

AGENDA
REGULAR BOARD OF EDUCATION MEETING

December 13, 2018

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m.

Education Service Center – Board Room

Fantastic 49	• Honoring Military Partnerships
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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 11/8/2018 – **Garza**

4.02 Action on Matters Relating to Administrative Personnel –**White**

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

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

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

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

5.00 Board Update

5.01 Chief Officer Update

5.02 Student Board of Representatives Update

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

7.00 Action Items

7.01 Action on Policy and Procedure Revisions

a. BDB Board Officers - **Garza**

b. BEDA Notification of Board Meetings- **Garza**

c. BEDB Agenda- **Garza**

d. EIE Compliance with the Affordable Care Act-**Hathaway**

e. FA Facilities Development/Goals/Priority Objectives- **Garza**

f. GCS Professional Research and Publishing –**Whetstine**

g. ILBC Literacy and Reaching Comprehension Assessments - **Whetstine**

h. JICEA School Related Student Publications-**Whetstine**

i. JJA-1 Student Organizations – **Whetstine**

j. JJA-2 Student Organizations – Open Forum – **Whetstine**

k. KLG Relations with State Agencies - **Garza**

7.02 Action on Automotive Institute of Science and Technology Charter Contract – **Franko**

7.03 Action on Course Proposal: Algebra II (Honors) at Sand Creek High School - **C. Davis**

7.04 Action on New Job Descriptions:

a. CTE Program Manager (5 minutes) **Lester**

b. Child Find Early Childhood Specialist - **Lemmond**

c. Child Find Coordinator - **Lemmond**

7.05 Certification of Mill Levies for Property Tax Year 2018 – **Ridgway**

7.06 Action on New Policy: IHBD Equivalence of Services (Title I) - **Whetstine**

7.07 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Process Improvement Update
 - a. GCS-R, GCS-E-1, GCS-E-2 Professional Research and Publishing – **Whetstine**
 - b. IKA-R Grading Assessment Systems – **Whetstine**
 - c. ILBC-R Literacy and Reaching Comprehension Assessments - **Whetstine**
 - d. JICEA-R School Related Student Publications-**Whetstine**
 - e. JJA-1-R Student Organizations – **Whetstine**
 - f. JJA-2-R Student Organizations – Open Forum - **Whetstine**
- 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**

9.00 Discussions Items

- 9.01 Imagine Classical Academy Charter Renewal (15 minutes) **Franko**
- 9.02 2016 3B Projects Update (10 minutes) **Lee/Willhelm**
- 9.03 New Course Proposals:
 - a. FBLA Leadership I and II at Sand Creek High School (5 minutes) **Siemieniec**
 - b. Large Animal Vet Science at Falcon High School (5 minutes) **Kranz**
 - c. Veterinary Pet Care at Falcon High School – **Kranz**
 - d. Agriculture Economics and Marketing at Falcon High School – **Kranz**
 - e. SAT/PSAT Math Prep at Vista Ridge High School (5 minutes) **Rogers**
 - f. Digital Art at Falcon High School (5 minutes) **Canuel**
- 9.04 Course Name Change Proposals:
 - a. Chamber Choir to Show Choir at Vista Ridge High School (5 minutes) **Beeler**
 - b. Critical Thinking to Global Studies at Vista Ridge High School (5 minutes) **James**
 - c. Business Math to Personal Finance at Vista Ridge High School (5 minutes) **Rogers/Woodcock**
- 9.05 District Accountability Advisory Committee Annual Report and By-Laws (10 minutes)
Newbill/Rex/Fletcher
- 9.06 New Job Description, Individualized Education Compliance Assistant (5 minutes) **Lemmond**
- 9.07 Amended Budget and Enrollment Update (10 minutes) **Sprinz**
- 9.08 Update on In Progress School Accreditation Designations (10 minutes) **Whetstine**
- 9.09 2019-2020 School Family Calendar and Preliminary Approval of 2020-2021 School Family Calendar (5 minutes) **Whetstine**
- 9.10 Annual Planning Summit:
 - a. External Performance Review (10 minutes) **Whetstine/Chief Officers**
 - b. Annual Planning Summit Agenda (5 minutes) **BOE**
- 9.11 Policy and Procedure Review (5 minutes)
 - a. JKA-E, JKA-E-2 Restraint or Other Student Safety Report - **Lemmond**

10.00 Other Business

11.00 Adjournment

DATE OF POSTING: December 7, 2018

Donna Garza
Executive Assistant to the Board of Education

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

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
11/8/18

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

APPROVED BY: Dave Cruson, Board Secretary

DATE: November 29, 2018

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Matters Relating to Administrative Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: December 1, 2018

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Paul Andersen, Director of Human Resources

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

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: November 30, 2018

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Melanie White, Human Resources Manager

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

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: November 30, 2018

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Nicole Evans, Human Resources Manager

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

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: November 30, 2018

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

BOARD MEETING OF: December 13, 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:

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

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

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

DATE: November 30, 2018

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

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Discussion

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
7.01a	BDB	Board Officers	D Garza	Reviewed; no recommended revisions
7.01b	BEDA	Notification of Board Meetings	D Garza	Reviewed; no recommended revisions
7.01c	BEDB	Agenda	D Garza	Reviewed; no recommended revisions
7.01d	EIE	Compliance with the Affordable Care Act	S Hathaway	Recommend repeal
7.01e	FA	Facilities Development/Goals /Priority Objectives	D. Garza	Reviewed; no recommended revisions
7.01f	GCS	Professional Research and Publishing	A Whetstine	Reviewed; no recommended revisions
7.01g	ILBC	Literacy and Reading Comprehension Assessments	A Whetstine	Reviewed: no recommended revisions
7.01h	JICEA	School-Related Student Publications	A Whetstine	Revised to incorporate CASB recommendations
7.01i	JJA-1	Student Organizations	A Whetstine	Revised to incorporate CASB recommendations
7.01j	JJA-2	Student Organizations-Open Forum	A Whetstine	Revised to incorporate CASB recommendations
7.01k	KLK	Relations with State Agencies	D Garza	Reviewed; no recommended revisions

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
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BOE Regular Meeting December 13, 2018
Item 7.01 continued

Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #7— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a first reading at the previous work session, I move to approve the eleven policy revisions in item 7.01 as recommended by the administration.

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

DATE: November 30, 2018

Title	Board Officers
Designation	BDB
Office/Custodian	Board of Education/Executive Assistant to the BOE

President and vice president

The president of the Board of Education, in addition to the duties prescribed by law, shall exercise such powers as properly pertain to the office. In carrying out the responsibilities, the president shall:

1. Preside at all meetings of the Board.
2. Consult the Chief Education Officer, Chief Business Officer and Chief Operations Officer in planning agendas.
3. Bring before the Board, upon request, such matters as in any Director's judgment may require the attention of the Board.
4. Be responsible for the orderly conduct of Board meetings.
5. Call special meetings of the Board when necessary or at the request of a majority of the Board members.
6. Appoint special committees, subject to the approval of the Board.
7. Sign any written contracts approved by the Board to which the District may be a party.
8. Sign all official reports of the District except as otherwise provided by law.
9. Appear on behalf of the Board in all actions brought by or against it, unless individually a party in which case the duty shall be performed by the secretary.

In the absence of the president, the vice president shall have the power of the president and perform the duties.

Secretary

The secretary of the Board shall perform the following duties:

1. Ensure that a record is kept of all business transacted by the Board at either regular or special meetings.
2. Cause written notice to be given to each Board member of all special meetings of the Board.
3. Be custodian of the seal of the District.
4. Cause all notices of school elections to be published and posted and perform such other duties in the conduct of school elections as required by law.
5. Attest any written contract to which the District may be a party and affix the District seal thereto.

6. Perform such other duties as may be assigned by the Board.

Treasurer

The treasurer shall perform or cause to be performed the following duties:

1. Account for all moneys belonging to the District.
 2. Report to the Board as required for all moneys of the District.
 3. Sign either by written signature or facsimile all warrants or orders drawn on the county treasurer or checks drawn on a District depository. The Board may require the countersignature of another person.
 4. Deposit to the credit of the District all moneys withdrawn from the custody of the county treasurer and all other moneys belonging to the District in one or more depositories designated by the Board.
 5. Perform such other duties as may be assigned by the Board.
- Adopted: April 21, 1977
 - Revised: September 3, 1998
 - Revised: October 8, 2009
 - Revised: May 12, 2011
 - Revised: February 14, 2013
 - Revised: December 10, 2015
 - Reviewed: December 13, 2018

LEGAL REFS:

- C.R.S. 22-32-104 (3); 22-32-105 (*president and vice president*)
- C.R.S. 22-32-104 (4); 22-32-106 (*secretary*)
- C.R.S. 11-10.5-111; 22-32-104 (4); 22-32-107 (*treasurer*)

CROSS REFS:

- DG, Banking Services (and Deposit of Funds)
- DGA/DGB, authorized Signatures/Check-Writing Services
- DH, Bonded Employees and Officers

Title	Notification of Board Meetings
Designation	BEDA
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board shall give full and timely notice to the public of any meeting of three or more Board members at which public business may be discussed or any formal action taken, including special, regular and work session meetings and retreats.

Dates of regular meetings of the Board shall be provided in annual announcements and made available in printed and electronic form to the news media and public. At its first regular meeting of the calendar year, the Board shall designate the public place or places at which notice of all Board meetings shall be posted. In the event such action is not taken annually, the designated public places used in the previous year shall continue as the official posting sites.

At a minimum, the Board shall cause notice of regular and special meetings and work sessions to be posted at the designated public place no less than 24 hours prior to the meeting. This notice shall include specific agenda information where possible.

Copies of the agenda shall be available to representatives of the community and staff and others at the District Administrative Office upon publication and dissemination to the Board.

The district shall maintain a list of persons who, within the previous two years, have requested notification of all meetings or of meetings when certain specified policies will be discussed. These individuals will be provided reasonable advance notification of Board meetings unless the meeting is a special meeting and there is insufficient time prior to the meeting to mail notice to persons on the list.

Notice to the Board

The Executive Assistant to the Board shall provide the agenda, meeting materials and the minutes of the last regular meeting to Board members no later than 72 hours before the next regular meeting.

- Adopted: September 3, 1998
- Revised: November 3, 2005
- Revised: February 11, 2010
- Revised: July 9, 2015
- Reviewed: December 13, 2018

LEGAL REFS:

- C.R.S. 22-32-108(2)(3) (*meetings of the board*)
- C.R.S. 24-6-402 (2)(c) (*notice of meeting “shall include specific agenda information where possible”*)
- C.R.S. 24-6-402(7) (*district must keep list of persons who have requested notification of meetings when specified policies are discussed and provide reasonable advance notice to such persons*)

CROSS REFS:

- BE, School Board Meetings
- BEDB, Agenda

Title	Agenda
Designation	BEDB
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

To expedite the Board's proceedings and provide a framework for the orderly conduct of business, the Chief Business Officer, Chief Education Officer, and Chief Operations Officer, in cooperation with the Board president, shall prepare an agenda outlining the matters to be brought to Board attention at meetings.

The Board shall follow the order of business set by the agenda unless the order is altered or new items are added in accordance with this policy. At regular and special meetings, the Board may add to or take action on matters not appearing on the posted agenda if the item is reasonably related to the subject matter on the posted agenda or if an exigency exists. Amending the agenda of a regular meeting requires a majority vote of Board members present. All Board members must be present and cast a unanimous vote to amend the agenda of a special meeting.

Consent grouping

A consent grouping on the agenda shall be used for those items which usually do not require discussion or explanation as to the reason for the Board action. Any Board member may request the withdrawal of any item under the consent grouping for independent consideration.

Agenda format

1. Call to order and roll call
2. Welcome and pledge of allegiance
3. Approval of agenda
4. Approval of consent agenda
5. Board/Chief Officer/Student representative update
6. Open forum
7. Action items
8. Information items
9. Discussion items
10. Other business
11. Adjournment

- Adopted: April 21, 1977
- Revised: September 17, 1981
- Revised: May 21, 1998
- Reviewed: September 3, 1998
- Revised: November 3, 2005
- Revised: June 6, 2006
- Revised: January 14, 2010
- Revised: May 5, 2011
- Revised: April 10, 2014
- Revised: November 13, 2014
- Revised: December 10, 2015
- Reviewed: December 13, 2018

LEGAL REFS:

- C.R.S. 22-32-108 (4) *(board meetings)*
- C.R.S. 22-32-108(7)(a) *(a board member who participates electronically in conformance with the board's policy on electronic meeting participation is considered "present")*
- C.R.S. 24-6-402(2)(c) *(notice of meeting "shall include specific agenda information where possible")*

CROSS REFS:

- BEAA, Electronic Participation in School Board Meetings
- BEDA, Notification of School Board Meetings
- BEDH, Public Participation at School Board Meetings

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Compliance with the Affordable Care Act
Designation	EIE
Office/Custodian	Business/Risk & Benefits Manager

~~The Board of Education directs the Chief Business Officer or designee to take steps to ensure compliance with the Patient Protection and Affordable Care Act (ACA). Compliance activities shall include adoption or revision of administrative policies and procedures and implementation of same, including record keeping procedures, preparation of necessary documents, employee training, and all other activities necessary to ensure ACA compliance.~~

- ~~• Adopted: September 10, 2015~~

~~LEGAL REF:—~~

- ~~• P.L. 111-148 (Patient Protection and Affordable Care Act)~~

~~CROSS REFS:—~~

- ~~• GBGD, Workers' Compensation~~
- ~~• GCBD, Professional Staff Fringe Benefits~~
- ~~• GDBD, Support Staff Fringe Benefits~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Facilities Development Goals/Priority Objectives
Designation	FA
Office/Custodian	Board of Education/Executive Assistant to the BOE

We believe that a quality educational program is affected to a great extent by the environment within which it functions. The development of a quality educational program and school facilities which promote the implementation of the program go hand in hand.

Therefore, it is the goal of the Board of Education to provide and maintain the number of quality facilities needed for the enrollment and the types of facilities supportive of the educational environment and program.

- Adopted: September 3, 1998
- Revised: March 11, 2010
- Reviewed: October 8, 2015
- Reviewed: December 13, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Professional Research and Publishing
Designation	GCS
Office/Custodian	Business/Executive Director of Learning Services

The Board recognizes the value of educational research. However, all research studies carried out within the district using district or school data of any kind or staff or students as subjects must be approved in advance by the Chief Education Officer (CEO) or designee. Only studies which have value to the district shall be approved.

When human subjects are involved in research, there shall be adequate protection of their rights and welfare. The individual shall be subjected to no serious risk. Parents of students who are subjects of research or adults if they are the subjects shall be provided an explanation of procedures and their purposes, a description of any possible risks and any benefits to be reasonably expected, an offer to respond to inquiries on procedures, and instruction on the right to refuse to participate or to discontinue participation at any time without prejudice.

Any survey, assessment, analysis or evaluation of students shall be consistent with district policy and applicable law.

- Adopted: September 10, 2015
- Reviewed: December 13, 2018

LEGAL REFS:

- 20 U.S.C. §1232h (*rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation*)
- C.R.S. [22-1-123](#) (*district shall comply with federal law on protection of pupil rights; Colorado provisions regarding surveys, assessment, analysis and evaluation of students*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Literacy and Reading Comprehension Assessments (Colorado READ Act)
Designation	ILBC
Office/Custodian	Education/Executive Director of Learning Services

The Board believes reading is the skill most closely associated with success in school. In accordance with this belief and state law, the District shall provide students enrolled in kindergarten, first, second and third grades with instructional programming and interventions to enable these students, to the greatest extent possible, to achieve reading competency and attain the skills necessary to achieve the Board's and state's academic achievement goals.

Assessments and READ Plans

In accordance with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules, the district shall assess the reading readiness level of every kindergarten student and the literacy and reading comprehension level of every first, second and third grade student. If the assessment of the student indicates the student has a significant reading deficiency, a READ plan shall be developed for the student in accordance with this policy's accompanying regulation.

Student retention due to student's significant reading deficiency

The decision to retain a student due to the student's significant reading deficiency shall be made in accordance with the Board's policy concerning the promotion and retention of the students and applicable law. (IKE, IKE-R)

The meeting to discuss the possible retention of a student with significant reading deficiency and the notice required by the READ Act are addressed in this policy's accompanying regulation.

Beginning in the 2016-17 school year, if a decision is made to promote a student to fourth grade even though the student continues to be identified as a student with a significant reading deficiency, the CEO or CEO's designee shall make the final decision regarding whether the student is promoted or retained.

Reporting

The district shall annually report to the Colorado Department of Education (CDE) the state-assigned student identifier for each student enrolled in the district who has a READ plan. Other information required by the READ Act and applicable State Board of Education rules shall also be reported to CDE.

The District shall also use the reported student data to develop and implement district and school improvement plans in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules.

- Adopted: May 21, 1998
- Revised: August 10, 2000
- Revised: April 28, 2010
- Revised: August 13, 2015
- Reviewed: December 13, 2018

LEGAL REFS:

- C.R.S. 22-7-1204 – C.R.S. 22-7-1208 (*Colorado READ Act*)

BOARD-APPROVED POLICY OF DISTRICT 49

Title	School-Related Student Publications <u>(School Publications Code)</u>
Designation	JICEA
Office/Custodian	Education/Executive Director of Learning Services

~~School sponsored publications are a public forum for students as well as an educational activity through which students can gain experience in reporting, writing, editing, and understanding responsible journalism. Because the Board of Education recognizes creative student expression as an educational benefit of the school experience, it encourages freedom of comment, both oral and written, in a school setting with a degree of order in which proper learning can take place.~~

The Board encourages students to express their views in school-sponsored publications while observing and to observe rules for responsible journalism and complying with this policy and state and federal law. To protect the rights of all members of the school community and to support the district's educational mission and purposes, students are prohibited from publishing. ~~This means~~ expression which:

- is false or obscene;
- is libelous, slanderous, or defamatory under state law;
- presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school;
- violates the privacy rights of others; or
- threatens violence to property or persons ~~shall not be permitted.~~

Student editors of school-sponsored publications shall be responsible for determining the news, opinions, and advertising content of their publications subject to the limitations of this policy, its accompanying regulation and applicable state and federal law. The publications advisor within each school shall be responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

~~The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.~~

~~All school-sponsored publications shall contain a disclaimer that expression made by students in the exercise of freedom of speech or freedom of the press is not an expression of Board policy. The District and employees are provided immunity from civil or criminal penalties for any expression made or published by students.~~

~~The Chief Education Officer or designee shall develop, for approval by the Board, a written official school publications code which shall include:~~

- ~~1. A statement of the purposes of official school publications.~~
- ~~2. Responsibilities of official school publications' advisors and student editors.~~
- ~~3. A list of prohibited materials.~~

~~4. Reasonable provisions for the time, place, and manner of distributing school-sponsored student publications within the District's jurisdiction.~~

~~5. Procedures for resolving differences.~~

~~The publications code shall be distributed to all students and teachers at the beginning of each school year.~~

- Adopted: February 14, 1991
- Revised: November 21, 1991
- Revised: May 19, 1994
- Revised: August 10, 2000
- Review: January 14, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016
- Revised: December 13, 2018

LEGAL REFS:

- C.R.S. 22-1-120 (*rights of free expression for public school students*)
- C.R.S. 22-1-122 (5)(e) (*state law does not prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis, or evaluation without obtaining written parental consent as long as participation is not prohibited by federal law*)
- C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

CROSS REFS:

- JICED, Student Expression Rights
- JLDAC, Screening/Testing of Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Organizations
Designation	JJA-1
Office/Custodian	Education/Executive Director of Learning Services

Schools in the district may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board policy, administrative rules and the parameters of the learning program.

Each building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval of the principal prior to the formation of any club or organization in a school and the assignment of at least one faculty advisor to each approved student organization.

All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

All forms of hazing ~~in initiations~~ shall be prohibited in a student organization. No initiation shall be held for a student organization which will ~~bring criticism to the school system or~~ be degrading to the student.

The faculty advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is responsible for determining whether the purpose of a student organization is related to the curriculum.

Student organizations shall be considered directly related to the curriculum if one or more of the following applies:

1. The subject matter of the group actually is taught in a regularly-offered course.
2. The subject matter of the group concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Academic credit or extra credit is given for participation in the group.

When the principal denies the request of a student organization desiring to meet or form in a particular school, the principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the chief education officer within 10 days of the denial for a review of the principal's decision.

"In the event the principal denies a group of ~~middle and/or high school~~~~secondary~~ students the right to organize and conduct meetings as a curriculum-related student organization, students may seek permission to meet as a non-curricular student organization in accordance with Board policy JJA-2."

- Adopted: September 2, 1999
- Revised: April 28, 2010
- Revised: September 8, 2016
- Revised: December 13, 2018

LEGAL REF:

- 20 U.S.C. 4071 et seq. (Equal Access Act)
- C.R.S. 22-1-117 (~~S~~secret fraternities forbidden)
- C.R.S. 22-1-118 (~~School~~ board has power to enforce prohibition on secret fraternities)

CROSS REF:

- JJA-2 Student Organization – Open Forum (~~Secondary Schools~~)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Organizations – Open Forum (Secondary Schools)
Designation	JJA-2
Office/Custodian	Education/Executive Director of Learning Services

In addition to clubs and groups related to the curriculum, students in middle and highsecondary schools ~~(grades 7-12)~~ in this district shall be permitted to organize and conduct meetings of non-curriculum-related student clubs or other groups to pursue specialized activities outside the classroom. Such groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the educational activities of the school. Meetings of non-curricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

For purposes of this policy, "non-instructional time" means time set aside by each school before actual classroom instruction begins or after actual classroom instruction ends. Lunch period is considered "noninstructional time."

Requests for permission to conduct a non-curricular student meeting must originate from a student or groups of students. Persons not attending school in this district, parents, school personnel or any other non-school persons are prohibited from directing, conducting, controlling or regularly attending the activities of a non-curricular student group.

All non-curricular student groups meeting on school premises are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy. Attendance at all meetings must be voluntary.

The administration shall develop general guidelines and rules so that students will be informed about the procedure for scheduling meetings and activities, the hours available for meetings and the facilities available for meeting space. Students must request permission for a meeting of a non-curriculum-related group from the principal and submit all scheduling requests to the principal for approval.

A member of the professional staff must be invited to attend every meeting or activity scheduled on school premises as a monitor for purposes of general supervision.

Students shall be responsible for ensuring the presence of a faculty monitor prior to every meeting.

Under no circumstances shall the school compel a faculty member or school employee to monitor or attend a meeting of a non-curricular student group if the content of the speech at the meeting is contrary to the beliefs of the school employee.

School employees may be present at religious meetings of a non-curricular group only in a non-participatory capacity.

All forms of hazing ~~in initiations~~ shall be prohibited in any group meeting on school premises. No initiation shall be held for any non-curricular student group which will ~~bring criticism to the school system or~~ be degrading to the student.

The school district, through the building principal, retains the authority to prohibit meetings which otherwise would be unlawful. Further, nothing in this policy shall be construed to limit the authority of the school to maintain discipline on school premises, to protect the well-being of students and faculty and to ensure that attendance at meetings is voluntary. Neither shall anything in this policy be used to imply that the school is sponsoring a non-curricular student group. No public funding or support shall be extended to non-curricular student groups other than an opportunity to meet on school premises.

In providing equal access to school facilities for all non-curricular groups, the district is not expressing any opinion or approval of the subject matter discussed at any meeting nor is it advocating or supporting in any manner the point of view expressed by any student or group meeting as allowed by this policy.

Non-curricular student groups shall not be denied equal access to school facilities solely on the basis of the religious, political, philosophical or other content of any speech at such meetings.

- Adopted: September 8, 2016
- Revised: December 13, 2018

LEGAL REF:

- 20 U.S.C. 4071 et seq. Equal Access Act
- C.R.S. 22-1-117 (~~S~~ecret fraternities forbidden)
- C.R.S. 22-1-118 (~~School~~ board has power to enforce prohibition on secret fraternities)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Relations with State Agencies
Designation	KLG
Office/Custodian	Board of Education/Executive Assistant to the BOE

To enhance the safety and security of students, staff, and community, a cooperative and proactive effort shall be maintained between the officials of the District and state agencies.

The Board shall cooperate and to the extent possible, develop written agreements with law enforcement officials, the juvenile justice system, and social services, as allowed under state and federal law, to keep each school environment safe.

This cooperative and proactive effort shall pursue the following primary objectives:

1. Development and periodic review of crisis prevention and management plans and safe school plans.
2. Assessment of District and building security, safety, and violence prevention policies and procedures.
3. Development of guidelines for how and when to contact state agencies and what support the District shall provide to aid in the effectiveness of the state agency.
4. Protection of the civil rights of all individuals.

- Adopted: November 3, 1977
- Revised: September 7, 2000
- Reviewed: February 11, 2010
- Reviewed: August 13, 2015
- Reviewed: December 13, 2018

LEGAL REF:

- C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)

CROSS REF:

- ECA/ECB, Security/Access to Buildings
- JIH, Student Interrogations, Searches, and Arrests
- JLIA, Supervision of Students
- KDE, Crisis Management

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Charter Contract – Automotive Institute of Science and Technology

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The applications for the Automotive Institute of Science and Technology (AIST) was approved by the BOE on July 12, 2018. Approval of the application placed the charter schools in the contracting phase. Legal representatives, along with input of District 49 and applicant administration have worked to establish an agreeable contract. The draft of the contract is the point of discussion.

RATIONALE:

Each draft contract meets the best practice authorizer standards and promotes a collaborative approach to ensuring success for every student.

RELEVANT DATA AND EXPECTED OUTCOMES:

The charter definitions and terms provide the guide to oversight and operation. The contract will serve as the foundation for AIST.

INNOVATION AND INTELLIGENT RISK:

Some risk is involved in approving a charter school. Included and most specifically, the risk of the charter school serving students well - ought to be considered. The contract is a binding guide, but does not guarantee success. The process of drafting and negotiating the contract follows best practice which is intended to minimize risk and maximize 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	The contract is a public document for public consumption and provides
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The community has provided input and support of AIST.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The contract signifies the agreement between the Board of Education and the AIST Board of Directors. The agreement allows the school to contractually function as proposed and allows for further choice of education in District 49.
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	AIST promises to deliver firm foundations of knowledge, skills and experience for all students to be served.

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	
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BUDGET IMPACT: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the charter contract as presented at the December Board of Education regularly scheduled meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 30, 2018

AUTOMOTIVE INSTITUTE OF SCIENCE AND TECHNOLOGY

CHARTER SCHOOL CONTRACT

This Charter School Contract (“Contract”), dated effective as of the [REDACTED] day of [REDACTED], 2018, is made and entered into by and between El Paso County School District No. 49 (“District”) and Automotive Institute of Science and Technology (the “School”), a public charter school organized as a Colorado non-profit corporation (collectively, the “Parties”).

SECTION ONE: RECITALS

WHEREAS, the Colorado General Assembly has enacted the Charter Schools Act (“Act”), C.R.S. §§ 22-30.5-101 et seq., for certain purposes as enumerated in C.R.S. §§ 22-30.5-102(2) & (3); and

WHEREAS, on July 12, 2018, the District’s Board of Education (“Board”) conditionally approved the School’s charter application (the “Application”) to operate a charter school in the District for a period of five (5) years; and

WHEREAS, the Parties desire to enter into a charter school contract for the ongoing operation of the School pursuant to the Application and the Act for a term of five (5) years; and

WHEREAS, this Contract, together with the Application (as incorporated by reference herein as Attachment 7 and with the attachments and exhibits thereto and hereto), contains all terms, conditions, and provisions hereof and the entire understandings and all representations of understandings and discussions of the parties relating thereto, and all prior representations, understandings and discussions are merged herein and superseded and canceled by this Contract.

NOW THEREFORE, in consideration of the foregoing Recitals and the mutual understandings, releases, covenants and payments contained herein, the Parties agree as follows:

SECTION TWO: ESTABLISHMENT OF SCHOOL

2.1 Term. The term for the operation of the School shall begin as of July 1, 2020 and shall continue through June 30, 2025. Although this Contract is for operation of the School for a period of five (5) years, any financial commitment on the part of the District contained in this Contract is subject to annual appropriation by the District and the Parties agree that the District has no obligation to fund the financial obligations under this Contract other than for the current year of the Contract term; and that the District has not irrevocably pledged and held for payment sufficient cash reserves for funding the School or for providing services herein for any subsequent fiscal year during the remaining term of the Contract.

2.2 Charter School Legal Status. Unless the parties agree otherwise in writing, the School shall continue to operate as a Colorado nonprofit corporation and shall assure that its operation is in accordance with its articles of incorporation and bylaws, as amended from time to time. The School has or will apply to the Internal Revenue Service to be recognized as a Section 501(c)(3)

tax-exempt entity. The School shall notify the District promptly of any change in its corporate and/or tax-exempt status.

The School is organized and maintained as a separate legal entity from the District for all purposes of the Contract. As provided by the Act, the School shall constitute a public school in Colorado. Notwithstanding its existence as a separate legal entity, the educational programs conducted by the School are considered to be operated by the School as part of the District. As such, the School is subject to Colorado laws and District policies that apply to all public schools unless waived in accordance with Section 5.5 of this Contract. Further, the School is a public entity within the meaning of C.R.S. § 24-10-106, and is therefore entitled to the protections of the Colorado Governmental Immunity Act, and is a local public body within the meaning of C.R.S. § 24-6-402(1)(a), and therefore subject to the Sunshine Law and the Open Records Act.

SECTION THREE: DISTRICT-SCHOOL RELATIONSHIP

3.1 District Rights and Responsibilities.

A. Right to Review. The School shall operate under the auspices of, and shall be accountable to, the District and subject to, unless specifically waived or delegated pursuant to the Contract, all applicable federal and state laws and regulations, and Board policies and regulations. Subject to the terms of this section, all records established and maintained in accordance with the provisions of this Contract, Board policies and regulations, and federal and state law and regulations shall be open to inspection and review and made available in a timely manner in accordance with applicable law to District officials who have legitimate educational interests in such records within the meaning of the Family Educational Rights and Privacy Act (FERPA). Records include, but are not limited to, the following:

- i. School records including, but not limited to, student cumulative files, policies, special education and related services;
- ii. Financial records;
- iii. Educational program, including test administration procedures and student protocols;
- iv. Criminal background check verifications;
- v. The School's operations, including health, safety and occupancy requirements;
- vi. Inspection of the School facility; and
- vii. Waiting Lists the School holds at each grade level, including name, address and contact information for each student on the School's waiting list.

Further, the District may make announced or unannounced visits to the School to fulfill its oversight responsibilities, provided that any such visit shall be at a reasonable time and in a reasonable manner. Except in emergencies endangering health or safety as directed by responsible District administrative officials, visits

should be pre-arranged in a professional manner to avoid needless disruption of the educational process.

Notwithstanding anything to the contrary herein, the District shall not have access to (1) documents constituting communication with the School's attorney concerning a matter that is protected by attorney client privilege, or attorney work product doctrine; or (2) documents that would otherwise be executive session minutes within the meaning of applicable state law; (3) or subject to the work product exception relating to negotiations with the District; or (4) documents protected under the common law governmental or "deliberative process" privilege as codified in C.R.S. 24-72-204(3)(a)(XIII).

B. Complaints. The District agrees to notify the School regarding any complaints about the governance, safety or contractual compliance of the School that the District receives within three (3) business days of the receipt of the complaint by the District and shall include information about the substance of the complaint, taking into consideration any complainant's request for anonymity. The District further agrees to direct any complaining party to the School's internal grievance policy, so that the School and the complaining party may first address the complaint at the School level and in accordance with School policy. Any written complaint shall be provided to the School as soon as possible, but no later than three (3) business days after receipt by the District.

C. School Health or Safety Issues. The District shall immediately notify the School of any circumstances requiring School closure, lockdown, emergency drills or any other action that may affect the health and safety of the School's students.

D. Access to Data and Information. The District will promptly provide the School with access to any data and information pertaining to the School that the District receives from the State or other sources, including but not limited to, test scores, Every Student Succeeds Act (ESSA) school improvement status, accreditation, special education, and funding information.

E. Accreditation Data and Process. No later than five (5) business days following the receipt of the information, the District shall provide to the School data used by the Colorado Department of Education ("CDE") to conduct its analysis of the School's performance and CDE's initial recommendation considering the type of performance plan the School should be required to implement. The District shall give due consideration to any appeal made by the School to the plan assignment, provided that the School has submitted valid and reliable data for consideration in accordance with a reasonable deadline established by the District. The District shall represent any appeal it deems valid to the Department in accordance with CCR 301-1-10.03. No later than five (5) business days following the receipt of the information, the District shall provide to the School the final plan assignment determination that the School shall implement, and the final accreditation status assigned to the School and the District's assessment of the progress made by the School toward the goals and objectives set forth in Section 7.3 of this Contract.

F. Access to Student Records. The District shall promptly make available to the School cumulative files and/or student information, including but not limited to information regarding special education and related services for students of the School. The School shall use such information exclusively for fulfillment of its educational responsibilities or for compliance with the law and shall not use student information acquired from the District for any other purpose.

Student records include but are not limited to immunization records, class schedules, records of academic performance, disciplinary actions, attendance and standardized test results, and documentation required under federal and state law regarding the education of students with disabilities.

G. District Responsibility to Report Costs/Accounting to the School. Within ninety (90) days after the end of each fiscal year, the District shall provide to the School the costs of services actually provided to the School from among the District's central administrative overhead costs and any direct costs that were charged to the School in accordance with the provisions of C.R.S. § 22-30.5-112(2)(a.4)(I) and (II). Any difference between the amount initially charged to the School and the actual cost shall be reconciled and paid to the owed party. Projected cost figures for any service to be purchased by the School from the District shall be provided to the School during its budget formulation phase.

H. Reasonable Assistance. The District shall, within three (3) business days, provide all requested signatures and, when necessary, all requested supporting documentation in order to permit the School to apply for any state, federal, or charitable grant of the School's election.

I. Educational Option. Pursuant to C.R.S. § 22-30.5-109(6), the District shall provide the School the same opportunities for publicizing the School as an educational option as are provided to other District educational options, and shall include but not be limited to advertising, availability of mailing lists and labels, and other informational activities, provided the School pays for its share of such publicity at cost.

3.2 School's Rights and Responsibilities.

A. Records. The School agrees to comply with all federal, state, and District record keeping requirements including those pertaining to students, governance, and finance. This includes maintaining up-to-date information about enrolled students in the School's student information system. In addition, the School shall ensure that records for students enrolling in other Schools are transferred in a timely manner. Financial records shall be posted in accordance with the Colorado Financial Transparency Act (C.R.S. §§22-44-301 *et seq.*) and reconciled at least monthly. All records shall be maintained at the School and shall be open to inspection, consistent with law, during reasonable business hours. The School further agrees to assist the District in accessing or reviewing any record as part of its oversight responsibility or to address compliance requirements, subject to the limitations set forth in Section 3.1(A).

B. Notifications provided to the District. The School shall notify the District (and other appropriate authorities) within five (5) business days for the following situations:

- i. The discipline of employees at the School arising from misconduct or behavior that may have resulted in harm to students or others, or that constituted serious violations of law; or
- ii. Any complaints filed against the School by any governmental agency.

Immediate notice. The School shall immediately notify the District of any of the following:

- i. Conditions that may cause the School to vary materially from the terms of this Contract, applicable District requirements, federal, and/or state law;
- ii. Any circumstance requiring the closure of the School, including, but not limited to, a natural disaster such as an earthquake, storm, flood or other weather related event, other extraordinary emergency, or destruction or damage to School facilities;
- iii. The arrest of any member of the Board of Directors of the School or any School employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft;
- iv. Misappropriation of funds;
- v. A default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more; or
- vi. Any change in its corporate status with the Colorado Secretary of State's Office or status as a 501(c)(3) entity.

C. Compliance. The School shall comply with all applicable federal and state laws, local ordinances, and District policies applicable to charter schools, except to the extent that the School has obtained waivers from state law and regulations and District policies in accordance with Section 5.5 of this Contract. A list of some, but not all, of the federal and state laws with which the School must comply are listed in Attachment 2.

D. Reports. The School shall timely provide to the District any reports necessary and reasonably required for the District to meet its oversight and reporting obligations. Required reports include, but are not limited to those listed below along with projected due dates for the current school year. Timely notification shall be provided when due dates are changed. The District will annually update the list of required reports and due dates and provide this information to the School. Failure to provide reports within ten (10) business days after the date due, unless previously coordinated with the District, may

constitute a material violation of the Contract, and the District may take actions outlined in Section 3.2(I).

- i. Accreditation report, including the Unified Improvement Plan, in accordance with state requirements.
- ii. Annual Performance Report (APR) to include:
 - a. Quarterly reports, due within 30 days after each quarter, or October 30, January 30, April 30, and July 30, that include:
 - 1. Quarterly projected and actual enrollment
 - 2. Quarterly financial reports
 - 3. Governance information to include the charter school board roster and contact information, signed board disclosure/conflict of interest forms for each board member and policies addressing conflicts of interest, nepotism, excess benefits, and discrimination by October 30.
 - 4. Anything else as may be included in the District's Annual Performance Report and required of its charter schools.
 - iii. Required financial reports in addition to posting financial data on-line in accordance with C.R.S. §§ 22-44-301 *et seq.* (including current year budget and the two immediately prior two years' budgets, if applicable).
 - 1. Proposed Budget-due April 15
 - 2. The School Board approved budget-due June 15
 - 3. Annual Financial Audit-due September 15
 - 4. End of the year balance- due August 20
- iv. School calendar – due June 1
- v. Insurance certification – due September 1
- vi. Health and Safety Information (Including a report of previous year's fire drills, updated emergency plans, and emergency contact information) – due June 30;

E. Reserved.

F. Indemnification. To the extent permitted by law and not covered by insurance or not otherwise barred by the Colorado Governmental Immunity Act, the District and the School each agree to indemnify and hold the other and its respective employees, directors, officers, agents and assigns harmless for all liability, claims and demands of third parties arising on account of personal injury, sickness, disease, death, property loss, or damage or any other losses of any kind whatsoever that are proximately caused by the negligent, grossly negligent or intentional acts of the District or the School or the District's or the School's respective employees, directors, officers, agent and assigns. The foregoing provision shall not be deemed a relinquishment or waiver of any applicable bar

or limitation on liability provided by the Colorado Governmental Immunity Act or other law. The indemnitee shall reasonably seek to recover any amounts due under this Section from any applicable insurance policy paid for by the School or the District, as applicable, before withholding funds otherwise due to the District or the School, as applicable.

G. Procedures for Articles of Incorporation and Bylaws Amendments. The School shall follow any requirements of the Colorado Revised Nonprofit Corporations Act and/or the Act in amending its articles of incorporation and bylaws and shall provide the District with notice of any such changes. Proposed material changes to the School's articles of incorporation and bylaws must be approved by the District, which approval will not be unreasonably withheld or delayed. The bylaws or policies of the School shall include a requirement that each Board member annually sign a conflict of interest disclosure, which shall, at a minimum, meet the requirements set forth in Attachment 3.

H. District-School Dispute Resolution. All disputes arising out of the implementation of this Contract, and not subject to immediate appeal to the State Board of Education, shall be subject to the dispute resolution process set forth in this Section; unless specifically otherwise provided. All timelines in this Section may be extended by mutual agreement of the Parties:

i. The School and the District agree that the existence and details of a dispute notwithstanding, the Parties shall continue without delaying their performance hereunder, except for any performance that may be directly affected by such dispute.

ii. Either party shall notify the other party that a dispute exists between them within thirty (30) days from the date the dispute arises. Such notification shall be in writing and shall identify the article and section of the Contract that is in dispute and the grounds for the position that such article and section is in dispute. The matter shall be immediately submitted to the President of the Board of the School and the President of the Board of the District, or their respective designees, for further consideration and discussions to attempt to resolve the dispute.

iii. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure within thirty (30) days after the date of notification by one to the other of the existence of such dispute, then either party may elect to submit the matter to the boards of the School and the District for their consideration. The submission to the boards shall be made in writing to the other party and to the board Presidents for delivery to the boards, no later than forty (40) days after the initial date of notification by one party to the other of the existence of the dispute. The President of each board shall be required to place the item on the agenda at the earliest meetings for discussion by the respective boards. The board Presidents are required to inform each other in writing of any resolution proposed by their respective boards within ten (10) days after the board

meeting at which the item is discussed. The board Presidents may elect to meet to identify possible solutions.

iv. In the event that the matter is not resolved by each board, then the matter shall be submitted by either party to non-binding mediation by notice in writing to the other party within thirty (30) days following the Board meetings. The thirty (30) days shall be determined by the date of the last Board meeting at which the matter is discussed.

v. Any and all disputes which cannot be resolved informally shall be addressed by mediation to the extent not inconsistent with the requirements of state law, subject to either party's right of appeal to the State Board. The parties expressly agree that the mediator(s) shall be required to render a written opinion concerning the matters in controversy, together with their findings.

vi. If either party submits a notice of mediation, it shall at the same time designate in writing a proposed mediator. If the other party does not agree with the designation, then it shall designate an alternate mediator within five (5) days. If the other party does not agree with the alternate designation, it shall give notice within five (5) days, and the two proposed mediators shall meet within ten (10) days and agree upon a third person to act as mediator. Each party shall pay one-half of the reasonable fees and expenses of the neutral mediator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, or mediators not jointly appointed, shall be paid by the party incurring such costs.

vii. The mediators shall have no authority to add to, delete from, or otherwise modify any provision of this Contract or to issue a finding having such an effect.

viii. Either party may appeal to the State Board within thirty (30) days of the written release of the mediation opinion.

I. Other Remedies. If the School is subject to nonrenewal or revocation pursuant to C.R.S. § 22-30.5-110(3) or any other state or federal laws or regulations, or if the District has finally adjudicated that the School materially breached the Contract, the District may, but is not required to, impose other remedies, which shall be limited to those contained herein or provided for under applicable law, prior to initiating revocation procedures in accordance with Section 11.3. Remedies include, but are not limited to, those listed below. These remedies may be applied individually, in succession, or simultaneously.

Prior to applying a remedy other than that described in Section 3.2(K) (Emergency Powers), the District shall send a notice of breach and provide the School a reasonable opportunity to cure. The notice shall state the deficiency and the basis (evidence), provide an opportunity for the School to contest the deficiency, and indicate a reasonable timeframe for remedying the deficiency and

the expected results. Unless the circumstances dictate a different period, the School shall have thirty (30) days from receipt of notice to cure any perceived deficiency.

J. Withholding up to Eight Percent (8%) of Funds Due to the School. This remedy may be applied in situations where the School could reasonably take actions to remedy the breach prior to the withholding of funds. These situations include, but are not limited to, failure to submit reports listed in Section 3.2(D) by the established deadlines, failure to submit other required information or records by the date requested, and failure to submit a budget to the District that meets the requirement of Section 8.3. Any action taken pursuant to this subsection is subject to the limitation set forth in C.R.S. § 22-30.5-112(8)(5) and is subject to review as provided in C.R.S. § 22-30.5-112(9).

K. Submission of Plan to Remedy Deficiency. At the request of the District, the School shall develop a remediation plan to cure a deficiency and submit it to the District for review and comment. The plan may be revised at the discretion of the School and then submitted to the board of directors of the School for approval. The approved plan shall include a statement that directs the School's staff to implement the plan and provide the School's board and the District's board with periodic reports of progress. The District may request the School to review and revise the plan if it reasonably determines it is not effective in remedying the deficiency. This remedy may be applied if the School fails to 1) make progress toward achieving its goals and objectives as described in this Contract after a reasonable period of time, 2) achieve District accreditation requirements, 3) implement its educational program after a reasonable period of time, or 4) complete two (2) or more required reports by the established deadlines.

L. District Violations of Charter School Law or Contract. If the School believes that the District has violated any provision of this Contract or law, the School may initiate the dispute resolution procedures of Section 3.2(H), or seek other remedies provided by law.

M. Emergency Powers. If the District seeks a preliminary order under the Emergency Powers set forth in C.R.S. §§ 22-30.5-701 *et seq.*, it shall follow the procedures set forth therein.

SECTION FOUR: SCHOOL GOVERNANCE

4.1 Governance. The School's articles of incorporation and bylaws shall not conflict with the School's obligation to operate in a manner consistent with this Contract. The School Board's policies shall provide for governance of the operation of the School consistent with this Contract. The governing board shall operate in accordance with this Contract and its articles of incorporation and bylaws. The School shall follow any requirements of the Colorado Revised Nonprofit Corporation Act, C.R.S. §§ 7-121-101 to 7-137-301 in amending its articles of incorporation and bylaws. The School agrees that its articles, bylaws, policies, operating agreement with an educational service provider (ESP), and any other documents or practices

shall comply with the Act, the Colorado Revised Nonprofit Corporation Act, the Open Meetings Law, the Open Records Act, the Public School Financial Transparency Act, and all other Colorado or federal law that applies to the School or its operation as a charter school in Colorado. The School further agrees that any changes to any documents that affect the fundamental governance of the School must be reviewed and approved by the District prior to such changes becoming effective, which such approval shall not be unreasonably withheld or delayed.

4.2 Corporate Purpose. The purpose of the School as set forth in its articles of incorporation shall be limited to the operation of a charter school pursuant to the Act and any activities incidental thereto.

4.3 Transparency. The School shall make its Board-adopted policies, meeting agendas, minutes, and related documents readily available for public inspection and shall conduct meetings consistent with principles of transparency, the Colorado Sunshine and Open Records laws, and shall adopt and strictly enforce a conflict of interest policy.

4.4 Administrator Evaluation. The governing board shall conduct a performance evaluation of the School's lead administrator at least annually in accordance with C.R.S. § 22-9-106, unless waived, in which case a replacement plan and rationale shall be submitted and approved in accordance with Section 5.5 of this Agreement.

4.5 School Dashboard and Annual Performance Report. The School's Board shall develop a school dashboard that reflects the Board's focus on specific measures and metrics to determine the overall success of the School. This dashboard shall be reported quarterly to the District and included in the Annual Performance Report.

4.6 Complaints. The School shall establish a process for resolving public complaints, including complaints regarding curriculum, which shall include an opportunity for complainants to be heard. The final administrative appeal shall be heard by the School Board of Directors, not the District's Board of Education.

4.7 Contracting for Core Educational Services.

The School shall not have the authority to enter into a contract or subcontract with a third party for the management or administration of its core instructional programs or services, including special education and related services unless approved in writing in advance by the District, which approval shall not be unreasonably withheld or delayed. Core educational services shall mean services that are a critical component to the educational process for students, such as areas of teaching in which there are CMAS or PARCC testing and special education. This will not prevent the School from engaging independent contractors to teach selected, specific courses, or provide specific services as a portion of the School's educational program or operations. Should the School desire to contract with a third party for core educational services, the School must additionally satisfy the ESP Agreement provisions contained in Attachment 4.

Notwithstanding section 4.7(A) of this Contract, the School may negotiate and contract with a school food authority, or any third party for the use, operation and maintenance of a school building and grounds, the provision of any service, activity or undertaking that the School is required to perform in order to carry out the educational program described herein.

4.8 Board Training. The School's Board shall adopt a policy for its annual training plan. Further, each School board member will satisfactorily complete charter school governing board training modules online at <http://onlinelearning.enetcolorado.org/>, or other similar board training module program, and report progress on module completion at least annually by June 1 or comparable training within the discretion of the School and at the expense of the School, within a year of executing this Contract (for those members currently serving on the Board) or being seated on the Board (for all future board members), whichever comes first. Failure to complete this requirement will be noted in the Annual Performance Report compiled by the District.

SECTION FIVE: OPERATION OF SCHOOL AND WAIVERS

5.1 Operational Powers. The School shall be fiscally responsible for its own operations, and shall have authority independently to exercise the following powers (together with such powers as provided for elsewhere in this Contract): contracting for goods and services; preparation of budgets; selection, supervision, evaluation, and determination of compensation for personnel; promotion and termination of personnel; procure insurance; lease or otherwise acquire facilities for school purposes and the School retains the sole authority for deciding what leases to enter into; purchase, lease or rent furniture, equipment and supplies; retain fees collected from students in accordance with law; and accept and expend gifts, donations, or grants of any kind in accordance with such conditions prescribed by the donor as are consistent with law and not contrary to any of the terms of this Contract; and, adoption of policies and bylaws consistent with the terms of this Contract. For the avoidance of doubt, the preceding list is a non-exhaustive list of operational powers of the School.

5.2 Transportation. The District and the School acknowledge and agree that transportation is not required to be provided to students attending the School. Upon separate agreement, students attending the School may utilize transportation provided by the District. Transportation of special education students who require transportation or a related service shall be provided by the District consistent with the service agreement by which the District will serve students at the School with special needs (those with Individualized Education Program plan).

5.3 Food Services. The District and the School acknowledge and agree that foodservices are not required to be provided to students attending the School. If requested to do so by the School, the District shall consult with the School to provide school meals, including free and reduced price meals, in a manner determined by the District and in accordance with Board policy and applicable federal and state laws. The costs associated with all food services shall be borne by the School.

5.4 Insurance. During the term of this Contract, the School shall maintain insurance coverage either purchased in its own right or through the District. Such insurance shall at a minimum include the following:

A. Commercial General Liability. School will maintain commercial general liability insurance covering all operations by or on behalf of the School, including operations of any subcontractor, on an occurrence basis against claims for personal injury (including bodily injury or death) and property damage (including loss of use). Such insurance will have the following limits and coverages:

Minimum Limits:

- \$1,000,000 each occurrence
- \$2,000,000 general aggregate
- \$2,000,000 products and completed operations aggregate

Coverages:

- Occurrence form
- Products and completed operations coverage
- Personal injury
- Contractual liability
- Defense in addition to the limits of liability
- Sexual abuse and misconduct coverage
- Coverage for athletic participants, if the School participates in athletic programs
- Special events coverage
- Severability of interests provision
- Additional insured endorsement on behalf of the District

B. Automobile Liability. School will maintain business auto liability coverage covering liability arising out of any auto (including owned, hired, and non-owned autos):

Minimum Limits: \$1,000,000 combined single limit each accident

Coverages: Additional insured endorsement on behalf of the District. Excess coverage for employees as insured using personal vehicles on School business.

C. Compensation Insurance. School will maintain workers' compensation insurance, including occupational disease provisions covering the School in accordance with applicable state laws and employer's liability insurance:

Minimum Limits:

Workers' compensation – statutory limits; and
Employer's liability: \$250,000 bodily injury for each accident; \$250,000 each employee for disease and \$500,000 disease aggregate.

D. Educators' Legal Liability. During the term of the Contract, the School shall maintain Educators' Legal Liability Insurance covering its professional errors and omissions with a limit of not less than \$2,000,000 per claim/aggregate. If coverage is purchased on a "Claims Made" basis, coverage must be endorsed to cover acts of the entity from the first date of operation. In addition, if operations of the entity cease, an extended reporting period of at least two (2) years must be purchased (an umbrella policy may be used to meet the limits requirement).

E. Directors and Officers Liability. During the term of the Contract, School shall maintain Directors and Officers Liability Insurance covering the wrongful acts, errors and omissions of its Board of Directors arising out of the administration of the School with a limit of not less than \$2,000,000 per claim/aggregate. This coverage may be included in the Educators' Legal Liability coverage. Coverage shall also include Employment Practices Liability. If coverage is purchased on a "Claims Made" basis, coverage must be endorsed to cover acts of the entity from the first date of operation. In addition, if operations of the School cease, an extended reporting period of at least two (2) years must be purchased.

F. Excess/Umbrella Liability. The School shall maintain umbrella/excess liability on an occurrence basis in excess of general liability, auto liability, employer's liability insurance described above, and, if available, excess of the Educators' Legal Liability and Directors and Officers Liability such that the total coverage for each policy combined with the umbrella/excess liability policy has a minimum limit of \$2,000,000.00 for each occurrence and aggregate.

G. Property Insurance. All property (building and contents) owned or leased by the School will be the responsibility of the School unless otherwise agreed by contract. School will carry property insurance covering its owned or leased property on an all risk form, including replacement cost coverage, equipment breakdown (if applicable), and business interruption/extra expense.

H. Crime Insurance. School will maintain employee dishonesty coverage in an amount of not less than \$250,000 to protect it from theft of money and securities by employees. Coverage must also include volunteers as employees.

5.5 Waivers. State laws and regulations.

A. Automatic Waivers. The District agrees to seek waivers from the State Board of Education of state statutes and regulations that are automatically approved. The automatic waivers from state law or regulation are set forth in Attachment 5.

B. Additional Waiver Requests. Waivers are neither necessary nor appropriate when a statute or rule by express terms does not apply to the School, or when a District power or duty has been fully delegated, as more specifically stated in this Contract, to the School. The School is expected to seek waivers

only if a statute or rule applies to the School and is inconsistent with the School's intended operational or educational needs.

C. Procedures for Additional Waiver Requests. The District Board of Education agrees to jointly request waivers of the state laws and regulations, in addition to those automatically granted, that are listed in Attachment 5. To the extent that the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the Parties shall meet to negotiate the effect of such State Board action.

D. Subsequent Waiver Requests. The School may request additional waivers after the original request. Upon receipt of such request, District officials shall have thirty (30) calendar days to review the request and, thereafter, shall present the matter before the District Board at its next regular meeting. The Board shall, unless otherwise agreed by the Parties, have thirty (30) calendar days to consider the matter prior to rendering a decision at a regular meeting. The District agrees to jointly request such a waiver from the State Board, if the District's Board first approves the request, which shall not be unreasonably withheld, conditioned, delayed or denied. District Board of Education approval of requests to waive state law or regulations shall not be unreasonably withheld. To the extent that the State Board does not grant the requested waivers or imposes conditions upon the School with respect to such waivers, it is agreed that representatives of the Parties shall meet to negotiate the effect of such State Board action.

5.6 District Policies.

A. Automatic Waivers. The District shall grant automatic waivers that are necessary or appropriate when a policy by its express terms does not apply to the School. Through this Contract, the District has delegated this authority to the School. Such automatic waivers from District policy are subject to compliance with all applicable state and federal laws, rules and regulations. In addition, any District policies enacted after the Effective Date of this Contract shall not apply to the School unless and until the School's board of directors passes a resolution agreeing to be bound by the same.

B. Additional Waivers. The School shall be granted certain waivers from District policies upon approval of the Board of acceptable replacements, which shall not be unreasonably withheld or delayed.

C. Subsequent Waiver Requests. The School may request additional waivers after the original request. Upon receipt of such request, District administrators shall have thirty (30) calendar days to review the request and, thereafter, shall present the matter before the District Board at its next regular meeting. The Board shall, unless otherwise agreed by the Parties, have thirty (30) calendar days to consider the matter prior to rendering a decision at a regular meeting. Waivers of District policies may be granted

only to the extent permitted by state law. Waiver of District policies shall not be unreasonably withheld.

D. Revocation of Waivers. For reasonable cause and after providing notice to the School, the District may revoke waivers previously granted.

SECTION SIX: SCHOOL ENROLLMENT AND DEMOGRAPHICS

6.1 Student Grade Levels. The School will serve students in grades 9-14. Should an expansion of the approved program be contemplated, the School shall seek Board approval of its expansion plan in accordance with whatever reasonable processes or requirements may be established by the District, which approval shall not be unreasonably withheld, conditioned, or delayed.

6.2 Student Demographics. The School shall abide by the provisions of the Act, C.R.S. §22-30.5-104(3). The School shall have and implement a recruitment and enrollment plan that ensures that it is open to any child who resides within the District. The School shall make reasonable efforts to enroll a percentage of students that are eligible for free or reduced lunch programs consistent with District averages, considering the demographics of other public schools within a reasonable proximity to the School. The School shall consistently attempt to make reasonable progress toward this goal.

6.3 Minimum Enrollment. The District Board approves the School's enrollment procedures as articulated in the Application. The School will have a waiting list when the planned capacity of its facilities is reached. Minimum enrollment shall be the number of students needed for the School to be financially viable, as reasonably determined by the Parties.

6.4 Eligibility for Enrollment/Admissions. Students shall be enrolled/considered for admission into the School without regard to race, color, creed, national origin, sex, sexual orientation, marital status, religion, ancestry, disability or need for special education services. Prior to a student enrolling at the School, the student will first register with the District through the Central Registration process.

6.5 Enrollment Preferences, Selection Method, Timeline and Procedures. Enrollment preferences, selection method, and procedures are as described in the School's enrollment policy.

6.6 Admission Process and Procedures for Enrollment of Students with Disabilities or a Section 504 Plan. To ensure the needs of students with disabilities are met, the following procedures must be followed:

A. Following the application deadline and upon completing the lottery if appropriate, the School shall require that the student or District, as appropriate, provide the most recent IEP or Section 504 Plan, if any.

B. Admission of applicants with an IEP or Section 504 Plan shall be in compliance with Federal and State law and District requirements and procedures concerning the

education of students with disabilities. Every student who is admitted with an IEP or Section 504 Plan from his or her previous school shall be placed directly in a program that meets the requirements of such IEP or Section 504 Plan unless and until a review staffing by the IEP Team or IEP plan review meeting is held and the IEP or Section 504 Plan is changed.

C. When an applicant has an IEP or Section 504 Plan prior to the decision to admit or deny admission a screening team, consisting of the School Principal or designee and a District representative, shall review the IEP or Section 504 Plan and, if deemed appropriate, confer with staff at the student's previous school, and shall make a determination whether the services and space available at the School are sufficient to deliver the program required by the IEP or to provide the reasonable accommodations required in the Section 504 Plan. If the screening team cannot reach consensus, the District representative shall convene a complete IEP Team to make the final determination.

D. When a student who has intensive service needs as identified by an IEP Team applies for admission into the School, the School Principal shall convene an IEP Team meeting, which shall include a District representative. The student's application for admission is contingent upon the determination by the IEP Team that the student can receive a free appropriate public education in the least restrictive environment at the School in its existing programs with or without reasonable modifications. If the determination is that Free Appropriate Public Education ("FAPE") is not available, the student's application for admission shall be denied and the student's current placement shall remain as determined by the prior IEP Team meeting, unless changed at the School's IEP Team meeting. Representatives from the student's prior school shall be invited to participate in the IEP Team meeting at the School. Additionally, an application for attendance at the School may be denied for a student seeking placement in the School in the same manner and for the same reasons as such application may be denied for a student without disabilities.

6.7 Participation in Other District Programs. No student may be jointly enrolled in the School and another District school or program without the written permission of the District and the School. Such written permission shall include the manner in which the costs of instruction shall be divided between the School and the District. Payment by the School to the District, if any, pursuant to any such agreement shall be deemed payment for a purchased service under the Act.

6.8 Non-Resident Admissions. Subject to its enrollment guidelines, the School shall be open to any child who resides in the District and to any child who resides outside the District, subject to compliance with applicable Colorado public schools of choice statutes, Board policy, and this Contract. If the School has more applicants than it has space, preference shall be given to those students who reside within the District, and then to students who are new to the District, subject to its overall enrollment guidelines. Once accepted for enrollment, a non-District resident may reenroll for subsequent school years until completing his or her schooling at the School, through the highest grade served by the

School, absent expulsion, court ordered placement, IEP placement, transfer, voluntary withdrawal, or graduation.

6.9 Extracurricular Activities. Subject to the provisions of C.R.S. § 22-32-116.5 and this Contract, the School's students may participate in nonacademic activities at other schools in the District provided that the prerequisites for participation are met and there is space available in the desired activity or program. Where such participation requires payment of a fee, the School or the student, as determined by the School, shall be responsible for payment of the fee consistent with the policies and practices of the School.

6.10 Student Movement after October 1. After October 1, any movement of students between the School and any other school, including a school serving the student's resident address that is not operated pursuant to a charter school contract, is subject to an agreement between the School and the superintendent of such school or such superintendent's designee. The School agrees to use the standard applicable administrative transfer process for such students. Requests for transfer from the School to a school serving the student's resident address shall not be unreasonably denied. Notwithstanding anything else herein, the School retains discretion to create and implement its own enrollment policies, consistent with state and federal law. *See* C.R.S. § 22-30.5-104(3) & 7(a).

6.11 Expulsion and Denial of Admission. The authority to hold expulsion hearings shall remain with the District Board. However, the School's board, or its designee shall make findings of fact and recommendations to the District Chief Education Officer or designee and a decision to expel a student from the District may be appealed to the District Board. Any decision to expel a School student by the District Board shall specify which District school(s) the student is expelled from attending and which schools, if any, the student may attend as an alternative. Any general education services required by law to be provided to suspended or expelled students shall be the sole responsibility of the School. All costs for truancy shall be paid for by the School. The School may deny admission to a student pursuant to 22-33-106, C.R.S.

6.12 Attendance. School students' attendance shall be in compliance with Colorado's compulsory attendance laws, including but not limited to the required number of instructional hours and the distinction made between excused and unexcused absences. The School agrees to pay the reasonable costs incurred by the District in enforcing the attendance provisions of Colorado's compulsory attendance laws with respect to the School's students.

6.13 Continuing Enrollment. Students who enroll in the School shall remain enrolled in the School through the twelfth grade, absent expulsion, graduation, court ordered placement, voluntary withdrawal, or IEP placement. Students wishing to transfer from the School to another school in the District may do so only through the District's within-District transfer procedures.

6.14 Volunteer Requirements. Any requirement that parents commit a number of volunteer hours shall be subject to a waiver process that considers individual family circumstances. The School shall not condition the enrollment of any student on the commitment of the student's

parents to provide any number of volunteer hours or on otherwise donating volunteer hours to the School.

SECTION SEVEN: EDUCATIONAL PROGRAM

7.1 Vision. Building stronger communities by developing ethical and knowledgeable citizens through purposeful education and character development.

7.2 Mission. Educators partnering and aligning with industry to create a relational and challenging environment where students apply and incorporate knowledge, enhance their character, and engage positively with their community.

7.3 School Goals and Objectives.

A. Academic Goals.

Goal 1: Academic Achievement. Students taking the ACCUPLACER standardized test, will achieve a score that ensures they are at or above grade level at end of their 12th grade academic school year in reading, writing, and math.

Measure (a): Students will obtain a score of 62 or greater on Reading Comprehension and 70 or higher on Sentence Skills, on the ACCUPLACER test.

Measure (b): Students will obtain a score of 61 on Elementary Algebra on the ACCUPLACER test.

Interim goal 1: Students will demonstrate growth using programs like Achievement Network. Growth will be determined using their last standardized test score and calculated against their next proficient benchmark. Teachers will develop intervention plans with student and guardian to address shortfalls in scores.

Goal 2: Academic Growth. All students will make adequate progress on the state reading assessment as indicated by a median growth percentile greater than 50 percent.

Measure (a): Student will take the CMAS ELA test in 9th grade and achieve a score that moves their growth percentile above 50. Measure (b): Student will take the PSAT and the SAT and obtain a score in English that shows a median growth of 50th percentile or greater.

Goal 3: Academic Growth. All students will make adequate progress on the state math assessment as indicated by a median growth percentile greater than 50.

Measure (a): Student will take the CMAS math test in 9th grade and achieve a score that moves their growth percentile above 50. Measure (b):

Student will take the PSAT and the SAT and obtain a score in math that shows a median growth of 50th percentile or greater.

Goal 4: Academic Achievement. The School will demonstrate that students are college ready by producing a mean score of 455 or higher in Reading and Writing, and a mean score of 460 or higher in Math, on the SAT exam with a 90% participation rate or higher.

Measure (a): Students will develop academic plans that focus on the areas they need most improvement using the scores from the PSAT and PSAT10 given in the 10th grade.

Goal 5: Postsecondary and Workforce Readiness. Students that complete a six (6) year program at the School will be work force ready.

Measure (a): Students will take the ACT WorkKeys test and obtain a bronze level or higher.

Goal 6: Graduation Rate. The School will graduate 90% of the students who choose to continue the program beyond the 12th grade.

Measure (a): Counselors will meet with students monthly or more often, in 13 and 14 grades to monitor their course load and completion. Counselors will also assist students with job/college applications and budgeting. Counselors will also work with the Industry Liaison for job placement within the partner industry corporations.

B. Organization Goals.

Goal 1: The School will obtain at least 90% enrollment and demonstrate high levels of attendance and student retention.

Measure (a): the School will average 90% daily student attendance each year.

Measure (b): Student enrollment will be at least 90% of projected enrollment described in the charter application.

Measure (c): 90% of students who begin the school year will remain in the school throughout the academic year.

Measure (d): 85% of students completing the school year will re-enroll the following year.

Goal 2: Parents demonstrate high satisfaction with the academic program and the clear, frequent, and open communication of the School.

Measure (a): Average parent satisfaction with the academic program as measured by an annual survey (to be developed before year one) at the end of the school year will exceed 85%.

Measure (b): Average parent satisfaction with clear, frequent and open communication of the school, as measured by an annual survey (to be created before year one) at the end of the school year, will exceed 85%.

Goal 3: the School will retain 80% of the teaching staff and achieve an 80% or higher on an annual school climate survey.

Measure (a): The school will send out a school climate survey at the end of second semester and again at the end of the year. The survey at the end of the second semester will identify areas of opportunity for growth and the administration will create a committee to oversee the school climate surveys to assure that all teachers have an opportunity to complete the survey and to identify possible ways that the administration can create a better environment for teaching staff.

C. Student Employment Goals.

Goal 1: 80% of students completing the 14 grade will be gainfully employed or enrolled in higher education within 3 months of graduation.

Measure (a): School administrators will track students up to five (5) years after program completion to meet the VE-135 data requirements of CTE and Carl Perkins grant requirements.

D. Student Performance. If the School fails to maintain a rating of Performance on the Colorado School Performance Framework, it will be required to submit a corrective action plan to the District. Two (2) consecutive years of ratings below Improvement will entitle the District to pursue non-renewal and/or revocation of the charter contract.

7.4 Educational Program Characteristics. The School is a charter school that is also a Pathways in Technology Early College High School (P-TECH). This allows School students to attend high school for grades 9-14, and attempt to obtain their associate's degree in a high demand career field. The School's courses include concurrent enrollment classes through Pikes Peak Community College (PPCC). The pathways include Business, Engineering, and Technician (skilled trades). The School will strive to create a learning atmosphere that is rigorous, relevant and relational for all students. Whenever possible, core content classes will be integrated together and discovered through project-based learning.

7.5 GED and On-line Programs. The School's educational program as contained in the Application and reviewed by the District does not include a General Education Development ("GED") program or online program; accordingly, the School is prohibited from offering such GED or online programs, without permission of the District.

7.6 Curriculum, Instructional Program, and Pupil Performance Standards. The School shall have the authority and responsibility for designing and implementing its educational program, subject to the conditions of this Contract. The educational program, pupil performance standards and curriculum designed and implemented by the School shall meet or exceed any content standards adopted by the District, shall be designed to enable each pupil to achieve such standards, and shall be consistent with the School's vision and mission.

7.7 English Language Learners. The School shall provide instruction, to include access to CLDT instruction, resources and support to English language learners to enable them to acquire sufficient English language proficiency to participate in the mainstream English language instructional program. The School shall follow the District's procedures of identifying, assessing and exiting English language learners.

7.8 Indigent Students. The School shall waive all applicable fees for indigent students (meaning students who qualify for free lunch under the federal guidelines) in accordance with District policy and regulations, unless waived, and applicable federal and state law. The School shall survey its student population for eligibility for free and reduced lunches under federal guidelines in accordance with State Board of Education regulations. On all fee lists and schedules, the School shall include notification of the policy of waiver of fees for indigent students. The School shall comply with all state and federal requirements regarding the provision of services to students eligible for free and reduced lunches if and when the School offers food service.

7.9 Gifted and Talented Students. The Parties agree that the School's curriculum offers the potential of meeting the needs of students identified as gifted and talented. The District agrees to pass through to the School, on a per pupil basis, any state or federal funds received and granted to support such a program for those the School students who are properly identified and qualified using District criteria or criteria that have been approved by the District's Board. Identification of gifted students shall be in accordance with District procedures.

7.10 Education of Students with Disabilities.

A. The District shall provide all federally required educational services typically provided to students with mild to moderate needs. Agreements between the Parties may be made through an annual Memorandum of Understanding ("MOU") between the School and District to provide services to students with severe needs. The School shall pay to the District an amount equal to the per pupil cost incurred by the District in providing federally required educational services in the District, multiplied by the number of students enrolled in the School. The per pupil cost shall be equal to the total budget for special education, (to include the General Fund special education and related specialized services expenditures plus special education transportation expenditures) less any categorical special education revenue received by the District, less the proportionate share of any categorical transportation revenue received by the District, divided by the total number of students enrolled in the District, times one plus the District's state-certified indirect cost rate. Charges to the School may be withheld from the funding

provided to the School pursuant to Section 8.1(A). The per pupil cost shall be revised annually based on the above methodology.

B. The District shall provide special education support services to students at the School. Therefore, special education services at the School shall be commensurate with those provided at other District schools. The District shall assign other special education support staff as necessary to meet student needs. Support services shall include psychologists, social workers, nurses, physical therapists, occupational therapists, audiologists, speech therapists, staff development and administrative and office support. Support services do not include legal costs or additional special education instructional service costs incurred by the School. Services do not include any personnel or devices required to meet the accommodation needs of students supported through a 504 Plan.

C. District services for special education shall include, but not be limited to, the District being responsible for providing and paying the cost of defense of any and all charges, complaints, or investigations concerning special education by the Office of Civil Rights (OCR), the Department's Federal Complaints Officer, or IDEA due process proceedings. The District and the School agree that enrollment at the School is a choice and as such students with disabilities are generally not eligible for transportation services. Should transportation be required for a student with disabilities, it shall be the responsibility of the District.

D. Unless waived, the School agrees to comply with all District Board policies and regulations and the requirements of state and federal laws and regulations concerning the education of students with disabilities, and shall provide for the attendance of any School employees who should be present at any meetings at which IEPs are developed or modified. If the School and the District disagree as to the correct interpretation or application of a statute or regulation concerning the education of students with disabilities, the District's position shall control.

E. The School shall direct the development and/or modification of any IEP for special education students of the School and may request the District's assistance and/or cooperation. The District's Director of Special Education, or designee, shall maintain the same administrative responsibilities and authority in the School as in all other District special education programs and services. The School shall use District special education forms and procedures and shall document compliance with the requirements of state and federal law, including procedural due process. The District shall respect the School's curriculum, instructional program, and mission in the development of IEPs for students enrolled in the School.

F. The District or the School may identify from time to time changes to the educational program of the School that (1) are reasonably necessary to comply with applicable law for educating students with disabilities, or (2) provide cost savings or other benefits in connection with educating students with disabilities. After good faith discussion of these changes with the School, the District shall have the right to require

such changes reasonably necessary to comply with applicable law, and shall have the right to request other reasonable changes on behalf of students with disabilities.

G. Special education programs and services shall be available to each student as part of the regular school day in accordance with the least restrictive environment mandate of state and federal law.

8 FINANCIAL MATTERS

8.1 Revenues/Funding.

A. District Per Pupil Revenue Funding. During the term of this Contract, the parties agree that the District shall provide funding to the School in the amount of one hundred percent (100%) of the District per pupil revenues ("PPR"), as defined by C.R.S. § 22-30.5-112(2)(a.5)(II), for each funded FTE pupil enrolled at the School. The District, however, shall retain the actual amount of the School's per pupil share of the central administrative overhead costs for services actually provided to the School; except that such amount shall not exceed five (5%) of the District's PPR for each funded FTE pupil enrolled at the School. The District may also withhold the per pupil costs of services purchased by the School from the District, to include funds to cover the School's obligation to offset SPED LEA costs and potential risk associated with potential students with "severe" needs, as defined by the District. The term "funded FTE pupil," as used in this Section, shall be deemed to mean a full-time equivalent student enrolled as of the counting dates or periods set forth in the Public School Finance Act of 1994, C.R.S. §§ 22-54-101 *et seq.*, or corresponding provisions in any successor acts, and State Board of Education regulations. Children enrolled in the preschool program shall not be counted in any student count. The funds withheld by the District to cover the actual costs of central administrative overhead, services purchased under this Contract, and any actual direct costs as negotiated between the Parties prior to the beginning of each fiscal year under this Contract shall be subject to an itemized accounting and presented to the School within ninety (90) days after the end of the fiscal year and shall be reconciled to actual costs for services actually provided within ninety (90) days after the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). If the actual costs of central administration overhead, direct costs, and the costs of services directly purchased by the School are less than the funds withheld, the difference between the amount initially charged to the School and the actual cost shall be paid to the School. Conversely, if the amount withheld is less than the actual costs, the difference shall be repaid to the District on a per pupil basis by withholding over the remainder of the budget year.

B. Financial Adjustments. Any CDE audits of district pupil counts and per pupil revenue that impact the funding received by the School shall be reflected as an adjustment to subsequent payments from the District to the School during the month the adjustment occurs.

C. Mill Levy Funds and Capital Expenditures. The District shall pay to the School its proportionate share of the Mill Levy Override Funds for which it is eligible. The School

agrees to use such funds in accordance with District guidelines and appropriate ballot language approved by District voters. Funds shall be made available to the School on the same schedule that they are made available to other District schools.

The School shall re-evaluate its long-term facility needs on or before April 1 of each year in connection with the development of its proposed annual budget. Requests by the School to fund necessary capital construction projects through ballot questions for approval of bonded indebtedness and/or a special mill levy shall be submitted in writing with a capital construction plan as specified in C.R.S. §22-30.5-404(3) and other supporting documentation to the District's designee as far in advance of the November election date as possible, and such requests shall be considered and action thereon shall be taken in accordance with governing law. As provided in the Act, funding to the School under this Contract shall be reduced by the amount of any direct payments of principal and interest due on any bonds which may be issued on behalf of the School by a governmental entity other than the District for the purpose of financing capital construction that were made by the State Treasurer or the District on behalf of the School. Payment of principal and interest due on any bonds or notes which may be issued on behalf of the School by a non-governmental entity will be the responsibility of the School as established by the financing documents, as appropriate.

D. Federal Categorical Aid. Each year the District shall provide to the School the School's proportionate share of applicable federal Elementary and Secondary Education Act (ESEA) funding (*e.g.*, Titles I through V) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner – generally to maximize effectiveness through greater scale. When fund distributions are agreed upon, Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE as required. Funds shall be distributed on a documented expenditure reimbursement basis on a monthly interval as long as the School provides the District with the required documentation.

E. State Categorical Aid. On or before January 15 of each school year, the District shall provide to the School the School's proportionate share of applicable state categorical aid (*e.g.*, English Language Proficiency, Gifted and Talented, capital construction funds, or transportation funding) received by the District for which the School is eligible and/or proportionate share of services pursued in a coordinated and collaborative manner – generally to maximize effectiveness through greater scale. When fund distributions are agreed upon, Schools are eligible for such funds upon approval of their plans for such funds either by the District or CDE, as required.

F. Significant Changes to the Public School Finance Act. The Parties agree that if the Public School Finance Act of 1994, C.R.S. § 22-54-101 et seq., is significantly changed, then the Parties will re-negotiate in good faith the financial portions of this Contract that are affected so that they align with the new public school finance law.

G. Grant Funding. One hundred percent (100%) of any and all revenues from grants applied for and/or received by the School ("Grant Revenues") shall be retained by the School and no such financing shall be due or payable to the District, unless such Grant Revenues are explicitly awarded to the School and the District as joint grant applicants or to the District as the local education agency (LEA), or as otherwise set forth in the terms of the grant award.

8.2 Disbursement of Per Pupil Revenue.

A. Disbursement of Per Pupil Revenue. Commencing on July 1 of each fiscal year of the Contract term, District per pupil revenue funding as described in Section 8.1(A) shall be dispersed to the School in monthly installments, subject, however, to annual appropriation and the District's receipt of funding. July through December funding shall be based on the School's enrollment projections submitted in accordance with Section 8.4. Funding for December and subsequent months of each fiscal year shall be adjusted in accordance with Section 8.2(B). Funds shall be dispersed within five (5) days of being received by the District.

B. Adjustment to Funding. The District's disbursement of funds shall be adjusted as follows: December 15 of each year, funding may be revised on the number of FTE pupils actually enrolled at the School as determined at the October 1 count and included in the official membership count, and to reflect any change in PPR, positive or negative, so that the overall funding for the year is equal to PPR provided for in the District and not otherwise deducted. Funding may also be adjusted for any services provided by the District under this Contract. In addition, to the extent that the District experiences any reduction or increase in state equalization support by a legislative rescission or other action, proportionate reductions or increases shall be made to the School's funding.

8.3 Budget. The School shall prepare and administer its budget in accordance with the laws and regulations governing charter school budgets and the state mandated chart of accounts. The School shall present its proposed budget to the District on or before April 15 of each year so that the District can review the School's proposed budget for the upcoming fiscal year in order that the amounts may be coordinated in conjunction with the District's and the School's budget development and adoption process. Any significant changes in adjustments in the amounts withheld by the District for special education, support and access to District-wide programs, central administrative overhead costs, other direct purchases of services and agreed direct costs necessitated by changes in revenue and/or expenses shall be memorialized in writing. The School's provision of its proposed budget and any subsequent approved revisions shall be submitted to the District along with the Charter Board's resolution approving the budget or budget revision by June 15. A material violation of this provision may result in the District initiating remedies described in Section 3.2(I).

8.4 Enrollment Projections. The School shall provide the District with its latest and good faith estimates of its anticipated enrollment for the next school year by April 15, along with any discussion or plans under consideration for any increase or decrease of enrollment greater than 10 percent (10%) of the official enrollment for the current school year. Enrollment data must

include all students' District-run school of attendance. The Parties agree that the purpose of this Section is to provide information to allow the District to prepare its future budgets, and that any information provided under this Section shall not be used by the District for the purpose of restricting the School's enrollment or otherwise inhibiting the growth of the School.

8.5 TABOR Reserve. The School shall maintain its own TABOR reserve.

8.6 Contracting. The School shall not extend the faith and credit of the District to any third person or entity. The School acknowledges and agrees that it has no authority to enter into a Contract that would bind the District, and the School's authority to contract is limited by the same provisions of law that apply to the District. Unless otherwise agreed in writing by the District each contract or legal relationship entered into by the School shall include the following provisions:

A. The contractor acknowledges that the School is not an agent of the District, and accordingly contractor expressly releases the District from any and all liability under this agreement.

B. Any financial obligations of the School arising out of this agreement are subject to annual appropriation by its Board of Directors and the District.

8.7 Annual Audit and Trial Balance.

A. Annual Audit. The School will undergo an independent, outside governmental audit by a certified public accountant, chosen by the School's board of directors, of its financial and administrative operations on an annual basis, in accordance with state and CDE rules and regulations. The results of the audit shall be provided to the District in written form within the same statutory time limits required of the District and shall be published and posted as required by law. The School will bear the costs of its independent audit. The School is aware of the interactive nature of its audit and that of the District and will ensure that its independent auditor cooperates with the District auditor in providing relevant information by September 15 so that both audits might be finalized by October 20. The District, in turn, will attempt to provide preliminary figures associated with the annual itemized accountings for central administrative overhead costs, purchased services and agreed direct costs in advance of the ninety (90) day period from the end of the fiscal year as required by C.R.S. § 22-30.5-112(2)(a.4). In the event the School fails to provide the financial information to the District in the form and on the dates provided for in this Contract or as otherwise required by the state or federal government, the District, after providing written notice to the School and the lapse of any cure period, may withhold up to ten percent (10%) of any monthly funding flow due the School until such time as the School complies with the financial reporting requirements.

B. Trial Balance. The School shall transmit the final trial balance to the District using the CDE chart of accounts with the submission of the annual audit in accordance with the dates and procedures outlined above. The School shall transmit any preliminary

trial balance reports provided to their auditors within three (3) business days after they sent to its auditors.

8.8 Quarterly Reporting. The School shall prepare quarterly financial reports for the District in compliance with C.R.S. §22-45-102(1)(b) and post required reports pursuant to C.R.S. §22-44-301 *et seq.* Such reports, in addition to a detailed trial balance, shall be submitted to the District no later than twenty-five (25) days following the end of each quarter except that all fourth quarter and year end reports shall be submitted with the annual independent financial audit. The Parties covenant and agree to cooperate with one another and the officers and agents of each in order to provide such information and assistance as is reasonably necessary to meet all financial reporting deadlines.

8.9 Non-commingling. Except as may be permitted pursuant to Colorado law, assets, funds, liabilities and financial records of the School shall be kept separate from assets, funds, liabilities, and financial records of any other person, entity, or organization.

8.10 Encumbrances and Borrowing. During the term of this Contract, the School shall not enter into any loans or encumbrances of assets unless such financing or encumbrance is fiscally and economically responsible and sound and is reasonably necessary for the operation of the School.

8.11 Loans. No loans may be made by the School to any person or entity (other than an affiliated entity) for any purpose without District approval.

8.12 Direct Costs/District Services. The School shall be responsible for all costs associated with its operations, including the cost of contracting for goods and services. The School may purchase from the District the services and materials specified in an annual MOU at the costs as calculated in accordance with provisions of the Act. Costs shall be re-determined each subsequent year this Contract is in effect. Annually, when adopting its budgets, the School will commit to purchasing the services it selects from the District for the entire budget year. If the School wishes to terminate a contracted service during a budget year, it may do so only with mutual agreement with the District. Costs may be adjusted periodically by the District based upon its then-current budget/forecast and reconciled to actual costs within ninety (90) days after the end of each fiscal year as required by C.R.S. §22-30.5-112(2)(a.4), and any difference between the amount initially charged to the School and the actual cost shall be paid to the owed party in a timely manner. If the School does not purchase optional services, it shall be responsible for performing those activities or services itself, in the manner required by law for other schools in the District, unless otherwise waived. The parties acknowledge and agree that the provision of services, whether there are charges for such services, and the amount of charges for such services, may be negotiated at the end of each fiscal year for the immediately following fiscal year. The parties mutually recognize that the District is barred from withholding funding for direct costs unless the payment of such costs has been negotiated and memorialized in writing prior to the beginning of each fiscal year.

9 PERSONNEL

9.1 Employee Matters. The Parties agree that teachers and other staff employed at the School are employees of the School (the “Employer”), and are not employees of the District. The Employer will be solely responsible for selecting, supervising, disciplining, determining compensation for, and terminating its employees. No person employed by the Employer shall be considered an employee of the District by virtue of such employment, and the District shall have no liability or responsibility for such persons.

A. Hiring of Personnel. Personnel may be selected by the Employer, subject to compliance with all state and federal rules and regulations, including, without limitation, requirements concerning the recruitment of applicants and the use of background and criminal checks, unless a specific waiver is obtained from the State Board of Education or other proper authority. The Employer may terminate the employment of any personnel with or without cause and for any reason not prohibited by law.

B. Employee Compensation, Evaluation and Discipline. The Employer shall adopt its own written policies in compliance with federal and state law concerning the recruitment, promotion, discipline, and termination of employees; methods for evaluating performance; and a plan for resolving employee-related problems, including complaint and grievance procedures. Final administrative appeals in matters regarding employment and employee discipline shall be determined by the board of education of the Employer and not by the District’s Board. Nothing in this Section shall be construed to alter the at-will status of any employee of the Employer.

C. Benefits. The School is entitled to provide its own benefits to its employees.

D. PERA Membership. Employees of the School shall be members of the Public Employees’ Retirement Association and subject to its requirements. The School shall be responsible for the cost of the School’s respective share of its total payroll for PERA contributions as required by state law. If this amount changes in subsequent years, the School budget will be adjusted to reflect the change. The School further recognizes that under state law, only public employers assigned to the local government division may terminate their association with PERA, and that the District and the School are in the school division.

E. Employee Welfare, Safety, and Training. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District policies concerning employee welfare, safety, and training. All such policies shall comply with applicable federal and state laws concerning employee welfare, safety, and health issues, including, without limitation, the requirements of federal law concerning a drug-free work place, and statutorily required training concerning the Child Protection Act of 1987, C.R.S. § 19-3-301 *et seq.*

F. Employee Records. Unless and until the School adopts its own set of written policies that are approved by the District, the School shall comply with all District

policies concerning employee records. All policies must comply with all applicable federal and state laws concerning the maintenance and disclosure of employee records, including, without limitation, the requirements set forth in the Colorado Public Records Law, C.R.S. § 24-72-201 *et seq.*

G. Employee Conflicts of Interest. All employees of the School shall comply with applicable state law and the District's policy and regulation, or the School replacement policy approved by the District, concerning employee actual and potential conflicts of interest.

9.2 Instructional Providers. The Employer shall employ or otherwise utilize in instructional positions only those individuals who are qualified in accordance with applicable state and federal laws, rules and regulations (unless waived), including the federal Every Student Succeeds Act, as amended or its equivalent.

9.3 Background Checks, Fingerprinting. The School shall establish and implement procedures for conducting background checks (including a check for a criminal record) of all employees to the extent required by applicable laws, rules and regulations.

10 SERVICE CONTRACTS WITH THE DISTRICT

10.1 Direct Costs. The School and the District agree to negotiate payment to the District of the School's share of the direct costs incurred by the District for charter schools pursuant to C.R.S. § 22-30.5-112(2)(a.9) and (b.5). Such negotiations shall be concluded by June 15 of the year preceding that to which the costs apply.

10.2 Direct Services. Except as is set forth in the Purchased Service MOU, which provides for the purchase of special education services being purchased by the School from the District, and any subsequent written agreement between the School and the District, or as may be required by applicable law, the School shall not be entitled to the use of or access to District services, supplies, or facilities. Such agreements by the District to provide services or support to the School shall be negotiated annually and subject to all terms and conditions of this Contract, except as may be otherwise agreed in writing.

11 FACILITIES

11.1 School Facilities. The School shall be responsible for the construction, renovation and maintenance of any facilities owned or leased by it, although any leased facilities shall be subject to the agreement between the School and any appropriate third party as to renovation and maintenance arrangements. If the District Board declares space in a District facility to be surplus, then the School may request access to conduct operations in that space. Absent a surplus declaration, the District and the School may enter into a lease agreement for available District space and equipment.

11.2 Use of District Facilities. The School may not use District facilities for activities and events without prior written consent from the District.

11.3 Impracticability of Use. If use by the School of a facility is rendered impracticable by any cause whatsoever, or if the funds necessary to construct, renovate or upgrade a facility cannot be secured, the District shall not be obligated to provide an alternative facility for use by the School to operate. However, should such impracticability occur, the District will look favorably toward allowing the School the use of under-utilized District facilities until the impracticability condition is corrected.

12 CHARTER RENEWAL, REVOCATION AND SCHOOL-INITIATED CLOSURE

12.1 Renewal Process. The School shall submit its renewal application during the 2024-2025 school year in accordance with then-current District procedures and process. The District Board shall act on the renewal application by resolution no later than February 1, 2025, unless the term of this Contract has been previously extended by Board action. Before the District Board acts, it shall allow a public hearing wherein the School shall have the reasonable opportunity to address the Board about its renewal request. If the Board decides to not renew the Contract, it shall detail the reasons in its resolution.

12.2 Renewal Application Contents. In addition to contents required by law, the renewal application may include comments and additional information provided by the School about its progress toward meeting the District's accreditation indicators. The format of the renewal application shall be provided to the School by the District prior to September 1 of the year in which the application is due.

12.3 Criteria for Renewal or Non-renewal and Revocation. The District may terminate, revoke or deny renewal of the Contract for any of the grounds provided by state law, C.R.S. §22-30.5-110(3), as they exist now or may be amended, or material breach of this Contract, after expiration of all notice and cure periods provided herein or by applicable law. Grounds for termination, revocation, or denial also include, but are not limited, to the following:

A. Pursuant to C.R.S. §22-11-210(1)(d), the School is accredited with a priority improvement plan or turnaround plan for a combined total of five (5) consecutive years or any lesser number of years established by the State Board of Education after which closure or restructuring is required.

B. The School is accredited with a turnaround plan and does not attain a higher accreditation rating at its next performance review in accordance with C.R.S. §22-11-406(3).

12.4 Termination and Appeal Procedures. The District shall provide the School written notice of the grounds for termination and the date of the termination hearing before the District Board. Prior to providing this notice, the District shall, to the extent practicable, send the School a notice of concern and a notice of breach, the content of which are described in Section 3.2(I), and allow the district a reasonable time to cure such breach. Termination shall not take effect until the School has exhausted its opportunity to appeal such decision to the State Board of Education. The District may impose other appropriate remedies for breach of this Contract,

including, without limitation, revocation of waivers and withholding of funds, as specified herein.

12.5 School-initiated Closure. Should the School choose to terminate this Contract before the end of the Contract term, it may do so in consultation with the District at the close of any school year and upon written notice to the District given at least ninety (90) days before the end of the school year. Notice would ideally be given by January 1 to allow families to take advantage of district choice enrollment dates.

12.6 Dissolution. In the event the School should cease operations for whatever reason, including the non-renewal or revocation of this Contract, the School agrees to continue to operate its educational program until the end of the school year or another mutually agreed upon date. The District shall supervise and have authority to conduct the winding up of the business and affairs for the School, provided, however, that in doing so, the District does not assume any liability incurred by the School beyond the funds allocated to it by the District under this Contract and state law. Should the School cease operations for whatever reason, the District maintains the right to continue the School's operations as a District facility until the end of the school year, without acquiring any equity interest in the facilities if such facilities are held by another nonprofit entity, under lease to the School. The District's authority hereunder shall include, but not be limited to:

A. The return and/or disposition of any assets acquired by donation or purchase by the School during the time of its existence, subject to the limitations of Section 12.7 below, and,

B. Reassignment of students to different schools within the District. School personnel and the School's Board of Directors shall cooperate fully with the winding up of the affairs of the School including convening meetings with the parents at the District's request and counseling with students to facilitate appropriate reassignment.

12.7 Return of Property. In the event of termination or dissolution, all property owned by the School that was purchased in whole or in part with funding provided by the District, including, but not limited to, real property, shall be returned to and shall remain the property of the District. Notwithstanding the foregoing, the District shall not have the right to retain property owned, or held in the name of any other entity related to the School that specifically does not belong to the School. All non-consumable grants, gifts and donations of assets purchased from these revenue sources shall be considered the property of the School unless otherwise identified by the donor in writing. Assets purchased exclusively with tuition paid by parents for a preschool program operated by or in conjunction with the School shall not be subject to this paragraph. Assets not purchased with public funding provided by the District may be donated to another mutually agreeable not-for-profit organization.

13 GENERAL PROVISIONS

13.1 Order of Precedence. In the event of a conflict, the following shall control: (A) In the event of any conflict among the organic documents and practices defining this relationship, it is

agreed that the Contract shall take precedence over policies of either Party and the Application; (B) applicable policies of the District Board of Education that have not been waived shall take precedence over policies and practices of the School and the Application; and (C) policies of the School or mutually-acceptable practices developed during the term of the Charter Contract shall take precedence over the Application.

13.2 Amendments. No amendment or modification of the Contract shall be valid unless ratified in writing by the District Board and the School's Board of Directors and executed by authorized representatives of the Parties.

13.3 Merger. This Contract contains all terms, conditions, and understandings of the Parties relating to its subject matter. All prior representations, understandings and discussions are merged herein and are superseded by this Contract.

13.4 Non-assignment. Neither Party to this Contract shall assign or attempt to assign, in part or whole, any rights, benefits, or obligations accruing to the Party under this Contract unless the other Party agrees in writing to any such assignment. Such consent shall not be unreasonably withheld, conditioned or delayed.

13.5 Governing Law and Enforceability. This Contract shall be governed and construed according to the Constitution and laws of the State of Colorado and applicable federal laws of the United States. If any provision of this Contract or any application of the Contract to the School is found contrary to law, such provision or application shall have effect only to the extent permitted by law. Either Party may revoke this Contract if a material provision is declared unlawful or unenforceable by any court of competent jurisdiction or the parties do not successfully negotiate a replacement provision. The Parties agree, upon the request of either, to meet and discuss in good faith any material changes in law that may significantly impact their relationship.

13.6 No Third-party Beneficiary. The enforcement of the terms and conditions of this Contract, and all rights of action relating to such enforcement, shall be strictly reserved to the District and the School. Nothing contained in this Contract shall give or allow any claim or right of action whatsoever by any other or third person. It is the express intent of the Parties to this Contract that any person receiving services or benefits hereunder shall be deemed an incidental beneficiary only.

13.7 No Waiver. The Parties agree that no assent, express or implied, to any breach by either Party of any one or more of the covenants and agreements expressed herein shall be deemed or be taken to constitute a waiver of any succeeding or other breach.

13.8 Notice. Any notice required or permitted under this Contract shall be in writing and shall be effective upon personal delivery (subject to verification of service or acknowledgement of receipt) or three (3) days after mailing when sent by certified mail, postage prepaid, to the address of record for either Party. Either party may change the address for notice by giving written notice to the other Party.

13.9 Severability. If any provision of this Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in full force and effect, unless otherwise terminated by one or both Parties in accordance with the terms contained herein.

13.10 Interpretation. In the event of any disagreement or conflict concerning the interpretation or enforcement of this Contract, the Application, and District policies, regulations, procedures or other requirements, other than those for which waivers have been granted, it is agreed that the provisions of this Contract and District policies/regulations shall control over the Application, and that compliance by the School shall be required and measured in the same manner as may be applied and expected by the District of otherwise comparable charter schools within the District.

[Signature Page Follows]

IN WITNESS WHEREOF, the Parties have executed this Contract as of the date first above written.

Automotive Institute of Science and Technology

By_____

President, Board of Directors

ATTEST:

Secretary, Board of Directors

SCHOOL DISTRICT NO. 49

By:_____

President, Board of Education

ATTEST:

Secretary, Board of Education

Approved as to form:

Approved as to form:

School District Attorney

Charter School Attorney

Automotive Institute of Science & Technology

State and District Waiver Request

This request draws from Appendix N of AIST's Charter Application

Charter School Waiver Request Cover Page

The State Board has identified waivers that are automatically granted to all charter schools pursuant to Colorado Revised Statutes § 22-2-107 (1) (c), § 22-2-106(1)(h) and HB 14-1292. No documentation is required by the state for waivers from those deemed automatic. For a list of those automatic waivers, visit

<http://www.cde.state.co.us/cdechart/waivers>.

For any non-automatic waiver requests, the authorizer needs to submit to CDE (soc@cde.state.co.us):

- A signed copy of the charter contract, renewal or extension between the charter school and its authorizer, including a complete list of requested waivers. Please note that waiver requests must meet the requirements set in the Charter School Act (22-30.5-104, C.R.S. and 22-30.5-105(2)).
- A replacement plan for each waiver being requested per 22-30.5-105(2) that addresses the manner in which a charter school shall comply with the intent of the state statutes, state board rules, and district rules. Schools and/or authorizers may wish to make this a separate addendum.

In order for CDE to expedite the review of your waiver request, please include the following information and/or identify the page in your charter contract where the following information can be found:

Charter School: Name: Automotive Institute of Science & Technology

School Address (mailing): 4830 Artistic Circle

City: Colorado Springs, Colorado Zip Code: 80917

Term of the charter contract: July 1, 2020 through June 30, 2025

Charter school waiver contact: Anthony Williams

Title: Founder

Phone: (719) 505-8570 Email address: a.williams@automotiveinstitute.org

Authorizer: ☐ Charter School Institute ☒ Name of local district: Falcon School District 49

Authorizer waiver contact: Andrew Franko

Title: i Connect Zone Superintendent

Phone: (719) 494-8910 Email address: afranko@d49.org

Waiver Information:

Attachment 5 Where non-automatic waivers from state statute/rule can be found.

Page number(s) in contract

Attachment 5 Where rationale and replacement plans for waivers from state statute/rule can be found.

Page number(s) in contract

Required Signatures:

Authorizer Contact (Print Name)

Signature-Authorizer Contact

Date

Charter Contact (Print Name)

Signature-Charter Contact

Date

Attachment 5

Automotive Institute of Science and Technology State and District Waivers

Part One: Waivers from State Statutes

AUTOMATIC WAIVERS

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

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-9-106 C.R.S. § 22-9-107	Local boards of education—duties—performance evaluation system—repeal and School district personnel performance evaluation council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-pupil contact hours
C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt district calendar
C.R.S. § 22-63-201	Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate
C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher.
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act
C.R.S. § 22-63-204	Employment – Interest prohibited

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

Rationale and Replacement Plans

1. **1 C.R.S. § 22-9-106 and C.R.S. § 22-9-107: Local Board of Education-Duties- Performance Evaluation System; C.R.S. § 22-2-112(1)(q)(I) Commissioner-Duties: These statutes allow a charter school to implement their own performance evaluations and not to have to report those evaluation ratings.**

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, from July 1, 2020 through June 30, 2025.

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

Rationale: The school year at AIST will total approximately 167 days per year which exceeds the current requirement in state statute. AIST will prescribe the actual details of its own school calendar to best meet the needs of its students. The total number of student hours in school will comply with state requirements.

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

Rationale: AIST should be granted the authority to hire teachers and principals that will support the schools goals and objectives. The school will seek to attract principals and teachers from a wide variety of backgrounds, including, but not limited to teachers from out-of-state, teachers with a lapsed Colorado certificate, persons with several years of

successful teaching experience in a setting not requiring a license, as well as persons with business or professional experience. All employees of AIST will be employed on an at-will basis. All employees of AIST will be highly qualified (*i.e.*, hold a degree/ certificate and demonstrated subject-matter competency).

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

Replacement Plan: AIST will hire teachers on a "best qualified" basis. Teachers who wish to apply to either AIST or D49 will follow the standard hiring procedures for each entity.

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

Rationale: Expectations often vary between traditional public schools and charter schools when it comes to developing and maintaining a qualified pool of substitute teachers. AIST needs to be able to hire its own substitute teachers based upon its own needs and teacher qualifications.

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

Rationale: AIST will work with Automotive Industry Consortium to create a technologically advanced teaching facility. The students will need to learn to use many different tools from different manufacturers. This will mean that on occasion AIST will have to buy equipment that is more expensive because of the manufacturer as opposed to the less expensive version from another manufacturer.

Replacement Plan: AIST will purchase the equipment that is necessary to teach the students the skills needed by the industry. The school will purchase equipment that is common to the industry and not what is least expensive as quality will make a difference

in accuracy and equipment life span. The board of AIST will develop, adopt, and implement their own financial policies, rules and regulations, including those for the competitive bidding process.

Financial Impact: AIST anticipates that the requested waiver will have no financial impact upon the budgets of D49 or AIST. AIST will be frugal with spending on equipment that does not require high accuracy. This will help to offset some of the higher spending on specialized equipment. AIST will also look to the automotive consortium for donations of equipment and tools where possible.

How the Impact of the Waivers Will be Evaluated: The equipment will be identified and inventoried along with other school supplies and merchandise. The administration will be responsible for identifying and protecting more expensive tools and equipment. Since this area has a critical impact on the performance of the entire school, the impact of this waiver will be measured by the same performance criteria and assessments that apply to the school, as set forth in this Charter School Agreement.

Expected Outcome: Having the correct equipment that matches the equipment that the students will see in the field will help acclimate the students to the need for regular inventory and the increased vigilance with high dollar equipment in the lab/shop setting. As a result of this waiver, the School will be able to purchase goods and services that meet our needs and support our operational needs.

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

Expected Outcome: As a result of this waiver, the school will be able to carry out its

educational program, administer its affairs in an efficient manner, and accomplish its mission as set forth in the Charter School Agreement.

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

Rationale: The D49 School Board and the automatic state waiver of CRS § 22-32-109(1)(t) granted the Board of Directors of AIST the authority to determine the educational program for the school. AIST should be delegated the authority to establish and maintain appropriate standards for material acceptable in its school in accordance with the Charter School Contract. This waiver has been granted to other charter schools and is requested to clearly align with the intent of the waiver from CRS § 22-32-109(1)(t).

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

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

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

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

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

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

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

Duration of the Waivers: AIST requests that the waiver be for the duration of its contract with the D49. Therefore, the waiver is requested for five academic operating years, July 1, 2020 through June 30, 2025.

Part Two: Waivers from District Policies

AUTOMATIC DISTRICT WAIVERS

- **Section G: Personnel.** The charter school is responsible for its own employees and it employs personnel on an at-will basis. Accordingly, the D49 policies in Section G should not apply to AIST.
- **Section I: Instruction.** The charter school is approved in its charter contract to provide the educational program described in its initial charter school application. Accordingly, the following D49 policies should not apply.

IA	IGA	IGD	IGF
IHA	IHA-R	IHAC	IHACA
IHA-E	IHAK	IHAL	IHAL-R
IHAM	IHAMA	IHAMB	IHAMC
IHAM-R IHAMB-R IHAMC-R	IIB	IJ	IJ-R
IJ-E-1	IJ-E-2	IJJ	IJK

IJK-R	IJL	IJL-R	IJL-E
IK	IKA	IKAB	IKCA
IKE	IKF	IKFA	IKFB
IL	IMA	IMB	IMB-R
IMBB			

- **Section K: School-Community-Home Relations.** As a charter school, the leaders have their own communication with the community and families. As a result, these D49 policies should not apply.

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

Annual Charter School Checklist

Introduction

The purpose of this checklist is to verify that the charter school is in compliance with certain state and federal laws and regulations.

Curriculum and Instruction

Description		Reference	Yes	No	Comments
Instruction in federal & state history & government	<ul style="list-style-type: none"> • Colorado history in 4th grade • 	22-1-104*			
Effect of use of alcohol and controlled substances	<ul style="list-style-type: none"> • 	22-1-110			
Federal Constitution to be taught	<ul style="list-style-type: none"> • Taught on or about Sept. 17th 	22-1-108, 109			
Sight and hearing tests	<ul style="list-style-type: none"> • Evidence of testing 	22-1-116			
Policy for student possession & administration of prescription medication	<ul style="list-style-type: none"> • Policy on file (administrator) 	22-119.3			
Asthma, food allergy, and anaphylaxis health management	<ul style="list-style-type: none"> • Policy on file (administrator) 	22-119.5			
Comprehensive human sexuality education	<ul style="list-style-type: none"> • Policy on file (admin or board) • Curriculum scope & sequence 	22-1-128			
Content standards	<ul style="list-style-type: none"> • Alignment 	22-7-407			

* All statutory references in this document are Colorado Revised Statutes unless otherwise noted.

Governance, Records, and Charter Schools

Description		Reference	Yes	No	Comments
Colorado Open Meetings Act	<ul style="list-style-type: none"> • Board meetings posted • Board adopts posting location each January • 	24-6-401 et seq.			
Colorado Open Records Act	<ul style="list-style-type: none"> • CORA requests in compliance • Staff notified of law (emails) 	24-72-201 et seq.			
Family Educational Rights &	<ul style="list-style-type: none"> • Policy on file (admin or board) 	20 USC 1232(g)			

Privacy Act of 1974					
Nonprofit Corporation Act	<ul style="list-style-type: none"> • Corporation in good standing with SOS 	7-121-101 et seq.			

Safety and Discipline

Description		Reference	Yes	No	Comments
Safe School Plan	<ul style="list-style-type: none"> • Plan on file at school & district 	22-32-109.1 (2)			
Grounds for suspension, expulsion, an denial of admission of students	<ul style="list-style-type: none"> • Policy on file (admin or board) 	22-33-106			
Procedures for suspension, expulsion, and denial of admission of students	<ul style="list-style-type: none"> • Policy on file (admin) 	22-33-105			
Child Protection Act of 1987	<ul style="list-style-type: none"> • 	19-3-301 et seq.			
Background checks for employees	<ul style="list-style-type: none"> • Evidence of compliance (perusal of personnel files) 	22-1-121			

Exceptional Students

Description		Reference	Yes	No	Comments
Discipline of students with disabilities	<ul style="list-style-type: none"> • Policy on file 	20 USC 1415(k) 34 CFR 519-529			
Exceptional Children's Educational Act	<ul style="list-style-type: none"> • 	22-20-101 et seq.			
§ 504 of the Rehabilitation Act of 1973	<ul style="list-style-type: none"> • Evidence of school child study team 	29 USC 794			
Individuals with Disabilities Education Act	<ul style="list-style-type: none"> • IEPs on file 	42 USC 1401 et seq.			
English Language Proficiency Act	<ul style="list-style-type: none"> • 	22-24-101 et seq.			

Finance

Description		Reference	Yes	No	Comments
Fees	<ul style="list-style-type: none"> • Board policy • Evidence of adoption of annual fee schedule 	22-32-110 (1)(o) & (p); 22-32-117			
Allocation of funds to a capital	<ul style="list-style-type: none"> • Evidence in budget 	22-54-105 (2)(b)			

Attachment 2

reserve fund					
Expenditures from a capital reserve fund	<ul style="list-style-type: none"> • Evidence in budget • Evidence in board minutes 	22-45-103; 24-10-115, Art. 13 of Title 29			
Allocation of funds for instructional supplies & materials	<ul style="list-style-type: none"> • Evidence in budget 	22-54-105 (I)			
Financial Transparency Act	<ul style="list-style-type: none"> • Verification on website 	22-44-301 et seq.			

Board Certification Form

Please provide the following information for each person serving on the charter school board. Completed forms should be submitted to the District contact person upon board member election or appointment.

Background

1. Name of charter school:
2. Full legal name:
3. Affirm that you are at least 18 years of age by the date of appointment to the charter school board.
☐ Yes, I affirm.
4. Indicate whether you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.
☐ Does not apply to me.
☐ Yes
5. Indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or non-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.
☐ Does not apply to me.
☐ Yes

Conflicts

1. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officers, employee or agent of any entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☐ I/we do not know of any such persons.
☐ Yes
2. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted.
☐ I/we do not anticipate conducting any such business.
☐ Yes

3. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, describe any such relationship.
 - ☐ Not applicable because the charter school does not contract with a management company or charter management organization.
 - ☐ I/we do not know of any such persons.
 - ☐ Yes
4. If the school contracts with an educational service provider, indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interested indicated, please provide a detailed description.
 - ☐ N/A
 - ☐ I/we have no such interest.
 - ☐ Yes
5. If the school is partnered with an educational service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 - ☐ N/A
 - ☐ I/we do not anticipate conducting any such business.
 - ☐ Yes
6. Indicate any potential ethical or legal conflicts of interest that would, or are likely to, exist for you as a member of the charter school board. Note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve on the board.
 - ☐ None
 - ☐ Yes

Other

1. Affirm that you have read the charter school's bylaws and conflict of interest policies.
 - ☐ I affirm

I, _____, certify to the best of my knowledge and ability that the information I am providing to the _____ [authorizer] in regard to my application to serve as a member of the board of directors of the _____ Charter School is true and correct in every respect.

Signature

Date

ESP Guidelines

1. No provision of the ESP agreement shall interfere with the charter school board's duty to exercise its statutory, contractual and fiduciary responsibilities governing the operation of the charter school. No provision of the ESP agreement shall prohibit the charter school board from acting as an independent, self-governing public body, or allow decision to be made other than in compliance with the Open Meetings Act.
2. The ESP agreement shall contain specific performance measures for the provider, a process for periodic review of progress and a process to remedy below-satisfactory performance, including but not limited severing the agreement.
3. An ESP agreement shall not restrict the charter school board from waiving its governmental immunity or require a charter school board to assert, waive or not waive its governmental immunity.
4. No provision of an ESP agreement shall alter the charter school board's treasurer's legal obligation to direct that the deposit of all funds received by the charter school be placed in the charter school's account.
5. ESP agreements must contain at least one of the following methods for paying fees or expenses: 1) the charter school board may pay or reimburse the ESP for approved fees or expenses upon properly presented documentation and approval by the charter board; or 2) the charter board may advance funds to the ESP for the fees or expenses associated with the charter school's operation provided that documentation for the fees and expenses are provided for charter school board ratification.
6. ESP agreements shall provide that the financial, educational and student records pertaining to the charter school are charter school property and that such records are subject to the provisions of the Colorado Open Records Act. All charter school records shall be physically or electronically available, upon request, at the charter school's physical facilities. Except as permitted under the charter contract and applicable law, no ESP agreement shall restrict the authorizer's access to the charter school's records.
7. ESP agreements must contain a provision that all finance and other records of the ESP related to the charter school will be made available to the charter school's independent auditor.
8. The ESP agreement must not permit the ESP to select and retain the independent auditor for the charter school.
9. If an ESP purchases equipment, materials and supplies on behalf of or as the agenda of the charter school, the ESP agreement shall provide that such equipment, materials and supplies shall be and remain the property of the charter school.
10. ESP agreements shall contain a provision that if the ESP procures equipment, materials and supplies at the request of or on behalf of the charter school, the ESP shall not include any added fees or charges with the cost of equipment, materials and supplies purchased from third parties.
11. ESP agreements must contain a provision that clearly allocates the respective proprietary rights of the charter school board and the ESP to curriculum or educational materials. At a minimum, ESP agreements shall provide that the charter school owns all proprietary rights to curriculum or

Attachment 4

educational materials that (i) are both directly developed and paid for by the charter school; or (ii) were developed by the ESP at the direction of the charter school governing board with charter school funds dedicated for the specific purpose of developing such curriculum or materials. ESP agreements may also include a provision that restricts the charter school's proprietary rights over curriculum or educational materials that are developed by the ESP from funds from the charter school or that are not otherwise dedicated for the specific purpose of developing charter school curriculum or educational materials. All ESP agreements shall recognize that the ESP's educational materials and teaching techniques used by the charter school are subject to state disclosure laws and the Open Records Act.

12. ESP agreements involving employees must be clear about which persons or positions are employees of the ESP, and which persons or positions are employees of the charter school. If the ESP leases employees to the charter school, the ESP agreement must provide that the leasing company accepts full liability for benefits, salaries, worker's compensation, unemployment compensation and liability insurance for its employees leased to the charter school or working on charter school operations. If the charter school is staffed through an employee leasing agreement, legal confirmation must be provided to the charter school board that the employment structure qualifies as employee leasing.
13. ESP agreements must contain insurance and indemnification provisions outlining the coverage the ESP will obtain. The ESP's insurance is separate from and in addition to the insurance for the charter school board that is required according to the charter contract.
14. Marketing and development costs paid by or charged to the charter school shall be limited to those costs specific to the charter school program, and shall not include any costs for the marketing and development of the ESP.
15. The maximum term of an ESP agreement must not exceed five academic years.
16. If the charter school intends to enter into a lease, execute promissory notes or other negotiable instruments, or enter into a lease-purchase agreement or other financing relationships with the ESP, then such agreements must be separately documented and not a part of or incorporated into the ESP agreement.

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Cathy Davis, Math Teacher

TITLE OF AGENDA ITEM: SCHS Course Proposal for Algebra II (Honors)

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of a year-long course entitled Algebra II (Honors).

RATIONALE:

The Sand Creek High School Math Department sees the need for an Algebra II (Honors) course for students seeking options to continue on the honors track in math. This course will provide students the opportunity to learn the skills necessary to succeed in AP or IB DP math courses or other advanced math courses in their selected pathway.

RELEVANT DATA AND EXPECTED OUTCOMES:

INNOVATION AND INTELLIGENT RISK:

Providing a year-long honors math course option for 10th and 11th grade students to continue on the honors track 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 year-long honors math course option.
	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 allows students to continue the honors math track after completing the Geometry (Honors) course and will provide students the access to advanced math courses in their selected pathway.

BUDGET IMPACT: None.

AMOUNT BUDGETED: None.

BOE Regular Board Meeting December 13, 2018
Item 7.03 Continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the addition of a year-long course entitled Algebra II (Honors) at Sand Creek High School as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 30, 2018

Honors Algebra II

Grades: 10-11

Credits: 1

Resources Needed: Eureka Curriculum, access to technology

Budget Impact: none

FTE:

Pathways Impact: allows students access to advanced mathematics courses including AP and IB DP courses

Course summary:

Building on their work with linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, trigonometric, and logarithmic functions. Students work closely with the expressions that define the functions and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. (Eureka Curriculum Guide, p34) The Honors Algebra II course will include projects and activities that will assist students in developing deeper level understanding and application. The course will also include the extension of topics that will be covered more extensively in Pre-Calculus and advanced mathematics courses (see the extension topics below).

Sequence of Algebra II Modules Aligned with the Standards

Module 1: Polynomial, Rational, and Radical Relationships

Module 2: Trigonometric Functions

Module 3: Exponential and Logarithmic Functions

Module 4: Inferences and Conclusions from Data

Alignment Chart

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
Module 1: Polynomial, Rational, and Radical Relationships (45 days)	<p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.A.2⁶⁰ Define appropriate quantities for the purpose of descriptive modeling.</p> <p>Perform arithmetic operations with complex numbers.</p> <p>N-CN.A.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.</p> <p>N-CN.A.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.</p> <p>Use complex numbers in polynomial identities and equations.</p> <p>N-CN.C.7 Solve quadratic equations with real coefficients that have complex solutions.</p> <p>Interpret the structure of expressions.</p> <p>A-SSE.A.2⁶¹ Use the structure of an expression to identify ways to rewrite it. <i>For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.</i></p> <p>Understand the relationship between zeros and factors of polynomials.</p> <p>A-APR.B.2⁶² Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a, the remainder</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.</p> <p>A-APR.B.3⁶³ Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.</p> <p>Use polynomial identities to solve problems.</p> <p>A-APR.C.4 Prove⁶⁴ polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.</p> <p>Rewrite rational expressions.</p> <p>A-APR.D.6⁶⁵ Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.</p> <p>Understand solving equations as a process of reasoning and explain the reasoning.</p> <p>A-REI.A.1⁶⁶ Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.</p> <p>A-REI.A.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.</p> <p>Solve equations and inequalities in one variable.</p> <p>A-REI.B.4⁶⁷ Solve quadratic equations in one variable.</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b.</p> <p>Solve systems of equations.</p> <p>A-REI.C.6⁶⁸ Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.</p> <p>A-REI.C.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. <i>For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.</i></p> <p>Analyze functions using different representations.</p> <p>F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.</p> <p>Translate between the geometric description and the equation for a conic section.</p> <p>G-GPE.A.2 Derive the equation of a parabola given a focus and directrix.</p>
Module 2: Trigonometric Functions (20 days)	<p>Analyze functions using different representations.</p> <p>F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>Extend the domain of trigonometric functions using the unit circle.</p> <p>F-TF.A.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.</p> <p>F-TF.A.2⁶⁹ Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.</p> <p>Model periodic phenomena with trigonometric functions.</p> <p>F-TF.B.5⁷⁰ Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*</p> <p>Prove and apply trigonometric identities.</p> <p>F-TF.C.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.</p> <p>Summarize, represent, and interpret data on two categorical and quantitative variables.</p> <p>S-ID.B.6⁷¹ Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*</p> <p>a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. <i>Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
<p>Module 3: Exponential and Logarithmic Functions (45 days)</p>	<p>Extend the properties of exponents to rational exponents.</p> <p>N-RN.A.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5^{(1/3)3}$ to hold, so $(5^{1/3})^3$ must equal 5.</i></p> <p>N-RN.A.2⁷² Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p>Reason quantitatively and use units to solve problems.</p> <p>N-Q.A.2⁷³ Define appropriate quantities for the purpose of descriptive modeling.</p> <p>Write expressions in equivalent forms to solve problems.</p> <p>A-SSE.B.3⁷⁴ Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression 1.15^t can be rewritten as $(1.15^{1/12})^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>A-SSE.B.4⁷⁵ Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. <i>For example, calculate mortgage payments.*</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>Create equations that describe numbers or relationships.</p> <p>A-CED.A.1⁷⁶ Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</i></p> <p>Represent and solve equations and inequalities graphically.</p> <p>A-REI.D.11⁷⁷ Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*</p> <p>Understand the concept of a function and use function notation.</p> <p>F-IF.A.3⁷⁸ Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. <i>For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n + 1) = f(n) + f(n - 1)$ for $n \geq 1$.</i></p> <p>Interpret functions that arise in applications in terms of the context.</p> <p>F-IF.B.4⁷⁹ For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>F-IF.B.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*</i></p> <p>F-IF.B.6⁸⁰ Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. <i>Estimate the rate of change from a graph.*</i></p> <p>Analyze functions using different representations.</p> <p>F-IF.C.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*</p> <p>e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.</p> <p>F-IF.C.8⁸¹ Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.</p> <p>b. Use the properties of exponents to interpret expressions for exponential functions. <i>For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth or decay.</i></p> <p>F-IF.C.9⁸² Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.</i></p> <p>Build a function that models a relationship between two quantities.</p> <p>F-BF.A.1 Write a function that describes a relationship between two quantities.*</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>a. Determine an explicit expression, a recursive process, or steps for calculation from a context.⁸³</p> <p>b. Combine standard function types using arithmetic operations. <i>For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.</i>⁸⁴</p> <p>F-BF.A.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*</p> <p>Build new functions from existing functions.</p> <p>F-BF.B.3⁸⁵ Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. <i>Include recognizing even and odd functions from their graphs and algebraic expressions for them.</i></p> <p>F-BF.B.4 Find inverse functions.</p> <p>a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. <i>For example, $f(x) = 2x^3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.</i></p> <p>Construct and compare linear, quadratic, and exponential models and solve problems.</p> <p>F-LE.A.2⁸⁶ Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>F-LE.A.4⁸⁷ For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.*</p> <p>Interpret expressions for functions in terms of the situation they model.</p> <p>F-LE.B.5⁸⁸ Interpret the parameters in a linear or exponential function in terms of a context.*</p>
Module 4: Inferences and Conclusions from Data (40 days)	<p>Summarize, represent, and interpret data on a single count or measurement variable.</p> <p>S-ID.A.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*</p> <p>Understand and evaluate random processes underlying statistical experiments.</p> <p>S-IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*</p> <p>S-IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. <i>For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*</i></p> <p>Make inferences and justify conclusions from sample surveys, experiments, and observational studies.</p> <p>S-IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*</p> <p>S-IC.B.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*</p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>S-IC.B.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*</p> <p>S-IC.B.6 Evaluate reports based on data.*</p> <p>Understand independence and conditional probability and use them to interpret data.</p> <p>S-CP.A.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions intersections, or complements of other events ("or," "and," "not").*</p> <p>S-CP.A.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*</p> <p>S-CP.A.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*</p> <p>S-CP.A.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. <i>For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*</i></p> <p>S-CP.A.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. <i>For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*</i></p>

Module and Approximate Number of Instructional Days	Standards Addressed in Algebra II Modules
	<p>Use the rules of probability to compute probabilities of compound events in a uniform probability model.</p> <p>S-CP.B.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.*</p> <p>S-CP.B.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.*</p>

Extensions to the Algebra II Course

The (+) standards below are included in the Algebra II course to provide coherence to the curriculum. They can be used to effectively extend a topic or to introduce a theme/concept that will be fully covered in the Precalculus course. *Note: None of the (+) standards below will be assessed on the PARCC Assessments for this course.*

<p>Module 1. Students will be working with zeros of polynomials in this module, which offers teachers an opportunity to introduce Standard N-CN.C.9.</p> <p>A major theme of the module is A-APR.D.7. Teachers should continually remind students of the connections between rational expressions and rational numbers as students add, subtract, multiply, and divide rational expressions.</p>	<p>Use complex numbers in polynomial identities and equations.</p> <p>N-CN.C.8 (+) Extend polynomial identities to the complex numbers. <i>For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.</i></p> <p>N-CN.C.9 (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.</p> <p>Rewrite rational expressions.</p> <p>A-APR.D.7 (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.</p>
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<p>Module 2. In F-TF.A.3, students begin fluency exercises with trigonometric ratios of the special angles.</p> <p>Teachers present proofs of formulas in F-TF.C.9. Students use the formulas in Algebra II; they prove the formulas in Precalculus.</p>	<p>Extend the domain of trigonometric functions using the unit circle.</p> <p>F-TF.A.3 (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x, where x is any real number.</p> <p>Prove and apply trigonometric identities.</p> <p>F-TF.C.9 (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.</p>
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Supply the Demand Project



Getting Started

You will review how to graph polynomial, rational, radical, absolute value, and exponential functions. You will then solve systems of nonlinear equations graphically and numerically. Then you will develop your own product to sell. Given the demand for your product, you must figure out how to have the supply meet and then exceed the demand by using systems of nonlinear equations.

This project—

- Takes an estimated 2–3 hours to complete
- Can be done either as an independent, self-paced project or as a group activity
- Requires you to work with your teacher to get the necessary materials
- Recommends using the rubric, included in the **essential documents**, for information about the grading criteria for this project
- Involves working with your teacher to determine how many points this project is worth and how to submit your work for grading

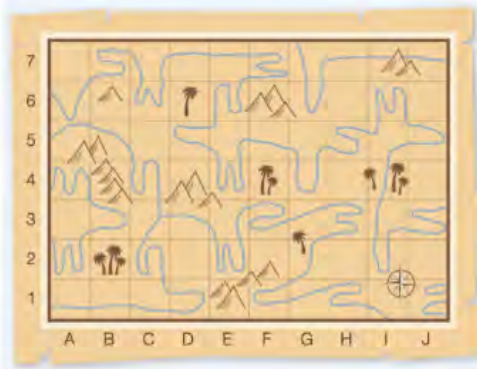
Materials Needed:

- Download the **essential documents** provided for this project
- Graph Paper
- Writing Paper
- Poster Board
- Art Materials
- Graphing calculator (optional)
- Access to the Internet (optional)

Outline of Project

- Review how to graph and identify polynomial, rational, radical, absolute value, and exponential functions
- Solve systems of nonlinear equations graphically
- Solve systems of nonlinear equations numerically
- Develop a product to sell
- Use systems of nonlinear equations to ensure the supply of your product meets and then exceeds the demand for your product
- Create a presentation to share your project with an audience

Treasure Project



Getting Started

Use a treasure map, a secret mathematical code, and the Fundamental Theorem of Algebra (FTA) to find the location of a hidden treasure. Then you will prove the FTA is true for all quadratic polynomials by graphing and finding the solutions of three different types of quadratic functions.

Project Information

This project—

- Takes an estimated 2–3 hours to complete
- Can be done either as an independent, self-paced project or as a group activity
- Requires you to work with your teacher to get the necessary materials
- Recommends using the rubric, included in the **essential documents**, for information about the grading criteria for this project
- Involves working with your teacher to determine how many points this project is worth and how to submit your work for grading

Materials Needed:

- Download the **essential documents** provided for this project
- Poster board
- Art materials
- Access to the Internet (optional)

Outline of Project

- Review polynomials
- Graphing polynomial functions
- Solutions to polynomial functions
- Use the Fundamental Theorem of Algebra, a map, and a code to find a treasure
- Graph different quadratic functions to see if the Fundamental Theorem of Algebra is true for quadratic polynomials
- Present your findings to an audience

Project Rubric: (used for all projects)

Scoring Criteria	Excellent	Acceptable	Minimal	Unacceptable
Points Earned	4	3	2	1
Solutions	90 - 100 % of the math problems have no mathematical errors.	80 - 89 % of the math problems have no mathematical errors.	70 - 79 % of the math problems have no mathematical errors.	60 - 69 % of the math problems have no mathematical errors.
Mathematical Concepts	Work shows complete understanding of the mathematical concepts used to solve the problem(s).	Work shows substantial understanding of the mathematical concepts used to solve the problem(s).	Work shows some understanding of the mathematical concepts used to solve the problem(s).	Work shows very limited understanding of the mathematical concepts used to solve the problem(s).
Neatness and Organization	Work is very neat, organized, and is very easy to follow.	Work is neat, organized, and is easy to follow.	Work is somewhat neat, organized, but sometimes difficult to follow.	Work is sloppy, unorganized, and difficult to follow.
Graphs, Charts, and Sketches	Graphs/Charts/Sketches are very well done, and greatly add to the reader's understanding of the project information.	Graphs/Charts/Sketches are well done and easy to understand.	Graphs/Charts/Sketches are done but are difficult to understand.	Graphs/Charts/Sketches are very poorly done and impossible to understand, or they are not used.
Writing Skills	Story is very well written, and greatly adds to the reader's understanding of the data model.	Story is well written, and adds to the reader's understanding of the data model.	Story is completed, but does not add to the reader's understanding of the data model.	Story is incomplete or missing. There is no information that adds to the reader's understanding of the data model.

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Nikki Lester, Director of Career & Technical Education
 Nicole Evans, HR Manager

TITLE OF AGENDA ITEM: CTE Program Manager

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The need for a CTE Program Manager is essential to the on-going success in the CTE office. The project manager continuously addresses scope management throughout the lifecycle of the CTE programs/projects. Assessing the impacts on the district and helps to plan to avoid undesirable consequences or impacts.

RATIONALE:

District 49 CTE office has grown from reporting for 3 high schools to now reporting for 10 schools that include 5 high, 3 middle, and 2 charter schools. With growth in the CTE office, and for better business continuity planning I am recommending the current CTE Administrative assistant position be transitioned to a CTE Program Manager.

RELEVANT DATA AND EXPECTED OUTCOMES:

We expect the transfer person to be the person occupying the current CTE Administrative Assistant position to the CTE Program Manager role, so there is no increase to staff FTE.

INNOVATION AND INTELLIGENT RISK:

Currently, District 49 struggles to compete in the market when hiring program managers. These positions present a unique skill set, which are in high demand especially in the Colorado Springs and Denver.

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

Culture	Inner Ring—How we treat each other	High-quality CTE program management is essential to the work of our schools and zones and aligns with our values of trust and responsibility by supporting data integrity across D49.
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Providing support with accuracy and efficiency in CTE program management builds trust with the state, our schools, and 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	Support with program/data management, analysis and reporting is an essential CTE function for D49.
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BOE Regular Meeting December 13, 2018
Item 7.04a continued

BUDGET IMPACT: There will be a change in compensation for the individual in this role, but no additional staff.

AMOUNT BUDGETED: There will be a re-alignment within the current CTE budget to support the \$10,116 difference in salary.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the approve the new job description CTE Program Manager as recommended by the administration.

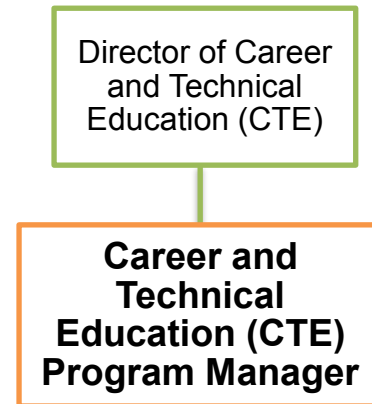
APPROVED BY: Peter Hilts, Chief Education Officer,
Brett Ridgway, Chief Business Officer

DATE: November 30, 2018

CAREER AND TECHNICAL EDUCATION (CTE) PROGRAM MANAGER

Job Title:	Career and Technical Education (CTE) Program Manager
Initial:	December 13, 2018
Revised:	
Work Year:	261 days
Office:	Education
Department:	Career and Technical Education
Reports To:	Director of Career and Technical Education
FLSA Status:	Exempt
Pay Range:	Professional Technical Range 2

Related Organization Chart



SUMMARY: The Career and Technical Education (CTE) Program Manager assists the Director of CTE by monitoring the effectiveness of the CTE program to ensure adherence to federal, state, and local policies. The CTE Program Manager assists the Director of CTE with data to support program implementation and improvement by coordinating and monitoring the collection and submission of quality district data for reporting and program evaluation purposes, and by reviewing, analyzing, interpreting and explaining program results.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments and other factors.

- Facilitates knowledge of data requirements to multiple division and departments including developing and monitoring training protocols and reporting and presenting findings.
- Coordinates the VE-135 data collection and input, Colorado Vocational Act (CVA) financial report, collecting and processing data to keep the CTE programs up to date and compliant.
- Interprets and explains data using multiple assessment instruments and integrating multiple software packages.
- Prepares custom data analyses to include statistical analysis, demographic measurements, status measurements and data format conversions to ensure sustainability funding for District 49's CTE Programs.
- Organizes and analyzes student data and program requirements to investigate trends and prepare findings for a variety of formal and informal reports.
- Compiles, processes and submits Colorado Department of Education (CDE)/ Colorado Community College Systems (CCCS) reports.

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.

-
- Creates and maintains databases of student assessment results to include state and local assessment measures, for the HB16-1289 report.
 - Provides information to schools, staff and parents regarding program data and articulation credit earned.
 - Acts as a liaison between the CDE/CCCS and schools regarding data and reporting issues.
 - Provides training and guidance to school staff in data management resources, data entry and data retrieval and analysis.
 - Supports implementation of activities schedule, training and professional development for staff, and purchase resources for classes and teachers.
 - Provides a monthly review of CTE activities to the district leadership and board.
 - Reviews and develops 5-year planning documents in planning year to include timelines, milestones, strategies and activities to achieve project goals.
 - Assists Director of CTE with setting goals for CTE programs and curriculum changes.
 - Performs other job-related duties as assigned.

Supervision & Technical Responsibilities:

- This position has no supervisory responsibilities.

Budget Responsibility:

- Assists with the preparation and management of the CTE budget and Perkins Grant.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree preferred.
- Relevant work experience may be evaluated in lieu of education.

Experience:

- Three years of experience in data and reporting, statistical analysis, programing, or assessment management.
- Experience programming Infinite Campus Student Management, Power School, coding and processing state reports preferred.

Knowledge Skills & Abilities:

- Demonstrated ability to work well with others in a diverse educational community by remaining open to feedback and growth opportunities.
- Operating knowledge of and experience with data management and analysis.
- Advanced written and oral communication skills.
- Demonstrated knowledge of student information and assessment databases.
- Ability to maintain a high level if knowledge and skill using statistical analysis, programs and software by learning new software and keeping abreast of trends.
- Advanced knowledge of Microsoft Office, Word, Excel, and Access databases.
- Critical thinking and problem solving skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to perform responsibilities without the necessity of close supervision.

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

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

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

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. The noise level in the work environment is usually moderate.

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

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

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

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Child Find & Early Childhood Specialist

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Over the past two years, the requests for evaluations continues to increase while the compliance requirement of re-evaluating a child before their 3rd birthday remains consistent and steady. Individualized Education/Special Education seeks to always remain in compliance for identification and services. The district also has compliance requirements with regards to licensed staff providing preschool educational services. The Child Find & Early Childhood Specialist position supports both the increasing demand of evaluations and plan development along with classroom support in the case of a teacher's absence, increased student need, or unexpected resignation.

RATIONALE:

In the job description, the position reports to the Director for Special Education. The Child Find & Early Childhood Specialist will also work closely with the Dean of Early Childhood Education. When we do not complete evaluations by the 3rd birthday or within 60 days of identification, we are out of compliance with state and federal law. When an Early Childhood Educator or Special Educator is absent, someone who is appropriately licensed must fill the vacancy. Currently, that is rarely the case.

We expect the new Child Find & Early Childhood Specialist to be instrumental in helping us stay compliant for evaluations and preschool services.

RELEVANT DATA AND EXPECTED OUTCOMES:

The increasing district enrollment and the continued house-building provide data on our increased numbers over the past two years and expected growth in the next 1-3 years and longer. We expect the new Child Find & Early Childhood Specialist to be instrumental in helping us stay compliant for evaluations and preschool services.

INNOVATION AND INTELLIGENT RISK:

The position of Child Find and Early Childhood Specialist provides an opportunity for us to continue to improve our evaluations and services for young children while remaining compliant. This position brings minimal risk as young families have and will continue to move into the district boundaries.

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

Culture	Inner Ring—How we treat each other	It is best practice to provide an accurate job description so prospective applicants are fully informed of the duties and responsibilities of the position for which they are applying.
	Outer Ring—How we treat our work	It is best practice and prudent to remain compliant with state and federal law.
Str	Rock #1—Establish enduring <u>trust</u> throughout our community	Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best

BOE Regular Meeting December 13, 2018
Item 7.04b continued

	qualified candidate but also a candidate who fully understands the responsibilities of the positions.
Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Teacher Compensation Schedule with the compensation and benefits being covered by Medicaid funds.

AMOUNT BUDGETED: The funds for the position are budgeted in the Medicaid budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Child Find Early Childhood Specialist job description as recommended by the administration.

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

DATE: November 30, 2018

CHILD FIND AND EARLY CHILDHOOD SPECIALIST

Job Title:	Child Find and Early Childhood Specialist
Initial:	December 13, 2018
Revised:	
Work Year:	190 Days – Teacher Calendar + 8 Summer Child Find Days
Office:	Education
Department:	Individualized Education/Special Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Licensed Pay Schedule plus additional days

Related Organization Chart



POSITION SUMMARY: The Child Find and Early Childhood Assistant (CF-ECA) provides support to the leadership in the implementation of the child find process required under IDEA. The CF-ECA supports the eligibility determination and initial evaluation for 3 to 5-year-olds. Collaborates with team members on assessments and placement with consideration of programming. Develops and promotes good relationships among school community, especially the Early Childhood Education programs. Consult and collaborate with the multi-disciplinary team to develop an Individualized Education Program (IEP). The CF-ECA assists the Early Childhood Education programs during times of increased enrollment, transitions, resignations, and other unique situations where an additional ECSE would benefit the learning of preschoolers.

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Assists with the facilitation, scheduling, assessment, and completion of initial IEP evaluations for 3 to 5-year-olds as required by Child Find
- Creates and completes Child Find IEPs as assigned by the Child Find Coordinator in collaboration with evaluating team members
- Schedules vision and hearing screenings and identified referrals as part of the assigned evaluation
- Observes referred child in preschool, when possible, as part of the evaluation
- Coordinates and completes summer evaluations as assigned by the Child Find Coordinator
- Interacts with community requests for information regarding Child Find services in the district
- Collaborates with Colorado Partnership for Child Development (CPCD or Head Start) on referral review and continuation of the Child Find process as assigned by the Child Find Coordinator

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

-
- Coordinates with The Resource Exchange (TRE) Part C Partners by attending TRE transition meetings and quarterly TRE meetings as assigned by the Child Find Coordinator
 - Collaborates and assists TRE with Part C to Part B transfers as assigned by the Child Find Coordinator
 - Attends Early Childhood Education Professional Learning Community meetings
 - Assists with Colorado Preschool Program (CPP) applications and placements
 - Provides data and other information regarding Child Find when requested
 - Collaborates with the Dean of Early Childhood on support of early childhood programs
 - Supports Early Childhood Special Educators with services, evaluations, etc. as requested by the Dean of Early Childhood
 - Supports early childhood programs for a teacher's absence when possible and not in conflict with Child Find activities
 - 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:

- Master's degree in Early Childhood Special Education

Experience:

- Two years of experience working with Early Childhood Special Education preferred
- Knowledge and understanding of Child Find requirements and processes

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 defuse 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

Certificates, Licenses, & Registrations:

- Valid Colorado license endorsed in the area of Early Childhood Special Education
- Criminal background check (CBI/FBI/TRAILS) required for hire

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

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is regularly required to sit; use hands to finger, handle, or feel; reach with hands and arms; 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 7.04C
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Child Find Coordinator

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Child Find Coordinator addresses the requirements under IDEA to identify disabilities in young children. A few years ago, the Baby Find requirements were contracted out due to the increasing volume of young families and children relocating into the district. The numbers and time were too impactful on our current SSP staffing model. At the same time, the single role for Child Find and Early Childhood Education was also split for the same reasons – increasing student population and requests for evaluations – made the position of a single individual too overwhelming and time-consuming to be successfully executed by one individual. This job description provides a clear set of expectations and outcomes for the Child Find Coordinator position.

Over the same timeframe, the requests for evaluations continues to increase while the compliance requirement of re-evaluating a child before their 3rd birthday remains consistent and steady. Individualized Education/Special Education seeks to always remain in compliance for identification and services. The district also has compliance requirements with regards to licensed staff providing preschool educational services.

Child Find is a year-round obligation requirement.

RELEVANT DATA AND EXPECTED OUTCOMES:

In the job description, the position reports to the Director for Special Education. This position currently exists and is filled.

The creation of this job description was a collaborative effort with the Dean of Early Childhood, the employee (Child Find Coordinator), and the Executive Director of Individualized Education.

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

Culture	Inner Ring —How we treat each other	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. It is best practice to remain compliant with state and federal law.
	Outer Ring —How we treat our work	

Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>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.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Child Find Coordinator job description as recommended by the administration.

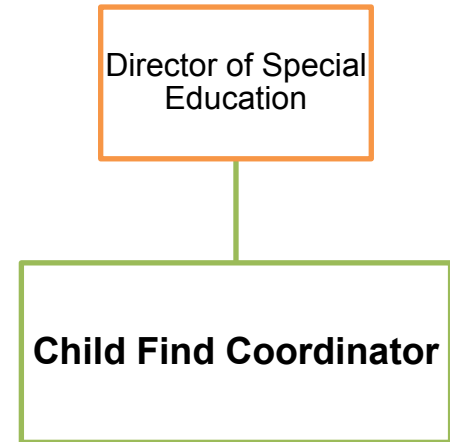
APPROVED BY: Peter Hilts, Chief Education Officer
Brett Ridgway, Chief Business Officer

DATE: November 30, 2018

CHILD FIND COORDINATOR

Job Title:	Child Find Coordinator
Initial:	December 13, 2018
Revised:	
Work Year:	198 Days – Teacher Calendar + 16 Summer Child Find Days
Office:	Education
Department:	Individualized Education/Special Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Licensed Pay Schedule plus additional days

Related Organization Chart



POSITION SUMMARY: The Child Find Coordinator provides leadership in the implementation of the child find process required under IDEA. The Child Find Coordinator oversees eligibility determination and initial evaluation for 3 to 5-year-olds. Collaborate with team members on assessments and placement with consideration of programming. Develop and promote good relationships among school community, especially the Early Childhood Education programs. Consult and collaborate with the multi-disciplinary team to develop an Individualized Education Program (IEP). The Child Find Coordinator fulfills responsibilities related to district and building goals and legal requirements of state and federal statutes.

ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Facilitates, schedules, assesses, and completes initial IEP evaluations for 3 to 5-year-olds as required by Child Find
- Creates and completes all Child Find IEPs in collaboration with evaluating team members
- Schedules vision and hearing screenings and identified referrals as part of the evaluation
- Observes referred child in preschool, when possible, as part of the evaluation
- Coordinates and completes summer evaluations including organizing the Child Find team
- Interacts with community requests for information regarding Child Find services in the district
- Collaborates with Colorado Partnership for Child Development (CPCD or Head Start) on referral review and continuation of the Child Find process
- Coordinates with The Resource Exchange (TRE) Part C Partners by attending TRE transition meetings and quarterly TRE meetings

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

-
- Collaborates and assists TRE with Part C to Part B transfers
 - Attends Early Childhood Education Professional Learning Community meetings
 - Assists with Colorado Preschool Program (CPP) applications and placements
 - Provides data and other information regarding Child Find when requested
 - 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:

- Master's degree in Early Childhood Special Education

Experience:

- Two years of experience working with Early Childhood Special Education preferred
- Knowledge and understanding of Child Find requirements and processes

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 defuse 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

Certificates, Licenses, & Registrations:

- Valid Colorado license endorsed in the area of Early Childhood Special Education
- Criminal background check (CBI/FBI/TRAILS) 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;

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.

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 7.05
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Certification of Mill Levies for Property Tax Year 2018

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: Each year, the District must certify to the El Paso County Commissioners, the property tax mill levy. The Mill Levy to be assigned is for the tax year 2018 that will be collected in 2019 as part of the District's 2018-19 fiscal year. The Mill Levy can have many components, but for District 49, there are only three components: Total Program (District General Fund) Voter-Approved Override (District MLO funds 14 & 16) & Abatement (immaterial, but in the District General Fund).

RATIONALE: The Total Program (General) portion of the Mill Levy is set by the Colorado Department of Education according to the School Finance Act of 1994 and so there is no 'decision' to be made. The Abatement portion of the Mill Levy is directed by another section of statute that requires abatements issued in one tax year to be covered by property owners in the subsequent tax year. The abatements are quantified and communicated by El Paso County so, again, there is no 'decision' to be made. The Mill Levy Override is necessary to fulfill the terms of Voter-approved ballot measures related to building construction, and the cost to service the related financing instruments (Certificates of Participation) as well as providing additional funds for operational priorities for the District.

In November 2018, the voters of District 49 approved a measure put forth by the District (2018-4C) that combined the prior mill levy override authorizations of 2014-3A and 2016-3B, and set a fixed mill rate of 18.500 mills going forward, all while maintaining the priorities set for in those prior election cycles. The approval of 2018-4C vastly simplifies this process, although that is a clear by-product to the material benefits to District 49.

The General, Abatement, and Override portions of the Mill Levy combine to determine the total General Funds' Mill Levy.

RELEVANT DATA AND EXPECTED OUTCOMES: The Total Program Levy should be 24.459 mills, the Abatement Levy should be 0.085 mills, the Override Levy should be 18.500 mills; all applied to a Gross Assessed Value of property in the district of \$ 882,952,990.

It is also interesting and appropriate to note that the 'what if' assessment that considers what the total assessment would be in the absence of state support would project to 223.443 mills – an amount more than 5x the proposed actual assessment.

INNOVATION AND INTELLIGENT RISK: District 49's innovation is on full display with this assessment. Having now refinanced and redesigned our previous bonded borrowings into multi-priority mill levy overrides, D49 now is only assessing a General Funds levy rather than past assessments that were broken into separate General Funds and Bond levies. This consolidation allows taxpayers not to feel 'nickel-dimed' with the potential of six separate levies.

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	

BOE Regular Meeting December 13, 2018
Item 7.05 continued

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Explaining and having clarity on assessing taxes to our constituents, especially when District 49 Mill Rates will be at their lowest level since 2004.</i>
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: \$414,481 increase; 99% of which is absorbed in program formula funding, thereby reducing the level of state equalization and resulting in no increased funding to D49.

AMOUNT BUDGETED: \$37,592,231

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to certify, to the El Paso County Commissioners, a Mill Levy to property owners within the district totaling 43.044 mills, comprised entirely of General Funds Levy.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: December 5, 2018

Certification of Mill Levies
Property Tax Year 2018

EL PASO
County

El Paso County District 49

School District

CATEGORY	Colorado Department of Education (CDE) Mill Levy Calculated as of November 30, 2018	School District Final Mill Levy Certified as of December 15, 2018
1. Total Program	24.459	24.459
2. Categorical Buyout	0.000	0.000
3. Overrides:		
a. Voter-approved	12.232	18.500
b. Hold harmless	0.000	0.000
c. Excess hold harmless	0.000	0.000
4. Abatement	0.085	0.085
5. Total General Fund	36.776	43.044
6. Bond Redemption Fund		0.000
7. Transportation Fund	0.000	0.000
8. Special Building and Technology Fund	0.000	0.000
9. Full Day Kindergarten Fund	0.000	0.000
10. Other (Loan, Charter School)	0.000	0.000
11. Total	36.776	43.044

Assessed Valuation

As of November 30, 2018

As of December 10, 2018

Gross Assessed Valuation	882,952,990	882,952,990
Tax Increment Financing	0	0
Net Assessed Valuation	882,952,990	882,952,990
Abatements	75,393	75,393
(Total across all counties)		

Information for certification to county treasurer:

Full Funding mill levy	224.658	223.443
Funding received from state	159,283,481	159,283,481

Brett Ridgway

Form completed by

719.495.1130

Phone Number

COMPLETE AND RETURN TO TIM KAHLE BY DECEMBER 20, 2018:

Division of School Finance and Operations
Colorado Department of Education
201 E. Colfax Avenue; Room 206
Denver, CO 80203
kahle_t@cde.state.co.us



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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Amber Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: Equivalence of Services (Title I) IHBD

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Colorado school districts are required by federal law to adopt a policy on this subject if the district receives Title I funds and has more than one building for each grade span.

RELEVANT DATA AND EXPECTED OUTCOMES:

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of The Every Student Succeeds Act.

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

Replace this text with an overview of the implications/impacts of the proposed action.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Adhering to state and federal law requirements supports our Cultural Compass values of responsibility, and trust.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Title I funds support our district commitments to building firm foundations to launch every student to success.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion as the previous work session, I move to approve the adoption of policy IHBD as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 30, 2018

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Equivalence of Services (Title I)
Designation	IHBD
Office/Custodian	Education/Executive Director of Learning Services

Pursuant to federal law, school districts receiving Title I funds to provide educational services to students must do so in accordance with Title I of the Every Student Succeeds Act.

Title I funds shall be used to provide educational services to supplement the educational services provided for district students with state and local funds. By adoption of this policy, the district ensures equivalence among its schools in teachers, administrators and other staff and equivalence in the provision of curriculum materials and instructional supplies.

District personnel shall establish written procedures which include a process to demonstrate that Title I funds are used to provide services in school attendance areas that are at least comparable to the services provided through state and local funds in attendance areas not receiving Title I funds. Such procedures shall also require the maintenance of appropriate records documenting compliance with this policy and the updating of such records on a biennial basis.

- Adopted: December 13, 2018

LEGAL REF:

- 20 U.S.C. 6318(c) (*written assurance of equivalence required under Title I*)

CROSS REFS:

- [GCBA](#), Instructional Staff Contracts/Compensation/Salary Schedules
- [GDBA](#), Support Staff Salary Schedules
- [KBA](#), District Title I Parent and Family Engagement
- [KBA-E](#), School-Level Title I Parent and Family Engagement (School/Parent Compact)

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

BOARD MEETING OF: December 13, 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	GCS-R, GCS-E-1, GCS-E-2	Professional Research and Publishing	A Whetstine	Reviewed; no recommended revisions
8.01b	IKA-R	Grading Assessment Systems	A Whetstine	Minor revisions
8.01c	ILBC-R	Literacy and Reading Comprehension Assessments	A Whetstine	Reviewed; no recommended revisions
8.01d	JICEA-R	School-Related Student Publications	A Whetstine	Revised to incorporate CASB recommendations
8.01e	JJA-1-R	Student Organizations	A Whetstine	Revised to incorporate CASB recommendations
8.01f	JJA-2-R	Student Organizations – Open Forum	A Whetstine	Revised to incorporate CASB recommendations

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

BOE Regular Meeting December 13, 2018
Item 8.01 continued

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

DATE: November 30, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Professional Research and Publishing
Designation	GCS-R
Office/Custodian	Education/Executive Director of Learning Services

Research involving district data will be approved via the procedure outlined in GCS-E-1. Investigative activities will be deemed research if they occur outside the normal job duties of a staff member or if the results of inquiries are to be shared outside the staff member's chain of authority (e.g. work done to satisfy academic course requirements, theses, and dissertations).

If the research requires an Institutional Review Board approval, the research will also be reviewed and approved by the D49 Research Review Committee.

- If the applicant is a district staff member he or she should seek approval for the research project from leadership over the area of inquiry of the research.
- The Research Request form (GCS-E-2) should be completed and submitted to the Data and Assessment Analyst, at which point the request will be reviewed for completion and forwarded to the Committee for approval.
- The Committee will evaluate the merits of the project, and examine potential risks to participants and impact on district operations.
- The Committee may approve the project, request changes to the project or request form or deny and return the request to the applicant.
- The Committee will convene at least annually and meeting dates will be posted on the district website.
- The Committee will have (at minimum) representation from the DAC, building-level leadership, Education Office, and a teacher.

Should the research be sufficiently small in scope as to not require an IRB, the applicant's supervisor will serve as the project-review authority. A Research Request form should be completed by the applicant and submitted to his/her supervisor. Should the request be denied, the request will be returned to the applicant. If approved, the proposal should be forwarded to the data and assessment analyst at Central Office.

Upon project approval, the applicant/researcher will take responsibility for following ethical research practices and if applicable, adhering to the timelines and approval windows as outlined in the IRB. Upon completion of the research project, the completed project must be submitted to the data and assessment analyst for archiving. Should the applicant/researcher desire to publicly publish his/her findings, additional approval must be sought from the Chief Education Officer (CEO).

- Adopted: September 10, 2015
- Reviewed: December 13, 2018

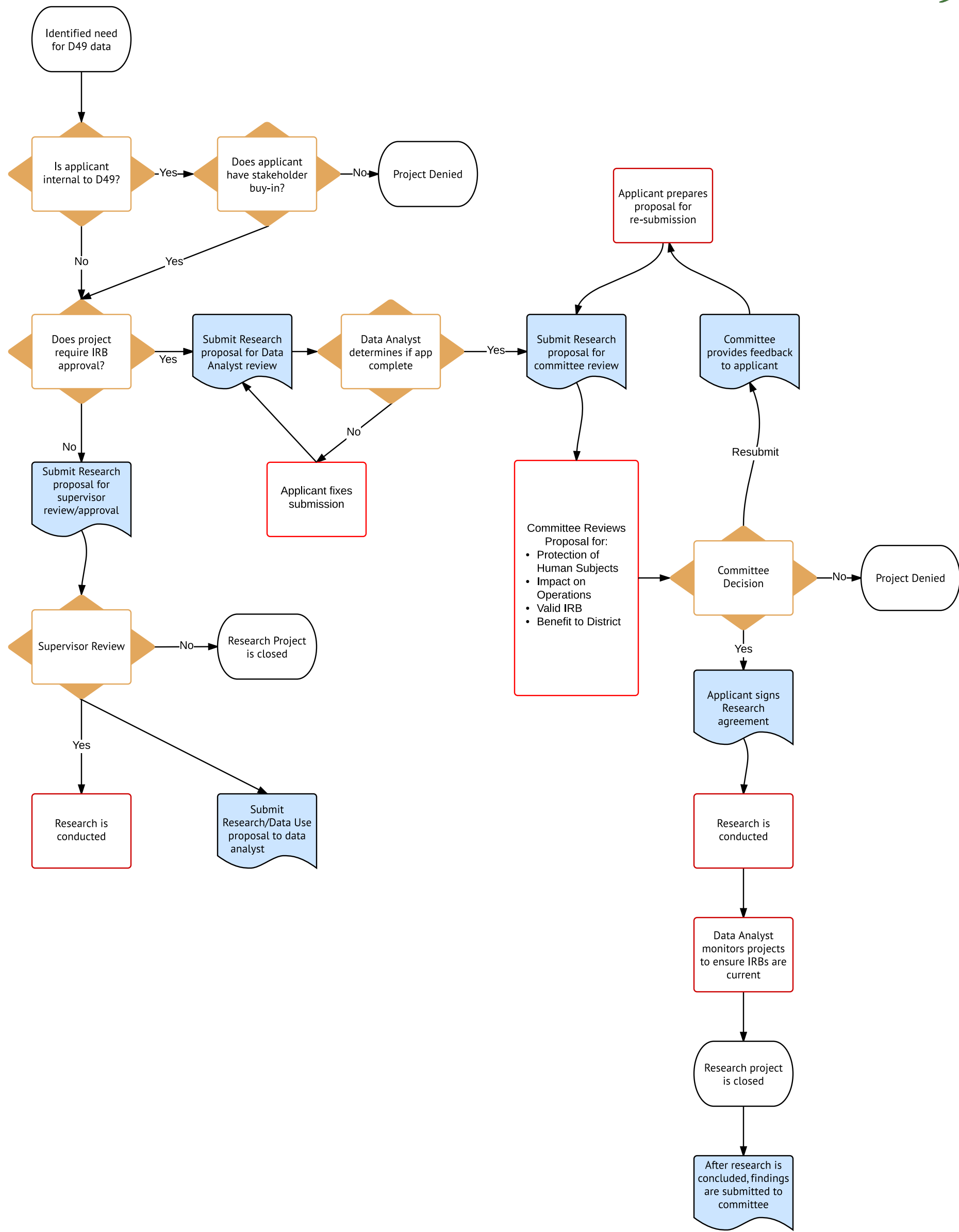
LEGAL REFS:

- 20 U.S.C. §1232h (*rights of students and parents to inspect instructional materials and give prior consent for certain surveys, analysis and evaluation*)
- C.R.S. [22-1-12.3](#) (*district shall comply with federal law on protection of pupil rights; Colorado provisions regarding surveys, assessment, analysis and evaluation of students*)

CROSS REF:

- GCS, Professional Research and Publishing

Research Approval Process



Adopted: September 10, 2015
Reviewed: December 13, 2018



Request to Conduct Research

Pursuant to district policy GCS, District 49 seeks to support research that can inform operations and help deliver better service to stakeholders. In recognition of the importance of evidence-based practices, while acknowledging its responsibility to protect sensitive data and research participants, the district requires this form be completed in its entirety. To increase the likelihood of approval, please provide detailed information.

Project Title:

Researcher Information:

Name:

Organization:

Phone

Email:

Description of Proposed Research/Study. *Include a) locations, b) population of interest, c) timeframes, d) hypotheses, e) analyses, f) intended audience, and g) plans for dissemination.*

Funding Sources:

IRB.

Has/will this project be submitted to an IRB for review? If the project will be submitted, what is the anticipated date of review/approval?

If so, was the project approved?

Data Elements. *Are you requesting any data from the district? If using collected data which data elements/variables will you be analyzing? Are you planning to generate data with a survey or instrument not routinely used?*

Data Security Plan. *How will you protect the privacy of participants, maintain data confidentiality, dispose of data, etc.?*

Instruments/Documents. *Please attach copies of any supporting documents to include IRB approval, informed consents, surveys/data collection instruments, etc.*

Impact on the District. *Please explain how the project will impact the normal operation of the district (e.g. changes to processes to allow for data collection, requirement of additional staff time).*

Benefit to the District. *Please explain how the district stands to gain from the findings of the project.*



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Grading/Assessment Systems (Exemption Procedure and Information to Parents/Guardians)
Designation	IKA-R
Office/Custodian	Education/Executive Director of Learning Services

Parent/guardian request for exemption

In accordance with the accompanying policy, the parent/guardian of a student enrolled in the district may request that his or her child be exempt from participating in one or more state assessments.

1. The request for exemption must be submitted in writing to the school principal.
2. The parent/guardian will not be required to state the reason for asking for the exemption.
3. The request for exemption may apply to all or specific state assessments administered to the student during the school year.
4. A request for exemption will be valid for one school year. Requests for exemption from state assessments in subsequent school years require a new written request.
5. Parents/guardians are encouraged to submit their requests for exemption at the earliest possible date each school year so that the district may plan accordingly.

Information to parents/guardians

Each school year at the earliest possible time, the district shall distribute information to students' parents/guardians regarding the state and district assessments that the district will administer that year. This information shall also be posted on the district's website.

The district shall also distribute ~~an a-district~~ assessment calendar to students' parents/guardians at the earliest possible time each school year, and shall post the calendar on the district's website.

At a minimum, the district assessment calendar shall include:

- an estimate of the testing hours required on each testing day; and
 - whether the assessment is required by federal and/or state law or was selected by the district.
-
- Adoption: August 13, 2015
 - Revised: December 13, 2018

BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	Early Literacy and Reading Comprehension
Designation	ILBC-R
Office/Custodian	Education/Executive Director of Learning Services

(Procedures to Implement the Colorado READ Act)

The district shall comply with the Colorado Reading to Ensure Academic Development Act (READ Act) and applicable State Board of Education rules in implementing this regulation. This regulation addresses the procedures the district shall follow in creating a student's READ plan, communicating with the student's parent/guardian concerning the creation, contents and implementation of the student's READ plan, and determining whether a student with a significant reading deficiency will advance to the next grade level.

A. Development of a READ plan

A READ plan shall be developed for a student in kindergarten, first, second or third grade who is identified with a significant reading deficiency in accordance with the READ Act and applicable State Board of Education rules. If the student is in kindergarten, the READ plan shall be a component of the kindergartner's individualized readiness plan. Alternatively and in lieu of a READ plan, the district may address the student's identified significant reading deficiency in the student's Individualized Education Program (IEP), in accordance with applicable law.

Components of the READ plan

At a minimum, the student's READ plan shall include:

1. the student's specific reading skill deficiencies;
2. the goals and benchmarks for the student's growth in attaining reading competency;
3. the instructional programming and interventions that will be provided;
4. the manner in which the student's progress will be monitored;
5. the strategies the student's parent/guardian is encouraged to use in assisting the student;
6. any additional services the student's teacher deems available and appropriate to accelerate the student's reading skills.

Communication with the student's parent/guardian

The student's teacher and other school personnel shall meet with the student's parent/guardian, if possible, to create the student's READ plan. At this meeting, the student's teacher shall discuss the following with the student's parent/guardian:

1. The state's goal for all children in Colorado is to graduate from high school having attained skill levels that adequately prepare them for postsecondary studies or the workforce.

2. Research indicates achieving reading competency by the end of third grade is a critical milestone in achieving this goal.
3. If the student enters fourth grade without achieving reading competency, the student is significantly more likely to fall behind in all subject areas beginning in fourth grade and continuing in later grades.
4. If the student's reading skill deficiencies are not remediated, it is likely the student will not have the skills necessary to complete the coursework required to graduate from high school.
5. The nature of the student's reading skill deficiency, including an explanation of what the significant deficiency is and the basis upon which the teacher identified the deficiency.
6. Under state law, the student qualifies for and the district is required to provide targeted, scientifically based or evidence-based interventions to remediate the student's specific, reading skill deficiencies, and the student's READ plan shall include these interventions.
7. The student's parent/guardian plays a central role in supporting the student's efforts to achieve reading competency and is strongly encouraged to work with the student's teacher in implementing the student's READ plan.
8. The student's READ plan includes strategies the parent/guardian is encouraged to use at home and is encouraged to supplement the intervention the student receives in school.
9. There are serious implications to a student entering fourth grade with a significant reading deficiency. If the student continues to have a significant reading deficiency at the end of the school year, state law requires the parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy.

At the conclusion of the meeting, the student's teacher shall provide the student's parent/guardian with a written explanation of the information discussed in items 1-9 above, along with a copy of the student's READ plan.

If the student's parent/guardian is unable to attend the meeting, the student's teacher shall provide the student's parent/guardian with a copy of the student's READ plan, a written explanation of items 1-9 above, and a written explanation of the scientifically based or evidence-based reading instructional programming and other reading-related services the student will receive under the plan as well as the strategies the parent/guardian is encouraged to apply to assist the student.

B. Student promotion or retention

Within 45 days before the end of any school year, school personnel shall provide a written notification to the student's parent/guardian if a student in kindergarten, first, second or third grade continues to be identified as a student with a significant reading deficiency.

At a minimum, the written notification to the student's parent/guardian shall state:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.

2. School personnel will work with the student's parent/guardian to schedule a date, time and place for the meeting.

The written notification shall not be required if:

1. the student is a student with a disability who is eligible to take the alternative statewide assessment or whose disability substantially impacts the student's progress in developing reading skills, resulting in the student's significant reading deficiency;
2. the student is identified as an English language learner and the student's significant reading deficiency is due primarily to the student's language skills; or
3. the student is completing the second school year at the same grade level.

Meeting to discuss possible retention

At the meeting to discuss the student's possible retention due to the student's significant reading deficiency, school personnel shall discuss the following with the student's parent/guardian:

1. There are serious implications to a student entering fourth grade with a significant reading deficiency and, therefore, state law requires the student's parent/guardian, student's teacher and other school personnel to meet and consider retention as an intervention strategy and determine whether the student, despite having a significant reading deficiency, is able to maintain adequate academic progress at the next grade level.
2. The importance of achieving reading competency by third grade because students who do so are more likely to graduate from high school and attain a postsecondary credential.
3. The student's body of evidence and the likelihood that the student, despite having a significant reading deficiency, will be able to maintain adequate academic progress at the next grade level.
4. The increased level of intervention instruction the student will receive in the next school year regardless of whether the student advances to the next grade level.
5. The potential effects on the student if he or she does not advance to the next grade level.

At the conclusion of the meeting or as soon as possible after the decision is made to promote or retain the student, school personnel shall provide the student's parent/guardian with a written statement regarding the decision and the basis for the decision.

- Adopted: August 13, 2015
- Reviewed: December 13, 2018

LEGAL REF:

- C.R.S. 22-7-1204 - C.R.S. 22-7-1208 (*Colorado READ Act*)

Title	School-Related Student Publications (School Publications Code)
Designation	JICEA-R
Office/Custodian	Education/Executive Director of Learning Services

1. Purpose

~~As stated in Board of Education policy, s~~School-sponsored publications provide ~~are a public forum for students, as well as~~ an educational activity through which students can gain experience in reporting, writing, editing, and understanding responsible journalism. Content of school-sponsored publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

~~2.—Responsibilities of student journalists~~

~~In addition to the responsibilities set forth in the accompanying Board policy, students who work on official student publications will:~~

- ~~a. Rewrite material as required by the faculty advisers to improve sentence structure, grammar, spelling, and punctuation.~~
- ~~b. Check and verify all facts and verify the accuracy of all quotations.~~
- ~~c. In the case of editorials or letters to the editor concerning controversial issues, provide space for rebuttal comments and opinions.~~

~~If the Board determines that advertising is allowed in the publication, the student editor will determine the content of any advertisements.~~

~~3.—Responsibilities of publications advisors~~

~~In addition to the responsibilities set forth in the accompanying Board policy, the publication advisor will exercise general supervision over all activities to create a proper learning environment.~~

4.2. Prohibited materials

The following defines those materials prohibited by this regulation's accompanying policy.

- a. Students may not publish or distribute material which is obscene. "Obscene" means:
 - (1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.
 - (2) The publication depicts or describes in an offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.
 - (3) The work, taken as a whole, lacks serious literary, artistic, political, or scientific value.
- b. Students may not publish expression which is libelous, slanderous, or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person

which injures the individual's reputation in the community.

- c. Expression which is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a "public figure or official," the official must show that the false statement was published with actual malice, as the terms are defined in law.

~~Under the "fair comment rule," a student is free to express an opinion on matters of public interest. Specifically, a student enjoys a privilege to criticize the performance of teachers, administrators, school officials, and other school employees.~~

- d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of ~~lawful~~ school ~~rules~~ regulations, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed.

~~Undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show affirmatively substantial facts which reasonably support a forecast of likely disruption.~~ Material that stimulates heated discussion or debate does not constitute the type of disruption which is prohibited.

5.3. Time, place, and manner restrictions

The principal will coordinate with the publication advisor on the time, place, and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation of the school which might be caused by the distribution of school-sponsored publications.

6.4. Procedures for resolving differences

Student editors will work first with the publications advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publication advisor ~~will~~ may work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor may ~~appeal to work with~~ the Chief Education Officer or designee to resolve any problem. ~~If the problem is not resolved at the Chief Education Officer level, the student editors and/or publications advisor may work with the Board. If the problem is not resolved at the Board level, the student editors and/or publications advisor may seek relief through the judicial system. The Chief Education Officer's decision shall be final.~~

7. Legal advice

- a. ~~If in the opinion of the student editor, student editorial staff, or faculty advisor, material proposed for publication may be "obscene," "libelous," or "cause a substantial disruption of school activities," the legal opinion of the District's attorney should be sought if authorized by the principal.~~

~~b. Legal fees charged in connection with this consultation will be paid by the Board.~~

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Reviewed: January 14, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016
- Revised: December 13, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Organizations
Designation	JJA-1-R
Office/Custodian	Education/Executive Director of Learning Services

1. Any group seeking recognition as a student organization must submit a written application through its faculty sponsor to the principal. Applications must be made only on District-approved forms and must include at least the following information:
 - a. Name of organization.
 - b. Names of faculty sponsors.
 - c. General statement of the purpose of the organization.
 - d. Description of the qualifications for membership, if any. If a student's gender is a qualification for membership, the description will state the reasons therefore.
 - e. Statement of the relation of the organization to the regular school curriculum. This will include specific reference to classes or other elements of the educational program which the organization will serve as an extension of or adjunct to the curriculum.
 - f. Description of the function of the faculty advisor in the promotion, supervision, and leadership of the organization.
 - g. Budget or funding statement.
2. The principal will review the application and such other information as he/she considers appropriate and will approve or disapprove the recognition of the organization within 20 school days after receipt of the application. The principal's decision will be in writing, and a copy will be given to the faculty sponsor. If the application is disapproved, the principal will state the reasons for approval in the decision.
3. The faculty sponsor may appeal the principal's decision in writing to the Zone Leader within five (5) school days after receipt of the decision. The written appeal must state the reasons for the appeal. Copies of the application and the principal's decision must be enclosed with the appeal.

The Zone Leader will review the appeal and such other information as he considers appropriate and will give a written decision within 10 school days after receipt of the appeal.

4. The faculty sponsor may appeal the decision of the Zone Leader in writing to the Chief Education Officer (CEO) within five (5) school days after receipt of the decision.
5. The appeal will be submitted to the secretary of the Board. The written appeal must state the reasons for the appeal. Copies of the application, the appeal to the CEO, and all other prior decisions must be enclosed with the appeal.

The Board will review the appeal and such other information as it considers appropriate and will notify the faculty sponsor of the date and time at which it will meet to render a decision. At the meeting, the Board

will enter its order affirming or reversing the decision of the CEO or Zone Leader. The decision of the Board will be final.

6. The principal may revoke recognition of any student organization at any time for good cause upon his own initiative or on complaint by any student or staff member. Revocation may be appealed to the CEO, Zone Leader or designee and the Board as provided above.
 7. At any time, the CEO, Zone Leader or designee or the Board on his/her or its own initiative may review the recognition of any student organization and revoke same for good cause. Any such action by the CEO or Zone Leader may be appealed to the Board as provided above.
- Adopted: January 23, 1986
 - Revised: April 28, 2010
 - Revised: October 27, 2011
 - Revised: September 8, 2016
 - Reviewed: December 13, 2018



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Organizations – Open Forum (Secondary Schools)
Designation	JJA-2-R
Office/Custodian	Education/Executive Director of Learning Services

1. The principal or designee shall review the weekly school calendar and indicate when time and space are available for meetings of student organizations so that the meetings will not interfere with the regular educational activities of the school
2. General information about time periods available for student meetings shall be made available to students upon request.
3. Students seeking permission to meet on school premises during non-instructional time must complete a form available in the principal's office indicating the name of the organization (if any), the nature of the organization, the purpose of the meeting, and the time and place of the meeting.
4. Upon reviewing this information, the principal or designee shall schedule the meeting if time and space are available. Requests shall be denied only in accordance with the Board policy on meetings of non-curricular student organizations.
5. The principal or designee shall verify that the students requesting permission for a meeting have made arrangements for a faculty monitor and obtain whatever assurances are deemed necessary to see that the meeting is appropriately supervised.
6. Notices of meetings of non-curricular student organizations may be posted only on a designated bulletin board used by all non-school-sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications.
7. The principal or designee shall provide a fair opportunity to any students requesting permission to meet on school premises so long as time and space are available.
8. If a meeting request is denied by the principal, the principal shall inform the students of the reason for the denial. The students shall be given an opportunity to request a review of the principal's decision by the chief education officer by requesting a review in writing within 10 days of the denial of the request.

- Adopted: September 8, 2016
- Reviewed: December 13, 2018

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

BOARD MEETING OF: December 13, 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 November, 2018 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Ensures compliance with all Colorado Revised Statutes. Provide alternative pathways to students that align with 49 Pathways Initiative.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 30, 2018

BOARD OF EDUCATION ITEM 8.03

BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Student Study Trips

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

HMS

PERU: LAND OF THE INCA TRIP

DEPART-3/16/20 RETURN 3/27/20

20 STUDENTS WILL ATTEND THIS TRIP

COST OF THE TRIP WILL BE \$3,500 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS, LODGING, INSURANCE AND TOURS.

GOAL: GIVE HORIZON MIDDLE SCHOOL STUDENTS PERSPECTIVE ON THE WORLD BY EXPERIENCING PERU WITH UNFORGETTABLE MOMENTS THAT BRING PEOPLE, PLACES AND CULTURES TO LIFE! STUDENTS WILL RETURN HOME BETTER PREPARED TO NAVIGATE AN INTERCONNECTED WORLD AND ADAPT TO CHANGE WITH CONFIDENCE. THEY WILL GET TO EXPERIENCE MACHU PICCHU AND THE WONDERFUL CULTURE AROUND THE PERUVIAN CITIES TODAY.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

SSAE

SPACE CAMP IN HUNTSVILLE, AL

DEPART-6/2/19 RETURN-6/8/19

20 STUDENTS WILL ATTEND THIS TRIP

COST OF THE TRIP WILL BE \$2,000 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS AND LODGING.

ADVANCED SPACE ACADEMY EXPLORES COLLEGE AND CAREER PREPARATION THROUGH AN IMMERSIVE EXPERIENCE IN SCIENCE, ENGINEERING, TECHNOLOGY AND MATH. IN ADDITION, STUDENTS EARN ONE CREDIT HOUR OF CREDIT FROM UNIVERSITY OF ALABAMA.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

SCHS

PARIS, FRANCE AND NORMANDY TRIP

DEPART-10/12/19 RETURN-10/18/19

25 STUDENTS WILL ATTEND THIS TRIP

COST OF THE TRIP WILL BE \$2,539 PER STUDENT AND INCLUDES TRANSPORTATION, MEALS, LODGING, INSURANCE AND TOURS.

PART OF DEVELOPING THE WORLD VIEW OF STUDENTS IS TO OPEN THEIR EYES TO THE WORLD BEYOND AMERICA'S BORDERS. AS THE COLORADO ACADEMIC STANDARDS FOR WORLD LANGUAGES STATE:

"COMPETENCE IN MORE THAN ONE LANGUAGE AND CULTURE ENABLES PEOPLE TO: - COMMUNICATE WITH OTHER PEOPLE IN OTHER CULTURES IN A VARIETY OF SETTINGS - LOOK BEYOND THEIR CUSTOMARY BORDERS - PARTICIPATE MORE FULLY IN THE GLOBAL COMMUNITY AND WORKFORCE"

AN INTERNATIONAL TRIP TO FRANCE WOULD PROVIDE STUDENTS WHO TAKE FRENCH TO NOT ONLY PRACTICE WHAT YOU STUDY FIRST HAND, BUT ALSO CONNECT WITH THE CULTURE THEY STUDY.

SOME OPPORTUNITIES FOR THIS PROPOSED TRIP INCLUDE VISITING CATHÉDRALE NOTRE- DAME DE PARIS AND LATIN QUARTER, THE OPERA GARNIER AND EIFFEL TOWER, THE MUSÉE D'ORSAY, MONTMARTRE AND THE SACRE COEUR BASILICA, AND THE SUBURB OF

BOE Regular Meeting December 13, 2018
Item 8.03 continued

PARIS CALLED VERSAILLES, WHICH WAS ONCE THE ROYAL PALACE AND CENTER OF POWER FOR THE FRENCH MONARCHY. A PORTION OF THE TRIP IS ALSO ALLOTTED TO VISITING THE D- DAY BEACHES OF NORMANDY, THE CONNECTED MUSEUM, AND THE COLLEVILLE AMERICAN CEMETERY & MEMORIAL. STUDENTS' IN-CLASS INSTRUCTION BEFORE LEAVING WILL INCLUDE CONTENT TAUGHT IN ADVANCE THAT WILL BE ACTIVELY APPLIED THROUGHOUT THE TRIP. PARENT AND STUDENT ORIENTATION WILL ALSO BE ORGANIZED THROUGH AFTERSCHOOL MEETINGS PRIOR TO THE VOYAGE. FUNDRAISING WILL NOT BE PART OF THIS TRIP.

VRHS

AFJROTC CURRICULUM IN ACTION TRIP TO ELLSWORTH AFB, SD

DEPART-4/11/19 RETURN 4/13/19

40 STUDENTS WILL ATTEND THIS TRIP

COST OF THE TRIP WILL BE \$100 PER STUDENTS AND INCLUDES TRANSPORTATION, MEALS, LODGING AND TOURS.

AFJROTC REQUIRED CURRICULUM IN ACTION TRIP FOR AFJROTC CADETS. VISIT INCLUDES TOURS OF MT.

RUSHMORE, MISSION ACTIVITIES AT ELLSWORTH AFB, AND TOUR OF FORT LARAMIE.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

VRHS

PERU: LAND OF THE INCAS TRIP

DEPART 3/14/20 RETURN 3/22/20

20 STUDENTS WILL ATTEND THIS TRIP

COST OF THE TRIP WILL BE \$3,410 PER STUDENT AND INCLUDES TRANSPORTATION, 2 MEALS, LODGING, INSURANCE AND TOURS.

BY PROVIDING OUR STUDENTS THE OPPORTUNITY TO TRAVEL TO OTHER COUNTRIES, THE YOUNG ADULTS WILL BE EXPERIENCING A DIFFERENT CULTURE AS WELL AS BE GIVEN THE OPPORTUNITY TO USE THE LANGUAGE SKILLS THAT WERE LEARNED IN THE CLASSROOM, AND PROVIDING THEM WITH THE OPPORTUNITY TO VALUE THE NEED OF CONTINUING LEARNING ANOTHER LANGUAGE.

FURTHERMORE, TRAVELING CREATES CONFIDENCE FOR THE YOUNG ADULTS AND PROVIDES THE OPPORTUNITY TO DEVELOP CULTURAL SENSITIVITY THAT IS GREATLY NEEDED IN TODAY'S GLOBALIZATION. AS WELL AS TEACHING THE STUDENT TO MANAGE THEIR MONEY AND TO TAKE CARE OF THE BELONGINGS.

IN ADDITION, THE STUDENTS WILL HAVE THE OPPORTUNITY TO VISIT ONE OF THE SEVEN WONDERS OF THE WORLD.

FUNDRAISING WILL NOT BE PART OF THIS TRIP.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	

BOE Regular Meeting December 13, 2018
Item 8.03 continued

<div data-bbox="121 394 147 512" data-label="Text">Strategy</div> <div data-bbox="159 262 800 646" data-label="List-Group"><p>Rock #1—Establish enduring <u>trust</u> throughout our community</p><p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p><p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p><p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p><p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p></div>	<p>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.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information Only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 5, 2018

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Shannon Hathaway, Risk & Benefits Manager

TITLE OF AGENDA ITEM: Current Legal Issues

ACTION/INFORMATION/DISCUSSION: Information - Confidential

BACKGROUND OR RATIONALE

With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

RELEVANT DATA AND EXPECTED OUTCOMES:

District 49 .Business Office Staff, along with legal counsel will always work to protect the institution and ideals of public education, pursuing the best possible outcome on each legal situation. Sometimes, the best outcome does involve a settlement or other action that is recommended by either legal counsel or insurance representatives.

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

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

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: November 30, 2018

BOARD OF EDUCATION ITEM 8.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

At the 2018 Annual Peak Planning meeting the Board requested the inclusion of board sub-committee minutes as an information item in the board packet.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Dave Cruson, Board Secretary

DATE: November 30, 2018

*Education reEnvisioned
Board Meeting Notes for
September 18, 2018 at 4:06 pm*

Guests/Staff: Ken Witt, Brad Miller, Kindra Whitmyre, Maria Walker, Brett Ridgway

Conference Call: Lis Richard- Board Member

Via Skype and Google Hangout:

Note:

Roll Call:

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Here	x	x	x	x	x	
NOT Here						

Approval to Amend the Agenda: Education reEnvisioned Resolution for Amendment 73

Motion: Drosendahl

Second: Laverie- Wright

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						

Approval for Consent Agenda.

Motion: LaVere-Wright

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						

Approval for Action Item III-A.

Motion: Drosendahl moves to approve the proposed resolution of Education reEnvisioned BOCES regarding the proposed amendment 73 to the Colorado Constitution

Second: LaVere-Wright

Motion Passed: 4-1

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x		x	x	
Voted NAY						
Not at mtg.						
Abstain			x			

Approval to Adjourn at _5:06 pm

Motion: Harris

Second: Drosendahl

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						

Education reEnvisioned

*Board Meeting Notes for
October 16, 2018 at 4:04 p.m.*

Guests/Staff: Sarah Schuchard, Renae Roth, Sheila Stevens, Allison Oswandel, Sue Nozick, Julie Casten, Kimber Podesdek, Kindra Whitmyre, Nicole Tiley, Tina Littell, Brad Miller, Ken Witt, Maria Walker. Ashley Repko

*Guest/Staff on Conference Call: Lis Richard, Dan Snowberger @ 4:06 p.m.
Marie LaVere-Wright @ 4:06 p.m. Left meeting @ 4:57 p.m.*

Via Skype and Google Hangout:

Note:

Roll Call:

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Here	x	x	x		x	
NOT Here				x		

Approval for the Agenda:

Motion: Drosendahl

Second: Harris

Motion Passed: 4-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x	x		x	
Voted NAY						
Not at mtg.				x		
Abstain						

Approval for Consent Agenda.

Motion: Harris

Second: Drosendahl

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere-Wright	Richard	
Voted AYE	x	x	x	x	x	
Voted NAY						
Not at mtg.						
Abstain						

Approval to Adjourn at 5:21 p.m.

Motion: Drosendahl

Second: Harris

Motion Passed: 5-0

	Drosendahl	Griffin	Harris	LaVere- Wright	Richard	Snowberger
Voted AYE	x	x	x		x	x
Voted NAY						
Not at mtg.				x		
Abstain						

District Accountability Advisory Committee (DAAC) Minutes

October 23, 2018

Boardroom-Education Service Center: 6p-8p

Call Meeting to Order: Meeting called to order at 18:03

Introductions:

Approval of Agenda: Unanimously approved

Approval of Minutes: Unanimously approved

Administration Update: Kim Boyd-The Mental Health Day was a huge success. One of the girls in attendance went back to her school, in Widefield District 3, and reported concerns about a classmate. The classmate was then called in and divulged that he had a list of people and was planning a school shooting.

Jason Foundation: Sponsored by Rascal Flatts (Jason Flatt): Suicide Prevention seminar at Creekside November 14 from 6-8pm

Board Update: Joshua Fry-Board meeting tomorrow night

Presentations: Amber Whetstine-District UIP-Please see attached presentations.

Will Allies be categorized as a high-risk school? Not likely, it is defined by statute and having dyslexia is not a high-risk indicator.

Do you think the math increase is because of the k-12 math focus? Possibly, we also saw a dip in literacy scores when we added math as a strategy.

Does the district do another progress monitoring tool besides Dibels? Some schools do. It is based on school: STAR assessment, ACT aspire, Reading and Math inventory, Dibels Math.

Is there way to look at the kids who have taken the extra test? Each school can. Frank Fowler stated that they do use STAR and it shows mixed correlation with the state assessment.

Subcommittee updates:

- Budget/MLO (meets 4:30 before DAAC): MLO did not meet, but had 2 submissions: BLRA and ICA-both were approved via e-mail
- Bylaws (4:15 after agenda setting meeting): Did not meet
- Charter: Charter met 9/27/18. Just got a new Charter request pop up today. ICA has a renewal for their Charter academy. There are interviews Monday to go through the classrooms and meet with admin on Monday starting at 11:30.
- Parent Engagement (meet at 5:15 prior to DAAC): Delved into objective on improving communication with parents: Calendar-D49 district Calendar has 3 items on it: Fall break for CO and Board meetings. So, who is the customer for the calendar? We are going to try to get a meeting with Dave and/or Sam in regards to the calendar. To get the VRHS football schedule: it took 4 links to get to the calendar from the VRHS site.
- Restorative Practices (meets monthly, 2nd Wednesday): Training at GWL November 7-9.
- Unified Improvement Plan: Looking for committee members

Unfinished Business: 4C committee has been meeting and will be putting up signs and sending out postcards.

New Business: DAAC Annual Report to BOE on December 13th @ 6:30pm.

FEF grant applications are due Thursday.

Next meeting: December 4, 2018 at the Education Service Center in the Board Room

SAC Reports:

BLRA: Guin is the new chair. Looked at Assessment results

SRES: Goal to get chromebook carts for every grade and have them trickle down. A little more MLO money left to spend.

Remington ES: STEM night: 297 families!! Literacy night is Thursday. Going to be starting Boosterthon. Trunk-or-Treat Saturday night.

ALLIES: Had an experiencing dyslexia night.

HMS: The most students ever make Renaissance (3.0 gpa and no referrals)-62%

EES: Got caught up

FES: Red Ribbon week-Had a Helo land today. Falcon Fun Nights are planned 1x/month. Math night on 12/12/18. Need to review UIP, but he is filtering it starting with the teachers and then going to the teachers. Reviewed growth on the CMAS test.

ICA: Had our first carnival. Character dress-up day Friday. Trunk-or-Treat with dance coming up. Arts night coming up as well.

LTA: no SAC yet

BRES: A lot of art up at Starbucks on Stetson Hills

VRHS: Power School, talked about Pathways assessments and getting students ready for college.

Talked about parking situation and safety. Talked about the Ballot initiative. Fall Festival Saturday.

SCHS: Come under budget on most of the MLO money: would like to update the auditorium. Having a Renaissance celebration and painting pumpkins. December 4: Doing a wellness night. Looking at doing a parent resource night.

Odyssey: Discussed parent conference time to try to increase parent involvement.

Ridgeview ES: Have not met yet. Had the office furniture refreshed.

PHS: Have not met yet. SPF lifted us out of priority improvement to improvement, we jumped 8 points. Thanksgiving Dinner on November 14th.

PPSEL: Talked about UIP, Board election for their school board. Looking at getting cameras for the cafeteria. Looking at our library and how we can reconfigure.

RMCA: Trunk-or-Treat Saturday, trying to rebuild SAC

SS: planning a youscience night: interest inventory and aptitude assessment.

PPEC: Nothing to report

MRES: Went over achievement, growth data, and UIP. Parent Engagement: APEX fun run proposed furniture designs. Start the Art Night. Huge Veterans Program.

SMS: Nothing to report.

FHS: Treat Street Saturday 6-8pm

Adjournment:

NOTE: DAAC meeting dates: December 4th, January 22nd, February 26th, March 12th, April 23rd, May 14th with agenda setting meeting: November 13th, January 8th, February 12th, February 26th, April 9th, April 30th.

Next meeting: December 4, 2018 at the Education Service Center in the Board Room

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Charter Renewal Presentations –Imagine Classical Academy

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The charter board of Imagine Classical Academy at Indigo Ranch submitted an application to renew its charter contract with District 49 in 2017. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school. In February of 2018, the BoE voted to renew the charter contract for one year, citing conditions of renewal. The iConnect Zone Administration has conducted an abbreviated process with the ICA Board to review the progress the school has made to meet the conditions identified in the resolution. As part of the renewal process, the charter board and administration will make a presentation to the D49 Board of Education during a public meeting in request of renewing the charter contract for a five-year term.

RELEVANT DATA AND EXPECTED OUTCOMES:

The presentation by the charter board allows the District 49 Board of Education and community to hear publicly from the school. The iConnect Zone is also submitting renewal report summary that details a progress review site-visit and status update to the Board in preparation for action to be taken at the January BoE Regular meeting. Prior to the January meeting, administration will provide a recommendation and resolution for the board's consideration.

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

The public hearing allows for greater transparency and builds trust within the community and strength in the relationship between the district and charter school.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	The process of holding a public meeting to hear from charter boards pursuing a charter renewal creates a culture of transparency.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The process of holding a public meeting to hear from charter boards pursuing a charter renewal encourages a strong culture of trust and allows for community participation. The result is of reviewing and renewing charter schools ensures the quality of school options within the portfolio where students build firm foundations of knowledge, skills, and experience.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Based on the presentation of the charter school and the review of the conditions listed within the renewal resolution dated February 8, 2018, I request that the Board consider taking action at the January 10, 2019 Regular Meeting to approve the renewal application.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 5, 2018



IMAGINE CLASSICAL ACADEMY

Charter Renewal 2018-2023

The mission of the Imagine Classical Academy at Indigo Ranch is to positively shape the hearts and minds of our students by providing them with an academically rigorous and content rich curriculum, a learning environment of high expectations for student achievement in which character is modeled and promoted within a collaborative community based on trusting relationships.

IMAGINE CLASSICAL ACADEMY



- CONTRACT TERM
- FACILITY PLAN
- BOARD POLICY
- ESP AGREEMENT
- PRINCIPAL EVALUATION
- GRIEVANCE POLICY
- NOTICE OF CONCERN
- PRESCHOOL
- GOVERNANCE TRAINING
- STUDENT REGISTRATION
- WAIVER REQUESTS



Resolution Provisions

CONTRACT TERM

- Imagine Classical Academy requests a 4 Year Term as stated in the current Charter Contract Provisions dated February 8, 2018

FACILITY PLAN

- A Facility Plan was submitted May 2018 prior to moving forward with Bond Financing and Land Transfer arrangements

BOARD POLICY

- Imagine Classical Academy reviewed and revised the Board Policy Manual including legal advise from Lewis Roca Rothgerber Christie and input from school administration, Colorado League of Charter Schools and D49 Personnel



Resolution Provisions

ESP AGREEMENT

- The ICA Board spent six months negotiating provisions into its ESP Contract without success
- ESP was unwilling to change any provisions

PRINCIPAL EVALUATION

- 360 Principal Evaluation was completed by ICA Board in May 2018 using Vanderbilt Assessment Tool as reflected in Board Minutes dated May 14, 2018

GRIEVANCE POLICY

- The Board began using a new Grievance Policy in February 2018 via 2nd Reading in Board Minutes dated October 29, 2018.



Resolution Provisions

PRESCHOOL

- A separate financials structure is in place for the preschool, preschool director position will report directly to the Board with RN and Health support separate from District responsibility

GOVERNANCE TRAINING

- Completion certificates are in place for 4 out of 5 of the current sitting Board members for all Colorado League of Charter School Board Modules. The fifth member will complete the Modules within the 12 month timeline set for new members to complete training



Resolution Provisions

NOTICE OF CONCERN

- As of today's date the school has received no Letters of Concern from District 49

STUDENT REGISTRATION

- District 49 has supported ICA with initial registration and enrollment for the past 4 years. That relationship continues and students must register with District 49 prior to enrolling in ICA

WAIVER REQUESTS

- All waiver requests have been submitted to CDE. As an additional formal measure the ICA Board passed a resolution confirming all waiver requests November 26, 2018



IMAGINE CLASSICAL ACADEMY DATA



- ENROLLMENT
- DEMOGRAPHICS
- WHO WE ARE
- STUDENT DATA
- STAKEHOLDER SURVEYS
- CELEBRATIONS
- NEW INITIATIVES

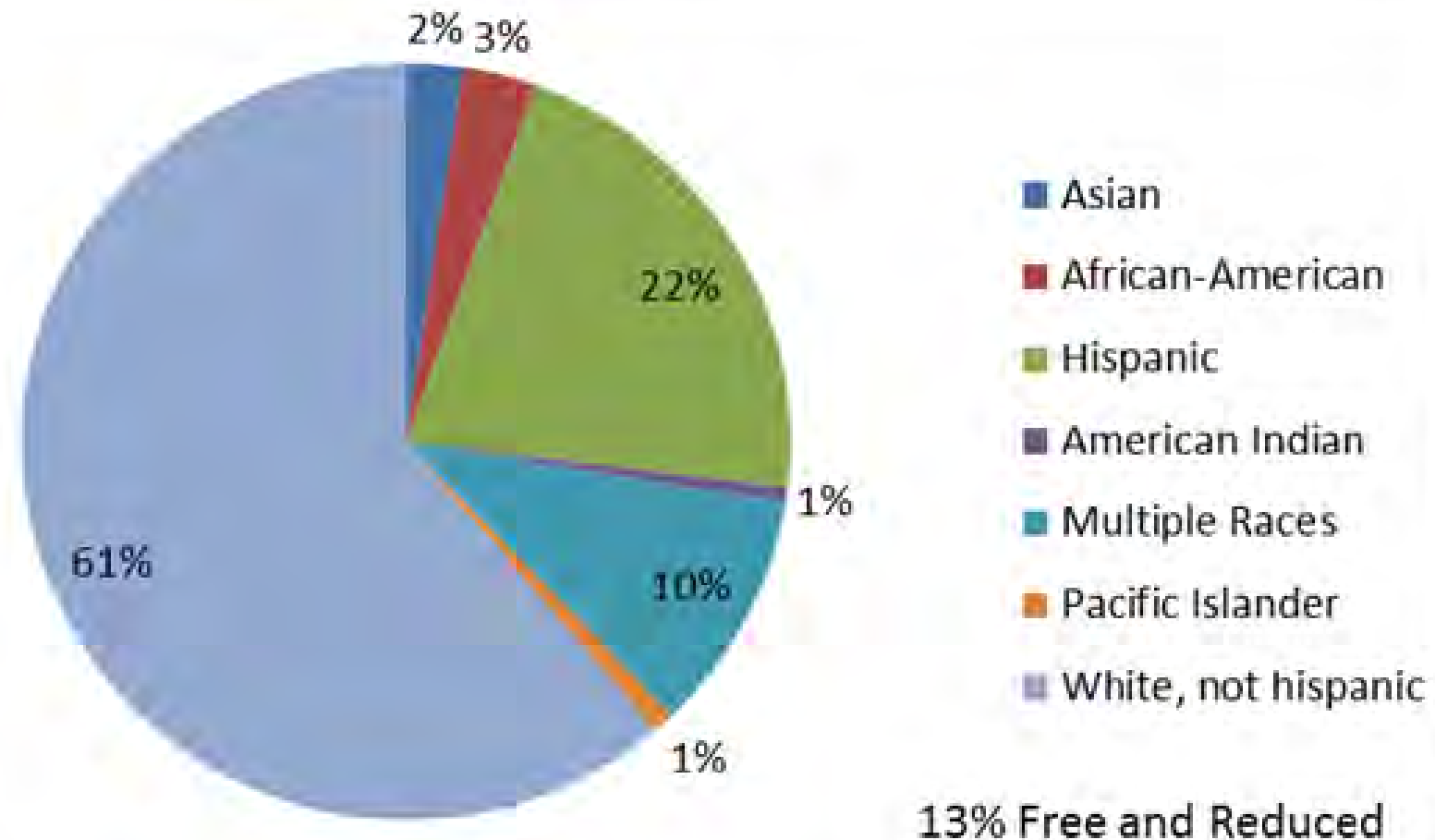


ENROLLMENT – Count Day, 2018

Pre-K	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
40	104	93	97	93	95	63	64	48	48



DEMOGRAPHICS

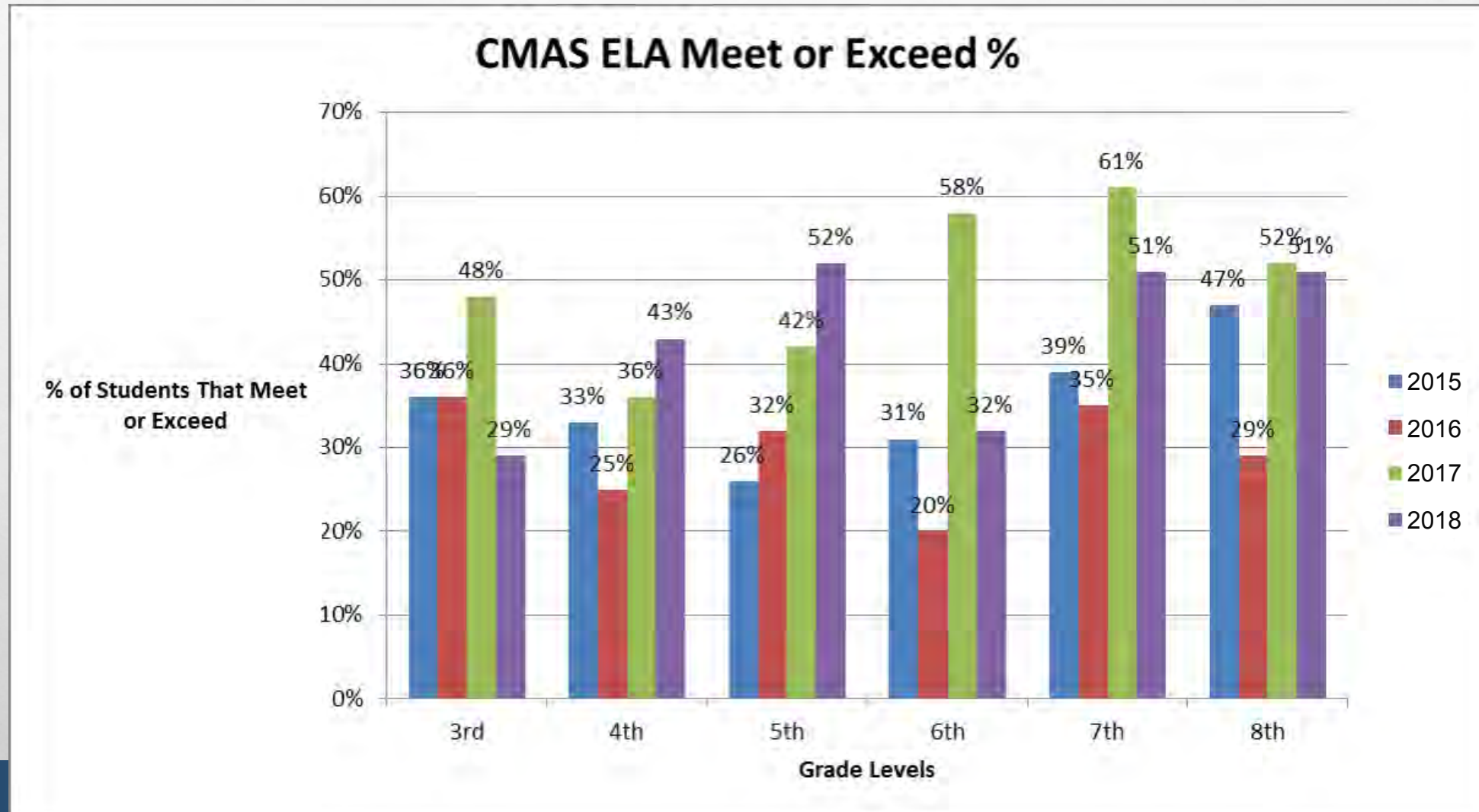


WHO WE ARE

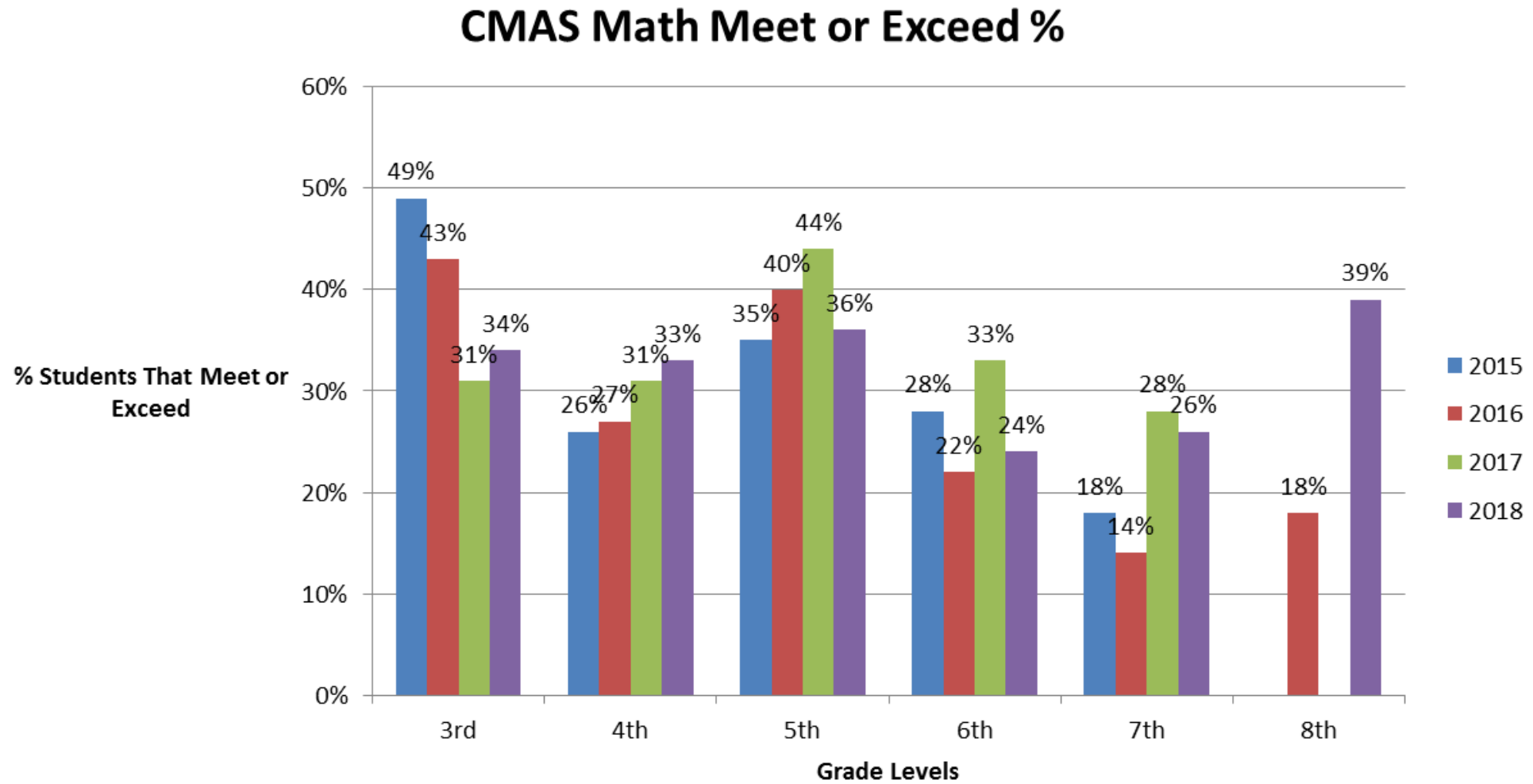
- Principal & Asst. Principal
- Dean of Students
- Business Manager/Human Resources
- Reading Interventionist
- District RN & Health Aide
- Registrar
- Administrative Assistants (2)

Teachers	Number
Preschool	4
Kindergarten	4
First Grade	4
Second Grade	4
Third Grade	4
Fourth Grade	4
Fifth Grade	3
Sixth/Seventh/Eighth	7
Computer	1
PE	1
Music	1
Art	1
Language	1
Classroom Aides	11
Special Ed Teacher	1
Special Ed Aides	1

CMAS OVER FOUR YEARS - Reading



CMAS OVER FOUR YEARS-MATH



PARCC/CMAS GROWTH – 2016 thru 2018

		ENGLISH LANGUAGE ARTS									MATH								
		School			District			State			School			District			State		
		2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018
ALL STUDENTS	All Students	39.0	57.0	47.0	54.0	53.0	49.0	50.0	50.0	50.0	38.0	54.0	49.0	48.0	47.0	49.0	50.0	50.0	50.0
GRADE LEVEL	04	33.0	36.0	35.0	45.0	44.0	47.0	50.0	50.0	50.0	28.5	33.0	57.5	47.0	42.0	50.0	50.0	50.0	50.0
	05	49.0	55.5	61.0	51.0	51.0	50.0	50.0	50.0	50.0	66.5	58.0	52.0	52.0	42.0	47.0	50.0	50.0	50.0
	06	27.5	84.0	39.0	58.0	55.0	48.0	50.0	50.0	50.0	22.0	68.5	43.0	40.5	40.0	47.0	50.0	50.0	50.0
	07	45.0	79.5	53.5	59.0	57.0	49.0	50.0	50.0	50.0	30.0	49.0	32.5	49.0	53.0	47.0	50.0	50.0	50.0
	08	39.0	77.0	42.0	59.0	63.0	52.0	50.0	50.0	50.0	40.5	50.5	49.0	52.0	60.0	55.0	50.0	51.0	50.0

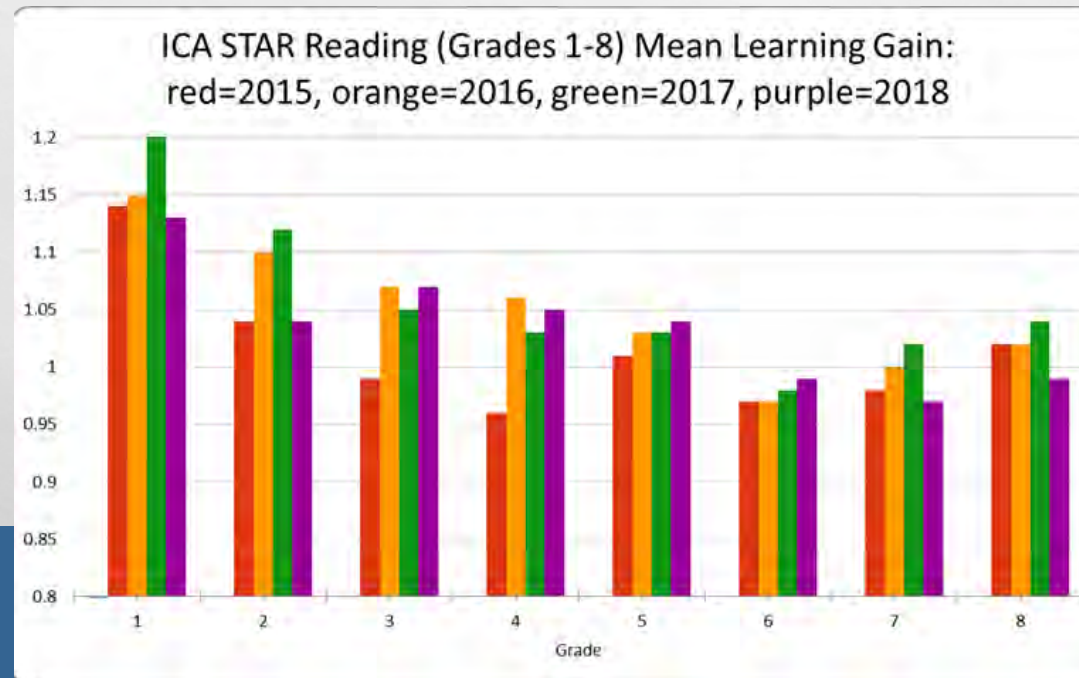


Student Academic Growth – DIBELS 2016-17 & 2017-18

DIBELS			DIBELS		
Reading Percentage Proficiency 16-17			Reading Percentage Proficiency 17-18		
Grade	BOY	EOY	Grade	BOY Benchmark	MOY Benchmark EOY Benchmark
K	56%	93%	K	49%	71% 92%
1	63%	91%	1	67%	69% 80%
2	77%	84%	2	88%	87% 89%
3	74%	78%	3	75%	81% 89%
%BM BOY	%BM EOY	Change	%BM BOY	%BM EOY	Change
67%	88%	21%	66%	86%	20%
%WBB BOY	%WBB EOY	Change	%WBB BOY	%WBB EOY	Change
19%	3%	16%	20%	4%	16%

Student Academic Growth – STAR Reading

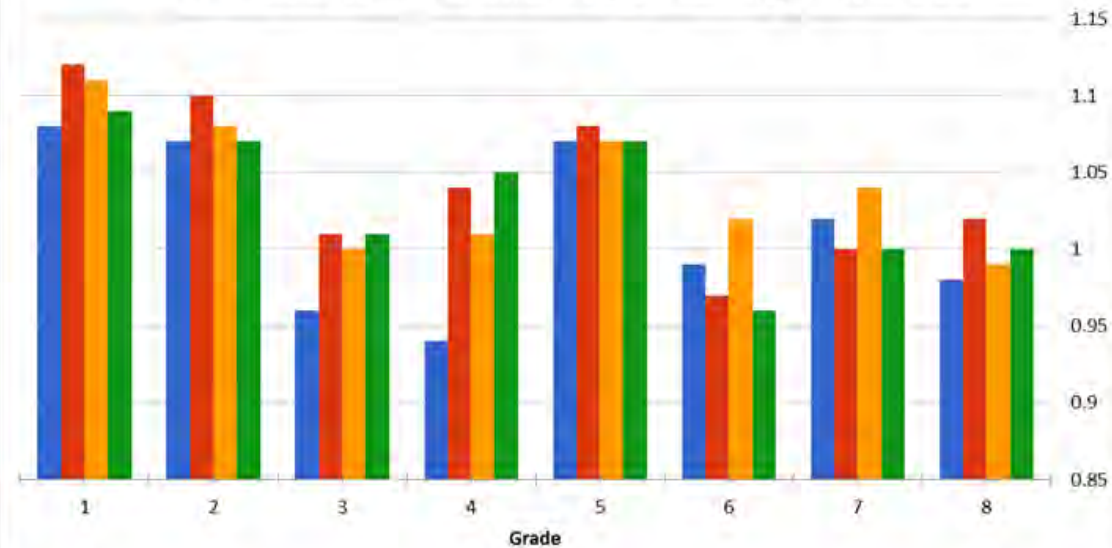
STAR Reading Learning Gain and spring NCE								
	2015		2016		2017		2018	
Grade	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE
1	1.14	67.35	1.15	58.96	1.26	68.84	1.13	60.6
2	1.04	55.18	1.1	61.04	1.12	58.07	1.04	60.9
3	0.99	51.71	1.07	56.66	1.05	57.34	1.07	56.2
4	0.96	50.46	1.06	56.16	1.03	54.25	1.05	59.2
5	1.01	53	1.03	54.76	1.03	54.74	1.04	55.1
6	0.97	46.26	0.97	45.91	0.98	52.14	0.99	47.6
7	0.98	44.78	1	48.49	1.02	51.24	0.97	48.8
8	1.02	49.46	1.02	48.73	1.04	51.49	0.99	51.7
Overall	1.01	52.66	1.06	55.29	1.08	57.23	1.05	56.3



Student Academic Growth – STAR Math

STAR Math Learning Gain and spring NCE								
2015			2016		2017		2018	
Grade	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE	Mean LG	Mean Spring NCE
Grade	2015	2015	2016	2016	2017	2017	2018	2018
1	1.08	66.91	1.12	70.12	1.11	72.36	1.09	72.9
2	1.07	64.6	1.1	67.26	1.08	62.28	1.07	66.5
3	0.96	59.25	1.01	65.12	1	61.09	1.01	58.1
4	0.94	52.87	1.04	62.46	1.01	60.27	1.05	62.6
5	1.07	66.95	1.08	70.76	1.07	69.67	1.07	65.7
6	0.99	52.78	0.97	59.42	1.02	63.47	0.96	53.8
7	1.02	51.54	1	54.31	1.04	58.71	1	56.4
8	0.98	55.63	1.02	55.42	0.99	54.7	1	58.9
Overall	1.02	60.03	1.05	64.54	1.05	63.76	1.04	63.1

ICA STAR Math (Grades 1-8) Mean Learning Gain:
blue=2015, red=2016, orange=2017, green=2018



CDE SCHOOL PERFORMANCE FRAMEWORK

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: EM - (1-Year)

Plan Type

Official Rating Based On: 1-Year SPF Report

Performance Plan: Meets 95% Participation

61.3/100

The official plan type is based on either the 1-year or multi-year framework as indicated in the right hand corner of the black title bar above. Schools are assigned a plan type based on the overall percent of points earned on the official framework. The overall percent of framework points represents the percentage of points earned across all performance indicators. The official percent of points earned is matched to the scoring guide to determine the plan type. Failing to meet the accountability participation rate of 95% on two or more assessments will reduce the overall plan type by one level. Please see the scoring guide at the end of this report for additional information.

Indicator Rating Totals

Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating
Academic Achievement	65.1%	26.0/40	Meets
Academic Growth	58.8%	35.3/60	Approaching

Assurances

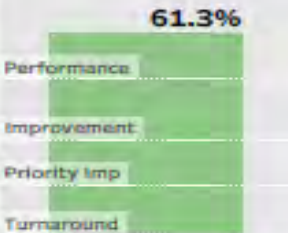
	Rating
Accountability Participation Rate	Meets 95%

Test Participation Rates (Ratings are based on Accountability Participation Rate)

Subject	Total Records	Valid Scores	Participation Rate	Parent Excuses	Accountability Participation Rate**	Rating
English Language Arts	422	406	96.2%	16	100.0%	Meets 95%
Math	422	406	96.2%	16	100.0%	Meets 95%
Science	141	134	95.0%	7	100.0%	Meets 95%

Summary of Ratings by EMH Level

EMH Level	Performance Indicator	% Pts Earned	Weighted Pts Earned/Pts Eligible	Rating	% Pts by EMH	Rating
Elementary	Academic Achievement	56.9%	22.8/40	Approaching	64.8%	Performance
	Academic Growth	70.0%	42.0/60	Meets		
Middle	Academic Achievement	73.3%	29.3/40	Meets	57.8%	Performance
	Academic Growth	47.5%	28.5/60	Approaching		



School plan types are based on the total percentage of points earned:

Performance:
53.0% - 100.0%

Improvement:
42.0% - 52.9%

Priority Improvement:
34.0% - 41.9%

Turnaround:
0.0% - 33.9%

Insufficient Data: No reportable achievement or growth data.

CDE SCHOOL PERFORMANCE FRAMEWORK



COLORADO
Department of Education

Preliminary 2018 School Performance Framework

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: Elementary - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	265	97.5%	741.4	54	6/8	Meets
	Previously Identified for READ Plan	23	95.8%	707.0	*	0/0	-
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	39	95.2%	728.1	24	0.5/1	Approaching
	Minority Students	100	97.1%	737.0	44	0.5/1	Approaching
CMAS - Math	Students with Disabilities	n < 16	-	-	-	0/0	-
	All Students	266	97.5%	733.6	47	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	40	95.2%	719.1	15	0.5/1	Approaching
	Minority Students	101	97.1%	729.3	37	0.5/1	Approaching
CMAS - Science	Students with Disabilities	n < 16	-	-	-	0/0	-
	All Students	93	94.9%	592.3	44	4/8	Approaching
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	36	94.7%	557.2	25	0.5/1	Approaching
TOTAL	Students with Disabilities	n < 16	-	-	-	0/0	-
		*	*	*	*	16.5/29	Approaching

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/ Eligible	Rating
CMAS - English Language Arts	All Students	154	50.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	23	42.0	0.5/1	Approaching
	Minority Students	57	47.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	153	54.0	6/8	Meets
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	22	41.0	0.5/1	Approaching
	Minority Students	57	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	14/20	Meets

CDE SCHOOL PERFORMANCE FRAMEWORK



COLORADO
Department of Education

Preliminary 2018 School Performance Framework

4251: IMAGINE CLASSICAL ACADEMY | 1110: DISTRICT 49

Level: Middle - (1-Year)

ACADEMIC ACHIEVEMENT

Subject	Student Group	Count	Participation Rate	Mean Scale Score	Percentile Rank	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	134	93.9%	746.2	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	96.2%	731.1	28	0.5/1	Approaching
	Minority Students	55	98.2%	741.9	54	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Math	All Students	134	93.9%	735.2	62	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	24	96.2%	716.5	15	0.5/1	Approaching
	Minority Students	55	98.2%	733.5	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
CMAS - Science	All Students	41	95.3%	612.4	64	6/8	Meets
	English Learners	n < 16	-	-	-	0/0	-
	Free/Reduced-Price Lunch Eligible	n < 16	-	-	-	0/0	-
	Minority Students	19	100.0%	601.6	57	0.75/1	Meets
	Students with Disabilities	n < 16	-	-	-	0/0	-
TOTAL		*	*	*	*	21.25/29	Meets

ACADEMIC GROWTH

Subject	Student Group	Count	Median Growth Percentile/Rate	Pts Earned/Eligible	Rating
CMAS - English Language Arts	All Students	127	47.0	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	32.5	0.25/1	Does Not Meet
	Minority Students	51	42.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
CMAS - Math	All Students	122	38.5	4/8	Approaching
	English Learners	n < 20	-	0/0	-
	Free/Reduced-Price Lunch Eligible	20	32.5	0.25/1	Does Not Meet
	Minority Students	49	39.0	0.5/1	Approaching
	Students with Disabilities	n < 20	-	0/0	-
ELP	English Language Proficiency (ELP)	n < 20	-	0/0	-
	On Track to EL Proficiency	n < 20	-	0/0	-
TOTAL		*	*	9.5/20	Approaching

2018 STAFF SURVEY

2018 Staff Survey (School Site)



Chart of responses for Imagine Classical Academy at Indigo Ranch by question

This school provides a welcoming and supportive environment for students, families, and staff.



At this school, everyone (students, teachers and administrators) treat each other with respect.



This school inspires me to do the very best at my job.



Our staff attempts to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun.



I have opportunities to participate in school decisions, give and receive advice, take action, and be accountable for the results.



Students and adults are physically and emotionally safe in this school.



Teachers and staff work collaboratively to establish a culture of high academic and character expectations for all students.



I see positive changes in our students' behavior as a result of our school's emphasis on character development.



At this school, families are kept informed of their children's academic and character progress, including accomplishments and growth areas.



Teachers and staff clearly communicate school-wide behavior expectations to students and families.



When students break the rules, they are given opportunities to reflect on their behavior and learn from their mistakes.



At this school, students are encouraged to report bullying (extreme teasing or threatening behavior) when they see it, and immediate actions are taken to stop it.



Teachers at this school take time to get to know their students and learn their individual interests and passions.



Strongly Agree

Agree

Disagree

Strongly Disagree

2018 STAFF SURVEY

2018 Staff Survey (School Site)



Chart of responses for Imagine Classical Academy at Indigo Ranch by question

Teachers at this school take intentional steps to create a classroom community where students feel they belong and hold each other accountable for maintaining a safe and effective learning environment.



Students at this school are taught explicit strategies that help them resolve disagreements with others in peaceful ways.



Teachers at this school help students set personalized academic and character goals and provide them with opportunities to describe their progress towards reaching their own goals.



Before moving on to a new topic, teachers provide multiple opportunities for students to demonstrate mastery and offer additional help to those that need it.



Teachers at this school foster curiosity in students by planning lessons and activities that are interesting and keep students engaged.



Students are assigned homework and practice that aligns with the school's homework policy and addresses students' mastery of learning goals.



Students have opportunities to grow in character by getting involved in service learning projects that benefit the school or the wider community.



Students at this school are learning to navigate the internet in safe and respectful ways.



This school ensures that every student has at least one adult mentor or advocate who they trust.



Students at this school are expected to have academic integrity and refrain from cheating.



Teachers at this school help students develop a growth-mindset by providing specific feedback and recognizing students' efforts towards mastery of goals.



Students are provided with opportunities to apply creativity skills while learning across all content areas (applying new and original ideas, problem solving new solutions, etc.).



Strongly Agree

Agree

Disagree

Strongly Disagree

2018 STAFF SURVEY

2018 Staff Survey (School Site)



Chart of responses for Imagine Classical Academy at Indigo Ranch by question

Students have opportunities to work in small groups and learn the skills required for effective teamwork and collaboration.

Teachers at this school help students connect what they are learning in class to life outside the classroom.

Teachers at this school provide opportunities for students to grow in empathy by taking different perspectives and understanding the feelings of others.

Our school promotes family involvement in school events and activities.

The principal celebrates our staff recognizing individual and collective achievements.

Our school leaders and staff work collaboratively to improve all students' learning gains.

I am given opportunities to make contributions beyond my area of primary responsibility.

Instructional leaders at this school visit classrooms regularly and provide teachers with targeted and timely feedback to improve instruction.

My school leader or direct supervisor works with me to evaluate my performance and helps me identify areas of growth to target my professional learning opportunities.

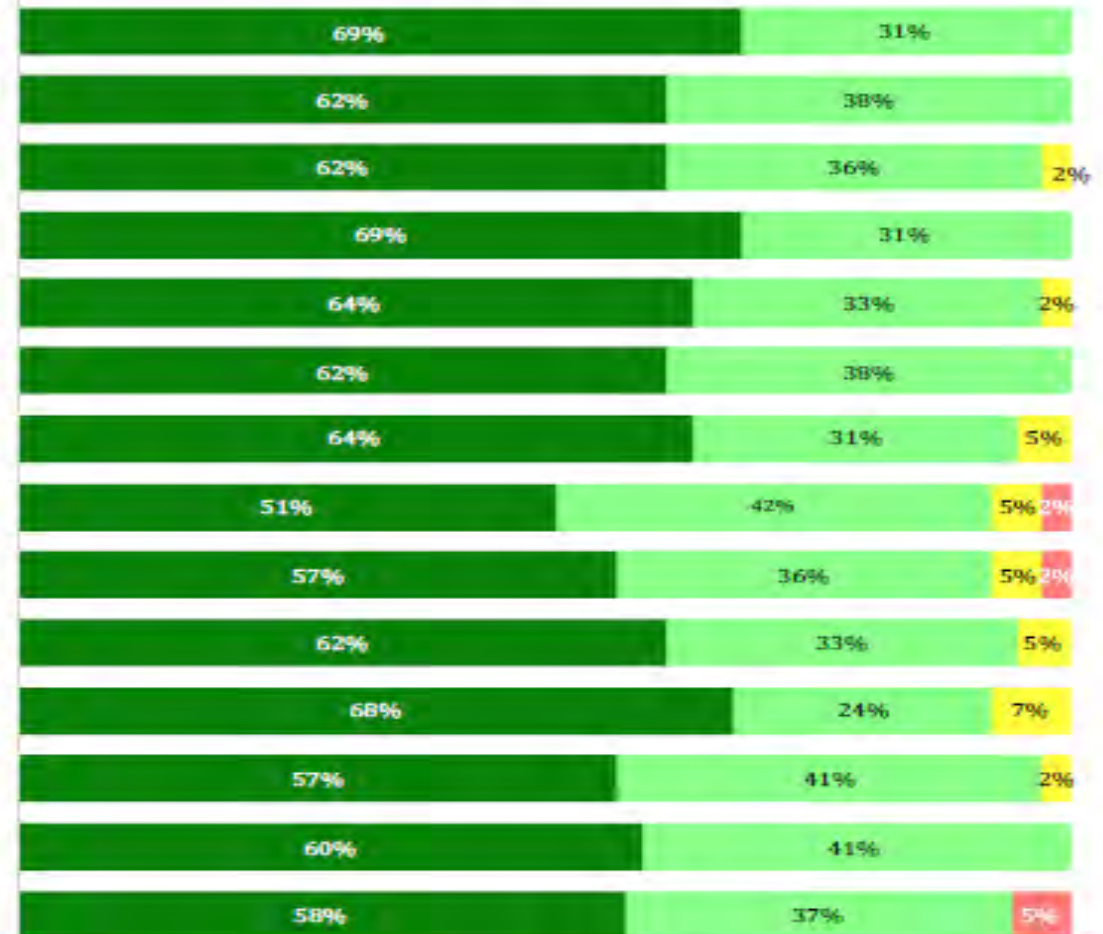
The programs and resources at this school are adequate to support students' learning.

Once we start a new program at this school, we follow up to make sure it's working as intended.

I have been given an opportunity to become familiar with our school's budget and financial standing.

I see myself as a vital part of the success of this school.

I see myself working with Imagine Schools for many years to come.



Strongly Agree

Agree

Disagree

Strongly Disagree

2018 STUDENT SURVEY

2018 Student Survey



Chart of responses for Imagine Classical Academy at Indigo Ranch by questions

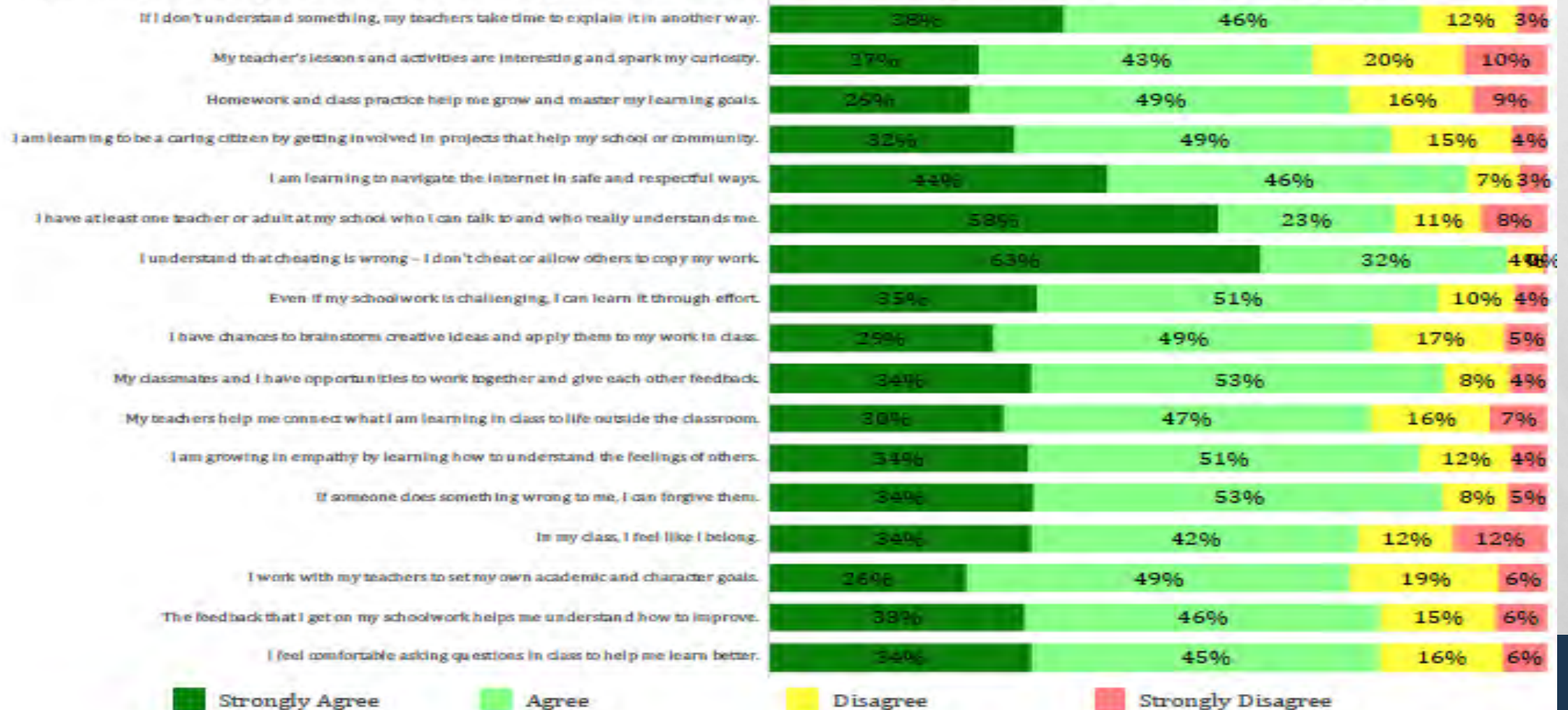


2018 STUDENT SURVEY

2018 Student Survey



Chart of responses for Imagine Classical Academy at Indigo Ranch by questions

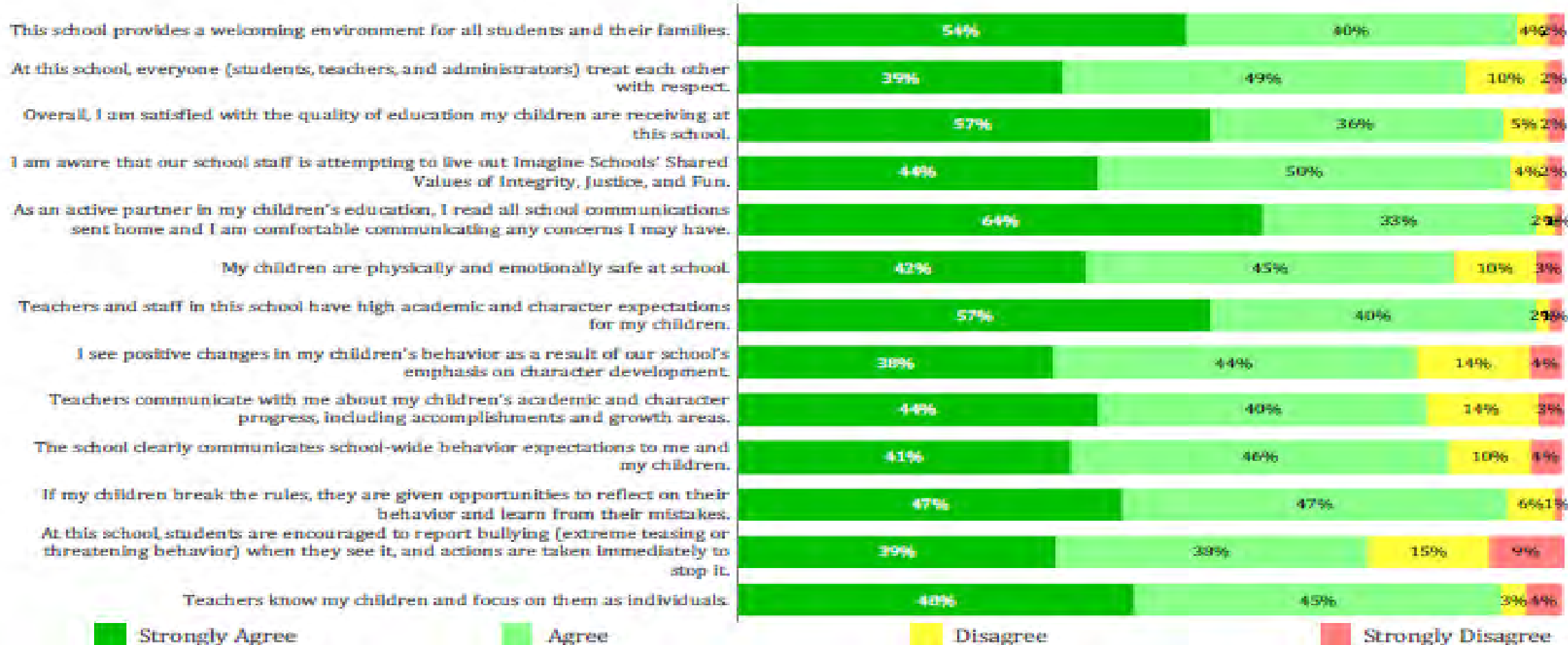


2018 FAMILY SURVEY

2018 Family Survey



Chart of responses for Imagine Classical Academy at Indigo Ranch by questions

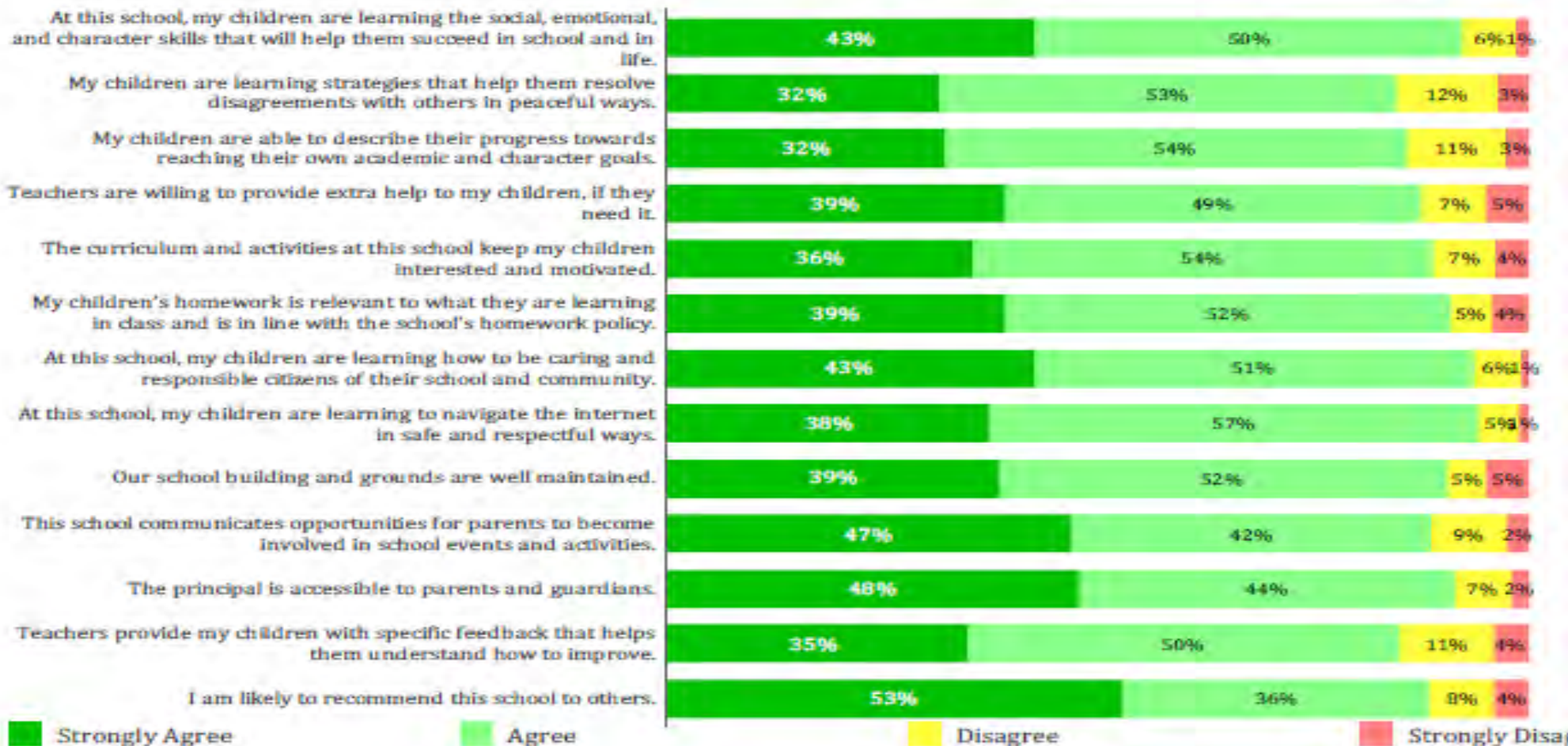


2018 FAMILY SURVEY

2018 Family Survey



Chart of responses for Imagine Classical Academy at Indigo Ranch by questions



2018 BUDGET SNAPSHOT

Imagine Classical Academy at Indigo Ranch					
Statement of Operations					
For the Twelve Months Ending June 30, 2018					
	MAY	JUN	Actual	Original	
	Actual	Actual	To Date	Budget	Variance
REVENUES					
State Revenue	455,064	440,448	5,312,439	5,893,416	(580,977)
Federal Revenue	0	0	20,485	0	20,485
Local/Supplemental Revenue	28,444	47	898,568	376,585	521,983
Fundraising Revenue	7,889	0	77,348	31,500	45,848
Grants & Initial Revenue	790	0	3,596	0	3,596
Contributions from Imagine	0	0	0	0	0
Total Revenues	492,186	440,494	6,312,436	6,301,501	10,935
EXPENSES					
Salaries and Benefits	228,755	207,334	2,677,278	3,159,695	(482,417)
Facility Expenses (Rent)	109,716	109,716	1,313,819	1,316,592	(2,773)
Direct Educational	12,581	9,438	203,210	72,180	131,030
Preschool Expense	0	0	0	0	0
Equipment Use Fee	0	0	0	0	0
Facility Operating	16,778	18,229	331,676	226,293	105,383
Faculty Development	50	941	18,835	18,000	835
Imagine Indirect Costs	51,079	51,089	614,276	678,971	(64,695)
Marketing and Enrollment	398	144	8,128	13,200	(5,072)
General and Administrative	15,242	23,900	469,149	142,754	326,395
Start Up Expense	0	0	0	0	0
Loss Mitigation	0	0	0	0	0
School Reserve	0	0	0	0	0
School Services	55,504	64,795	630,275	609,920	20,355
Fundraising Expenses	11,319	2,241	110,057	72,925	37,132
Total Expenses	501,422	487,827	6,376,702	6,310,530	66,172
NET INCOME/(LOSS)	(9,235)	(47,333)	(64,266)	(9,029)	(55,237)

CELEBRATIONS

- Groundbreaking of Grand Peak Academy
- Forensics - 25% of MS students engaged
- First Annual fall Carnival
- Trunk or Treat doubled trunks to 52 Approx. 900 people attend
- Student's Art presented at National Junior Art Honor Society National Art Education Assoc. Exhibit (NAEA) Virginia
- 3 Winners at Young Peoples Art Exhibit, Colorado Springs
- 1st Annual Fun Run \$32,000
- Outdoor Classroom Garden
- Regional Science Fair Winners



NEW INITIATIVES

- Focus on MTSS/RtI with Personnel Support
- Restorative Practices
- 7 Steps to a Language-Rich
- Interactive Classroom and Talk Read/ Talk Write
- Innovation STEM Lab
- ALEKS (Math)
- ThinkCERCA (Writing)
- Write Now Right Now (K-5 Writing Sequence and Assessment)

THANK YOU!



Imagine Classical Academy

Charter Renewal Report

October 29, 2018

In 2017, Imagine Classical Academy (ICA) submitted a charter renewal application to its authorizer, District 49. The renewal process includes an application review, a site visit by an external team of three members with a summary report, a capacity interview of the charter board, and hearings before the District 49 Board of Education (BOE). On February 8, 2018, the D49 BOE adopted a resolution - authorizing the charter school to operate for an additional year, providing it meet stipulations outlined in the resolution. The charter term was extended through June 30, 2019. Therefore, the charter school board is in an abbreviated renewal process, along with the typical charter school renewal timeline - to determine the future of its charter with District 49.

On Monday, October 29th, Andy Franko - iConnect Zone Superintendent, Tina Vidovich – iConnect Zone Operations Administrator, and Denise Mund – Charter School Solutions, visited ICA and interviewed board members, administration, parents, and staff. Jamie Brackney and Kathleen Winchester of the District Accountability and Advisory Committee (DAAC) participated in interviews and team discussions.

Background

ICA was originally chartered in 2008 and was renewed in 2012 and 2017. ICA uses the classical approach to education, complemented with a character development program. The school currently serves 663 students and offers grades K-8. Additionally, the school hosts a private pre-school at the campus.

[Site Visit Team Review](#)

Strengths

- As reported in the family and school staff focus groups, there continues to be a strong and positive culture within the school community.
- As observed in classroom visits, the educational program of the school is consistent. The school continues to focus on a classical education approach with an emphasis on Core Knowledge Language Arts and Saxon Math as anchor curricula.
- The charter board conducted due diligence to determine a separation with Imagine Schools, Inc. is needed. The steps to reach a separation by June 30, 2019 are underway.
- Academic influence by the current management company was not evident. It is anticipated the educational program will remain consistent without the management company being involved in the future.

- The board has engaged a consultant who is supporting the board in strategic planning, selecting insurance vendors, and developing long-term operational goals.

Findings

When the Board of Education (BoE) extended the ICA contract for an additional year in February 2018, primary issues listed in the resolution fell into the categories of academics, finances, and governance. The findings from this year's school site visit and document review address these categories.

Academic

- According to the school administration, a committee was formed last year to re-evaluate the math curriculum; however, there was not a recommendation from the committee at the end of the year. An articulated outcome was not evident.
- In review of the school's academic proficiency and growth data, ICA saw varying results in academic performance. In ELA, two grade levels attained increased student performance, while four grade levels saw decline. In Math, three grade levels improved and three declined.
- ICA growth data indicates a decline in median growth percentile for both ELA and Math. The overall growth in ELA fell from 57.0 in 2017 to 47.0 in 2018. The overall growth in Math fell from 54.0 in 2017 to 49.0 in 2018.
- Achievement and growth results for ICA in 2017 were at an overall high for the school. The 2018 results reflect slightly higher results from the typical trend.
- ICA outperformed the District on three CMAS assessments in ELA, and was outperformed by the District on three CMAS assessments. The same was true for the CMAS Math assessment.
- According to the current charter contract, the school states an increase in state assessment performance and growth are annual goals. This outcome has not been achieved.
- According to the school administration, Writing has been a priority for the past five to six years. The administration stated Writing is again a top priority for the current school year. Over the course of time, ICA has incorporated four different writing programs alongside Core Knowledge Language Arts (CKLA).
- According to the parent focus group, there is overall satisfaction with the academic progress of their students. Many parents indicated their students are outperforming other students in surrounding schools, thus their reason for attending ICA.
- In addition to academic performance, parents reported they send their children to ICA because of the family feel and positive culture.
- According to the parent focus group, there is overall satisfaction with the classical education model, curricula, and volunteer/parent involvement at the school. The parents interviewed concluded the positive school culture, which they attributed

to high levels of parent engagement at the school and at home, is the cornerstone of the school and supports the academic success.

- Parents expressed concerns about the lack of counseling services and the transition to the new school building (Grand Peak Academy), potentially changing the parent dynamic.
- The teacher focus group expressed the school culture is positive. When asked about the school's top priorities, all teachers expressed improving Writing is a top goal. When asked, teachers were not able to explicitly express the outcomes or results to be gained. Other priorities were not consistently reported.
- When asked how teachers reach struggling students, many offered a variety of strategies, but a consistent response to intervention (RtI) or multi-tiered systems of support (MTSS) plan was not articulated.
- According to the teacher focus groups, many were optimistic and positive about a separation from Imagine Schools, Inc. They reported a new school building will allow them to extend in their reach to meet student needs as well as continue the established culture and climate. Additionally, teachers reported the board has been transparent with the transition and the administration is supporting the staff through the process.

Finances

- As outlined in the resolution dated February 8, 2018, District 49 requested that the ICA board negotiate and receive district endorsement of a new Education Service Provider agreement. Within the agreement, the District advised the Indirect Service Fee shall not exceed 11% of per pupil revenue. While the ICA board tried to negotiate a decrease in the management company's fee, they were not successful. The school is paying a 12% fee for the 2018-19 school year. In review of the school's check registry, amounts of \$54,416 in August 2018 and \$51,695 in September 2018 were posted in payments to the management organization.
- Further, the resolution asked the management to provide an itemization of actual costs at the completion of each quarter. Evidence of this was not provided.
- According to the ICA Board, some services previously provided by the management organization have been dropped this year. An example shared by the board included new student marketing.
- In review of school financial documents, it was noted that student enrollment is declining.

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
898	821	751	773	797	630	663

- When asked, the ICA board stated it plans to use an estimated 700 FTE for the budget next year at a new facility.

- In its February 8th resolution, the BoE directed the ICA Board to develop a financially viable long-term facility plan. The board met with representatives of Schoolhouse Finance, LLC to discuss the possibility of the board buying the current facility from the lessor. According to the ICA Board, acceptable terms were not reached. Schoolhouse Finance made an offer that was significantly above the appraised value of the facility and did not take into consideration water issues at the site. Moreover, although student enrollment dropped, the lease increased 2.1% this year. ICA is currently paying \$111,691 per month for its lease.
- The school provided a current financial statement that projects an estimated \$57,000 loss. It was reported that the board is considering where budget cuts should be made and an adjusted budget will be approved in January.
- There is a preschool on site. As directed, the board has created a separate legal entity and separate bank account for the preschool. In discussion with Board and Staff members, it was noted that the Principal continues to oversee the preschool program. His administrative time, and other staff members who also provide services, is not recorded separately.

Governance

- According to the school Administrator and Board of Directors, the board used an administrator evaluation instrument obtained from Vanderbilt University to evaluate the Principal and Assistant Principal. The process included a 360-degree response by all staff, board members, and management company supervisors. Evaluation components were included for financial and governance issues specific to the nature of charter school administrative positions. The board did not provide evidence that this evaluation instrument was aligned with charter school best practices. Instead, the instrument was obtained by a board member via an Internet search. The online evaluation process takes 45 to 60 minutes to complete. The board did not say what the response rate was on staff surveys.
- The renewal resolution dated February 8th asked charter board members to complete fundamental training for charter school boards by June 1, 2018. According to the Board of Directors, four of the five ICA board members have completed that training and a fifth board member is halfway through the training.
- When asked, the administration provided a school dashboard, which is created by and monitored by Imagine employees. The dashboard does not include board-specific components and is primarily comprised of academic and financial performance metrics. These metrics are broad-based and provide valuable information about the school. However, the board has not created a snapshot of what it values in determining whether or not the school is meeting its vision and mission. It is unclear if the board participated in creating the administrator's dashboard and if it uses other sources of information not included in the dashboard.

- As presented in focus group interactions, the ICA board, administration, and management company have engaged in a process to review and adopt board policies. The board has submitted many of these policies to their legal counsel for review throughout the year. However, evidence was not presented to suggest the at-will nature of employment was ensured through policy revision. The change to a different format was recommended by the management company and does not align with charter school best practices. A review of the current draft shows a lack of clarity for what is policy relevant for a school district versus an autonomous charter school.
- The charter board has taken numerous steps to separate from Imagine Schools, Inc. and, after having been unsuccessful in negotiating more favorable terms, sought and negotiated facility solutions from a different source. During this process the board has kept the district informed of progress. Even with these steps, the board has not updated its policies with the intent of being separate from its current management company; there is no evidence of a strong financial plan to manage an operations transition, particularly as it relates to cash management; systems have not been sufficiently reviewed and established as recommended during the previous renewal process; and the board lacks strong, cohesive vision for what the proposed transition will actually entail. While the board has been doing a lot on behalf of the school, not all work aligns with best practices for charter schools. While accomplishing specific tasks, the board may have unintentionally set the school up for a tumultuous transition to operating independently.
- The ICA Board was asked to improve the quality in which it implements an appropriate grievance policy. A document review concludes board members provided open and transparent communication regarding stakeholder complaints. The document review also concludes a formal Office for Civil Rights (OCR) complaint was filed against school administration in August of 2018 alleging school administration was non-compliant with a student's Section 504 plan in September of 2017. The OCR noticed the school, the ESP attorney, and the District. A 302 agreement was reached, thus assuming validation of the alleged complaint.

DAAC Review

Unique to the abbreviated renewal process, the District Accountability and Advisory Committee (DAAC) participated in the site visit process. Members of the Charter Subcommittee engaged in the focus group interviews and provided the following independent feedback:

- The DAAC recognized an inconsistency with expectation of teacher implementation of key components that D49's BoE asked to see.
- The ICA Board has made many developments in their governance to meet the new expectations of the District's Board.

- There has been tremendous growth from the ICA Board, but the board still needs support.
- The administration team did not hold themselves accountable for the specified changes to be implemented. It was stated they were starting to look at some things to change for their re-charter but they hadn't yet implemented many of the expectations.
- Standards 1-6 were not consistently implemented-mostly in the area of academic standards not posted accurately on the classroom's board.
- As evident in interviewing school administration, we saw that there was limited accountability or structure, which then trickles down into the staff not having guidelines for expectations.
- As evident in classroom visits and teacher interviews, there was inconsistency in the goals of the school. What was observed did not align to what was spoken.
- During parent interviews- it was stated that the parents and culture was amazing at Imagine. However, when asked about academics none of the parents had knowledge of the curriculum or academics.
- Parents and staff could not say enough about how they love the family feeling in the school.
- While a high culture of care (from parents, teachers, and Admin/Board) was evident, there was a low awareness of academics, management and operations.

Conclusion

Based on the findings of the District 49 administrative review, along with the critical input from members of the District Accountability Advisory Committee and an expert external partner, it is recommended the Board of Education approve to charter Imagine Classical Academy under the new school name - Grand Peak Academy, at a new location of 7036 Cowpoke Rd. Colorado Springs, CO 80922 for the term of five years – with a corrective action plan that will be reviewed and monitored for progress on an semi-annual basis during years' one and two of the new contract. Should the District 49 Board of Education take formal action that affirms this recommendation, a resolution and charter contract will detail the following:

- 1) Section 4.1 of the current charter contract requires the school to maintain appropriate and practical policy. The ICA board has taken steps to address updating policies; however, upon review of draft documents and charter board input during the focus group interview, the process is deemed incomplete. Therefore, the school is required to continue to develop policy that is both acceptable and practical for the charter to operate with efficiency and appropriate legal standing, to include policy that maintains and verifies at-will employment status of charter employees.

- 2) Section 4.4 and 7.3.B(i)a of the current charter contract in alignment with the Charter School Act requires the school to conduct an annual evaluation of the school administrator. While the board provided evidence of an appropriate school administrator evaluation tool and testified to the use of the tool during the 2017-18 school year, the process will continue to be monitored to ensure there is both consistent implementation and quality results. Therefore, the school is required to continue to provide an appropriate evaluation tool and annually validate through written narrative the process and result of the evaluation to the iConnect Zone Superintendent.
- 3) Section 4.5 of the current charter contract requires the school to produce an annual dashboard indicating performance levels specific to the measurable outcomes identified within the Annual Performance Report (APR) as well as measurable goals established by the charter Board. While the design and measurable goals are the discretion of the charter board, the iConnect Zone will monitor progress toward academic, financial, governance, and operational success as defined within the APR standards and strategic goals of the charter school.
- 4) Sections 4.6 and 7.3.B(i)b/c of the current charter contract requires the school to have and enforce a school based due process/complaint policy. While the review team recognizes the school's increased effort to appropriately respond and address stakeholder complaints, continuation of progress monitoring of the board's action is necessary to ensure the school complies with the expectation detailed in the renewal approval resolution of 2017 and 7.3.B(i)c. Progress monitoring of a corrective action plan will require a communicative narrative from the charter board to the iConnect Zone Superintendent in regards to formal complaints made and a description of the resolution.
- 5) Section 4.7A of the current charter contract addresses Contracting for Core Educational Services. Under the current contract language as well as the renewal resolution of 2017, the charter school is required to receive district approval of an Education Service Provider (ESP) agreement prior to execution. Additionally, the renewal resolution of 2017 states the school shall not engage in an ESP agreement that contains Indirect Cost Allocations of greater than 11%. A document review and the site visit team confirmed the ESP agreement between Imagine Schools, Inc. and the charter school was not approved by the district and contains Indirect Cost Allocations of 12%. Duly noted by the site visit team is the fact that the charter board attempted to negotiate a lesser term with the service provider. A reduced term was initially offered, but ultimately was not met. As such, the school will consider its current contract especially as it pertains to Imagine Schools, Inc.'s contractual obligation to support the charter board through the renewal process. Any future ESP contracts will require district approval prior to execution.
- 6) Sections 6.1, 7.3.B(i)d, and 8.8 of the current contract address the school's need to separate the services of the K-8 charter school from that of the pre-school.

The document review as well as focus group interviews conclude the board has made good faith effort to resolve and separate the financial enmeshing of the two entities. However, operations have not yet been sufficiently separated. That being said, it is recommended the school be required to meet the expectation as described in the current contract and noted in the February 8, 2017 renewal resolution.

- 7) Sections 3.2.D(iii)c/d and 8.6 of the current charter contract require the school to complete and submit a year-end trial balance and annual audit of financials. These financial reports are due to the district by August 20 and September 15 respectively. Both reports were submitted past due dates in 2018. As stated in the current contract, the school will be subject to a 10% withholding of state funds in the event the submission is past deadline in the future.
- 8) Failure to comply with or meet the objectives/milestones of the corrective action plan and or charter contract will result in a notice of breach and revocation of the charter contract will commence as detailed in the charter contract.

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Ron Lee, Director of 3B MLO

TITLE OF AGENDA ITEM: 3B MLO Projects Update

ACTION/INFORMATION/DISCUSSION: Discussion Item

BACKGROUND OR RATIONALE

Discussion item, 3B project updates.

RELEVANT DATA AND EXPECTED OUTCOMES:

Clarity of understanding our current 3B MLO projects and status of the projects.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

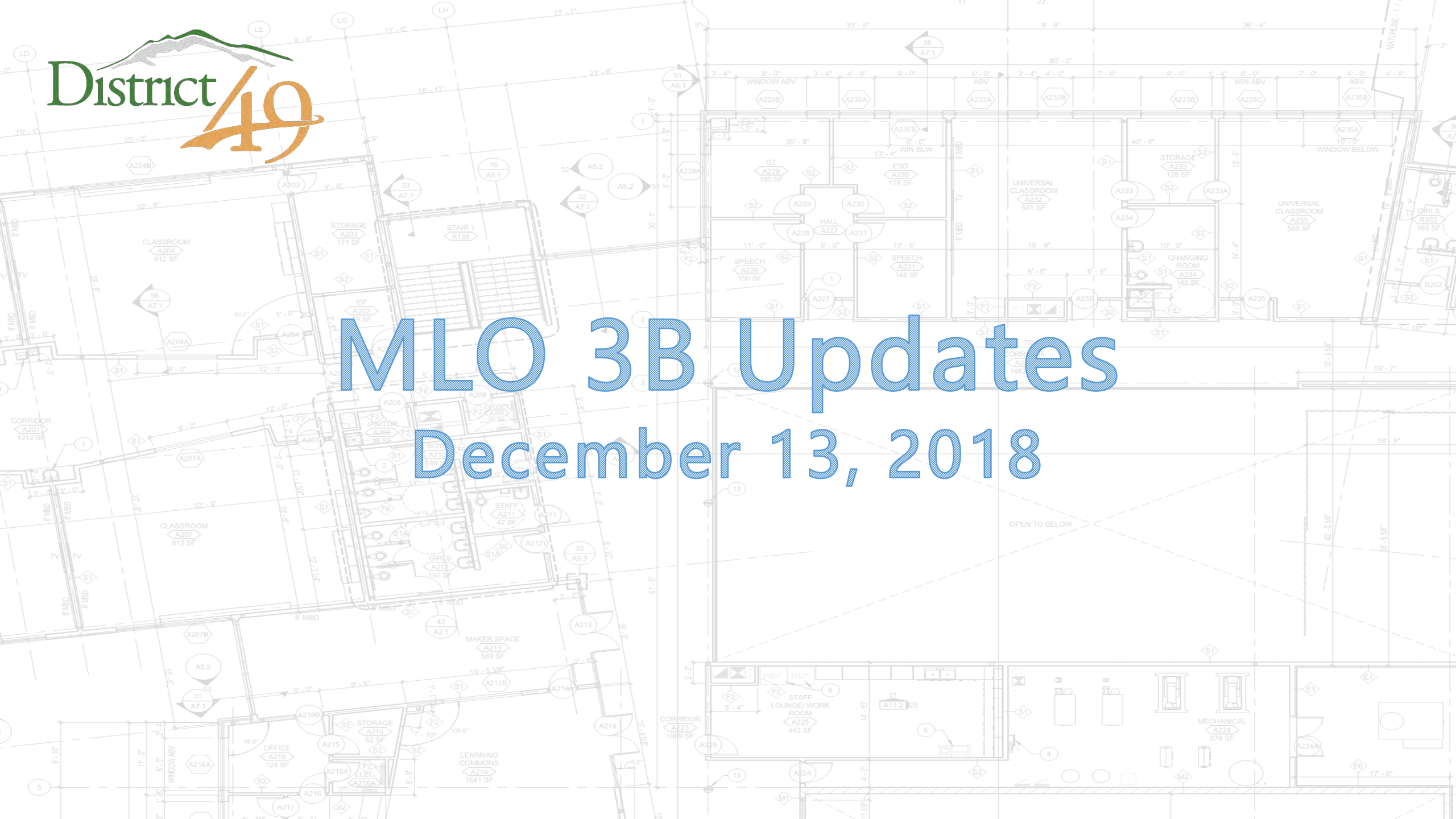
APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: November 30, 2018



MLO 3B Updates

December 13, 2018





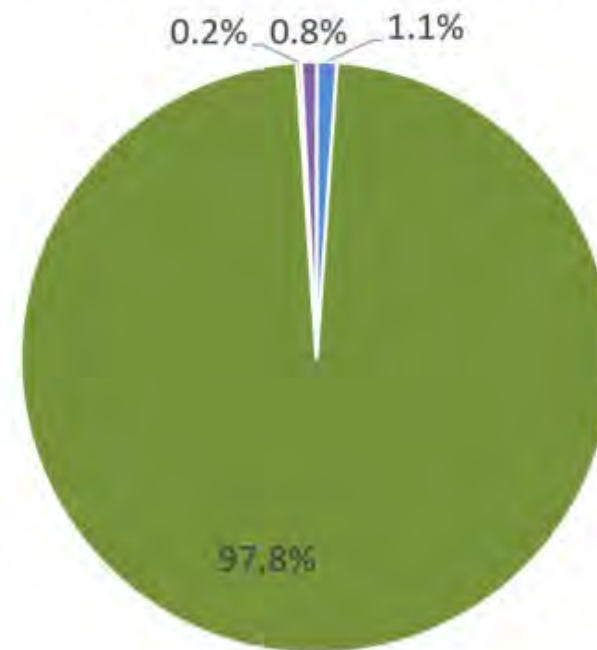
Sand Creek High School



Milestones

- Working on Rectifying final budget. Project is coming in at around \$40,000 under budget.
- With some of this project savings the school may add 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

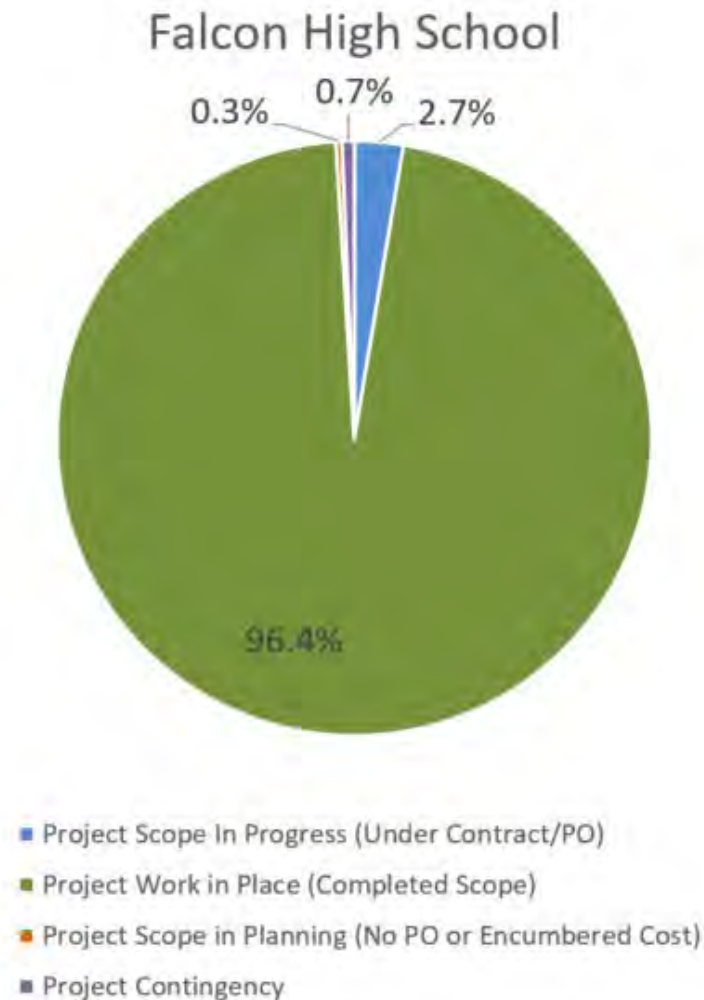


Falcon High School



Milestones

- Working on finalizing all final changes/costs with the contractor and budget beginning to be rectified to determine exact amount remaining for school to use.





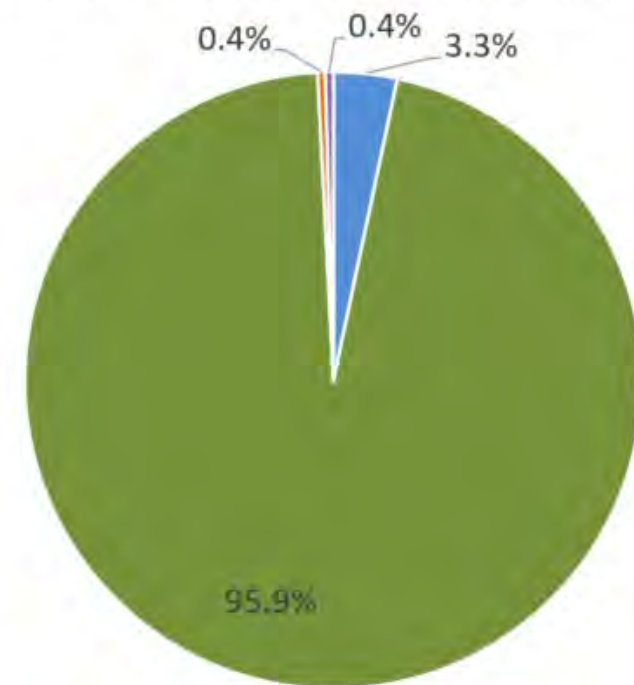
Bennett Ranch Elementary



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



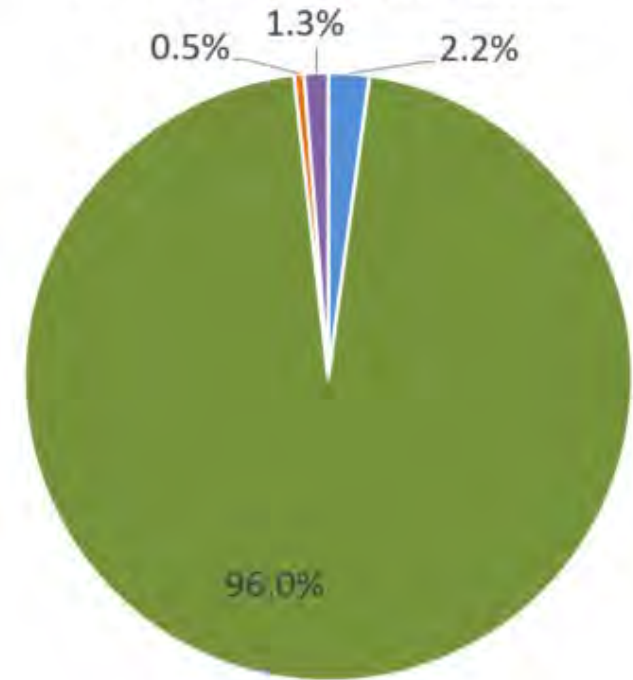
Vista Ridge High School



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

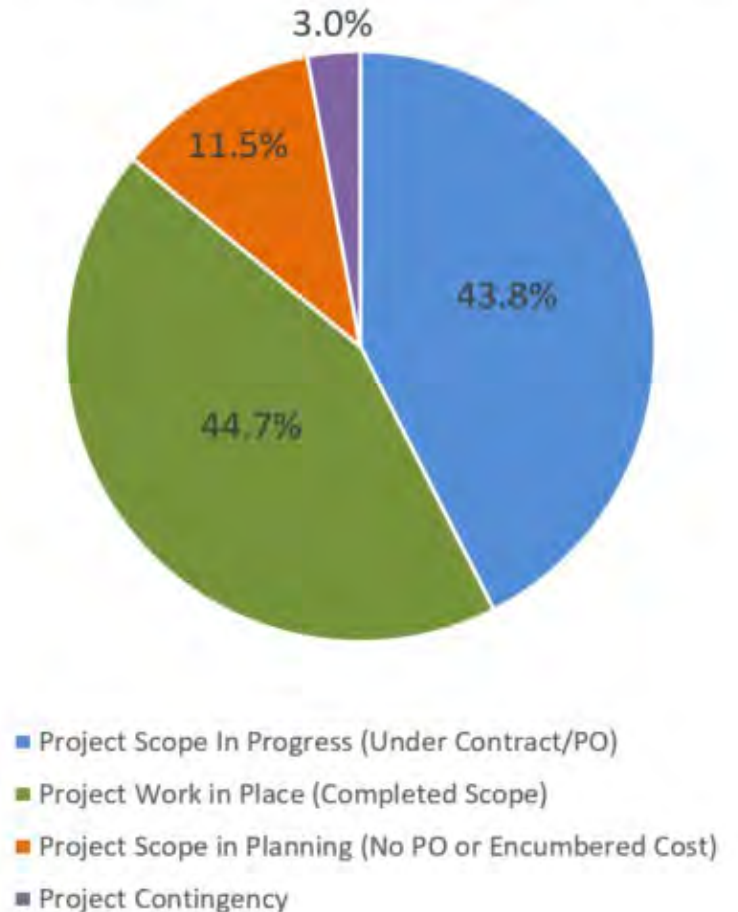


Inspiration View Elementary

Milestones

- Concrete floor polish has started on Level 1
- Ceiling tile and lighting is starting to be installed on Level 1
- Flooring will begin being installed in Level 1 of first construction area around mid-December; floor slab has already passed moisture test
- Mechanical and electrical rough-in is on-going on Level 2
- Masonry and stucco are being installed on the exterior of the building
- Storefront windows are being installed
- Exterior flashing is on-going
- Roof install is nearing completion
- The south east parking lot has received asphalt; currently all construction staff can park on the property

Inspiration View Elementary School





Vista Del Pico Elementary





Vista Del Pico Elementary



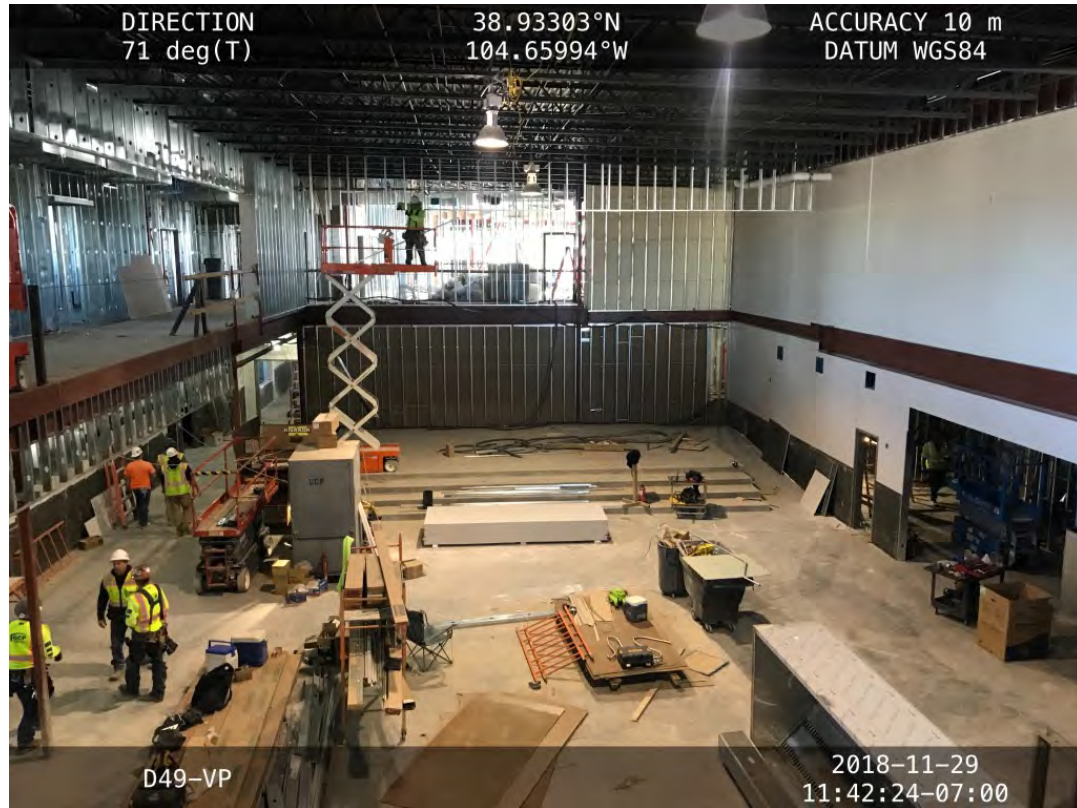


Vista Del Pico Elementary





Vista Del Pico Elementary



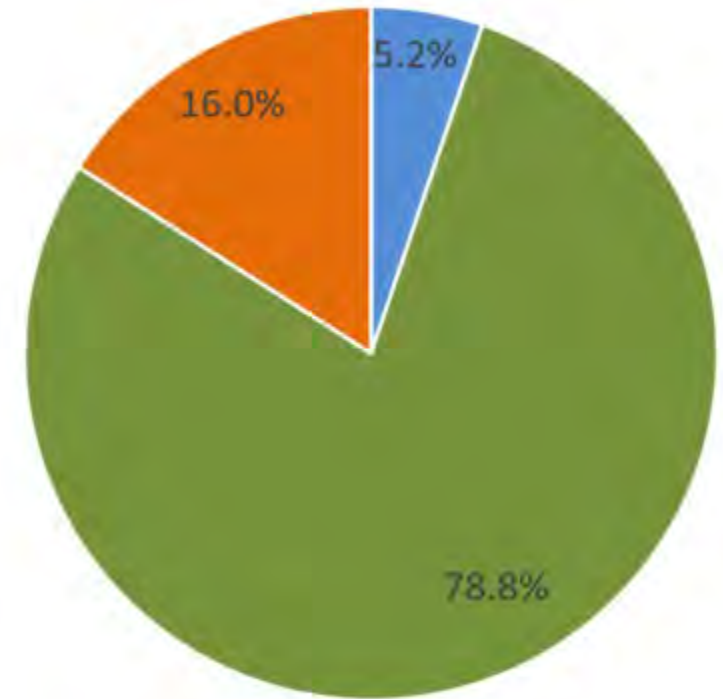


P2 Projects

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.

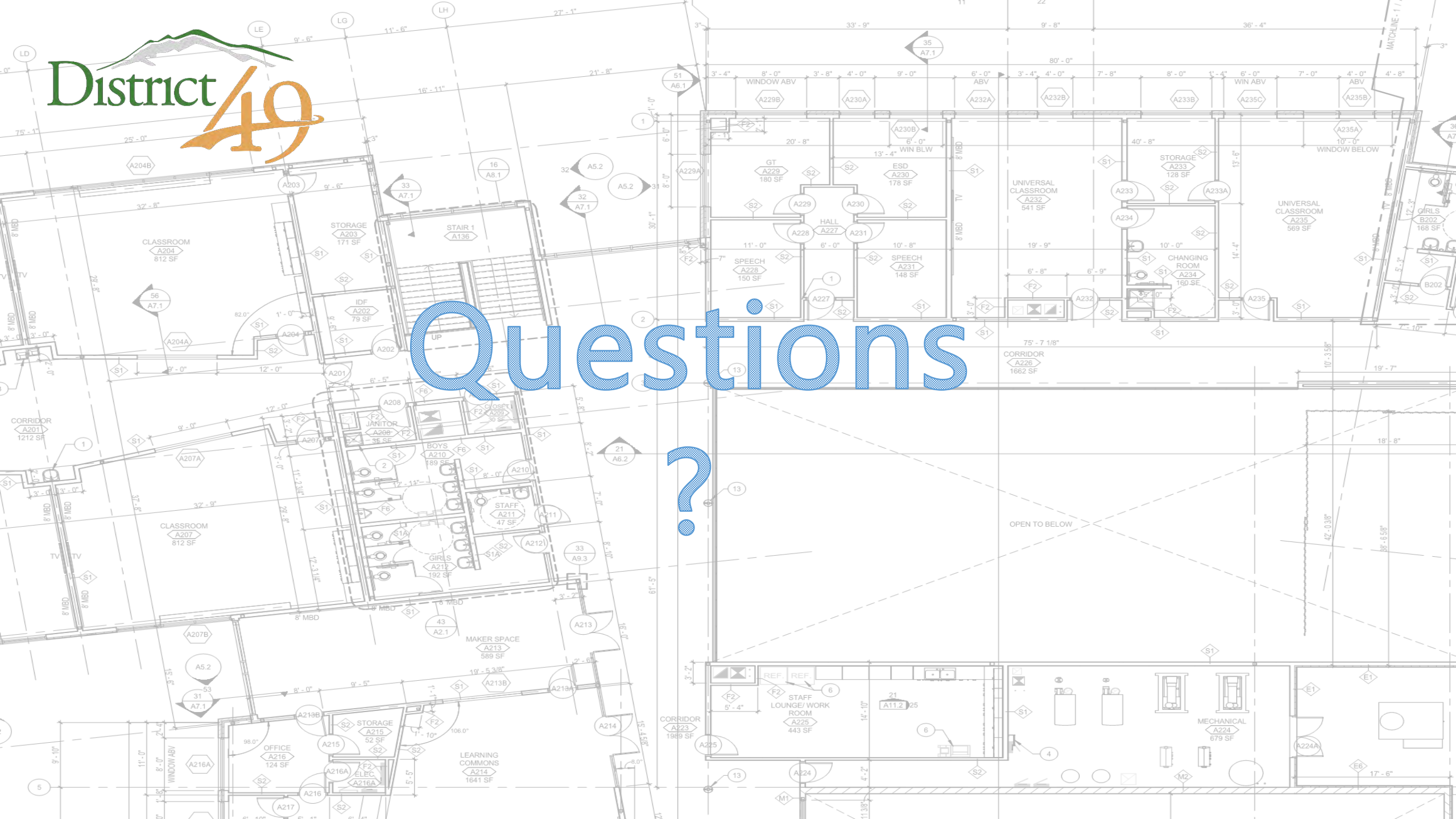
District 49 P2 Projects



- 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 – P2 Projects
2016.63
November 05, 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 November 30, 2018

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

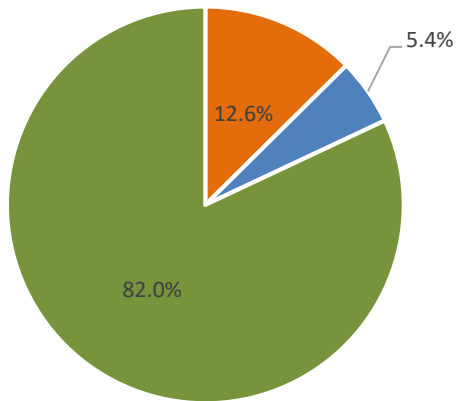
Other Definitions

GC - General Contractor
 HVAC - Heating, Ventilation, & Air Conditioning
 Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
 Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

Overall P2 Budget Summary

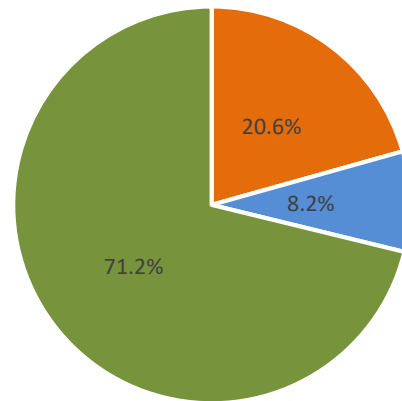
			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$5,353,716.28	\$519,286.93	\$251,496.79
	A.1	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,265,261.41	\$0.00	\$112,738.59
	A.2	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,146,310.23	\$205,196.18	\$89,493.59
	A.3	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64
	A.4	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$570,953.45	\$0.00	\$46.55
	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	\$3,795,324.83	\$334,114.86	\$653,560.31
	B.1	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$905,275.64	\$46,768.00	\$215,456.36
	B.2	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,232,386.11	\$70,000.00	\$247,113.89
	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	\$614,724.82	\$62,686.69	\$3,088.49
	B.5	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$671,504.37	\$154,660.17	\$175,335.46
C	Sand Creek Zone		\$6,946,500.00	\$7,546,500.00	\$6,130,216.91	\$1,137,336.73	\$278,946.36
	C.1	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,545,216.49	\$689,332.00	\$76,951.51
	C.2	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,516,794.40	\$0.00	\$21,705.60
	C.3	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$399,648.14	\$85,780.89
	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	\$619,561.59	\$9,701.59	\$45,236.82
D	I Connect Zone		\$1,154,000.00	\$1,404,000.00	\$1,368,639.21	\$9,000.00	\$26,360.79
	D.1	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57
	D.2	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,223,690.41	\$0.00	\$16,309.59
	D.3	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63
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)
	Total		\$20,000,000.00	\$20,895,000.00	\$17,297,229.30	\$2,264,177.42	\$1,333,593.28

Falcon Zone



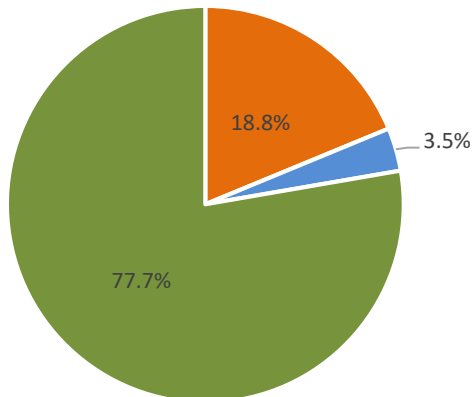
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Power Zone



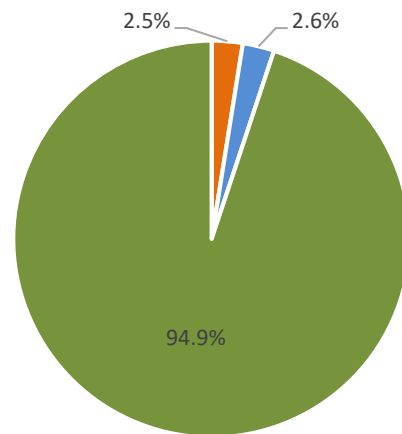
- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)

Sand Creek Zone



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

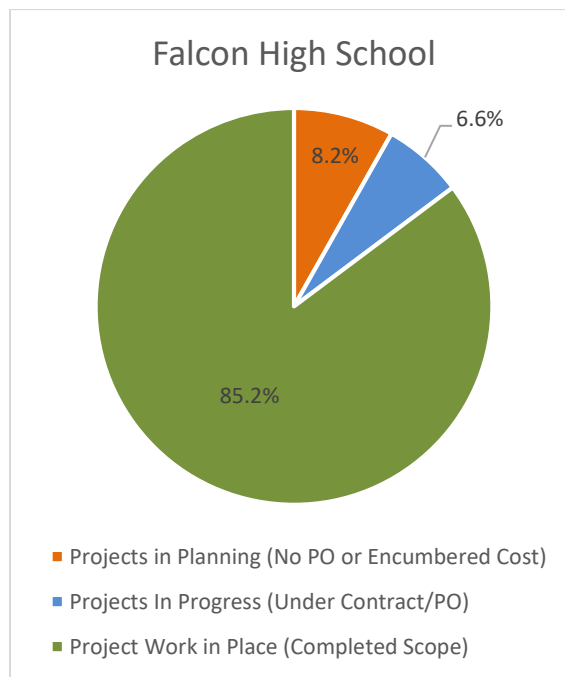
I Connect



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

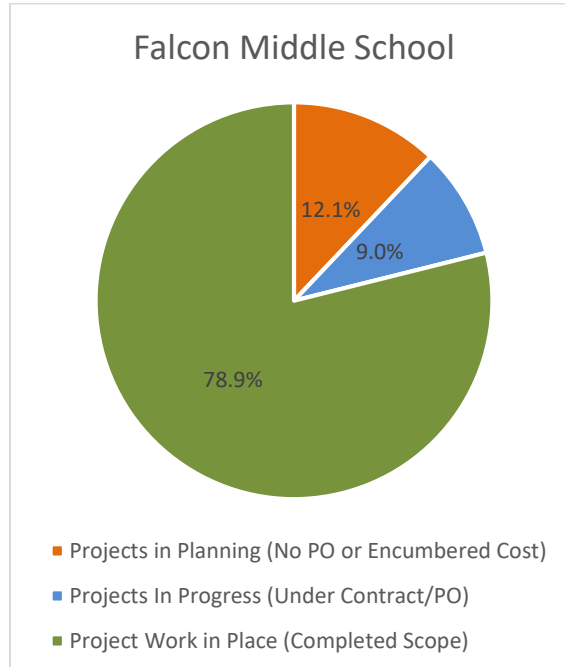
Falcon High School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under A-(G+H)
A.1.A	FHS-01-HVAC System	\$200,000.00	\$210,670.00	\$210,670.00	\$0.00	\$0.00
A.1.B	FHS-02-Turf Baseball Field	\$633,000.00	\$633,000.00	\$590,227.60	\$0.00	\$42,772.40
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	\$70,050.00	\$70,050.00	\$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	\$117,649.86	\$117,649.86	\$0.00	\$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	\$69,965.94	\$0.00	\$0.00	\$69,965.94
	Total	\$1,378,000.00	\$1,378,000.00	\$1,265,261.41	\$0.00	\$112,738.59



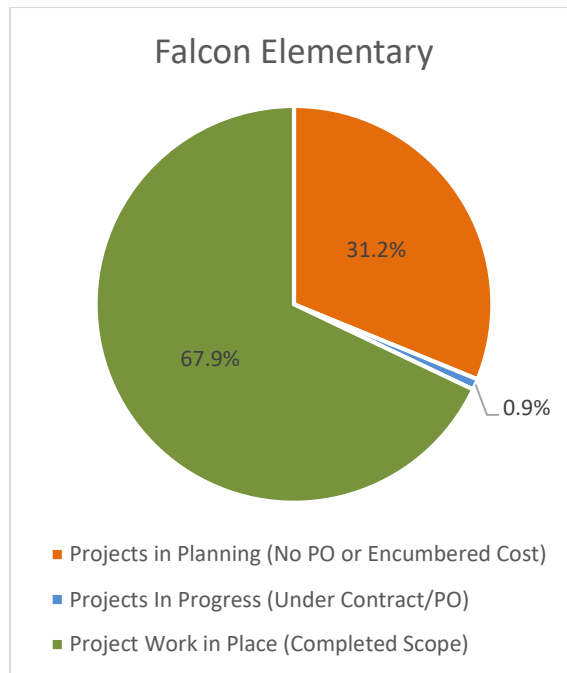
Falcon Middle School P2 Financial

		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	\$702,981.14	\$702,981.14	\$0.00	\$0.00
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	\$5,479.01	\$24,520.99	\$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	\$107,724.00	\$107,724.00	\$0.00	\$0.00
A.2.M	FMS-Contingency - Unallocated Funds	\$188,500.00	\$45,522.58	\$0.00	\$0.00	\$45,522.58
A.2.N	FMS-06-Commons & Gymnasium Sound Board	\$45,000.00	\$47,974.00	\$47,867.33	\$0.00	\$106.67
	Total	\$2,441,000.00	\$2,441,000.00	\$2,146,310.23	\$205,196.18	\$89,493.59



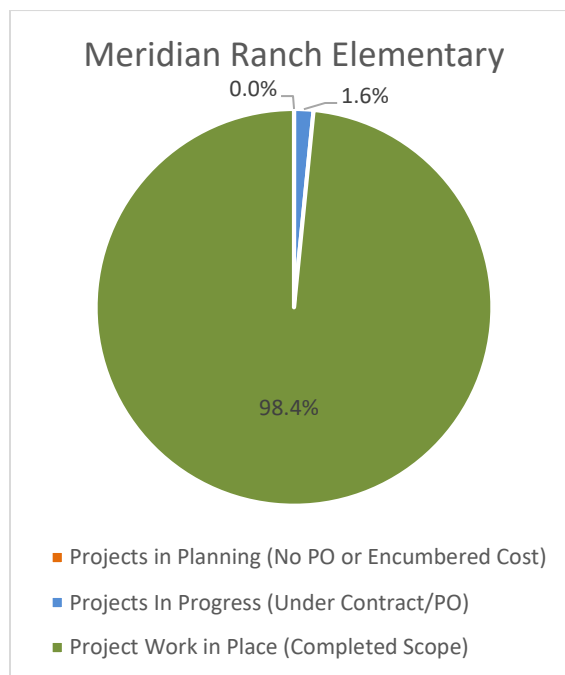
Falcon Elementary School P2 Financial

		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	\$243,740.68	\$34,259.32	\$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	\$14,713.57	\$60,286.43	\$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
Total		\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64



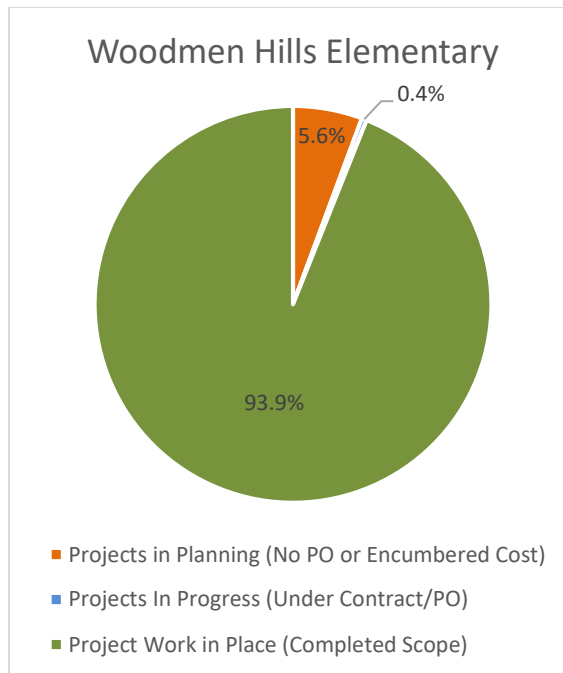
Meridian Ranch Elementary School P2 Financial

		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	\$71,879.00	\$0.00	\$46.42
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
	Total	\$571,000.00	\$571,000.00	\$570,953.45	\$0.00	\$46.55



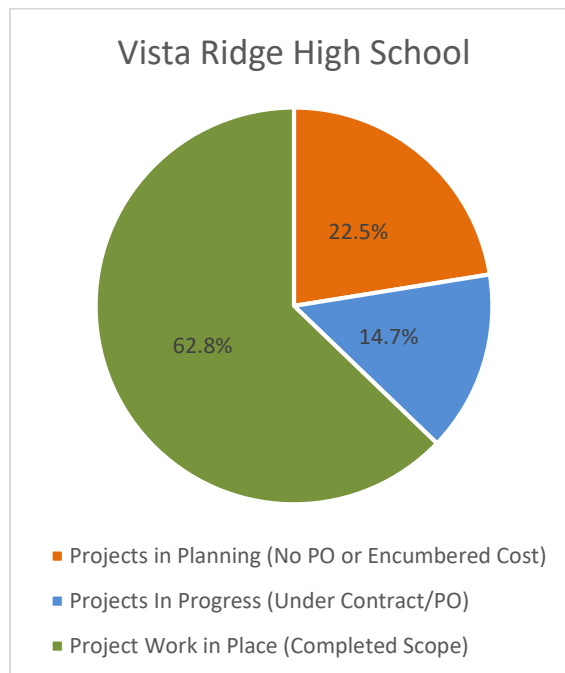
Woodmen Hills Elementary School P2 Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
A.5.A	WHE-01-Secure Front Entry	\$65,000.00	\$71,437.44	\$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
	Total	\$695,000.00	\$695,000.00	\$655,743.58	\$19,765.00	\$19,491.42



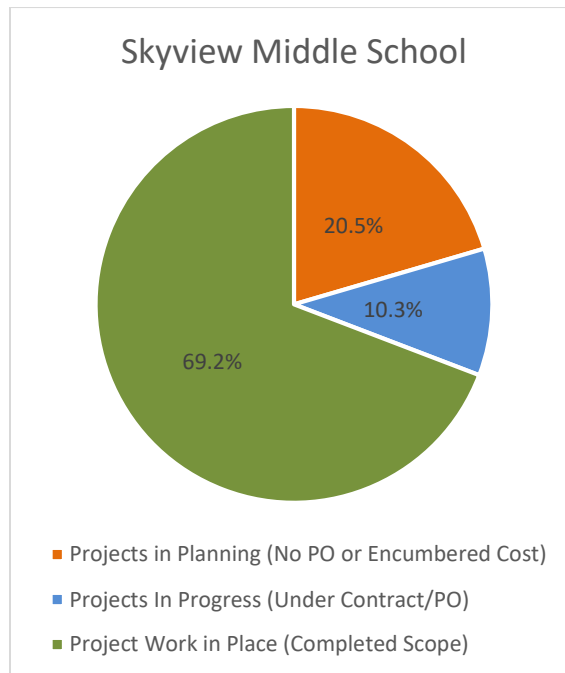
Vista Ridge High School P2 Financial

		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	\$160,997.50	\$0.00	\$14,002.50
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	\$0.00	\$40,868.60
B.1.I	VRH-Contingency - Unallocated Funds	\$159,000.00	\$149,650.00	\$0.00	\$0.00	\$149,650.00
	Total	\$1,167,500.00	\$1,167,500.00	\$905,275.64	\$46,768.00	\$215,456.36



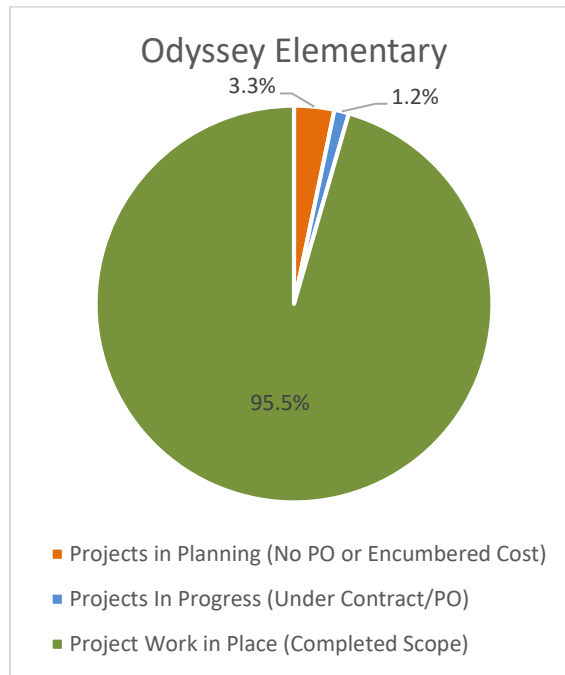
Skyview Middle School P2 Financial

		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	\$531,737.64	\$531,737.64	\$0.00	\$0.00
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	\$127,213.61	\$0.00	\$52,786.39
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	\$72,895.36	\$0.00	\$0.00	\$72,895.36
	Total	\$1,549,500.00	\$1,549,500.00	\$1,232,386.11	\$70,000.00	\$247,113.89



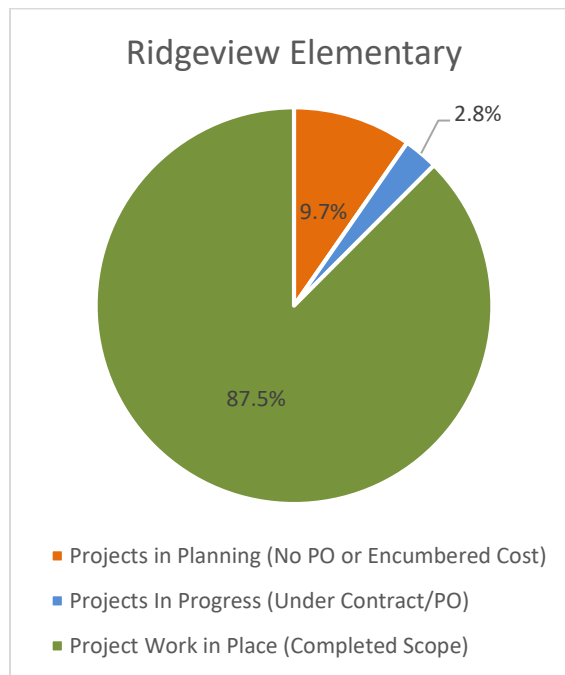
Odyssey Elementary School P2 Financial

		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
	Total	\$384,000.00	\$384,000.00	\$371,433.89	\$0.00	\$12,566.11



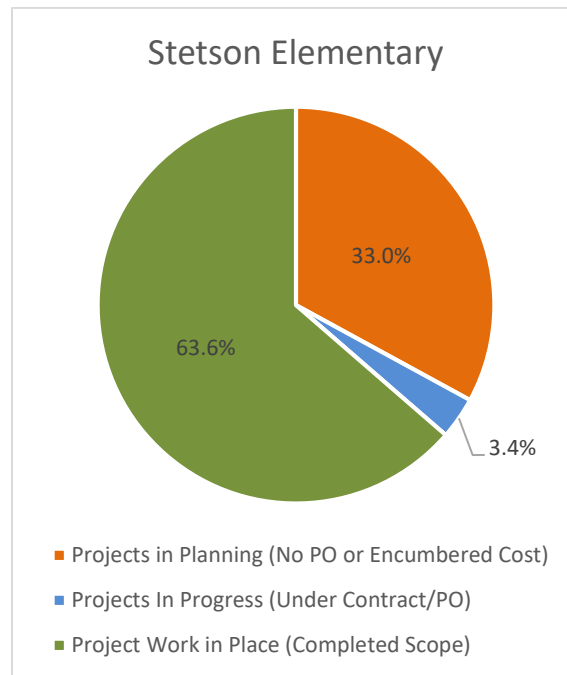
Ridgeview Elementary School P2 Financial

		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	\$13,313.19	\$21,686.81	\$0.00
B.4.D	RVE-04-Interior Paint Refresh	\$145,000.00	\$141,632.25	\$100,632.97	\$40,999.28	\$0.00
B.4.E	RVE-05-Flooring	\$239,344.00	\$250,550.00	\$250,550.00	\$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	\$7,755.58	\$0.00	\$3,087.42
B.4.H	RVE-08-LED Fixture Upgrade	\$10,000.00	\$9,255.75	\$9,255.55	\$0.00	\$0.20
B.4.I	RVE-Contingency - Unallocated Funds	\$7,853.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$680,500.00	\$680,500.00	\$614,724.82	\$62,686.69	\$3,088.49



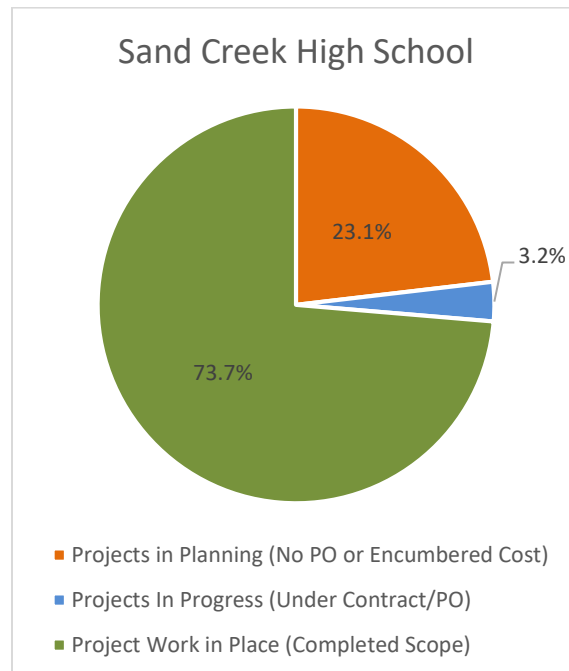
Stetson Elementary School P2 Financial & Schedule

		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	\$140,145.00	\$140,218.44	\$0.00	(\$73.44)
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	\$251,060.31	\$0.00	(\$18,649.31)
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	\$0.00	\$40,000.00
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	\$153,294.00	\$0.00	\$0.00	\$153,294.00
B.5.L	SES-12-Library Furniture	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
B.5.M	SES-13-LED Fixture Upgrade	\$35,108.00	\$35,108.00	\$19,098.67	\$16,009.00	\$0.33
B.5.N	SES-Contingency - Unallocated Funds	\$46,000.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$1,001,500.00	\$1,001,500.00	\$671,504.37	\$154,660.17	\$175,335.46



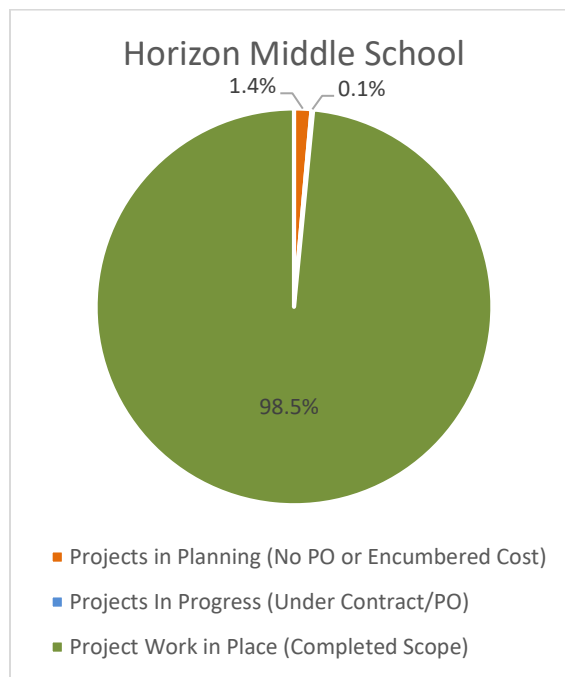
Sand Creek High School P2 Financial

		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	\$1,500,572.00	\$1,500,571.89	\$0.00	\$0.11
C.1.C	SCH-03-Flooring Refresh	\$430,000.00	\$430,000.00	\$427,523.84	\$0.00	\$2,476.16
C.1.D	SCH-04-LED Fixture Upgrade	\$106,000.00	\$106,000.00	\$105,787.32	\$0.00	\$212.68
C.1.E	SCH-05-Paint Refresh	\$276,000.00	\$276,000.00	\$275,113.00	\$0.00	\$887.00
C.1.F	SCH-06-Safety & Security Package	\$212,000.00	\$212,000.00	\$162,393.50	\$49,000.00	\$606.50
C.1.G	SCH-08-Fire Safety - Electrical Upgrades	\$28,500.00	\$28,500.00	\$24,928.00	\$0.00	\$3,572.00
C.1.H	SCH-07-Auditorium Refresh	\$185,000.00	\$185,000.00	\$27,668.00	\$157,332.00	\$0.00
C.1.I	SCH-13-Replace Gym Bleachers	\$150,000.00	\$150,000.00	\$0.00	\$150,000.00	\$0.00
C.1.J	SCH-09-Phase 1 Drainage	\$50,000.00	\$50,000.00	\$0.00	\$31,000.00	\$19,000.00
C.1.K	SCH-10-Fire Drop Doors	\$30,000.00	\$30,000.00	\$0.00	\$30,000.00	\$0.00
C.1.L	SCH-11-Hot Water Coil	\$25,000.00	\$25,000.00	\$0.00	\$25,000.00	\$0.00
C.1.M	SCH-12-Parking Lot	\$225,000.00	\$225,000.00	\$0.00	\$225,000.00	\$0.00
C.1.N	SCH-14-Scoreboards	\$22,000.00	\$22,000.00	\$0.00	\$22,000.00	\$0.00
C.1.O	SCH-Contingency - Unallocated Funds	\$60,000.00	\$49,428.00	\$0.00	\$0.00	\$49,428.00
	Total	\$2,711,500.00	\$3,311,500.00	\$2,545,216.49	\$689,332.00	\$76,951.51



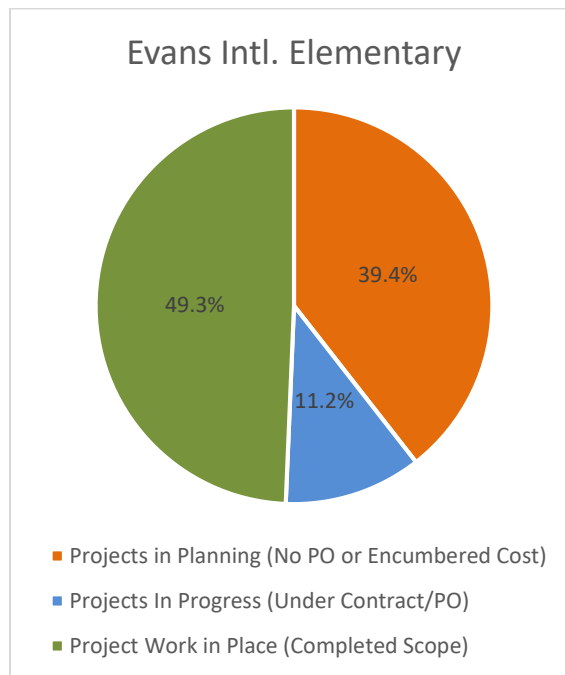
Horizon Middle School Financial

		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	\$16,166.59	\$0.00	\$6,060.41
	Total	\$1,538,500.00	\$1,538,500.00	\$1,516,794.40	\$0.00	\$21,705.60



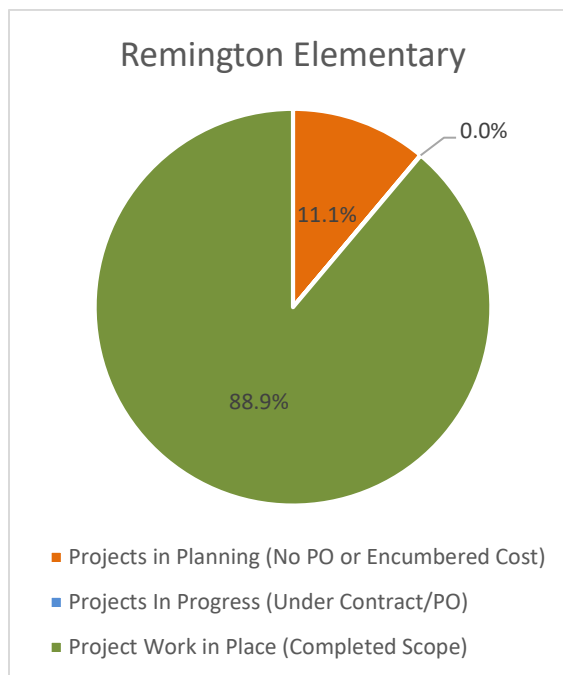
Evans International Elementary School Financial

		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	\$206,884.00	\$206,883.38	\$0.00	\$0.62
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	\$34,763.80	\$27,736.20	\$0.00
C.3.I	EES-09-LED Fixture Upgrade	\$104,000.00	\$104,000.00	\$0.00	\$104,000.00	\$0.00
C.3.J	EES-10-Fixed Furnishings Update	\$115,000.00	\$115,000.00	\$0.00	\$115,000.00	\$0.00
C.3.K	EES-11-Weatherproof Southwest Ext False Wall	\$15,000.00	\$15,000.00	\$0.00	\$15,000.00	\$0.00
C.3.L	EES-12-Paint Refresh	\$105,000.00	\$105,000.00	\$0.00	\$104,696.20	\$303.80
C.3.M	EES-Contingency - Unallocated Funds	\$97,800.00	\$42,822.33	\$0.00	\$0.00	\$42,822.33
	Total	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$399,648.14	\$85,780.89



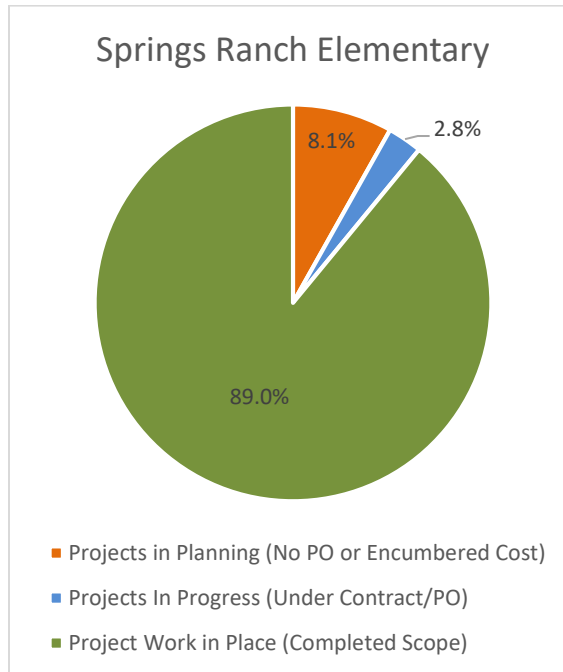
Remington Elementary School Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
C.4.A	RME-01-Play Area Upgrade	\$319,833.00	\$319,833.00	\$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
Total		\$791,500.00	\$791,500.00	\$703,573.46	\$38,655.00	\$49,271.54



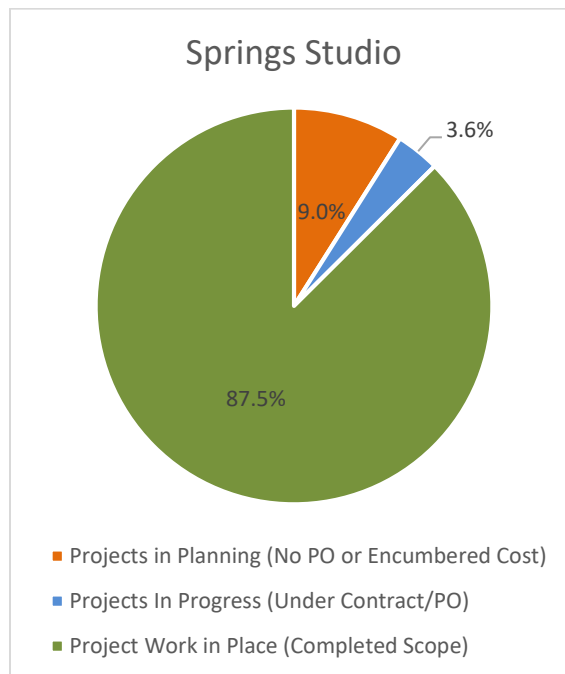
Springs Ranch Elementary School Financial

		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	\$1,843.50	\$5,656.50	\$0.00
C.5.H	SRE-08-Intercom System	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C.5.I	SRE-Contingency - Unallocated Funds	\$40,423.00	\$32,883.00	\$0.00	\$4,045.09	\$28,837.91
	Total	\$674,500.00	\$674,500.00	\$619,561.59	\$9,701.59	\$45,236.82



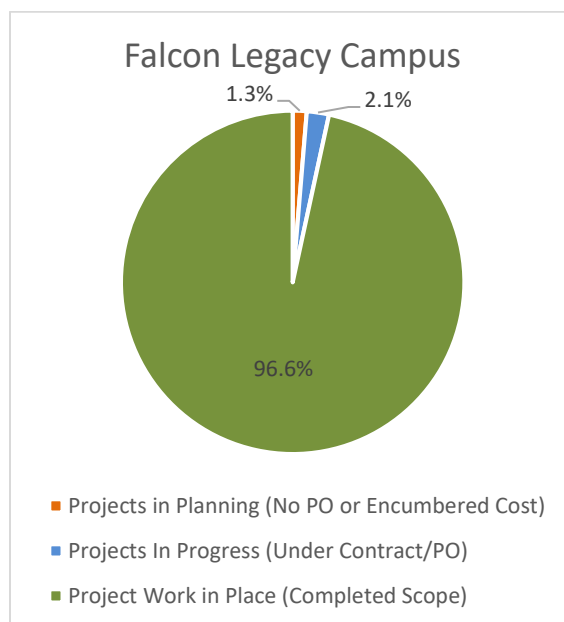
Springs Studio for Academic Excellence Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.1.A	SSAE-01-Loftwall System	\$21,000.00	\$16,359.00	\$19,049.00	\$0.00	(\$2,690.00)
D.1.B	SSAE-02-3 Form Wall System/Counselor	\$3,000.00	\$3,000.00	\$5,844.69	\$0.00	(\$2,844.69)
D.1.C	SSAE-03-Pour in Place Playground	\$41,000.00	\$43,823.00	\$43,822.74	\$0.00	\$0.26
D.1.D	SSAE-04- K-1 Kitchen Carpet Install	\$1,000.00	\$1,000.00	\$0.00	\$1,000.00	\$0.00
D.1.E	SSAE-05-Two Water Bottle Fillers	\$6,000.00	\$6,000.00	\$0.00	\$0.00	\$6,000.00
D.1.F	SSAE-06-Sound Dampening Tiles	\$3,000.00	\$3,000.00	\$0.00	\$3,000.00	\$0.00
D.1.G	SSAE-Contingency-Unallocated Funds	\$500.00	\$2,318.00	\$0.00	\$0.00	\$2,318.00
Total		\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57



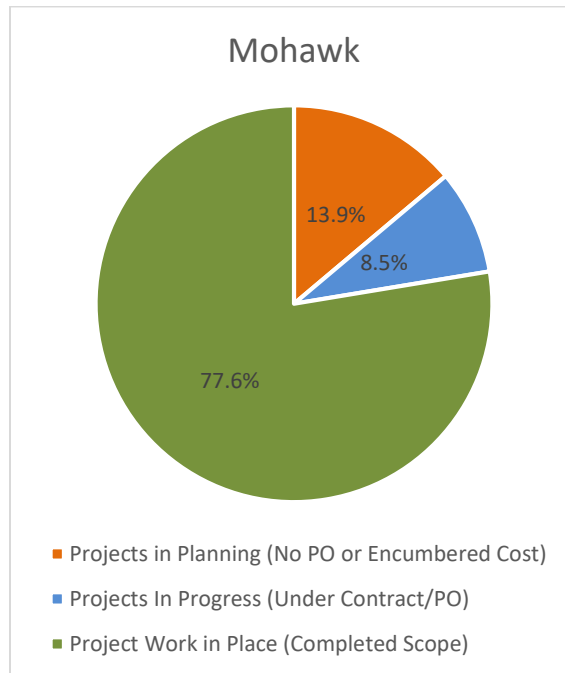
Falcon Legacy Campus Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
D.2.A	FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)	\$129,310.00	\$129,310.00	\$129,310.00	\$0.00	\$0.00
D.2.B	FLC-02-Safety & Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)	\$122,500.00	\$122,500.00	\$122,500.00	\$0.00	\$0.00
D.2.C	FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc	\$101,821.00	\$101,821.00	\$101,821.00	\$0.00	\$0.00
D.2.D	FLC-03-Bathroom Expansion Walls, Drywall	\$4,050.00	\$4,050.00	\$4,050.00	\$0.00	\$0.00
D.2.E	FLC-04-Plumbing Fixtures	\$2,850.00	\$2,850.00	\$2,850.00	\$0.00	\$0.00
D.2.F	FLC-05-Toilet Compartments	\$4,600.00	\$4,600.00	\$4,600.00	\$0.00	\$0.00
D.2.G	FLC-06-Conference Room Carpet	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.H	FLC-07-New Ceiling Grid	\$2,400.00	\$2,400.00	\$2,400.00	\$0.00	\$0.00
D.2.I	FLC-08-Wall Tile Install Boys, Girls, and Staff	\$7,500.00	\$7,500.00	\$7,500.00	\$0.00	\$0.00
D.2.J	FLC-09-Final Electrical	\$4,500.00	\$4,500.00	\$4,500.00	\$0.00	\$0.00
D.2.K	FLC-10-Plumbing Underground - Water Runs	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.L	FLC-11-Concrete Repair	\$2,500.00	\$2,500.00	\$2,500.00	\$0.00	\$0.00
D.2.M	FLC-12-Add Additional Parking Lot Pole	\$2,000.00	\$2,000.00	\$2,000.00	\$0.00	\$0.00
D.2.N	FLC-13-Parking Lot Lights	\$65,000.00	\$65,000.00	\$65,000.00	\$0.00	\$0.00
D.2.O	FLC-14-Parking Lot Final Upgrades	\$20,000.00	\$20,000.00	\$20,000.00	\$0.00	\$0.00
D.2.P	FLC-15-Exterior Painting	\$16,000.00	\$15,350.00	\$15,350.00	\$0.00	\$0.00
D.2.Q	FLC-16-Safe Entry (Hwy 24 PHS side)	\$37,000.00	\$47,898.50	\$47,898.50	\$0.00	\$0.00
D.2.R	FLC-17-Culinary Arts Room Expansion	\$146,000.00	\$348,014.26	\$343,747.41	\$0.00	\$4,266.85
D.2.S	FLC-18-Carpet Entire Building	\$166,157.00	\$341,395.60	\$341,395.60	\$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	\$12,042.64	\$0.00	\$0.00	\$12,042.64
	Total	\$990,000.00	\$1,240,000.00	\$1,223,690.41	\$0.00	\$16,309.59



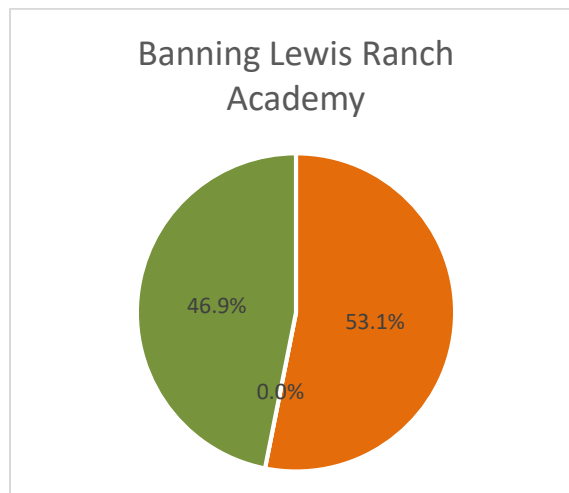
Mohawk (Home School Program) Financial

		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	\$367.50	\$367.50	\$0.00	\$0.00
D.3.F	MOH-06-Carpet	\$813.00	\$813.00	\$812.80	\$0.00	\$0.20
D.3.G	MOH-07-Playground Install	\$5,000.00	\$5,000.00	\$0.00	\$5,000.00	\$0.00
D.3.H	MOH-08-Paint	\$30,810.00	\$30,810.00	\$30,810.00	\$0.00	\$0.00
D.3.I	MOH- Contingency-Unallocated Funds	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63



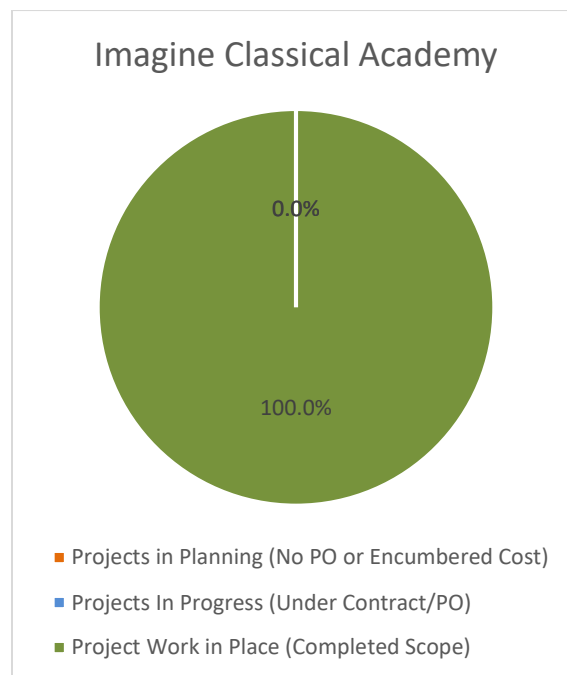
Banning Lewis Ranch Academy Financial

		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
	Total	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22



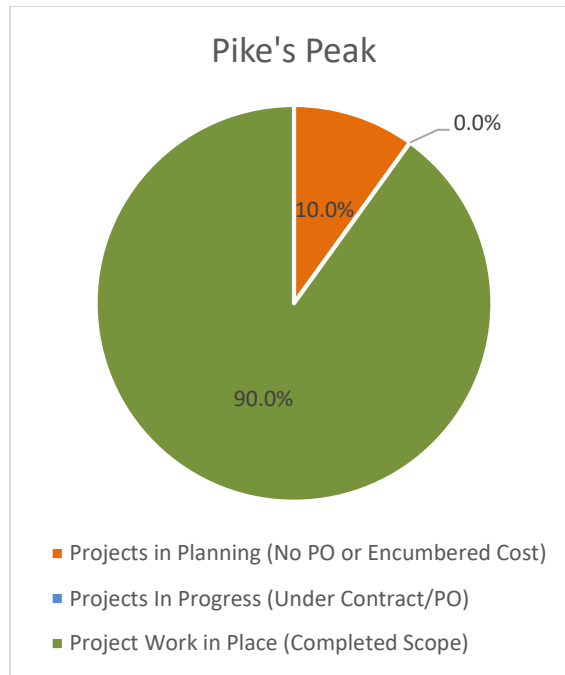
Imagine Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.2.A	ICA-01-Parking 1	\$51,000.00	\$51,000.00	\$51,000.00	\$0.00	\$0.00
E.2.B	ICA-02-Basketball	\$18,000.00	\$18,000.00	\$18,000.00	\$0.00	\$0.00
E.2.C	ICA-03-Pour in Place	\$18,750.00	\$18,750.00	\$18,750.00	\$0.00	\$0.00
E.2.D	ICA-04-Play Equipment	\$75,000.00	\$88,500.00	\$88,500.00	\$0.00	\$0.00
E.2.E	ICA-05-Turf Play Area	\$82,250.00	\$82,250.00	\$82,250.00	\$0.00	\$0.00
E.2.F	ICA-06-Fencing	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E.2.G	ICA-Contingency - Unallocated Funds	\$13,500.00	\$0.00	\$0.00	\$0.00	\$0.00
	Total	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00



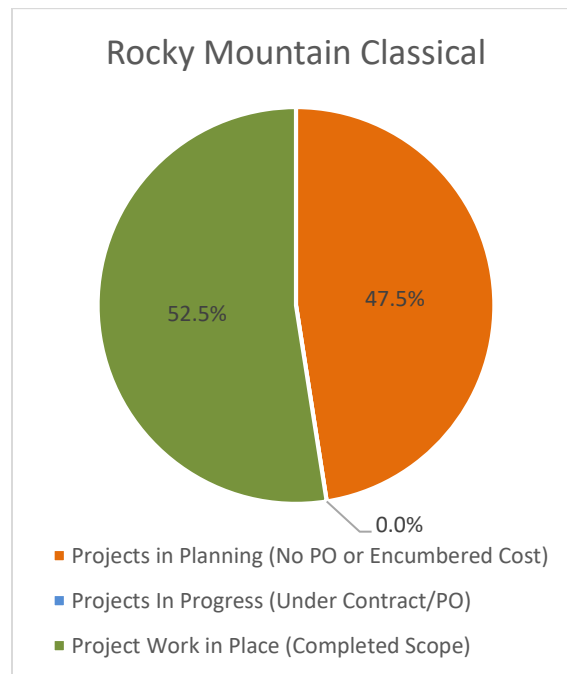
Pikes Peak School of Expeditionary Learning Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.3.A	PPS-01-Turf Play Area	\$64,000.00	\$64,000.00	\$63,650.31	\$0.00	\$349.69
E.3.B	PPS-02-Pour-in-Place	\$85,000.00	\$87,450.00	\$87,449.11	\$0.00	\$0.89
E.3.C	PPS-03-Pave and Repair Fire Lane	\$55,000.00	\$55,000.00	\$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
Total		\$209,000.00	\$209,000.00	\$188,199.42	\$0.00	\$20,800.58



Rocky Mountain Classical Academy Financial

		A Initial Budget	C Current Forecast	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
E.4.A	RMCA-01-Reconfigure Office Area into Classrooms	\$76,500.00	\$76,500.00	\$65,854.66	\$10,645.34	\$0.00
E.4.B	RMCA-02-Install Bathrooms	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.C	RMCA-03-Paint Rooms	\$3,500.00	\$3,500.00	\$0.00	\$3,500.00	\$0.00
E.4.D	RMCA-04-Safety & Security Package	\$10,000.00	\$10,000.00	\$0.00	\$10,000.00	\$0.00
E.4.E	RMCA-05-Replace Metal Door in PE Area	\$20,000.00	\$20,000.00	\$0.00	\$20,000.00	\$0.00
E.4.F	RMCA-Contingency - Unallocated Funds	\$5,500.00	\$5,500.00	\$0.00	\$0.00	\$5,500.00
Total		\$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00



P2 Schedule Color Legend

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

Project Update Report

Project Name:

Wember Inc. Project Number:

Issue Date:

District 49 Schools – P3 & P4 Projects

2016.63

December 05, 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 High School

- Summer Construction is complete.
- Warranty items are being tracked.

Bennett Ranch Elementary

- Select areas require continued construction and will be completed during outside of school hours.
 - 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 School

- 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 High School

- Construction is complete.
 - 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.

Inspiration View Elementary (formally known as 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.
 - Concrete floor polish has started on Level 1
 - Ceiling tile and lighting is starting to be installed on Level 1
 - Flooring will begin being installed in Level 1 of first construction area around mid-December; floor slab has already passed moisture test
 - Mechanical and electrical rough-in is on-going on Level 2
 - Masonry and stucco are being installed on the exterior of the building
 - Storefront windows are being installed
 - Exterior flashing is on-going
 - Roof install is nearing completion
 - The south east parking lot has received asphalt; currently all construction staff can park on the property
- 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 with Principal Kristy Rigdon for budget and schedule planning. Committees have been formed to advise on major items to be ordered ahead of school occupancy such as technology and curriculum.

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	\$5,594,251.33	\$95.00	\$55,653.67	\$5,444,203.47
B	Bennett Ranch Elementary	\$23,300,000.00	\$23,108,212.87	\$82,039.24	\$109,747.89	\$22,333,952.36
C	Sand Creek High School	\$4,850,000.00	\$4,798,060.25	\$6,119.00	\$45,820.75	\$4,744,267.94
D	Vista Del Pico Elementary	\$24,400,000.00	\$21,599,157.47	\$2,773,107.00	\$27,735.53	\$10,916,117.26
E	Vista Ridge High School	\$7,000,000.00	\$6,873,753.56	\$35,000.00	\$91,246.44	\$6,721,005.69
Total		\$65,200,000.00	\$61,973,435.48	\$2,896,360.24	\$330,204.28	\$50,159,546.72

- 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 Inspiration View / Vista Del Pico.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Inspiration View / 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	\$718,608.00	\$712,205.00	\$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	\$20,009.00	\$19,896.45	\$0.00	\$112.55	\$16,839.55
E	Furniture, Fixture and Equipment	\$30,000.00	\$24,346.10	\$0.00	\$5,653.90	\$24,346.10
F	Technology	\$80,000.00	\$73,565.22	\$0.00	\$6,434.78	\$62,061.00
G	Contingencies & Escalation	\$37,144.44	\$0.00	\$0.00	\$37,144.44	\$0.00
	Total	\$5,650,000.00	\$5,594,251.33	\$95.00	\$55,653.67	\$5,444,203.47

- 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	\$3,160,711.00	\$3,160,710.92	\$0.00	\$0.08	\$3,126,932.07
C	Construction	\$18,018,462.00	\$18,018,462.00	\$0.00	\$0.00	\$17,752,194.37
D	Permits, Utilities & Fees	\$451,627.00	\$445,130.70	\$0.00	\$6,496.30	\$89,087.26
E	Furniture, Fixture and Equipment	\$1,065,310.00	\$1,061,332.99	\$0.00	\$3,977.01	\$958,801.89
F	Technology	\$430,334.00	\$422,017.26	\$0.00	\$8,316.74	\$406,377.77
G	Contingencies & Escalation	\$172,997.00	\$0.00	\$75,000.00	\$97,997.00	\$0.00
	Total	\$23,300,000.00	\$23,108,212.87	\$75,000.00	\$116,787.13	\$22,333,952.36

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

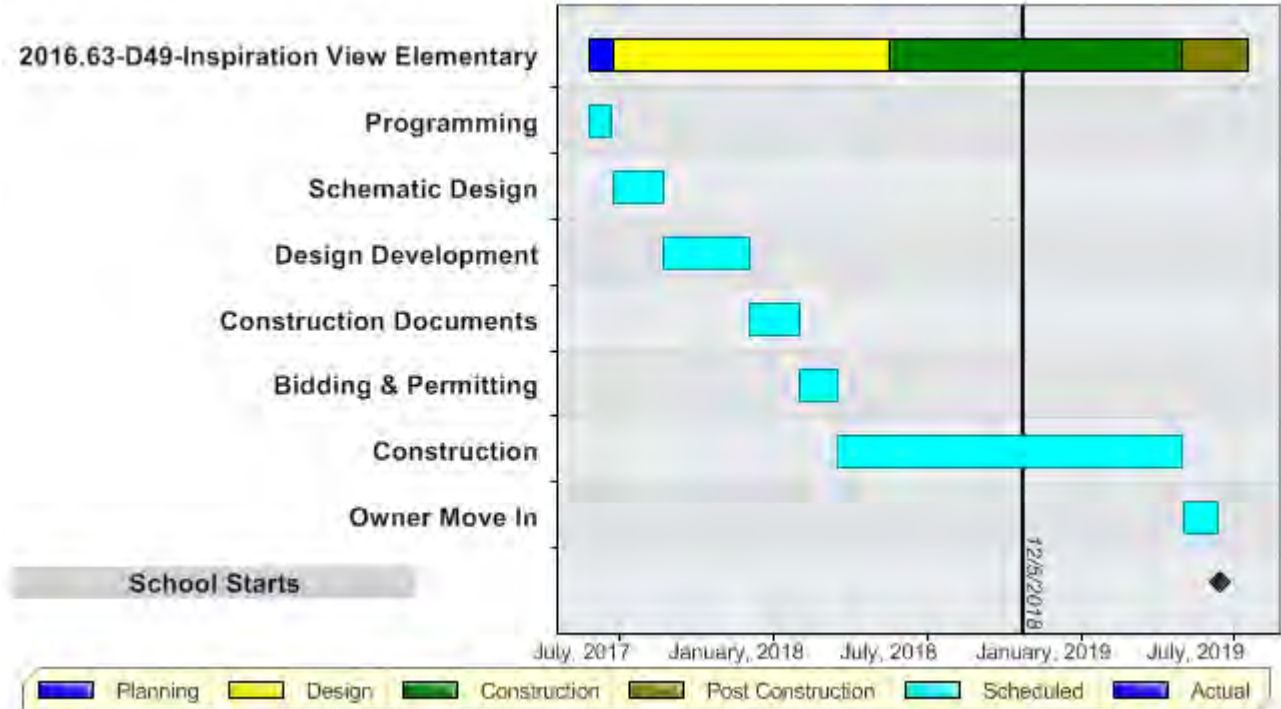
Sand Creek High School Financial

		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	\$675,508.00	\$675,344.50	\$0.00	\$163.50	\$630,656.26
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	\$40,448.08	\$0.00	\$0.00	\$40,448.08	\$0.00
	Total	\$4,850,000.00	\$4,798,060.25	\$6,119.00	\$45,820.75	\$4,744,267.94

- 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.

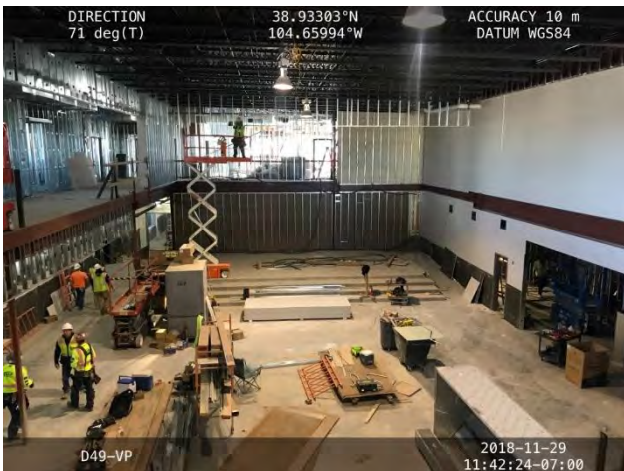


Vista Del Pico Elementary Financials

		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	\$1,964,174.00	\$1,909,554.00	\$31,910.00	\$22,710.00	\$1,441,437.48
C	Construction	\$19,449,213.94	\$19,449,213.94	\$0.00	\$0.00	\$9,240,064.25
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	\$735,637.06	\$0.00	\$725,000.00	\$10,637.06	\$0.00
	Total	\$24,400,000.00	\$21,599,157.47	\$2,746,142.00	\$54,700.53	\$10,916,117.26

- 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	\$877,955.00	\$877,955.00	\$0.00	\$0.00	\$791,340.21
C	Construction	\$5,872,138.00	\$5,872,134.00	\$0.00	\$4.00	\$5,820,947.90
D	Permits, Utilities & Fees	\$17,095.00	\$17,094.72	\$0.00	\$0.28	\$17,094.72
E	Furniture, Fixture and Equipment	\$65,097.45	\$65,097.45	\$0.00	\$0.00	\$59,185.45
F	Technology	\$48,642.94	\$41,472.39	\$5,000.00	\$2,170.55	\$32,437.41
G	Contingencies & Escalation	\$119,071.61	\$0.00	\$30,000.00	\$89,071.61	\$0.00
Total		\$7,000,000.00	\$6,873,753.56	\$35,000.00	\$91,246.44	\$6,721,005.69

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

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Erika Siemieniec, Business Teacher

TITLE OF AGENDA ITEM: SCHS Course Proposal for FBLA Leadership I and FBLA Leadership II Course

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval of the addition of two semester long block courses entitled FBLA Leadership I and FBLA Leadership II.

RATIONALE:

The Sand Creek High School Business Pathway is growing. Current pathway courses are Introduction to Business, Introduction to Communication, Business Communications, Marketing, Entrepreneurship, Management, Business Law, Hospitality & Tourism, and Advanced Business (BUS115 articulation). We currently list 56 members on our FBLA roster for the 2018-2019 school year and a pursuance of an FBLA Leadership option within this pathway that more specifically targets the development of our leaders would meet the needs of students whose desire is to continue in Business as a post-secondary goal and better support our local chapter growth. Students enrolled in FBLA Leadership are required to be registered members of FBLA-PBL organization. FBLA-PBL organization members are not required to be enrolled in FBLA Leadership courses._

FBLA Leadership I

Grade Level: 9-12 Length: Semester (Fall)

FBLA Leadership I is a course designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA and internship/work opportunities directly impact on the success of a person's career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals.

FBLA Leadership II

Grade Level: 9-12 Length: Semester (Spring)

FBLA Leadership II is a continuation of leadership development. This course is designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Leadership as an agent of change in the workplace, economics, and global business strategies are all advanced areas of study that support the FBLA goals in this course.

RELEVANT DATA AND EXPECTED OUTCOMES:

2017-2018 school year to current 2018-2019 school year FBLA membership at SCHS has seen a 135% growth. In our second year our students reached National Leadership recognition by winning 1st place at the Colorado State Leadership Conference, earning their way to Nationals in Baltimore, MD last summer. This year, with over 30 new members we expect to see similar and expanded successes competitively.

INNOVATION AND INTELLIGENT RISK:

This course will allow our Business students to connect with our community through an embedded Service Project and intentional leadership development through experience, practice, and observation.

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

BOE Regular Meeting December 13, 2018
Item 9.03a continued

C u l t u r e	Inner Ring —How we treat each other	We recognize the dynamic partnership between business enterprise and education.
	Outer Ring —How we treat our work	FBLA Leadership will instill the importance of work ethic, quality of work, and collaborative relationships in the workplace.
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	FBLA organization will work to build relationships with our business community in addition with supporting our workplace learning initiative. This class will help insure students will be prepared when they represent our district as workplace interns or employees.
	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>	Positions Sand Creek High School as a district leader in FBLA success and growth within the business pathway.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Foundational blocks of business professionalism, leadership management, and allowing students to have a voice and choice with identifying paths for their future. (Through potential internships)
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Provides students with career and college readiness skills that can be applied immediately following graduation.

BUDGET IMPACT: Absorbed in current CTE Budget.

AMOUNT BUDGETED: Potentially \$99 (Harvard Business Review Subscription)

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move course proposal for FBLA Leadership I and II at Sand Creek High School for action at the December 13th regular board meeting.

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

DATE: November 30, 2018

SAND CREEK HIGH SCHOOL
FBLA Leadership I & II
Course Syllabus – Ms. Siemieniec

Course Description

FBLA Leadership is a course designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA has a direct impact on the success of a person's career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals which include:

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.
- Create more interest in and understanding of the American business enterprise.
- Encourage members in the development of individual projects, which contribute to the improvement of home, business, and community.
- Develop character, prepare for useful citizenship, and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.
- Develop and amend Chapter Bylaws and Plan of Work materials

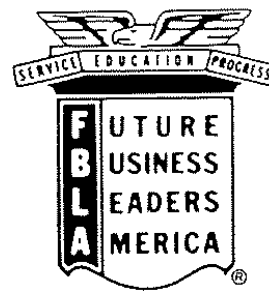
Suggested Textbook and Materials

FBLA-pbl.org competitive event materials, Lead to Feed curriculum, Harvard Business Review case studies, Google Suite, the Internet, related worksheets, and projects.

Grading Procedures

Grades will be based on the total number of points earned during the marking period. These will include:

- Homework Notes and Class/Workbook Activities
- Class Participation
- Special Project Activities
- Chapter tests
- Service Activities
- FBLA participation
- Comprehensive final exam
 - Grades may be checked on PowerSchool



Term grades will be determined by dividing the total points earned by the total possible points.

Expectations, Requirements, and Classroom Rules

1. Students are required to have all necessary materials in class everyday. [**Course content materials, notebooks/folder, pen or pencil.**]

2. Students are required **to be on time** for class or have a pass from a teacher if late. Students are **to be prepared** for class when the bell rings and begin to work on the class objective.
3. Students will complete all homework/class work assignments and submit at the designated time with proper documentation at the top of their paper. Homework will be given a numeric grade; an appropriate penalty will be assessed for not meeting completion deadlines.
4. Students are expected to exhibit the appropriate work habits, personality traits, and positive attitudes demanded in today's competitive high-tech work place.
5. Students are expected to participate in and contribute to class discussions, assignments, demonstrations, learning activities, homework, special projects, service activities, and FBLA activities.
6. Students are expected **to be respectful** and courteous towards each other and teachers. They should not talk while the teacher or classmate is talking and be on their best behavior the entire time they are in the classroom.
7. Students are expected to be respectful and careful with the school's equipment.
8. Students absent from class for any reason are required to obtain and complete any missed test, quizzes, and assignments.
9. Students are expected to come for extra help when they do not understand a concept or for accelerated problems.
10. Students must adhere to the school district's Technology Policy and other district regulations or expect to receive appropriate discipline according to the discipline policy.

Student Name _____ **Date** _____

Parent Signature _____ **Date** _____



Tentative Curriculum Map

Course Name	FBLA Leadership I*
August	Course Syllabus/Requirements Desirable/Safe Work Habits, Personal Traits, and Attitude for business Understanding Leadership Characteristics
September	FBLA District test preparation Developing Leadership Skills Fundraising management
October	FBLA Fall Leadership Conference Workshop participation Special Project
November	FBLA goals and responsibilities FBLA District test preparation Fundraising management
December	Special Project Working effectively with groups FBLA group events FBLA District test preparation FBLA District Conference – Objective Testing
Course Name	FBLA Leadership II*
January	Using effective team work and group leadership Work ethic changes FBLA District Conference Special Project
February	Recognizing, Diversity and Values Planning Strategic Management Exhibiting personal characteristics FBLA State test preparation Fundraising management
March	FBLA State test preparation Special Project Careers in Marketing Marketing Basics
April	FBLA State Conference Economics and Marketing Marketing Research Product Planning, and Product Life Cycles Special Project
May	Global Marketing and Distribution Channels Pricing Methods and Credit Advertising and Sales Promotions Final exam review Final exam
	*Subject items may vary depending on class interest

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Large Animal Vet Science

ACTION/INFORMATION/DISCUSSION: Discussion/Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Large Animal Vet Science is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or veterinarian while you're still in high school. Students in this course begin with an exploration of health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

RATIONALE:

There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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	Through the work based learning opportunity.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	

BOE Regular Meeting December 13, 2018
Item 9.03b continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.

BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next regular board meeting.

APPROVED BY: PETER HILTS, CHIEF EDUCATION OFFICER

DATE: December 3, 2018

Large Animal Vet Science

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org
Office Hours: See below
You can always email me if you have a question...**please see email procedure**

I. Course Introduction

Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or **veterinarian while you're still in high school. Students in this course begin with an exploration of** health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

II. Course Content

Unit 1: Intro to Large Animal Vet Science
Unit 2: Large Animal Terminology, Anatomy and Physiology
Unit 3: Clinical Exams
Unit 4: Physical Exams/Hospital Procedures
Unit 5: Animal Nutrition
Unit 6: Disease and Parasite Control
Unit 7: Animal Reproduction

III. Required Materials

1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. **Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!**
***** PPE (Personal Protective Equipment) for ag mechanic projects. **YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus**
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

1. *Be Responsible*
 - Behavior in the classroom is the individual student's responsibility.
 - Turn in all homework completed on time especially if you want a redo on the assessment.

2. *Be Respectful.*

- Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
- Respect both people and their property, including school equipment.
- Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

3. *Be Ready to Learn*

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. *No food or drink is permitted in the classroom*

- Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
- Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade.

Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the

class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the **student (Don't procrastinate)**. **After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item.** *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above)).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.

If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake*.

*Notes:

- **Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, PROJECTS, etc.).**
- **The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.**
- **If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.**

FINAL EXAM EXEMPTION!

If a student has scored a mid-level **"solid" C** in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative work turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. **TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR!** If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments. If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will **both automatically receive an "I"** for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! **Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"**

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: **e.g. "Sincerely, John Doe" "Have a good weekend"**

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

ELECTRONIC DEVICE: No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! **I don't make the rules** however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

CLASS WEBSITE: Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

X. Lab Etiquette information

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs, if necessary
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.

Agriculture Classes at Falcon High School

Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many hands-on learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

Allergies: Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

Other Pertinent Health Information: If there are any other health conditions that may affect the student's participation in this class, please indicate them here:

1. Never horseplay around the animals.
 - a. This causes them to be frightened, often resulting in undue stress.
2. Never use the animals as a means of scaring another person.
3. Do not feed the animals without Mr. Kranz's permission.
4. Always make sure that cages and pens are closed properly to prevent escape.
5. Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
6. Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning up.
 - a. Do not leave animal feces.
7. Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for handling the animals and I agree to follow these rules whenever I come in contact with the Agriculture classroom animals. I understand that failure to follow these rules will result in the loss of all animal privileges. Furthermore, I understand that extreme disregard of these rules may result in additional consequences which may include after school detention or removal from the classroom.

Student Signature: _____ Date: _____

I have read the form on handling animals in the Agriculture classroom and I understand that the animals are a privilege in the classroom and that if improperly handled, the privilege may be revoked. I further understand that animals are unpredictable and that even when handled properly, they may bite, scratch or kick. Knowing this, I give permission for my child to handle the animals in the Agriculture classroom and release Falcon High School and the owners of the animals free of all liability.

Parent Signature: _____ Date: _____

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Veterinary Pet Care

ACTION/INFORMATION/DISCUSSION: Discussion/Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Veterinary Pet Care is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Students will be able to learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. Students will learn how to bandage an abrasion, stitch a wound, and address any major-medical emergency. They will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for any student who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:

There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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	Through the work based learning opportunity.
	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	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students

BOE Regular Meeting December 13, 2018
Item 9.03c continued

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.
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BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018

Veterinary Pet Care

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org
Office Hours: See below
You can always email me if you have a question...**please see email procedure**

I. Course Introduction

Learn how to keep your pets happy, healthy, and safe with actual classroom animals. You will learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. You will learn how to bandage an abrasion, stitch a wound, and address any major medical emergency. You will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for anyone who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species.

II. Course Content

- Unit 1: Intro to Vet Pet Care
- Unit 2: Vet Pet Terminology, Anatomy and Physiology
- Unit 3: Clinical Exams
- Unit 4: Physical Exams/Hospital Procedures
- Unit 5: Pet Nutrition
- Unit 6: Disease and Parasite Control
- Unit 7: Pet Reproduction

III. Required Materials

1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. **Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!**
***** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...**more at the end of the syllabus**
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

1. *Be Responsible*
 - Behavior in the classroom is the individual student's responsibility.
 - Turn in all homework completed on time especially if you want a redo on the assessment.
2. *Be Respectful.*
 - Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
 - Respect both people and their property, including school equipment.

- Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

3. *Be Ready to Learn*

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. *No food or drink is permitted in the classroom*

- Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
- Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and **returned to the student (Don't procrastinate)**. **After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item.** *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.

If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake*.

*Notes:

- **Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, PROJECTS, etc.).**
- **The teacher will clearly communicate if an assessment and/or coursework item does not qualify** for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- **If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores** received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

FINAL EXAM EXEMPTION!

If a student has scored a mid-level **"solid" C** in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative worked turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. **TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR!** if absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments. If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a

copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will **both automatically receive an "I"** for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours.

However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! **Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"**

! Use full sentences with proper capitalization and punctuation.

! **Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"**

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

ELECTRONIC DEVICE: No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for **class activities!** I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

CLASS WEBSITE: Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

X. Lab Etiquette information

Proper Clothing to be Worn When Working:

- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs, if necessary
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.

Agriculture Classes at Falcon High School

Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many hands-on learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

Allergies: Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

Other Pertinent Health Information: If there are any other health conditions that may affect the student's participation in this class, please indicate them here:

1. Never horseplay around the animals.
 - a. This causes them to be frightened, often resulting in undue stress.
2. Never use the animals as a means of scaring another person.
3. Do not feed the animals without Mr. Kranz's permission.
4. Always make sure that cages and pens are closed properly to prevent escape.
5. Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
6. Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning up.
 - a. Do not leave animal feces.
7. Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for handling the animals and I agree to follow these rules whenever I come in contact with the Agriculture classroom animals. I understand that failure to follow these rules will result in the loss of all animal privileges. Furthermore, I understand that extreme disregard of these rules may result in additional consequences which may include after school detention or removal from the classroom.

Student Signature: _____ Date: _____

I have read the form on handling animals in the Agriculture classroom and I understand that the animals are a privilege in the classroom and that if improperly handled, the privilege may be revoked. I further understand that animals are unpredictable and that even when handled properly, they may bite, scratch or kick. Knowing this, I give permission for my child to handle the animals in the Agriculture classroom and release Falcon High School and the owners of the animals free of all liability.

Parent Signature: _____ Date: _____

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Dave Kranz

TITLE OF AGENDA ITEM: Agriculture Economics and Marketing

ACTION/INFORMATION/DISCUSSION: Discussion/Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Agriculture Economics and Marketing is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students and can be used for the Economics credit to graduate from Falcon High School . Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:

There is a growing interest in the Ag Business systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:

There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:

There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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	Through the work based learning opportunity.
	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	Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students

BOE Regular Meeting December 13, 2018
Item 9.03d continued

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.
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BUDGET IMPACT: I will be able to use my existing budget.

AMOUNT BUDGETED: No more than what my budget will pay for.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the next regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018

Agriculture Economics and Marketing

2019-20

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org
Office Hours: See below
You can always email me if you have a question...**please see email procedure**

I. Course Description

Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life.

II. Course Content

Unit 1: Intro to Economics: markets, supply and demand, futures market

Unit 2: Intro to Marketing: marketing, research and strategies

Unit 3: Intro to Business: types and start ups

Unit 4: Personal Financial Literacy: money matters and taxes

III. Required Materials

1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. **Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!**
***** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...**more at the end of the syllabus**
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

Four Standards of Classroom Protocol:

1. *Be Responsible*
 - Behavior in the classroom is the **individual student's responsibility**.
 - Turn in all homework completed on time especially if you want a redo on the assessment.
2. *Be Respectful*.
 - Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
 - Respect both people and their property, including school equipment.
 - Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

3. *Be Ready to Learn*

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. No cheating will be tolerated. Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. *No food or drink is permitted in the classroom*

- Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
- Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. Grading Procedures

Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual assessment and NOT on Power School.

If a student "skips/unexcused absence" the day of an assessment or when a project is due

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade.

Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual coursework and NOT on Power School.

Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. *. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the **student (Don't procrastinate)**. **After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item.** *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.

If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake*.

*Notes:

- **Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, PROJECTS, etc.).**
- **The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.**
- **If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.**

FINAL EXAM EXEMPTION!

If a student has scored a mid-level **"solid" C** in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative work turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

V. ATTENDANCE & MAKE-UP WORK POLICY

Students are strongly encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. **TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments.** If absent for a test, you will take the test in the classroom the day you come back to class.

VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

If a student is cheating they will receive an "I" for the initial assessment/assignment.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will **both automatically receive an "I"** for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

VII. Email procedure

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: **e.g. "Sincerely, John Doe" "Have a good weekend"**

VIII. Office Hours

I will be available on most days BEFORE SCHOOL and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

IX. Miscellaneous

ELECTRONIC DEVICE: No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! **I don't make the rules** however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

CLASS WEBSITE: Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Amy Rogers

TITLE OF AGENDA ITEM: VRHS SAT/PSAT Math Prep Semester Course Addition for
 Sophomores and Juniors

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

VRHS needs a semester elective course for Sophomores and Juniors who are interested in getting a high score on their SAT.

RATIONALE:

This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

RELEVANT DATA AND EXPECTED OUTCOMES:

The addition of this course will allow students to improve their math SAT scores from their PSAT scores. The desired outcome is that students increase their math score by a minimum of 100 points.

INNOVATION AND INTELLIGENT RISK:

This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist in improving SAT scores for our students and school. It does not pose any risk for the district, but assists in improving scores and students' ability to problem solve.

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

This course is focused on helping students achieve their pathway goal as it may be tied to assessment scores.

C u l t u r e	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
S t r a t e	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>	By raising achievement scores, Vista Ridge will have a more exceptional portfolio than other schools.

BOE Regular Meeting December 13, 2018

Item 9.03e continued

g y	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This course is specifically designed to focus only on SAT concepts that are essential for success in college readiness.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This course is available to all 10th and 11th grade students who will take the SAT in April of each year. This course is designed to help all 10th and 11th graders be more prepared for the SAT test as well as set goals to achieve the score they desire to get into the college of their choice.

BUDGET IMPACT: There is no additional cost for creating the course.

AMOUNT BUDGETED: There is no additional cost for creating the course.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this course for action at the December board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018



Math Lab Syllabus 2018-2019



Course: Math Lab/SAT Prep
Instructor: Ms. Taylor
Credit Earned: 0.5 elective credit

Grade Level: 11
Instructor Contact Information: dtaylor@d49.org
Grading Scale: Weighted

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

Absences/Make-Up Policy: Students will need to make-up any Khan Academy assignments and SAT Practice Tests. All other class activities will be excused.

Grading: Grading in the course is weighted based on the following categories:

- 45% Khan Academy Assignments
- 5% Quizlet Vocabulary Sets
- 15% On Your Own/Checks for Mastery
- 15% SAT Practice Test Reflections
- 5% Work Ethic/Timeliness
- 15% Weekly Warm-Ups/Questions of the Day

SAT/PSAT Math Prep:

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

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

BOARD MEETING OF: December 13, 2018

PREPARED BY: Eric Canuel

TITLE OF AGENDA ITEM: FHS Digital Art Course Proposal

ACTION/INFORMATION/DISCUSSION: Action/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

This is a proposal for a new Digital Art course at Falcon High School. This course is being created to address student interests and expand the visual arts pathway.

RATIONALE:

Currently we offer Graphic Design 1 & Graphic Design 2. These focus primarily on the traditional graphic design tools with only an introduction to the skills of digital painting. A need is being seen for these specific skills at upper levels, especially in AP Studio Art & Pre-AP Studio Art., due to student interest. By adding a Digital Art class, students will be able to choose whether they want to continue on the traditional graphic design path with Graphic Design 2 or if they would like to move in the direction of digital painting and other Photoshop related skills & fields. These choices also align with our EmpowerFZ goals and this Digital Art course will be articulated for PPCC credit.

RELEVANT DATA AND EXPECTED OUTCOMES:

Many students in current AP Studio Art & Pre-AP Studio Art are focusing on digital art skills as they develop their concentrations for AP. The expected outcome is that they will have another course to take before reaching AP Studio Art that teaches them the specific skills they need for success in AP. We expect that the roster size of AP Art courses will increase with this option and the students who choose to include digital art in their concentration will achieve higher scores on the AP Studio Art portfolio test.

INNOVATION AND INTELLIGENT RISK:

Innovation: This new course addresses high school pathways and student interests that may lead to college pathways. Also, the setup of the course follows our new EmpowerFZ goals. Risk: We don't see any specific risk in offering this new course option.

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

Digital Art will be a new course for District 49. The creation of this course will allow students to learn and practice skills that they have not been introduced to in the past, at FHS or any other school in District 49. Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.

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>	Digital Art will be a new course for District 49. The creation of this course will allows students to learn and practice eskills that they have not been introduced to in the past, at FHS or any other school in District 49.
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>	Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.

BUDGET IMPACT: This course meets the requirements of the CTE program and all instructors in the visual arts department are CTE certified. This will allow CTE funding to be used to assist with computers and graphic design software needs. Students will pay the regular \$20 fee for art courses. These fees will be spent to purchase art supplies and to cover regular maintenance of MacBooks, Wacom Tablets and other graphic design hardware & software.

AMOUNT BUDGETED: Students will pay the standard \$20 art fee and all supplies needed beyond this will be covered by the FHS Visual Arts CTE budget.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discussion & Approval

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018

Proposed Digital Art Syllabus for 2019-2020

Self Portrait w/ Special Effects Text Unit (Estimated 3 Weeks)

A combination of photo manipulation and special effects techniques in Adobe Photoshop.

Illustrated Word Unit (Estimated 2 Weeks)

A continuation of advanced photo manipulation techniques.

Wacom Tablet Basics Unit (Estimated 1 Week)

Introduction to the use and the basics of Wacom tablets.

Digital Painting Unit (Estimated 3 Weeks)

Students will use previously learned Wacom Tablet skills to create an Original digital painting based on a reference photograph.

Choice Units (Based on EmpowerFZ) (Estimated 2-3 Weeks per project)

At this point of the semester, student will be presented with multiple options To choose from as they continue their mastery of digital art techniques. They Will be required to complete a minimum of three projects during the second half of the semester. All projects will be graded on rubrics that are specific to the projects that they have chosen.

Portfolio Development (Full Semester)

Writing artist statement, organizing semester's work for presentation and reflection on individual art pieces.

Final Presentation (Final Week)

Oral presentation to classmates focusing on individual projects, challenges overcome and defense of work through response to questions.

Digital Art

Length: 1 semester

Credit: 1/2 per semester (Fine Art). Fee: See board approved fee schedule

Prerequisite: C or better in Graphic Design 1 or Art Portfolio Review

This class further develops concepts learned in Graphic Design 1, but with a focus on the Adobe Photoshop component. Students will continue mastery of photo manipulation techniques and will add the new skill of digital painting with the use of Wacom tablets. This class will combine basic traditional art techniques, like painting, with Adobe Photoshop techniques.

PPCC Credit: This course is aligned with PPCC course MGD111: Adobe Photoshop 1. Students that pass Digital Art with a 'B' or higher will be eligible to purchase college credit for the course through PPCC at a discounted cost.

BOARD OF EDUCATION ITEM 9.04A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Shawna Beeler

TITLE OF AGENDA ITEM: VRHS Course Name Change: “Chamber Choir” to “Show Choir”

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The curriculum we use in Show Choir doesn’t match the curriculum used in Chamber Choir. Chamber Choir was in place 6 years ago but it’s now a show choir. Show Choir tours, dances, and competes and our curriculum doesn’t match the name of Chamber Choir. The show choir name change will communicate better to the students and parents what concepts will be covered in this class.

RATIONALE:

Although the class is officially named “Chamber Choir,” it’s known to students, parents, and the community that it’s a show choir. The course name does not match.

RELEVANT DATA AND EXPECTED OUTCOMES:

Everything the class competes at is called a “Show Choir Competition.” Chamber choirs don’t dance and compete. It’s a different style of music.

INNOVATION AND INTELLIGENT RISK:

The name change will better reflect what the students, parents, and community members know it to be and will be less confusing for people better trying to understand what choir classes Vista Ridge offers.

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

Replace this text with a discussion of the implications/impacts of the proposed action.

C u l t u r e	Inner Ring —How we treat each other	Sportsmanship and teamwork
	Outer Ring —How we treat our work	We compete at high levels in order to achieve and maintain our best ability in music and dance:
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	Show Choir performs as community service at events like: Elementary schools, Clark Flatt-Anti Suicide event, retirement homes, red rocks, etc.
	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	Show Choir follows National Standards of music and performance:

BOE Regular Meeting December 13, 2018
Item 9.04a continued

	<p>Students have experience in creating, to be successful musicians and to be successful 21st century citizens.</p> <p>Students perform – as singers, as instrumentalists, and outside of school</p> <p>Students respond to music, as well as to their culture, their community, and their colleagues.</p>
<p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Show Choir allows students to be competitive and express different styles of music and genres. It's also dance intensive and encourages a fit and healthy lifestyle. Last, it encourages sportsmanship as students learn to work as an ensemble.</p>

BUDGET IMPACT: No Cost

AMOUNT BUDGETED: No Cost

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: At the December regular board meeting, move to accept a name change for VRHS “Chamber Choir” to “Show Choir”.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018



"Vista Ridge Rhythm" Show Choir Syllabus and Contract

Ms. Shawna Beeler, Director- sbeeler@d49.org (719) 495-1149 x2214
D49 Website- <http://choir.vistaridge.falcon49.schoolfusion.us/>
Choir Website- <http://vistaridgechoir.weebly.com>
Facebook- <https://www.facebook.com/VistaRidgeChoirs>

Congratulations on being selected for VRHS, auditioned Show Choir. In our year together we will explore the fundamentals of music. This course focuses on the art of making music by studying and demonstrating aspects of music performance, theory, technique, expression, and dance at a competitive level. *I encourage everyone to follow the Facebook page listed above if they prefer updates about upcoming events and updates on classroom activities. (Side note- I would appreciate tissue donations for the classroom!)

2018-2019 Tentative Show Choir Competition Dates

- **Fall Pop Concert:** October 1, 2018 7pm Vista Ridge Auditorium!!!-All Choirs
- **November 3, 2018** "Old West" Show Choir Competition in Scottsbluff, NE (Leave Friday, November 2 after school return Sunday the 4th)-Show Choir Only
- Christmas Elementary Tour (December TBD)-Show Choir Only
- **Winter Concert:** December 20, 2018 7pm VRHS Auditorium-All Choirs
- CHSAA Competition at Cheyenne Mountain HS: April 18, 2019-Show Choir Only
- Large Group at Doherty HS (April TBD-scheduled in January)-Show Choir/Concert Choir
- Spring Concert: May 9, 2019 7pm VRHS Auditorium-All Choirs
- *Graduation: (Concert Choir and Show Choir Only-May 25th)

Expectations

This is an interactive class and will require participation from all students. Part of choir is learning how to become comfortable performing in front of others. It is therefore vital that we, as a class, create a safe, fun, and welcoming environment that allows for acceptance and creativity. Students must also demonstrate employability skills such as:

- **Be on time**, focused, and ready to participate
- Come prepared with your music, a pencil, and paper daily
- No food, gum or beverages other than a water bottle
- Be appropriate with all choices
- Be respectful; listen to all instructions the first time
- No cell phones or electronic devices unless otherwise instructed. The school policy allows staff members to collect cell phones from students not following instructions. Cell phones will be returned at the end of the day. If the issue continues, the cell phone will be taken to discipline with a write up.
- Be a team player!
- No unexcused absences from performance dates (will result in removal from Show Choir)
- Must be eligible and not failing any class at VRHS
- Purchase dance shoes and have them for each class
- **3 or more unexcused absences or tardies will result in removal from this competitive course.**
- **Any drug or alcohol use (or anything that breaks school policy) will result in immediate removal from the ensemble whether it happens on or off campus.**
- **If students miss rehearsal where we learn choreography or create choreography-they will be replaced with an understudy.**
- **If a student isn't eligible or has discipline issues (school wide) they will be replaced with an understudy.**
- **If students don't know their music, choreography, or have discipline issues they will be replaced with an understudy.**

Participation & Grading Policy

Students will receive "Rehearsal points" for each class period. Attendance, tardiness, disruptive behavior, refusing to do an activity, and lack of focus may result in points being deducted from your rehearsal grade. It is because of the interactive nature of this course, that it is essential to understand that your participation and presence in class is a requirement. Concerts are worth the majority of your grade (50 points a concert) If a concert is missed and excused by the director (student communicated in advance) students will be given a make-up assignment to complete in a timely manner for a substitute grade. It is up to the student to get the alternate assignment and complete it. If no communication occurred and students skipped performances the grade will result in a 0.

Summer Rehearsal:

Each student is being sent home with a "learning folder" over the summer. The voice parts are recorded and it's best to familiarize yourself with the music before the school year starts. The mandatory summer rehearsal dates are: **July 20 and 21 from 9-4** in the choir room. All of the choreography will be learned so you must bring dance shoes!

Lettering and Uniform Expectations

Students will NOT be considered for a Varsity Letter if the letter requirement form is not submitted to Ms. Bee by the due date of April 15! Excessive absences or lack of participation will result in the same consequences of not being approved to letter. The Show Choir dress or tux and Chamber/Concert dress or tux that may be issued (Depending on the course enrolled in) **is your responsibility to dry clean and return BY THE END OF THE YEAR.** Failure to not dry clean or return (or return damaged) will result in being charged the cost of dry cleaning or uniform (\$110 for the tux and \$150 for dresses). The student is also responsible for loss or damage to uniforms, music, or leather bound folders. Any missed show choir performances or competitions will result in automatic removal of varsity letter. Ineligibility and discipline issues of ANY KIND (drugs, alcohol, referrals, theft, dishonesty,

academic dishonesty, etc.) will result in loss of varsity lettering opportunity and result in possible removal from the ensemble (director discretion and school discipline policy).

Concerts and Rehearsals

You **MUST** attend the performance(s)/concert(s) required for your class, as this is a performance based class. Since all concert dates are given to you in the beginning of the year, work, exams, sports, or any other excuse is NOT acceptable. The only exceptions for missing a concert would be if you were extremely ill, (Doctors note) or family emergency. **(Absences will negatively impact your grade. If you miss any unexcused performance dates with no communication with the director you will no longer be a part of Vista Ridge Show Choir.)**

***By signing this contract the student and parent/guardian understand the grading policy, expectations, and uniform requirements for Show Choir.

Volunteer!

***IF a parent, guardian, friend, or family member would like to be more involved in choral happenings in the Falcon School District, please check the appropriate line to indicate the area(s) where you can help and provide your email and phone number. I will contact you via email or phone in advance if/when your help is needed. Thank you for volunteering! ☺

_____ Chaperone special events/performances

_____ Sewing-uniform alterations. (Mostly impermanent hemlines for dresses or pants.)

_____ Be an accompanist for concerts or Solo and ensemble Festival...or do you know someone who would be available?

Accompanist name: _____

Contact Info: _____

Please Sign Below, return for credit, and return by:

Wednesday August 8th

(Please return just this page/volunteer page)

(This portion of the Syllabus is returned to Ms. Bee-Thanks!)

I, _____ (Student signature) have thoroughly read the syllabus, including the expectations and policies set forth and will do my best to comply with them. I understand the uniform requirements for performances and that I am financially responsible for my uniform and music if damaged or lost. I will act as a responsible, committed, choral member and citizen while representing Vista Ridge High School and the community.

I, _____ (Parent signature) have thoroughly read the syllabus, including the expectations and policies set forth and will do my best to help my student comply with them. I also understand the uniform requirements and financial responsibility if lost or damaged.

It's an honor and privilege to be chosen for this ensemble. The expectation is that students demonstrate integrity and accountability on and off campus representing VRHS. It's going to be a fun and exciting year and I look forward to working with everyone to build the best show choir and classroom environment possible!

BOARD OF EDUCATION ITEM 9.04B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Theresa James

TITLE OF AGENDA ITEM: VRHS Critical Thinking Name Change

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

VRHS currently offers a critical thinking course in social studies. Colleges do not recognize the name Critical Thinking as a social studies class. We want to change the course title to Global Studies to have colleges recognize the course as a social studies course. The course will not change as it is already a global studies focused course.

RATIONALE:

The elective course of Critical Thinking is now a well-established social studies elective course. We want students to be able to receive a social studies credit for the course rather than just receive an elective credit. This will help students be able to complete three to four years of social studies credit for college without having to take an additional social studies elective in place on Critical Thinking. Colleges will recognize the title of Global Studies as a social studies credit.

RELEVANT DATA AND EXPECTED OUTCOMES:

We currently have two sections of Critical Thinking running as a course at Vista. The expected outcome of the name change would be a slight increase in numbers of students taking the course knowing it counts as a social studies credit instead of an elective credit. Also, colleges would recognize the course as a social studies credit.

INNOVATION AND INTELLIGENT RISK:

This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist students in earning more credits that are recognized by more colleges in order for our students to look more competitive in the college admissions process.

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

This course is focused on helping students achieve their pathway goal as it gives them a course name that fits more pathways and is recognized by more colleges.

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

BOE Regular Meeting December 13, 2018
Item 9.04b continued

t e g y	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	By giving students more opportunities for core electives that are recognized by colleges they can create a more robust portfolio of high school achievement.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This course is already providing students with knowledge of global issues through the lens of critical thinking. The name change for the course will ensure that colleges better understand what students learn through this course.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This course is available to all juniors and seniors who desire to better understand their thinking process and view global issues/events understanding logic and fallacies of logic.

BUDGET IMPACT: There is no additional cost for renaming the course.

AMOUNT BUDGETED: There is no additional cost for renaming the course.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move this item for action at the December regular board meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 3, 2018

Global Studies Social Studies Elective Course Vista Ridge High School

Semester long course.

Mandatory Unit 1: Elements of Thought and Critical Thinking Skills

Essential Questions:

- What are the structures and processes of human thought?
- What are the intellectual standards humans use to assess our thinking?
- How can we determine the strengths and weaknesses of our thinking and the thinking of others?
- How can we ask and answer essential questions?
- What is the structure of reading and writing while critically thinking?
- What are fallacies of thought and generalizations and how do they influence our reasoning?

Standards:

- Eight Elements of Thought
- CTCS: Standard 1 – Purposes, Goals, and Objectives
- CTCS: Standard 2 – Questions, Problems, and Issues
- CTCS: Standard 3 – Information, Data, Evidence, and Experience
- CTCS: Standard 9 – Assessing Thinking
- CTCS: Standard 21 – Skills in the Art of Asking Essential Questions

Evidence / Outcomes:

- Analyze the structures and processes of thinking.
- Assess the strengths and weaknesses of our thinking and the thinking of others.
- Identify the process of questioning and how it influences the basic structures of thinking.
- Identify and demonstrate the process of close reading.
- Identify and demonstrate the process of substantive writing.
- Describe the concept of fallacies of thought.
- Identify and analyze generalizations.

Possible Unit: Terrorism

Essential Questions:

- What is terrorism and how is it different from war?
- Can terrorism ever be justified?
- How can acts of terrorism be perceived differently by diverse parties?
- How can media bias influence people's perceptions of terrorism?
- What is domestic terrorism?

Standards:

- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe your own assumptions and the assumptions of others about terrorism.
- Analyze the concept of terrorism and draw distinctions between related concepts.
- Predict and evaluate the implications and consequences of committing acts of terrorism.
- Evaluate varying points of view and perspectives on specific acts of terrorism.
- Analyze how media and propaganda have helped shape people's perception of and reaction to terrorism.

Possible Topics:

- Reasons for and results of September 11th, ISIS attacks in various countries around the world, domestic terrorism.

Possible Unit: Economic Inequality

Essential Questions:

- What is economic inequality?
- What are the major underlying causes of economic inequality both domestically and internationally?
- In the world today, is it necessary for some people or nations to be poor in order for other nations or people to be rich?
- Is it the responsibility of more fortunate people or nations to help support less fortunate people or nations?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 18 – Insight into Sociocentricity
- CTCS: Standard 24 – Ethical Reasoning Abilities

Evidence / Outcomes:

- Identify and describe the concept of economic inequality.
- Analyze major underlying causes of economic inequality.
- Identify and describe the consequences of inequality domestically and internationally.
- Debate the responsibility of the economically advantaged to aid the economically disadvantaged.

Possible Unit: Purpose of Religion and Philosophy

Essential Questions:

- What is the purpose of religion and philosophy?
- What roles or functions do religion and philosophy hold in the lives of believers or followers and for societies as a whole?
- How can our own point of view shape how we view others religious or philosophical beliefs?
- What are the implications and consequences of the freedom or lack of freedom of religion?
- How might the media influence our perspective on religion and philosophy?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of religion and philosophy.
- Identify and evaluate the functions of religion and philosophy on individual's lives and societies as a whole.
- Describe how point of view can shape religious and philosophical perspectives.
- Evaluate the impacts of religion and philosophy on people and societies throughout world history.
- Identify and describe the implications and consequences of freedom or lack of freedom of religion.
- Analyze the role of egocentric and sociocentric thought on religious and philosophical interaction.
- Evaluate the role of media in shaping perspectives on religion and philosophy.

Possible Unit: Civil and Human Rights

Essential Questions:

- What are civil rights and human rights?
- Do universal human rights actually exist?
- Are the rights of all Americans equally protected under United States law?
- What are the underlying causes of specific civil and human rights abuses and what can this tell us about the societies in which they took or are taking place?
- Is it the responsibility of the “global community” to intervene to stop human rights abuses around the world?
- What are the consequences of ignoring civil and human rights abuses?
- How can the media shape our perspective on civil and human rights issues?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of civil and human rights.
- Evaluate and justify the existence or nonexistence of universal human rights.
- Evaluate the universality of civil liberties in the United States today.
- Describe specific causes of civil and human rights abuses and analyze what they can reveal about the societies in which they occur.
- Evaluate the ethical responsibility of the “global community” to prevent human rights abuses.
- Identify and describe the consequences of ignoring civil and human rights abuses.
- Analyze media reporting of civil and human rights abuses throughout history.

Possible Unit: Benefits of Technology

Essential Questions:

- What are the most significant advances in technology throughout world history?
- Have advances in technology proven to be a more productive or destructive force on people and societies throughout world history?
- What are the implications and consequences of people or societies living behind the technology curve?
- What are the ethical implications and consequences of continued advances in medicine?
- Can advanced technology continue to sustain itself and help solve the problems of the future?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 24 – Ethical Reasoning Abilities

Evidence / Outcomes:

- Identify the most significant advances in technology throughout world history and justify why they have such importance.
- Debate the productive and destructive nature of technological advances throughout world history.
- Evaluate the implications and consequences of people or societies living behind the technology curve.
- Evaluate how various cultures view the value and use of advanced technologies differently.
- Analyze the ethical issues that accompany advances in medicine.
- Debate the availability of technology and resources and how this relates to the formation of technologically developed and underdeveloped nations.
- Identify and analyze issues surrounding sustainable technology.

Possible Unit: Law and Crime

Essentials Questions:

- Who determines what acceptable behavior in society is?
- How and why do people decide to either conform or defy society's legal expectations?
- What are the ethical implications and consequences of formulating and creating laws?
- What are the ethical implications and consequences of law enforcement and punishments?
- How can media influence our perspective on law and crime?
- Can law ever be truly objective and does it have to be?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Describe the purpose of law and punishment.
- Evaluate reasons for conformity and defiance of legal expectations.
- Analyze ethical implications and consequences of formulating and creating laws.
- Analyze ethical implications and consequences of formulating and creating laws.
- Evaluate how various cultures view law and punishment differently.
- Identify and describe the influence of media on perceptions of legality and punishment.
- Debate how objectivity and the human factor influence law and punishment.

Possible Unit: Immigration

Essential Questions:

- What is the difference between immigration and emigration?
- Why do people choose to immigrate or emigrate to new areas of the globe?
- How do immigrants, both legal and illegal, impact a nation's economy?
- Should there be a world without borders and how would this change the current geopolitical climate?
- How can media influence an individuals or societies perspective on immigration?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the difference between immigration and emigration.
- Determine the motivations for immigration and emigration.
- Evaluate ethical implications and consequences of society's immigration and naturalization policies.
- Analyze the impact of legal and illegal immigration on a nation's economy.
- Analyze various perspectives on immigration.
- Debate the responsibility of nations to open their borders to immigrants.
- Evaluate and justify the advantages and disadvantages of a borderless world.
- Analyze the role of the media in shaping individuals and societies perspectives on immigration.

Possible Unit: Popular vs. Actual Culture

Essential Questions:

- What is the difference between popular and actual culture?
- Is popular culture an accurate reflection of actual culture?
- What are the ethical implications and consequences of popular culture on individuals and society?
- What power does the media have in formulating a society's popular culture?
- Has the media's portrayal of popular culture been a more positive or negative force on individual's lives and their perception of actual culture in modern society?
- What do folktales, myths, and stereotypes tell us about societies and actual culture?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Compare and contrast popular and actual culture.
- Explore and determine whether popular culture is an accurate portrayal of actual culture. .
- Analyze various perspectives on popular and actual culture.
- Analyze the role of the media in shaping a society's popular culture.
- Analyze folktales, myths, and stereotypes and describe what they can tell us about a society.

Mandatory Last Unit: Position Paper

Description:

- Students will complete an end of the course research and position paper which will extend one of the themes we have studied throughout the course of the year.

Global Studies

Grade Level: 11-12

Length: Semester

Prerequisite: None

Course Number: SOxxxx

This course is recommended for students who are interested in improving their thinking skills and who wish to gain a better understanding of the ways in which people think and use fallacies of logic to influence peoples' opinions and perspectives of the world around them. Upon completion of the course, students will be prepared to enter the next phase of their lives with skills that will be forever useful in their everyday lives and certainly in their future endeavors. The course provides intense reflection on pertinent current and past issues and challenges students to question their perceptions and open their minds to others' viewpoints in an appropriate and guided way. This course will also provide students with an understanding of the art of arguing by learning many fallacies of logic commonly used to manipulate the way people think.

BOARD OF EDUCATION ITEM 9.04c
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Amy Rogers/Yvonne Woodcock

TITLE OF AGENDA ITEM: VRHS Course Name Change: “Business Math” to “Personal Finance”

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The curriculum we use for our Business Math course is more aligned to a Personal Finance type course than Business math. We feel the name change will communicate better to the students and parents of what concepts will be covered in this class.

RATIONALE:

Business Math is confusing name for students since we also offer Business classes.

RELEVANT DATA AND EXPECTED OUTCOMES:

The course name change provides additional clarity to the content covered in the course.

INNOVATION AND INTELLIGENT RISK:

The name change would help students, parents and staff intelligently select the course based on the name.

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

C u l t u r e	Inner Ring —How we treat each other	
	Outer Ring —How we treat our work	
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Personal Finance is specifically designed to expose students to a variety of life skill applications with a math basis, for example, simple interest, compound interest, credit cards, personal budgeting and saving, purchasing an automobile.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Personal Finance is a course to help students learn the math behind the life skills needed in adulthoods.

BOE Regular Meeting December 13, 2018
Item 9.04c continued

BUDGET IMPACT: no cost

AMOUNT BUDGETED: no cost

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: With board consensus, move to accept a name change for VRHS “Business Math” to “Personal Finance” at the December regular board meeting.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: December 3, 2018



Yvonne Woodcock
Vista Ridge High School
Room Number: J208
Email: ywoodcock@d49.org
Phone: (719) 494-8800 ext. 2238

Personal Finance “Adulting 101”

I am looking forward to an exciting, challenging, and amazing journey together! Here is information to help you succeed this year:

REQUIRED SUPPLIES:

- Pencils w/erasers or pens
- A notebook ,to keep notes, make graphs, keep examples
- A folder/binder for any worksheets or paper given during class
- Loose-leaf notebook paper
- **Scientific calculator**

Wish List (if you wish to donate supplies for the classroom)

- Boxes of Tissues Colored Pencils Graph paper Markers
- Hand Sanitizer Expo Markers Colored Paper

Text: We will also be using The High School Financial Planning Program and possibly the online curriculum through Edgenuity. We take a lot of notes so be prepared every day to learn. Notes are used on tests, so take a lot of them.

Google Classroom: Every student at VRHS has a Gmail account. There is a Google classroom for your class with posted assignments, resources, and a calendar of important dates necessary for class and to communicate to students and parents about upcoming assignments and assessments.

Classroom codes: 2nd: vz07se 5th: aso263

EXPECTATIONS: Students should be prepared and have a positive attitude every day ready to actively participate in class. My biggest rule is Expect Respect. Students should not only respect me as their teacher, but they should respect each other and expect respect from their peers and myself.

You should also:

- Be on time.
- Prepared for class.
- Cell Phones need to be put away during class time unless it is individual work time and you are listening to music.
- Bathroom passes are to be used during individual work time, not during instruction time or presentations. 1 person out at a time. You should be signing the sign in/out sheet when you go.
- Food - you have the first and last 5 minutes of every class to eat a snack or finish whatever it is that you are eating. Food should be put away any other time.
- Be on task - The time given during class should be used to work on assignments and projects, this way you can ask questions, work with other students and have minimal homework. (no sleeping)
- Stay in class at your seat until the bell rings.

Employability 100 points - Every student will start the semester with 100 points for their Employability grade, these are non replaceable. It is up to the student to keep these points, points will be deducted when the expectations are not being followed.

DISCIPLINE: I will follow Vista Ridge's discipline policy. Every student is responsible for his/her own actions. If a student is not following policy, the appropriate consequence will be given.

Here is the tardy policy.

- 4th tardy parent/guardian notification
- 5th referral
- 6th detention with office
- 7th extracurricular activities are suspended

ASSIGNMENTS: We do a lot of individual work and projects as group. Assignments should be turned in by the due date for full credit, otherwise points will be deducted. If assignments are not finished by the test date they will remain 0.

MAKEUP WORK: When you are absent it is your responsibility to complete and turn in missed work. Keeping with Vista Ridge's late work policy, students will have 2 days after an **excused** absence to turn in work without penalty. The absent folder for each period is where you will find the assignments you missed. Otherwise, Google Classroom and Powerschool are often your best resources for missed work. If it is a prearranged absence, you should get your assignment(s) ahead of time. If you are gone for a test, you are responsible for setting up a time to take the test upon your return to school. Tests need be made up before or after school within a week. I will not track you down to set up your makeup tests.

EXTRA HELP: A student can also arrange to get extra help from the teacher before, after school, and/or during lunch. If you have any questions or concerns, please feel free to contact me anytime. My preferred method of contact is email.

GRADING:

Weighted Grades:

Assessments.....	70%
Final.....	15%
Daily Work.....	10%

Please detach, sign, and return the following portion to the teacher on the next class period.

2018 -2019 Personal Finance Syllabus Confirmation

I have read and understand the course expectations, guidelines, and consequences for Business Math.

Date_____ Period _____

Student:

Print Name _____ Signature _____

Parent/Guardian: Please update Powerschool if you haven't already done so, Thank you

Print Name _____ Signature _____

Parent/Guardian Email: _____

Parent/Guardian Phone #: _____

Parental preferred method of contact (Please circle one): Email or phone #



VISTA RIDGE HIGH SCHOOL VALUES:

Accountable

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

Respect

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

Transparent

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

Caring

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

Personal Finance

Course Description:

This course is a one-semester course to meet students where they are in life, so they can start making good money management decisions from day one. Rather than bog this generation down with boring fact memorization and textbook definitions, we use videos, online blended learning, and a workbook to educate AND entertain, so these principles really sink in! Instructors unpack everything from saving and budgeting for things like their first car and college, to the really fun aspects of investing - like how, as a teen, time is on their side for wealth building. We even walk students through resume building, career options, negotiation, insurance and the world's most exciting topic: taxes! Put most simply: This class is designed to make sure students are ready for life after high school.

BOARD OF EDUCATION 9.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: David Rex, DAAC Chairperson

TITLE OF AGENDA ITEM: DAAC Annual Report

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

The D49 DAAC is a legislatively sanctioned body that is recognized by the state of Colorado, which empowers community engagement across the school district's community. The DAAC reports its activities and future initiatives to the D49 BOE to underscore community challenges, opportunities, and outcomes.

RELEVANT DATA AND EXPECTED OUTCOMES:

Community engagement is a proven factor in improving educational outcomes for students. The DAAC advises the BOE to enhance the BOE's alignment with community needs.

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

Communication between the school district and the community fosters shared vision and unity of purpose, which creates better outcomes for every student.

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>Community engagement informs how we treat each other as well as how we treat our work. The DAAC operationalizes the state legislature's guidance for school districts to engage with the community in meaningful ways.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Community engagement fosters community-wide trust. The DAAC gives the community a voice in shaping the school district. DAAC involvement provides insight into the community's desired portfolio of schools. DAAC members are part of the community; therefore, their recommendations are valuable elements of proposed strategies. As the voice of the community, the DAAC has a vested interest in launching every student toward success using customized educational systems.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: For Information Only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: November 29, 2018



District Accountability Advisory Committee (DAAC) Annual Report

Mr. David Rex
Mr. John Newbill
DAAC Chairpersons

The Best Choice to Learn, Work and Lead

District Accountability: Senate Bill 13-193



District Accountability Committees were created to;

Increase Parent Involvement:

- Solicit parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population.
- Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
- Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public and charter schools of the district.
- Districts shall identify a family partnership point of contact for family engagement training and resources.

In District 49 we are getting the job done through our DAAC subcommittees

The Best Choice to Learn, Work and Lead

District Accountability: Subcommittee Activity



- Budget subcommittee
- Bylaws subcommittee
- Charter Subcommittee
- Parent Engagement subcommittee
- Restorative Practices subcommittee
- Unified Improvement Plan subcommittee

Accountability: Initiatives



- DAAC Sustainability
 - Annual DAAC Training
 - Engaging SACs to Operate Effectively
- Evaluating Funding Requests (MLO)
 - Assessing MLO Projects/Outcomes
 - Prioritizing Projects/Outcomes
- Coordinating SAC Budget Priority Inputs
- Staggering Executive Board Elected Terms

Questions?

El Paso County Colorado School District 49 Accountability Advisory Committee (DAAC) Bylaws

ARTICLE I – NAME

District Accountability Advisory Committee or DAAC.

ARTICLE II – MISSION

To enhance communication with the District Accountability Advisory Committee, School Accountability Committees (SACs), and the community by providing guidance and counsel to the Board on matters related to budget, improvement priorities, and student achievement.

ARTICLE III – RESPONSIBILITIES

Section 1. DAAC shall fulfill the responsibilities of a school district accountability committee as outlined by the Colorado Department of Education (CDE) and as established by current Colorado Revised Statute. DAAC responsibilities include:

- a. Recommending to the Board of Education (BOE) priorities for spending school district moneys.
- b. Advising the BOE concerning preparation of the Unified Improvement Plan (UIP), and annually submit recommendations to the BOE regarding contents of the UIP.
- c. Reviewing any charter application, to include renewals, received by the BOE prior to consideration by the BOE.
- d. Providing input and recommendations on an advisory basis to principals concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
- e. Considering input and recommendations from each school accountability committee in the district to facilitate the evaluation of the performance of the school's principal.
- f. Providing input to the BOE concerning the creation and enforcement of the school conduct and discipline code.
- g. Publicizing opportunities to serve and soliciting parents to serve on the DAAC and SACs.
- h. Assisting the district in implementing the district's parent engagement policy.
- i. Assisting school personnel to increase parents' engagement with educators, including parents' engagement in creating students' READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Section 2. The DAAC shall at least annually meet with the BOE to cooperatively determine the areas and issues, in addition to budget issues, that the DAAC shall study and make recommendations to the BOE upon.

Section 3. The DAAC will report once annually during the school year to the Board of Education regarding progress toward district and state goals and objectives, or at the request of the BOE.

ARTICLE IV – MEMBERSHIP

Section 1. At a minimum, DAAC membership shall be comprised by a majority of parents, at least four (4) parents of students enrolled with the district public schools; one (1) teacher and one (1) school administrator who are employed by the district; and one (1) community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries. At the most, the DAAC will be composed of one member from each School Accountability Committees (SACs) in the district, up to three (3) community members, and up to five (5) administrative representative members as voting members, as well as one (1) Board Member and one (1) Administrative Liaison as non-voting members. Members will serve a two (2) year term and need to be approved again at the conclusion of the term if they wish to continue to serve on DAAC. The two (2) year term begins upon BOE approval of the application.

Section 2. SAC Representative Members:

a. The SAC Chair, or in the Chair's absence, the Principal, will submit an application to the DAAC Executive Committee which will be recommended for consideration of a member's appointment to the DAAC. The endorsed application will be forwarded by the DAAC Executive Committee to the Board for approval.

b. An application for one (1) alternate per SAC follows the same process.

Section 3. Community Members:

a. A community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries.

b. Applications for community members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.

c. Community members will be sought for the purpose of broadening community representation on DAAC. Community members will consist of no less than one and no more than three (3) community members.

Section 4. Administrative Representative Members:

a. The CEO or the Administrative Liaison may also appoint one (1) teacher, and one (1) elementary, (1) middle, (1) high and (1) charter school administrator to serve on DAAC.

b. Applications for administrative representative members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.

Section 5. In the event a SAC Representative Member resigns, the Vice Chair will initiate a request to either the appropriate SAC to request a replacement. If a Community Member intends to resign, DAAC members will reach out to the community to solicit a replacement. If an Administrative Representative Member resigns, the CEO or Administrative Liaison will nominate a replacement.

Section 6. Membership responsibilities include:

a. Attend all DAAC meetings that are scheduled. If neither a SAC Representative Member nor the designated alternate is able to attend a DAAC meeting, the school principal will attend in their place. The Vice Chair shall contact any member having three unexcused absences from regularly scheduled meetings to see if that person wishes to remain on DAAC.

b. DAAC members are encouraged to participate in and attend meetings of at least one subcommittee.

c. Members will maintain communication with their local School Accountability Committee.

d. The DAAC Executive Committee may recommend to the BOE to revoke membership status if a member violates the bylaws.

ARTICLE V – OFFICERS

Section 1. The officers of this organization shall be a chair, a vice chair, and a secretary, elected by the voting membership of DAAC bi-annually at the second regularly scheduled meeting. The Chair and Secretary will be

Approved by DAAC 9-25-2018

elected in the Even/Odd academic years (beginning in 2018/2019), and the Vice-Chair will be elected in the Odd/Even academic years (beginning in 2019/2020).

Section 2. Duties of the officers:

a. Chair:

1. Preside over all meetings
2. Be the official representative of DAAC
3. Have the authority to appoint the members to subcommittees, as necessary
4. Preside over all meetings of the DAAC Executive committee
5. Shall be chaired by a parent or community member.

b. Vice-Chair:

1. Shall be responsible for the duties of the chair in his/her absence.
2. In the event the Chair resigns, the Vice-Chair will assume the responsibilities of the Chair
3. Work with School Advisory Councils and the BOE to ensure representation from all SACs to DAAC, including notifying appropriate SACs in April when their member's term will expire.

c. Secretary:

1. Record minutes of all DAAC meetings, including attendance.
2. Maintain electronic files of the DAAC: By-Laws, handbook, meeting minutes, attendance, and other documents as needed.
3. Be prepared to read the records of any previous meetings, DAAC correspondence.

ARTICLE VI – SUB-COMMITTEES

Section 1. While sub-committee meetings may be open to the public, only members defined in Article IV may be voting members of sub-committees. Standing sub-committees of DAAC shall be Budget, Community/Parent Engagement, District Unified Improvement Plan, By-Laws, Charter, Restorative Practices, and the Executive Committee. Additional sub-committees may be formed from the membership as deemed necessary.

- a. The Chair shall appoint members to subcommittees as necessary.
- b. The Chair may select and appoint a standing Special Projects Committee that serves as a ready functioning group for special or one time projects.
- c. Sub-committees shall have the opportunity to provide an update at each DAAC meeting.

Section 2. The composition of the Executive Committee shall be the officers of DAAC, the Administrative Liaison and the Board of Education Liaison/or alternate all of whom shall be voting members of the Executive Committee.

Section 3. The Executive Committee shall meet 2 weeks prior to each DAAC meeting. Additional meetings may be called as necessary.

Section 4. Executive Committee Responsibilities:

- a. Conduct DAAC business between regularly scheduled DAAC meetings and to create DAAC agenda as necessary
- b. Provide guidance to DAAC
- c. Determine the annual calendar for DAAC and the agenda for meetings
- d. Resolve disputes regarding a member's violations of the by-laws
- e. Serve as the rules and vacancy committee.
- f. Ensure that each member is provided with a copy of the bylaws.
- g. Ensure by-laws are reviewed/approved bi-annually.

ARTICLE VII – LIAISONS

The person designated by the Superintendent as administrative liaison will be a non-voting member of DAAC. He/she will also inform the DAAC of District and State policies, activities, and decisions from the state legislature and Colorado Department of Education; seek necessary financial and administrative support for DAAC activities; facilitate communication between DAAC and the administration, and organize, coordinate, and disseminate information and training among SACs, DAAC, and the Board of Education.

ARTICLE VIII – MEETINGS

Section 1. The rules contained in the current edition of *Robert's Rules of Order, Newly Revised* shall govern the DAAC in all cases in which they are applicable.

Section 2. The DAAC shall meet at a regularly scheduled time. All meetings are open to the public. Meeting notices will be posted in the same manner as notices of the BOE meetings and in school buildings. The Executive committee may develop a calendar of alternate or additional meetings. Special meetings may be called by the Chair. Subcommittee meetings will be called by the Subcommittee Chair.

Section 3. Notification of DAAC meetings will be sent to all DAAC members, all principals, Board of Education Members, and appropriate administration officials.

Section 4. Dates of regular and special meetings of the DAAC will be provided in public announcements and made available in printed and/or electronic form to the public.

Section 5. Consensus, as determined by the presiding officer, may guide decisions of DAAC. Only current DAAC members or the designated alternate in good standing may vote.

Section 6. Draft reports will be reviewed and approved at a regular DAAC meeting before they are sent to the Board of Education.

Section 7. Quorum and Voting:

- a. Proper notice having been given, the members present will constitute a quorum in order for information to be shared and for discussions to take place during a DAAC Meeting.
- b. A simple majority of voting members shall constitute a quorum for the transaction of business in any meeting of the DAAC. Each zone must have representation from a voting member.

Section 8. A member of the public wishing to express their interests and concerns must contact the chair to be placed on the agenda.

Section 9. DAAC Work Sessions may be scheduled to permit substantive discussions of DAAC activities, findings, and recommendations.

Section 10. The DAAC will report once annually during the school year to the BOE regarding progress toward district goals and objectives, or at the request of the BOE or the Chair of the DAAC Executive Committee.

Section 11. DAAC recommendations will be presented to the BOE after a majority of DAAC members have approved the content of the report. The Chair or designee shall present DAAC reports and/or recommendations to the BOE and/or to the general public. Requests for information from district staff are to be submitted by the Chair or DAAC Executive Committee. Individual DAAC members may certainly communicate with staff and BOE members, but they may not state that they represent the views of the DAAC.

ARTICLE IX - BYLAW CHANGES

Proposed Bylaw changes will be submitted to the Chair of DAAC at least two weeks before a regularly scheduled meeting for circulation to DAAC members. Changes or additions to the bylaws will then be discussed at the next regular meeting. There must be a two-thirds affirmative vote of the total voting membership to approve changes in bylaws. Since DAAC is an advisory committee to the BOE, the BOE may make changes or additions to these by-laws by majority consent per board policy.

General Rules adopted by Committee: November 11, 1987

Revised by Committee vote: October 12, 1988

Revised by Committee vote: March 10, 1993

Revised by Committee vote: March 12, 1997

Revised by Committee vote: May 12, 1998

Revised by Committee vote: August 24, 1999

Revised by Committee vote: February 11, 2003

Revised by the Board of Education: December 11th, 2008

Revised by Committee vote: October 26, 2010

Revised by Committee vote: September 24, 2013

Revised by Committee vote: December 1, 2015

Revised by Committee vote: March 14, 2017

Revised by Committee vote: September 25, 2018

BOARD OF EDUCATION ITEM 9.06
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Individualized Education Compliance Assistant

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Student achievement and compliance to federal and state law go hand-in-hand in many of the different facets of individualized education. For accurate billing and payment, the district's Medicaid program requires attention to detail and knowledge of special education services. For legally defensible IEPs, the district performs oversight and review of IEPs for compliance with federal and state law. With growth, both Medicaid and IEP compliance have become a greater need.

RATIONALE:

Over the past 6 years, the Medicaid program has grown from \$300K-\$400K to a little over \$1.5M. This growth is based on our enrollment and the attention given to the program by the Medicaid Technician. Over the past two years, Medicaid funding has supported a second person for 20 hours per week to assist with compliance. During the past year, review of IEPs for compliance has backlogged due to increased student numbers. IE has attempted to meet this need by paying overtime to an employee for an additional 10 hours per week. Although the additional help has been welcomed and beneficial, the backlog of IEPs needing review continues to be an issue.

RELEVANT DATA AND EXPECTED OUTCOMES:

The increasing district enrollment and the continued house-building provide data on our increased numbers over the past two years and expected growth in the next 1-3 years and longer. Both the Medicaid program and IEP review will continue to be a need. We expect the new Individualized Education Compliance Assistant to be instrumental in helping us continue to grow and expand the Medicaid program and meet the needs of compliance review for IEPs.

INNOVATION AND INTELLIGENT RISK:

The Individualized Education Compliance Assistant provides an opportunity for us to continue to grow a valuable funding source for special education and health and wellness programs. It also allows us to keep up with reviewing and maintaining legally defensible IEPs. This position brings minimal risk as growth is expected to continue within the district.

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

Culture	Inner Ring—How we treat each other	It is best practice to provide an accurate job description so prospective applicants are fully informed of the duties and responsibilities of the position for which they are applying.
	Outer Ring—How we treat our work	It is best practice and prudent to remain compliant with state and federal law.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	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.

BOE Regular Meeting December 13, 2018
Item 9.06 continued

Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Education Support Personnel Compensation Schedule. 20 hours of the position is currently funded while another 10 hours is being paid as overtime. A standard 37.5 hour position is requested.

AMOUNT BUDGETED: Half of the funds for the position are budgeted in the Medicaid budget. The other half of the funds are requested from central office staffing.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move forward to the January 10, 2019 regular session of the BOE meeting for approval.

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

DATE: December 4, 2018

INDIVIDUALIZED EDUCATION COMPLIANCE ASSISTANT

Job Title:	Individualized Education Compliance Assistant
Initial:	December 13, 2018
Revised:	
Work Year:	203 days
Office:	Education
Department:	Individualized Education
Reports To:	Special Education Program Specialist
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 12

Related Organization Chart



POSITION SUMMARY: The Individualized Education Compliance Assistant (IECA) provides administrative support and assistance for compliance of Individualized Education Program documentation and Medicaid in Education documentation. Collaboration and flexibility are key to the IECA's success with supporting and maintaining the programs' compliance and consistency.

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.

- Reviews Individualized Education Program (IEP) documents in Frontline Enrich database for compliance.
- Verifies compliance of uploaded documents.
- Notifies staff of any issues related to compliance.
- Assists case managers with administrative edits/clerical errors in Enrich.
- Responds to records requests.
- Assists staff with previous and archived requests and date verification.
- Reviews and uploads incoming documents from other districts and facilities.
- Assists with updating Enrich based on PowerSchool updates.
- Assists with Colorado Department of Education audits of IEP documents.
- Assists with compliance trainings as requested.
- Reviews and enters all Medicaid documents of transportation, personal care services, and speech billing.
- Prepares and maintains electronic and/or manual records for transportation, personal care, nursing, medication and assists with speech, occupational therapy, and physical therapy.
- Provides customer services to specialized service providers on K-Systems.

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

-
- Maintains data uploads as requested.
 - Tracks Medicaid data submission for students.
 - Conducts regular accuracy checks and makes corrections as needed.
 - Updates K-Systems as needed.
 - 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 special education and Medicaid strongly 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 defuse 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.

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;

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.

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 9.07
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 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:

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>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: November 30, 2018

EL PASO COUNTY COLORADO SCHOOL DISTRICT 49

General Fund - Fund Balance Propriety Measures

June 30, 2018



	General Fund 10 18-19 cBud	General Fund 10 17-18 cAct	General Fund 10 16-17 cAct	General Fund 10 15-16 cAct
General Fund - Fund Balance	9,378,809 8.53%	9,302,936 9.1%	10,198,630 10.5%	10,944,723 11.7%
General Fund - Total Net Revenue	109,930,969	102,168,659	97,088,445	93,515,687
Program Formula Funding Components				
10-000-00-0000-1110-000-0000 LOCAL PROPERTY TAX REVENUE	21,261,363	20,623,963	19,291,363	18,506,027
10-000-00-0000-1120-000-0000 SPECIFIC OWNERSHIP TAX REVENUE	2,427,717	3,070,381	2,351,292	2,011,056
Total Local Share	23,689,080 14.3%	23,694,344 15.8%	21,642,655 15.5%	20,517,083 15.0%
10-000-00-0000-3110-000-0000 STATE EQUALIZATION REVENUE	159,520,578	141,180,295	132,082,147	132,133,108
10-940-00-0000-5711-000-0000 CDBOCES-ALLOCATION	(17,899,034)	(15,229,494)	(13,928,185)	(15,448,129)
Net D49 State Equalization	141,621,545 85.7%	125,950,801 84.2%	118,153,962 84.5%	116,684,979 85.0%
District 49 Total Program Formula Funding	165,310,625	149,645,145	139,796,617	137,202,062
10-930-00-0000-5711-000-0000 GOAL-ALLOCATION	32,191,992	27,680,476	26,566,842	28,888,410
10-910-00-0000-5711-000-0000 PPSEL-ALLOCATION	3,078,233	2,882,487	2,771,528	2,799,138
10-945-00-0000-5711-000-0000 PTEC-ALLOCATION	2,077,154	1,748,780	1,132,160	-
10-950-00-0000-5711-000-0000 BLRA-ALLOCATION	10,328,977	8,778,289	5,439,180	5,099,543
10-951-00-0000-5711-000-0000 RMCA-ALLOCATION	10,406,462	9,771,215	9,397,353	8,797,009
10-952-00-0000-5711-000-0000 ICAIR-ALLOCATION	5,157,254	5,108,925	5,287,753	5,145,335
10-953-00-0000-5711-000-0000 LTA-ALLOCATION	2,374,023	184,254	207,465	187,148
Total Program Formula Funding Distributions	65,614,095 39.7%	56,154,425 37.5%	50,802,281 36.3%	50,916,584 37.1%
Operated Portfolio Program Formula Funding	99,696,530 60.3%	93,490,720 62.5%	88,994,336 63.7%	86,285,478 62.9%
General Fund Net 'Other' Revenue	10,234,439	8,677,939	8,094,109	7,230,208
Add back:				
10-000-00-0000-5221-000-0000 GF TRANSFER TO CAP RESERVE FUND	4,000,000 +	2,777,000	3,500,000	3,500,000
10-000-00-0000-5819-000-0000 GF TRANSFER TO CPP FUND	499,905 +	471,822	459,424	446,014
10-000-00-0000-5218-000-0000 GF ALLOCATION TO INS REV FUND	900,000 +	800,000	750,000	750,000
Operated Portfolio Non-Program Formula Funding Gross Revenue	15,634,344	12,726,760	12,803,534	11,926,223
District-Adjusted Gross Revenue (DAGR)	115,330,875	106,217,480	101,797,870	98,211,701
2010 Theory Required Fund Balance (10%-11% of DAGR, calc'd at 10.5%)	12,109,742	11,152,835	10,688,776	10,312,229
var to actual fund balance	(2,730,933)	(1,849,900)	(490,146)	632,494
2018 Theory - Build of Required EoY Fund Balance				
(1) Seven Months (straight-line) of General Fund Total Net Revenue	64,126,399	59,598,384	56,634,926	54,550,817
(2) Operated Portfolio share of seven months of State Equalization	(49,822,486)	(45,901,154)	(43,876,380)	(42,806,411)
(3) Operated Portfolio seven month equivalent of non-PFF General Fund Revenue	(9,120,034)	(7,423,943)	(7,468,728)	(6,956,963)
(4) Operated Portfolio cash flow for Charter/Partner Schools portion of Local Share	5,484,807	5,186,601	4,587,899	4,441,514
(5) Operated Portfolio cash flow credit for Charter/Partner Schools Purchased Svcs.	(1,968,757)	(1,968,757)	(1,800,902)	(1,660,079)
	9,378,809 0.085315	9,491,131 9.3%	8,076,816 8.3%	7,568,877 8.1%
Variance to Actual Fund Balance	678,881 0.62%	(188,195) -0.2%	2,121,814 2.2%	3,375,846 3.6%

Amended Oth Revenue - Dec



	<u>Falcon Zone</u>	<u>Sand Creek Zone</u>	<u>POWER Zone</u>	<u>iConnect Zone</u>	<u>Int Services Int Vendor</u>	<u>Total</u>
Pre-School Tuition	\$ 4,900.00	\$ 15,600.00	\$ (9,200.00)			\$ 11,300.00
District Misc	\$ (48,447.92)	\$ (46,518.58)	\$ (53,378.46)	\$ (11,790.42)	\$ (54,235.95)	\$ (214,371.34)
Charter School Capital Construct					\$ 279,725.94	\$ 279,725.94
Charter District Services				\$ 147,877.91		\$ 147,877.91
Charter SPED Services					\$ 90,049.31	\$ 90,049.31
Fingerprinting Fees					\$ (10,044.38)	\$ (10,044.38)
Transportation Subsidy					\$ 2,961.07	\$ 2,961.07
Total	\$ (43,547.92)	\$ (30,918.58)	\$ (62,578.46)	\$ 136,087.49	\$ 308,455.99	\$ 307,498.51

18/19 Amended Budget - Revenue Model



Revenue Model

El Paso County Colo - School District 49

		Acct		Description	18/19 Adopted		18/19 Proposed	
					Budget	Adj Budget	Budget	
Proposed 18/19 Student Count (Total District Funded):	23,650.24			10-000-00-0000-1110000-0000-00000000	LOCAL PROPERTY TAX REVENUE	\$ 21,261,363.33	\$ -	\$ 21,261,363.33
Per Pupil Funding (After Neg Factor):	\$ 7,746.63			10-000-00-0000-1120000-0000-00000000	SPECIFIC OWNERSHIP TAX REVENUE	\$ 2,427,716.93	\$ -	\$ 2,427,716.93
Per Pupil funding On-line	\$ 7,454.82	Total Prgm formula Funding:	10-000-00-0000-1140000-0000-00000000	DELINQUENT PROP TAX	\$ -	\$ -	\$ -	\$ -
Property Taxes:	\$ 21,261,363.33		10-000-00-0000-1141000-0000-00000000	PROPERTY TAX CREDITS	\$ -	\$ -	\$ -	\$ -
Specific Ownership Taxes:	\$ 2,427,716.93		10-000-00-0000-1143000-0000-00000000	INTEREST ON TAXES	\$ -	\$ -	\$ -	\$ -
			10-000-00-0000-3110000-0000-00000000	STATE EQUALIZATION REVENUE	\$ 158,726,238.99	\$ 794,339.44	\$ 159,520,578.43	\$ 183,209,658.69
					Total:	\$ 182,415,319.25	\$ 794,339.44	
Underlying Traditional PPR Rate	\$ 7,779.60	0.02%						
18/19 Adopted Budget	\$ 7,778.41							
Difference	\$ 1.19	Rate Variance over 18/19 Adptc \$		15,460.57				
Charter Counts								PPR
PPSEL	395.68	Chartered Portfolio Allocation:	10-910-00-0000-5711000-0000-00000000	PPSEL-ALLOCATION	\$ (3,049,137.97)	\$ (29,094.86)	\$ (3,078,232.83)	\$ (7,779.60)
GOAL	4,138.00		10-930-00-0000-5711000-0000-00000000	GOAL-Allocation	\$ (30,180,243.20)	\$ (2,011,748.91)	\$ (32,191,992.11)	\$ (7,779.60)
CDBOCES	2,401.00		10-940-00-0000-5711000-0000-00000000	COLO PREP ACADEMY-ALLOCATION	\$ (16,130,735.47)	\$ (1,768,298.18)	\$ (17,899,033.65)	\$ (7,454.82)
BLRA	1,327.70		10-950-00-0000-5711000-0000-00000000	BLRA-ALLOCATION	\$ (10,267,505.42)	\$ (61,471.85)	\$ (10,328,977.27)	\$ (7,779.60)
RMCA	1,337.66		10-951-00-0000-5711000-0000-00000000	RMCA-ALLOCATION	\$ (10,945,783.05)	\$ 539,320.95	\$ (10,406,462.10)	\$ (7,779.60)
PTEC	267.00		10-945-00-0000-5711000-0000-00000000	PTEC-ALLOCATION	\$ (2,450,200.16)	\$ 373,046.49	\$ (2,077,153.67)	\$ (7,779.60)
IIR	662.92		10-952-00-0000-5711000-0000-00000000	IIR-ALLOCATION	\$ (8,224,116.27)	\$ 3,066,862.67	\$ (5,157,253.60)	\$ (7,779.60)
LTA	305.16		10-953-00-0000-5711000-0000-00000000	LTA - ALLOCATION	\$ -	\$ (2,374,023.28)	\$ (2,374,023.28)	\$ (7,779.60)
Total Chartered Portfolio:	10,835.12				Total:	\$ (81,247,721.54)	\$ (2,265,406.96)	\$ (83,513,128.50)
Operated Portfolio:	12,815.12							
18/19 Adopted Budget Count	13,006.20			Operated Portfolio - Program Formula Funding:	\$ 101,167,597.71	\$ (1,471,067.52)	\$ 99,696,530.19	90.7% \$ 7,779.60
Difference	(191.08)	Volume Vari over 18/19 Adptd		(1,486,526.31)				
Total Operated Portfolio Revenue:					\$ 111,094,538.29	\$ (1,163,569.01)	\$ 109,930,969.28	\$ 8,578.22
Non-Formula Revenue:					\$ 9,926,940.58	\$ 307,498.51	\$ 10,234,439.09	9.3% \$ 798.62

Amended Budget Overview - Dec



Budgeted sFTE	4,005.80	3,644.60	4,447.30	908.50	13,006.20
Oct Count	3,937.46	3,625.60	4,369.06	883.00	12,815.12
Diff	(68.34)	(19.00)	(78.24)	(25.50)	(191.08)
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>
18/19 Adopted Budget	\$ 25,017,442.25	\$ 24,145,657.23	\$ 27,628,717.83	\$ 6,159,775.36	\$ 28,142,945.62	\$ 111,094,538.29
October Count Volume Adj	\$ (426,797.40)	\$ (125,879.35)	\$ (486,066.84)	\$ (172,894.08)	\$ (413,460.81)	\$ (1,625,098.48)
17/18 Carry Over	\$ 349,995.58	\$ 973,768.66	\$ (483,668.77)	\$ 328,044.56	\$ 160,750.30	\$ 1,328,890.33
Oth Revenue ADJ	\$ (43,547.92)	\$ (30,918.58)	\$ (62,578.46)	\$ 136,087.49	\$ 308,455.99	\$ 307,498.51
PPR Rate Variance						
AA Fund Balance ADJ - DAA Policy ADJ	\$ (218,680.84)	\$ (213,143.70)	\$ (239,498.39)	\$ (54,559.78)		\$ (725,882.71)
Amended Budget Target	\$ 24,678,411.67	\$ 24,749,484.26	\$ 26,356,905.36	\$ 6,396,453.54	\$ 28,198,691.10	\$ 110,379,945.94
Difference vs. Adopted	\$ (339,030.58)	\$ 603,827.03	\$ (1,271,812.47)	\$ 236,678.18	\$ 55,745.48	\$ (714,592.35)
<i>YTD Budget Variance - Nov Mnt End</i>	\$ 385,859.39	\$ 289,222.67	\$ 211,366.48	\$ (137,048.22)	\$ (347,144.04)	\$ 402,256.28
Annualized Opportunity / (Risk)	\$ 926,062.54	\$ 694,134.41	\$ 507,279.55			\$ 2,127,476.50
Net Potential Opportunity /(Task)	\$ 587,031.96	\$ 1,297,961.44	\$ (764,532.91)	\$ 236,678.18	\$ 55,745.48	\$ 1,412,884.15
Identified Amended Expense ADJ	\$ (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) 1/2 Year
Oth Exp ADJ					\$	\$ -
Remaining Opportunity/ (Task)	\$ 398,677.89	\$ 1,112,056.48	\$ (978,596.21)	\$ 200,640.85	\$ (80,934.85)	\$ 651,844.15

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

YTD Negative Balance in iConnect Zone due to PPEC tuition payments \$220K PMT in Nov.

Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10

18/19 Amended Budget - Revenue Model



Revenue Model		El Paso County Colo - School District 49				18/19 Adopted		18/19 Proposed	
				Acct	Description	Budget	Adj Budget	Budget	
Proposed 18/19 Student Count (Total District Funded):	23,650.24	Total Prgm formula Funding		10-000-00-0000-1110000-0000-00000000	LOCAL PROPERTY TAX REVENUE	\$ 21,261,363.33	\$ -	\$ 21,261,363.33	
Per Pupil Funding (After Neg Factor):	\$ 7,746.63			10-000-00-0000-1120000-0000-00000000	SPECIFIC OWNERSHIP TAX REVENUE	\$ 2,427,716.93	\$ -	\$ 2,427,716.93	
Per Pupil funding On-line	\$ 7,454.82			10-000-00-0000-1140000-0000-00000000	DELINQUENT PROP TAX	\$ -	\$ -	\$ -	
Property Taxes:	\$ 21,261,363.33			10-000-00-0000-1141000-0000-00000000	PROPERTY TAX CREDITS	\$ -	\$ -	\$ -	
Specific Ownership Taxes:	\$ 2,427,716.93			10-000-00-0000-1143000-0000-00000000	INTEREST ON TAXES	\$ -	\$ -	\$ -	
				10-000-00-0000-3110000-0000-00000000	STATE EQUALIZATION REVENUE	\$ 158,726,238.99	\$ 794,339.44	\$ 159,520,578.43	
Underlying Traditional PPR Rate	\$ 7,779.60		0.02%	Total:		\$ 182,415,319.25	\$ 794,339.44	\$ 183,209,658.69	
18/19 Adopted Budget	\$ 7,778.41								
Difference	\$ 1.19	Rate Variance over 18/19 Adptc		\$ 15,460.57					
Charter Counts		Chartered Portfolio Allocation:		10-910-00-0000-5711000-0000-00000000	PPSEL-ALLOCATION	\$ (3,049,137.97)	\$ (29,094.86)	\$ (3,078,232.83)	PPR \$ (7,779.60)
PPSEL	395.68			10-930-00-0000-5711000-0000-00000000	GOAL-Allocation	\$ (30,180,243.20)	\$ (2,011,748.91)	\$ (32,191,992.11)	\$ (7,779.60)
GOAL	4,138.00			10-940-00-0000-5711000-0000-00000000	COLO PREP ACADEMY-ALLOCATION	\$ (16,130,735.47)	\$ (1,768,298.18)	\$ (17,899,033.65)	\$ (7,454.82)
CDBOCES	2,401.00			10-950-00-0000-5711000-0000-00000000	BLRA-ALLOCATION	\$ (10,267,505.42)	\$ (61,471.85)	\$ (10,328,977.27)	\$ (7,779.60)
BLRA	1,327.70			10-951-00-0000-5711000-0000-00000000	RMCA-ALLOCATION	\$ (10,945,783.05)	\$ 539,320.95	\$ (10,406,462.10)	\$ (7,779.60)
RMCA	1,337.66			10-945-00-0000-5711000-0000-00000000	PTEC-ALLOCATION	\$ (2,450,200.16)	\$ 373,046.49	\$ (2,077,153.67)	\$ (7,779.60)
PTEC	267.00			10-952-00-0000-5711000-0000-00000000	IIR-ALLOCATION	\$ (8,224,116.27)	\$ 3,066,862.67	\$ (5,157,253.60)	\$ (7,779.60)
IIR	662.92			10-953-00-0000-5711000-0000-00000000	LTA - ALLOCATION	\$ -	\$ (2,374,023.28)	\$ (2,374,023.28)	\$ (7,779.60)
LTA	305.16		Total:		\$ (81,247,721.54)	\$ (2,265,406.96)	\$ (83,513,128.50)	\$ (7,707.63)	
Total Chartered Portfolio:	10,835.12								
Operated Portfolio:	12,815.12								
18/19 Adopted Budget Count	13,006.20			Operated Portfolio - Program Formula Funding:	\$ 101,167,597.71	\$ (1,471,067.52)	\$ 99,696,530.19	Per Pupil 90.7% \$ 7,779.60	
Difference	(191.08)	Volume Vari over 18/19 Adptd		(1,486,526.31)	\$ 7,776.28				
						\$ 3.32			
Total Operated Portfolio Revenue:						\$ 111,094,538.29	\$ (1,163,569.01)	\$ 109,930,969.28	\$ 8,578.22
Non-Formula Revenue:						\$ 9,926,940.58	\$ 307,498.51	\$ 10,234,439.09	9.3% \$ 798.62

Amended Budget Overview - Dec



Budgeted sFTE	4,005.80	3,644.60	4,447.30	908.50	13,006.20
Oct Count	3,937.46	3,625.60	4,369.06	883.00	12,815.12
Diff	(68.34)	(19.00)	(78.24)	(25.50)	(191.08)
Adopted Normalization Per Pupil	6,245.30	6,625.05	6,212.47	6,780.16	2,163.81

	Falcon Zone	Sand Creek Zone	POWER Zone	iConnect Zone	Int Services Int Vendor	Total
18/19 Adopted Budget	\$ 25,017,442.25	\$ 24,145,657.23	\$ 27,628,717.83	\$ 6,159,775.36	\$ 28,142,945.62	\$ 111,094,538.29
October Count Volume Adj	\$ (426,797.40)	\$ (125,879.35)	\$ (486,066.84)	\$ (172,894.08)	\$ (413,460.81)	\$ (1,625,098.48)
17/18 Carry Over	\$ 349,995.58	\$ 973,768.66	\$ (483,668.77)	\$ 328,044.56	\$ 160,750.30	\$ 1,328,890.33
Oth Revenue ADJ	\$ (43,547.92)	\$ (30,918.58)	\$ (62,578.46)	\$ 136,087.49	\$ 308,455.99	\$ 307,498.51
PPR Rate Variance	(Positive/Negative ADJ)???					
DAA Fund Balance ADJ - Flat to 17/18	\$ (400,341.69)	\$ (390,225.75)	\$ (438,432.42)	\$ (99,890.48)		\$ (1,328,890.33)
Amended Budget Target	\$ 24,496,750.82	\$ 24,572,402.21	\$ 26,157,971.34	\$ 6,351,122.84	\$ 28,198,691.10	\$ 109,776,938.31
Difference vs. Adopted	\$ (520,691.43)	\$ 426,744.98	\$ (1,470,746.49)	\$ 191,347.48	\$ 55,745.48	\$ (1,317,599.98)
<i>YTD Budget Variance - Nov Mnt End</i>	\$ 385,859.39	\$ 289,222.67	\$ 211,366.48	\$ (137,048.22)	\$ (347,144.04)	\$ 402,256.28
Annualized Opportunity / (Risk)	\$ 926,062.54	\$ 694,134.41	\$ 507,279.55			\$ 2,127,476.50
Net Potential Opportunity /(Task)	\$ 405,371.11	\$ 1,120,879.39	\$ (963,466.94)	\$ 191,347.48	\$ 55,745.48	\$ 809,876.52
Identified Amended Expense ADJ	\$ (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) 1/2 Year
Oth Exp ADJ					\$	\$ -
Remaining Opportunity/ (Task)	\$ 217,017.04	\$ 934,974.43	\$ (1,177,530.24)	\$ 155,310.15	\$ (80,934.85)	\$ 48,836.52

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

YTD Negative Balance in iConnect Zone due to PPEC tuition payments \$220K PMT in Nov.

Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10

18/19 Amended Budget - Revenue Model



Revenue Model		El Paso County Colo - School District 49				18/19 Adopted		18/19 Proposed							
				Acct		Description		Budget		Adj Budget		Budget			
Proposed 18/19 Student Count (Total District Funded):	23,650.24			10-000-00-0000-1110000-0000-00000000		LOCAL PROPERTY TAX REVENUE		\$	21,261,363.33	\$	-	\$	21,261,363.33		
Per Pupil Funding (After Neg Factor):	\$ 7,746.63			10-000-00-0000-1120000-0000-00000000		SPECIFIC OWNERSHIP TAX REVENUE		\$	2,427,716.93	\$	-	\$	2,427,716.93		
Per Pupil funding On-line	\$ 7,454.82	Total Prgm formula Funding		10-000-00-0000-1140000-0000-00000000		DELINQUENT PROP TAX		\$	-	\$	-	\$	-		
Property Taxes:	\$ 21,261,363.33			10-000-00-0000-1141000-0000-00000000		PROPERTY TAX CREDITS		\$	-	\$	-	\$	-		
Specific Ownership Taxes:	\$ 2,427,716.93			10-000-00-0000-1143000-0000-00000000		INTEREST ON TAXES		\$	-	\$	-	\$	-		
				10-000-00-0000-3110000-0000-00000000		STATE EQUALIZATION REVENUE		\$	158,726,238.99	\$	794,339.44	\$	159,520,578.43		
Underlying Traditional PPR Rate	\$ 7,779.60	0.02%				Total:		\$	182,415,319.25	\$	794,339.44	\$	183,209,658.69		
18/19 Adopted Budget	\$ 7,778.41														
Difference	\$ 1.19	Rate Variance over 18/19 Adptc		\$ 15,460.57											
Charter Counts												PPR			
PPSEL	395.68			10-910-00-0000-5711000-0000-00000000		PPSEL-ALLOCATION		\$	(3,049,137.97)	\$	(29,094.86)	\$	(3,078,232.83)	\$	(7,779.60)
GOAL	4,138.00			10-930-00-0000-5711000-0000-00000000		GOAL-Allocation		\$	(30,180,243.20)	\$	(2,011,748.91)	\$	(32,191,992.11)	\$	(7,779.60)
CDBOCES	2,401.00			10-940-00-0000-5711000-0000-00000000		COLO PREP ACADEMY-ALLOCATION		\$	(16,130,735.47)	\$	(1,768,298.18)	\$	(17,899,033.65)	\$	(7,454.82)
BLRA	1,327.70	Chartered Portfolio Allocation:		10-950-00-0000-5711000-0000-00000000		BLRA-ALLOCATION		\$	(10,267,505.42)	\$	(61,471.85)	\$	(10,328,977.27)	\$	(7,779.60)
RMCA	1,337.66			10-951-00-0000-5711000-0000-00000000		RMCA-ALLOCATION		\$	(10,945,783.05)	\$	539,320.95	\$	(10,406,462.10)	\$	(7,779.60)
PTEC	267.00			10-945-00-0000-5711000-0000-00000000		PTEC-ALLOCATION		\$	(2,450,200.16)	\$	373,046.49	\$	(2,077,153.67)	\$	(7,779.60)
IIR	662.92			10-952-00-0000-5711000-0000-00000000		IIR-ALLOCATION		\$	(8,224,116.27)	\$	3,066,862.67	\$	(5,157,253.60)	\$	(7,779.60)
LTA	305.16			10-953-00-0000-5711000-0000-00000000		LTA - ALLOCATION		\$	-	\$	(2,374,023.28)	\$	(2,374,023.28)	\$	(7,779.60)
Total Chartered Portfolio:	10,835.12					Total:		\$	(81,247,721.54)	\$	(2,265,406.96)	\$	(83,513,128.50)	\$	(7,707.63)
Operated Portfolio:	12,815.12											Per Pupil			
18/19 Adopted Budget Count	13,006.20			Operated Portfolio - Program Formula Funding:		\$	101,167,597.71	\$	(1,471,067.52)	\$	99,696,530.19	90.7%	\$ 7,779.60		
Difference	(191.08)	Volume Vari over 18/19 Adptd		(1,486,526.31)								\$ 7,776.28			
Total Operated Portfolio Revenue:								\$	111,094,538.29	\$	(1,163,569.01)	\$	109,930,969.28	\$	8,578.22
Non-Formula Revenue:								\$	9,926,940.58	\$	307,498.51	\$	10,234,439.09	9.3%	\$ 798.62
17/18 EOY Fund Balance:								\$	9,302,935.62						
17/18 Rollover								\$	(1,328,890.33)						
Fund Balance after roll-over								\$	7,974,045.29						
18/19 Ending Fund Balance Calculated to 9% of DAGR								\$	9,893,787.24						
Expense Adjustment necessary to achieve Required Fund Balance								\$	(1,919,741.95)						

The Best Choice to Learn, Work and Lead

Amended Budget Overview - Dec



Budgeted sFTE	4,005.80	3,644.60	4,447.30	908.50	13,006.20
Oct Count	3,937.46	3,625.60	4,369.06	883.00	12,815.12
Diff	(68.34)	(19.00)	(78.24)	(25.50)	(191.08)
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>
18/19 Adopted Budget	\$ 25,017,442.25	\$ 24,145,657.23	\$ 27,628,717.83	\$ 6,159,775.36	\$ 28,142,945.62	\$ 111,094,538.29
October Count Volume Adj	\$ (426,797.40)	\$ (125,879.35)	\$ (486,066.84)	\$ (172,894.08)	\$ (413,460.81)	\$ (1,625,098.48)
17/18 Carry Over	\$ 349,995.58	\$ 973,768.66	\$ (483,668.77)	\$ 328,044.56	\$ 160,750.30	\$ 1,328,890.33
Oth Revenue ADJ	\$ (43,547.92)	\$ (30,918.58)	\$ (62,578.46)	\$ 136,087.49	\$ 308,455.99	\$ 307,498.51
PPR Rate Variance						
DAA Fund Balance ADJ - Target 9%	\$ (578,338.28)	\$ (563,754.72)	\$ (633,335.66)	\$ (144,313.29)		\$ (1,919,741.95)
Amended Budget Target	\$ 24,318,754.23	\$ 24,398,873.24	\$ 25,963,068.10	\$ 6,306,700.04	\$ 28,198,691.10	\$ 109,186,086.70
Difference vs. Adopted	\$ (698,688.02)	\$ 253,216.01	\$ (1,665,649.73)	\$ 146,924.68	\$ 55,745.48	\$ (1,908,451.59)
<i>YTD Budget Variance - Nov Mnt End</i>	\$ 385,859.39	\$ 289,222.67	\$ 211,366.48	\$ (137,048.22)	\$ (347,144.04)	\$ 402,256.28
Annualized Opportunity / (Risk)	\$ 926,062.54	\$ 694,134.41	\$ 507,279.55			\$ 2,127,476.50
Net Potential Opportunity /(Task)	\$ 227,374.52	\$ 947,350.42	\$ (1,158,370.18)	\$ 146,924.68	\$ 55,745.48	\$ 219,024.92
Identified Amended Expense ADJ	\$ (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) 1/2 Year
Oth Exp ADJ					\$	\$ -
Remaining Opportunity/ (Task)	\$ 39,020.45	\$ 761,445.46	\$ (1,372,433.48)	\$ 110,887.34	\$ (80,934.85)	\$ (542,015.08)

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

YTD Negative Balance in iConnect Zone due to PPEC tuition payments \$220K PMT in Nov.

Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10

BOARD OF EDUCATION ITEM 9.08
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Amber Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: Update on In Progress School Accreditation Designations

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Board of Education moved to accredit each operated, chartered and online / blended school in October 2018, with direction to submit requests to reconsider accreditation rating plan types for the District Performance Framework, Goal Academy, Falcon High School, Sand Creek High School, and Vista Ridge High School. District 49 recently received feedback from the Department of Education regarding their recommendations to the State Board, based on these requests.

Further, the work that district leaders are engaged in related to examining school quality measures at a local level is gaining momentum across Colorado. Several leaders attended a symposium facilitated by the Colorado Education Initiative in November 2018, along with policy and thought leaders to discuss the growing interest for accountability systems that encompass community values in addition to state assessment results.

RATIONALE:

Accrediting our schools in purposeful ways that meet the needs of a diverse portfolio of distinct and exceptional schools, community values and stakeholder expectations aligns with our cultural and strategic priorities.

RELEVANT DATA AND EXPECTED OUTCOMES:

Supporting documents provide additional information regarding the Department of Education's recommendations to the State Board.

INNOVATION AND INTELLIGENT RISK:

The Board is obligated to accredit its schools on an annual basis. Each local BOE is responsible for accrediting its operated schools and authorized charter schools including alternative education campuses and online schools. Should the BOE decide not to accredit its schools, the BOE would be out of compliance with its accreditation contractual obligation with the State Board of Education.

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

Culture	Inner Ring —How we treat each other	Accreditation increases responsibility of our schools aligned with community values.
	Outer Ring —How we treat our work	The accreditation process allows zones and schools the opportunity to consider innovation and purposeful risk related to school performance.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	A meaningful accreditation system, aligned with community values, helps build trust among our community stakeholders.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Accreditation rating recommendations serve to provide some measure of performance for each school within D49's portfolio.

BOE Regular Meeting December 13, 2018
Item 9.08 continued

Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Specific indicators of performance support measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.
Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Specific indicators of performance support measuring achievement from firm foundations in the primary grades through post-secondary (career and college) readiness.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 4, 2018



Peter Hilts, Chief Education Officer
Marie LaVere-Wright, Board President
DISTRICT 49
10850 Woodman Road
Falcon, CO 80831-8127

November 12, 2018

Dear Board President LaVere-Wright and Chief Education Officer Hilts,

Thank you for submitting a request for reconsideration for the 2018 preliminary district accreditation rating for DISTRICT 49. We believe that the request to reconsider process is important to ensure the most accurate description of student performance outcomes within a school district. Based on the considerations presented in the district's request and the department's current policies, as the district's request to be Accredited: Meets 95% Participation is dependent on the the outcome of GOAL Academy's request, the decision regarding the district is pending until the State Board of Education's vote on the school plan type assignments in December.

As per 1 CCR 301-1 4.01 (D), the Colorado Department of Education may reevaluate the accreditation category assigned to districts through the District Performance Framework for districts that serve a significant number of students in Alternative Education Campuses (AECs). District 49 served nearly 4,000 students enrolled in AECs during the 2017-18 school year at the district authorized online charter school, GOAL Academy and at the district operated alternative high school program, Patriot High School combined. AEC students comprise just over 18% of the district's total population and just over 45% of the high school population.

CDE reviewed the request and although the district meets the criteria of 4.01 (D)(1), "removing the data for students enrolled in the AECs from the calculation of the District's Performance Framework would otherwise cause the district to receive a higher accreditation rating", at present, it does not meet the second criteria of 4.01(D)(2), "The AECs have been assigned by the State Board to implement a School Improvement Plan and the AECs have demonstrated improved performance over time, as demonstrated by attainment on the Performance Indicators and AEC evaluation framework." Although Patriot High School earned a Priority Improvement rating in 2017 and an Improvement rating in 2018, showing improvement in the academic growth performance indicator on the school performance framework, the other AEC in the district, GOAL Academy, earned an Improvement final rating in 2017 and an Improvement preliminary rating in 2018, and currently does not show demonstrated improvement over time. Although there was a slight improvement in total points from 2017 to 2018, the school has declined from the total points earned in 2016 and there was not evidence of improvement across all performance indicators as described in 4.01(D)(2) "demonstrated improved performance over time, as demonstrated by attainment on the Performance Indicators and AEC evaluation framework". Please see the chart below for CDE's analysis of GOAL Academy's three year performance trend from 2016 to 2018:



Figure 1: GOAL Academy School Performance Frameworks 2016 to 2018

2016	Rating	% Pts Earned	Pts Earned
Academic Achievement	Meets	75.00%	11.25
Academic Growth	Approaching	50.00%	17.50
Student Engagement	Meets	68.80%	13.75
Postsecondary & Workforce Readiness	Meets	70.00%	21.00
Total Score	AEC: Performance	63.50%	63.50

2017	Rating	% Pts Earned	Pts Earned	Pts Change from 2016
Academic Achievement	Meets	75.10%	11.26	↑ 0.01
Academic Growth	Does Not Meet	34.50%	12.07	↓ -5.43
Student Engagement	Meets	62.50%	12.50	↓ -1.25
Postsecondary & Workforce Readiness	Meets	62.50%	18.75	↓ -2.25
Total Score	AEC: Improvement	54.58%	54.58	↓ -8.92

2018	Rating	% Pts Earned	Pts Earned	Pts Change from 2016	Pts Change from 2017
Academic Achievement	Meets	74.90%	11.24	↓ -0.01	↓ -0.02
Academic Growth	Does Not Meet	37.50%	13.12	↓ -4.38	↑ 1.05
Student Engagement	Meets	62.50%	12.50	↓ -1.25	→ 0.00
Postsecondary & Workforce Readiness	Meets	62.50%	18.75	↓ -2.25	→ 0.00
Total Score	AEC: Improvement	55.61%	55.61	↓ -7.89	↑ 1.03

The district has submitted a request to reconsideration on behalf of the plan type assignment for GOAL Academy and those decisions will be finalized by the State Board of Education in December of 2018. As the request for reconsideration of the district accreditation rating is dependent upon the outcome of GOAL Academy's request for



reconsideration, the request regarding the district accreditation rating is pending until after the assignment of school plan types by the State Board of Education in December of 2018.

CDE appreciates the time and effort that the district put into the request to reconsider process. Additionally, we are looking forward to continue working with you to find the best supports and resources for your district and schools. Please feel free to contact Ashley Piche via piche_a@cde.state.co.us with any questions or concerns.

Sincerely,



Katy Anthes, Ph.D.
Commissioner of Education

cc: Alan Dillon, Associate Commissioner, School Quality and Support, CDE
Ashley Piche, Director, Accountability & Data Analysis, CDE
Jessica Watson, Accountability & Policy Manager, Accountability & Data Analysis, CDE
Amber Whetstone, School Improvement Coordinator, DISTRICT 49



BOARD OF EDUCATION ITEM 9.09
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

PREPARED BY: Amber Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: D49 School Family Calendars 2019-2020 and 2020-2021

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Board Policies ICA and ICA-R require the annual adoption of a District calendar by the Board, typically by February of the preceding school year. The calendar shall specify the days during which District schools shall be in session and the days on which the District will close in observation of federal holidays, and the dates of major breaks. Additionally, the Board will preliminarily approve a calendar for the following school year.

RELEVANT DATA AND EXPECTED OUTCOMES:

The proposed 19-20 and 20-21 School Family Calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district's strategic priorities.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The development of Board policies ICA and ICA-R was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to action the 2019-2020 School Family Calendar and the 2020-2021 School Family Calendar for preliminary action.

APPROVED BY: Peter Hilts, CEO

DATE: November 30, 2018

District 49 2019-2020 School Family Calendar

2020 Fall Semester (83.5 Student Days) 93 Teacher Contract

2021 Spring Semester (84.5 Student Days) 89 Teacher

	Su	M	Tu	W	T	Fr	Sa
July		1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
August	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
September	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
October	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
	20	21	22	23	24	25	26
	27	28	29	30	31	1	2
November	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
December	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31				

JULY

7/4.....District Closed for 4th of July
 7/19.....New Teacher Orientation
 7/22.....**ALTERNATE** New Teacher Orientation
 7/24.....Teachers Return
 7/31.....First Day for Kindergarten, 6th Grade & 9th Grade

AUGUST

8/1.....First day for all students
 8/9.....Elementary Assessment Day
 8/30.....Professional Development, No Students

SEPTEMBER

9/2.....Labor Day

OCTOBER

10/10....Elementary Work Day, No Elem. Students
 10/11.....PT Conferences, No Students
 10/14-10/25.....Schools Closed for Fall Break

NOVEMBER

11/11.....Schools Open for Veteran's Day
 11/22.....Professional Development, No Students
 11/23-11/27.....Schools Closed for Thanksgiving Break

DECEMBER

12/13.....Elementary School Assessments
 12/19 & 12/20.....High School Finals Schedule
 12/20.....Middle School ½ day Release
 12/23-12/31.....Schools Closed for Christmas Break

JANUARY

1/1.....D49 Closed
 1/1-1/3.....Schools Closed for Christmas Break
 1/6.....Professional Development, No Students
 1/20.....Martin Luther King Jr's Birthday, Closed

FEBRUARY

2/14.....PT Conferences, No Students
 2/17.....President's Day, Closed

MARCH

3/6.....Professional Development, No Students
 3/13....Work Day, No Elementary School Students
 3/16-3/27.....Schools Closed for Spring Break

MAY

5/1.....Elementary School Assessments
 5/22.....Last Day, ½ day for Students
 5/22.....Last Day for Teachers
 5/25.....Memorial Day
 5/30.....High School Graduation Ceremonies

	Su	M	T	W	T	Fr	Sa
January				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	31	1
February	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
March	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
April	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
May	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
June	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30				

*First Day	On the first day, only Kindergarten, 6 th and 9 th grade students attend secondary schools. In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.
D49 Closed:	D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.
Schools Closed:	Schools are closed for students, teachers, and building staff. District employees work when schools are closed.
Elem Assessment:	Elementary Work Days for PLC, READ, and Report prep precede major breaks on 10/10, and 12/20.
PD Days:	Professional Development days include staff training to meet requirements or enhance professional performance.
PT Conferences:	Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.

District 49 2020-2021 School Family Calendar

2020 Fall Semester (80.5 Student Days) 90 Teacher Contract

2021 Spring Semester (87.5 Student Days) 92 Teacher

	Su	M	Tu	W	T	Fr	Sa
July				1	2	3	4
	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
August	26	27	28	29	30	31	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
	16	17	18	19	20	21	22
September	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
	6	7	8	9	10	11	12
	13	14	15	16	17	18	19
October	20	21	22	23	24	25	26
	27	28	29	30	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
November	18	19	20	21	22	23	24
	25	26	27	28	29	30	31
	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
December	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	1	2	3	4	5
	6	7	8	9	10	11	12

JULY
 7/3.....District Closed for 4th of July.
 7/22.....New Teacher Orientation
 7/27.....Teachers Return

AUGUST
 8/3..... First Day for K, 6th grade & 9th grade
 8/4.....First day for all students
 8/14.....Elementary Assessment Day

SEPTEMBER
 9/4.....Professional Development, No students
 9/7.....Labor Day

OCTOBER
 10/8.....Elementary Work Day, No Elem. Students
 10/9.....PT Conferences, No Students
 10/12-10/23.....Schools Closed for Fall Break

NOVEMBER
 11/11.....Schools Open for Veteran's Day
 11/20.....Professional Development, No Students
 11/23-11/27.....Schools Closed for Thanksgiving Break

DECEMBER
 12/18....Elementary Work Day, No Elem. Students
 12/17 & 12/18..... High School Finals Schedule
 12/18.....Middle School ½ day Release
 12/21-12/31.....Schools Closed for Christmas Break

JANUARY
 1/1.....Christmas Break, D49 Closed
 1/4 & 1/5.....Schools Closed
 1/6.....Professional Development, No Students
 1/7.....Students Return from Christmas Break
 1/18.....Martin Luther King Jr's Birthday, Closed

FEBRUARY
 2/12.....PT Conferences, No Students
 2/15.....President's Day, Closed

MARCH
 3/12.....Professional Development, No Students
 3/15-3/26.....Schools Closed for Spring Break

MAY
 5/7.....Elementary School Assessments
 5/28.....Last Day, ½ day for Students
 5/28.....Last Day for Teachers
 5/29.....High School Graduation Ceremonies

	Su	M	T	W	T	Fr	Sa
January						1	2
	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
February	24	25	26	27	28	29	30
	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
March	21	22	23	24	25	26	27
	28	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
April	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
May	18	19	20	21	22	23	24
	25	26	27	28	29	30	1
	2	3	4	5	6	7	8
	9	10	11	12	13	14	15
June	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
	6	7	8	9	10	11	12

*First Day	On the first day, only Kindergarten, 6 th and 9 th grade students attend secondary schools. In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.
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PD Days:	Professional Development days include staff training to meet requirements or enhance professional performance.
PT Conferences:	Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.

BOARD OF EDUCATION ITEM 9.10A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: December 13, 2018

Peter Hilts, Chief Education Officer, Brett Ridgway, Chief Business

PREPARED BY: Officer, Pedro Almeida, Chief Operations Officer, Amber

Whetstine, Executive Director of Learning Services

TITLE OF AGENDA ITEM: External Performance Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

During the week of November 5, 2018, District 49 leaders engaged with a team of external experts to review a written annual performance review (APR), generated in late summer 2018. This report, aligned with the Baldrige Excellence Framework, examined D49's current performance in the areas of leadership, strategy, customers, measurement, analysis, and knowledge management, workforce and operations. The APR external examiner team, consisting of local and national individuals, highly experienced in Baldrige-based performance evaluation, was assembled to identify strengths and opportunities for improvement by reviewing the written APR content, followed by an onsite visit, which included interviews with district leaders and Board of Education members.

RATIONALE:

D49 leadership has selected the Baldrige Framework for Performance Excellence as a guide to improving results. Conducting an APR, to include an external site visit process, provides valuable inputs to inform the Board in preparation for the Annual Planning Summit.

RELEVANT DATA AND EXPECTED OUTCOMES:

The attached report contains the APR team's findings including suggested strengths and opportunities for improvement.

INNOVATION AND INTELLIGENT RISK:

Engaging in an APR process aligns with our commitment to using the Baldrige Framework for Organizational Excellence to support our district continuous improvement efforts. The external site review component of the APR will expose both current organizational strengths and weaknesses.

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

Culture	Inner Ring—How we treat each other	The APR processes aligns with our value of responsibility to continuously improve. The APR. supports D49 in purposeful planning for organizational improvement.
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Identifying organizational strengths and opportunities for improvement and reporting these publically, builds and sustains trust with our community.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The APR external site review process examines all areas of the organization, including the operations, business and educational programs within our entire portfolio.

BOE Regular Meeting December 13, 2018
Item 9.10a continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Student learning results are a key component of the Baldrige framework, including our results for building firm foundations in literacy and mathematics and results for preparing every student for carrers or college.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: N/A

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hiltz, Chief Education Officer,
Brett Ridgway, Chief Buisness Officer,
Pedro Ameida, Chief Operations Officer

DATE: December 4, 2018



El Paso County School District 49
2018 Annual Performance Review
2017-18 Baldrige Education Framework

December 2018

El Paso County School District 49

Annual Performance Review

Feedback Report

District 49's Annual Performance Review (APR) scored in the range 321-370 of out of a possible 550 for Process Items (1.1-6.2). Organizations scoring in this range are generally described as follows:

The organization demonstrates effective, systematic, well-deployed approaches responsive to the overall requirements of most Criteria items. The organization demonstrates a fact-based, systematic evaluation and improvement process and organizational learning, including some innovation, that result in improving the effectiveness and efficiency of key processes.

District 49's application scored in the range of 211- 255 out of a possible 450 for Results Items (7.1-7.5). Organizations scoring in this range are generally described as follows:

Results address some key customer/stakeholder, market, and process requirements, and they demonstrate good relative performance against relevant comparisons. There are no patterns of adverse trends or poor performance in areas of importance to the overall Criteria requirements and the accomplishment of the organization's mission.

INTRODUCTION

D49 leadership has selected the Baldrige Framework for Performance Excellence as a guide to improving results. The organization generated the 2018 D49 Annual Performance Review (APR) to represent a Baldrige-based snapshot of its 2018 performance level. An APR Examiner Team was assembled to identify the strengths and OFIs suggested by the APR content. The team consisted of local and national individuals who are highly experienced in Baldrige-based performance evaluation. The following report contains the team's findings for the current strengths and opportunities for improvement for the D49 organization.

Preparing to read your feedback report . . .

Your feedback report contains APR Examiners' observations based on their understanding of your organization. The Examiner team has provided comments on your organization's strengths and opportunities for improvement relative to the APR Criteria. The feedback is not intended to be comprehensive or prescriptive. It will tell you where Examiners think you have important strengths to celebrate and where they think key improvement opportunities exist. The feedback will not necessarily cover every requirement of the Criteria, nor will it say specifically how you should address these opportunities. You will decide what is most important to your organization and how best to address the opportunities.

Applicant organizations understand and respond to feedback comments in different ways. To make the feedback most useful to you, we've gathered the following tips and practices from prior applicants for you to consider.

- Take a deep breath and approach your APR feedback with an open mind. You applied to get the feedback. Read it, take time to digest it, and read it again.
- Especially note comments in **boldface type**. These comments indicate observations that the Examiner team found particularly important—strengths or opportunities for improvement that the team felt had substantial impact on your organization's performance practices, capabilities, or results and, therefore, had more influence on the team's scoring of that particular Item.
- You know your organization better than the Examiners know it. If the Examiners have misread your application or misunderstood information contained in the application, don't discount the whole feedback report. Consider the other comments, and focus on the most important ones.
- Celebrate your strengths and build on them to achieve world-class performance and a competitive advantage. You've worked hard and should congratulate yourselves.
- Use your strength comments as a foundation to improve the things you do well. Sharing those things you do well with the rest of your organization can speed organizational learning.
- Prioritize your opportunities for improvement. You can't do everything at once. Think about what's most important for your organization at this time, and decide which things to work on first.
- Use the feedback as input to your strategic planning process. Focus on the strengths and opportunities for improvement that have an impact on your strategic goals and objectives.

Key Themes

Process Strengths

D49's Board of Education and Senior Leaders demonstrate effective and visionary leadership. During the annual planning meeting, the Board and senior leaders review and revise (as appropriate) the organization's vision, mission and values. To demonstrate ethical behavior, these leadership groups agreed to single-year employment contracts. They employ a systematic approach for Board of Education to evaluate themselves and the three Chief Officers. A robust budgeting process is used to allocate resources and control costs through purposeful spending. These leadership activities may assist D49 to accomplish its mission to equip everyone to learn, work, and lead.

D49 demonstrates and promotes innovation. It has pioneered a management approach that employs three chief officers that replaces the traditional single superintendent and zones leaders with significant autonomy to manage the specific geography or educational emphasis needs of their students. It manages its commitment to improvement by employing its process for Culture and Strategy of Continuous Improvement (CSCI) that begins with an innovation phase to test new approaches. Innovation scouts are assigned to identify and share best practices. These approaches to support and encourage innovation may contribute to meeting the strategic challenges to meet the growing and divergent requirements of student/stakeholders.

D49 demonstrates that it values all people who have a stake in the organization, including students, workforce, community members, and other people affected by D49's actions. D49 considers societal well-being through their restorative justice and placement processes, through their listening methods with businesses/industry, through their LEED Silver requirement and recycling education programs. The Aha! Network facilitates the workforce through learning and development opportunities including onboarding, on the job, and personal development. D49. A cascading system of advisory groups give voice to its students, their families and other key stakeholder groups. D49's approaches to involvement with people may contribute to its ongoing success.

District 49 employs a strong and consistent focus on process improvement. Guided and structured by the Culture of Strategy and Continuous Improvement, coupled with the mission to Learn, Work, and Lead, cycles of innovation and transformation are evident throughout the organization. Aspects of performance improvement can be found in Cascade and UIP, organizational performance reviewed at BOLT/ELT/OLT meetings, and supporting action plans. Improvement methodologies include data and fact-based decision making using CDE, ComDex, and SchoolDude to provide a basis for measurement and improvement. Process improvement aligns with the Vision and Mission and provides the instrument for becoming the District of Choice for Colorado Springs students.

Process Opportunities for Improvement

Senior leaders have opportunities to improve D49's focus on success. Consideration of short-term versus long-term planning horizons and associated short-term vs long-term goals/time tables may lead to more efficient allocation of resources. Succession planning and identification of future leaders may lead to sustaining an improvement orientation. A process to select voice-of-the-customer information may assist in the building and maintaining a student-focused culture. Evaluation of leadership's ability to create focus on action may assist in keeping the Peak in view.

D49 has opportunities to improve its organizational management as a unified system of interdependent operations. No systematic process is employed to determine if key work processes will be accomplished by D49 workforce or by external suppliers and partners. No well-ordered, repeatable process is applied to use findings from 4.1b reviews and develop priorities for continuous improvement and innovation or to verify and ensure data and information quality. Metrics of program and process performance are not

comprehensively in place. Improvement of these organizational management approaches may promote achievement of D49's mission, ongoing success, and performance excellence.

D49 can improve its processes for management by fact. Processes can be developed for tracking and monitoring ethical complaints that do not rise to the level of utilizing the formal grievance complaint system. A process can be developed to collect and analyze student and community complaints, and to learn from complaint data to identify improvement opportunities across the organization. Data collection and analysis can include strategic challenges and advantages, changes in regulatory environment, or ability to execute the plan. D49 can develop an approach for correlating various measures (retention, absenteeism, grievances, etc.) to assess and improve workforce engagement. Implementation of these approaches may assist in making decisions related to meeting the growing and divergent requirements of student/stakeholders.

Results Strengths

D49 demonstrates many good levels and trends, covering all five results Items: Student learning examples are CMAS performance measurements of Improving Rank for Elementary ELA (Figure 7.1-3), Improving Rank for Middle School ELA (Figure 7.1-4), Improving Rank for Elementary Math (Figure 7.1-5), and Improving Rank for Middle School Math (Figure 7.1-6) the past 5 years, with current levels of performance favorable to the COMDEX benchmark levels of performance. Customer results examples include positive performance in customer satisfaction with Firm Foundations (86%), effective communication (74%) and District 49 providing high quality educational opportunities. Workforce examples include professional development and learning approaches (Fig. 7.3-3 thru 7.3-5). Governance results show very high, sustained levels of accreditation and legal requirements. Financial results show beneficial levels and trends have been accomplished within a variance window of 2.5% in 2018 SY. Continuing these comprehensive positive results may ensure ongoing success for D49.

Some reported measurements demonstrate beneficial comparisons. Current levels of CMAS performance measurements are favorable to the COMDEX benchmark levels of performance. Measurements of Workers Compensation Claims (Figure 7.1-19) and Workers Compensation Mod Rate (Figure 7.1-20), show current level of performance better than the Industry Rate comparison levels of performance. Figure 7.5-9 shows favorable financial precision comparisons to two local competitors.

Results Opportunities for Improvement

Measurement results for many requirements and expectations listed in the Profile are not reported. Examples include staff expectations fair compensation, the tax payer expectation to exercise exemplary fiscal stewardship, and student requirements for physical and social safety, meaningful assessment, and support to secure future opportunities. Comprehensive measurement and reporting of how well D49 is meeting stakeholder requirements and expectations may promote achievement of the vision to be the best choice.

D49 does not provide information on each EPS listed in the profile in Figure P.1a(1). Student satisfaction is not segmented by the EPS. Student requirements results are also not reported for each EPS. Fully describing results for all EPS may assist in achieving the vision to be the best choice for learning.

Some measurements expected from Process Item discussions are missing. Examples are some key Organizational Performance Measures identified in Figure 4.1a(1)-1 including SPF Ratings, supply chain management, results for customer support and segmentation described on page 17, results related to hiring and retention, and market share results segmented by student and groups. Presentation of results expected from process item responses may contribute to demonstration of a systematic improvement process.

Item 1.1 Senior Leadership		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
1.1 b	D49 utilizes a variety of methods for two-way communication with its workforce, including through the use of through use of the C3, which enables building leaders to stay up to date and know how to keep their staffs informed. These methods help the district fulfill its workforce's key requirement of communication.	
1.1a (1)	D49 has a clear process for setting and revising their VMV every year at the annual planning summit. This annual review can help in keeping the VMV aligned with customer expectations and requirements.	
1.1a(2)	Senior leaders demonstrate a method for demonstrating ethical behavior through agreeing to single year contracts, employing transparency in negotiations, and by making prudent financial decisions beyond regulatory requirements. This commitment to these approaches could have a positive impact on their competitive situation.	
1.1c(2)	D49 ensures a focus on action to improve organizational performance through the use of the Cascade system and other processes or standing advisory groups that help SL and BL to make adjustments and identify needed actions. This focus on action helps the district demonstrate a commitment to students.	

Opportunities for Improvement		
Item Ref.	Comment	
1.1c(2)	Not clear how SL set expectations for performance to include a focus on creating and balancing value for students, other customers, and other stakeholders. Improving in this area could help meet student requirements around excellent instruction and college/career preparation.	
1.1c(1)	It was not evident how senior leaders consider succession planning and identification of future leaders to create a sustained environment for success which could directly impact their ability to achieve their mission and vision over time.	
1,1c(2)	Through the application and in conversation, it was not clear how a systematic approach is employed by senior leaders to identify needed actions for factors that create an environment for success. Such factors include workforce capability and capacity, technology, changes in the market, taking intelligent risks, and others. Systematically considering actions needed for such factors could assist D49 in continuing to improve their competitive situation.	

Item 1.2 Governance and Societal Responsibilities		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
1.2a2	D49 employs a systematic approach for the Board of Education to evaluate themselves and the three Chief Officers. This annual process likely provides a competitive advantage over competitor districts and ensures stakeholder interests are continually focused on.	
1.2a1	Repeatable approaches and processes exist for D49 to ensure responsible governance. These include annual Board action plans, review of policies during each board term, transparency efforts that are mandated by policy and others. These actions help D49 achieve their vision of being the best choice and meet multiple customer requirements	
1.2c1	D49 considers societal well-being through their restorative justice and placement processes, through their listening methods with businesses/industry which inform programmatic offerings needed to fill jobs in their key communities, through their LEED Silver requirement and recycling education programs. This focus on societal need can assist in building trust with the electorate and in offering programs that could differentiate them from competitors.	
1.2 b2	A systematic approach to monitoring, responding to, and anticipating changes in the legal, regulatory, and accreditation environments was discussed. The Board's employment of a lobbyist to monitor and anticipate, the use of policy custodians to manage and respond to changes, and the ongoing training of staff in these environments indicate that D49 is committed to staying ahead of changes and keeping staff and stakeholders informed.	

Opportunities for Improvement		
Item Ref.	Comment	
1.2b2	D49 could benefit from a systematic approach to monitoring ethical complaints and breaches. Currently, there is no mechanism for tracking and monitoring ethical complaints that do not rise to the level of utilizing the formal grievance complaint system. Such a process could help the district identify trends and systematic issues in order to address issues that could affect trust earlier than their current approach allows.	
1.2a (2)	It was not evident that D49 uses their evaluation process for the Chief Officers to set or influence executive compensation. The use of single-year contracts has been implemented in response to community expectations and finding a way to incorporate compensation into the review process as an outcome could further enhance this approach	

Item 2.1 Strategy Development		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
2.1a(1)	A systematic approach to strategic planning-CSPP, begins with an APS which is informed by inputs from multiple internal and external sources, (Figure 2.1a(1) CSPP) Goals are aligned to strategic initiatives and assigned to Corporate Officers, then cascaded to relevant departments. Improvement occurred in 2017 by adding cultural emphasis to form CSPI. Transformational change (Figure P.2c) occurs in the school Phase with the 3 steps of Learn, Work, and Lead with a pilot approach initially then either scaled up, discontinued, or implementation of the transformation.	
2.1a(2)	D49 uses a systematic and ongoing approach with CSCI to stimulate and incorporate innovation, a core competency. Innovation zones organize groups of schools by geography or educational emphasis. During the CSCI Learn phase, analysis includes reviews of current state, data, best practices, and external site visits. Storyboarding is used to determine which strategic opportunities and intelligent risks to pursue. The BOE reviews innovative initiatives during APS with concurrent review of VMV to promote alignment.	
2.1b(2)	After fact-based analysis using workforce surveys, D49 improved approach to VMV goal alignment with use of Cascade, a product that improves action planning and goal setting through closer alignment and tracking by individuals, departments and zones.	

Opportunities for Improvement		
Item Ref.	Comment	
2.1a(1)	No description of ST/LT planning horizon or how CSPP addresses them is provided. There is no description of how initiatives are prioritized or how operational flexibility is attained. Without a systematic approach, D49 may have difficulty responding to diverse stakeholder requirements in an operating environment of limited resources, a Strategic Challenge.	
2.1a(3)	No description is provided of how data collection and analysis includes strategic challenges and advantages, changes in regulatory environment, or ability to execute the plan. A lack of focus on these factors may hinder the District's response in the highly competitive and regulated environment in which they operate.	
2.1a(4)	No description of how key work processes will be accomplished by D49 workforce or by external suppliers and partners is provided. A review of how core competencies factor in is also not described. The definition of key work systems is vague, appearing in P.1a but is seldom mentioned elsewhere. An approach to describe how work system decisions are made to accomplish strategic goals is not provided. Lack of a systematic approach to determine when to use external partners may result in missed opportunities to evaluate and leverage service delivery to improve performance.	
2.1b(2)	No timetable for achievement of Measures and Targets is evident. While the APR states that goals are achieved within a calendar year, it's not clear if ST/LT goals exist. In Figure 2.1b(1) some key measures and targets appear to be lists of tactics and not ST or LT strategic objectives and goals. The lack of a concise list of strategic objectives and goals may result in misdirection of resources and time by senior leaders.	

Item 2.2 Strategy Implementation		Score Range: 70-85%
Strengths		
Item Ref.	Comment	
2.2a(2)	Senior Leaders create action plans that are deployed through an online Cascade tool by assigning plans and goals created during APS. Long-term outcomes are set by BOE and Senior Leaders, with shorter term or site-specific action plans deployed to Zone Leaders and principals. Action plans are also captured in UIPs with associated improvement goals. Action plans are deployed to suppliers and partners via the partner performance excellence process. Cascade facilitated the deployment and has undergone review which determined that a more customizable tool is need. Action plans are aligned within CSPI.	
2.2a(3)	Resource allocation is designed by the Business Office to strategically place budget authority as close to the classroom and students as possible so that current obligations are prioritized and action plans can also be funded. Resource allocation for Action Plans begins with APS which aligns with the overall budget planning cycle.	
2.2a(6)	Performance projections for SY 17-18 are shown in 2.2a6 and are benchmarked against competing local school districts and a composite index of schools within Colorado. The projections align with strategic objectives and are tailored to the specific needs of each school. Improvements include consultation with a statistician to assess Colorado school performance. Projections are set during CSPP and are tracked and monitored within state mandated UIPs.	
2.2b	Action Plan modification occurs through a systematic process utilizing the Cascade platform during scheduled BOE performance review sessions. Additionally, UIPs are updated in an ongoing manner. Action plans originate during APS for each school year and are integrated via CSPP.	
Opportunities for Improvement		
Item Ref.	Comment	
2.2a(5)	Key performance measures are not provided. Without a concise and clear method to share key performance metrics such as a balanced scorecard, the need to address growing and divergent requirements of students and stakeholders in a highly competitive and highly regulated environment may not be fully met.	

Item 3.1 Voice of the Customer		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
3.1a1	D49 utilizes multiple communication listening posts including social media to obtain immediate and actionable information from its students, parents and other stakeholders (Figure 3.1a1). The district monitors and evaluates new and emerging communication mechanisms, particularly social media platforms, to help ensure listening posts are effective, preferred and used by key customer groups.	
3.1a2	D49 has created specific listening strategies targeted to potential students and their families, such as web pages and live chat, and has made some enhancements to its listening and learning approaches to capture market share.	
3.1b1	D49 determines student and other customer satisfaction, dissatisfaction, and engagement through specific listening posts including external surveys. Information gathered is analyzed to determine actions appropriate to address the expectations of the student and other customer base	

Opportunities for Improvement		
Item Ref.	Comment	
3.1a1	While D49 collects data inputs from 49 Voices, there is an opportunity for the organization to more systematically aggregate and analyze inputs to learn and improve. While there is evidence building inputs are shared informally among leaders, the district may be missing opportunities to observe trends, and better proactively understand the relationship between district action (or inaction) and feedback from customers and stakeholder across the entire system, and the communities it serves.	
3.1a 1, 3.1b (a)	Many of D49 communication approaches are driven by or owned by the central Communications office. This district may be able to augment more formal approaches by ensuring its front-line employees, partners and suppliers know and understand customer requirements and expectations, and how to deal with any feedback they may get during student/customer interaction or transactions. Deeper deployment of some key approaches may also strengthen a consistent brand message and help employees capture and share information that might be helpful to the organization.	
3.1a2	D49 is in the early stages of considering how best to obtain actionable feedback from competitor's customers to improve the student experience and educational offerings. The organization recognizes the value of understanding and monitoring its competitive environment, but has limited mechanisms to capture satisfaction of students from other organizations, and benchmark its performance. There is also an opportunity to develop approaches to obtain information from recent graduates and alumni.	

Item 3.2 Customer Engagement		Score Range: 70-85%
Strengths		
Item Ref.	Comment	
3.2a1	D49 determines educational program and service offerings by monitoring school and program choice, advisory groups, school preference surveys, and citizen support in school district elections. Numerous examples of additions and enhancements to educational program portfolios were shared on site, and the variety of choices offered to students and families gives D49 a competitive advantage.	
3.2a2	D49 relies on a cascading system of advisory groups to give voice to its students, their families and other key stakeholder groups, to better understand their educational preferences and values and to build enduring relationships with them. District leaders are intentional in determining advisory membership to best ensure broad representation, especially from those groups least likely to participate. Two-way communication is authentic, valued, and transparent, often mitigating potential conflicts and issues seen in surrounding districts.	
3.2b	D49 uses 49 Voices and a variety of ongoing education and support mechanisms to build and manage relationships with student customers and other stakeholders. The district customizes its approaches to supporting students and stakeholders, enabling them to seek information and support in ways that are both comfortable and effective.	

Opportunities for Improvement		
Item Ref.	Comment	
3.2a3	It is not apparent how D49 systematically considers competitive situations (students or offerings) in the analysis of its student and other customer groupings and markets. While anecdotal examples were provide onsite, there is an opportunity for the district to develop a more formal approach to capturing and responding to its competitive environment, whether brick and mortar or virtual, and one its brand and brand message.	
3.2b2	Although several anecdotal examples were provided, such a school secretaries noting an uptick in certain issues, D49 lacks an overall process to collect and analyze complaints, and to learn from complaint data to identify improvement opportunities across the organization. A consistent and aggregated approach to view the scope of complaints may help the organization ensure complaints and expressions of dissatisfaction are appropriately tracked, themed, and analyzed to identify trends and develop improvement strategies to recover customer confidence and enhance engagement and satisfaction.	
3.2a	There is an opportunity for the organization to more clearly define its key customer groups and their specific requirements. Without such clarity, D49 may be sub-optimize resources around elements that really matter to students and parents, and to differentiate the district from its competitors.	

Item 4.1 Measurement, Analysis, and Improvement of Organizational Performance		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
4.1a1	D49 tracks data and information using multiple effective data systems integrated to track daily operations and strategy; data is aligned to academic performance, stakeholder engagement, and operations efficiency. Cascade and Alpine software systems are used to provide data and information at all levels of the organization.	
4.1a2	D49 conducted an evaluation of comparative data to select 20 largest districts, 2 local competitors, top 20% in SchoolDude, and CDE 4 “like” districts and developed ComDex indexing of D49 vs. high and low performers among comparator districts. Comparators are reviewed on a 3-year cycle.	
4.1a4	D49 addresses measurement system response capability by considering the time scale involved with critical decisions. Data input expectations are defined for the financial system, enrollment, safety & security, and staffing models. The D49 distributed leadership model allows for ZL autonomy while maintaining alignment within CSPI.	
4.1b	D49 conducts multiple levels of reviews of key organizational key measures (Figure 4.1a1-1); e.g., weekly and monthly BOE, ELT and OLT review meetings; academic and strategy progress. The BOE monitors performance results on a quarterly basis.	

Opportunities for Improvement		
Item Ref.	Comment	
4.1a(3)	District 49 is lacking a systematic approach to selecting the voice-of-the-customer findings. Applying a selection process may improve the efficiency of using this data to build a more student-focused culture.	
4.1c2	No well-ordered, repeatable process is applied to (1) use findings from 4.1b reviews and (2) develop priorities for continuous improvement and innovation. Review of the varying approaches used may allow development and deployment of a more efficient and effective process.	

Item 4.2 Information and Knowledge Management		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
4.2a2	D49 ensures availability of data and information using a variety of methods. Data is presented on school and state websites, real-time data and apps available on the cloud accessible by hardware that can be updated remotely. Multiple mechanisms are used for communicating with all key stakeholders (Figure 3.1.a(1))	
4.2b1	Knowledge is managed through onboarding, TtT, and person-to-person interaction, Schoology collects new information and PD courses are provided for specific topics. VoW survey provides feedback on availability.	
4.2b2	Best practices are shared in the learning and leading phases of CSCI, by SLs and SMEs, though initiatives like Primary Literacy and 49 Pathways and through innovation scouts, video library, teachers of the year, and Fantastic 49.	
4.2b3	Learning is embedded through the 3-chief management structure and CSCI.	

Opportunities for Improvement		
Item Ref.	Comment	
4.2a1	Although multiple examples are given to verify and ensure data and information quality a well-ordered, repeatable process is not in place. A well-deployed, systematic approach to verifying and ensuring quality may reduce risk.	
4.2b1	Although a Senior Data Analyst position has been created, no systematic approach to blend and interweave assorted data sources is in place. A repeatable process may assist in proactively creating new knowledge	

Item 5.1 Workforce Environment		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
5.1a(1)	D49 has pioneered and continually improved the accuracy of enrollment projections in order assess capacity needs in real time to ensure the maximum dollars are allocated to student learning. This approach delivers on the Business Office action plan of informed and agile decision making.	
5.1a (2)	D49 describes approaches (TIP & PILA) to retain new workforce members (teachers & principals). Additionally, these approaches are evaluated and improved.	

Opportunities for Improvement		
Item Ref.	Comment	
5.1a(2)	D49 does not demonstrate retention approaches for the PRO-TECH workforce segment. Developing and deploying retention approaches linked to engagement drivers for this supporting workforce segment may positively impact turnover rates.	
5.1a (3)	While the Teachback program is an isolated example of responding to changing capabilities within the workforce, it is not clear how a process is systematically deployed to prepare the workforce for future changes as it relates to strategic priorities. A repeatable process may support D49 in continuing to innovate their portfolio of schools as the district continues to rapidly grow.	
5.1b(1)	There are no performance measures or goals for the security workplace environmental factor, which is a stated requirement of students and parents (in the organizational profile). Additionally, there are no measures or goals stated for accessibility. Developing common measures across all schools and setting goals specific to each school may support the individual schools in maintaining their autonomy. Furthermore, aggregating the common measures to understand both zone and district level performance may provide valuable insight into processes which deliver on requirements	
5.1b(2)	While D49 benchmarks their benefits, they do not state what their key benefits are or how they may be tailored by different workforce segments. Stating and sharing how benefits are determined and tailored to the workforce may positively impact workforce satisfaction.	

Item 5.2 Workforce Engagement		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
5.2a (1)	The TCTF is an approach for empowering the workforce to influence key matters which evolved into the VCT through cycles of learning to include all workforce segments. The maturing of this process to be inclusive of all workforce segments reinforces D49’s Learn, Work and Lead model to support the workforce who deliver on student learning.	
5.2b (1) 5.2b (2)	The Aha! Network facilitates the workforce through learning and development opportunities including onboarding, on the job, and personal development. Additionally, The LDS effectiveness is monitored at both the system level and specific learning experience level with reported results! Feedback from internal and external evaluations have resulted in improvements. The maturing of this process reinforces D49’s Learn, Work and Lead model to support the workforce who deliver on student learning.	
Opportunities for Improvement		
Item Ref.	Comment	
5.2a (2)	While engagement data is segmented by a leader, D49 does not demonstrate a systematic process (with defined roles/responsibilities) for determining engagement drivers by workforce group (zones or schools) or segments. Understanding what is contributing to or hindering high performance by group or segment may reveal valuable insight to address D49’s strategic challenge of creating empowering workplace cultures.	
5.2a(3)	While D49 formally assesses workforce engagement, D49 has not defined what constitutes engagement versus satisfaction. Thus, D49 is unable to state which measures are utilized to determine workforce satisfaction. Understanding which measures align with engagement and satisfaction may provide actionable data to support continued zone/school autonomy and innovation	
5.2a(3)	D49 does not have an approach for correlating various measures (retention, absenteeism, grievances, etc.) to assess and improve workforce engagement. Utilizing various measures to generate a comprehensive view of workforce engagement at the district, school and zone level may reveal valuable insight to drive even higher performance.	
5.2a(4)	D49 does not have a systematic process for considering compensation, reward, recognition and other incentives into the performance management system. Connecting existing approaches, such as the Fantastic 49, into the performance management system may support D49 in developing a holistic process.	
5.2b(3)	D49 does not demonstrate a process for managing career progression. Developing and deploying a career progression process for all workforce segments to deliver on the stated workforce requirement of opportunities for advancement may motivate the workforce to do their utmost to achieve student learning.	

Item 6.1 Work Processes		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
6.1a(1)	Educational programs and work process requirements are determined through laws and regulations on curriculum and other requirements, and through 49 Voices (Figure 3.1.a(1)) which captures student, parent, and other stakeholder requirements through a variety of methods.	
6.1b(2)	D49 has identified its key Support Processes (Financial and Business Services, Human Resources, Communications Services, and Operations Services (FINTS)) (Figure P.1.a). SOP's have been created to provide instructions to support service employees on how to operate tasks, activities, and processes.	
6.1a(3) 6.1b(3)	CSCI is used to improve processes utilizing a “learn, work, lead” approach. Several examples of improvements to programs and processes were discussed during the site visit. Continuous improvement appears to be an integral part of the organization’s culture.	
6.1c	School Dude is used to track physical assets and consumable materials for district operations. The Operations Officers determine supply chain requirements and needs. Negotiated contracts with many suppliers used for common consumables have been developed for the zones or schools to use to procure materials as needed which avoids unnecessary warehousing of consumables at a centralized warehouse.	

Opportunities for Improvement		
Item Ref.	Comment	
6.1a(2) 6.1b(1)	D49 has not defined, aligned, and validated its key work and support process and process control metrics with key customer and stakeholder requirements although methods of gathering customer input are identified through 49 Voices (Figure 3.1.a(1)). Metrics of program and process performance are lacking making it difficult for the organization to access if its processes are operating in or out of control or meeting customer expectations. For example, although safety and security are key requirements of students and parents, and a security process has been developed, process metrics of effectiveness have not yet been systematically developed nor communicated with the organization’s key stakeholders to access how well the organization is doing in meeting these requirements.	
6.1c	Although key Partners of the organization are identified in the Organizational Profile (Item P.1.b), supplier performance requirements are not systematically identified and tracked over time for performance levels of individual suppliers. For example, a formal supplier evaluation system does not yet exist for most suppliers, and aside from construction suppliers, a systematic method of review and feedback does not exist. During the site visit, several examples of supplier complaints were noted by D49 personnel that were not logged in an overall evaluation of a specific supplier’s performance. Additionally, while cost is supposed to be the determining factor in selecting suppliers, there are several other unwritten requirements in use by teams and individuals to select suppliers on parameters other than cost	

Item 6.2 Operational Effectiveness		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
6.2a	D49 controls costs by monitoring and managing to enrollment levels and trends since enrollment is the largest source of revenue and expense (compensation). The organization uses a variety of methods to monitor and control costs such as shifting enrollment to underutilized locations or employing less expensive options. MLO project teams meet weekly to track project performance and budgets.	
6.2a	D49 employs a robust budgeting process to allocate resources and control costs through purposeful spending. Budget needs are prioritized and resourced at all levels within the organization. The budgeting process allows for finite, precise traceability of budgeted items and actual spending.	
6.2b(2)	Data security and cybersecurity requirements are set by laws governing the use of student data. D49 has partnered with the Cyber Patriot program and the National Cybersecurity Center in Colorado on enhancing data security and monitoring for emerging threats.	
6.2c(1)	Safety and security are key requirements of students and parents as identified in Figure P.1b(1)). D49 has taken a proactive approach to defining a process to meet these requirements. A District Safety Committee (DSC) composed of parents, fire officials, insurance reps, transportation leaders, and others review safety and security practices and exposures, and update and test Emergency Response Plans annually. An Enhanced Security Communication Advisory Team (ESCAT) composed of students, parents, teachers, and administration review safety and security exposures. The “Safe to Tell” (S2T) program identifies student, teacher, and parent safety and security concerns.	

Opportunities for Improvement		
Item Ref.	Comment	
6.2a	As D49 is still in the process of redefining, aligning, and validating its key work and support process and process control metrics with key customer and stakeholder requirements, process operational factors such as cycle time, productivity, or process efficiency are not yet systematically considered to control overall costs of D49’s operations. However, financial decisions related to budgets do consider a balance for stakeholder needs (e.g. students) with the cost of resources required.	
6.2a	The process of identifying and emulating best practices and efficiencies with other locations, operations, and schools within D49’s district and geographical area to optimize performance is ad hoc and not yet systematic. As process management and standardized metrics evolve, the organization should seek best practices from its entities that demonstrate better performance as a means to accelerate performance improvement, reduce the cycle time for improvement by emulating these best practices across the organization, and enhancing productivity by reducing the need to address and resolve the same opportunities and challenges more than once.	
6.2c(2)	D49 has developed robust disaster and emergency plans, including contingency planning to ensure continuity of most operations across its system such as data storage and backup. Although some supply chain partners are covered through a wider area consortium, this same level of contingency planning has yet to be considered for some of D49’s key suppliers and partners.	

Item 7.1 Student Learning and Process Results		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
7.1a	D49 demonstrates favorable levels and trends of performance for key Firm Foundation and 49 Pathways metrics of Increasing Proficiency for BOY/EOY DIBELS (Figure 7.1-1) and Decreasing Non-Proficiency for BOY/EOY DIBELS (Figure 7.1-2) for the past 7 years.	
7.1a	D49 demonstrates favorable levels and trends of performance for CMAS performance measurements of Improving Rank for Elementary ELA (Figure 7.1-3), Improving Rank for Middle School ELA (Figure 7.1-4), Improving Rank for Elementary Math (Figure 7.1-5), and Improving Rank for Middle School Math (Figure 7.1-6) the past 5 years, with current levels of performance favorable to the COMDEX benchmark levels of performance.	
7.1a	D49 demonstrates favorable levels and trends of performance for 49 Pathways metrics of Participation and Completion of CTE (Figure 7.1-7) and Participation and Completion of CE (Figure 7.1-8). In addition, D49 demonstrates favorable levels and trends of performance for 49 Pathways metrics of Sustained Peak Level for CE College Success over 3 years (Figure 7.1-9), and CE Participation Growth over 3 years (Figure 7.1-10), with current levels of performance for both metrics favorable to benchmark levels of performance.	
7.1a	D49 demonstrates favorable levels and trends of performance for the key Organizational Performance Measures (Figure 4.1a(1)-1) of Central Enrollment Applications over 3 years (Figure 7.1-14) and Transportation Services over 7 years (Figure 7.1-15).	
7.1b (1), 7.1b (2)	District 49 shows favorable levels for the following Process Effectiveness and Efficiency results: Figure 7.1-15, Transportation Services-Quality and Safety; Figure 7.1-16, C3 Efficiency and Accountability; and Figure 7.1-17, Work Orders Resolved. Favorable performance in these key processes may allow District 49 to achieve the mission of becoming the district of choice.	
7.1b(1)	D49 demonstrates favorable levels and trend for the support service process efficiency measurement of Work Orders Resolved in Less than One Week (Figure 7.1-17), with the current level of performance at 80% better than the SY15 level of performance of 55%. Likewise, D49 demonstrates favorable levels and trend for the support service process efficiency measurement of Transportation Services (Figure 7.1-15) over 7 years.	
7.1b(1)	D49 demonstrates favorable levels and trends for the measurement of Consolidated Communications Check (Figure 7.1-16), with nearly 3000 emails replaced by approximately 60 C3 Items through August 2018.	
7.1b(2)	D49 demonstrates favorable levels and trends for the Health and Safety metrics of Compliance Audit Results, with 100% compliance in all areas the past 4 years (Figure 7.1-18). Likewise, D49 demonstrates favorable levels and trends for the measurements of Workers Compensation Claims over 5 years (Figure 7.1-19) and Workers Compensation Mod Rate over 6 years (Figure 7.1-20), with the current level of performance better than the Industry Rate comparison levels of performance.	

Opportunities for Improvement	
Item Ref.	Comment
7.1a	D49 does not provide student learning results segmented for most of the EPS identified in Figure P.1a(1). Such data may provide information for prioritizing improvement activities.
7.1a	Data are not readily available for some key Organizational Performance Measures identified in Item 4.1 (Figure 4.1a(1)-1) including SPF Ratings.
7.1a	The trend for the key 49 Pathways measurement of 4-Year Graduation Rate (Figure 7.1-11) has degraded over time, with the current level of performance at nearly 80%. The trend for the Strategic action plan measurement of District Comparisons for SAT Equivalent/SAT Transitional Levels in Year One (Figure 7.1-13) has degraded over 3 years, with the current level of performance near the low end of the comparative benchmark level of performance.
7.1a	Comparison data do not yet exist for the measurements of Increasing Proficiency for BOY/EOY DIBELS (Figure 7.1-1), Decreasing Non-Proficiency for BOY/EOY DIBELS (Figure 7.1-2), Participation and Completion of CTE (Figure 7.1-7), Participation and Completion of CE (Figure 7.1-8), Central Enrollment Applications over 3 years (Figure 7.1-14), and Transportation Services over 7 years (Figure 7.1-15), making it difficult for the organization to assess the adequacy of levels and trends of performance and its ability to maintain its leadership position within El Paso County.
7.1b(1)	Aside for the measurements of Transportation Services (Figure 7.1-15), Consolidated Communications Check (Figure 7.1-16), and Work Orders Resolved in Less than One Week (Figure 7.1-17), no other measurements of Work Process effectiveness and efficiency are readily available such as rework, remediation, cost control improvements, number of projects on/off budget/schedule, cost reductions by area such as teacher compensation or cafeteria costs, productivity, cycle time, or waste elimination.
7.1b(1) 7.1b(2)	Comparison data do not yet exist for most of the measurements presented in Areas to Address 7.1b(1) including Transportation Services (Figure 7.1-15), Consolidated Communications Check (C3) (Figure 7.1-16), Work Orders Resolved in Less than One Week (Figure 7.1-17), and Workers Compensation Claims (Figure 7.1-19), making it difficult for the organization to assess the adequacy of levels and trends of performance and its ability to maintain its leadership position within El Paso County.
7.1c	Aside for the sole measurement of USF Service Levels (Figure 7.1-21), no other measurements of Supply Chain management are presented such as number of suppliers, supplier cost reductions (to support D49's efficiency efforts), or specific supplier performance of On-Time Delivery or cost. Several performance issues with current suppliers were noted during the site visit, yet no measurements of most individual supplier performance over time exists.

Item 7.2 Customer Results		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
7.2a(1)	Indicators of open enrollment/choice enrollment show favorable 3 year trend	
7.2a(1)	School District 49's shows favorable trends in many student and customer satisfaction as demonstrated in figures 7.2-1, 7.2-2, and 7.2-10. Several examples of that include positive performance in customer satisfaction with Firm Foundations (86%), effective communication (74%) and District 49 providing high quality educational opportunities. Continuing beneficial trends may help the organization in achieving its goal of being the school of choice.	
7.2a(2)	Favorable levels and beneficial trends are noted in figures 7.2 8-9. The increased usage of social media can be interpreted an increase in stakeholders accessing information. Ongoing enhanced performance in these key performance indicators of workforce management may allow District 49 to achieve the mission of becoming the best choice.	

Opportunities for Improvement		
Item Ref.	Comment	
7.2a(1)	Physical and social safety, meaningful assessment, and support to secure future opportunities are key customer requirements, yet no results are presented for these dimensions.	
7.2	Limited Comparison exists exist for most of the measurements presented in Areas to Address for this item, which may make it difficult for D49 to understand and measure its relative performance to best in class organizations across its service area, the state and nation.	
7.2	D49 does not report results related to complaints and complaint management. Tracking key findings, corrective action, learnings, and resolution turnaround time could further emphasize the district's commitment to student, customer, and stakeholder satisfaction.	
7.2a (1,2)	D49 is lacking in expected results for some satisfaction, dissatisfaction, and engagement indicators, including survey results, enrollment analysis, election results; results for customer support and segmentation described on page 17. A more robust data set may provider deeper understanding of the key drivers of engagement and satisfaction among customer and stakeholder groups.	
7.2	D49 does not provide customer results segmented by the EPS identified in Figure P.1a(1). Such data may provide information for prioritizing improvement activities.	

Item 7.3 Workforce Results		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
7.3a(3):	D49 demonstrates good levels of performance with beneficial trends over multiple years on the VOW participation rates (Figure 7.3-6). Continuing to use the VOW survey to measure, assess, and understand workforce engagement at the aggregate and detailed levels supports the achievement of overall district and individual performance.	
7.3a(4):	D49 demonstrates good levels of performance with beneficial trends over multiple years for professional development and learning approaches (Fig. 7.3-3 thru 7.3-5). Continuing to measure the professional and learning development approaches for opportunities to expand deployment to all workforce segments and utilize comparators helps leverage the Aha! Network to have a greater impact on overall district and individual performance.	

Opportunities for Improvement		
Item Ref.	Comment	
7.3a(1):	D49 does not report workforce capability results and limited workforce capacity results. Approaches are present, such as: UIPs serving as key workforce plans [2.2a(4)], review of job descriptions [2.2a(4)], and staffing plans based on goals/priorities [5.1a(1)], which may have corresponding measures and results to demonstrate that these processes are achieving what they are designed to deliver.	
7.3a(2):	D49 does not report workforce security, accessibility or service/benefits results. Reference OFI in 5.1b(1) for relative importance.	
7.3a(3):	D49 does not report workforce satisfaction results, and the results for workforce engagement (Figures 7.3-3 thru 7.3-5) are limited to results related to the mission. Measurement of the satisfaction with the staff expectations of fair salary, benefits, opportunities for advancement, and respect for their expertise may provide guidance on improving engagement.	
7.3:	D49 does not report many expected results for processes described throughout category 5 and 6.1b(2). Results related to hiring and retention, such as days to fill positions, turnover rates, TIP/PILA annual evaluation results may be relevant. Results related to benefits and compensation such as existing benefit benchmarking data may demonstrate how D49 compares to other employers.	

Item 7.4 Leadership and Governance Results		Score Range: 30-45%
Strengths		
Item Ref.	Comment	
7.4a3	The District demonstrates very high, sustained levels of accreditation and legal requirements such as safety requirements, financial transparency, and school accreditation. Results such as these directly impact the competitiveness of the district in recruiting and retaining students.	
7.4 a5	Societal well-being results reported indicate a positive trend. Continued positive societal well-being results help meet a key customer requirement of honorable and productive conversations to society. (as discussed in the Cat 7 meeting, additional results here around the restorative practices and LEED buildings would make this strength even better)	

Opportunities for Improvement		
Item Ref.	Comment	
7.4a1	D49 does not report results related to senior leaders communication and engagement with the workforce, or students. Expected results of workforce/customer satisfaction with engagement or communication, understanding of the vision and values, and/or of two way communication between groups may help demonstrate that D49 is committed to transparent, two-way communication as required by its workforce.	
7.4a2	D49 does not report results related to fiscal accountability. Audit findings/corrections and trended accountability metrics would further demonstrate effective leadership	
7.4 b	The results reported for the achievement of organizational strategy and action plans do not demonstrate how leadership is achieving or making progress on the strategic objectives of the organization. Better indicators of progress or achievement could help to direct and affect performance in other areas of the organization.	

Item 7.5 Budgetary, Financial and Market Results		Score Range: 50-65%
Strengths		
Item Ref.	Comment	
7.5a(1)	D49 has chosen key indicators of financial and budget performance, shown in Figure 7.5-1. With a goal of precise financial and budget forecasting, beneficial levels and trends have been accomplished within a variance window of 2.5% in 2018 SY. Figure 7.5-9 shows favorable financial precision comparisons to two local competitors. Figure 7.2-10 compares fund balance to four other school districts and demonstrates a conservative level of performance.	
7.5a(1)	In an environment of scarce resources, D49 measures spend per pupil (Figure 7.5-11) which shows a beneficial level of 80% and a decreasing trend compared to local competitors and the Comdex from SY 2015-2017.	
7.5a(2)	D49 market share (Figure 7.5-14) shows levels lower than local competitors but is trending up from 13% in 2013 SY to 18% in 2018 SY. Net Choice Enrollment (7.5-15 also reflects a beneficial trend form approximately 5% to 10%, nearly matching a local competitor.	

Opportunities for Improvement		
Item Ref.	Comment	
7.5a(2)	Market share results are not segmented by student and other customer groups. Evaluating market results by customer segmentation may allow District 49 to progress toward its vision to be the best choice	
7.5a(1)	D49 reports no results to describe financial action plans such as the 2011 decision to limit central administration spending to ensure resources are allocated to support action plan implementation at the school level. Monitoring results of action plans may help to sustain community engagement.	
7.5a(1)	D49 provides no results describing Zone Leader fiscal management. Monitoring Zone Leader performance may assist in achievement of D49's mission to equip everyone to Lead.	
7.5a(1)	Although good financial results are described, D49 provides no measurements to demonstrate that these results meet the tax payer expectation to exercise exemplary fiscal stewardship.	

Appendix: Evaluation Process

Stage 1—Independent Review

The Annual Performance Review is evaluated independently by Examiners who identify the strengths and opportunities for improvement by determining how well responses address the criteria requirements and the key factors.

Stage 2—Consensus Review

In this stage, the Examiners, led by a Team Leader, conduct a series of conference calls or meetings to reach consensus on comments that capture the team's collective view of strengths and opportunities for improvement.

Stage 3—Site Visit Review

A site visit is conducted to clarify any uncertainty or confusion the Examiners had regarding the written application and to verify that the information in the application is correct. After the site visit is completed, the team of Examiners prepares a final site visit scorebook.

SCORING

The scoring system used to score each Item is designed to facilitate feedback. The Scoring Guidelines are based on (1) evidence that effective approaches are in place, (2) the depth and breadth of deployment, (3) evidence of evaluation and improvement of approaches, and (4) the alignment and integration of the approaches.

Process Scoring Guidelines

SCORE	PROCESS (For use with categories 1–6)
0% or 5%	<ul style="list-style-type: none"> No SYSTEMATIC APPROACH to item requirements is evident; information is ANECDOTAL. (A) Little or no DEPLOYMENT of any SYSTEMATIC APPROACH is evident. (D) An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) No organizational ALIGNMENT is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> The beginning of a SYSTEMATIC APPROACH to the BASIC REQUIREMENTS of the item is evident. (A) The APPROACH is in the early stages of DEPLOYMENT in most areas or work units, inhibiting progress in achieving the BASIC REQUIREMENTS of the item. (D) Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) The APPROACH is ALIGNED with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the BASIC REQUIREMENTS of the item, is evident. (A) The APPROACH is DEPLOYED, although some areas or work units are in early stages of DEPLOYMENT. (D) The beginning of a SYSTEMATIC APPROACH to evaluation and improvement of KEY PROCESSES is evident. (L) The APPROACH is in the early stages of ALIGNMENT with your basic organizational needs identified in response to the Organizational Profile and other process items. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the OVERALL REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, although DEPLOYMENT may vary in some areas or work units. (D) A fact-based, SYSTEMATIC evaluation and improvement PROCESS and some organizational LEARNING, including INNOVATION, are in place for improving the efficiency and EFFECTIVENESS of KEY PROCESSES. (L) The APPROACH is ALIGNED with your overall organizational needs identified in response to the Organizational Profile and other process items. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is well DEPLOYED, with no significant gaps. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING, including INNOVATION, are KEY management tools; there is clear evidence of refinement as a result of organizational-level ANALYSIS and sharing. (L) The APPROACH is INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> An EFFECTIVE, SYSTEMATIC APPROACH, fully responsive to the MULTIPLE REQUIREMENTS of the item, is evident. (A) The APPROACH is fully DEPLOYED without significant weaknesses or gaps in any areas or work units. (D) Fact-based, SYSTEMATIC evaluation and improvement and organizational LEARNING through INNOVATION are KEY organization-wide tools; refinement and INNOVATION, backed by ANALYSIS and sharing, are evident throughout the organization. (L) The APPROACH is well INTEGRATED with your current and future organizational needs identified in response to the Organizational Profile and other process items. (I)

Results Scoring Guidelines

SCORE	RESULTS (For use with category 7)
0% or 5%	<ul style="list-style-type: none"> There are no organizational PERFORMANCE RESULTS and/or poor RESULTS in areas reported. (Le) TREND data either are not reported or show mainly adverse TRENDS. (T) Comparative information is not reported. (C) RESULTS are not reported for any areas of importance to the accomplishment of your organization's MISSION. (I)
10%, 15%, 20%, or 25%	<ul style="list-style-type: none"> A few organizational PERFORMANCE RESULTS are reported, responsive to the BASIC REQUIREMENTS of the item, and early good PERFORMANCE LEVELS are evident. (Le) Some TREND data are reported, with some adverse TRENDS evident. (T) Little or no comparative information is reported. (C) RESULTS are reported for a few areas of importance to the accomplishment of your organization's MISSION. (I)
30%, 35%, 40%, or 45%	<ul style="list-style-type: none"> Good organizational PERFORMANCE LEVELS are reported, responsive to the BASIC REQUIREMENTS of the item. (Le) Some TREND data are reported, and a majority of the TRENDS presented are beneficial. (T) Early stages of obtaining comparative information are evident. (C) RESULTS are reported for many areas of importance to the accomplishment of your organization's MISSION. (I)
50%, 55%, 60%, or 65%	<ul style="list-style-type: none"> Good organizational PERFORMANCE LEVELS are reported, responsive to the OVERALL REQUIREMENTS of the item. (Le) Beneficial TRENDS are evident in areas of importance to the accomplishment of your organization's MISSION. (T) Some current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY PATIENT and STAKEHOLDER, market, and PROCESS requirements. (I)
70%, 75%, 80%, or 85%	<ul style="list-style-type: none"> Good to excellent organizational PERFORMANCE LEVELS are reported, responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in most areas of importance to the accomplishment of your organization's MISSION. (T) Many to most TRENDS and current PERFORMANCE LEVELS have been evaluated against relevant comparisons and/or BENCHMARKS and show areas of leadership and very good relative PERFORMANCE. (C) Organizational PERFORMANCE RESULTS are reported for most KEY PATIENT and STAKEHOLDER, market, PROCESS, and ACTION PLAN requirements. (I)
90%, 95%, or 100%	<ul style="list-style-type: none"> Excellent organizational PERFORMANCE LEVELS are reported that are fully responsive to the MULTIPLE REQUIREMENTS of the item. (Le) Beneficial TRENDS have been sustained over time in all areas of importance to the accomplishment of your organization's MISSION. (T) Evidence of industry and BENCHMARK leadership is demonstrated in many areas. (C) Organizational PERFORMANCE RESULTS and PROJECTIONS are reported for most KEY PATIENT and STAKEHOLDER, market, PROCESS, and ACTION PLAN requirements. (I)

Addendum to D49 2018 Annual Performance Review Feedback Report

APR Process OFIs that were eliminated during site visit

Category 1:

Item Ref	Observation
1.1 b	Not clear what the process(es) are for communicating directly with students. Although some communication is evident with the 20 students elected to work with the board
1.2b1	It is not clear how the applicant anticipates and prepares for changes in their legal, regulatory or accreditory environment
1.2b1	It is not clear how the applicant addresses any adverse societal impacts of their education program offerings

Category 2:

2.2a(1)	Action plans are not provided, nor is there a clear description of how action plans are developed outside of APS. Figure 2.2a(1) describes alignment with strategic objectives within separate offices and the BOE, however it is unclear how these are integrated or prioritized collectively. Resources and time may be misdirected by SL without a systematic approach to action planning and clear understanding of the scope and requirements for these plans.
2.2a(6)	A systematic approach to address gaps in performance when compared against other local school districts is not described. Without this approach, D49 may not be able to effectively close those gaps and may fall short of goal attainment, missing the opportunity to be the best choice for education.

Category 3:

3.1a	While D49 has made some enhancements to its listening and learning approaches, it is unclear if these improvements result from a systematic, fact-based evaluation of voice of the customer information, or what analysis is used to drive improvement and refinements of its engagement efforts.
3a, b	It is unclear how D49 systematically evaluates its voice of the customer approaches to ensure they are effective, preferred and used by customer groups
3.2a(2)	It is unclear how D49 ensures its approaches to supporting students and stakeholders, and enabling them to seek information are effective, preferred and utilized by all customer segments

Category 4:

4.1c1	Unclear what process is or steps are for projecting performance. "...analyzing...monitoring...and examining..." and other narrative describes why or what considerations are for projection, but not how
4.1a1	Key org perf measures including short and long term financial measures not evident
4.2.a	Not clear how D49 ensures that all employee and stakeholder types, including students and parents, receive information and data they need to perform. How are needs of all stakeholders accessed and managed? Many mechanisms for stakeholder communications (Figure 3.1a(1)), but how does the organization know these are effective?
4.2b1	No process described for transferring data for innovation or strategic planning

Category 5:

5.1a(1)	<p>The district, zone and school UIPs include workforce development and capability needs (as described in 2.2a(4)), however it is unclear how these needs are finalized/approved through the budgeting and staffing process (figure 5.1a(1)). There are examples (e.g. primary literacy), but no process is described.</p> <p>NOTE: During the site visit, we were able to develop a holistic process, coordinating several approaches which already exist throughout the organization to deliver on this criteria question.</p>
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Category 6:

	None
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Suggestions for APR Content Improvement

General:

- Wrong figures are cited multiple times (page 4 stands out as particularly messy)
- Inconsistent first-time definition of acronyms and overall probably a smidge too much reliance on acronyms
- Application describes a lot of actions and activities, but less effectively describes systematic processes
- MANY references to information available on site
- Connect responses to what is most important to profile content (APR key factors are attached below.). The content is dry (and causes the examiner to question their maturity) without these connections.
- The big rocks are not numbered in the org profile (figure P.1a(2)-2), but they are referred to by number (figure 2.2(1)) in other areas of the application.
- There appears to be a lack of a strategy for where to “debut” key approaches (and then simply reference the process name/description throughout the application). As an applicant, one of AlloSource’s best application writing strategy was a storyline, whereby they strategically determined which approaches to explain by item in a matrix for all category writers to reference. AlloSource can share that matrix with D49 if it would be helpful.
- Recommend revision/rewrite using Overall requirement (paraphrase, use stylistically) as “topic sentences” to begin each response and to make critical decisions about what adds value for an examiner’s assessment and what may complicate their review. So many acronyms. Recommend treating each category as a “new document” and calling out the acronyms on first use in the category. Acronyms that are used sparingly but throughout the application (10 times or less?) may be better spelled out each time.
- Text in the Results items should be reduced. Discussion of process should be moved to the appropriate Process Item. Examples are
 - D49 administers DIBELS three times each year.
 - D49 innovated the C3 referenced in 1.1b and 3.1a(1).
 - Social media is open access and due to its public nature, allows for greater engagement with all stakeholder groups.
 - D49 currently employs just over 1,400 dedicated employees...

Rationale for inclusion of a specific result should be based on the requirements of the results item or on the content of the profile or process criteria response. Each of the Process Items should contain multiple references to Figures in Category 7 showing process outcomes.

Category 2:

- Provide a concise, step-by-step description of the strategic planning process. Define the short-and longer-term planning horizons. Consider revising the strategic challenges and advantages and reference these throughout the application. Develop a balanced scorecard and use it to regularly evaluate performance. Answer “what” questions with a table of objectives and goals with a link to the results shown in Cat. 7
- Develop a balanced scorecard and present it in a table in 2.2

Category 4:

- Fig 4.1a(1)-1 provide Cat 7 fig ref #s for each OPM (e.g., CMAS, Fig. 7.1-3 to 7.1-6). List specific financial measures (align to 7.5).
- Fig 4.1a(1)-2 unclear purpose – just takes lots of space and isn’t directly relevant in 4.1a(1) criteria.
- If Fig 4.1a(1)-2 is deleted, a table listing the performance review meetings, timeframes, emphasis, and participants might be useful for 4.1b and could replace text currently in 4.1b
- List key metrics of Firm Foundations and 49 Pathways, and then include data in Item 7.1a

Category 5:

- Figure 5.1a(1) does not demonstrate how strategic considerations/inputs and UIPs (which contain key workforce action plans & professional development plans) are a part of the workforce capability and capacity planning cycle. Given the responses throughout the application, I suspect the planning cycle is more holistic that what appears in this figure. Perhaps an application writing strategy could be to describe the workforce planning process once (in 2.2a(4) or 5.1a(1)) and then simply reference it the other place with some targeted commentary to answer the specific question?
- In the organization profile, figure P.1a states that Human Resources is a key support process, however there is no explanation of this “process” in Category 5 or in 6.1b(2) (except a sentence about why HR is important). Would it be worth considering a diagram that describes this “process” and its related parts to demonstrate cohesion in the Category 5 responses?
- Some of the content in 5.2a(1) on page 29 (about unified school calendars) may be a better fit in 3.1a listening to students and other customers or 1.1b senior leadership communication.
- Could the applicant display integration in Figure 5.2a(1) by cross referencing these approaches to the areas in the application where they are fully described? For example, the Stakeholder Grievance Process is fully described in 3.2b(2).
- Little discussion on how employee data (engagement, satisfaction survey, benefits, compensation, etc.) are systematically determined, analyzed, used, and segmented to drive improvements

Category 6:

- The organization would be well served to create 2 tables that identifies its key processes (work processes and support processes), process requirements, how determined, metrics of performance, and Category 7 reference (e.g. figure number)

Figure 6.1a(2)

Customer/ Stakeholder	Key Requirements	Work Processes	Metrics	How Determined	Category 7 Figure Reference

Figure 6.1.b(1)

Customer/ Stakeholder	Key Requirements	Support Processes	Metrics	How Determined	Category 7 Figure Reference
		Finance (Budget)			
		IT			
		Nutrition			
		Transportation			
		Security			

- The organization should limit its discussion and focus on suppliers to those external to the organization. Students should be discussed in Category 3 as a key customer/stakeholder and teachers should be discussed in Category 5 as key workforce.
- Identify metrics of operational efficiency and effectiveness such as cycle time improvements, productivity enhancements, projects on/off schedule or budget. Look at including discussions of CSCI to improve process performance for alignment and integration.

Category 7:

- The organization would be well served to create a table that identifies its key processes, process requirements, metrics of performance, and Category 7 reference (e.g. Figure number). This would create alignment between process discussions in Category 6 and results shown in Category 7
- Figure 7.1-16 should be shown in quarters or semi-annual data points instead of monthly
- The discussion on Supply Chain management in Item 7.1.c concerning a supply of qualified students belongs in Item 7.1.a and qualified teachers belongs in Item 7.5. Neither of these are discussed in Item 6.1.c
- 7.2 Applicant mentions many results of importance AOS, making it difficult to effectively evaluate this item. I do not recommend this approach to key information at the national level.
- Figure 7.3-2 does not have the y axis labeled. Uncertain what the units of measurement are intended to represent. Additionally, the chosen scale does not represent the improvement that has been achieved. The text mentions comparators, however none are displayed.
- Some workforce engagement content is in 7.3a(2), instead of 7.3a(3). And, workforce development content is in 7.3a(3), instead of 7.3a(4).
- Appears the content in 2.2a(4) was not a consideration in the 7.3 results (to connect dots between processes and results).
- 5.2a(2) statement: “Results for determining drivers of engagement are reported in 7.3...” I don’t see it (and it’s not required).
- D49 states they monitor absenteeism rates and retention data in 5.2a(3). This could be reported in 7.3.
- Figures 7.3-3-7.3-5 contain a y axis with a percent. It is not clear what the percent represents. Were these yes/no questions? Or is this a % that reported over a specific value on a Likert scale? Or something else?
- In figures 7.3-3-7.3-5, there appears to be a seasonal trend that is not recognized within the text – the fall dips and the spring moves upward. Any evaluation into why? Hard to make the case there is a beneficial trend present.
- 7.41a lists a significant amount of process information for how they engage with their workforce and external stakeholders and identifies a potential cycle of learning from previous elections. Ultimately, this is far too much narrative and the three results provided are a loose connection to this criteria point, at best.
- 7.4a3 a single chart demonstrating the narrative would save a significant chunk of text and they could simply say “we’ve maintained compliance with all legal regulatory and accreditation requirements since 2010 as demonstrated in chart XYZ”

- 7.4a5 results are shown in 7.4a2 – these are more appropriate under 7.4a5 as they speak more to societal well-being results in my mind than they do to governance.
- 7.5 Graphs are mis-numbered (7.5- 1 through 4 then jumps to 7.5-8 through 10)
- . 7.5- 2,3,4 have a reference to “Series2” but this is not explained. Also none of them have arrows indicating the “good” direction. It appears that some of the graphs are duplications of the “precision” data and other financial data may be more meaningful.

APR Team Key Factors

P.1a - Organizational Environment

- 1 **Key Organizational Characteristics:** Fastest-growing district in Colorado serving eastern Colorado Springs and several unincorporated areas of El Paso County. Our enrollment of 21,457 students ranks 3rd largest in EPC and 14th largest in the state. Operate in a highly competitive school choice environment with larger and wealthier districts along our western boundary
- 2 **Main Educational Program and Service (EPS) Offerings:** **Alternative Education (AE)** programs serve students with one or more high risk characteristics. **Career Technical Education (CTE)** prepares students in grades 6-12 to enter the workforce with skills and certifications. **College Preparatory Education (CP/CE)** prepares students to begin college while in high school or continue their education in a two or four year college program. **English Language Development (ELD)** serves students with no or limited English proficiency. **Gifted Education (GE)** serves accelerated students with enriched learning activities. **Special Education (SpEd)** provides personalized support, accommodations, and modifications for students with individualized education plans. **Professional Development (PD)** programs provide district and regional educators with advanced training and support
- 3 **Delivery Mechanism:** D49s portfolio is organized into four autonomous zones through which we provide conventional and innovative EPS to meet the needs of our customers and support our key communities
- 4 **VISION** *The Best Choice for anyone choosing a school district for any reason* **MISSION** Equip everyone in D49 to continuously Learn, Work, and Lead **VALUES:** values on the inner ring of the cultural compass represent commitment to how we treat each other—with *respect, care, responsibility* and *trust*. The outer ring describes how we treat our work—with *learning, purpose, teamwork, and innovation*.
- 5 **Core Competencies:** Continuous Innovation and Improvement, Portfolio School Management, Effective & Efficient Resource Management
- 6 **Commitment to Students:** Basic proficiency is the foundation of all academic performance, so learning in reading, writing, math, and science is the most important commitment for our youngest learners. Through *49 Pathways*, we guide every student to pursue meaningful learning to launch to success
- 7 **Workforce Profile and Segments:** 1884 staff, including 939 licensed, 43 professional/technical, 774 education support, 128 administration. In 2017, workforce identified themselves as 1307 Caucasian, 107 minority.

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- 8 **Key Drivers of Workforce Engagement:** Mutual trust and respect, Service and support for students, Transparent, 2-way communication, and Effective leadership performance.
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- 9 **Assets:** 20 campuses and facilities as well as learning technologies and operational equipment (\$312 million), transportation fleet (\$380,000), 17,750 computers and peripherals.
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- 10 **Key Regulatory Requirements: PROGRAM ACCREDITATION:** CDE accredits D49, which in turn accredits all schools in the PDES including AECs and all charter schools. **WORKFORCE CERTIFICATIONS:** Licensure requirements set by CDE apply to teachers, while various other requirements apply to other segments. **WORKPLACE CONDITIONS:** D49 provides workplaces with affirming and equitable conditions compliant with the FMLA, FLSA, EEOC, and ADA. **TRANSPARENT FINANCIAL PERFORMANCE:** D49 complies with all financial requirements from GAAP, GASB, CDE, CRS, and IRS regulations. **ACCESSIBLE PROGRAMS AND SERVICES:** D49 ensures that all EPS are accessible by complying with ESSA, IDEA, ADA, and state regulations. **SAFETY AND SECURITY FOR STUDENTS AND STAKEHOLDERS:** D49 complies with safety regulations from OSHA, CIPA, USDA, and CRS.
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P.1b - Organizational Relationships

- 1 **Governance:** District 49 is governed by a Board of Education (BOE) with directors elected to serve four-year terms representing geographic districts
The BOEs power is granted and defined by the Colorado Constitution and Revised Statutes.
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- 2 **Organizational Structure:** Distinct difference from one superintendent: BOE directly hires, supervises, and evaluates three chief officers (COs) who in turn supervise the zone leaders, executive directors, program directors, and managers. APEx Leadership System replaces solo leadership with teams of partner experts.
D49 is organized into four innovation zones that maintain localized autonomy and leadership of the districts mission and strategic plan
The chief officers and their direct reports constitute a 24-person service and leadership team (SLT).
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- 3 **Key Customer and Stakeholders:**
Key Customer: elementary and secondary students. Parents usually interact as a proxy at the elementary level and secondary students increasingly represent themselves. Students cluster into undefined subgroups. Students from military-connected families have unique expectations and requirements. Students in any specialized program require high compliance with technical specifications set by statute and identified needs
Stakeholders: Parents, Staff, Citizens
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- 4 **Key Customer/Stakeholder Requirements: STUDENTS** require learning environments that are physically and socially safe with authentic learning opportunities and effective preparation for college and careers. Students expect equal treatment, excellent instruction, meaningful assessment and support to secure future opportunities. **PARENTS** also require safety and an excellent education. Further, parents expect responsive communication that enhances their ability to support their child's education. **STAFF** members require that District 49 provide a productive workplace with clear expectations and necessary resources. They further expect fair compensation: salary, benefits, opportunities for advancement, and respect for their expertise. **CITIZENS** express requirements and expectations that, while fragmented, are critical to the districts success. Taxpaying voters expect the district to exercise exemplary fiscal stewardship. Business owners who hire our graduates require skilled and ethical workers. All four stakeholder communities expect honorable and productive contributions to society.
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- 5 **Partners:** Amplify, CCS, CDE, Charter Schools, Employee Council, Google, Hanover Research, MyON, PPCC, Schoology, and UCCS. These companies are encouraged or required
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to pursue performance excellence and support of D49 VMV.

Three supply chain elements: **student:** includes all D49 students in grades pK-14, **workforce:** includes the educator labor market, **operational:** includes products, materials, and information needed to optimize our key support processes. **mechanisms of two-way communication:** contracts, MOUs, collaborative productions, joint evaluation, and service-level agreements

P.2a - Competitive Environment

- 1 **Competitive Situation:** Open school choice creates inter-district competition with neighboring districts: Colorado Springs District 11 (D11) and Academy District (D20). Measure net gain from D11 and net loss to D20. D49 has fewer local resources but operates with superior financial efficiency. D20 demonstrates higher overall academic results, D11 lower.
- 2 **Key competitive changes** include ongoing reductions in state funding along with a significant shift in graduation requirements for all public schools. For D49 specifically, key changes include the proliferation of competitive programs offering concurrent enrollment and the dramatic expansion of our charter school sector to serve high-risk students across the state through GOAL Academy
- 3 **Comparable Districts:** CDEs like-district tool identified four Colorado districts based on similar demographic and organizational characteristics: Jefferson County Schools (JCO), St. Vrain Valley RE 1J (SVV), Pueblo County 70 (PC), Cherry Creek (CC) these are aggregated into COMDEX, a comparative index that shows historical ranges for levels and trends
- 4 **Comparative Data:** Colorado Department of Education for academic, free and reduced lunch, financial, demographic, and workforce data. Colorado Department of Higher Education provides college remediation data. Focus on organizational demographics when creating COMDEX based on key competitive areas.

P.2b - Strategic Context

- 1 **Strategic Challenges:** meeting the growing and divergent requirements of student/stakeholders.
Reinforcing Caring and Respectful Interactions: C1 Community Care
Creating Empowering Workplace Cultures: C2 Equip & Encourage
Preserving the Approval and Investment of Stakeholders: S1 Keep the Peak in View
Sustaining Positive Community Engagement: S2 Climb with Community
Responding to Diverse Stakeholder Requirements: S3 Portfolio Performance
Preparing Students For Success in Future Learning: S4 Primary Proficiency
Preparing Students for Success in Careers and College: S5 49 Pathways
- 2 **Strategic Advantages:** Key Cultural and Strategic Advantages for our Key work Processes and Key Support Processes
Internal: Earned Autonomy, APEX Team Leadership, Precise Planning and Execution, Primary Literacy Performance, 49 Pathways - Career and College
External: Exceptional Partnerships, Military Community Alliances, Higher Education Collaboration
- 3 **Unique Advantage:** Autonomy is a unique competitive advantage because we are the only district of innovation in our region which allows us to stimulate and support innovative solutions to our cultural and strategic challenges

P.2c - Performance Improvement System

- 1 **Continuous Cycle of Performance Improvement:** Culture and Strategy of Continuous Improvement (CSCI) equals Innovation and Transformation Phases
The CSCI begins with an INNOVATION PHASE, where learning, working and leading take

place in a pilot on a specific campus, or within one of the four innovation zones. The TRANSFORMATION PHASE includes learning with the broader community about performance results as well as projections about expanding the successful innovation.

- 2 **Maintain Focus on Action:** the three activities to keep improving are *learn, work, and lead*. Any input is an opportunity to learn. Everything learned is an invitation to work (pilot, implement, and deploy approaches that show promise for improving performance). Lead by reflecting on learning and work see if they produced valued results (revisit, restart, abandon, or scale up the improvement approach so that all our schools or other organizational units can improve).

 - 3 **Performance Improvement Direction:** Along with the big rocks of the strategic plan, organized values and key principles as a cultural compass that guides along a pathway of continuous improvement toward peak performance
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BOARD OF EDUCATION ITEM 9.10B
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Board Annual Planning Summit Agenda

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The Board is mindful of the importance of planning, brainstorming and thoughtful discussion without action.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board plans to hold an Annual Planning Summit on the first Saturday in February, which shall be open to the public. No action shall be taken during this workshop. Public notice of the workshop, including the topics for discussion and study, shall be provided.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The Annual Planning Summit gives the Board and invited administrators a chance to examine the district's strategic and cultural priorities at a more detailed level.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The Board should determine agenda topics for the Annual Planning Summit.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: December 4, 2018



ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION ANNUAL PLANNING SUMMIT
February 2, 2019
9:00 a.m. – 4:00 p.m.
Creekside Success Center - Excellence Lab

PURPOSE:

1. District 49 Board Development (150 minutes) **Dr. Jim Walker**
2. Annual Performance Review/Strategic Plan/Cultural Compass Review - Peak Planning (30 minutes)
Chief Officer Team
3. VoW Analysis and Observations (20 minutes) **Andersen**
4. Performance Excellence Update/Review and Direction - **Chief Officer Team**
 - VoW Compensation Team Agenda (10 minutes)
 - Strategic Facility Planning (15 minutes)
 - Security Initiatives/ESCAT Update (30 minutes)
 - Local Accountability (30 minutes)
 - Board Recruitment/Community Engagement/Outreach to Stakeholders (10 minutes)
5. Process Improvement around Chief Officer Evaluations (10 minutes) **Chief Officer Team/BOE**
6. BOE Evaluation - Action Plan/Board Goal Setting (30 minutes) **BOE/Chief Officer Team**
7. Board Management (15 minutes) **BOE**
 - a. Committee and Liaison Assignments
 - b. Review BOE Annual Action Calendar
 - c. Policy Process Performance Report
8. Other Business

DATE OF POSTING: January 31, 2019

Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 9.11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: December 13, 2018

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Discussion

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
9.11	JKA-E, JKA-E-2	Physical Intervention, Restraint, & Seclusion Report	N Lemmond	Update internal form; repeal JKA-E-2

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, adopt revisions at the next regular board meeting.

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

DATE: December 3, 2018

Physical Intervention, Restraint, & Seclusion Report

Internal Document

Date:	Type of Incident: <input type="checkbox"/> Seclusion <input type="checkbox"/> Restraint
Student:	School:
Ethnicity:	Gender:
Grade:	Entire Duration of Incident: (hrs:min)
Restraint/Seclusion start time: (am/pm)	Released time: (am/pm)

IEP: Yes No 504: Yes No MTSS/RtI Plan: Yes No Behavior Plan: Yes No

Setting of initial incident: Classroom Hallway Main Office Playground Cafeteria

Other: _____

Person completing report: _____ Title: _____ CPI Trained: Yes No

List all people who participated in the restraint/seclusion: (list more if necessary)

Name: _____	Title: _____	CPI Trained: Yes No
Name: _____	Title: _____	CPI Trained: Yes No
Name: _____	Title: _____	CPI Trained: Yes No
Name: _____	Title: _____	CPI Trained: Yes No
Name: _____	Title: _____	CPI Trained: Yes No

Description of Incident:

Student Behavior/Description of Incident		Staff Response/ Efforts Made to De-escalate	
Antecedent	What was going on prior to the student's behavior?	<input type="checkbox"/> Proximity <input type="checkbox"/> Counseling <input type="checkbox"/> Restructure routine/environment <input type="checkbox"/> Accommodate materials/expectations <input type="checkbox"/> Redirect, restate direction <input type="checkbox"/> Set limits: _____ <input type="checkbox"/> Separate student from the group <input type="checkbox"/> Referral to: _____	Prevention
Danger to Self or Others	Describe the incident. How was the student a danger to self and/or others?	Alternatives to Restraint/Seclusion Used: <input type="checkbox"/> clear area <input type="checkbox"/> visual supervision <input type="checkbox"/> secure area <input type="checkbox"/> block <input type="checkbox"/> remove audience <input type="checkbox"/> redirect, restate direction <input type="checkbox"/> Other: Explain _____	

Risk Behavior	Student Behaviors: <input type="checkbox"/> Hair Pull <input type="checkbox"/> Bite <input type="checkbox"/> Grab <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Throwing <input type="checkbox"/> Eloping (young child) <input type="checkbox"/> Other: Explain	Physical Intervention used: <input type="checkbox"/> Disengagement Skills <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Block <input type="checkbox"/> release <input type="checkbox"/> visual supervision Type of Restraint used: <input type="checkbox"/> Holding/Seated Position <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Holding/Standing Position <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Children's Control Position <input type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High <input type="checkbox"/> Team Control Position <input type="checkbox"/> Seclusion	Restraint/Seclusion
Tension Reduction/Resolution	How did the incident resolve? <input type="checkbox"/> restorative questions/practices <input type="checkbox"/> back to class <input type="checkbox"/> went home <input type="checkbox"/> suspension <input type="checkbox"/> police involvement <input type="checkbox"/> other	<input type="checkbox"/> review events with staff <input type="checkbox"/> review possible triggers <input type="checkbox"/> review/ update behavior plan <input type="checkbox"/> create a safety plan <input type="checkbox"/> other Describe plan:	Debriefing
Injury	<input type="checkbox"/> No Injuries to staff or student Name of person injured: _____ Nature of the injury:	<input type="checkbox"/> sent to the nurse <input type="checkbox"/> first aid <input type="checkbox"/> 911 paramedics <input type="checkbox"/> CPR <input type="checkbox"/> released to parent <input type="checkbox"/> transported to: _____	

Provide a chronological description of the incident below: behavior, statements made, actions taken, etc. Attach a separate sheet if necessary. Please note if a separate sheet is attached _____

Signature of person completing the report

Signature of Building Administrator

Date

Scan and e-mail completed report and supporting documents to d49restraint@d49.org

Label document using the following model: Student initials.Date.Time.School

EX- (KB.8.31.18. 9am.FHS)

RESTRAINT OR INCIDENT REPORT

Examples and Clarification

Restraints are never permitted for non-compliance. There must be imminent danger to the student or other persons to justify a restraint. It must be applied by trained staff, and only when lesser interventions, such as removal of an audience, will not suffice to reduce safety risks. There must be one lead staff member authorizing the restraint. All restraints require a restraint and/or incident report even if the student has received restraints in the past and methods of safely restraining are specified in a behavior plan. All students who have received two or more restraints in a setting should have a function-based behavior plan developed to address the triggers of problem behavior in the specific environment in which it occurred. *This form must be completed in ink with no white out. Staff may wish to record incidents in which a restraint may have resulted, but lesser interventions were used that reduced safety risk.*

Personnel training on this form: _____ Restraint trainer: _____

I certify that I have read the above and have received training on restraints and on the completion of this form.

Signature: _____ Date: _____

Examples of Observable Behavior	Describe Student Behavior/ Description of Incident	Check Staff Response Used/ Emergency Intervention	Examples of Staff Behavior/Intervention Techniques
Pacing, shaking, nervousness, change in eye contact, change in facial expression, change in posture, movement to specific area, change in rate of speech	ANXIETY:	<input type="checkbox"/> proximity <input type="checkbox"/> counseling <input type="checkbox"/> restructure routine environment <input type="checkbox"/> accommodate material expectations <input type="checkbox"/> referral to: _____	Move close to student w/o invading personal space; Active reflective listening; attend to complaints/request; simplify work; change directions; offer help; separate from bothersome stimuli; calming techniques; give choices.
Loud (noises or speech); questions, refusals, swearing, name calling, challenging, threatening, increase in breathing and/or heart rate	DEFENSIVE: (question, refuse, vent: intimate)	<input type="checkbox"/> redirect/restate direction <input type="checkbox"/> set limits: _____ <input type="checkbox"/> separate student from group <input type="checkbox"/> separate the group from student <input type="checkbox"/> sit out within the group	Use simple clear language; reasonable, enforceable and understandable limits; restate positive consequences; separate from group; remove dangerous implements; assemble team members, allow venting.
Hit, kick, throw, turn over desks, pounding windows, tearing clothes or materials, running in dangerous area (e.g., street), self-injury.	ACTING OUT:	Intervention Team: <input type="checkbox"/> clear area <input type="checkbox"/> basket hold <input type="checkbox"/> block <input type="checkbox"/> team restraint <input type="checkbox"/> release <input type="checkbox"/> escort <input type="checkbox"/> visual supervision <input type="checkbox"/> call administrator <input type="checkbox"/> other _____	Maintain safe distance from acting out person; remove bystanders if still in area, plan for team intervention if necessary; implement non harmful, physical intervention techniques as a last resort
Reduction of above behaviors; can answer simple questions rationally; can follow simple direction such as "Take a deep breath"; briefly discusses incident w/o re-escalation; breathing and heart rate return to resting rate.	TENSION REDUCTION:	<input type="checkbox"/> review events <input type="checkbox"/> review schedule <input type="checkbox"/> make plan: _____ _____ _____ _____	Calm down time; discuss incident, make plan w/ acting out person for alternative behavior. For individuals w/ cognitive limitations review rules and return to a successful activity.
	INJURY/MEDICAL:	<input type="checkbox"/> sent to nurse <input type="checkbox"/> first aid <input type="checkbox"/> 911 Paramedics <input type="checkbox"/> CPR <input type="checkbox"/> released to parent <input type="checkbox"/> transported to: _____	