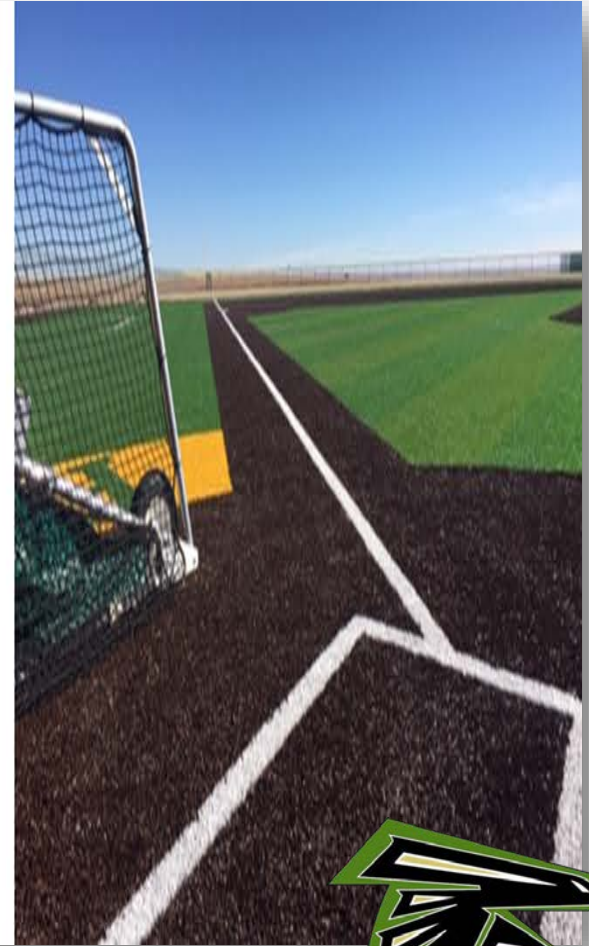
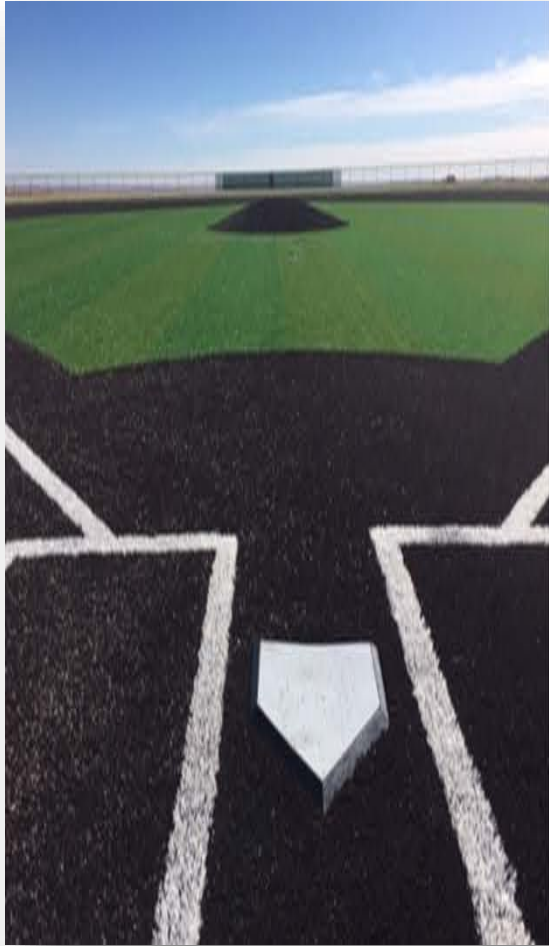


# *Falcon High*



The Best Choice to Learn, Work and Lead

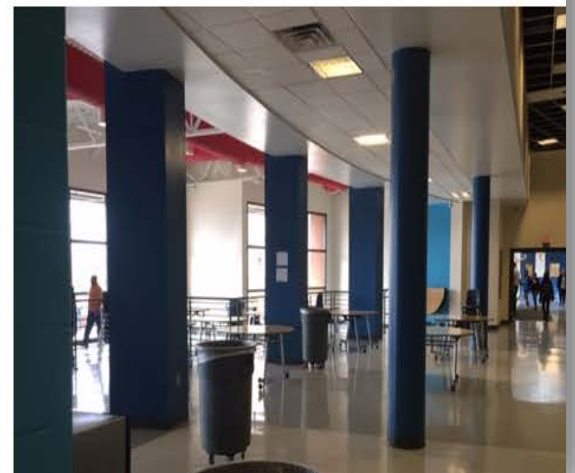
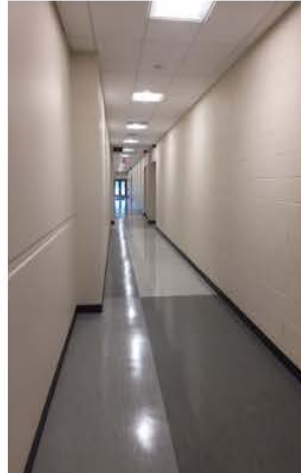
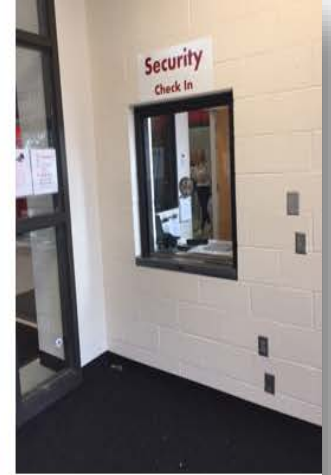
# *Falcon High*



The Best Choice to Learn, Work and Lead







The Best Choice to Learn, Work and Lead



# *Vista Ridge High*

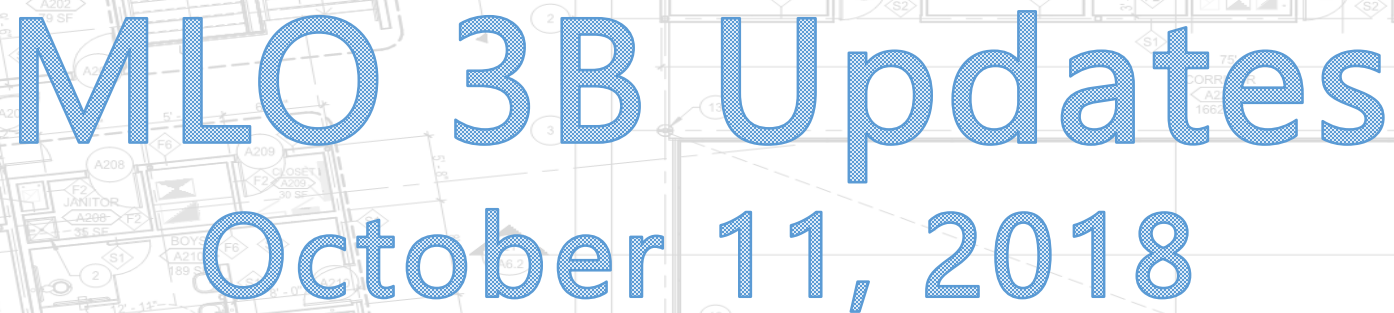


The Best Choice to Learn, Work and Lead

# Questions?



The Best Choice to Learn, Work and Lead







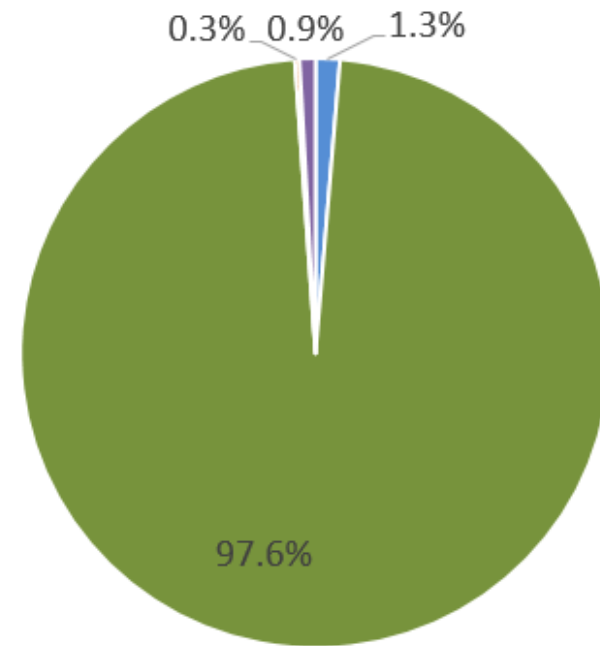
# Sand Creek High School



## Milestones

- Working on Rectifying final budget. Project is coming in at around \$43,000 under budget.
- With some of this project savings the school may add to IT infrastructure to the project.

Sand Creek High School



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

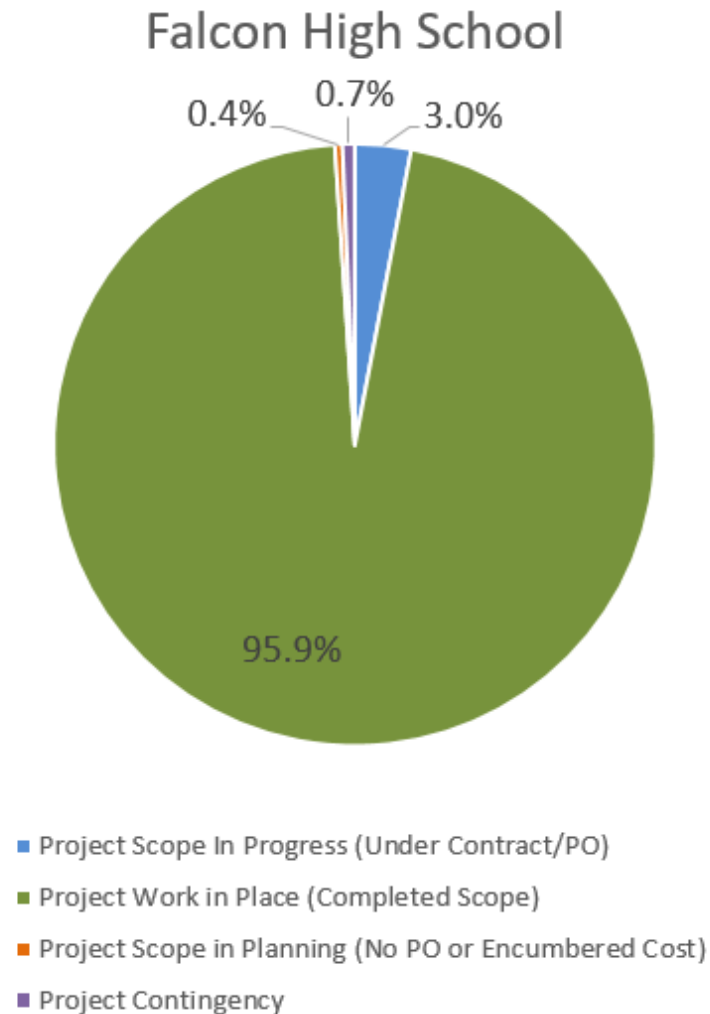


# Falcon High School



## Milestones

- Working on some IT items in the school.
- Working on finalizing all final changes/costs with the contractor and budget beginning to be rectified to determine exact amount remaining for school to use.







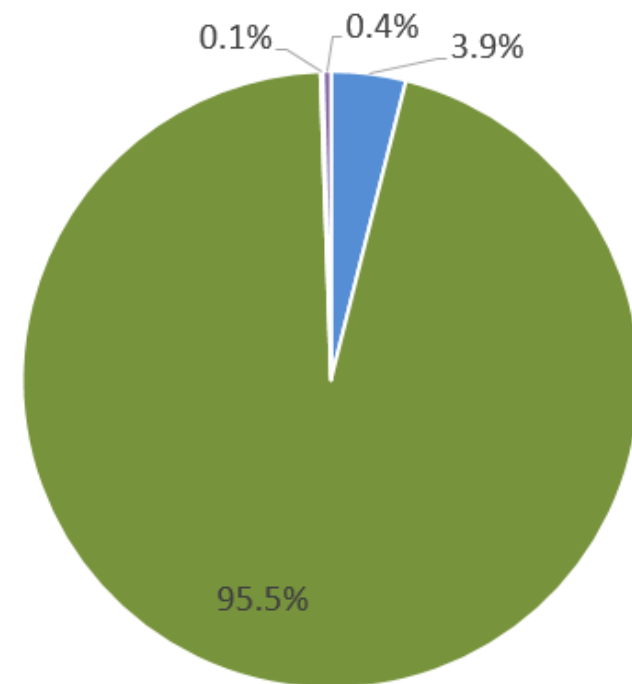
# Bennett Ranch Elementary



## Milestones

- Some of the additional fixes and warranty items remain. Wember is coordinating with Contractor frequently.
- Budget is being rectified to see how much remains to purchase the schools wish list items.

Bennett Ranch Elementary School



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



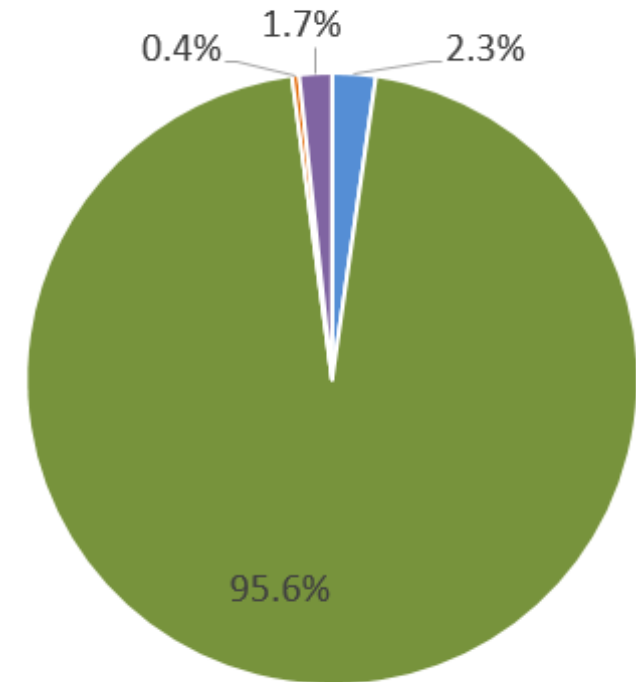
## Vista Ridge High School



### Milestones

- Construction is complete in all areas. Seating is delivered and installed.
- Budget is being rectified to see how much remains to purchase the schools wish list items.

Vista Ridge High School



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

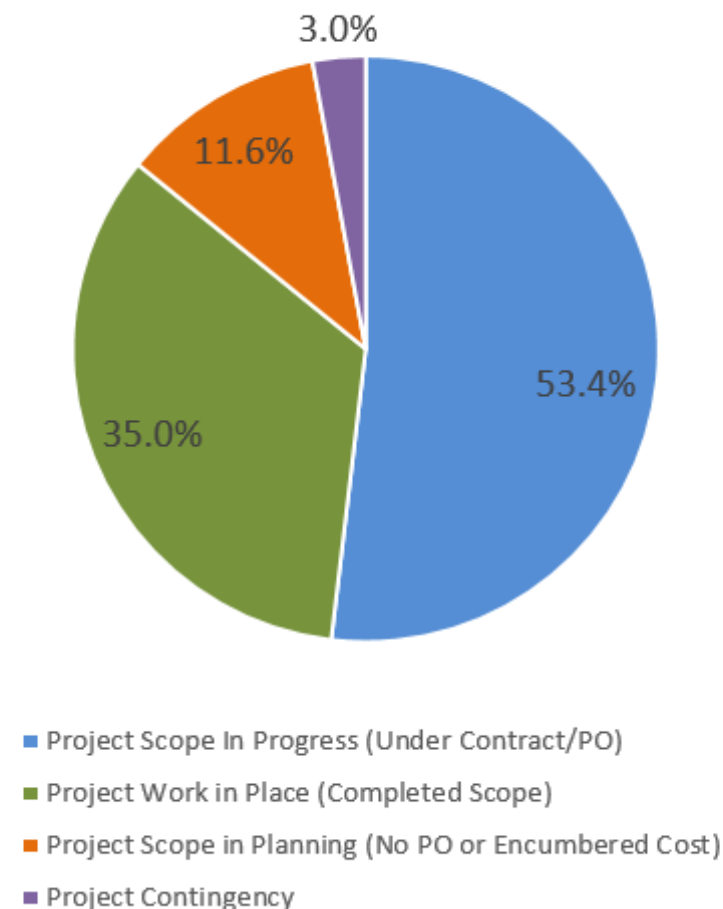


## Vista Del Pico Elementary

### Milestones

- Exterior and interior framing is on-going
- Level 2 floor slabs have been poured
- Temporary access is available to Level 2
- Drywall, and a majority of overhead and in-wall rough-in is complete in Level 1 of Area A
- Mechanical and electrical rough-in is on-going throughout the building
- Masonry and stucco are being installed on the exterior of the building
- Roof install is on-going and will soon be dried in
- The south east parking lot is graded for asphalt later this month; upon which, all parking lots will have the base course of asphalt so cars will be off the street.

Vista Del Pico Elementary School





# Vista Del Pico Elementary







# Vista Del Pico Elementary







# Vista Del Pico Elementary





# Vista Del Pico Elementary





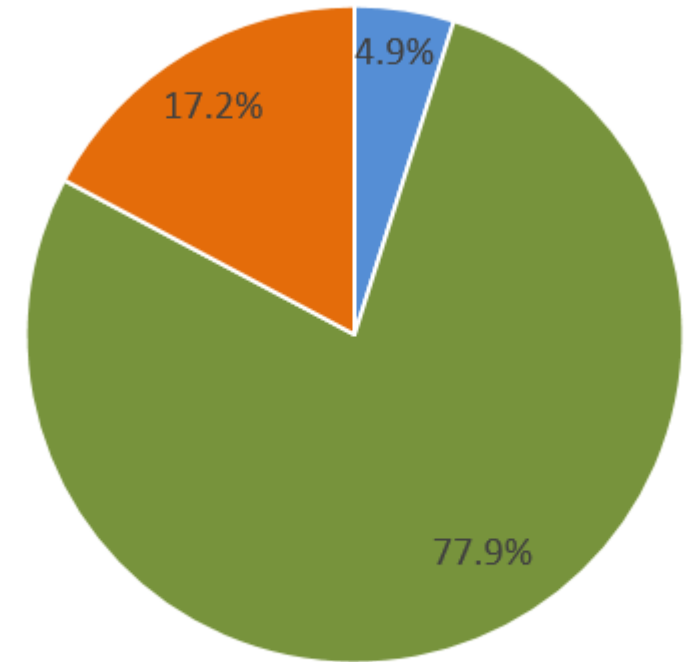


## P2 Projects

### Project Info:

- Projects are being scoped and coordinated for Spring and Summer work
- Conversations are occurring with Principals to finalize projects based on remaining budgets and funds.

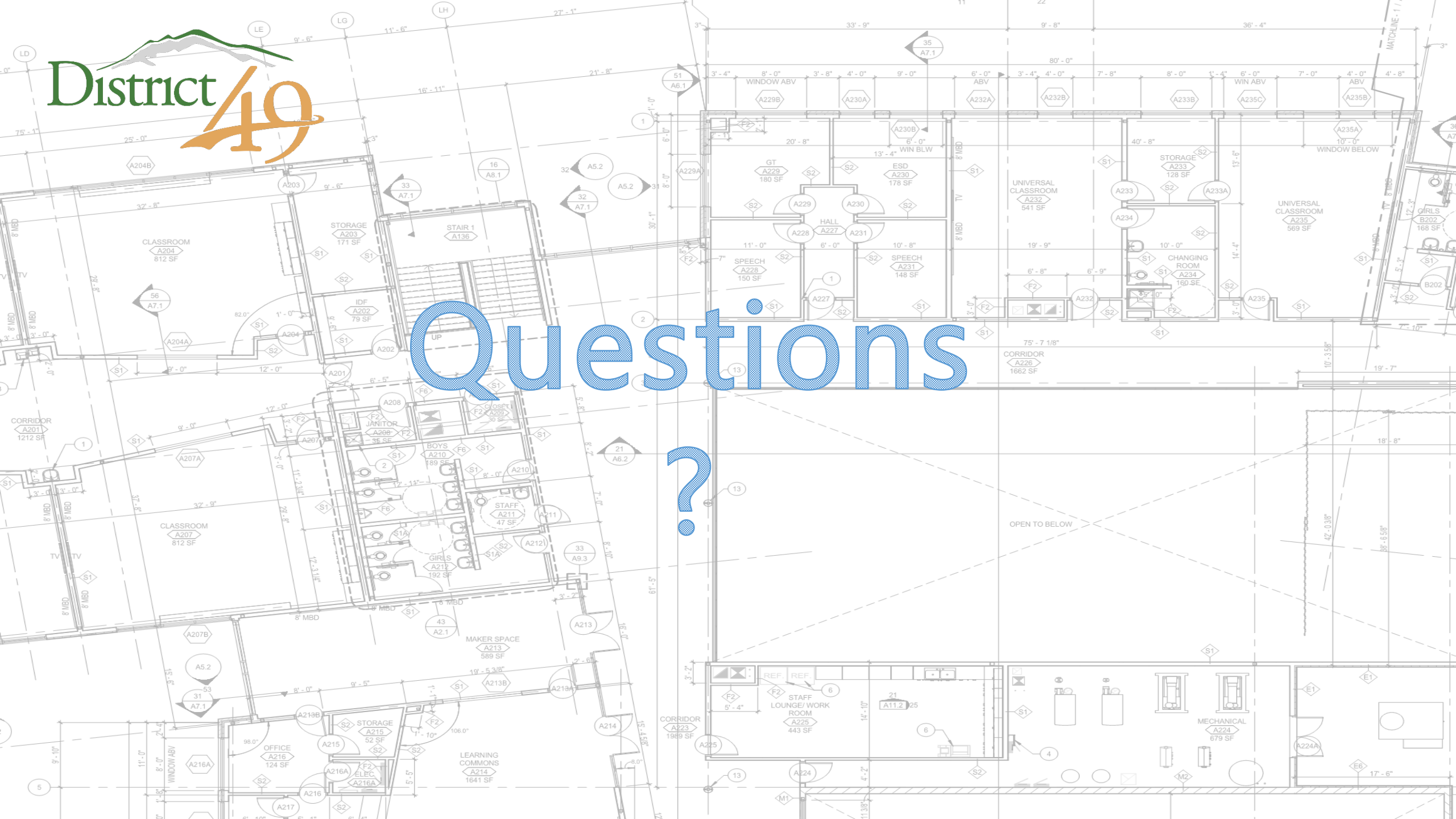
District 49 P2 Projects



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



Questions?



## Project Update Report

### **Project Name:**

Wember Inc. Project Number:

Issue Date:

### **District 49 Schools – P3 & P4 Projects**

2016.63

October 31, 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**

- Summer Construction is complete.
- Warranty items are being tracked.

#### **Bennett Ranch**

- Select areas require continued construction and will be completed during outside of school hours.
  - Remaining items were completed over Fall Break with the exception of: re-staining on the stage floor.
  - Warranty items are being tracked.
- Incurred costs to date are being confirmed and remaining money for final equipment, furniture, and supplies are being spent.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

#### **Falcon High**

- Construction is complete.
  - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

#### **Vista Ridge**

- Construction is complete.
  - Warranty items are being tracked.
- Training on the lighting and sound in the theater is occurring.
- Incurred costs to date are being confirmed and remaining money for final equipment, furniture, and supplies are being spent.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

#### **Vista Del Pico**

- Contingency is tracking as anticipated. To date, roughly 18.5% of contingency has been spent.
- Construction is in progress and on schedule.
  - Exterior and interior framing is on-going
  - Level 2 floor slabs have been poured
  - Temporary access is available to Level 2
  - Drywall, and a majority of overhead and in-wall rough-in is complete in Level 1 of Area A
  - Mechanical and electrical rough-in is on-going throughout the building
  - Masonry and stucco are being installed on the exterior of the building
  - Roof install is on-going and will soon be dried in
  - The south east parking lot is graded for asphalt later this month; upon which, all parking lots will have the base course of asphalt so cars will be off the street.
- Meetings for furniture selection continue to occur.
- Meetings with the Homeschool program are taking place. They've walked through their space and have reviewed the drawings.
- Meetings are occurring for budget planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.
- 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	\$5,591,986.43	\$95.00	\$57,918.57	\$5,442,918.47
B	Bennett Ranch Elementary	\$23,300,000.00	\$23,171,767.31	\$115,003.06	\$13,229.63	\$22,261,708.33
C	Sand Creek High School	\$4,850,000.00	\$4,795,435.25	\$7,074.00	\$47,490.75	\$4,731,189.78
D	Vista Del Pico Elementary	\$24,400,000.00	\$21,574,222.47	\$2,773,107.00	\$52,670.53	\$8,535,482.96
E	Vista Ridge High School	\$7,000,000.00	\$6,852,940.23	\$91,895.00	\$55,164.77	\$6,692,687.84
Total		\$65,200,000.00	\$61,986,351.69	\$2,987,174.06	\$226,474.25	\$47,663,987.38

- 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

- Weekly meetings continue to be held to discuss all items related to construction close-out at Bennett Ranch.
- Continue to attend weekly construction meetings for Vista Del Pico.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Vista Del Pico.

Submitted by:  
Ashley Trunnell / Matt Wilhelm

**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	Owners Requirements	\$719,328.00	\$712,925.00	\$95.00	\$6,308.00	\$676,483.41
C	Construction	\$4,764,238.56	\$4,764,238.56	\$0.00	\$0.00	\$4,664,473.41
D	Permits, Utilities & Fees	\$19,278.00	\$19,276.55	\$0.00	\$1.45	\$16,839.55
E	Furniture, Fixture and Equipment	\$30,000.00	\$24,346.10	\$0.00	\$5,653.90	\$23,061.10
F	Technology	\$80,000.00	\$71,200.22	\$0.00	\$8,799.78	\$62,061.00
G	Contingencies & Escalation	\$37,155.44	\$0.00	\$0.00	\$37,155.44	\$0.00
	Total	\$5,650,000.00	\$5,591,986.43	\$95.00	\$57,918.57	\$5,442,918.47

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

**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	\$559.00	\$559.00	\$0.00	\$0.00	\$559.00
B	Owners Requirements	\$3,159,501.00	\$3,159,500.92	\$0.00	\$0.08	\$3,123,737.82
C	Construction	\$18,091,633.00	\$18,091,633.00	\$0.00	\$0.00	\$17,752,194.37
D	Permits, Utilities & Fees	\$451,627.00	\$440,916.46	\$7,039.24	\$3,671.30	\$84,873.02
E	Furniture, Fixture and Equipment	\$1,069,810.00	\$1,058,365.67	\$7,963.82	\$3,480.51	\$900,191.35
F	Technology	\$430,500.00	\$420,792.26	\$0.00	\$9,707.74	\$400,152.77
G	Contingencies & Escalation	\$96,370.00	\$0.00	\$96,370.00	\$0.00	\$0.00
	Total	\$23,300,000.00	\$23,171,767.31	\$111,373.06	\$16,859.63	\$22,261,708.33

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

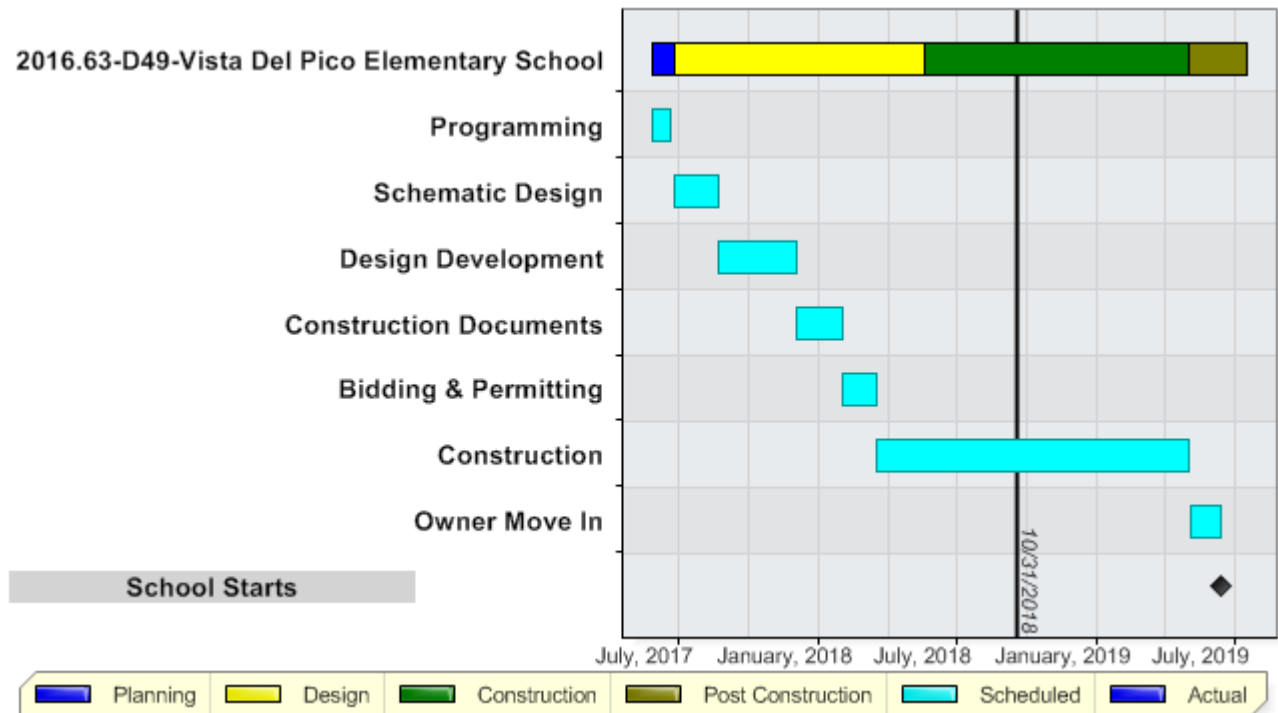
**Sand Creek High School Financial**

		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	Owners Requirements	\$673,838.00	\$672,719.50	\$955.00	\$163.50	\$617,578.10
C	Construction	\$3,779,257.92	\$3,779,257.67	\$0.00	\$0.25	\$3,779,257.67
D	Permits, Utilities & Fees	\$16,531.00	\$16,529.95	\$0.00	\$1.05	\$16,529.95
E	Furniture, Fixture and Equipment	\$307,520.00	\$302,323.09	\$0.00	\$5,196.91	\$300,078.98
F	Technology	\$30,735.00	\$24,605.04	\$6,119.00	\$10.96	\$17,745.08
G	Contingencies & Escalation	\$42,118.08	\$0.00	\$0.00	\$42,118.08	\$0.00
	Total	\$4,850,000.00	\$4,795,435.25	\$7,074.00	\$47,490.75	\$4,731,189.78

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

### Vista Del Pico Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.



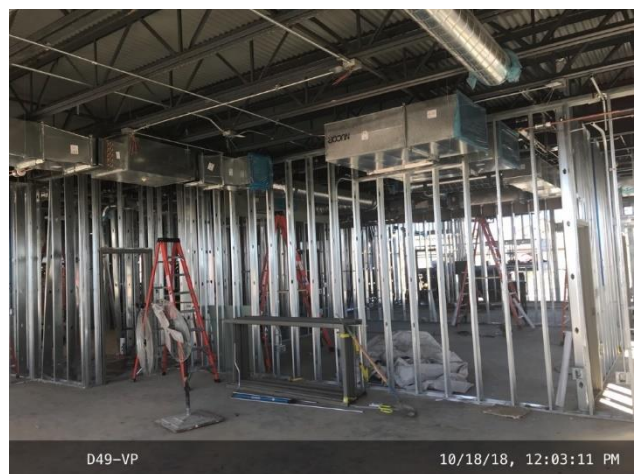
### Vista Del Pico Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
B	Owners Requirements	\$1,966,204.00	\$1,884,619.00	\$58,875.00	\$22,710.00	\$1,398,186.28
C	Construction	\$19,449,213.94	\$19,449,213.94	\$0.00	\$0.00	\$6,902,681.15
D	Permits, Utilities & Fees	\$394,975.00	\$240,120.53	\$133,501.00	\$21,353.47	\$234,346.53
E	Furniture, Fixture and Equipment	\$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	\$733,607.06	\$0.00	\$725,000.00	\$8,607.06	\$0.00
	<b>Total</b>	<b>\$24,400,000.00</b>	<b>\$21,574,222.47</b>	<b>\$2,773,107.00</b>	<b>\$52,670.53</b>	<b>\$8,535,482.96</b>

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



## Vista Del Pico Elementary



**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	Owners Requirements	\$879,140.00	\$877,245.00	\$1,895.00	\$0.00	\$766,029.36
C	Construction	\$5,859,235.00	\$5,859,231.00	\$0.00	\$4.00	\$5,820,947.90
D	Permits, Utilities & Fees	\$21,895.00	\$17,094.72	\$0.00	\$4,800.28	\$17,094.72
E	Furniture, Fixture and Equipment	\$59,197.00	\$59,062.12	\$0.00	\$134.88	\$56,178.45
F	Technology	\$60,000.00	\$40,307.39	\$15,000.00	\$4,692.61	\$32,437.41
G	Contingencies & Escalation	\$120,533.00	\$0.00	\$75,000.00	\$45,533.00	\$0.00
Total		\$7,000,000.00	\$6,852,940.23	\$91,895.00	\$55,164.77	\$6,692,687.84

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

## Project Update Report

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

**District 49 Schools – P2 Projects**  
2016.63  
October 31, 2018

The purpose of this update is to report on the current status of the District 49 School P2 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

### Summary

- Projects below are information thru October 30, 2018

### Budget Key

<b>Initial Budget</b>	Approved Budget for the MLO approved by the schools SAC.
<b>Current Forecast</b>	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
<b>Committed Cost</b>	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
<b>Projected to Complete</b>	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
<b>Projected (Over)/Under</b>	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

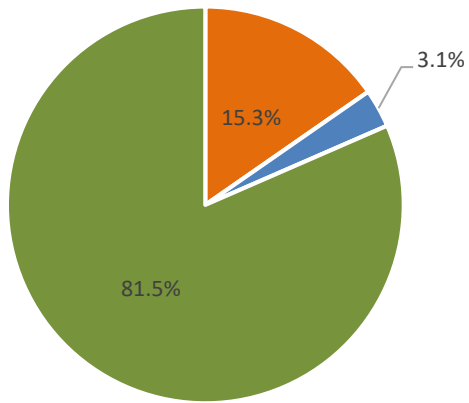
### Other Definitions

GC - General Contractor  
 HVAC - Heating, Ventilation, & Air Conditioning  
 Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.  
 Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

**Overall P2 Budget Summary**

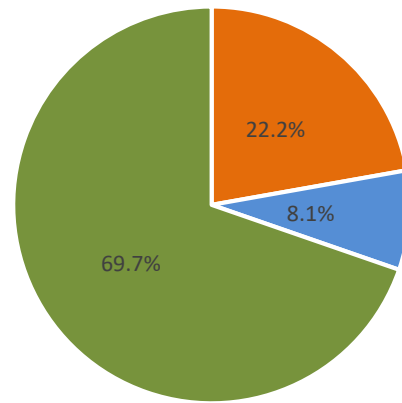
			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$5,185,328.84	\$597,450.51	\$341,720.65
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,169,317.55	\$70,244.00	\$138,438.45
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,078,170.22	\$210,675.19	\$152,154.59
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$713,007.04	\$296,766.32	\$29,726.64
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$569,090.45	\$0.00	\$1,909.55
	A.5	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$655,743.58	\$19,765.00	\$19,491.42
B	Power Zone		\$4,783,000.00	\$4,783,000.00	\$3,720,975.05	\$452,307.92	\$609,717.03
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$890,429.14	\$87,636.00	\$189,434.86
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,226,974.33	\$70,000.00	\$252,525.67
	B.3	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$371,433.89	\$0.00	\$12,566.11
	B.4	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$579,356.96	\$101,141.38	\$1.66
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$652,780.73	\$193,530.54	\$155,188.73
C	Sand Creek Zone		\$6,946,500.00	\$7,546,500.00	\$6,128,341.41	\$920,605.65	\$497,552.94
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,545,216.49	\$471,136.00	\$295,147.51
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,516,062.40	\$732.00	\$21,705.60
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$399,237.56	\$86,191.47
	C.4	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$703,573.46	\$38,655.00	\$49,271.54
	C.5	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$618,418.09	\$10,845.09	\$45,236.82
D	I Connect Zone		\$1,154,000.00	\$1,404,000.00	\$1,355,510.14	\$9,000.00	\$39,489.86
	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	\$1,216,116.88	\$0.00	\$23,883.12
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,231.87	\$5,000.00	\$7,268.13
E	Charter Schools		\$992,000.00	\$1,037,000.00	\$720,673.86	\$285,545.34	\$30,780.80
	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	\$188,199.42	\$0.00	\$20,800.58
	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	\$186,400.00	\$0.00	(\$186,400.00)
	<b>Total</b>		<b>\$20,000,000.00</b>	<b>\$20,895,000.00</b>	<b>\$17,297,229.30</b>	<b>\$2,264,177.42</b>	<b>\$1,333,593.28</b>

Falcon Zone



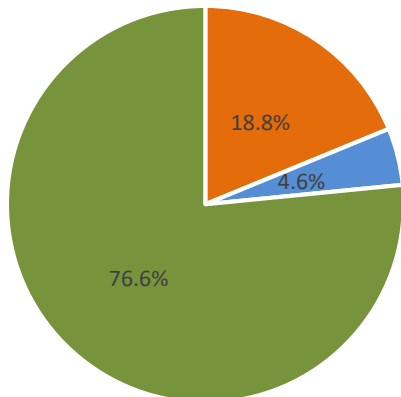
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



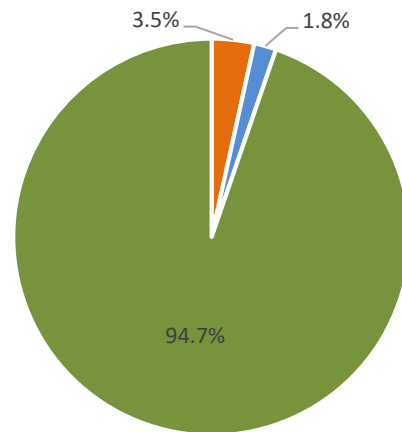
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



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

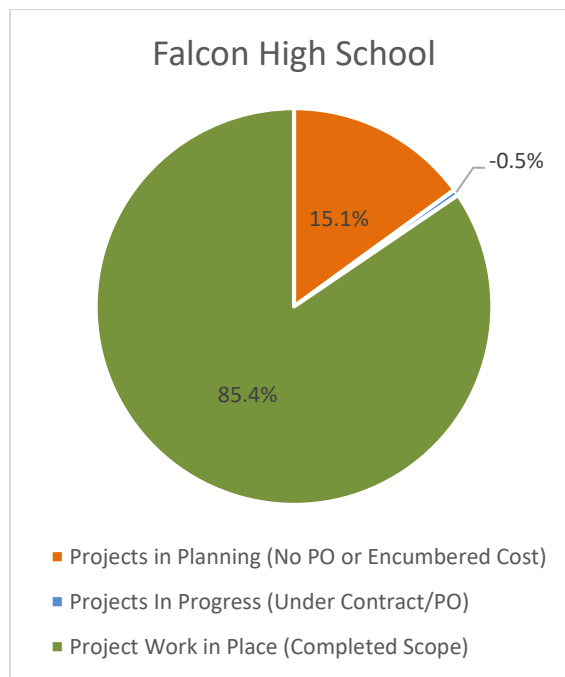
I Connect



- 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

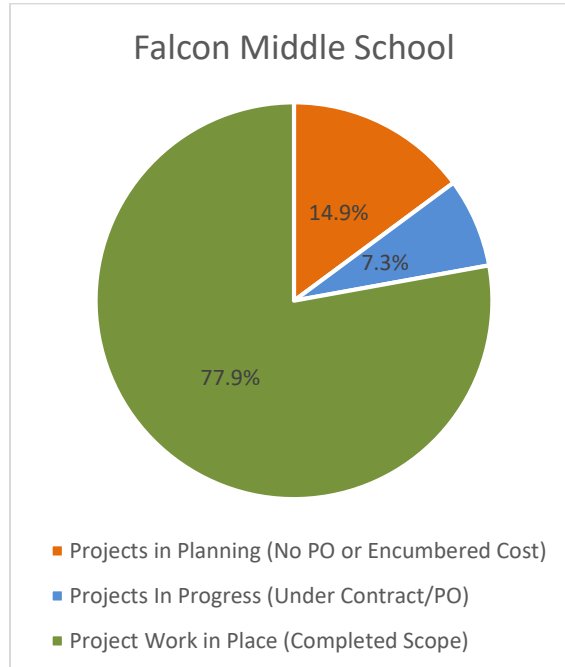
Falcon High School P2 Financial		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	FHS-01-HVAC System	\$200,000.00	\$210,670.00	\$210,670.00	\$0.00	\$0.00
A.1.B	FHS-02-Turf Baseball Field	\$633,000.00	\$633,000.00	\$592,227.60	\$0.00	\$40,772.40
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	\$46,772.20	\$46,772.20	\$0.00	\$0.00
A.1.I	FHS-Contingency - Unallocated Funds	\$119,300.00	\$97,665.80	\$0.00	\$0.00	\$97,665.80
Total		\$1,378,000.00	\$1,378,000.00	\$1,169,317.55	\$70,244.00	\$138,438.45





# Falcon Middle School P2 Financial

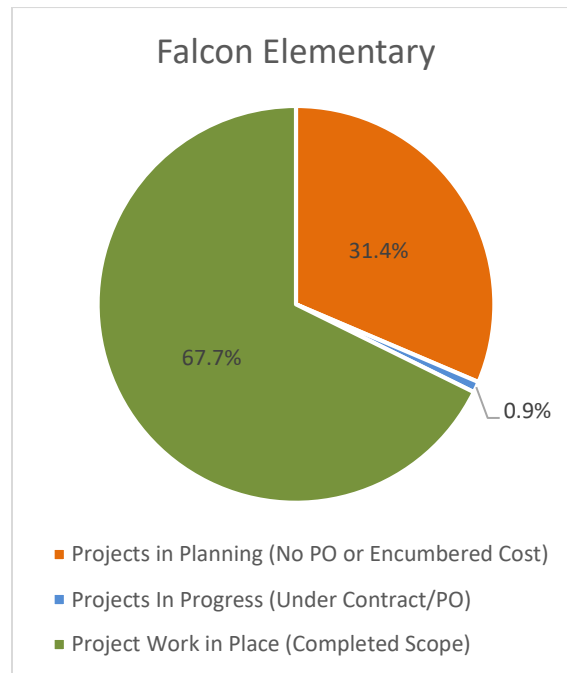
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.2.A	FMS-01-Library/Office Reconfigure	\$685,000.00	\$685,000.00	\$681,445.14	\$0.00	\$3,554.86
A.2.B	FMS-02-Science Lab	\$365,000.00	\$365,345.00	\$365,345.00	\$0.00	\$0.00
A.2.C	FMS-03-Classroom Flooring - Bldg Efficiency	\$170,000.00	\$170,000.00	\$101,009.66	\$68,846.00	\$144.34
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	\$250,414.28	\$250,414.28	\$0.00	\$0.00
A.2.F	FMS-08-Fixed Furnishings	\$126,000.00	\$126,000.00	\$59,670.81	\$66,329.19	\$0.00
A.2.G	FMS-09-Paving - Bus Loop	\$229,000.00	\$252,539.00	\$252,539.00	\$0.00	\$0.00
A.2.H	FMS-10-Ext Conc Repair and Drainage	\$32,000.00	\$32,000.00	\$31,535.00	\$0.00	\$465.00
A.2.I	FMS-11-Custodial Equip	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
A.2.J	FMS-12-Safety & Security Package	\$45,500.00	\$45,500.00	\$0.00	\$45,500.00	\$0.00
A.2.K	FMS-13-Bldg Automation Upgrade	\$90,000.00	\$90,000.00	\$47,200.00	\$0.00	\$42,800.00
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	\$104,628.72	\$0.00	\$0.00	\$104,628.72
A.2.N	FMS-06-Commons & Gymnasium Sound Board	\$45,000.00	\$47,974.00	\$47,867.33	\$0.00	\$106.67
	<b>Total</b>	<b>\$2,441,000.00</b>	<b>\$2,441,000.00</b>	<b>\$2,078,170.22</b>	<b>\$210,675.19</b>	<b>\$152,154.59</b>





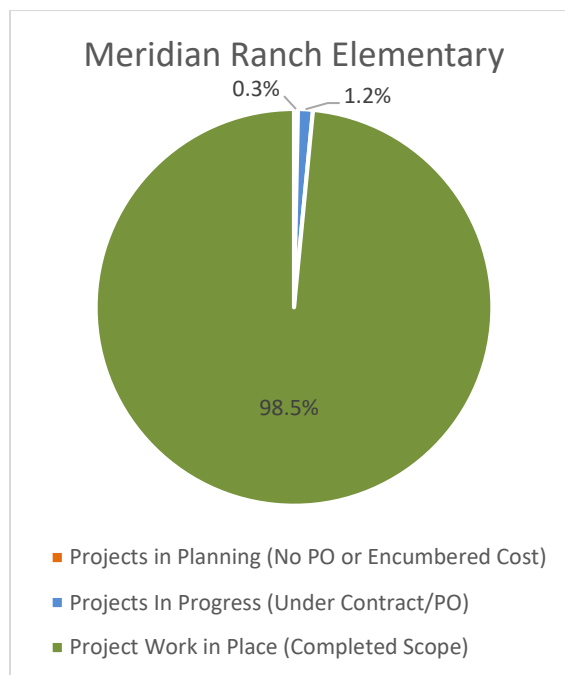
### Falcon Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.3.A	FES-01-Safe Entry	\$155,000.00	\$187,608.26	\$187,608.26	\$0.00	\$0.00
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	\$159,047.19	\$0.00	\$952.81
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	\$26,793.74	\$0.00	\$0.00	\$26,793.74
<b>Total</b>		<b>\$1,039,500.00</b>	<b>\$1,039,500.00</b>	<b>\$713,007.04</b>	<b>\$296,766.32</b>	<b>\$29,726.64</b>



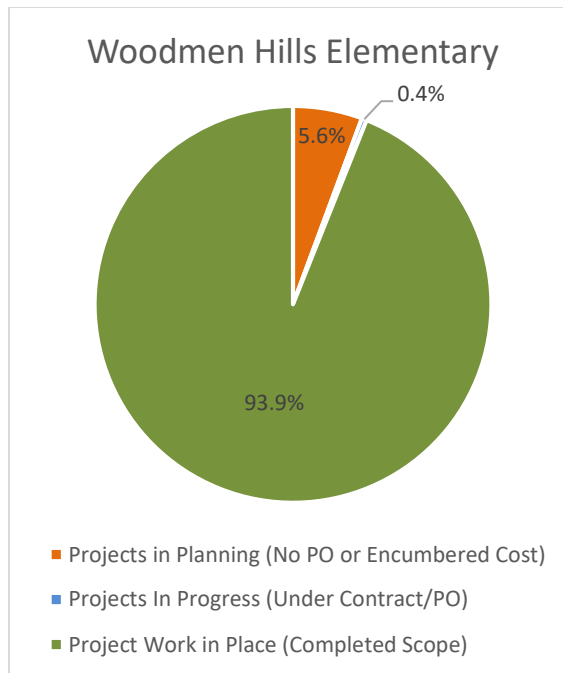
**Meridian Ranch Elementary School P2 Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.4.A	MRE-01-Paint Refresh	\$50,000.00	\$54,425.00	\$54,425.00	\$0.00	\$0.00
A.4.B	MRE-02-Flooring Refresh	\$222,924.00	\$248,172.00	\$248,172.00	\$0.00	\$0.00
A.4.C	MRE-03-Restroom Update	\$88,000.00	\$71,925.42	\$70,016.00	\$0.00	\$1,909.42
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	\$53,774.58	\$53,774.58	\$0.00	\$0.00
A.4.F	MRE-06-Building Automation	\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.4.G	MRE-Contingency - Unallocated Funds	(\$9,924.00)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$571,000.00</b>	<b>\$571,000.00</b>	<b>\$569,090.45</b>	<b>\$0.00</b>	<b>\$1,909.55</b>



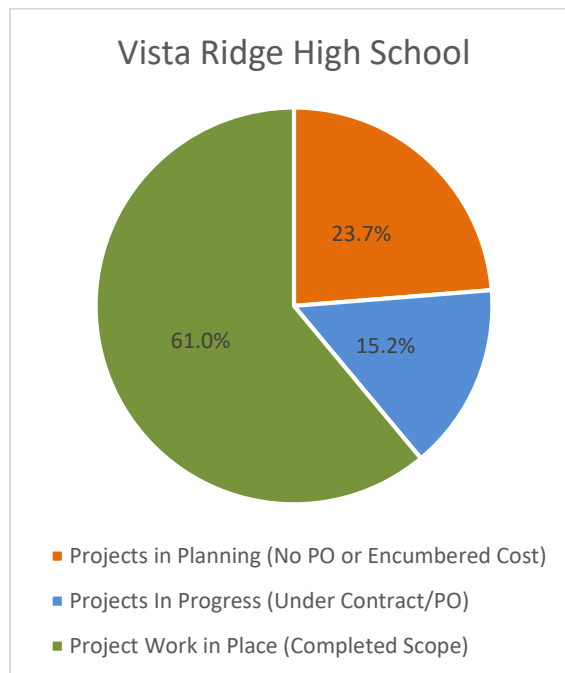
**Woodmen Hills Elementary School P2 Financial**

		<b>A Initial Budget</b>	<b>C Current Forecast</b>	<b>G Committed Cost</b>	<b>H Projected To Complete</b>	<b>I Projected (Over)/Under</b>
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.44	\$71,437.00	\$0.00	\$0.44
A.5.B	WHE-02-Flooring Refresh	\$206,412.00	\$232,042.81	\$232,042.81	\$0.00	\$0.00
A.5.C	WHE-03-Paint Refresh	\$95,000.00	\$53,655.00	\$53,655.00	\$0.00	\$0.00
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	\$735.00	\$19,765.00	\$0.00
A.5.F	WHE-06-Bldg Automation	\$35,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.G	WHE-07-Exterior Play Area Upgrade	\$128,625.00	\$71,109.75	\$51,618.77	\$0.00	\$19,490.98
A.5.H	WHE-08-LED Fixture Upgrade	\$45,000.00	\$0.00	\$0.00	\$0.00	\$0.00
A.5.I	WHE-Contingency - Unallocated Funds	(\$160,537.00)	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$695,000.00</b>	<b>\$695,000.00</b>	<b>\$655,743.58</b>	<b>\$19,765.00</b>	<b>\$19,491.42</b>



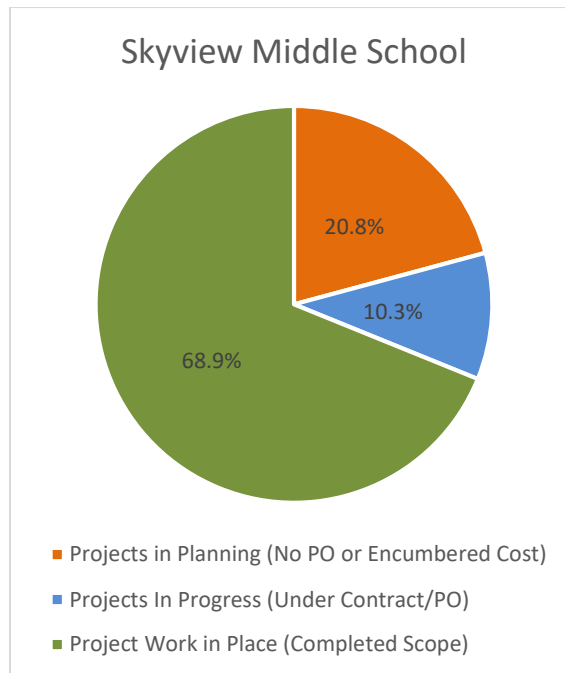
**Vista Ridge High School P2 Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.1.A	VRH-01-Security - Cameras, Storage & Lights	\$58,500.00	\$58,500.00	\$11,732.00	\$46,768.00	\$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	\$19,131.40	\$40,868.00	\$0.60
B.1.I	VRH-Contingency - Unallocated Funds	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	<b>Total</b>	<b>\$1,167,500.00</b>	<b>\$1,167,500.00</b>	<b>\$890,429.14</b>	<b>\$87,636.00</b>	<b>\$189,434.86</b>



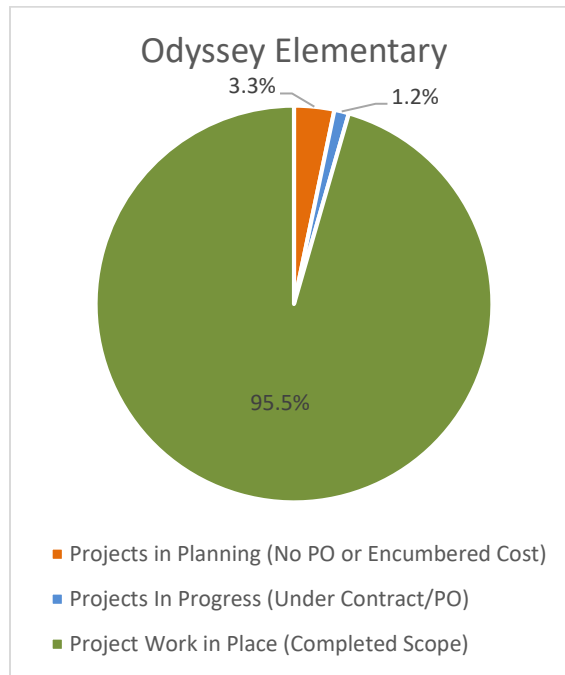
**Skyview Middle School P2 Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.2.A	SMS-01-Flooring Refresh	\$525,000.00	\$529,542.00	\$529,541.47	\$0.00	\$0.53
B.2.B	SMS-02-Paint Refresh	\$180,000.00	\$180,000.00	\$166,920.00	\$0.00	\$13,080.00
B.2.C	SMS-03-Security Entry	\$150,000.00	\$150,000.00	\$112,491.81	\$0.00	\$37,508.19
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	\$123,998.00	\$0.00	\$56,002.00
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
	<b>Total</b>	<b>\$1,549,500.00</b>	<b>\$1,549,500.00</b>	<b>\$1,226,974.33</b>	<b>\$70,000.00</b>	<b>\$252,525.67</b>



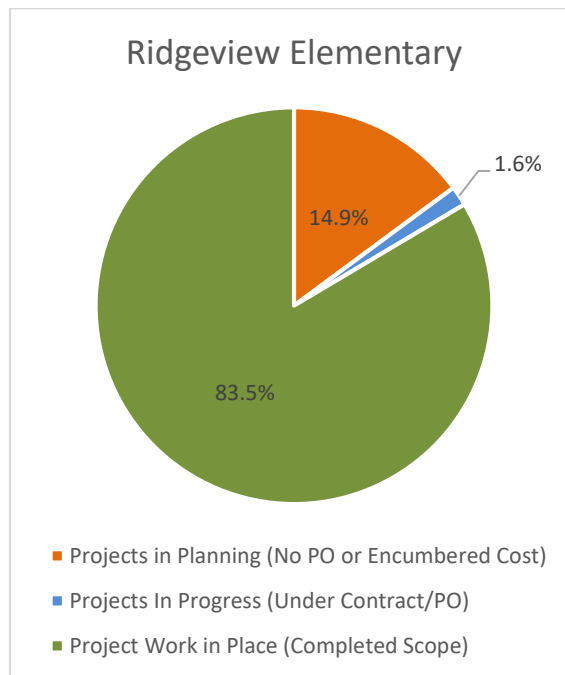
**Odyssey Elementary School P2 Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.3.A	OES-01-Sprung Building	\$265,000.00	\$265,323.01	\$265,323.01	\$0.00	\$0.00
B.3.B	OES-02-Safe Entry	\$65,000.00	\$72,867.88	\$72,867.88	\$0.00	\$0.00
B.3.C	OES-03-Replace Student Furniture	\$34,800.00	\$34,800.00	\$33,243.00	\$0.00	\$1,557.00
B.3.D	OES-Contingency - Unallocated Funds	\$19,200.00	\$11,009.11	\$0.00	\$0.00	\$11,009.11
	<b>Total</b>	<b>\$384,000.00</b>	<b>\$384,000.00</b>	<b>\$371,433.89</b>	<b>\$0.00</b>	<b>\$12,566.11</b>



# Ridgeview Elementary School P2 Financial

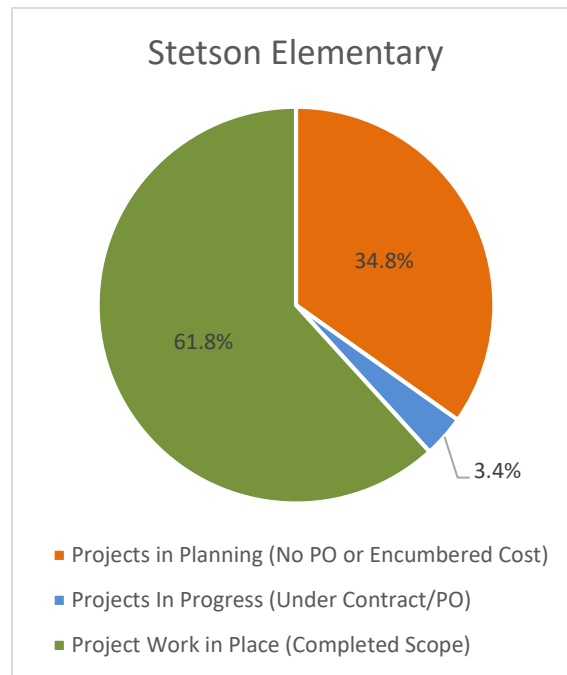
		A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.4.A	RVE-01-Secure Front Entry	\$74,463.00	\$74,463.00	\$74,462.40	\$0.60	\$0.00
B.4.B	RVE-02-Fencing	\$5,840.00	\$5,840.00	\$5,840.00	\$0.00	\$0.00
B.4.C	RVE-03-Safety & Security Package	\$35,000.00	\$35,000.00	\$13,306.50	\$21,693.50	\$0.00
B.4.D	RVE-04-Interior Paint Refresh	\$145,000.00	\$141,632.25	\$62,184.97	\$79,447.28	\$0.00
B.4.E	RVE-05-Flooring	\$239,344.00	\$250,549.75	\$250,549.75	\$0.00	\$0.00
B.4.F	RVE-06-Landscaping/Play Area Upgrade	\$153,000.00	\$152,916.00	\$152,915.13	\$0.00	\$0.87
B.4.G	RVE-07-Custodial Equipment	\$10,000.00	\$10,843.00	\$10,842.66	\$0.00	\$0.34
B.4.H	RVE-08-LED Fixture Upgrade	\$10,000.00	\$9,256.00	\$9,255.55	\$0.00	\$0.45
B.4.I	RVE-Contingency - Unallocated Funds	\$7,853.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$680,500.00</b>	<b>\$680,500.00</b>	<b>\$579,356.96</b>	<b>\$101,141.38</b>	<b>\$1.66</b>





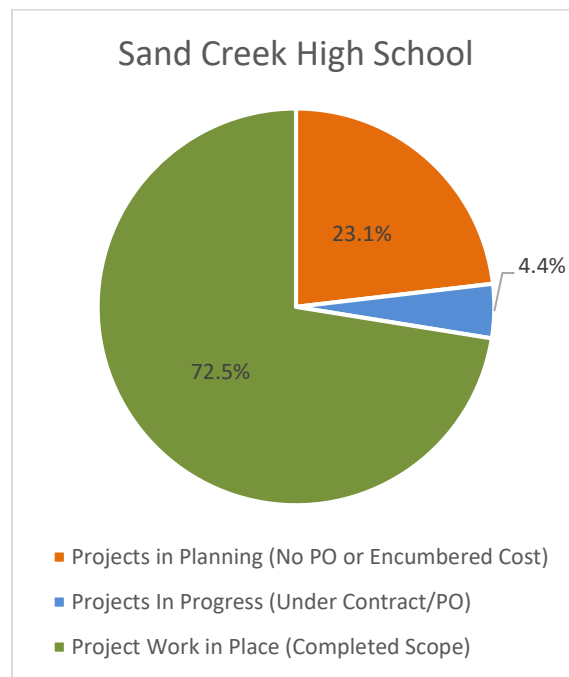
# **Stetson Elementary School P2 Financial & Schedule**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
B.5.A	SES-01-Secure Front Entry	\$82,000.00	\$85,036.00	\$85,035.41	\$0.00	\$0.59
B.5.B	SES-02-Restroom Refresh	\$117,000.00	\$134,143.96	\$140,144.80	\$0.00	(\$6,000.84)
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	\$232,411.00	\$232,410.31	\$0.00	\$0.69
B.5.E	SES-05-Fixed Furnishings	\$50,000.00	\$50,060.00	\$15,553.83	\$33,743.17	\$763.00
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	\$944.00	\$14,056.00	\$0.00
B.5.K	SES-11-Parking Repair	\$175,000.00	\$160,425.00	\$0.00	\$0.00	\$160,425.00
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	\$33,978.04	\$19,098.67	\$14,879.37	\$0.00
B.5.N	SES-Contingency - Unallocated Funds	\$46,000.00	\$0.00	\$0.00	\$0.00	\$0.00
	<b>Total</b>	<b>\$1,001,500.00</b>	<b>\$1,001,500.00</b>	<b>\$652,780.73</b>	<b>\$193,530.54</b>	<b>\$155,188.73</b>



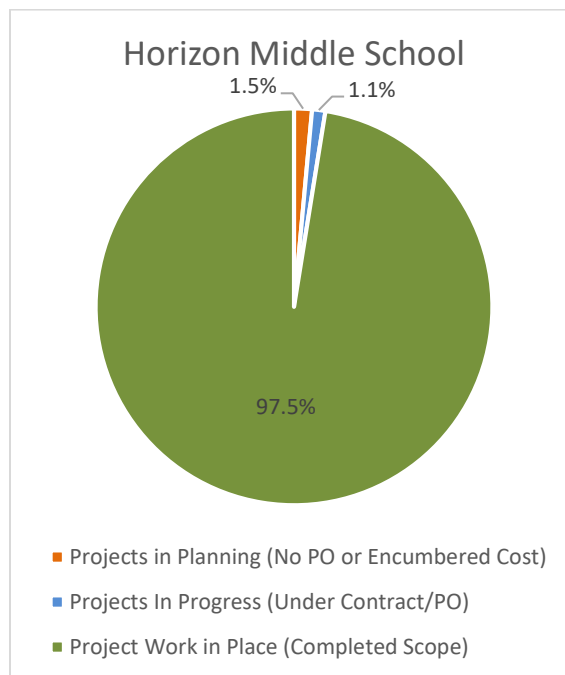
### Sand Creek High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.1.A	SCH-01-Secure Front Entry	\$22,000.00	\$22,000.00	\$21,230.94	\$0.00	\$769.06
C.1.B	SCH-02-Athletic Package (Field & Track)	\$890,000.00	\$1,492,596.89	\$1,492,596.89	\$0.00	\$0.00
C.1.C	SCH-03-Flooring Refresh	\$592,000.00	\$592,000.00	\$427,523.84	\$0.00	\$164,476.16
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	\$162,393.50	\$121,779.00	\$10,827.50
C.1.G	SCH-07-Fire Safety - Electrical Upgrades	\$28,500.00	\$28,500.00	\$24,928.00	\$0.00	\$3,572.00
C.1.I	SCH-09-Scoreboards	\$95,000.00	\$95,000.00	\$27,668.00	\$67,332.00	\$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	\$7,975.00	\$142,025.00	\$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	\$90,615.11	\$0.00	\$0.00	\$90,615.11
	<b>Total</b>	<b>\$2,711,500.00</b>	<b>\$3,311,500.00</b>	<b>\$2,545,216.49</b>	<b>\$471,136.00</b>	<b>\$295,147.51</b>



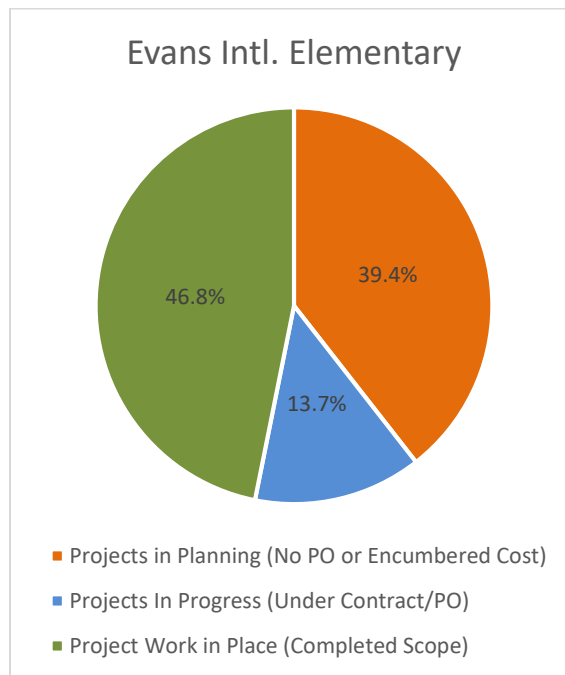
### Horizon Middle School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.2.A	HMS-01-Entry/Safe Entry/Reconfigure Admin	\$1,085,758.00	\$1,085,758.00	\$1,078,093.78	\$0.00	\$7,664.22
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	\$157,896.00	\$157,896.00	\$0.00	\$0.00
C.2.E	HMS-05-Paint Interior Trim	\$10,529.00	\$10,529.00	\$10,369.00	\$0.00	\$160.00
C.2.F	HMS-06-Library Refresh	\$79,230.00	\$79,230.00	\$79,004.94	\$0.00	\$225.06
C.2.G	HMS-07-Flooring Classrooms	\$129,850.00	\$129,850.00	\$122,255.00	\$0.00	\$7,595.00
C.2.H	HMS-Contingency - Unallocated Funds	\$23,139.00	\$22,227.00	\$15,434.59	\$732.00	\$6,060.41
	<b>Total</b>	<b>\$1,538,500.00</b>	<b>\$1,538,500.00</b>	<b>\$1,516,062.40</b>	<b>\$732.00</b>	<b>\$21,705.60</b>



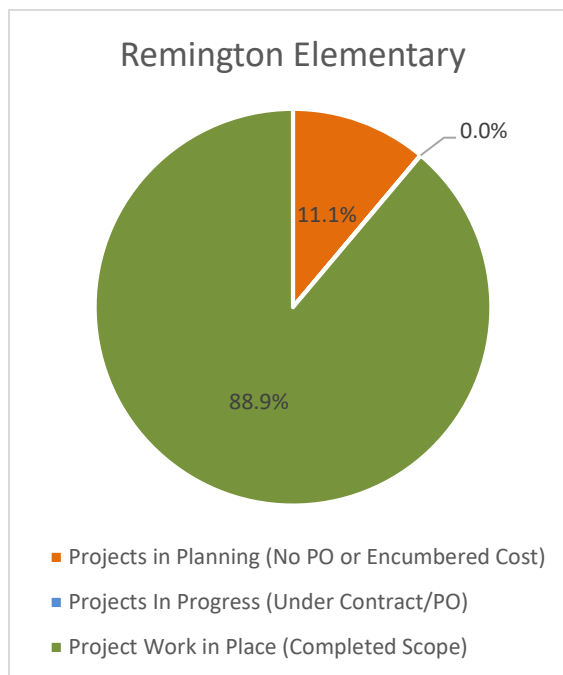
**Evans International Elementary School Financial**

		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	\$206,883.38	(\$714.38)	\$0.00
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	\$3,079.00	\$21,921.00	\$0.00
C.3.F	EES-06-Exterior Landscaping & Play Area Upgrade	\$100,000.00	\$100,000.00	\$96,019.18	\$0.00	\$3,980.82
C.3.G	EES-07-Flooring Refresh	\$215,000.00	\$263,093.67	\$263,093.67	\$0.00	\$0.00
C.3.H	EES-08-Restroom Refresh	\$62,500.00	\$62,500.00	\$34,460.00	\$28,040.00	\$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	\$303.80	\$104,696.20	\$0.00
C.3.M	EES-Contingency - Unallocated Funds	\$97,800.00	\$43,537.33	\$0.00	\$0.00	\$43,537.33
	<b>Total</b>	<b>\$1,230,500.00</b>	<b>\$1,230,500.00</b>	<b>\$745,070.97</b>	<b>\$399,237.56</b>	<b>\$86,191.47</b>



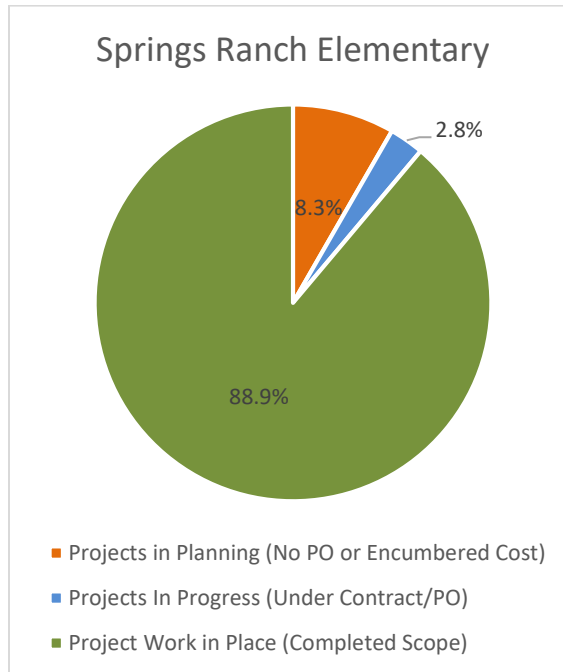
# **Remington Elementary School Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	\$319,833.00	\$319,833.00	\$277,148.65	\$0.00	\$42,684.35
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	\$74,301.28	\$10,655.00	\$6,243.72
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
	<b>Total</b>	<b>\$791,500.00</b>	<b>\$791,500.00</b>	<b>\$703,573.46</b>	<b>\$38,655.00</b>	<b>\$49,271.54</b>



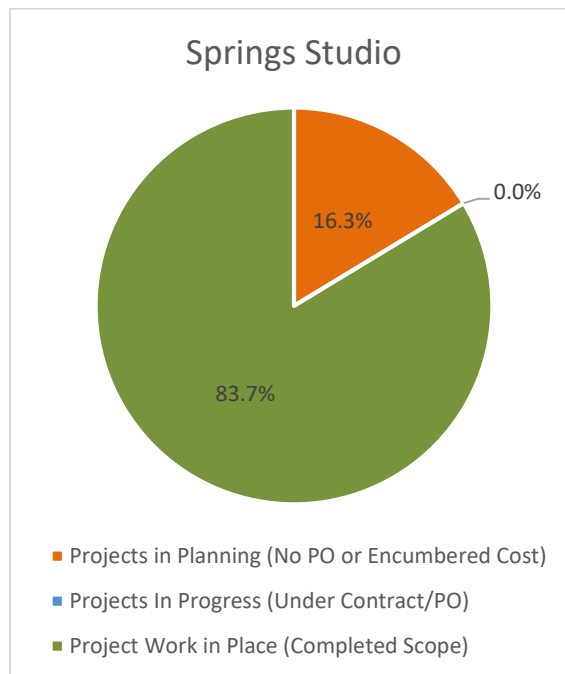
**Springs Ranch Elementary School Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.5.A	SRE-01-Safe Entry	\$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	\$700.00	\$6,800.00	\$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
	<b>Total</b>	<b>\$674,500.00</b>	<b>\$674,500.00</b>	<b>\$618,418.09</b>	<b>\$10,845.09</b>	<b>\$45,236.82</b>



**Springs Studio for Academic Excellence Financial**

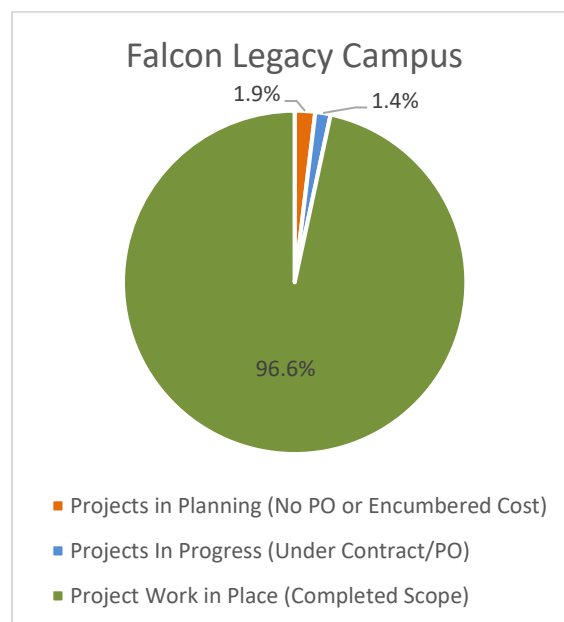
		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.1.A	SSAE-01-Loftwall System	\$21,000.00	\$16,359.00	\$16,359.00	\$0.00	\$0.00
D.1.B	SSAE-02-3 Form Wall System/Counselor	\$3,000.00	\$3,000.00	\$2,979.65	\$0.00	\$20.35
D.1.C	SSAE-03-Pour in Place Playground	\$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
	<b>Total</b>	<b>\$75,500.00</b>	<b>\$75,500.00</b>	<b>\$63,161.39</b>	<b>\$4,000.00</b>	<b>\$8,338.61</b>





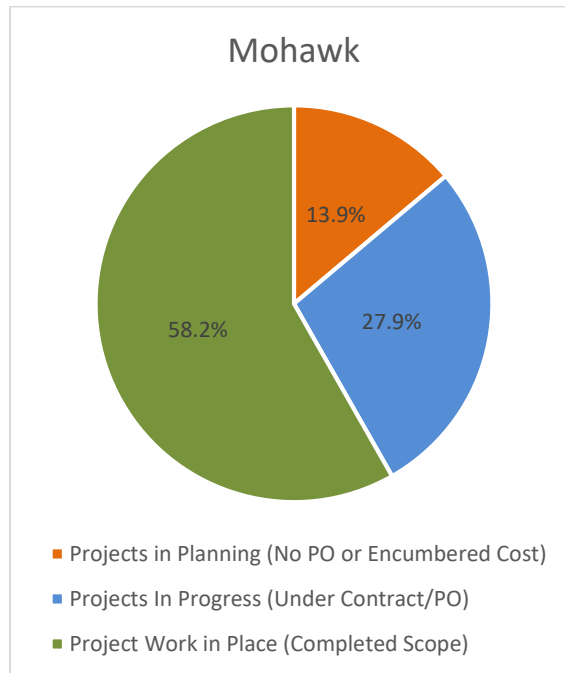
### Falcon Legacy Campus Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,520.00	\$129,310.00	\$0.00	\$210.00
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	\$15,350.00	\$15,350.00	\$0.00	\$0.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	\$37,000.00	\$37,936.00	\$37,935.62	\$0.00	\$0.38
D.2.R	FLC-17-Culinary Arts Room Expansion	\$146,000.00	\$348,014.26	\$348,014.26	\$0.00	\$0.00
D.2.S	FLC-18-Carpet Entire Building	\$166,157.00	\$339,518.10	\$339,518.10	\$0.00	\$0.00
D.2.T	FLC-19-Curb Appeal-Outdoor Learning/Eating Space/Paint Exterior/Landscaping and Signage	\$1,268.00	\$1,268.00	\$1,267.90	\$0.00	\$0.10
D.2.U	FLC-Contingency - Unallocated Funds	\$149,544.00	\$23,672.64	\$0.00	\$0.00	\$23,672.64
	<b>Total</b>	<b>\$990,000.00</b>	<b>\$1,240,000.00</b>	<b>\$1,216,116.88</b>	<b>\$0.00</b>	<b>\$23,883.12</b>



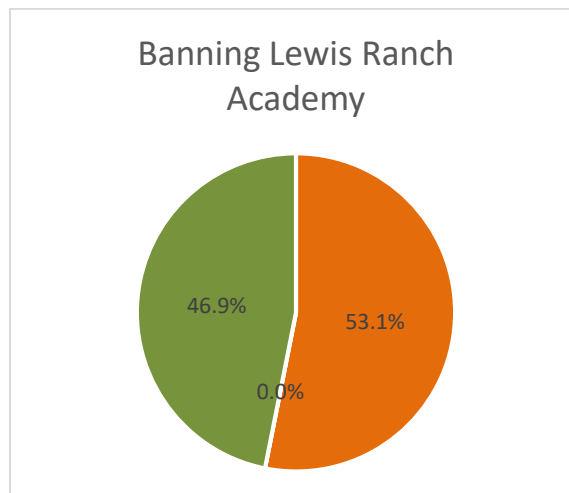
# **Mohawk (Home School Program) Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.3.A	MOH-01-Exterior Doors/Door Alarm	\$3,857.00	\$3,857.00	\$3,286.25	\$0.00	\$570.75
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
<b>Total</b>		<b>\$88,500.00</b>	<b>\$88,500.00</b>	<b>\$76,231.87</b>	<b>\$5,000.00</b>	<b>\$7,268.13</b>



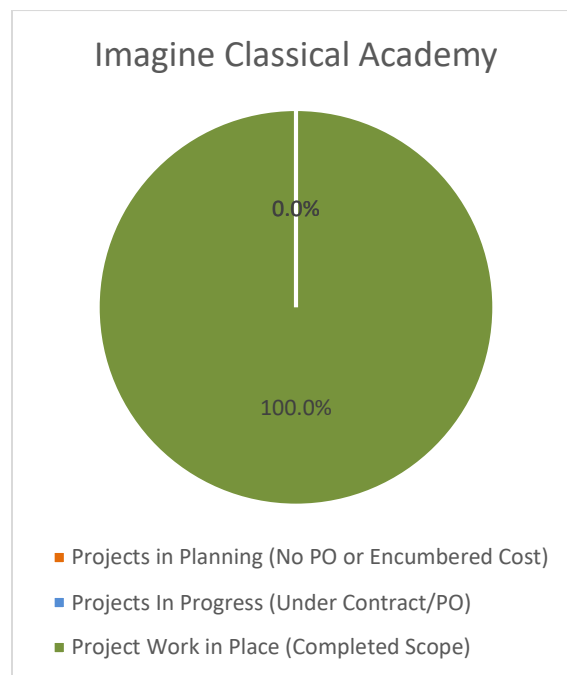
**Banning Lewis Ranch Academy Financial**

		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	\$37,012.99	\$37,012.99	\$0.00	\$0.00
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	\$710.14	\$710.14	\$0.00	\$0.00
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	\$1,872.87	\$0.00	\$0.00	\$1,872.87
	<b>Total</b>	<b>\$399,000.00</b>	<b>\$444,000.00</b>	<b>\$208,119.78</b>	<b>\$231,400.00</b>	<b>\$4,480.22</b>



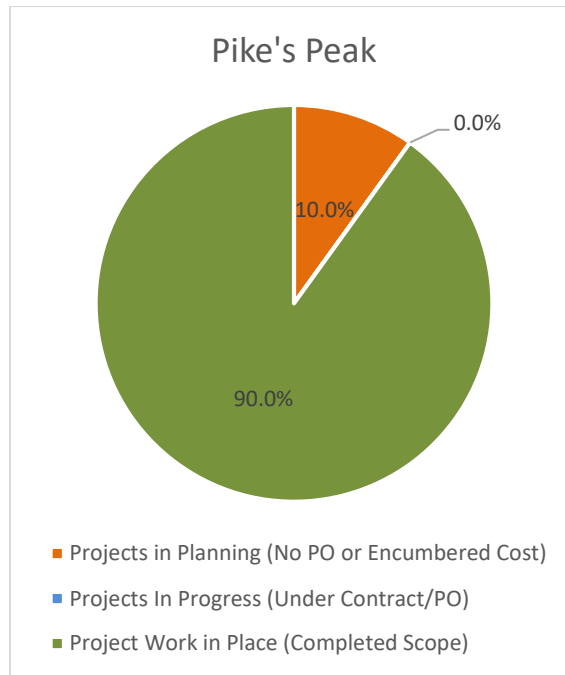
### Imagine Classical Academy Financial

		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
	<b>Total</b>	<b>\$258,500.00</b>	<b>\$258,500.00</b>	<b>\$258,500.00</b>	<b>\$0.00</b>	<b>\$0.00</b>



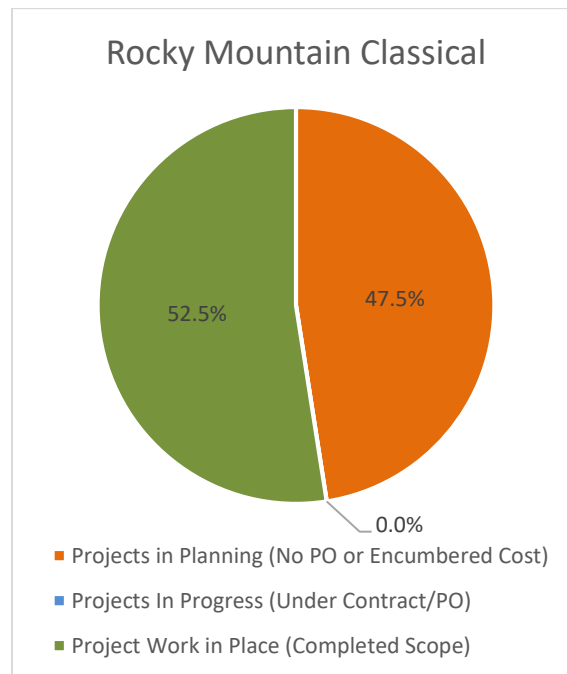
**Pikes Peak School of Expeditionary Learning Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	\$64,000.00	\$64,000.00	\$63,650.31	\$0.00	\$349.69
E.3.B	PPS-02-Pour-in-Place	\$85,000.00	\$87,450.00	\$87,449.11	\$0.00	\$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	\$55,000.00	\$55,000.00	\$37,100.00	\$0.00	\$17,900.00
E.3.D	PPS-Contingency - Unallocated Funds	\$5,000.00	\$2,550.00	\$0.00	\$0.00	\$2,550.00
<b>Total</b>		<b>\$209,000.00</b>	<b>\$209,000.00</b>	<b>\$188,199.42</b>	<b>\$0.00</b>	<b>\$20,800.58</b>



# **Rocky Mountain Classical Academy Financial**

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	\$76,500.00	\$76,500.00	\$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
<b>Total</b>		<b>\$125,500.00</b>	<b>\$125,500.00</b>	<b>\$65,854.66</b>	<b>\$54,145.34</b>	<b>\$5,500.00</b>



**P2 Schedule Color Legend**

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



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

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Mike Pickering, POWER Zone Leader

**TITLE OF AGENDA ITEM:** POWER Zone Performance Report

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

POWER Zone will present our BOE with relevant data and information that will help explain overall zone progress and performance in key areas. POWER Zone will explain where each school is at performance wise as evidenced by multiple measures. The zone will also draw connections between our BOE peak initiatives our zone initiatives, and work happening within our classrooms. We continue to believe that by keeping our BOE informed of the zone's progress towards increased student learning and seeking any resultant feedback we believe we will have an even stronger opportunity to serve our students and families.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The zone will share available and relevant data that is aligned to school, zone and district priorities.

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

C u l t u r e	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	The POWER Zone's continued focus on Capturing Kids Hearts supports the inner ring of our cultural compass well.  The development of an updated POWER zone strategic plan supports the out ring of our compass.
	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	High Reliability School Certification supports this rock well and progress in this area will be discussed.  Zone Innovation Assembly and School Accountability Committee collaboration over community created and approved performance framework indicators.  Increased efforts and resources in primary proficiency and pathway opportunities are leading to increased opportunities for our students.  Our VoW survey review process will support increased workforce engagement.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Discussion

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

**DATE:** October 26, 2018



# POWER Zone Performance Update

ALLIES – IVES - OES – RVES – SES – SMS - VRHS

November 2018

Mike Pickering  
Zone Leader - POWER Zone

Eric Maliepaard  
Zone Data Analyst - POWER Zone

# Zone SPFs 2014-2018



## State School Performance Frameworks

School	2014	2015	2016	2017	2018
ALLIES	●	●	●	●	●
Odyssey	●	●	●	●	●
Ridgeview	●	●	●	●	●
Stetson	●	●	●	●	●
Skyview	●	●	●	●	●
Vista Ridge	●	●	●	●	●

● No SPF available

● Improvement

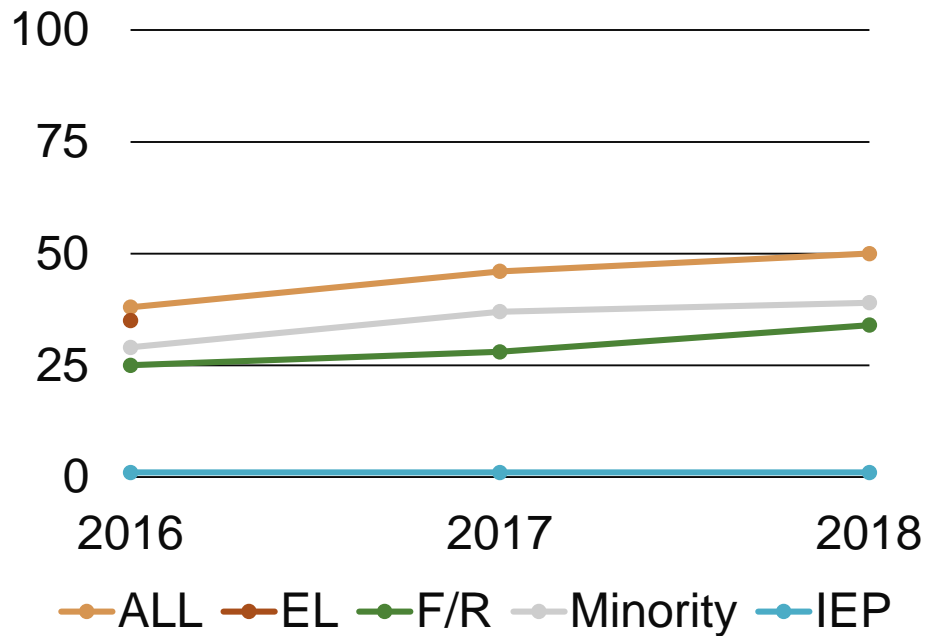
● Priority Improvement

● Performance

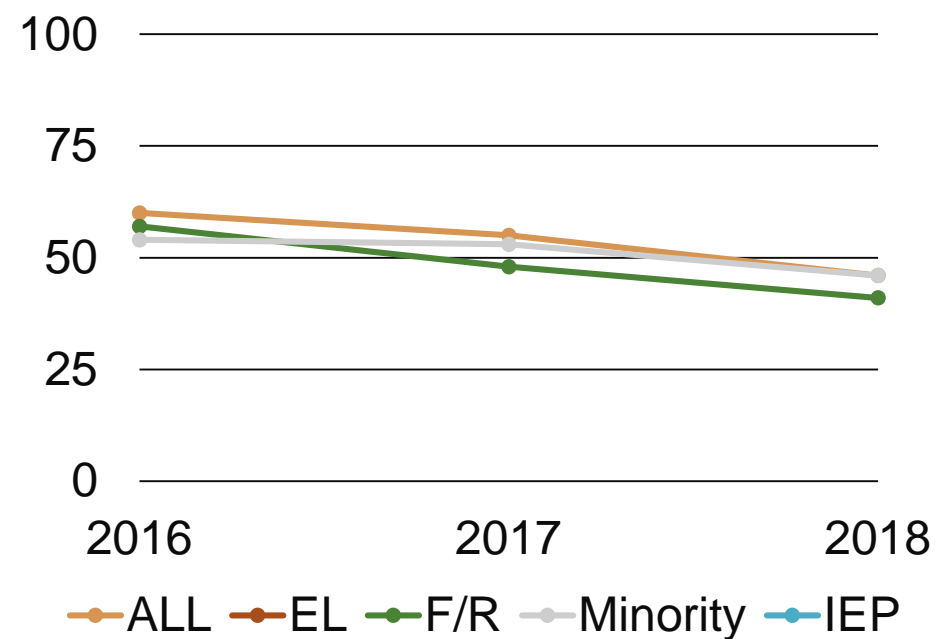
# Odyssey State ELA Assessment



## Achievement Percentile



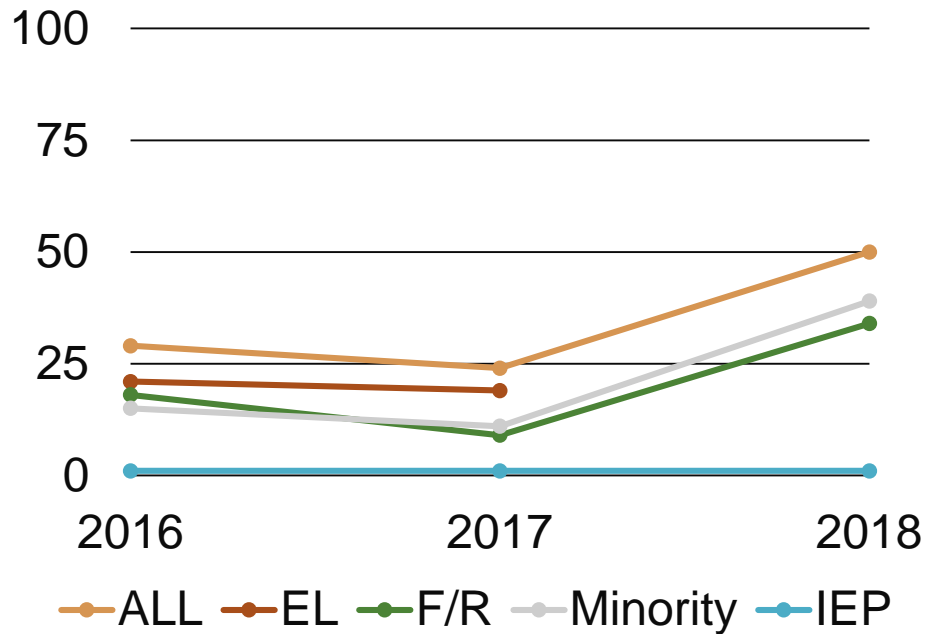
## Growth Percentile



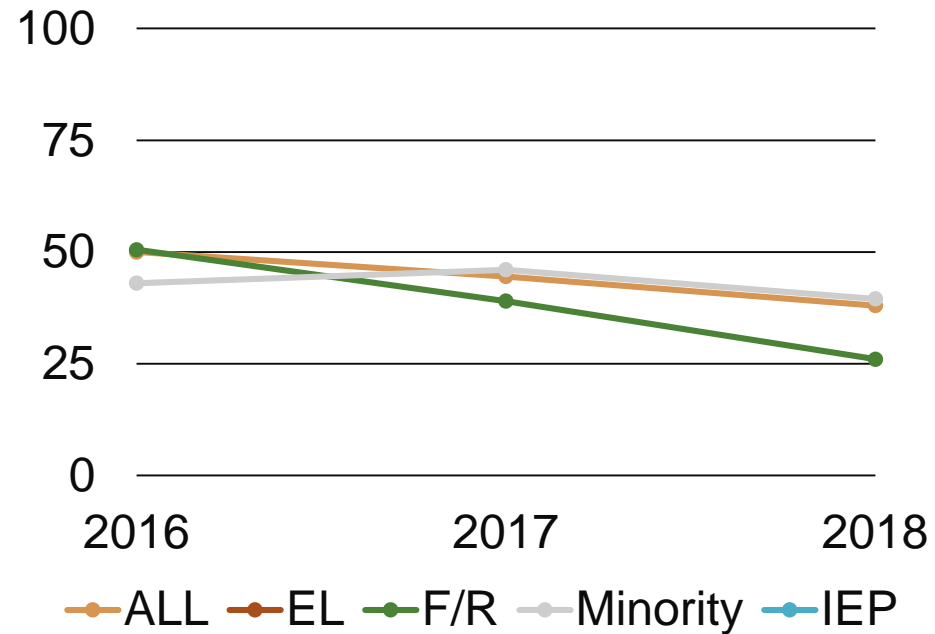
# Odyssey State Math Assessment



Achievement Percentile



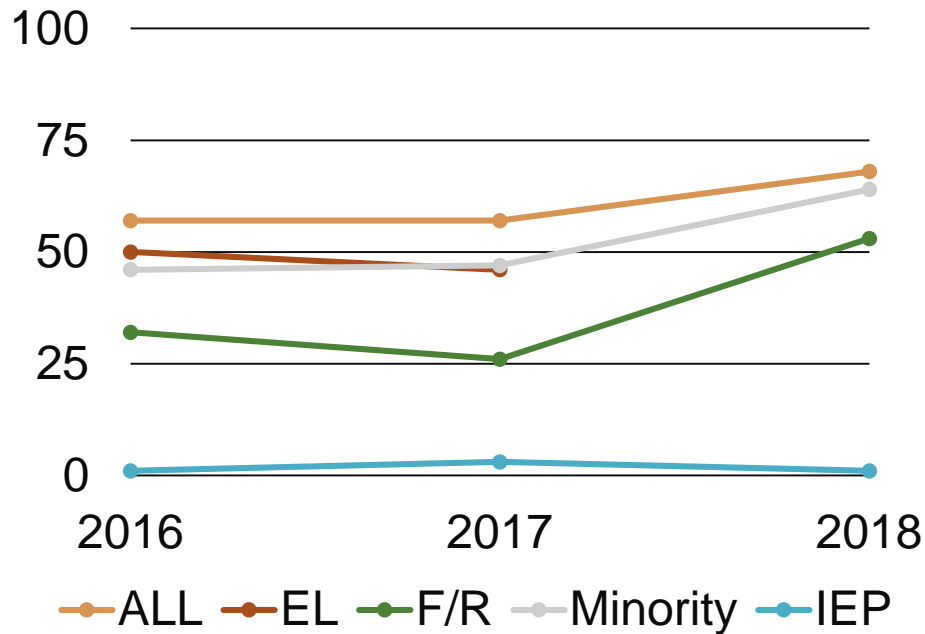
Growth Percentile



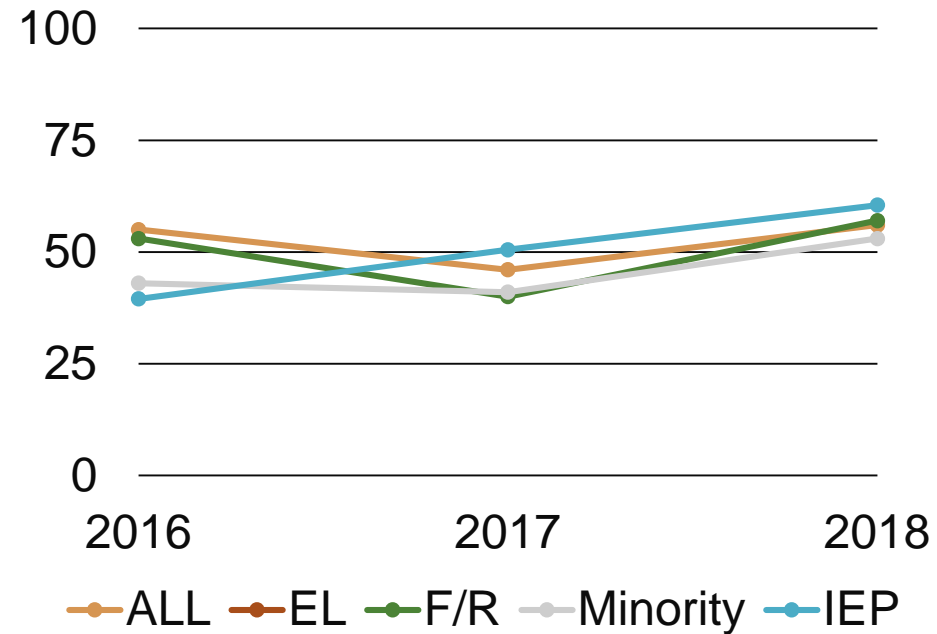
# Ridgeview State ELA Assessment



Achievement Percentile



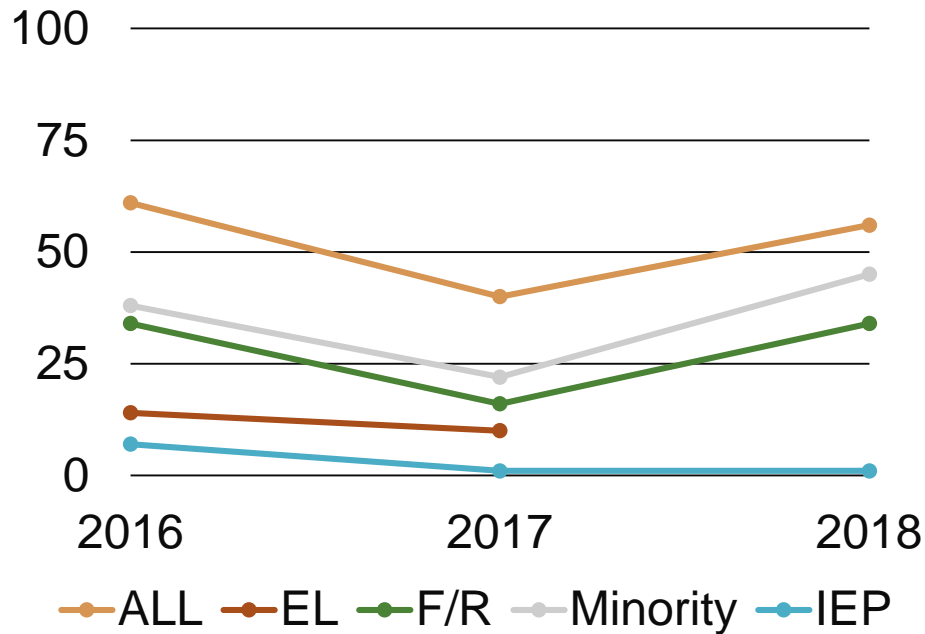
Growth Percentile



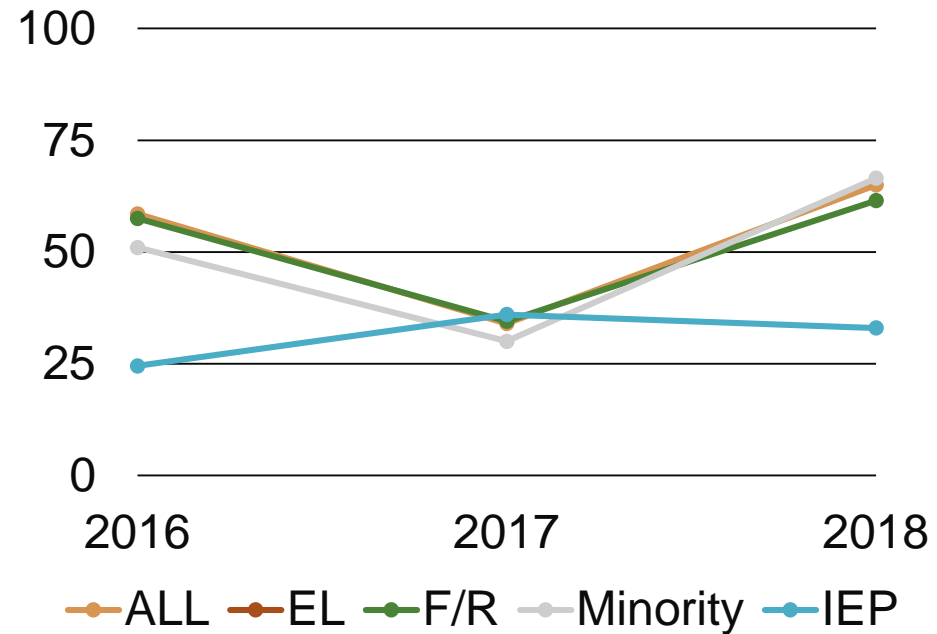
# Ridgeview State Math Assessment



Achievement Percentile



Growth Percentile

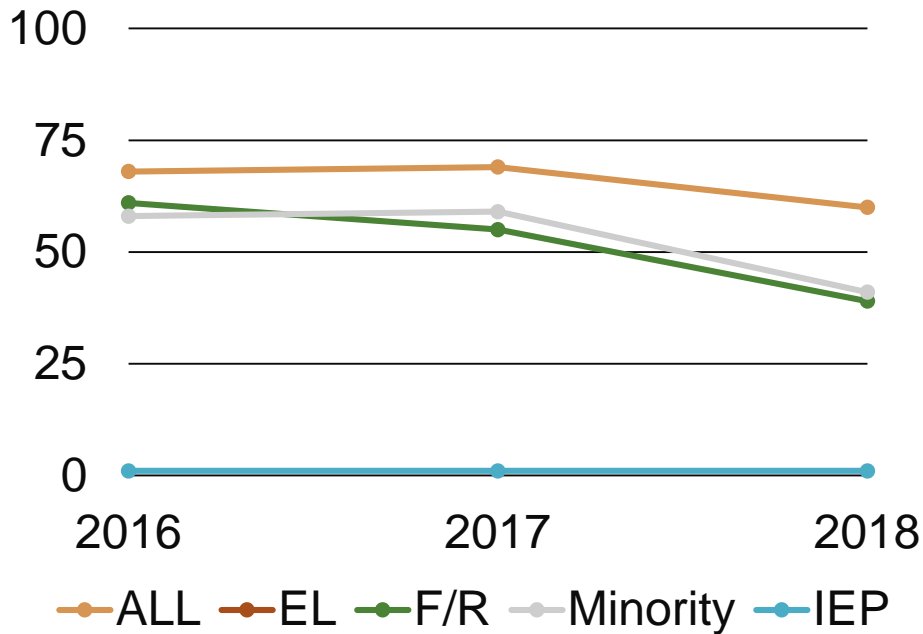




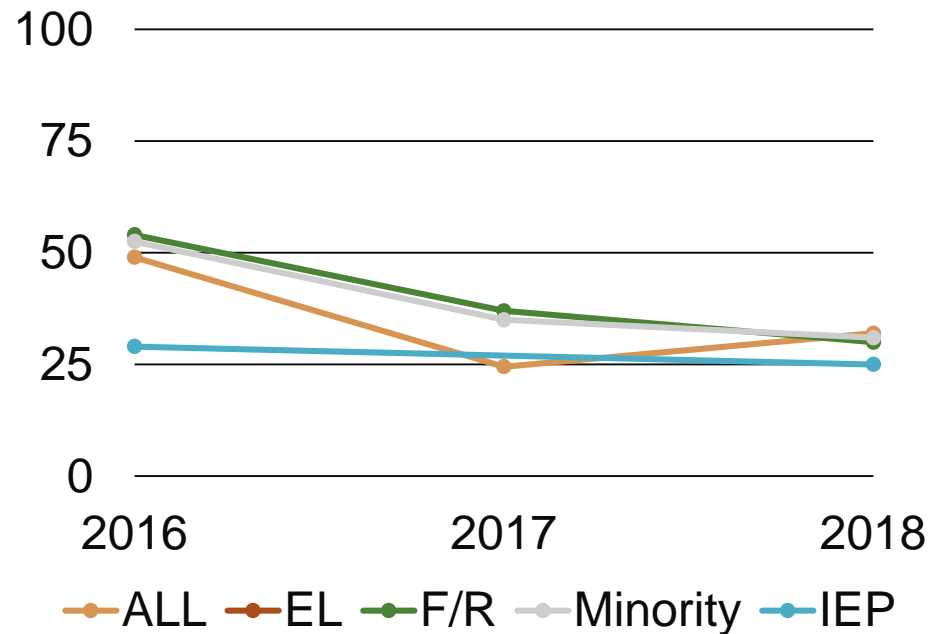
# Stetson State ELA Assessment



## Achievement Percentile



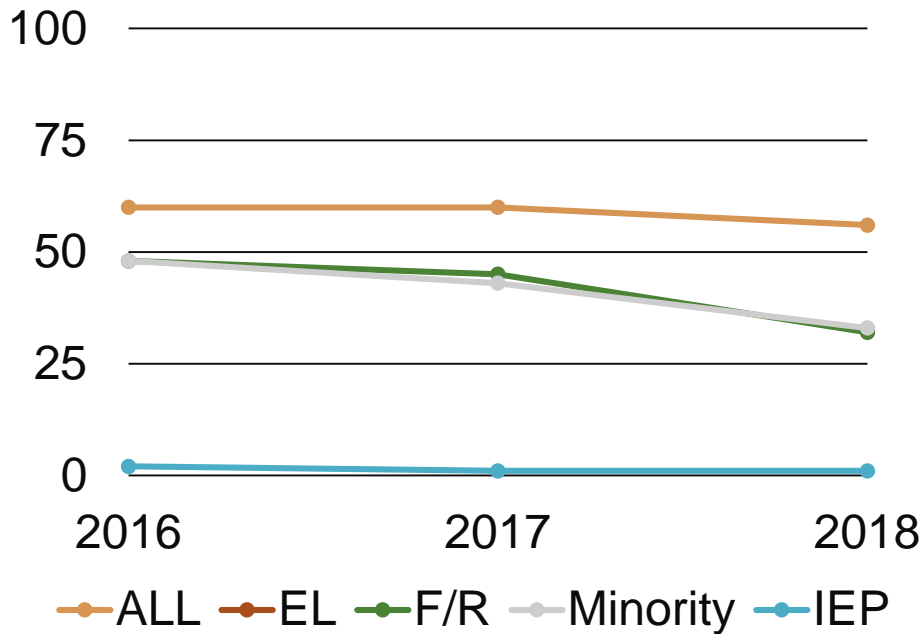
## Growth Percentile



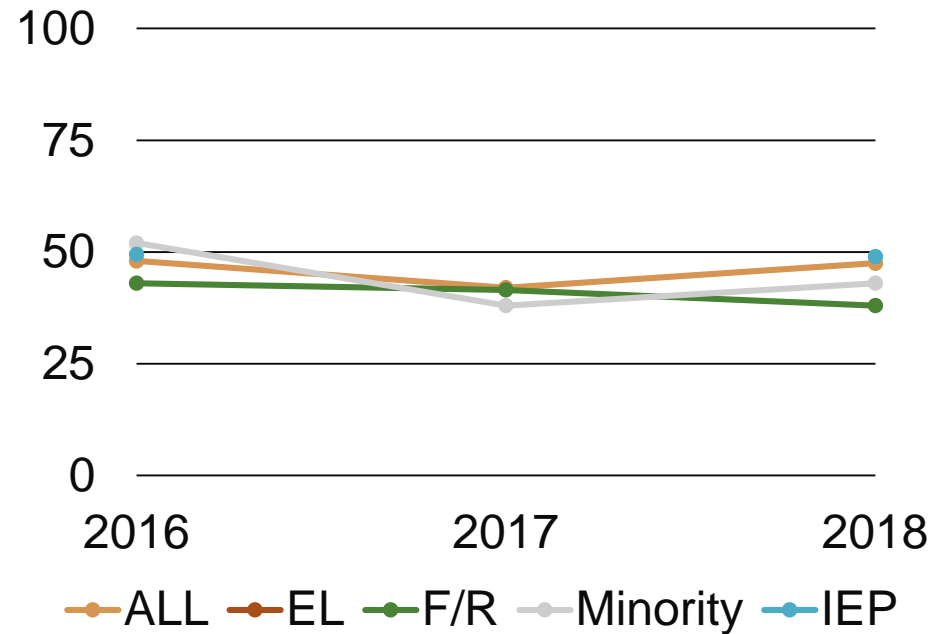
# Stetson State Math Assessment



## Achievement Percentile



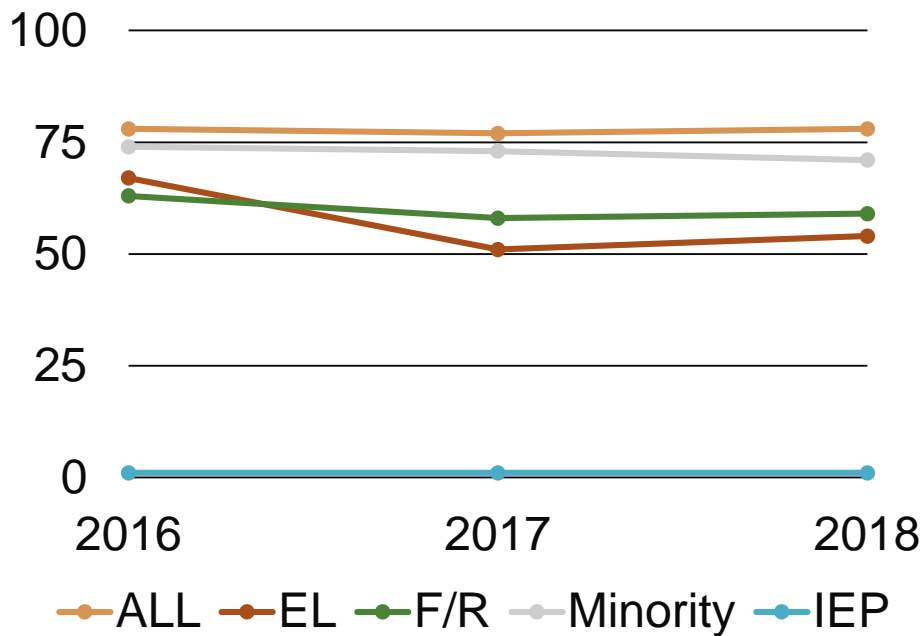
## Growth Percentile



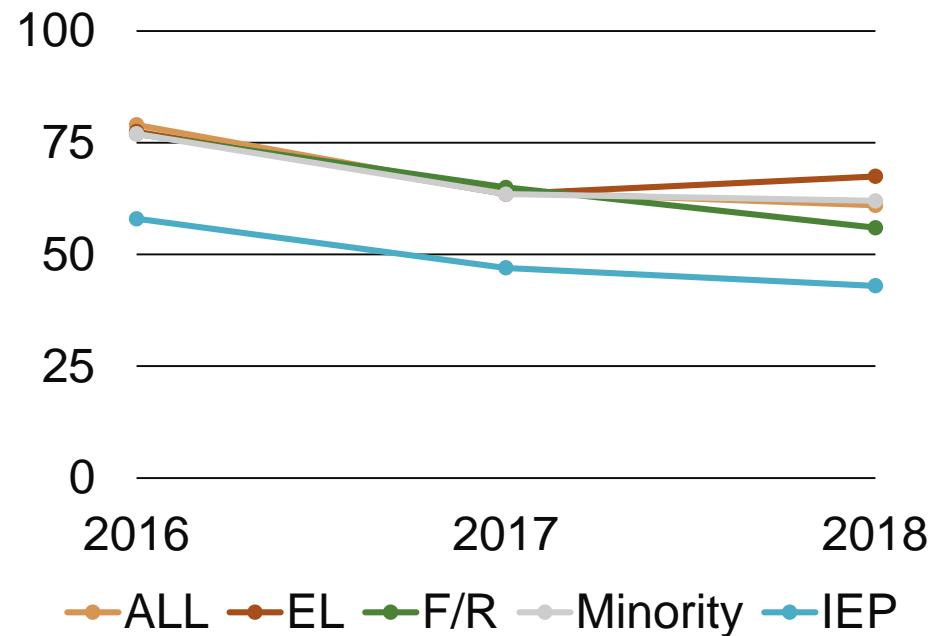
# Skyview State ELA Assessment



## Achievement Percentile



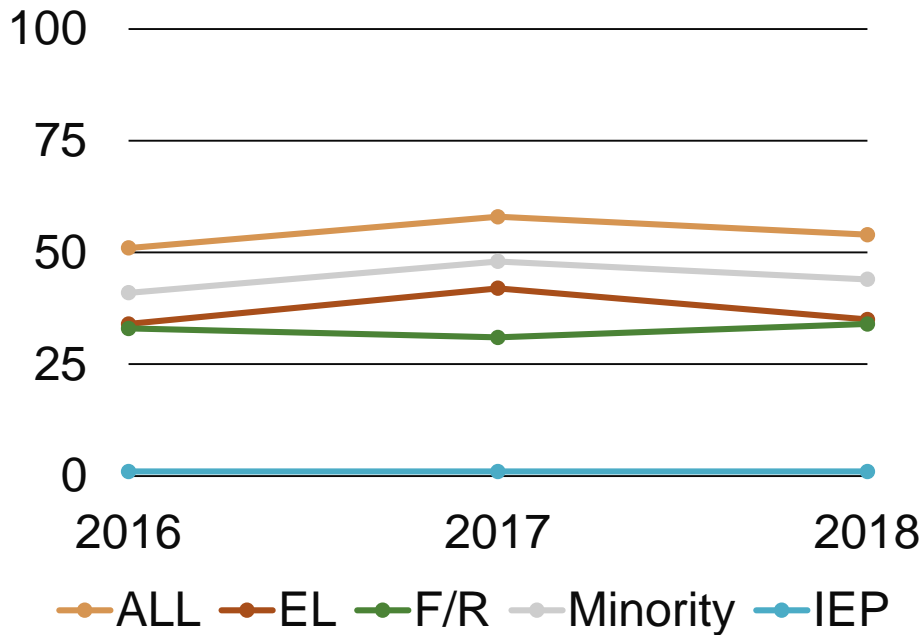
## Growth Percentile



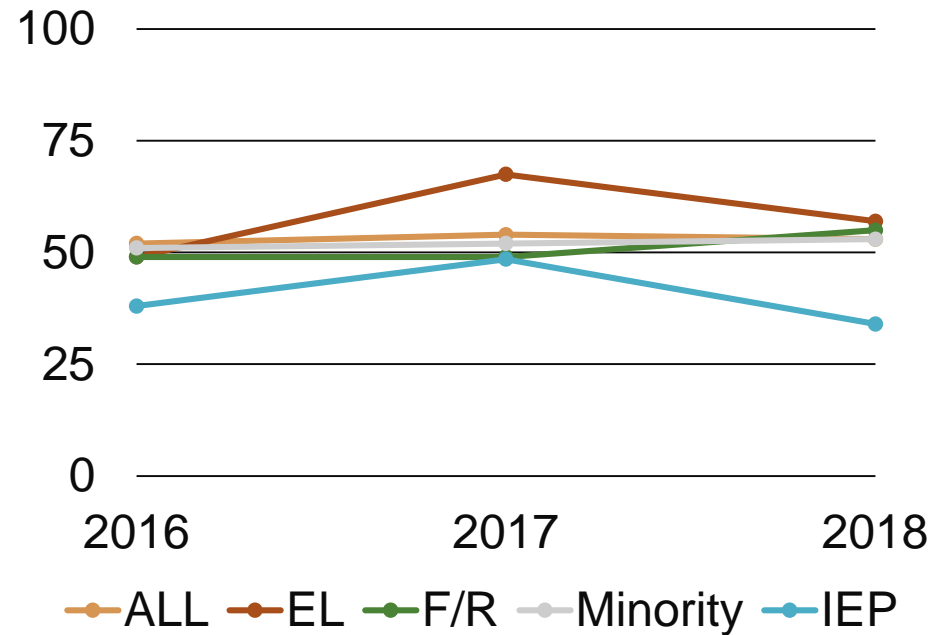
# Skyview State Math Assessment



## Achievement Percentile



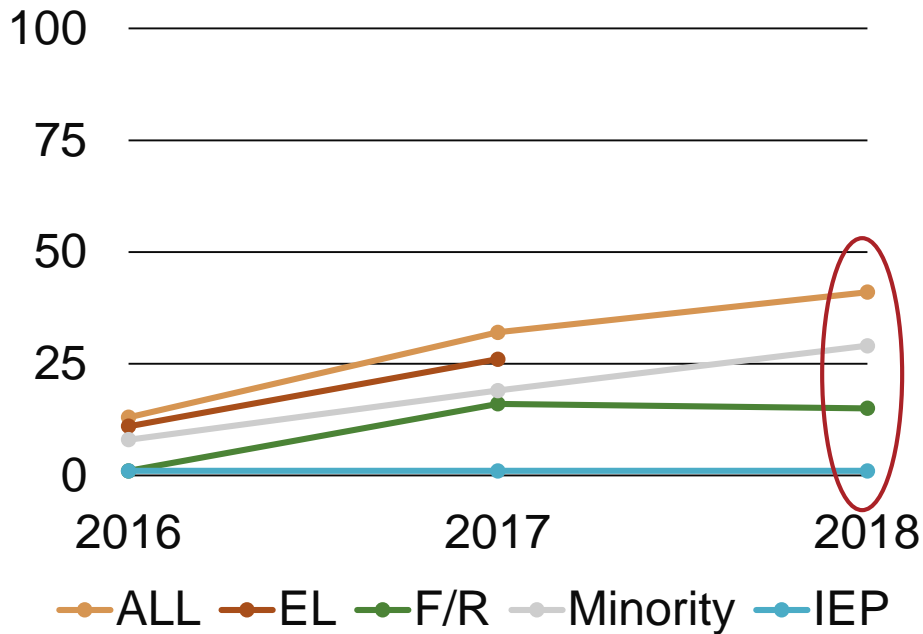
## Growth Percentile



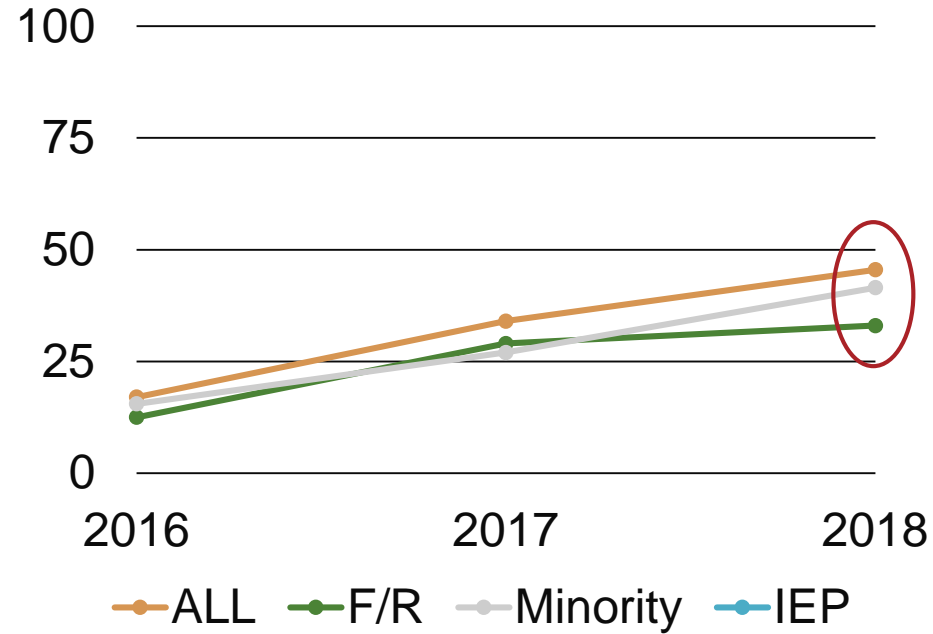
# Vista Ridge State ELA Assessment



Achievement Percentile



Growth Percentile

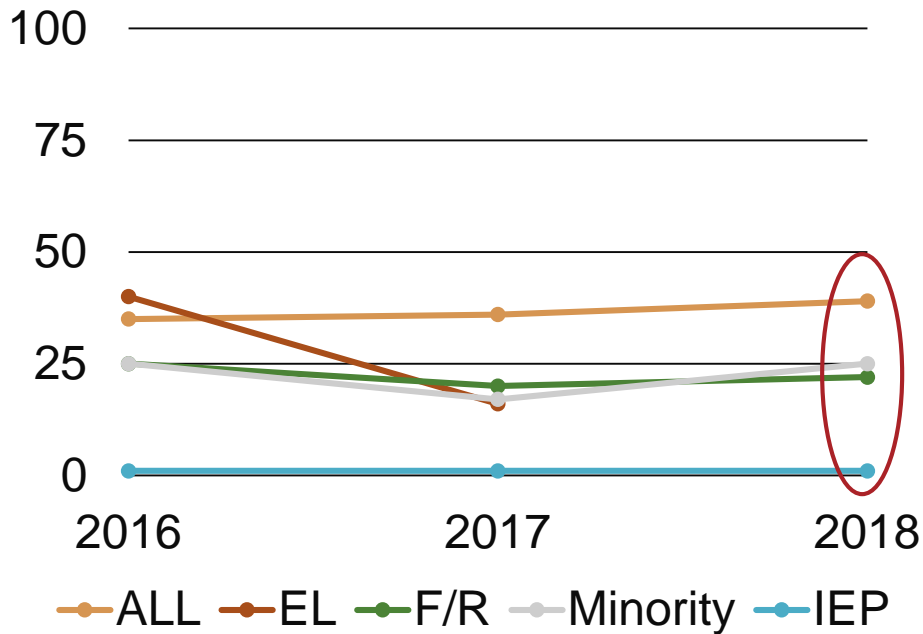


Vista Ridge could have incorrect results for the 2018 SPF

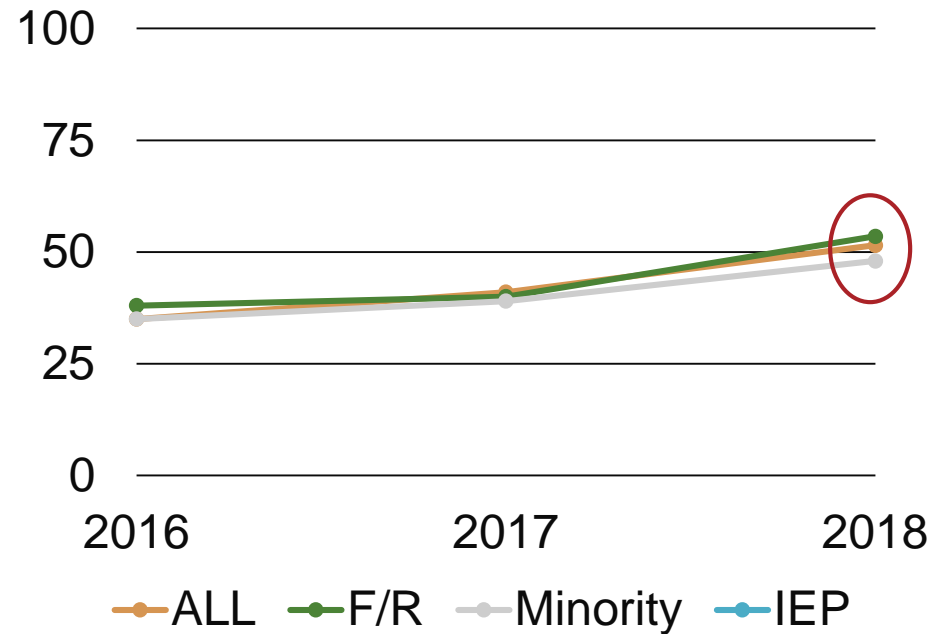
# Vista Ridge State Math Assessment



Achievement Percentile



Growth Percentile

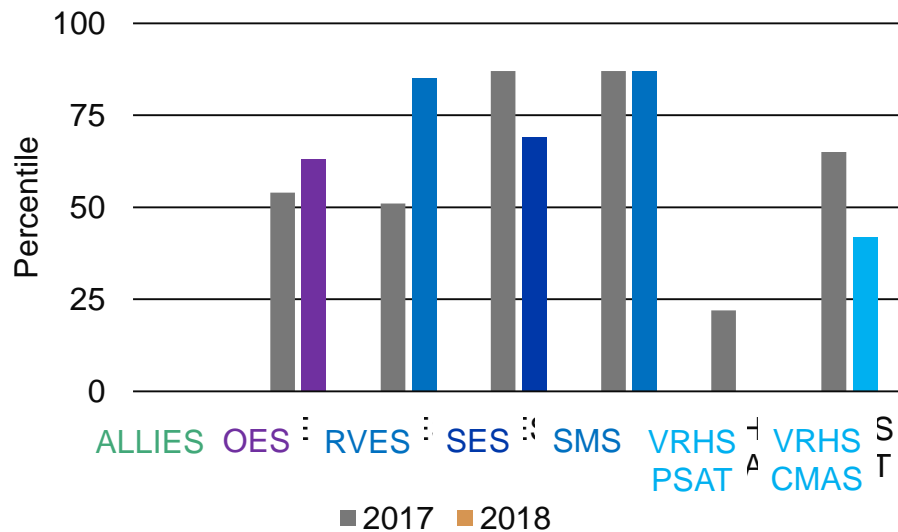


Vista Ridge could have incorrect results for the 2018 SPF

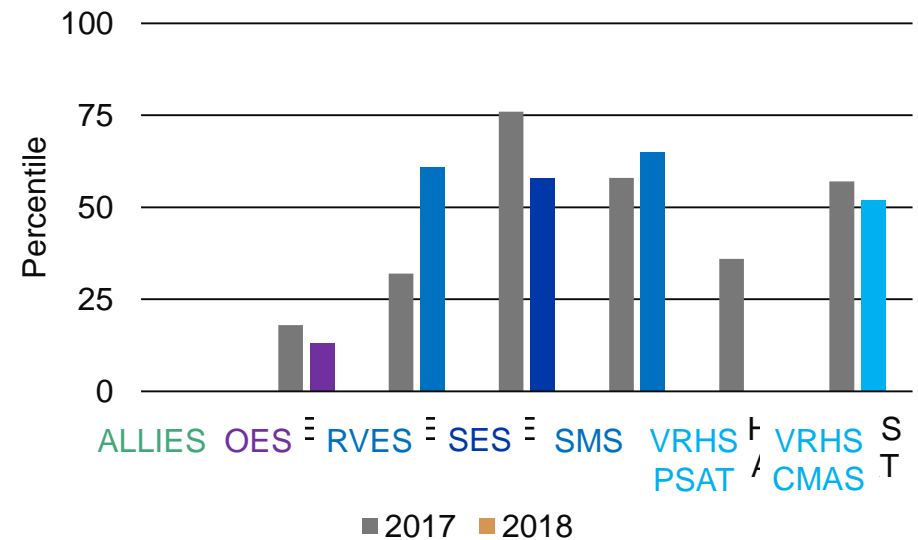
# Achievement Percentile in Subgroup - FRL



## ELA/EBRW



## Math

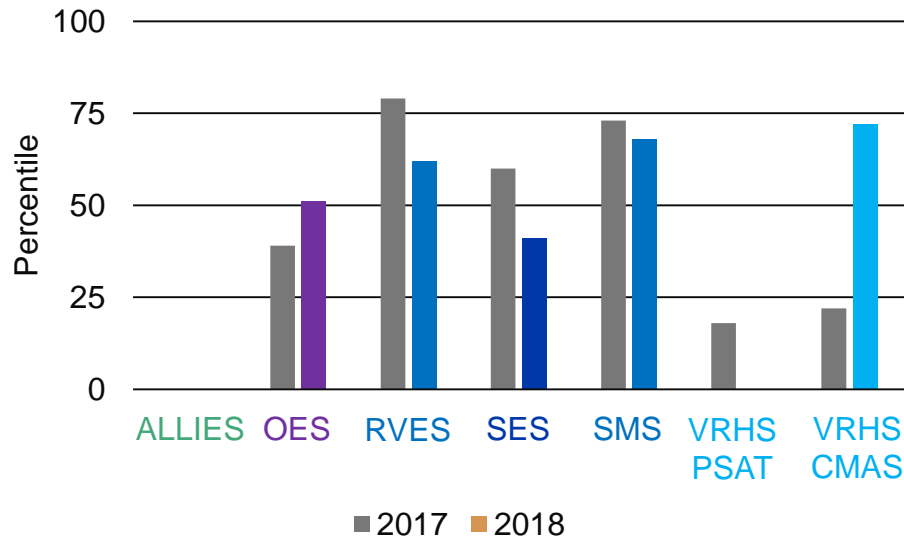




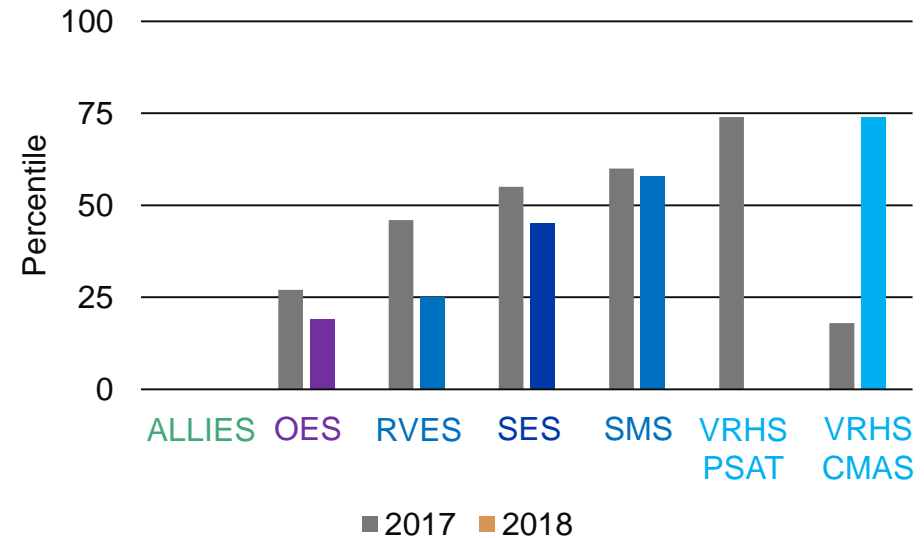
# Achievement Percentile in Subgroup – Students with Disabilities



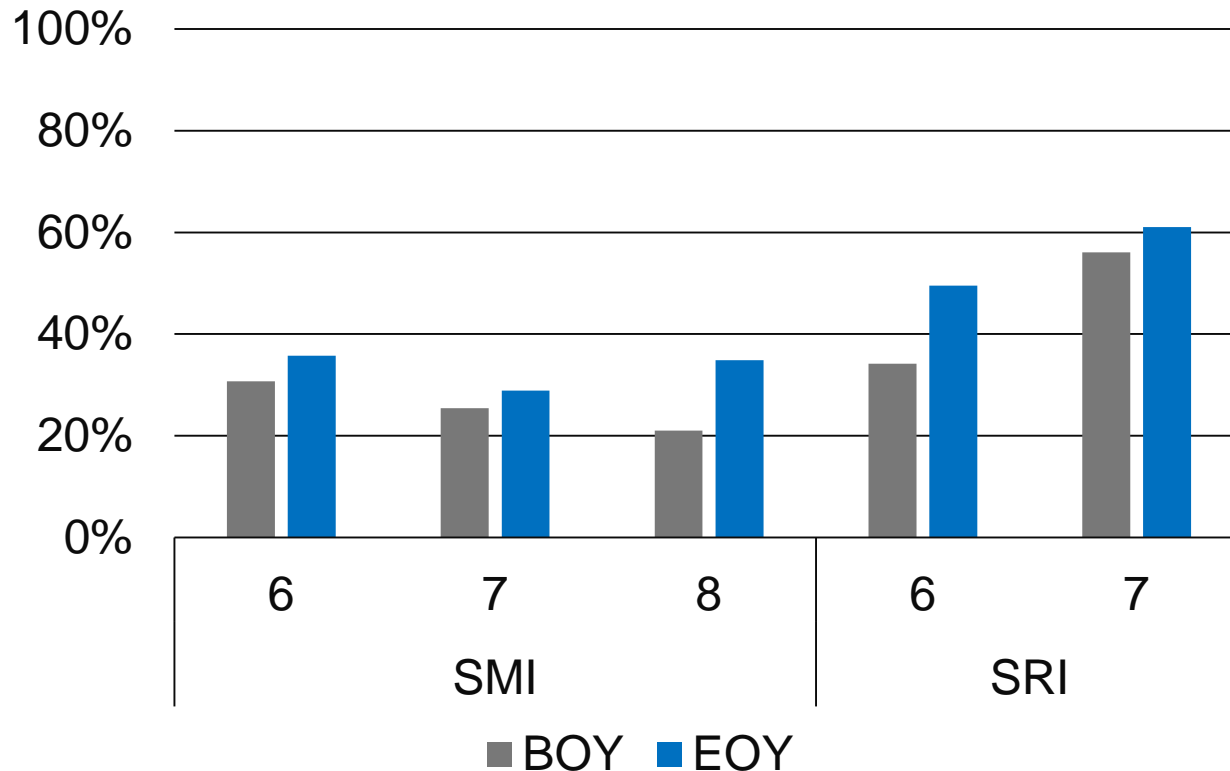
## ELA/EBRW



## Math



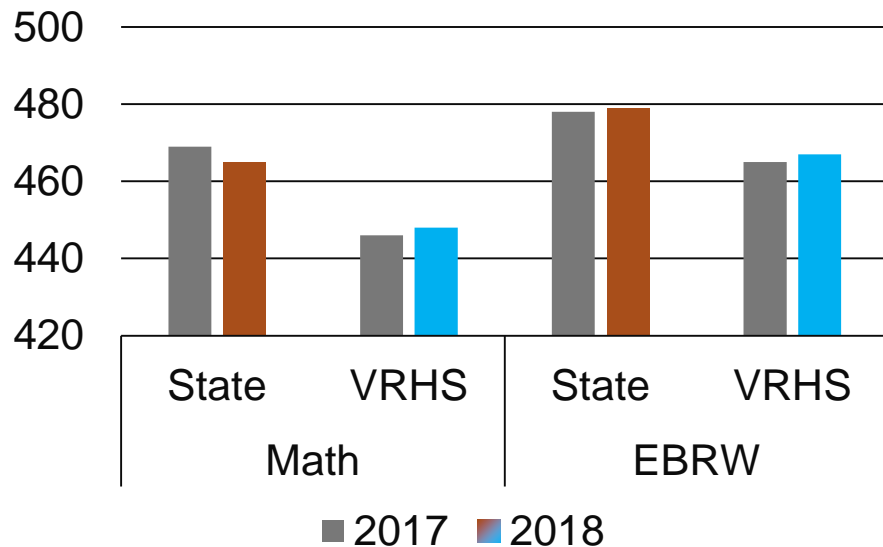
## 2018 SMI/SRI Percent Prof/Adv



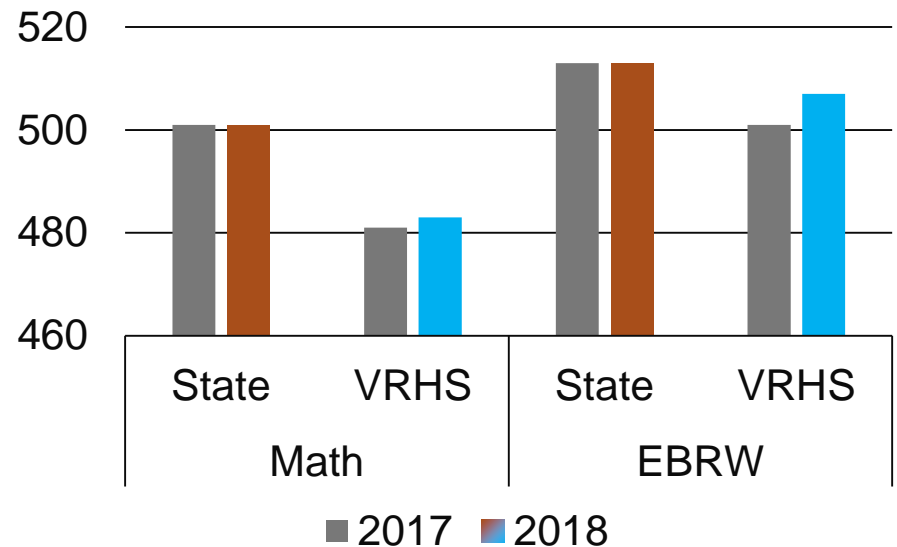
# Vista Ridge PSAT/SAT



PSAT 10



SAT

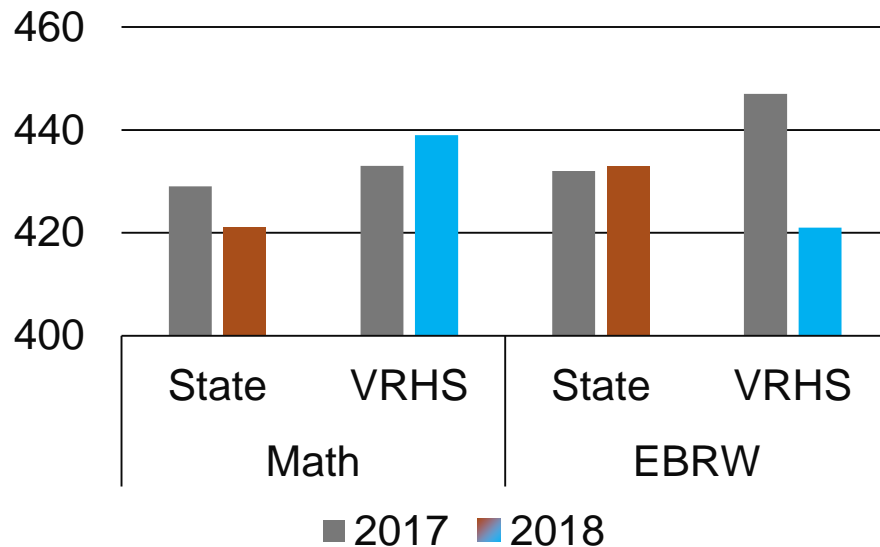


Note – Scales are not consistent

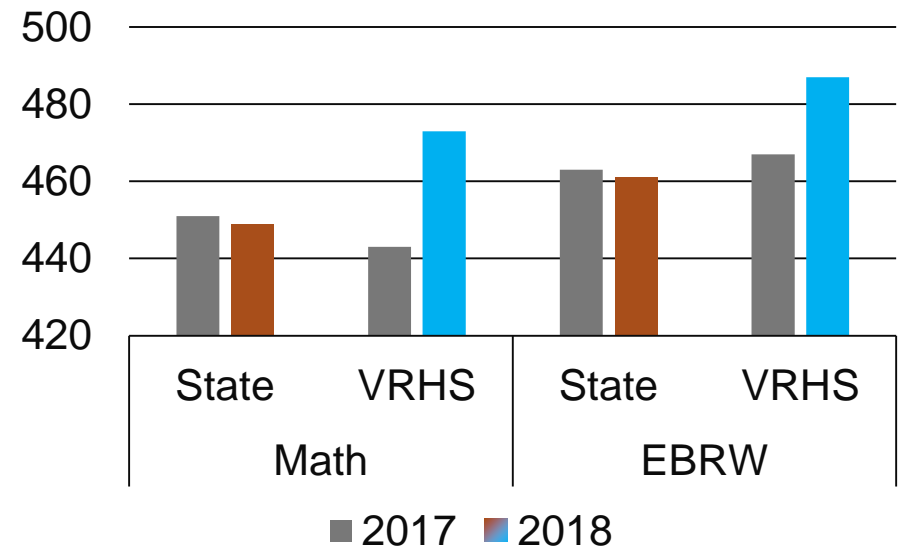
# Vista Ridge FRL PSAT/SAT



## PSAT 10 FRL



## SAT FRL

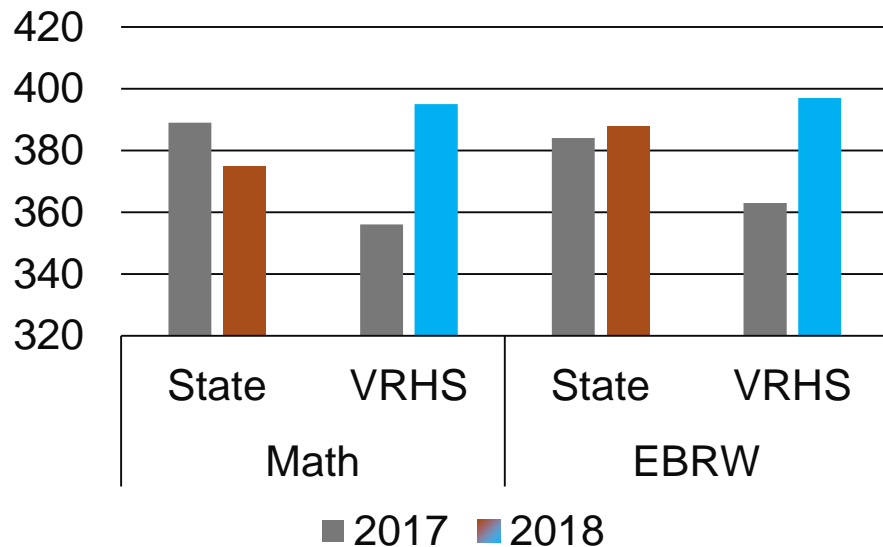


Note – Scales are not consistent

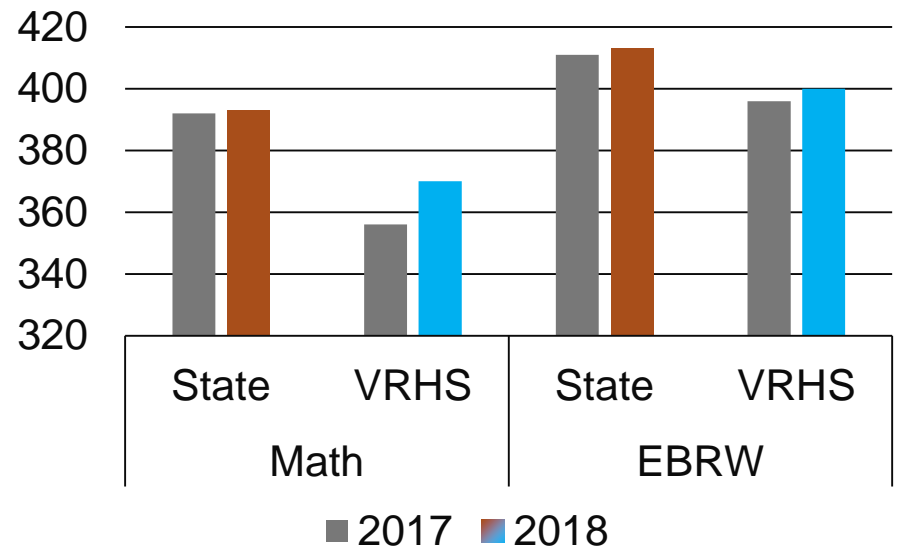
# Vista Ridge IEP PSAT/SAT



## PSAT 10 IEP



## SAT IEP

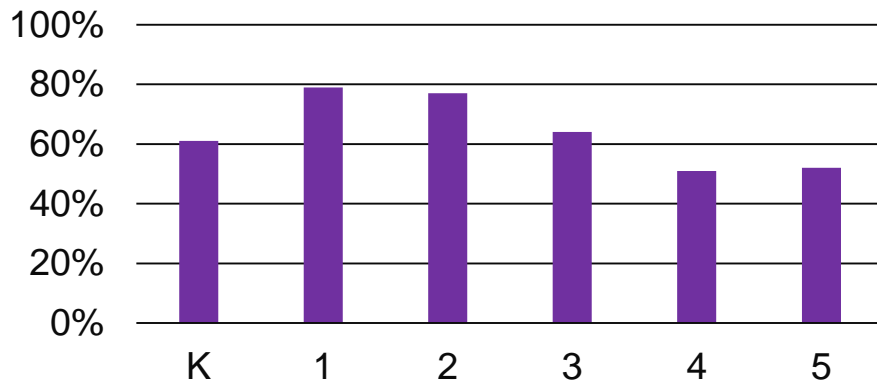


Note – Scales are not consistent

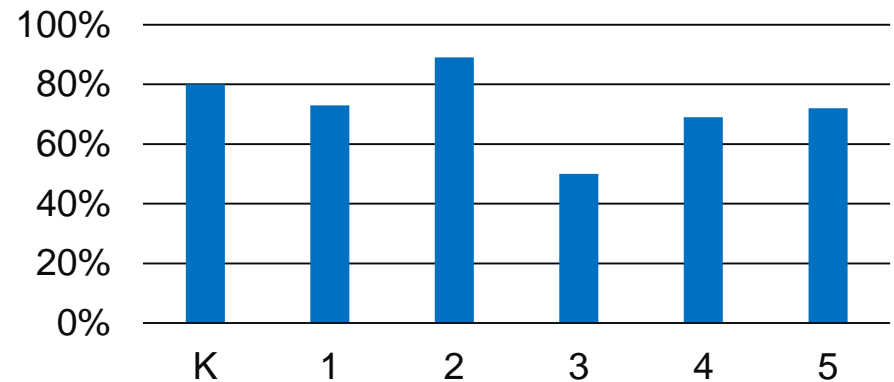
# Elementary %Correct Common Assessment – Dr. Nicki



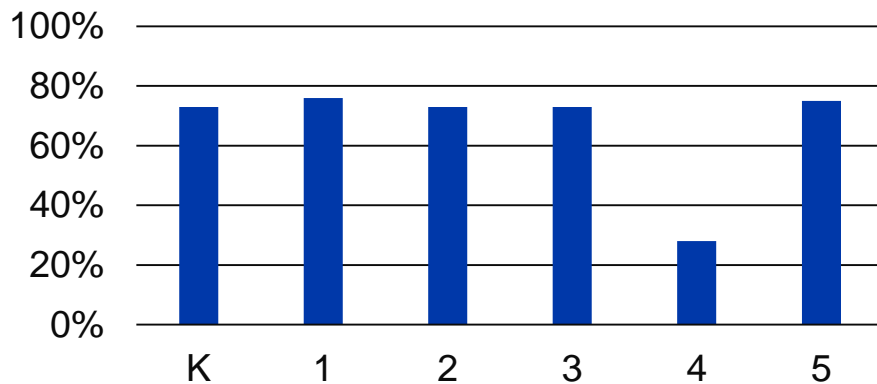
Odyssey



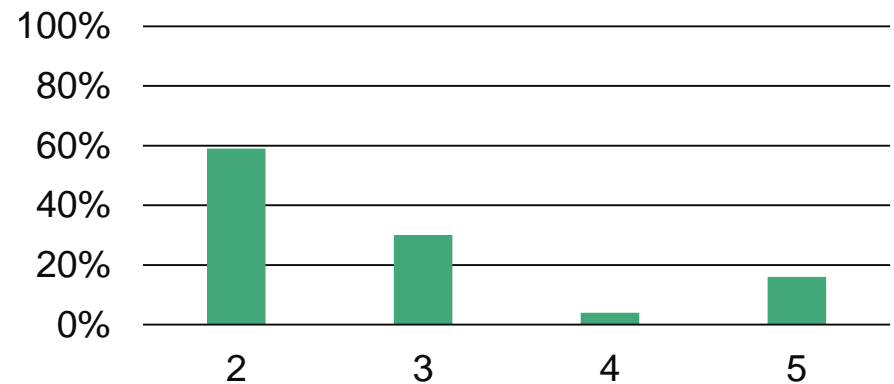
Ridgeview



Stetson

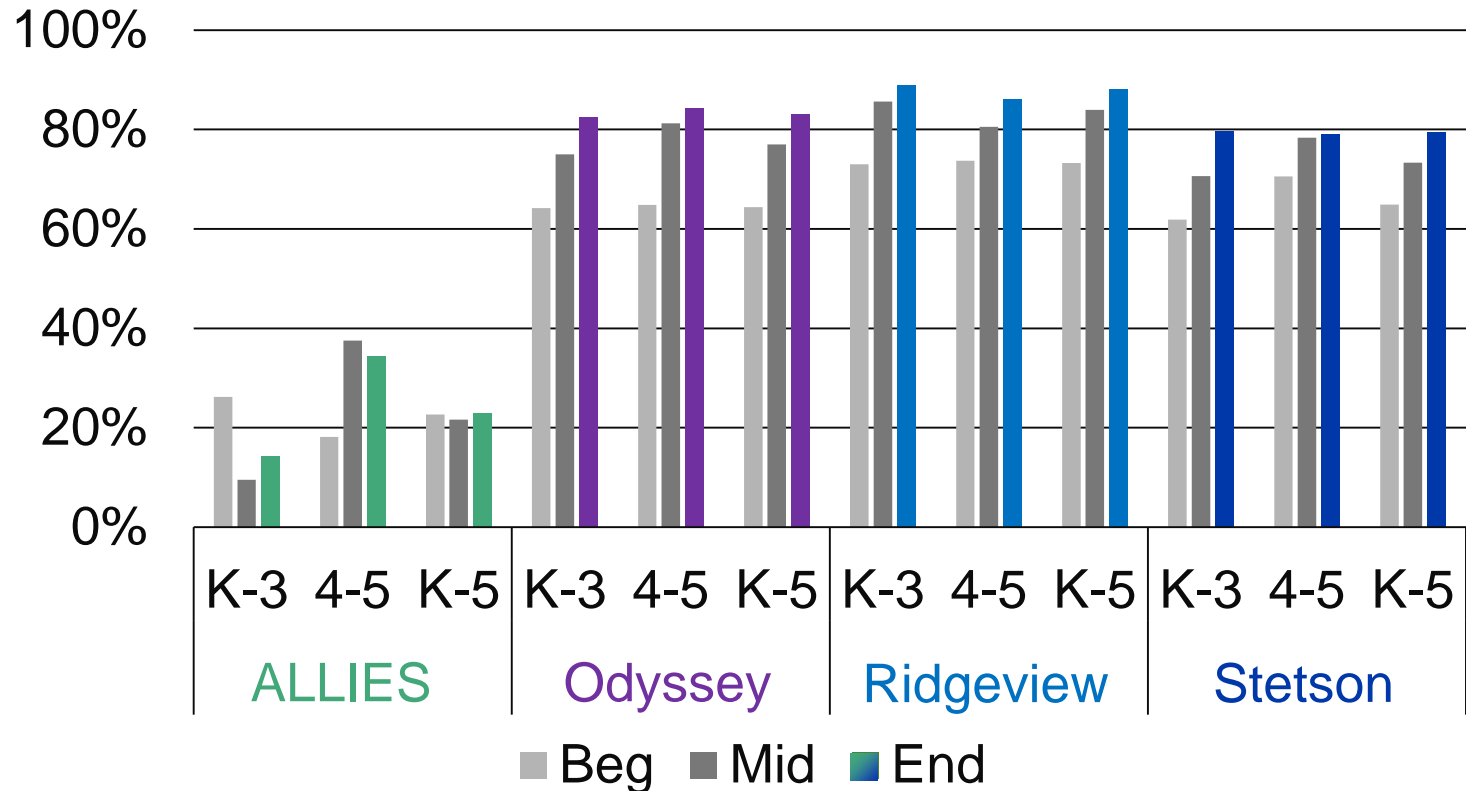


ALLIES



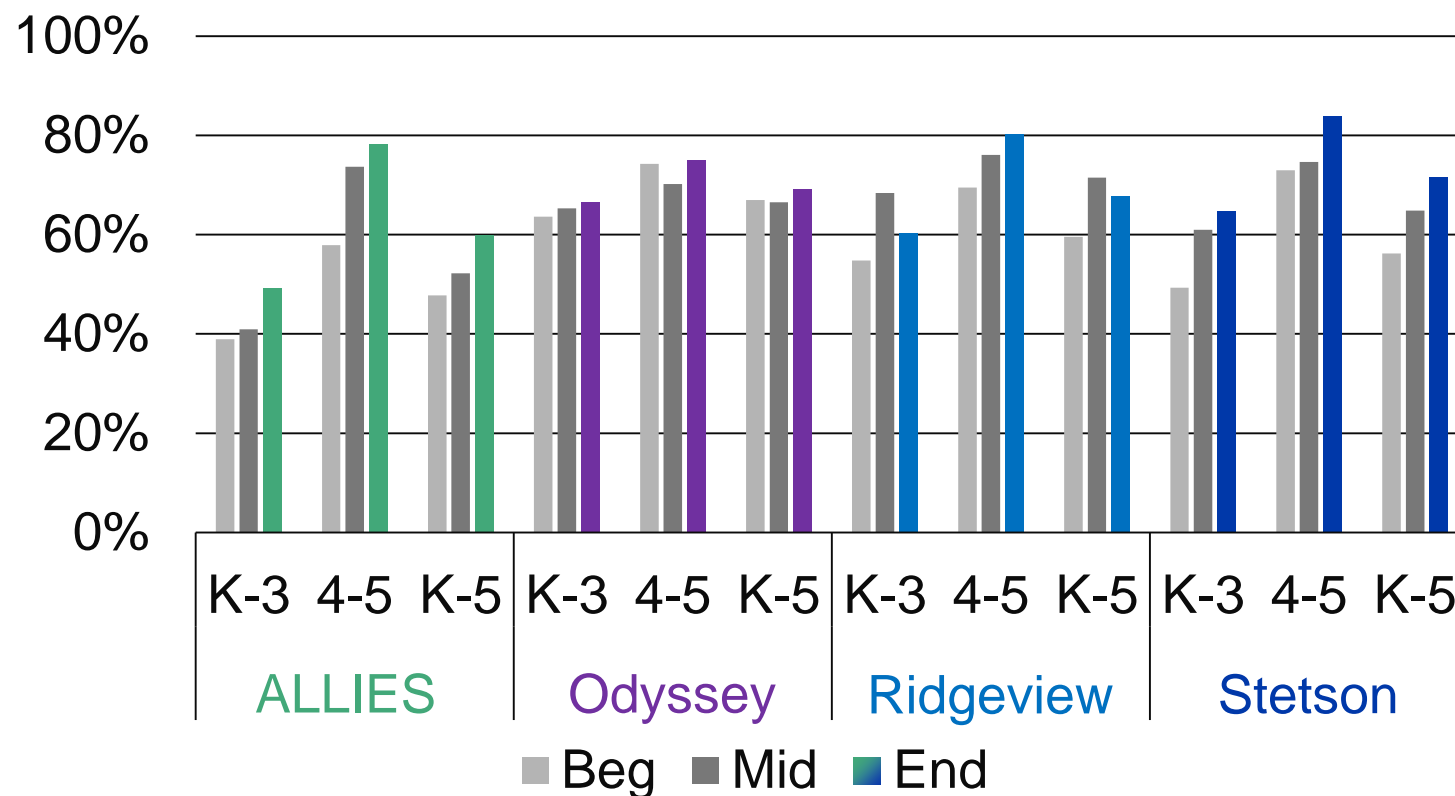
August 2018

# DIBELS % Low Risk 2017-2018





# DIBELS % of Benchmark 2017-2018

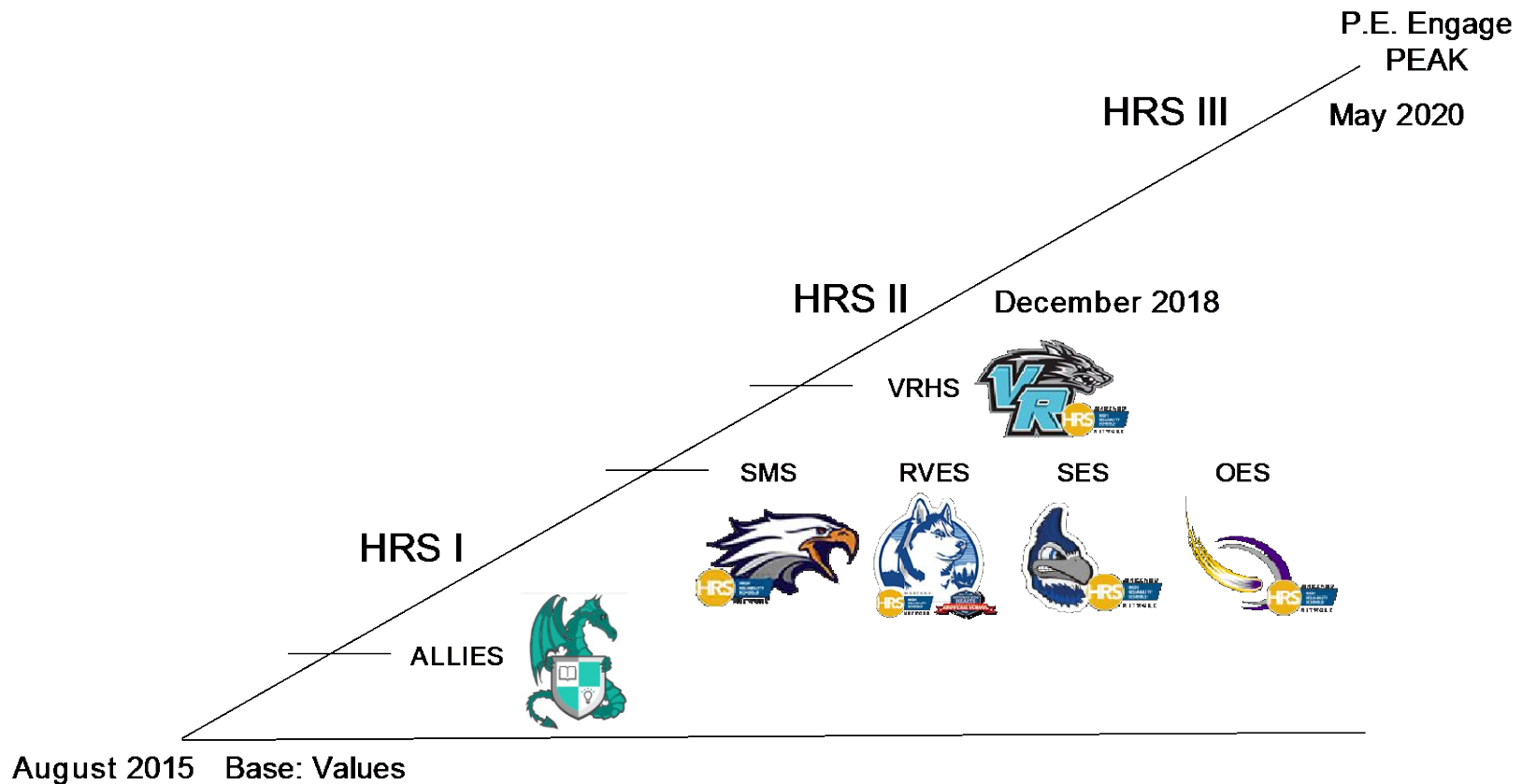


% of benchmark for students that started the year below the low risk benchmark for DIBELS

# High Reliability Schools Certification Timeline



## Pursuing Peak Performance



The Best Choice to Learn, Work and Lead

# POWER Zone

## Unified Improvement Plans - Major Improvement Strategies



- **ALLIES**

- ENSURE QUALITY INSTRUCTION AND USE OF APPROPRIATE ACCOMMODATIONS
- USE EFFECTIVE INTERVENTION FOR DYSLEXIA AND ITS CO-MORBIDITIES
- CREATE AND MAINTAIN A POSITIVE AND GROWTH MINDSET FOCUSED CULTURE
- ACCREDITATION ACTION PLAN

- **OES**

- EFFECTIVE TEACHING IN EVERY CLASSROOM
- COLLABORATIVE ONGOING PROFESSIONAL DEVELOPMENT
- STUDENT- CENTERED SCHOOLS
- ACCREDITATION ACTION PLAN

# POWER Zone

## Unified Improvement Plans - Major Improvement Strategies



- RVES

- MARZANO INSTRUCTIONAL FRAMEWORK & TEACHER EVALUATION
- CURRICULUM, ASSESSMENT, DIFFERENTIATION & THE PLC PROCESS
- POSITIVE RELATIONSHIPS & CULTURE

- SES

- INTENTIONAL FOCUS ON INSTRUCTIONAL PRACTICES
- ALIGNMENT OF CURRICULUM RESOURCES
- HIGH RELIABILITY SCHOOLS WORK
- ACCREDITATION ACTION PLAN

# POWER Zone

## Unified Improvement Plans - Major Improvement Strategies



- SMS

- FOCUSED CURRICULUM ALIGNMENT
- EFFECTIVE INSTRUCTION
- RELATIONAL FRAMEWORK

- VRHS

- 49 PATHWAYS
- EFFECTIVE TEACHING IN EVERY CLASSROOM (HRS LEVEL 2)
- CAPTURING KIDS HEARTS (CKH)

# Questions and Comments

**BOARD OF EDUCATION ITEM 9.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** David Nancarrow, Director of Communications

**TITLE OF AGENDA ITEM:** Communications Department Performance Report

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

Twice a year the director of communications provides an update to the Board of Education on the performance of the communications department through key metrics and a review of strategy.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Key metrics on the performance of District 49 communications tools and platforms is presented. Brand coverage and performance in the earned media space is also presented, overall long-term and process improvement strategy for the department is presented. The board will hear reports and get this information from multiple comm team members representing the segments of the department.

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

<b>Culture</b>	<p><b>Inner Ring</b>—How we treat each other</p> <p><b>Outer Ring</b>—How we treat our work</p>	<p><b>Inner-</b> The unique culture of District 49 helps make us the best choice to learn, and work. The comm. department strives to include our culture in our coverage.</p> <p><b>Outer-</b> The approach to our work of District 49 helps make us the best choice to learn, work and lead. The comm. department strives to include our culture in our coverage.</p>
<b>Strategy</b>	<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p><b>Trust</b> – Continue non-biased communication school and zone initiatives and any challenging issues that develop in the district.</p> <p><b>Community</b> – All district communications support the community rock. Each communication platform targets unique community segments. Examples include advertising, Peak Partners and the District 49 Dispatch.</p> <p><b>Portfolio of Schools</b> – We’ll continue to use a “show” versus “tell” philosophy in highlighting the firm foundations being built through our educational programs.</p> <p><b>Every Student</b> – We’ll continue to use a “show” versus “tell philosophy in highlighting how students are launching to success through 49 Pathways.</p>

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Any support and guidance from Board Directors is appreciated.

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

**DATE:** October 25, 2018





# Communications Department Performance Report

D49 Communications Department

# 49 Voices: D49 Storytelling SY 18-19

- Fresh approach to Back to School Coverage
  - Staggering publication vs. One day push
  - Increase engagement potential
  - Varied storytelling style to play to strengths

# By the Numbers: SY 18 - 19



Stories/posts	Total	FZ	PZ	SCZ	iConnect	All
D49.org	27	7	7	4	2	7
Facebook	50	10	13	6	4	17
Instagram	16	3	3	2	4	4

# 49 Voices: D49 Storytelling

## SY 18-19



- Earned Media - News Stories: 8/1 – To Date \*Results: website search – 10/28/18

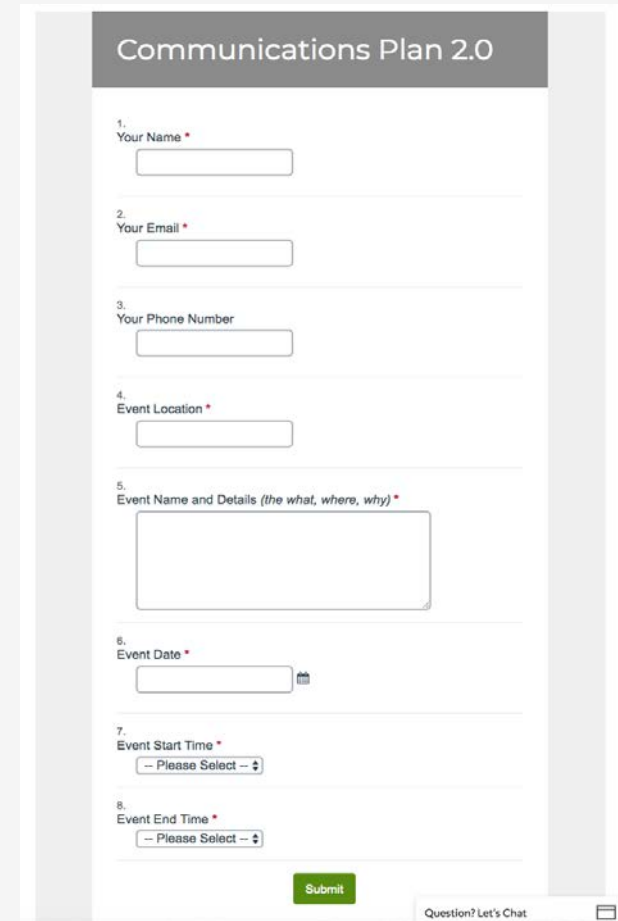
SY 18-19	Appearances in Local Media
KOAA	3
KKTV	5
KRDO	4
KXRM	7
CSG	17
NFH	8

# 49 Voices: D49 Storytelling SY 18-19 - Overall

- Overall: Good
- OFIs: Engagements/Appearances
  - Increase earned media \*Prioritized breaking news on Back to School
  - Tracking D49.org story count until end of semester
  - Anticipate increased Comm Plan engagement

# 49 Voices: D49 Storytelling SY 18-19

- Comm Plan Refresh:  
D49.org
  - Condensed form
  - Fewer/more meaningful questions
  - Comm check-ins for feedback

A screenshot of a web form titled "Communications Plan 2.0". The form contains eight numbered sections, each with a label and a red asterisk indicating a required field. 1. "Your Name" with a text input box. 2. "Your Email" with a text input box. 3. "Your Phone Number" with a text input box. 4. "Event Location" with a text input box. 5. "Event Name and Details (the what, where, why)" with a larger text area. 6. "Event Date" with a date picker icon. 7. "Event Start Time" with a dropdown menu showing "-- Please Select --". 8. "Event End Time" with a dropdown menu showing "-- Please Select --". At the bottom right, there is a green "Submit" button and a link that says "Question? Let's Chat" with a chat icon.

# Internal Communications

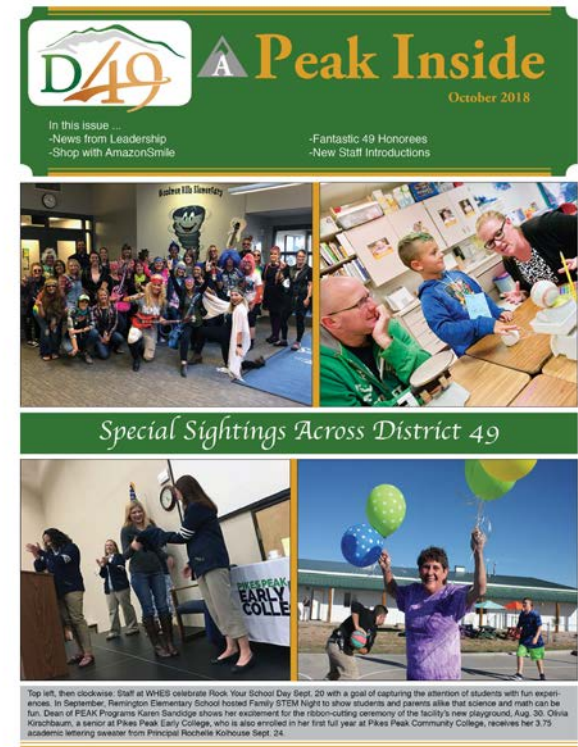
- Peakview Display Installs Complete
  - Content will focus on the following areas:
    - **Recognizing** outstanding people in D49
    - **Reporting** results of our progress and innovation
    - **Reinforcing** our vision, mission and cultural priorities





# Internal Communications

- Leveraging Fantastic 49
  - Online form for nominations
  - Increase in number of nominations
- 2018 VoW Annual Survey – 85% Participation
- Momentum with Employee Newsletter - “A Peak Inside”



# Digital Communications

- App Development
- Mass Notification System
- Website Refresh
- Social Media Engagement

# Communications & Marketing

- Culture & Identity Communication
- Event Marketing & Promotion
- District Initiative Programs
- Branding & Growth Messaging

# Media/Broadcasting

- District Video Support
- Social Media Video
- Comcast, Falcon Broadband and Century Link
- SCETC Secretary
- All BOE Live Stream Events



# Media/Broadcasting



- 2018 Colorado School Public Relations Association Electronic Media Excellence Award Winner
- Video Advertising for Cinemark Theaters
- Video for Falcon Education Foundation Grant and Award Winners
- Video Development and Support for the following:
  - Professional Development
  - District Website and New District App
  - Peakview Screens
  - Local News Media





# Questions?

**BOARD OF EDUCATION ITEM 10.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** November 8, 2018

**PREPARED BY:** Donna Garza, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review.

**APPROVED BY:** Marie La Vere-Wright, Board President

**DATE:** October 25, 2018