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
   - Short review of Baldrige Improvement Process
   - Review/confirmation of strategic planning content in the D49 Profile
     - vision
     - core competencies
     - strategic challenges
     - strategic advantages
   - Review/discussion of board activities described in Baldrige criteria
     - Individual review of Item 1.2
     - D49 current responses
     - Baldrige recipient responses
     - Strengths/OFIs
   - Review/impact of relevant changes in the 2019-2020 criteria
   - Summary/Review Action Items
2. Annual Performance Review/Strategic Plan/Cultural Compass Review - Peak Planning (30 minutes) Chief Officer Team
3. VoW Analysis and Observations (20 minutes) Chief Officer Team
4. Performance Excellence Update/Review and Direction - Chief Officer Team
   - VoW Compensation Team Agenda (10 minutes)
   - Strategic Facility Planning (30 minutes)
   - Security Initiatives/ESCAT Update (15 minutes)
   - Local Accountability (30 minutes)
   - Board Recruitment/Community Engagement/Outreach to Stakeholders (10 minutes)
   - Leadership Incubator Initiative (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

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Donna Garza
Executive Assistant to the Board of Education

BOE Annual Peak Planning Summit
February 2, 2019

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D49 BoE Baldrige Workshop

February 2, 2019

Workshop Purpose

- Provide an overview of the Baldrige Framework
- Provide examples of Baldrige application at the BoE level.

Agenda

- Overview of the Baldrige process for improving performance
- Current D49 Baldrige responses
- Baldrige recommendations for BoE activities
- Baldrige recipient BoE activity responses.
- Recent Baldrige Framework updates
- Summary/Action Items

Baldrige Overview

Baldrige Framework Review

- Congress passed the National Quality Improvement Act in 1987.
  - recognize American organizations that improve performance
  - provide specific guidance for other American organizations that wish to learn how to manage for performance improvement
- Guidance provided in the Baldrige Excellence Framework.
  - Provides a list of activities found in high-performing organizations
  - Describes a process for evaluating the execution of those activities

Baldrige Activities

- Types of Activities (Baldrige Categories)
  - Leadership
  - Strategy
  - Student Focus
  - Measurement, Analysis, and Knowledge Management
  - Workforce Focus
  - Operations
- Baldrige identifies three levels of importance of these activities.
  - Required for achieving mission
  - Achievement of high performance
  - Achievement of role model performance

Baldrige Activity Exercise

- Review the Baldrige Activity list for the Governance and Societal Responsibility subsection of the Leadership Category (Baldrige Level 1.2)
- Identify the activities that Baldrige suggests are required to achieve your mission: these are found in the bolded question that follows the 1.2 level title Governance and Societal Contributions.
- Identify the activities that Baldrige suggests will result in high performance: these are found in the bolded questions found in the shaded section.
- Review the not-bolded questions in the shaded section that are indication of role model performance.

Evaluation of the Activity Execution

- Baldrige defines four factors to use to evaluate activity execution.
- **A**pproach: Is the execution of the activity well-defined, repeatable, measureable and effective?
- **D**eployment: Is the activity consistently executed by all appropriate people/groups and are all appropriate people/groups affected?
- **L**earning: Is the activity evaluated and improved?
- **I**ntegration: Does the activity conflict with any other activity or with organizational values/goals.

Activity Evaluation Exercise

- Consider D49 activities that answer the 1.2a(2) bolded question: **How do you evaluate the performance of your senior leaders and your governance board?**
- What is the D49 Approach for senior leaders; for the board?
  - Is the execution of the activity well-defined, repeatable, measureable and effective?
- What is the D49 Deployment for senior leaders; for the board?
  - Is the activity consistently executed by all appropriate people/groups and are all appropriate people/groups affected?
- What is the D49 Learning for senior leaders; for the board?
  - Is the activity evaluated and improved?
- What is the D49 **I**ntegration for senior leaders; for the board?
  - Does the activity conflict with any other activity or with organizational values/goals.
- Did the ADLI evaluation identify any opportunities of improvement?

Additional Framework Components

- Results- measurements of activity outcomes (example)
  - Student Learning (graduation rate) and Process Results (buses ontime)
  - Student-focused (satisfaction)
  - Workforce-focused (turn-over)
  - Leadership and Governance (action plan completion)
  - Budgetary, Financial, and Market (spend per pupil)
- Profile-description of organization
  - Facts: workforce characteristics, buildings/equipment, reporting relationships
  - Management Definitions: vision, values, strategic challenges/advantages
  - Used to evaluate the effectiveness and importance of organizational activities

Current D49 Baldrige Responses

Emphasizing Strategic Planning Content

Planning-related Baldrige Profile Terms

- Mission
  - Overall function
  - What D49 is attempting to accomplish
- Vision
  - the desired future state of D49
  - sets the context for strategic planning
- Strategic challenges
  - Pressures that exert a decisive influence on D49 likelihood of *future* success
  - Strategic planning should produce action plans to address mitigation
- Strategic advantages
  - Market benefits that exert a decisive influence on D49 likelihood of *future* success
  - Strategic planning should produce action plants to address capitalizing on the advantage.
- Core competencies (areas of greatest expertise)
  - Strategically important capabilities central to achieving your mission, or
  - Provide an ongoing competitive advantage that competitors would find difficult to imitate

D49 Current Vision Statement

- The Baldrige Framework asks how senior leaders set the vision.
  - The 2018 Annual Performance Review states: "BOE, CO's, and other SL set the vision each year during the APS in January."
  - 2018 vision: "Be *The Best Choice* for anyone choosing a school district for any reason."
  - D49 Mission: To work, learn, and lead
- Exercise:
  - Individually consider what you think D49 needs to achieve to be the best choice to work, to learn, and to lead.
  - After 5 minutes, be prepared to share one idea for each work learn lead reason-to-choose.
- Discussion: How will D49 measure progress toward achieving this vision?
- Is a revision to the vision statement needed?

Strategic Planning vs Performance Planning

- Planning Focus:
  - Strategic planning focuses on preparing for the future (+2-5 years), particularly to achieve the vision.
  - Performance planning focuses on current results (this year) to set priorities to accomplish the mission.
- Performance action plans and strategic action plans differ only in motivation.
  - A performance action plan addresses a current performance level (and may also promote vision achievement).
  - A strategic action plan primarily promotes vision achievement.
- Example:
  - Performance: Action plan to address a decline in graduation rates.
  - Strategic: Action plan to address graduation rates that are second best in the area.
  - Recognition of this difference is intended to ensure a focus on the future (vision achievement).
    - If you always take the path you find in front of you, you might find yourself at the top of Cheyenne Mountain.
    - Strategic planning is intended to ensure your path-choices lead to the top of Pikes Peak.

2018 Strategic Challenges

- Cultural and Strategic Challenges- D49 2018 Annual Performance Review (APR)
  - Reinforcing Caring and Respectful Interactions
  - Creating Empowering Workplace Cultures
  - Preserving the Approval and Investment of Stakeholders
  - Sustaining Positive Community Engagement
  - Responding to diverse stakeholder requirements
  - Preparing Students For Success in Future Learning
  - Preparing Students for Success in Careers and College
- Discussion:
  - Are these challenges addressing the mission (work learn lead) or the vision (best choice)?
  - D49 strategic plan?: Address all mission-related performance measures until achieving best choice, focusing first on those representing the greatest deviation from best choice.
- Discussion: For 2019, is this an appropriate list of pressures that exert a decisive influence on D49 likelihood of future success?

2018 APR: Mitigating Challenges

Figure P.2b-1 Key Cultural and Strategic Challenges and Responsive Key Initiatives

Cultural and Strategic Challenges	EPS	Ops	SR	WK	Responsive Key Initiative
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

- EPS: Education Program and Service Offerings
- Ops: Operations
- SR: Societal Responsibility
- WK: Workforce

2018 APR Improvement List

Fig. 2.1b(1) Initiatives, Objectives, Key Measures and Targets for Strategic Improvement		
CSPI	**Objectives**	**Key Measures and Targets**
CI #1 Community Care	• Further deploy Community Care initiative • Coordinate care efforts across district and community • Support the Enhanced Security Initiative	• Create baseline measures for CRT • Update Grief/Loss Procedures • Update website for Community Care • Create resource directory of supports
CI #2 Equip and Encourage	• Recognize and reinforce performance • Cultivate systematic innovation • Expand restorative practices and BRIGHT	• Raise VoW Annual engagement results 5% • Increase VoW Annual enablement scores 3%
SI #1 Keep the Peak in View	• Deploy VMV and CSPI to all schools and units • Install interactive data performance displays • Incorporate CSPI in vendor contracts • Enhance capacity with a Manager of Internal Communications	• Baldrige Categories 1.1, 2.2, 7.2, and 7.4 • VoW Annual Survey engagement • Present at state and national conferences to gain credibility and share best practices • MLO election results 2018
SI #2 Climb with Community	• Peak Partners Leadership Academy III • BOE Evaluation Process • BOE Director District Election • 2016 3B Investment Tracking	• BOE Evaluation Results • BOE Candidate Identification • Election Participation and MLO election results
SI #3 Portfolio Performance	• Improve performance scores on all SPF's • Conduct CSAPR's for all charter schools • Align Accreditation and Accountability processes with VMCS	• District Performance Framework • School Performance Frameworks • Baldrige Category 7.1
SI #4 Primary Proficiency	• Consolidate Primary Literacy Gains • Launch Academy for Literacy Innovation • and Excellence • Formally Launch Primary Math Initiative actions	• Primary Lit. Achievement (DIBELS) • Primary Lit. %^{ile} Rank (DIBELS & PARCC) • Review Primary Math Baseline Scores (CMAS, DIBELS) and set performance targets • Baldrige Category 7.1
SI #5 49 Pathways	• Transition iCAPs to pathway plans • Develop Capstone approval process • Integrate pathway planning into PowerSchool • Implement graduation guidelines transition • Track and report augmented matriculation data	• Postsecondary Workforce Readiness results • Secondary Matriculation • Secondary Graduation • PSAT and SAT results • Baldrige Category 7.1

2018 Strategic Advantages

- Cultural and Strategic Advantages-D49 2018 APR
  - Earned Autonomy
  - APEX Team Leadership
  - Precise Planning and Execution
  - Primary Literacy Performance
  - 49 Pathways—Career and College
  - Exceptional Partnerships
  - Military Community Alliances
  - Higher Education Collaboration
- Discussion: For 2019, is the appropriate list of market benefits that exert a decisive influence on D49 likelihood of future success?
- Baldrige suggests advantages should be applied to assist with appropriate processes and improvement efforts.

2018 APR: Leveraging Strategic Advantages

Figure P.2b-2
Key Cultural and Strategic Advantages for our Key Work Processes and Key Support Processes

	Cultural and Strategic Advantages	KWP	KSP		
		EPS	**SR**	**Ops**	**WK**
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	✓	✓		✓

- KWP (key work processes): Processes in Firm Foundations and 49 Pathways
- KSP (key support processes): Financial & Business Services, Human Resources, Communications Services. Operations Services (FINTS)

D49 Current Core Competencies

- D49 2018 APR list of areas of greatest expertise:
  - Continuous Innovation and Improvement
  - Portfolio School Management
  - Effective & Efficient Resource Management
- Why consider "core competencies"? Choose all that apply:
  - Build a case for being an award recipient
  - Ensure that these "areas of expertise" are effectively employed to promote high performance
- Baldrige recommendations to effectively employ a core competence:
  - Organize/manage work force to capitalize on core competencies
  - Incorporate in leadership and workforce training and development
  - Strategic objectives leverage core competence
  - Apply core competences to select the areas for community involvement
  - Make decisions about subcontracting
- Strategic planning should include determination of additional core competencies that should be developed to accomplish your mission and/or vision.

Baldrige Recommendations for BoE Activities

Baldrige Board of Education References

- Board activities are primarily found in Item 1.2
  - Take a few minutes to review all questions in the shaded area of the 1.2 handout. Remember:
    - Bolded questions suggest high performance.
    - Not-bolded suggest role model performance.
  - Identify, for discussion, any questions you may have about responsibility, intent, or D49 processes.
- One additional board activity is found in the Item addressing performance analysis and review.
  - 4.1(b): How does your governance board review the organization's performance and its progress on strategic objectives and action plans, if appropriate?
  - This afternoon's APS is an example of one activity that addresses this question.

Baldrige Recipient Responses

Addressing OFIs in 2018 APR feedback report

Baldrige Recipient Response to 2018 APR 1.2 OFI #1

- 1.2b(2): How do you monitor and respond to breaches of ethical behavior?
- 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.

2018 APR 1.2 OFI #1

- 1.2b(2): How do you monitor and respond to breaches of ethical behavior?
- City of Fort Collins (2017 recipient)
  - The Council Ethics Committee receives all ethical complaints directly. • The NAVEX hotline is posted on the website for staff to access. All inquiries are received and investigated through HR. • The Citizen Review Board (CRB) process gives citizens a chance to question and hold Police Services accountable for its treatment of residents. • A "no tolerance" culture for ethical violations that includes termination for non-disclosure violations that occur outside the workplace.
- Bristol Tennessee Essential Services (2017 recipient)
  - Open communication from outside and within BTES helps monitor ethical behaviors. Any breaches in ethical behavior are immediately addressed and discussed with the employee's immediate supervisor, their director, the Director of Management Services and the CEO. They are formally reviewed and noted in the employee's file and again addressed during the next appraisal, as appropriate.
- Charter School of San Diego (2015 Recipient)
  - CSSD is able to monitor and respond to all breaches of ethical behavior reported through the survey of all stakeholders annually and through the Complaint Process (Figure 3.2-1).

2018 APR 1.2 OFI #2

- 1.2a(2): How do you use performance evaluations in determining executive compensation?

- 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

Baldrige Recipient Response to 2018 APR 1.2 OFI #2

- 1.2a(2): How do you use performance evaluations in determining executive compensation?

- City of Fort Collins (2017 recipient)
  - The Council formally evaluates the performance of the City Manager twice each year, with executive compensation based on accomplishing established goals.

- Bristol Tennessee Essential Services (2017 recipient)
  - The CEO's performance is evaluated during each of the monthly Board meetings. …Compensation of the CEO is compared at the local, regional and national level to ensure consistency.

- Charter School of San Diego (2015 Recipient)
  - Performance evaluations do not determine executive compensation. Executive compensation is determined through the Salary Compensation Council and approved by the BOD.

Updates in 2019-2020 Framework

Added Subjects

- Culture
  - Profile: Describe characteristics of the organizational culture.
  - Leadership question: How do you create and reinforce organizational culture?
  - Workforce question: repeats reinforcement question
  - Discussions of Cultural Compass should address these questions.
- Cybersecurity: expanded
  - Responsibilities of various groups
  - Awareness of threats
  - Identify, prioritize, and protect key systems
- Supplier Network:
  - Covers purchased materials and services
  - Expansion of existing questions that may not apply to D49

Reorganization of Existing Questions

- Student Focus (Category 3)
  - "Make the Criteria more logical for the user"
- Workforce Engagement (Item 5.2)
  - New question section for Performance Management and Development

Summary/Action Items

Thank you!

BOE Annual Peak Planning Summit
February 2, 2019

2. **Annual Performance Review/**
   Strategic Plan/
   Cultural Compass Review –
   <u>Peak Planning</u>
   (30 minutes)

   Chief Officer Team

BOE Annual Peak Planning Summit
February 2, 2019

3. VoW Analysis and Observations (20 minutes)

Chief Officer Team

BOE Annual Peak Planning Summit
February 2, 2019

4. Performance Excellence Update/Review and Direction - Chief Officer Team

- VoW Compensation Team Agenda (10 minutes)
- Strategic Facility Planning (30 minutes)
- Security Initiatives/ESCAT Update (15 minutes)
- Local Accountability (30 minutes)
- Board Recruitment/Community Engagement/Outreach to Stakeholders (10 minutes)

- Leadership Incubator Initiative (10 minutes)

2018 VoW Learning Tour

Chief officers met with 30+ Focus Groups representing Support Staff, Professional-Technical, and Licensed Segments

Key Themes from VLT Sessions

Valuing Support Staff is a major OFI. compensation, training, equipping, and respect are key concerns	**Technology OFI's** included Powerschool and network usability along with multiple, simultaneous system changes
Special Education processes and structure do not yet meet growing demands for support and compliance	**Relevant and Valued Training** remains an unmet expectation for all workforce segments—especially cross-training
Staffing and Compensation Levels remain a high-priority OFI—especially linked to relevant training, experience, and workload for hard-to-fill positions	**The VoW System** is increasingly valued and appreciated and there is desire to differentiate and focus the survey

Multiple sessions expressed **Growing Pride** about working for District 49—contrasting frequently with prior embarrassment about the district's reputation

D49 STRATEGIC FACILITIES PLANNING
5 Year Timeframe

Board of Education Annual Planning Summit
Feb 2, 2019

Today's Purpose

Discuss Options for the 5 Year Facilities Plan

- New Schools
- Support Facilities

Receive Planning Guidance/Direction

Agenda

Part I – School Planning

Part II – Supporting Facilities 5 Year Plan

Request: hold most discussion until the end of each part above

Planning Assumptions

Pods - have additional lifespan use (includes HMS Panther Den, which need investment)

Mods - at end of life across D49,
cost $$ to maintain

10 Class Pod at SES

Typical Mods

COO Position

We must plan on phasing out current Mods and reduce reliance upon them (as opposed to deliberate planning for continued use).

School Planning – Other Notes

Charter Schools - Constantly evolving landscape

- LTA, GPA, RMCA, PPSEL, BLRA, BLPA, PTEC, AIST…
- Impacts Student Population

New Small Building

- PPEC? PEAK? Homeschool? Combination? Other?
- Funding solution is available
  - Option: Build at SSAE Site (start Aug 2020/open Aug 2021)
  - Option: Buy a building outright Aug 2020
- If use for PPEC and Homeschool at SSAE campus…
  - Frees up Creekside space
  - Consolidates SSAE/PPEC (efficient use of facilities)

School Capacity

Middle Schools

- FMS and SMS - over capacity now
- HMS needs investment to maximize use, but do we increase enrollment there?
  - SCZ growth not supporting increased student load at HMS
  - If we choose to shift students there from SMS
  - - Need more capacity (fix old RMCA)
  - - Increases elementary feeder flow to HMS
  - - Increases SCHS input
- Temp relief – do we consider K-6 in some schools?

Elementary Schools

Overall capacity: good through 2023 (localized crowding)

High Schools

Zones future? Will we build? When? Online/distributed learning?

School Construction – Options

Option

Middle School - Voter Initiative

Vote Nov 2020 / Start construction Summer 2021/Open Aug 2022

Elementary School - Use accumulating MLO $$

Timeline – 2022 or 2023 likely earliest opening

High School – TBD

Option

Middle School – Use accumulating MLO $$

Timeline – 2025 or 2026 likely earliest school opening

Elementary School – postpone until a Voter Initiative

High School – TBD

More Options Are Possible!

School Construction – Next Steps

- Too early to determine the funding path for the next school construction (during 2019 will have revaluation of property values, legislative developments, etc). By end of 2019, we will be better informed to discuss funding options.

- A middle school is the next construction project required: we should set initial goal of opening one NLT Aug 2023

- Chief Officers should set up focused discussions now to address following issues
  - Long term Zone structure
  - Consider temporary relief options for school population management, including
    - Shifting Zone boundaries to relieve POWER Zone pressure
    - K-6 school structure to relieve middle school pressure

Part I – School Planning

Discussion

Agenda

Part I – School Planning

Part II – Supporting Facilities 5 Year Plan

Supporting Facilities

Topics

- Central Office
- Transportation Workspace, Maintenance and Parking
- Facilities Grounds Maintenance Workspace and Parking
- Creekside Support Center
- Individualized Education
  - Pre School
  - Transition Program
  - PEAK Program

Central Office

Requirements

- BOE space expansion
  - BOE Audience, Parking
- Office staff space
  - Current and future
- Parking – Employees and Guests
- Remove Mods – end of life

Options

1. Expand current location
2. Acquire new location

Central Office – Expand Current

Action: Expand BOE Room

Advantages

- Cost - lower than a new building (12’ westward ~ $108-120k)

Disadvantages

- Continued reliance on Mods
- Does not address parking
- Does not support staff growth
- Does not free up space for other support functions
- Temporary solution at best

Central Office – Acquire New

Action: Build/Acquire Space for BOE, Chiefs, Bus Office, Ed Office

Planning Assumption: Funding strategy is available

RECOMMENDED

Advantages

- Design to what we need for growth
- Parking space for all
- Allows us to re-purpose current CO space
- Removes CO Mods
- Opportunity to centralize Ed Office

Disadvantages

- Cost ($4MM to $9MM – requires detailed planning)
- Timeline – probably 2021-2024 window

Transportation

Highest Priority in Support Facilities

Out of space now, increasing ~11 routes in Aug19

Concern: $$ into solutions w/o knowing where we are heading

Requirements

- 15 acres with paved parking (plan 300 buses/50 yrs)
- Employee parking
- Maintenance bays (should have 1 per 25 buses)
- Training space (close down maint for training now)

Options

1. Maintain/expand current location (acquire nearby parking)
2. “Split-based” operations (use 2 bus facilities permanently)
3. New location - large enough to grow along with D49 requirements

Maintain/Expand Current Trans

Planning Assumption – Central Office moves to new spot

Action: Acquire additional 5-10 acres very close by for bus parking, plus spread into space opened up by Central Office move

Advantages

- Lower overall cost

Disadvantages

- Do not gain space for other support uses (Facilities, NUTS, Safety and Security)
- Waits on Central Office move
- Still need $$ into expanding maintenance bays, paving current lot (over $1MM), training areas, and improving any acquired lot (paving, small buildings possibly)
- Parking for employees? Depends on how much land acquired

Split-Based Transportation

Action: Acquire “satellite” spot and operate permanently from 2 locations. Build up support capacity over time at the 2nd location

Advantages

- Less impact from weather and traffic (stuck on Woodmen?)
- Reduce fuel costs
- Gain space for Facilities (at either satellite or current location)
- Can start working solutions now in advance of CO move
- Relieves employee parking issue (assuming proper route distribution)
- Recruitment benefit (assuming 2nd location closer to city)

Disadvantages

- Cost (ultimately about $5MM, phased in over time)
- Long term overhead of 2 locations (personnel, 2 fuel farms, 2 maint areas…)
- Still need to put $$ into paving lot at current location

New Permanent Trans Location

Action: Acquire 15 acres (300 bus capacity) and build facility

RECOMMENDED

Advantages

- Provides space to grow to ultimate district requirements
- One location = less personnel and facilities overhead
- Re-purpose current space for Facilities, NUTS, and Safety/Security requirements (meeting space, storage space, training areas, etc)
- Best Long Term Solution (think 30-50 years)…design what we need and what will work best

Disadvantages

- Costs (ultimately about $9MM, phased in over years)
- Time to implement (assume doing split based ops during transition)

Facilities & Grounds Maintenance

Requirements

- Functional work space (Carpentry, equipment maintenance)
- Bathrooms
- Exterior Lighting
- Employee parking
- Seasonal storage for grounds equipment and supplies

Options

1. Improve current space
2. Co-locate with Transportation
3. Backfill space in Central Office

Grounds Maintenance Space

2 AM Snow Duty

Post Sunrise

Facilities - Improve Grounds' Space

Action: Add lighting, pave lot, add plumbing, improve and add structures, add employee parking

Advantages

Have the land and space

Disadvantages

Groundwater issue, flooding risk in heavy rains

Not the right place to invest in building for long term

Cost (rough estimate about $600k for paving, lighting, water and sewer, covered equipment parking)

Facilities - Co-Locate with Trans

Planning Assumption – Transportation goes split-based or into entirely new location

Action: Facilities grounds maintenance shares space in Transportation area

Advantages

Shared support assets (buildings, electricity, lighting, plumbing)

Disadvantages

Reliant upon cost and timeline of Transportation move

Facilities - Backfill CO Area

Planning Assumption – Transportation moves out of CO

Actions: Facilities Grounds Maintenance take parking and bus maintenance space at CO, pave at least portions of current area inside of fence

RECOMMENDED

Advantages

- Re-use of current assets
- Cost effective solution
- Centralizes entire facilities workforce

Disadvantages

- Reliant upon cost and timeline of Transportation move
- Costs to pave portion of current bus parking area

Creekside Support Center

PPCC future at Creekside? Critical Planning Factor

Planning Assumption: PPEC and PPCC moves from Creekside

Options for Use of Space

- Central Registration
- Office Space
  - Significant portion of Central Office staff can move here
  - Culture and Services - Centralized
- Pre-School
- Training Areas

Solution dependent upon PPEC & PPCC future, and Central Office future

Individualized Education

Requirements

- Pre School - Numbers/Growth
- Transition Program - Numbers/Growth
- PEAK Program - Numbers/Growth

Option 1: One building

- Transition Program
- PEAK Program
- Possibly Pre-K …3-4 year olds
- Shared space: efficiencies (laundry, kitchen, home skills education)
- ICA building? Investment required for risk analysis ref: building issues

Option 2: Multiple locations across district

Recommendation

5 Year Support Facilities Plan

1. Build new small building for PPEC by 2021, re-allocate Creekside space
2. Remove PPCC from Creekside and re-allocate office space
3. Build new Central Office ASAP (earliest 2021?)
4. Transportation – move towards completely new centralized facility
    - Acquire 15 acres ASAP (will be harder to get land in 10 years!)
    - Move some buses ASAP to alleviate parking (temp split based opns)
    - Phase in parking, maintenance, and office space growth over time to meet D49 needs
5. Facilities Grounds Maintenance – backfill into Transportation space at CO
6. Seek solutions for Individualized Education

Way Ahead

Adjust plans based on BOE discussions today

Review with DAAC for input

Bring proposed support facilities plan to Board for approval NLT end of Feb

2019 discussions on long term Zone strategy and temporary school population solutions

Include into budget planning process

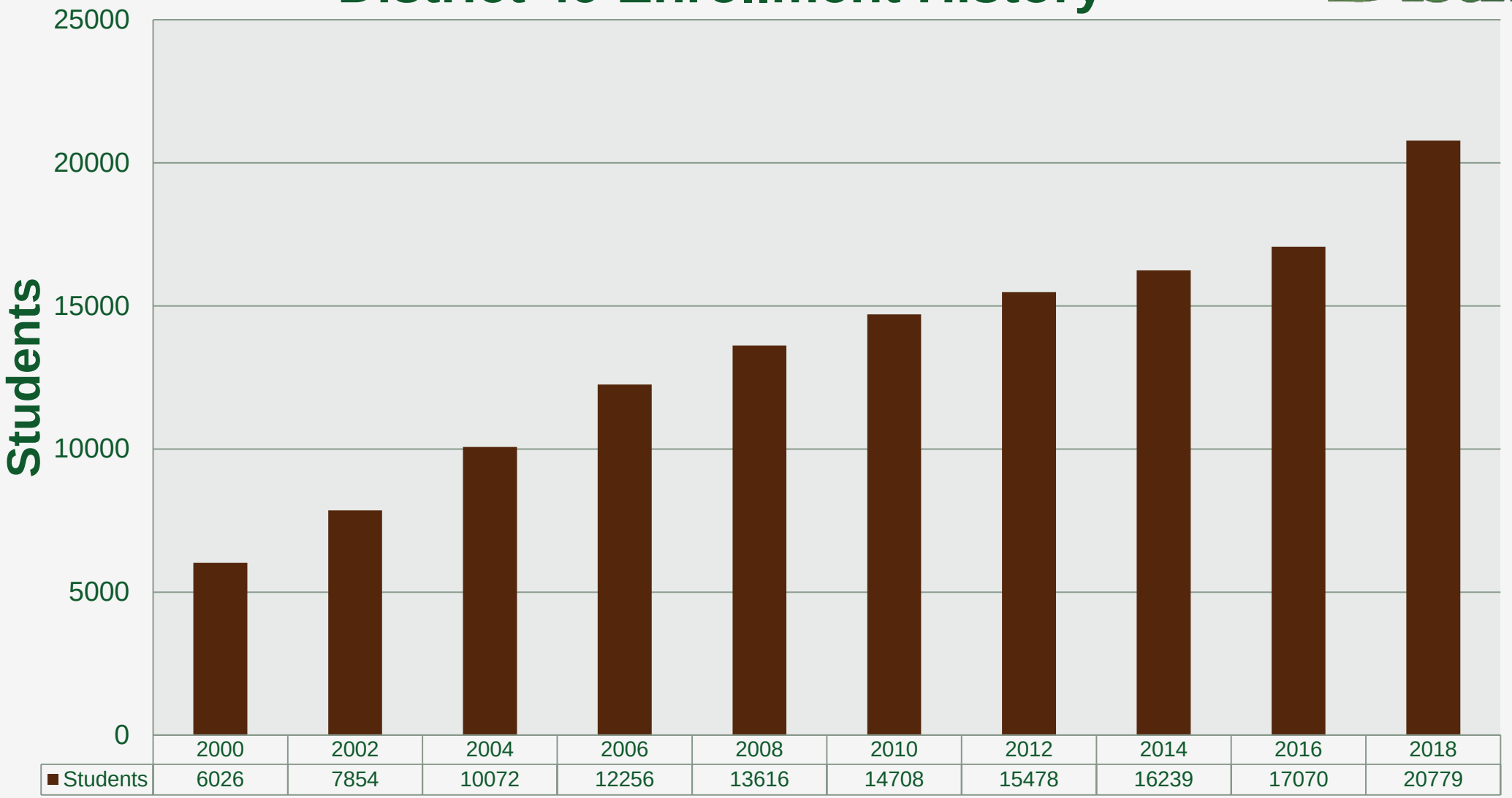
- Any current costs SY 18/19 (transportation immediate fix?)
- SY 19/20 planning

Decide NLT Jan 2020 on next school construction funding strategy

BACKUP

DISTRICT 49
GROWTH PROJECTIONS

District 49 Enrollment History

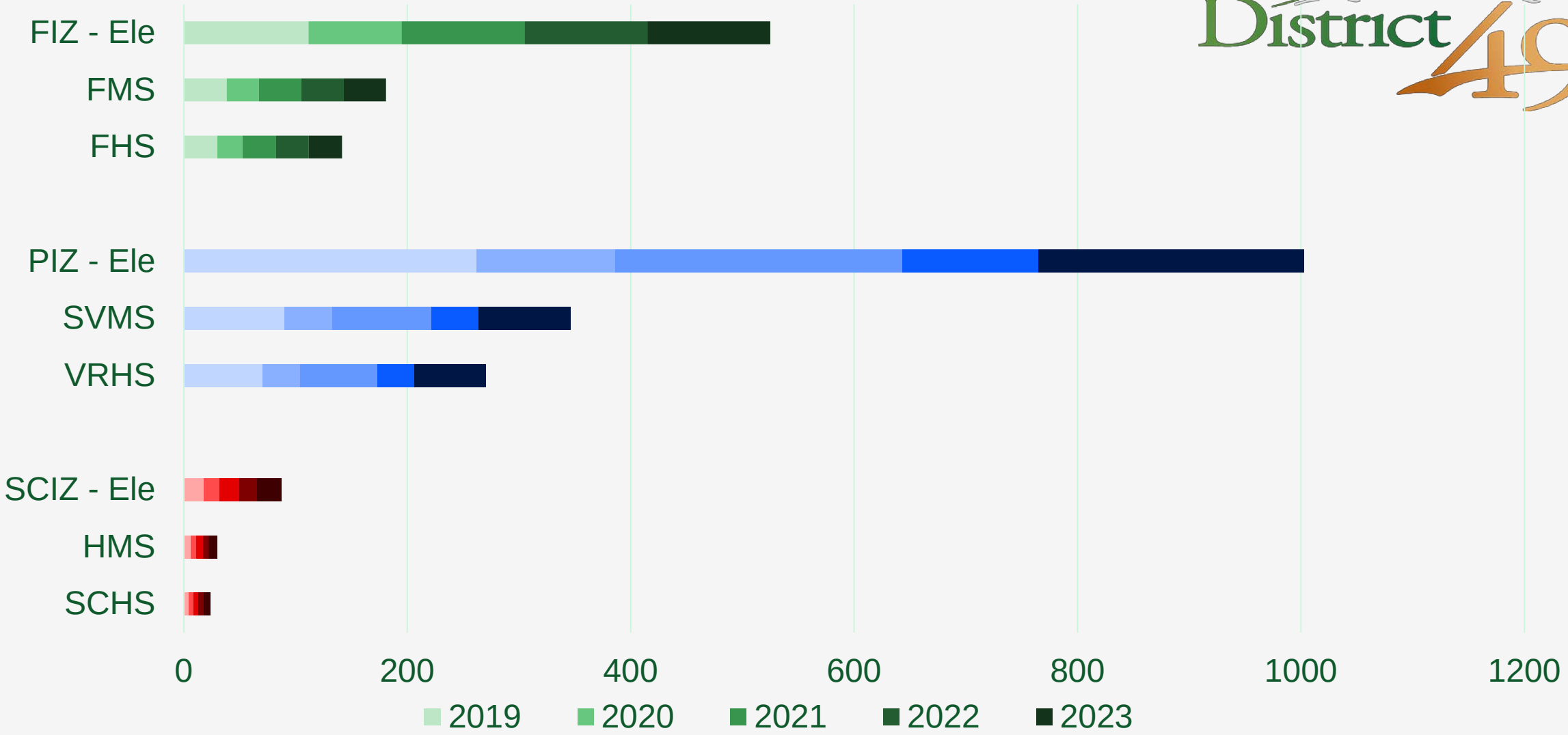


	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018
Students	6026	7854	10072	12256	13616	14708	15478	16239	17070	20779

Life Cycle to Development

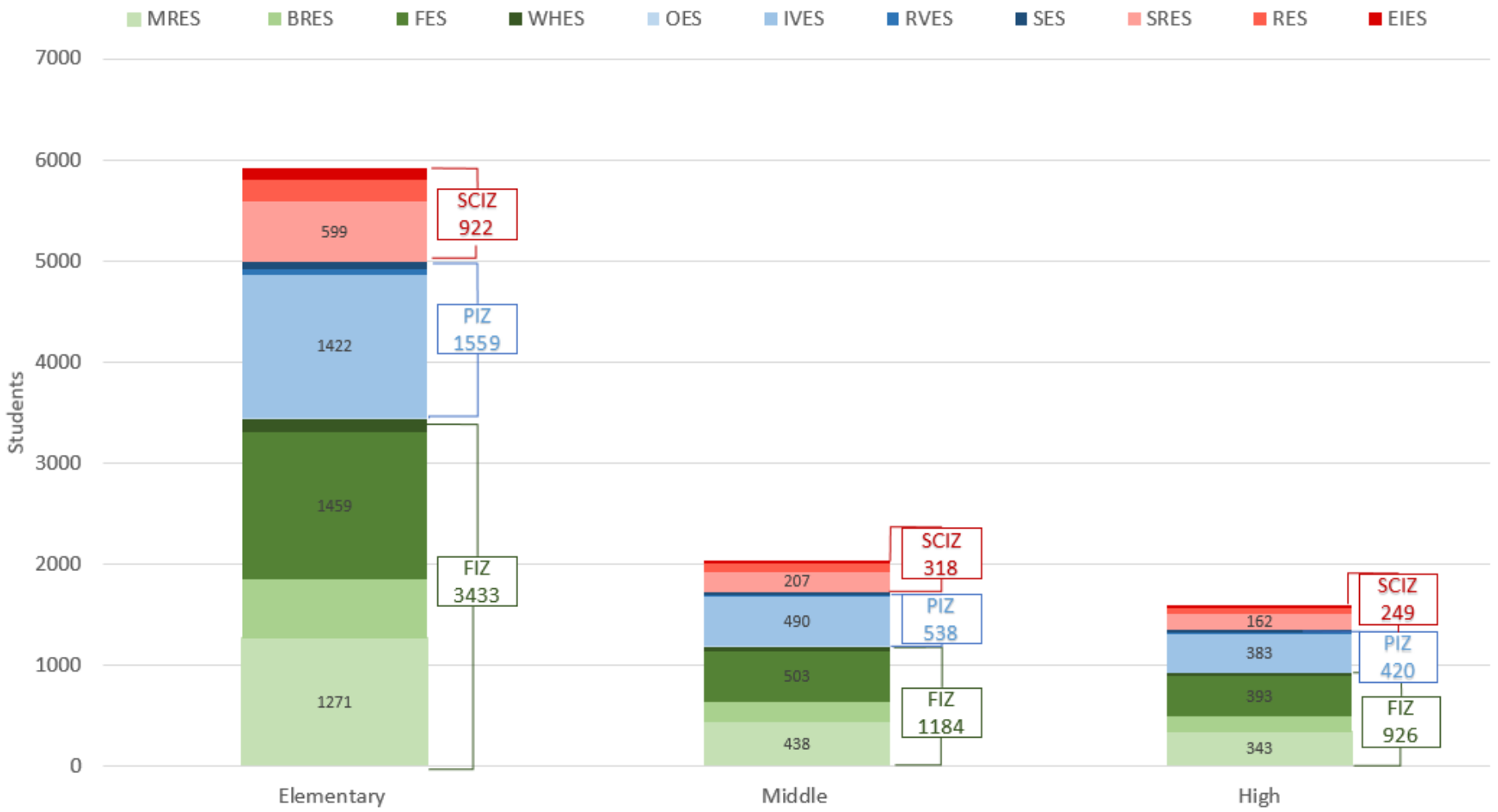
Future Lots	Lots that are planned by not yet developed with any or all infrastructure such as streets and utilities	• (Proposed) Vacant Land – the site remains untouched • Survey Stakes – Survey flags on site • Equipment on Site –excavation machines on-site • Excavation – lot grading, street excavation and utility work underway. • Street Paving – streets are being poured - not accessible. • Streets In – streets poured for the entire section
Platting	Future lot development approval with the county	• Preliminary – county reviews the development plan the first time • Record –county gives final approval for the development
Vacant Developed Lots	Lots on a recorded plat with streets and utilities in place, ready for construction	
Starts	When a lot has a slab (foundation) or basement poured	
Housing Inventory	Construction is complete, but homes are not occupied by a buyer, includes model homes and finished vacant inventory	
Closing	When a home is occupied for the first time	

5 Yr Projection Student Generation from Development



***Data does not include any of the Norwood Development**
Projections based on current annual turnover rate

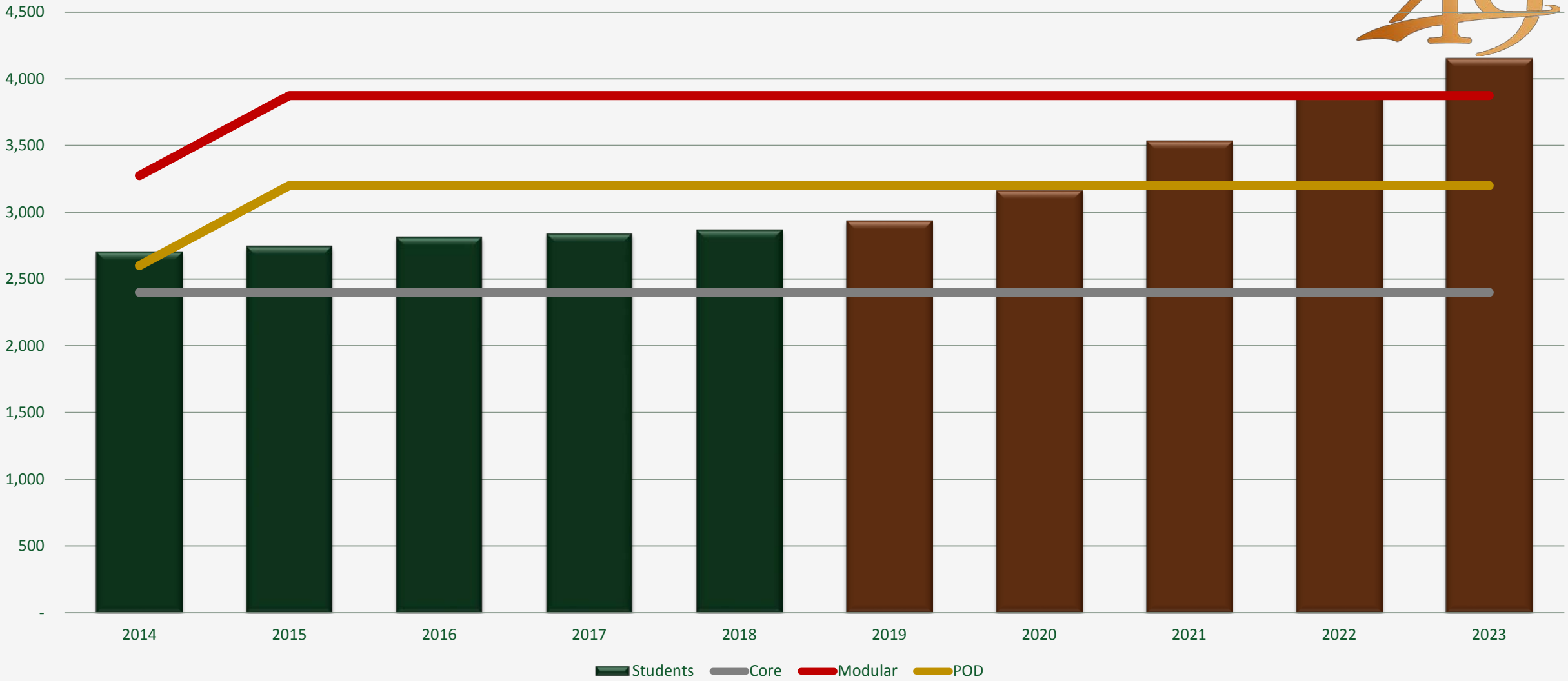
Projected Student Generation from Development
2018-?
(Includes all Preliminary and Platted Development to Date)



* Data does not include any of the Norwood Development

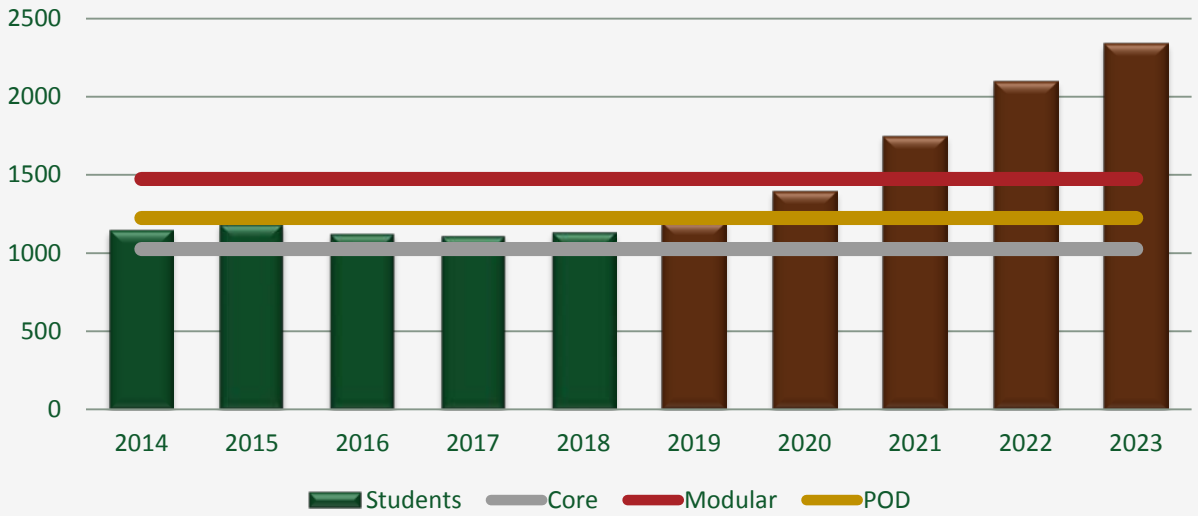
2018/19 Coordinated Middle School Students

Enrollment and Projections Core vs. Modular Space

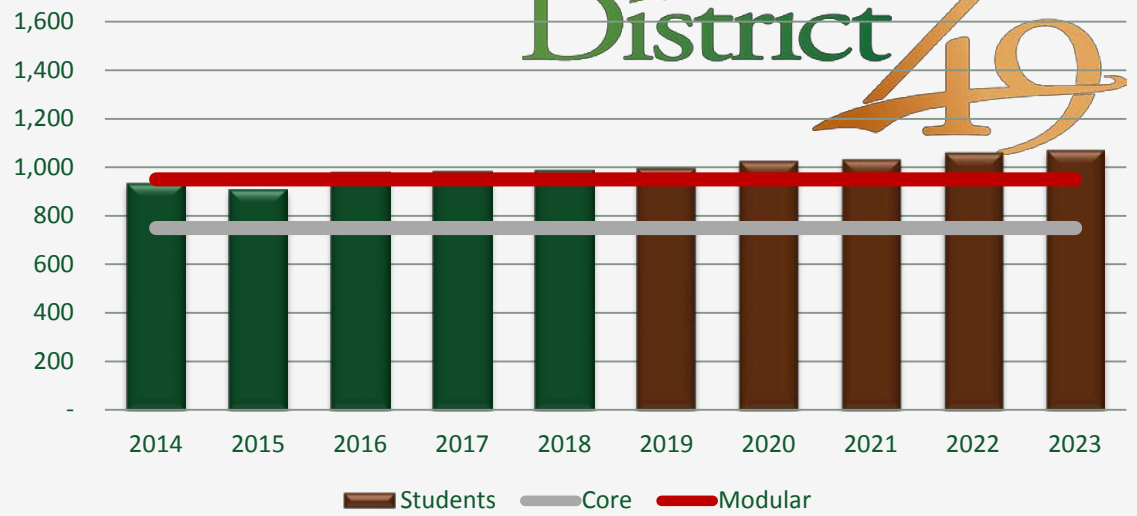


***Does not include Springs Studio for Academic Excellence**

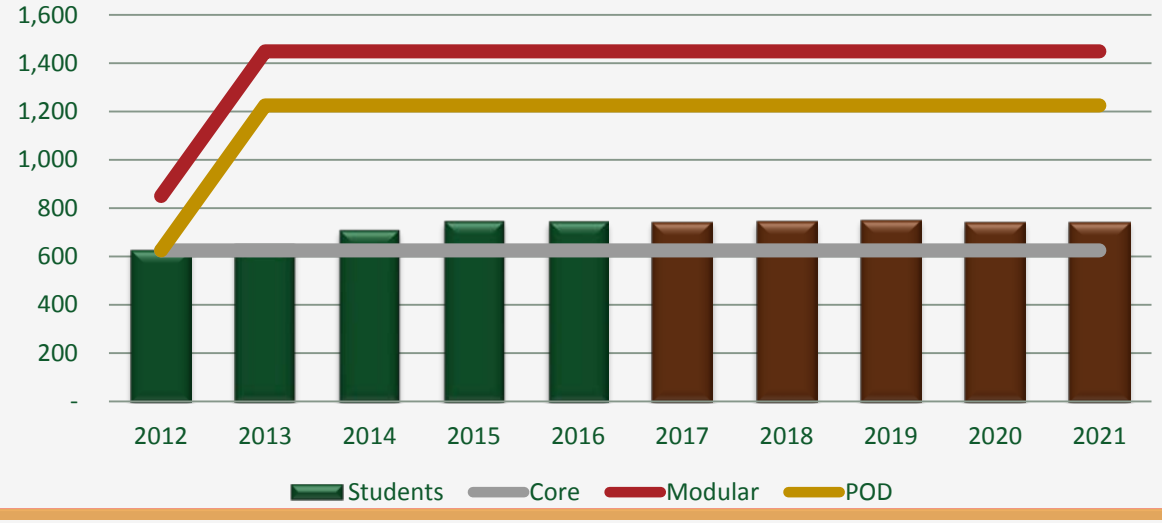
2018/19 Skyview Middle School
Enrollment and Projections Core vs. Modular Space



2018/2019 Falcon Middle School
Enrollment and Projections Core vs. Modular Space



2018/19 Horizon Middle School
Enrollment and Projections Core vs. Modular Space

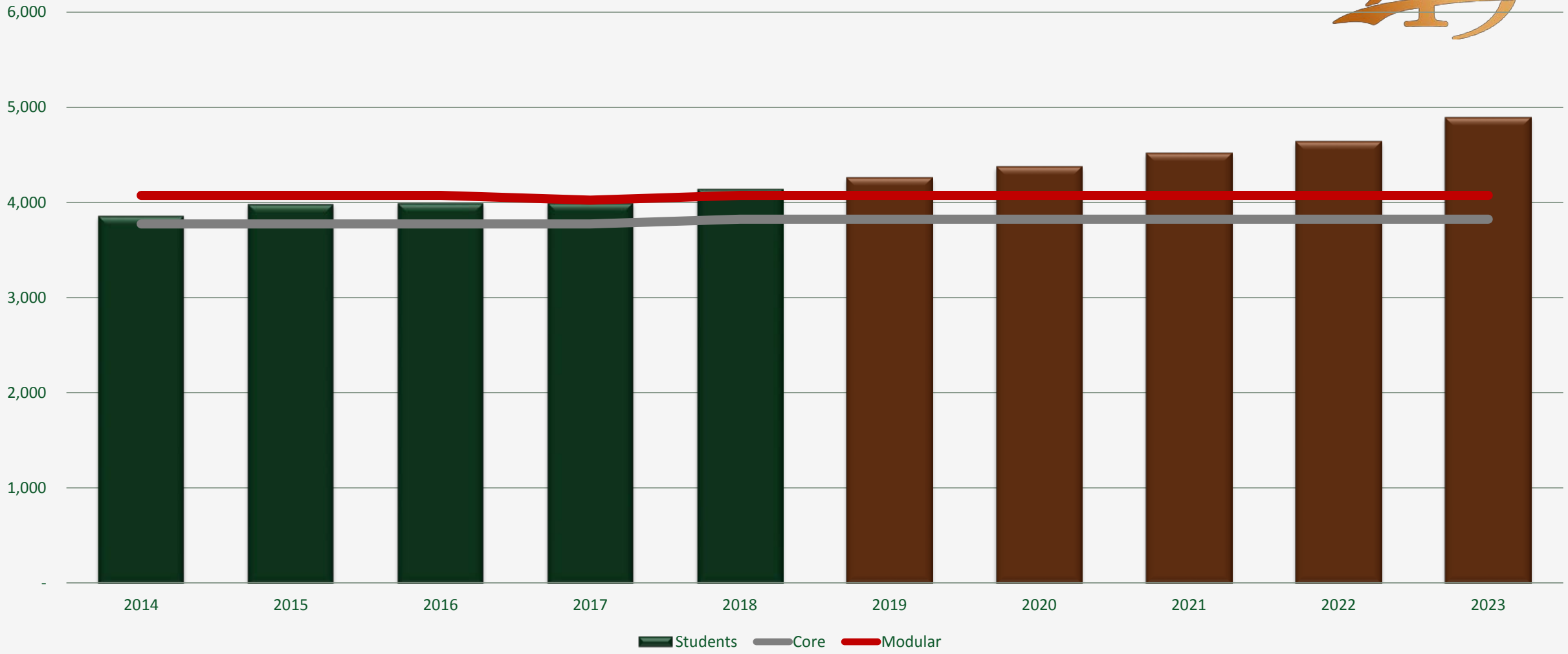


Current Middle School projections indicate we have/will exceed "Core + Pod" capacity at SVMS (by 2020) and FMS (already exceeded).

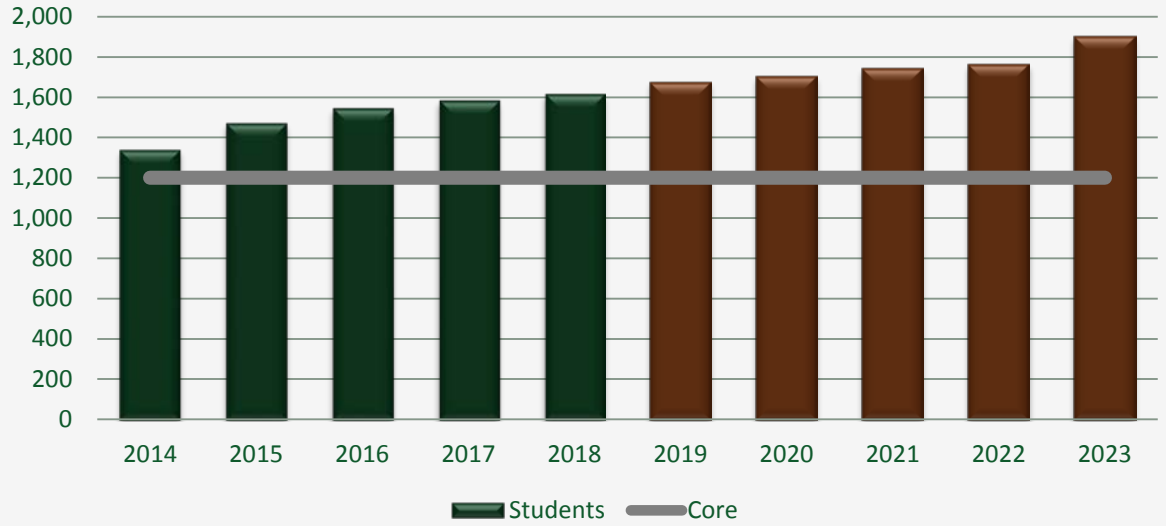
Across D49, we will exceed "Core + Pod" capacity next year.

2018/19 Coordinated High School Students

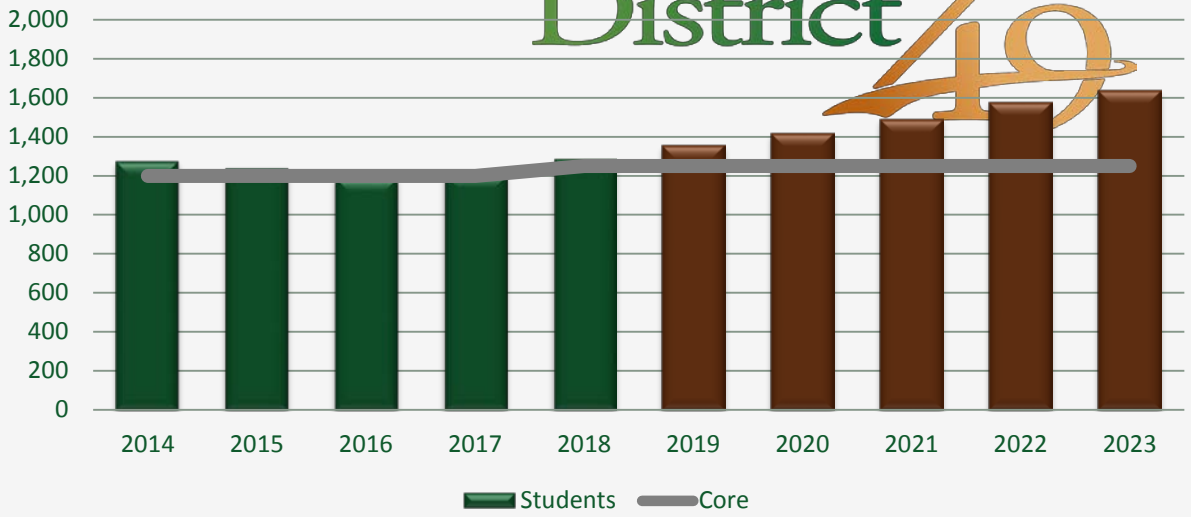
Enrollment vs. Core + Modular – Past & Projected



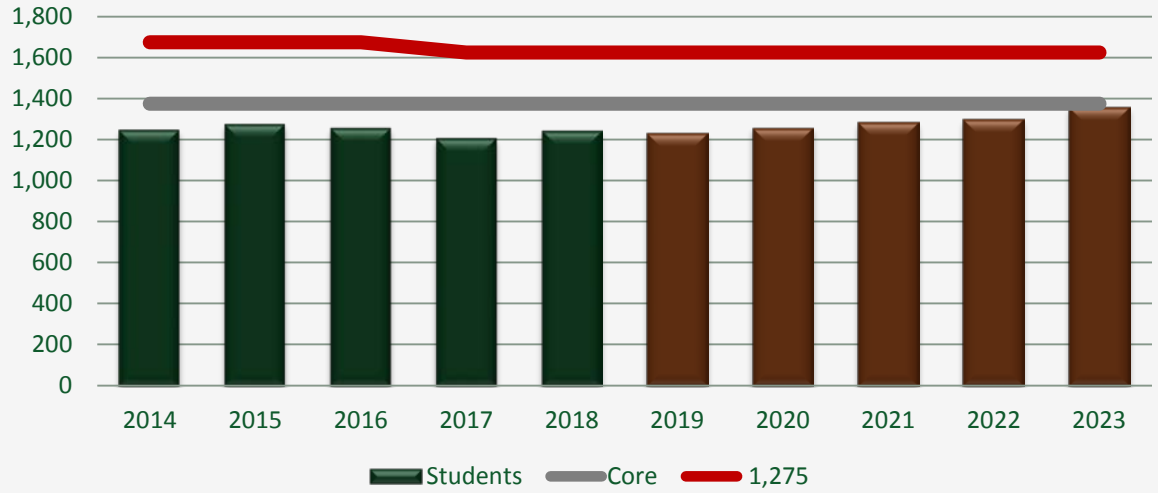
2018/19 Vista Ridge High School
Enrollment vs. Core Capacity



2018/19 Falcon High School
Enrollment and Projections vs. Core Space



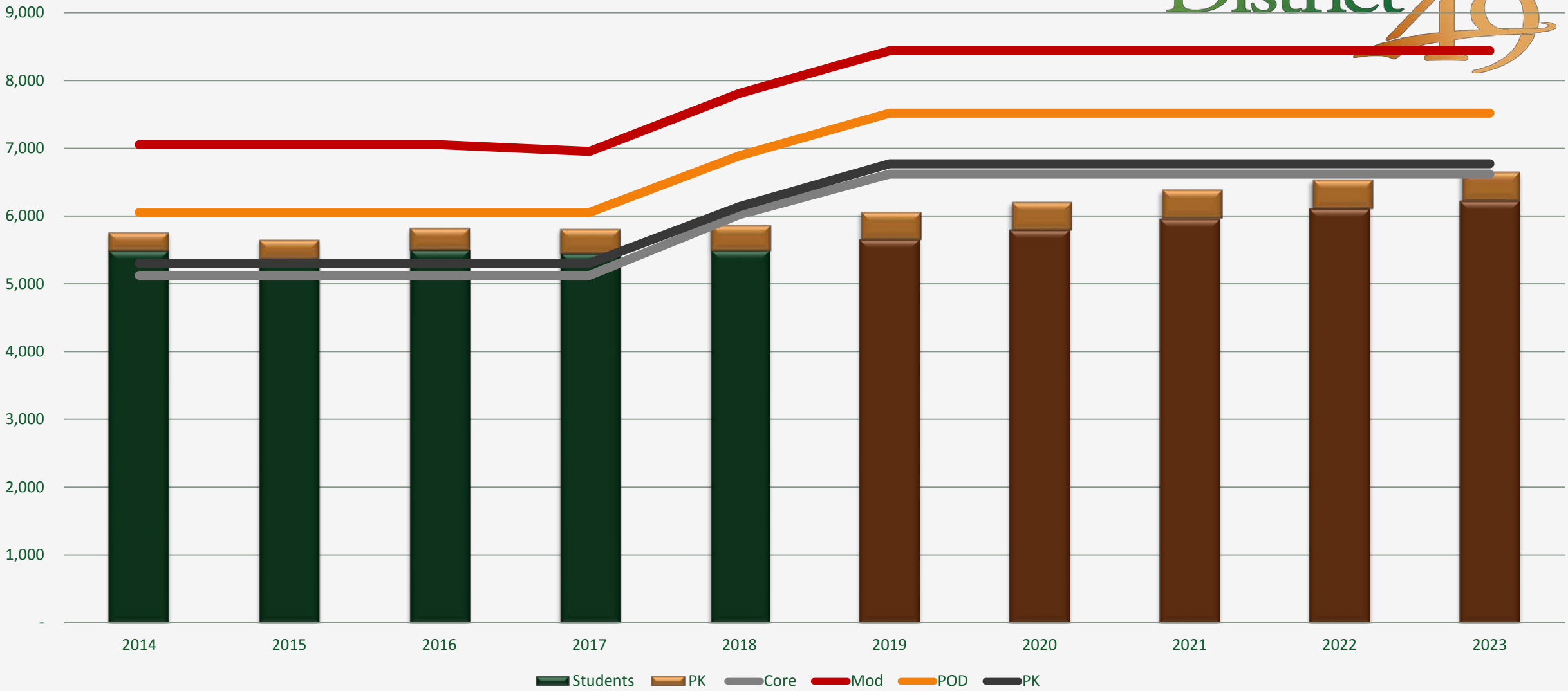
2018/19 Sand Creek High School
Enrollment vs. Core + Modular Capacity- Past and Projected



Current High School projections indicate we will/have exceeded "Core + Pod" capacity at FHS (by 2019), at SCHS (2023) and VRHS (already exceeded).

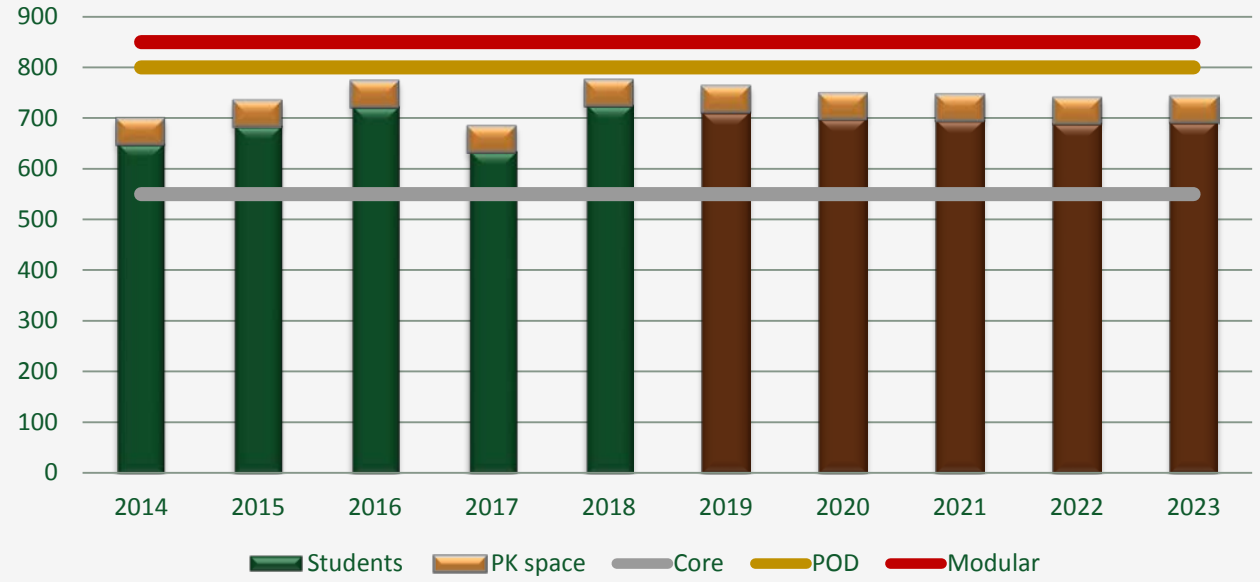
Across D49, we already exceed "Core + Pod" capacity next year.

2018/19 District 49 Coordinated Elementary Students
Enrollment Projections vs. Core and Modular Space

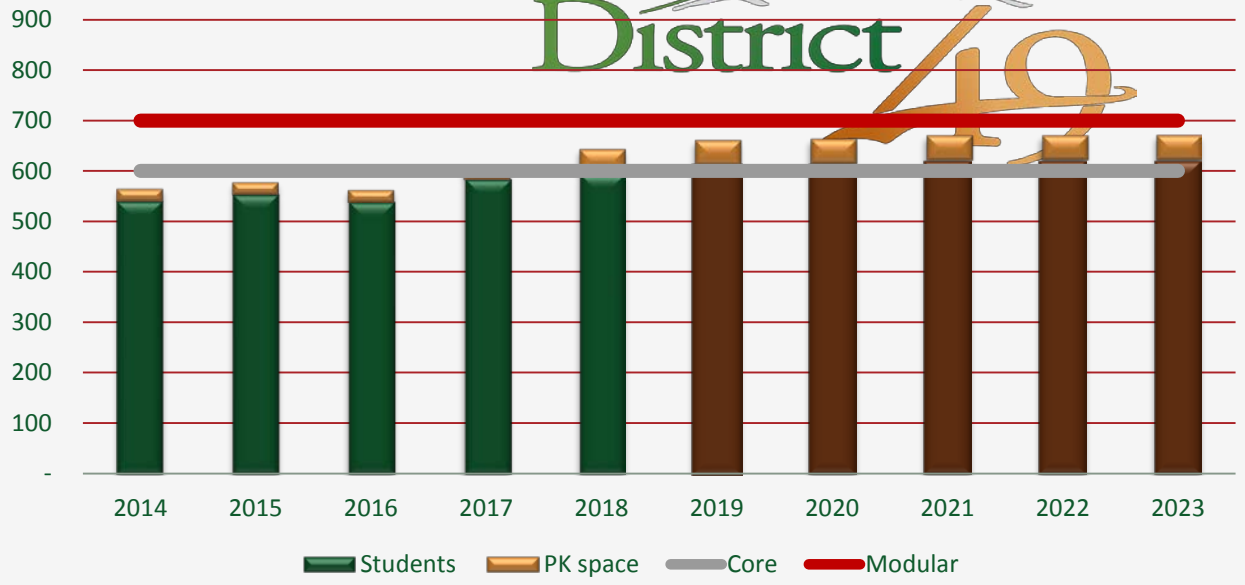


***Does not include Springs Studio for Academic Excellence**

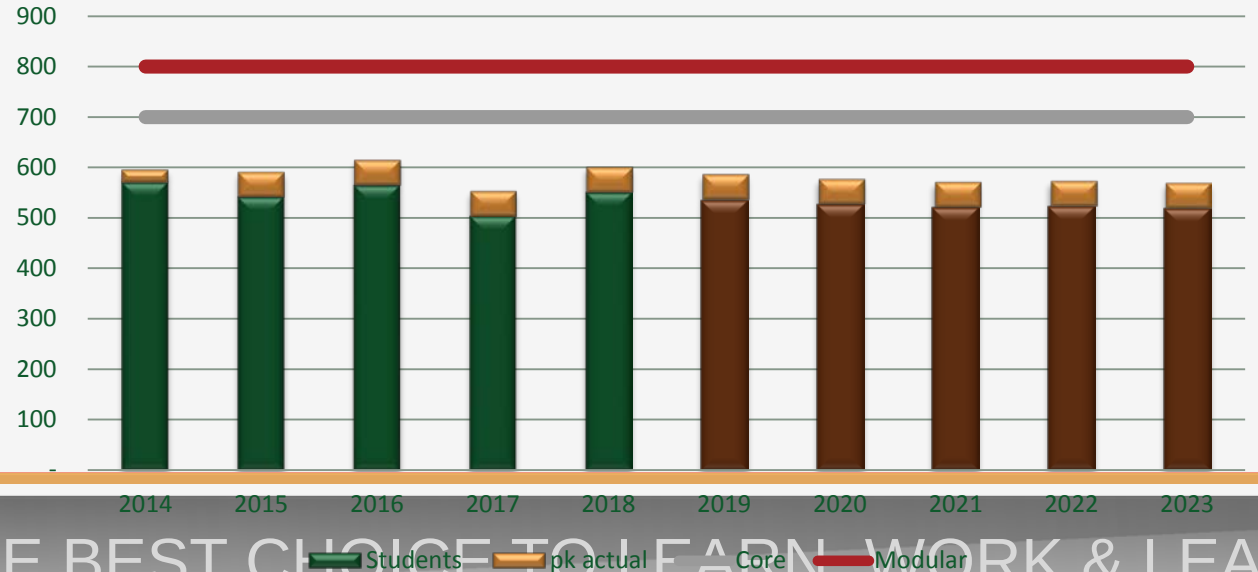
2018/19 Evans
Enrollment and Projections vs. Core and Modular Space



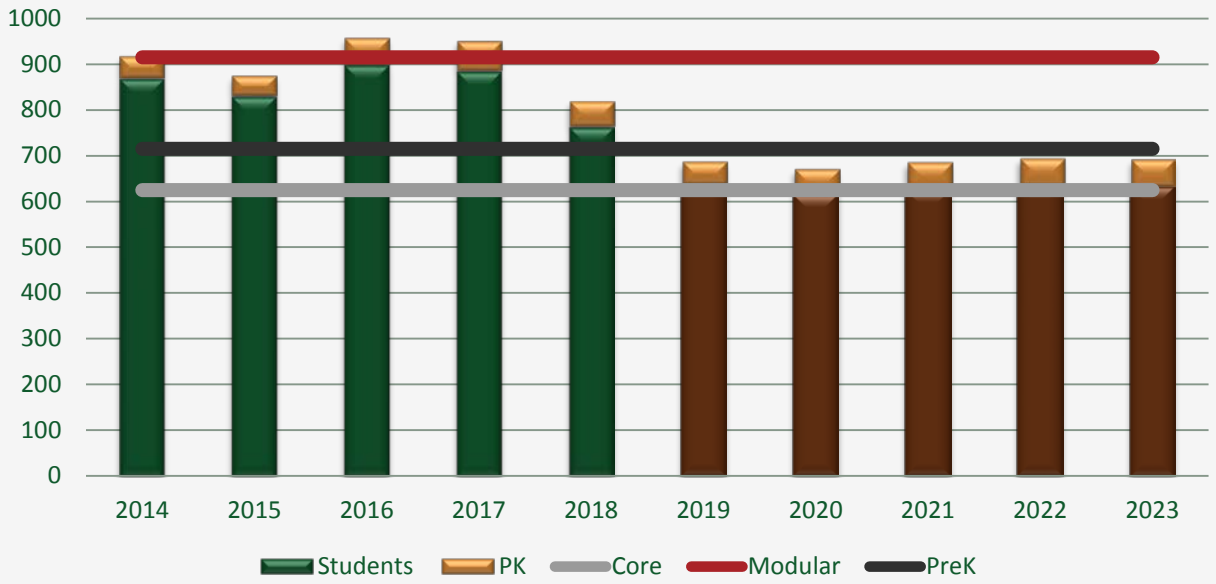
2018/19 Remington
Enrollment and Projections vs. Core and Modular Space



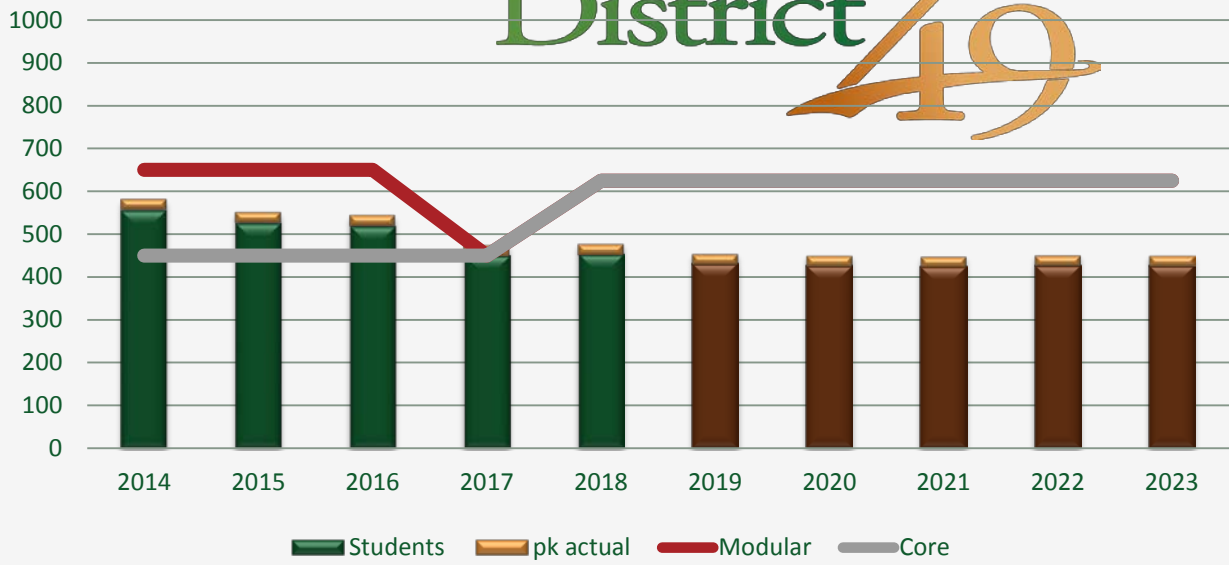
2018/19 Springs Ranch
Enrollment and Projections vs. Core and Modular Space



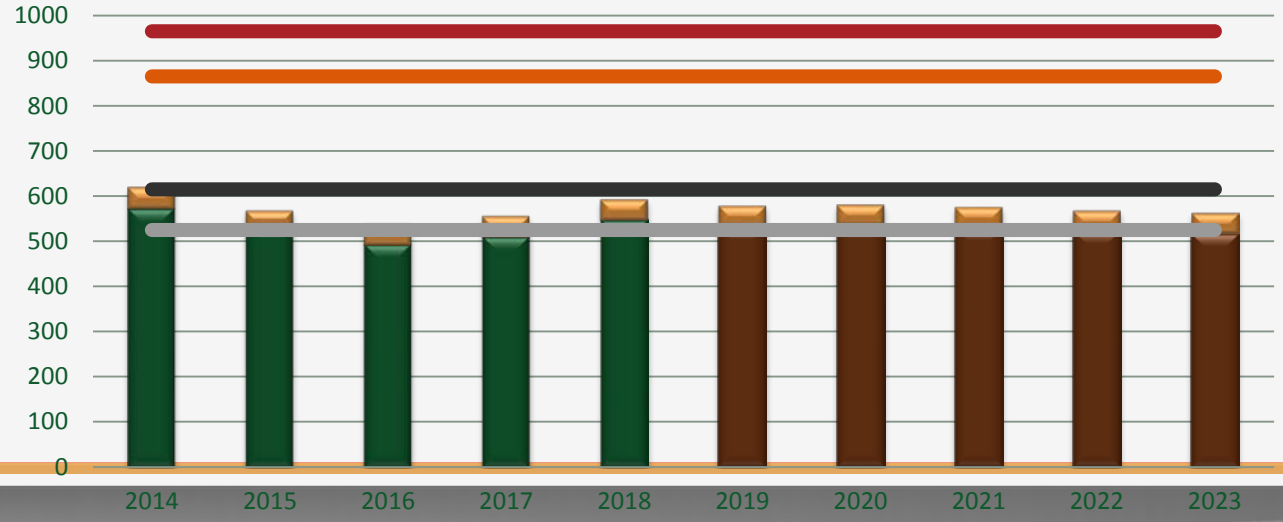
2018/19 Ridgeview
Enrollment and Projections vs. Core and Modular Space



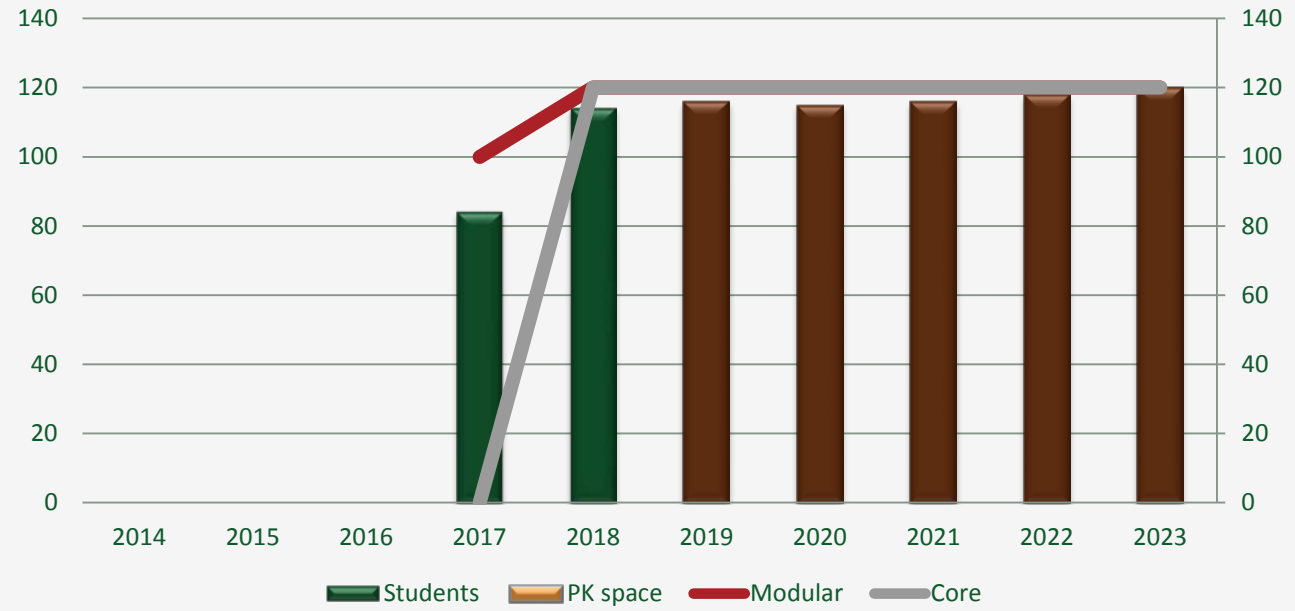
2018/19 Odyssey
Enrollment and Projections vs. Core and Modular Space



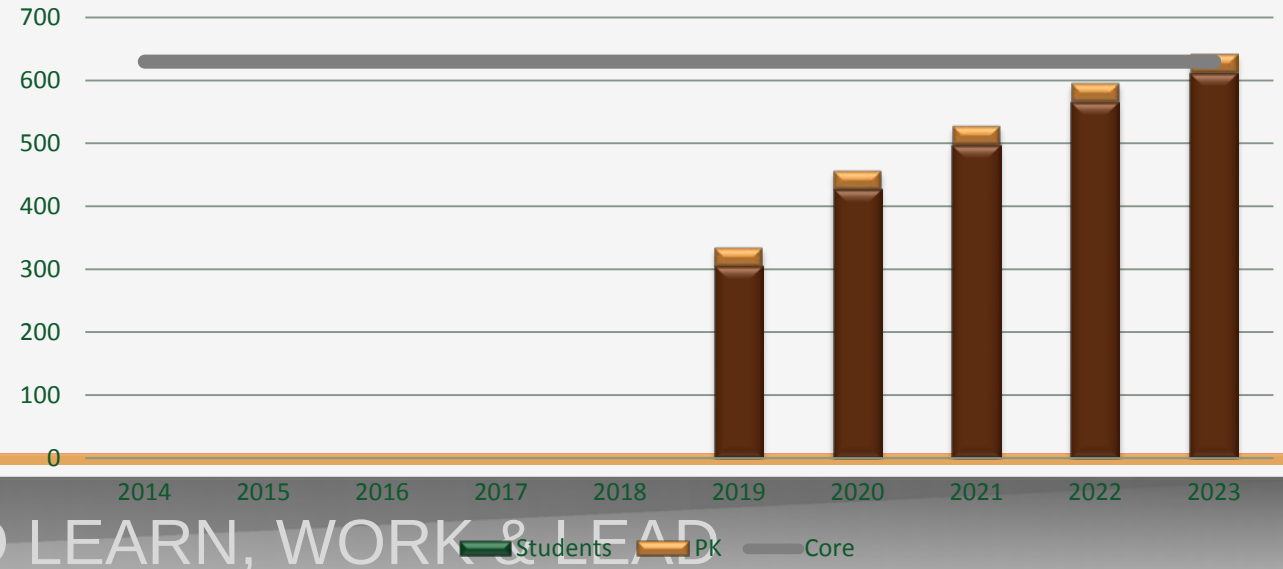
2018/19 Stetson
Enrollment and Projections vs. Core and Modular Space



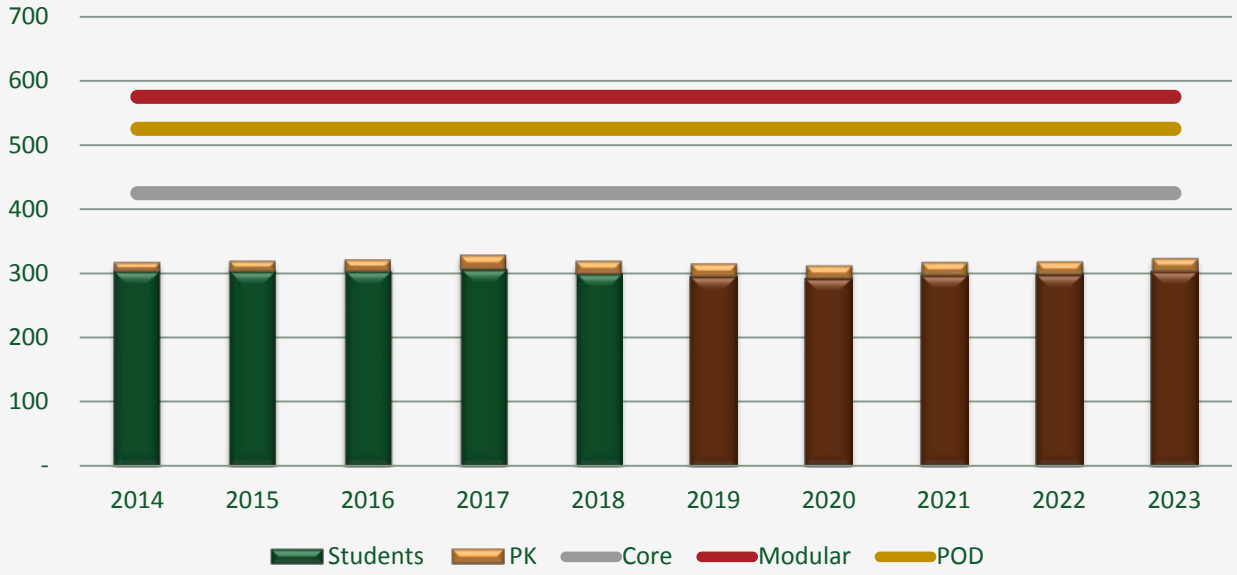
2018/19 ALLIES
Enrollment and Projections vs. Core and Modular Space



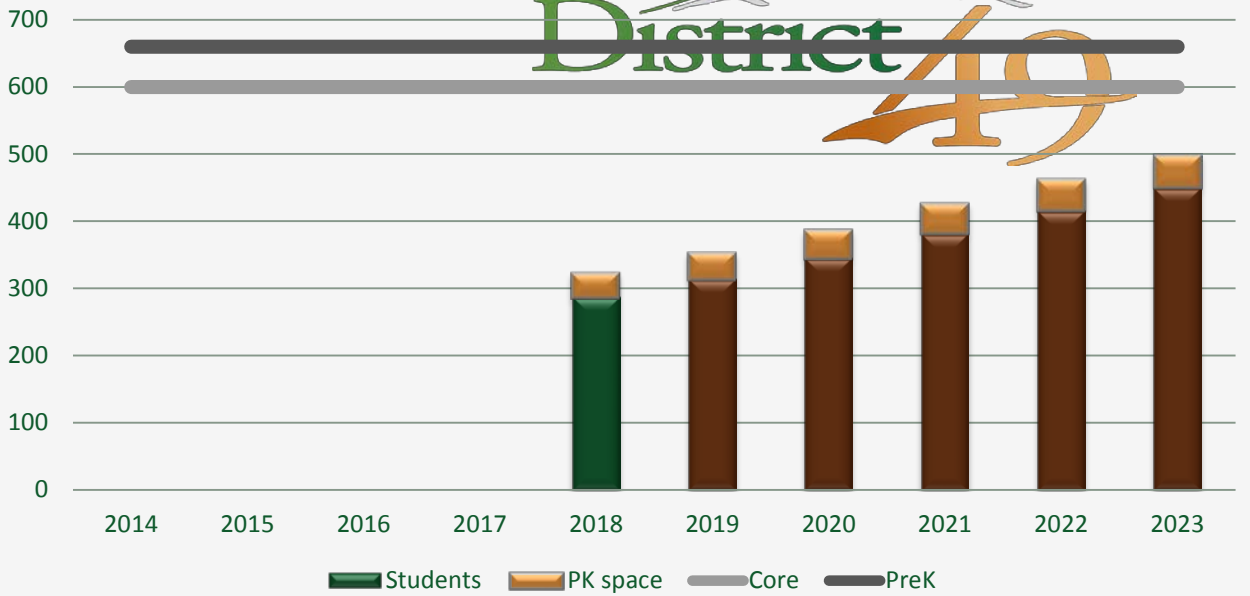
2018/19 Inspiration View
Enrollment and Projections vs. Core and Modular Space



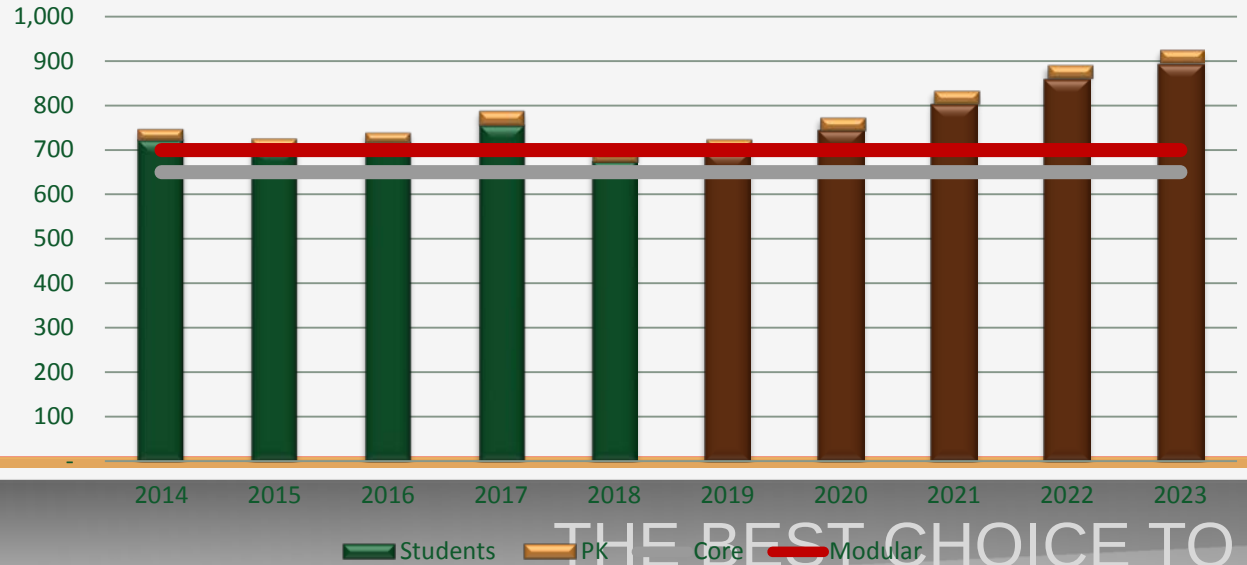
2018/19 Falcon Elementary
Enrollment and Projections vs. Core and Modular Space



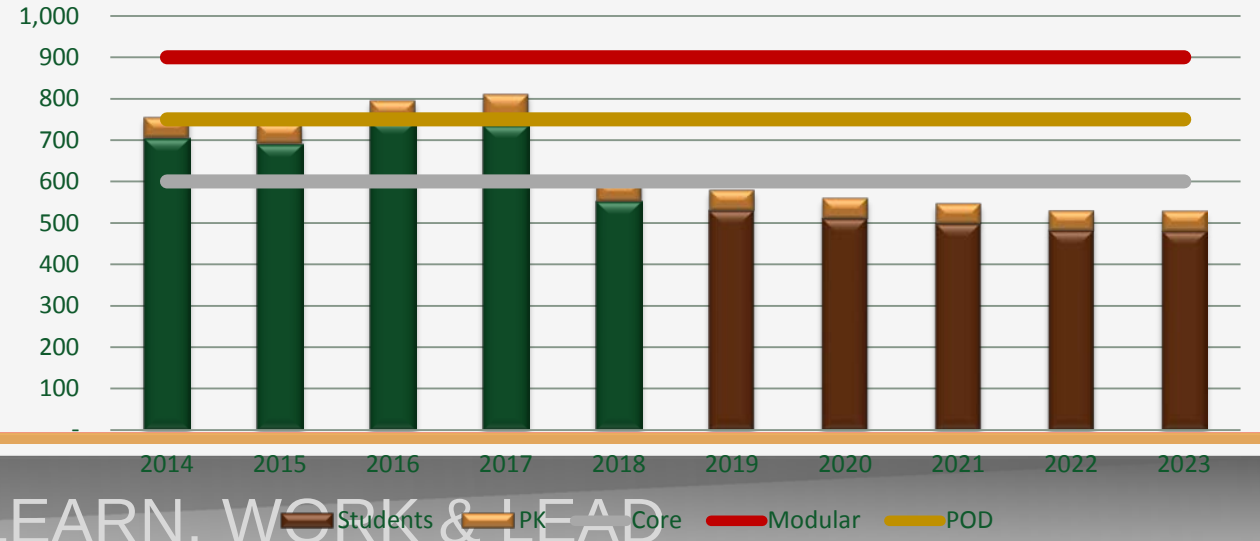
2018/19 Bennett Ranch
Enrollment and Projections vs. Core and Modular Space



2018/19 Meridian Ranch
Enrollment and Projections vs. Core and Modular Space

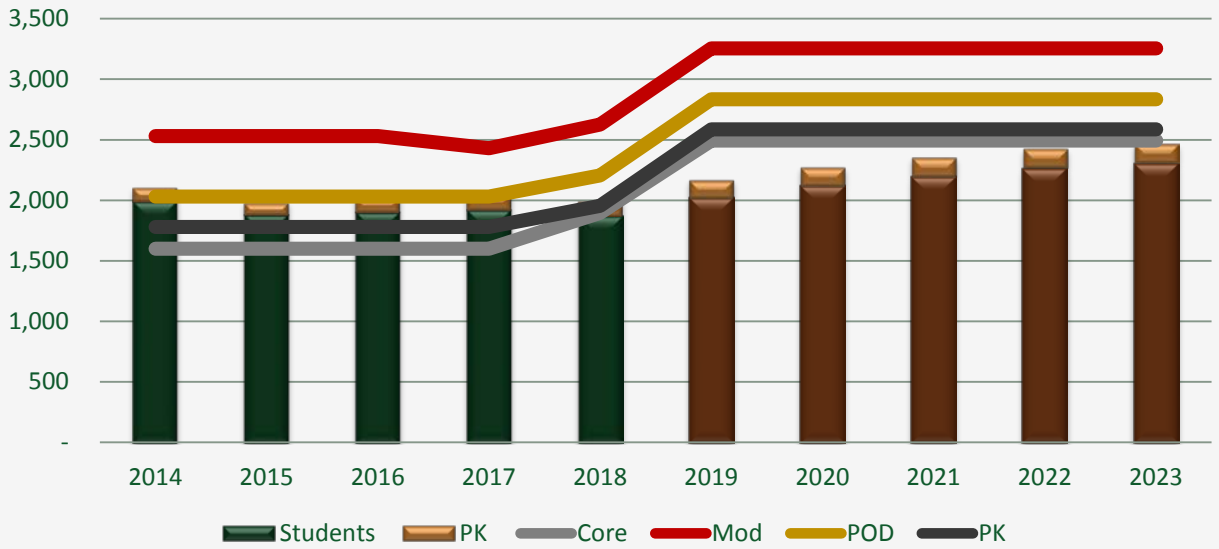


2018/19 Woodmen Hills
Enrollment and Projections vs. Core and Modular Space

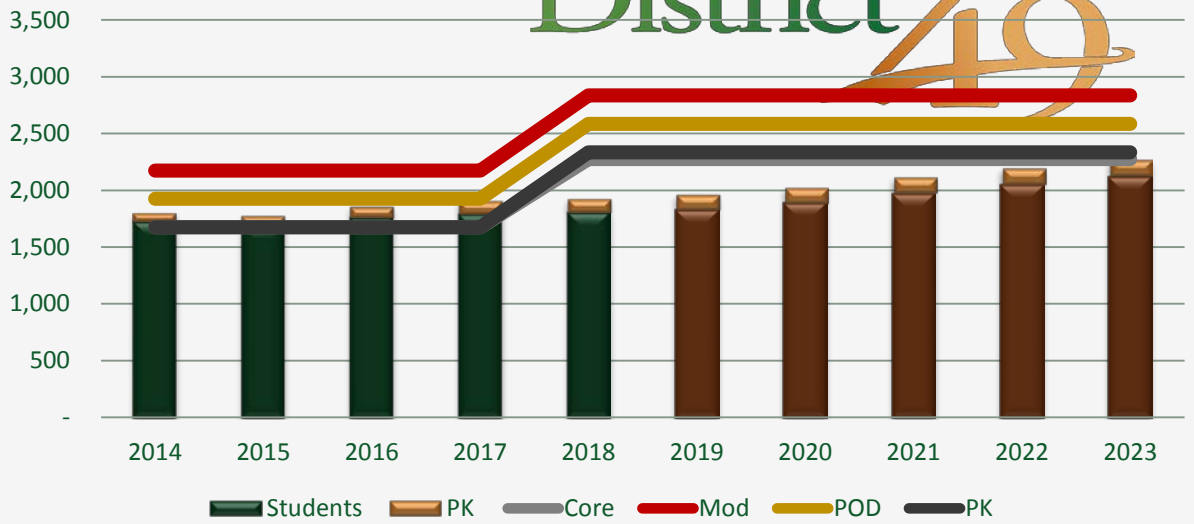


THE BEST CHOICE TO LEARN, WORK & LEAD

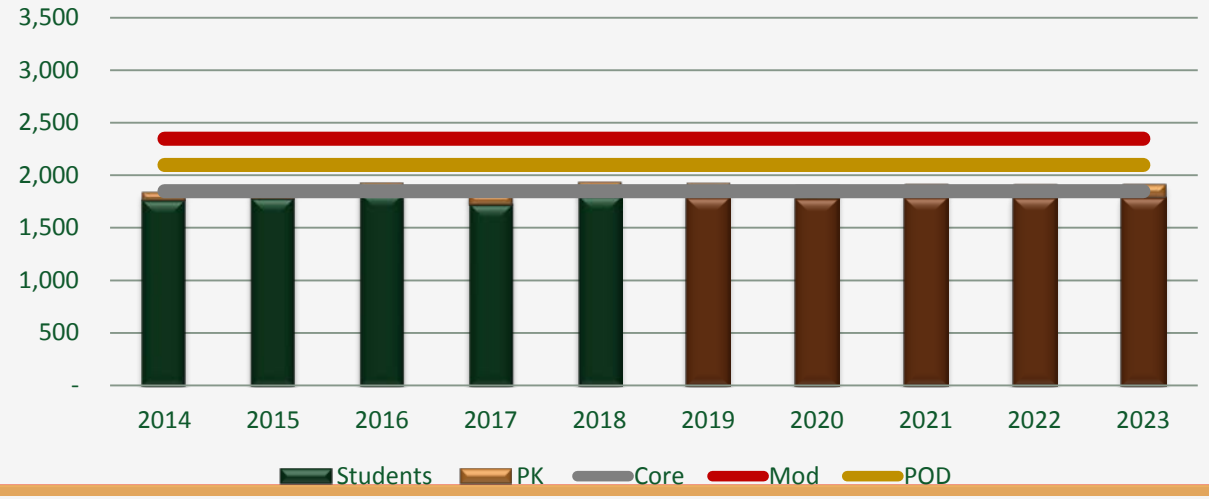
2018/19 POWER Zone Coordinated Elementary Students Enrollment Projections vs. Core and Modular Space



2018/19 FIZ Zone Coordinated Elementary Students Enrollment Projections vs. Core and Modular Space



2018/19 SCIZ Zone Coordinated Elementary Students Enrollment Projections vs. Core and Modular Space



Current Elementary School projections indicate we have capacity to handle student load across all zones through 2023 using "Core + Pod" capacity

Central Office Tenants

Main Building
BOE Room/Assistant
Chiefs/Assistants
Payroll
Indiv Education
Reception

Mods
Learning Services
Human Resources
Culture and Services
Communications

Aux Bldg
Bus Office
NUTS
Trans
Facilities & MLO
Safety/Security
IT
Warehouse

Creekside Tenants

PPEC
PPCC

Peakview Hall
Central Reg
Zone Leaders
ELD
Business Office
Learning Services
Base 49 Managers
PreSchool
Concurrent Enrollment
Bldg Mngr
Gifted
Culture
Prof Learning

Enhanced Security Community Advisory Team Initiatives

Board of Education Annual Planning Summit
Feb 2, 2019

Today's Purpose

Provide BOE information on ESCAT recommended initiatives for continued planning.

Provide BOE information on initiatives the ESCAT recommended against for continued planning.

Receive Planning Guidance/Direction

NOTE: General concepts only are provided. If continued planning is directed, detailed implementation and funding strategies will be developed.

Agenda

ESCAT Recommended Initiatives

- Reinforcing Window Films
- Blue Point Alert System
- Centralized Security Force Structure
- Arming Security
- Handheld Radios

Other Initiatives Considered and Not Recommended

- Arming Faculty Members
- Safe Defend
- Door Barricades

Window Film

Description

- The glass on windows and doors of a school can be a vulnerable entry point into the building.
- Schools do not have fortified glass to prevent shattering, resulting in potentially easy access through the window.

https://www.youtube.com/watch?v=H5jUEC2sQW4

Window Films Pricing

- Amounts are approximate without detailed quote
- Depends on extent of coverage we decide
- POWER Zone - $28,000 for entry areas across all schools (detailed quote)
- Very rough estimate - $100,000 across D49
- Possibly Grant Funded

ESCAT Initiative Discussion

Initiative: Window Films

PROS	CONS
Slowdown forced entry	Cost (depends on extent applied)
Severe Weather/All Hazards Protection	Compromise emergency egress
Literally Transparent / No Visual Impact	

Feedback – Window Films

ESCAT – Support

SBOR – Support

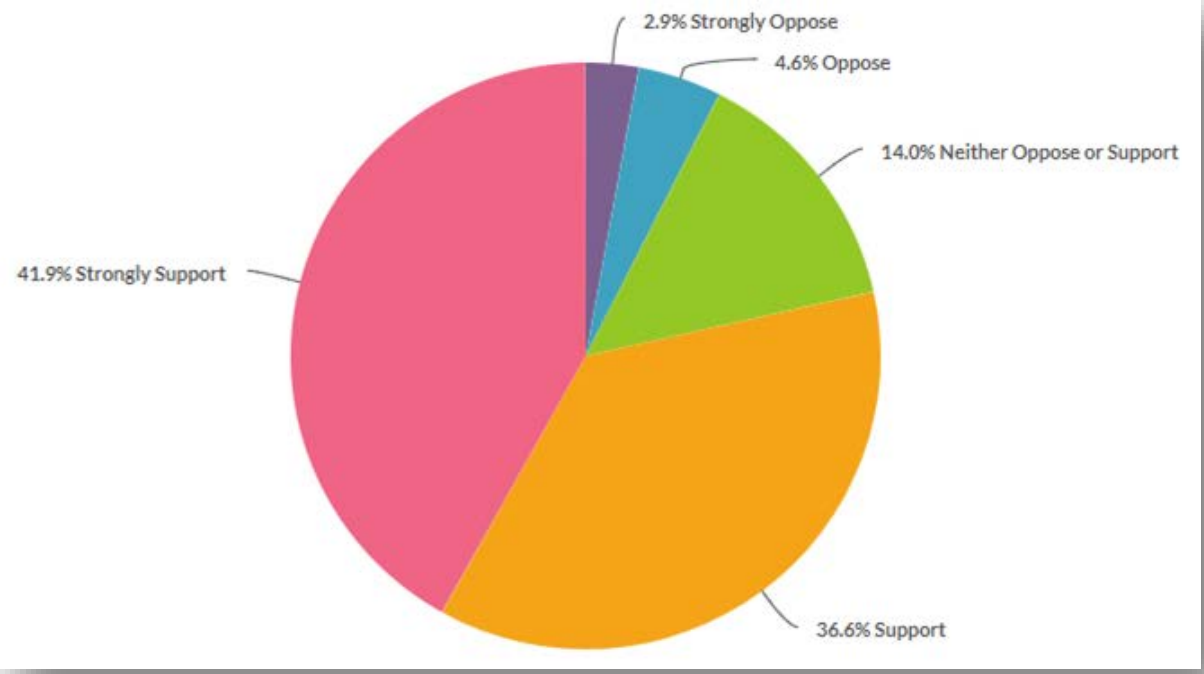
Lots of windows = feeling of vulnerability...this helps

Principals – Support

Survey - Window Film

VALUE	PERCENT	RESPONSES
Strongly Oppose	2.9%	22
Oppose	4.6%	35
Neither Oppose or Support	14.0%	107
Support	**36.6%**	**279**
Strongly Support	**41.9%**	**320**

78.5% Support



Blue Point Alert System

ESCAT Initiative Discussion

Initiative: Blue Point Alert System

Background: Alternative to SafeDefend

Purpose: Provide schools a method to rapidly alert people in the facility, as well as local law enforcement of a Lock Down threat

Blue Point

Instant visual and auditory alerts

Instant police notification including location of activated device

Command & Control Incident Management

Text Updates

Resource Required Estimate

TIME	**Time Required to Initially Implement**	5-15 Days/School
	Time Investment to Maintain	Minimal
PEOPLE	**# Additional Full Time Employees Required**	0
	Training Requirement (audience)	School Drills (Staff and Students)
MONEY	**Overall Cost of Material Acquisition (Very General Estimates!!)**	1 HS: $60-75K 1 MS: $35-45K 1 ES: $30K **D49: $720,000**
	Impact on Facilities/Modifications Required (Handle installations)	Minimal
	Insurance Costs	Reduce?
	Annual Fee (Very General Estimate!)	$1380/building **D49: $25,000**

Possibly Grant Funded

ESCAT Initiative Discussion

Blue Point

PROS	CONS
Early notification / Immediate	Anyone can alert / False alarms
Pinpoint activity	Not in every room
Easy accessibility (Students & Staff)	Cost (but less than Safe Defend)
Improve communication	Special Needs Population Concerns
Transferability of habits (Fire Handles)	
Deterrence	
After action review – time stamps	

Feedback – Blue Point

ESCAT –Support (at least 80%)

SBOR – Support. Comments….

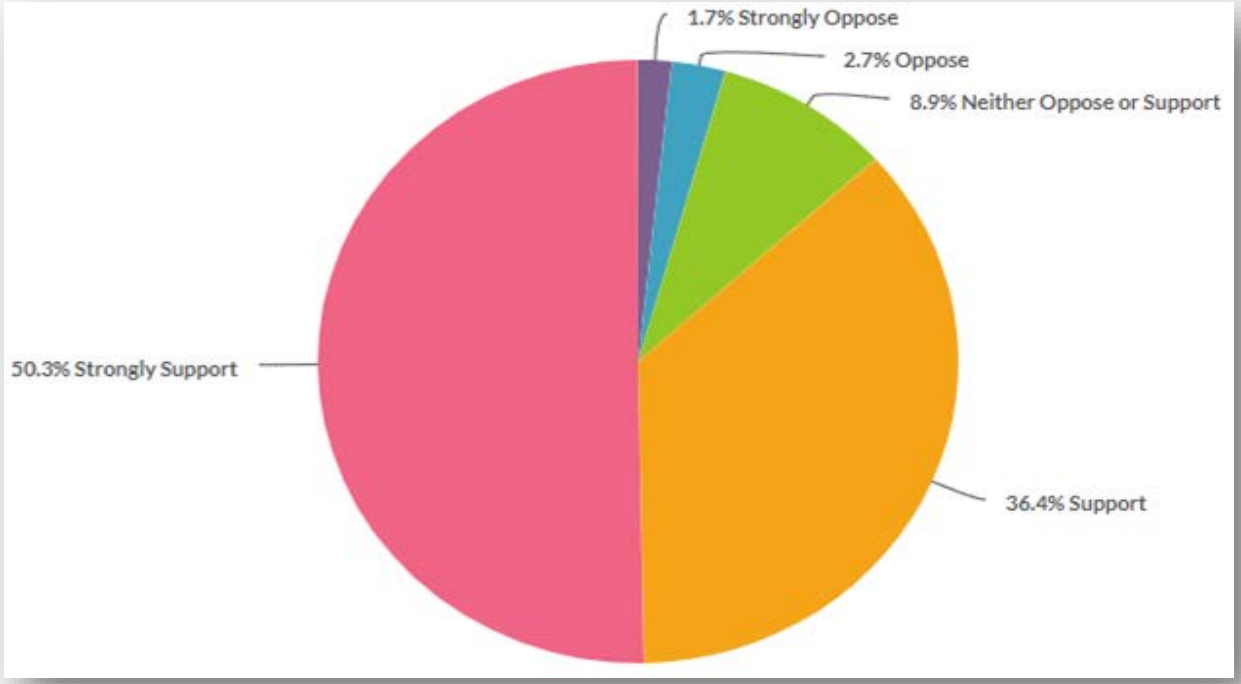
- Needs to be communicated on how to properly use
- Anticipate confusion unless proper training
- Blue Point alarm and fire alarm same time?
- When does it get triggered? By whom?

Principals – Support

Survey - Blue Point

VALUE	PERCENT	RESPONSES
Strongly Oppose	1.7%	13
Oppose	2.7%	21
Neither Oppose or Support	8.9%	68
Support	**36.4%**	**278**
Strongly Support	**50.3%**	**384**

86.7% Support



Centralized Security Force

ESCAT Initiative Discussion

Initiative: Centralized Security Force

Background: Currently “decentralized” security force structure

D49: 4 armed district security officers

Select schools: unarmed (school-managed) security teams

Purpose: Optimize the D49 security structure for maximum effectiveness, training and response to security concerns across all campuses

Centralized Security Force Concept

- All security falls under Director of Safety and Security (DoSS) (hiring, training, and staffing responsibility)
- D49 establishes processes and procedures
- Select security reps (current security reps may not qualify)
- Maintain district standards for selection, training, job performance, uniform appearance, and professionalism
- Fill positions by school/maintain steady school relationship
- Ability to rapidly shift personnel in crisis if needed
- Option: develop roving driving patrol over time
- Centralize budget and funding
- Create tiered personnel structure (“ranks”)

Resource Required Estimate

TIME	**Time Required to Initially Implement**	Minimal
	Time Investment to Maintain	Minimal
PEOPLE	**# Additional Full Time Employees Required (Admin Specialist)**	1
	Training Requirement	Increased for school security reps
MONEY	**Overall Cost of Material Acquisition (uniforms, equipment, $1500 x 21 reps)**	**$32,000**
	Impact on Facilities/Modifications Required	0
	Insurance Costs	Researching
	Salary Impacts (training days, supervisory authority) (General Estimate!)	**$35,000/year**
	Admin Specialist	**$20-30K plus benefits/year**

ESCAT Initiative Discussion
Centralized Security Force

PROS	CONS
Flexibility of response	Reduced campus autonomy
Communication flow	Salary increases
Maximize district coverage	Ensure consistency in site representatives
Uniformity of training & oversight	
Experts leading	

Feedback – Centralized Security

ESCAT –Support (about 80%)

SBOR – Support. Comments….

- Students are attached to their security reps – need consistent personnel
- Still need collaboration between school leader and security

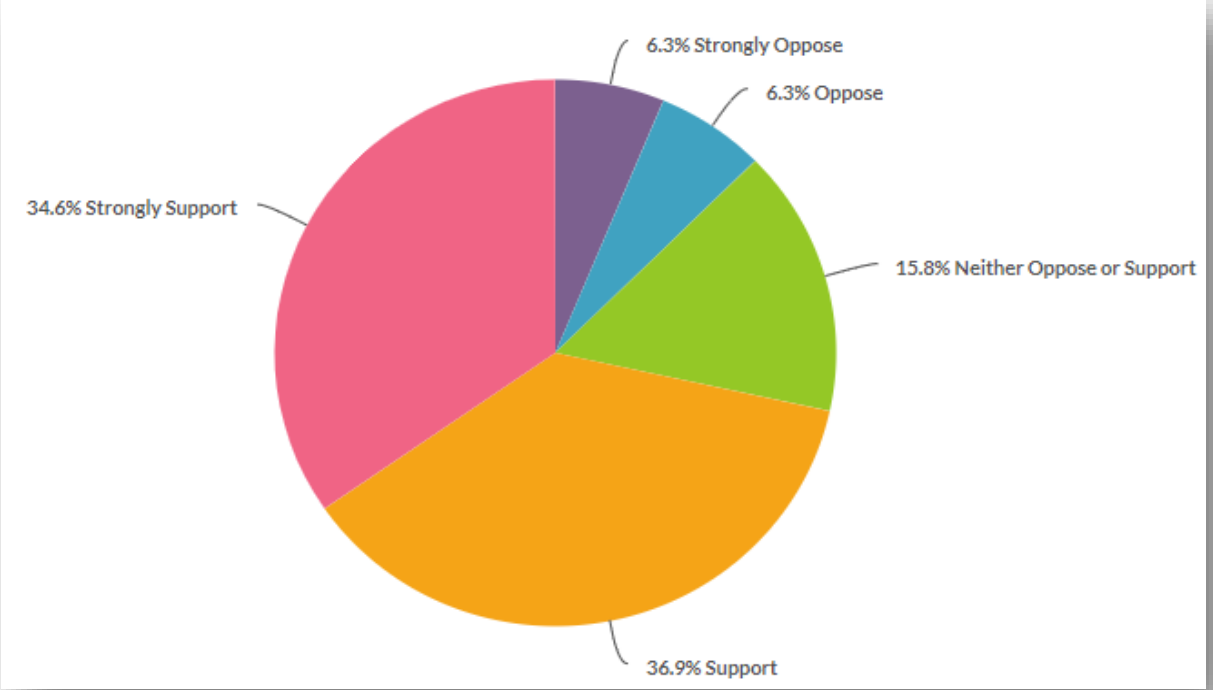
Principals – General support

- A few principals and admin leaders expressed opinion that
  - school is best to hire and evaluate security
  - concerned about potential loss of effectiveness
- Virtually all say that, if arming security, better to have security centralized

Survey - Centralized Security Force

VALUE	PERCENT	RESPONSES
Strongly Oppose	6.3%	48
Oppose	6.3%	48
Neither Oppose or Support	15.8%	120
Support	**36.9%**	**280**
Strongly Support	**34.6%**	**262**

71.5% Support



Arming Security Staff

ESCAT Initiative Discussion

Initiative: Arming a Dedicated Security Staff

Background: Train and arm dedicated security officers with D49 provided firearms

Purpose: Provide our schools access to firearm-equipped security force in case of school threat

Description

Train and arm all school security officers

Possible variations:

- Arm a percentage of security officers
- Arm all security officers

Selected officers would have to qualify for placement into an armed position (background checks, psychological etc)

Resource Required Estimate

TIME	**Time Required to Initially Implement**	2 Months Min
	Time Required to Maintain	Recurring Training
PEOPLE	**# Additional Full Time Employees Required**	0
	Training Requirements	Weapons Quals Reaction Training Use of Force Rules of Engagement
MONEY	**Overall Cost of Initial Material Acquisition (estimate $4500/officer)**	21 Officers: **$95,000**
	Impact on Facilities/Modifications Required	0
	Insurance Impact	Researching
	Increased Salaries (assuming $1/hour increase…possibly more)	Across D49 with current force structure: **$31,000**
	Increased Work Days (depending on training requirements)	Researching

ESCAT Initiative Discussion

Arming Dedicated Security Staff

PROS	CONS
Prevention / Deterrent	Lethal in school / accident
On-site capability	Option: less lethal options (Pepper spray, Tasers…)
Level of response matching level of threat	Misuse / theft of firearms
Person of trust on campus	Cost of training civilians
	Approachability of armed officers

Feedback – Armed Security

ESCAT –Support (at least 60% in favor)

SBOR – Support. Comments….

- Provides sense of security students desire, but can also generate a sense of fear
- Noted that have SROs on campuses now with weapons
- Concern for level of training
- “Some would love it, some would not care for it”

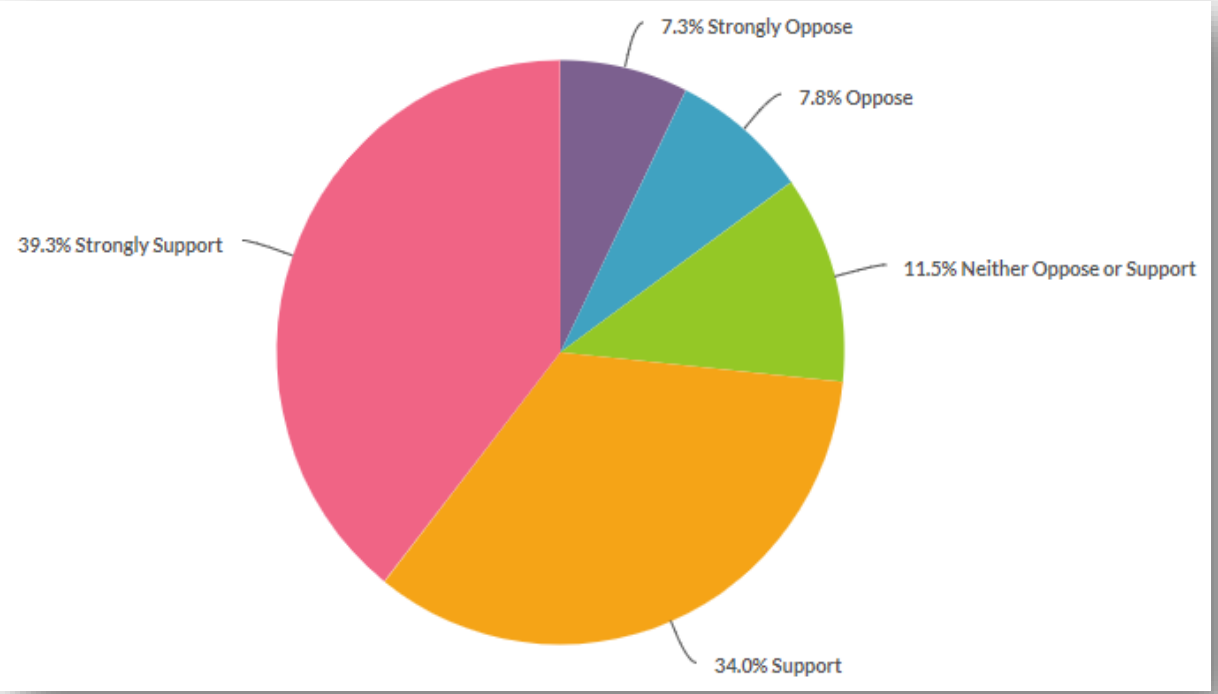
Principals – Support

- One principal expressed concerns that arming staffs in schools is not appropriate
- Another expressed concern about level of training and proper personnel selection

Survey – Armed Security Force

VALUE	PERCENT	RESPONSES
Strongly Oppose	7.3%	56
Oppose	7.8%	60
Neither Oppose or Support	11.5%	88
Support	**34.0%**	**260**
Strongly Support	**39.3%**	**301**

73.3% Support



Handheld Radios

ESCAT Initiative Discussion

Initiative: Handheld Radios

Background: Handheld radios in use since 2007, however upgrades would enhance situational awareness and response coordination and replace failing equipment. Supplement or replace cell phones, intercoms, bullhorn, bells/signals

Purpose: Enhance communications, coordination, and notification within buildings during emergency situations

Handheld Radios

Analog and/or IP radio

Analog - radio to radio (often teacher use)

IP - command radios, utilizing repeaters and FCC networks

Repeater (several locations incl Cheyenne Mtn)

Resource Required Estimate

TIME	**Time Required to Initially Implement**	Minimal
	Time Investment to Maintain	Minimal
PEOPLE	**# Additional Full Time Employees Required**	0
	Training Requirement (audience)	School Staff Use Training and Emergency Practice Drills
MONEY	**Overall Cost of Material Acquisition (Very General Estimates!!)** $20 talk abouts (Analog) $200-$250 MagOne's (Analog) $500 Motorola (IP, require FCC licensing)	**100 Analog** **$2000-$25,000** **50 IP** **$25,000**
	Impact on Facilities/Modifications Required	None
	Insurance Costs	No change

Possibly Grant Funded

ESCAT Initiative Discussion
Handheld Radios

PROS	CONS
Increase coordination	Interference
Instant communications	Radio Discipline
Project security image	Programming and training requirements
Secure communications	

Feedback – Radios

ESCAT –Support

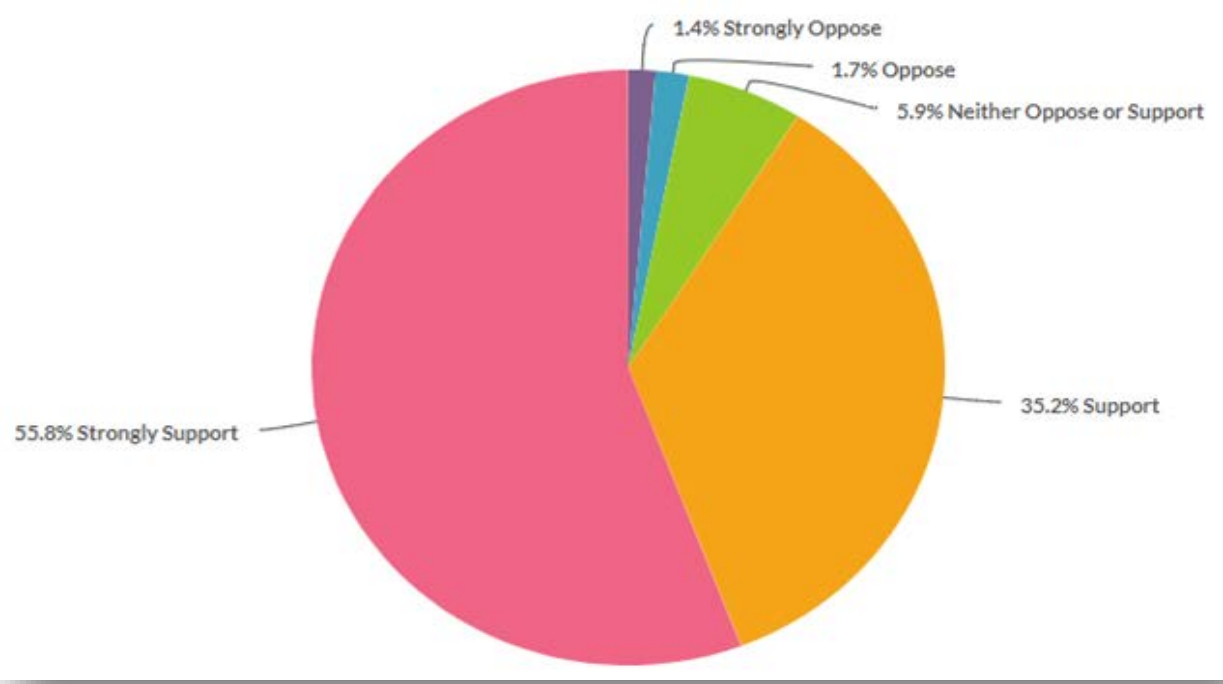
SBOR – Support

Principals – Strongly Support

Survey –Radio Upgrades

VALUE	PERCENT	RESPONSES
Strongly Oppose	1.4%	11
Oppose	1.7%	13
Neither Oppose or Support	5.9%	45
Support	**35.2%**	**268**
Strongly Support	**55.8%**	**425**

91% Support



ESCAT Did Not Support…

Arming Faculty

Increased burden on staff, harder to attract people to profession, role confusion, perception of staff if force used against student, classroom distraction, impacts teacher/parent relationship, peer/co-worker concerns

Safe Defend

Blue Point is better for D49

Door Barricades

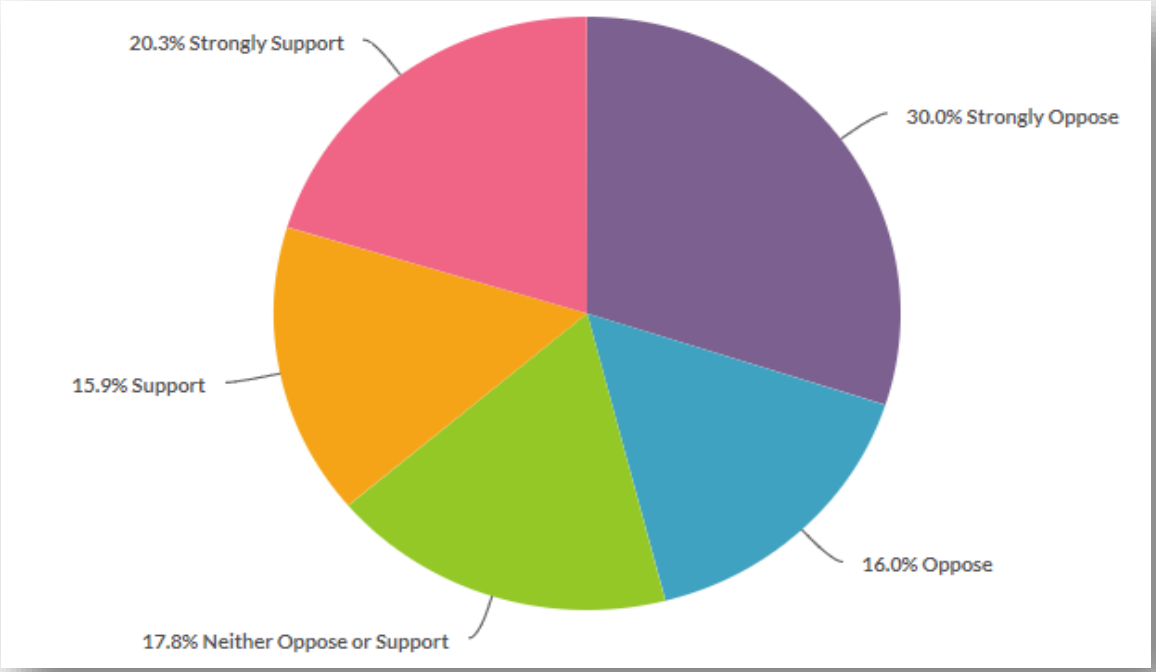
Lock in victims and lock out staff, simpler to enhance door locks, fortress perception

Survey – Arm Faculty

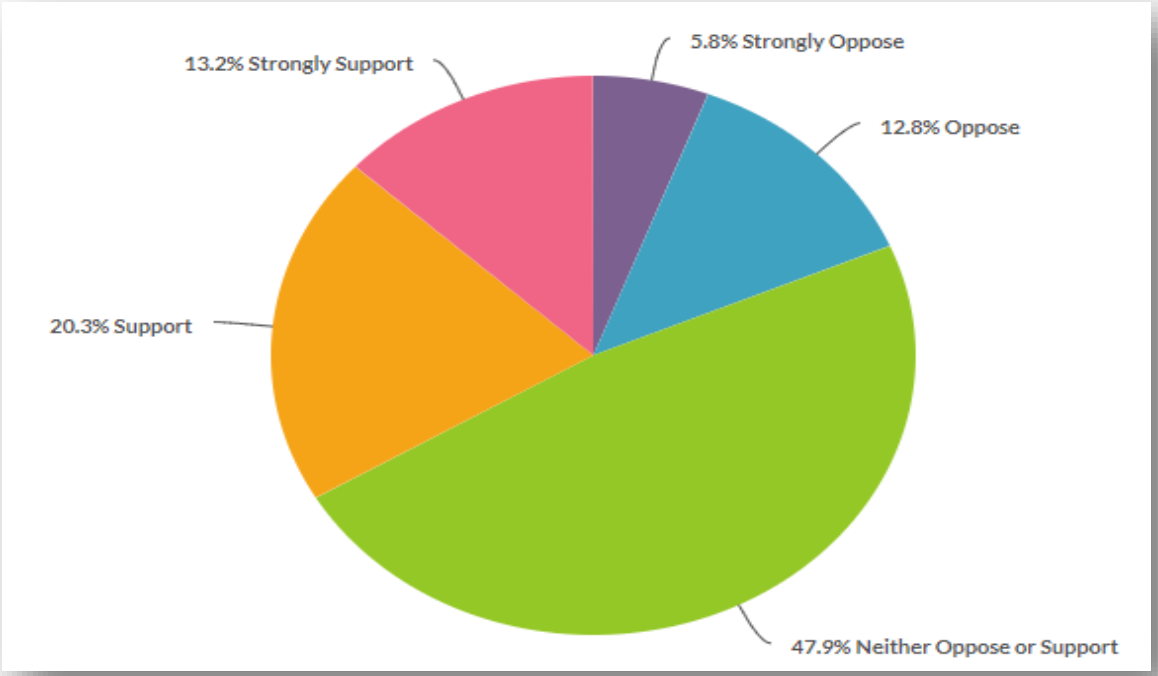
VALUE	PERCENT	RESPONSES
Strongly Oppose	**30.0%**	**229**
Oppose	**16.0%**	**122**
Neither Oppose or Support	17.8%	136
Support	15.9%	121
Strongly Support	20.3%	155

46% Oppose

36.2% Support

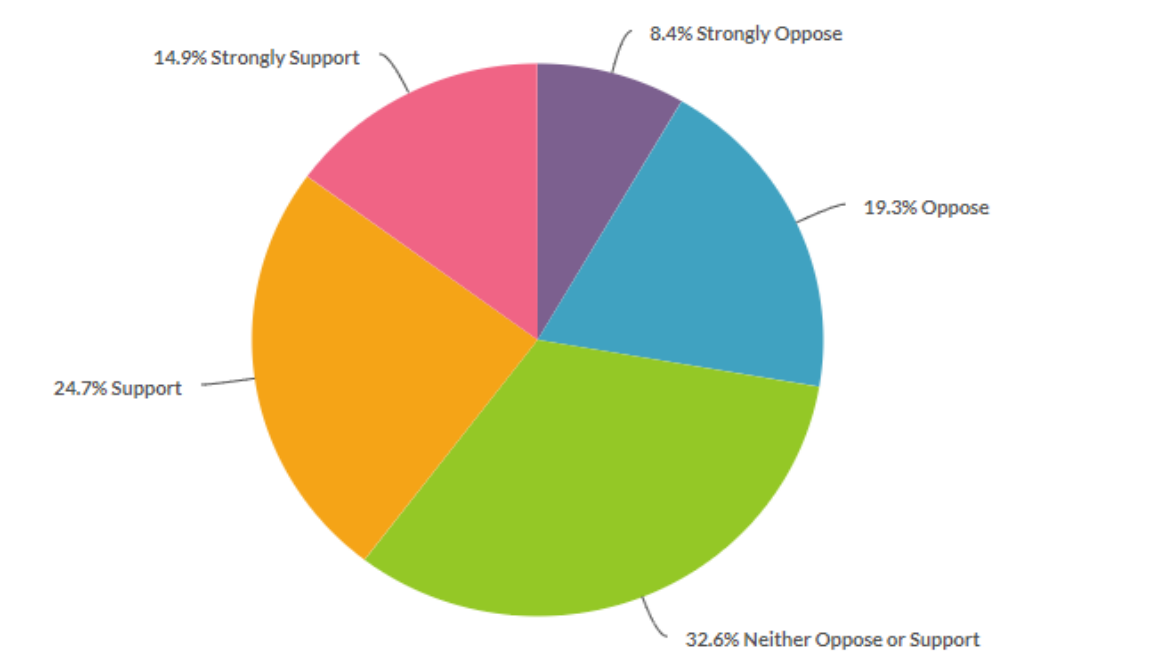


Survey - SafeDefend



VALUE	PERCENT	RESPONSES
Strongly Oppose	**5.8%**	**44**
Oppose	**12.8%**	**97**
Neither Oppose or Support	47.9%	363
Support	20.3%	154
Strongly Support	13.2%	100

Survey - Door Barricades



VALUE	PERCENT	RESPONSES
Strongly Oppose	**8.4%**	**64**
Oppose	**19.3%**	**147**
Neither Oppose or Support	32.6%	248
Support	24.7%	188
Strongly Support	14.9%	113

Recommendation

Have discussion on initiatives (if needed)

BOE provides guidance for continued planning

BOE Annual Peak Planning Summit
February 2, 2019

5. Process Improvement around Chief Officer Evaluations

(10 minutes)

Chief Officer Team/BOE

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

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

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

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

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

Chief Officer Performance Review Process

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

Chief Officer Targets, Standards and Evidence

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

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

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

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

LEGAL REFS:
- C.R.S. 22-9-106 (4)(b) *(local board of education shall have exclusive authority for evaluating the superintendent)*
- C.R.S. 22-9-109 *(specific portions of superintendent's evaluation open to public inspection)*

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

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

Performance Review Cycle for the Chief Officers
The Board shall review the chief officers according the following schedule:

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

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

Chief Business Officer Targets, Standards and Evidence

Leadership (Vision & Culture) Former 01 - BUSINESS LEADERSHIP	*The CBO shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Business and Financial Goals.*	• *Recognition and promotion for Business Office team members.* • *Encourage sustainability and momentum in Business Office Departments & major processes that is independent from personnel involved.*	• *Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.* • *Intentional abandonment and/or reengineering of failing practices and programs (i.e. process improvement).*
Strategy (Mission & Strategy) Former 02 - STRATEGIC LEADERSHIP	*The CBO shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.*	• *Concrete examples (narratives) of activities where the CBO emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.* • *Presentation of cause & effect underlying issues to state-level legislation or initiatives.*	• *Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.* • *Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.*
Customers (Customer Engagement & Service) Former 04-CULTURAL LEADERSHIP	*The CBO shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in Business Office departments, and at district events and programs.*	• *Identifying & encouraging practices that invite and welcome individuals of many backgrounds, abilities, and perspectives; while identifying & limiting barriers and deficits to those individuals so that our culture fosters learning, working, or leading to a person's best potential.*	• *Supports for the District's Cultural Compass and individual points on the compass.*

Measurement, Analysis & Knowledge Management (Learning & Improvement) Former 06-LEADERSHIP THROUGH PERSONNEL MANAGEMENT	*The CBO shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.*	• *Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI).* • *Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass.* •	• *Communications that note performance relative to District Vision, Mission as well as Business Office Statement of Purpose & Intent (SOPI).* • *Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.*
Workforce (Workforce Service & Development) Former 03-LEADERSHIP DEVELOPMENT	*The CBO shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.*	• *Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices.* • *Identification of leadership strengths and leadership deficits for Business Office leaders to improve leadership practices in their areas of responsibility.*	• *Industry-wide and/or state-wide input to issues and/or presentations related to such.*
Operations (Efficient & Effective Management) Former 05-LEADERSHIP THROUGH COMMUNICATION	*The CBO shall lead the district's business strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media.*	• *Written messages, personal presentations, and multimedia content.* • *Use of Communications Department and related resources to widen/deepen the understanding of business issues.*	• *Direct messages to district staff, parents, and other stakeholders.* • *Specific feedback from recipients, including surveys, comments, and responses.*

Results Former - 07-MEASURABLE PERFORMANCE TARGETS AND STANDARDS	*A list of results for specifically measured, items - Measurements that provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.*	*1. Demonstrate a consistent, or improved, employee engagement of the District's Vision, Mission & Culture; and the Business Office's SOPI through:*	*a. Completion of all seven direct reports' evaluations in a timely manner,* *b. Business Office Team (BOT) Meetings - number scheduled & number held vs. number of opportunities* *c. Business Office Leader (BOL) Meetings - number scheduled & number held vs. number of opportunities*
		2. Overall district financial performance	*d. General Fund spend managed to a window of 98% - 100.5% of appropriation,* *General Fund - Fund Balance within policy or budget expectations* *e. All other funds within budget, strategic, financial, and managerial priorities* *f. Comparisons of financial performance with other districts, including direct neighbors, to evidence comparable or superior financial performance.*
		3. Audit result & reflection on Business Office processes	*g. Overall audit opinion as reflected on Business Office performance* *h. No more than 1-2 Business Office comments per year, no similar comments in consecutive years without a multi-year plan for mitigation/correction.*
		4. Outward facing visibility and participation through:	*i. Presentations of Information - Board Meetings, Departments, IL Meetings, Schools, Constituents, Legislature, etc. – Avg. 3-4 presents/participations per month* *j. Group Participations - e.g. FCBC, PPASBO, Colotrust Board, etc. – 2-5 groups,* *k. General Provision of Information* *l. Financial Transparency Items - [all required ~ 50 items per year]* *m. Presentation Versatility - develop "audience-friendly" materials (graphs, etc.) to enhance transparency to a wider audience. Also, look for alternative distribution points for such materials and use those to reach that wider audience.* *n. Issue identification and process distillation / improvement.* *o. Increased/improved preambles to significant publications, to include FAQ's, Business mantras, etc..*

Chief Education Officer Targets, Standards and Evidence

Evaluation Domains	Target	Standards	Evidence
Vision & Culture	Increase the percentage of stakeholders agreeing that D49 is on the "right track."	Earn agreement from 75% of respondents	• VOW Annual Survey • VOC Surveys • MLO Election
	Increase the percentage of BOE and SLT members engaged with the Baldrige framework.	Ensure 100% of BOE and SLT demonstrate significant engagement with the Baldrige Criteria within the past 24 months.	• Attendance at a Baldrige regional or national event • Participation as a Baldrige or RMPEx examiner
	Increase the percentage of Principals and Assistant Principals engaged with the Baldrige framework.	Ensure 60% of Principals and AP demonstrate significant engagement with the Baldrige Criteria within the past 24 months.	• Attendance at a Baldrige regional or national event • Participation as a Baldrige or RMPEx examiner
Mission & Strategy	Increase the percentage of workforce members who affirm D49 as a great place to learn, work, and lead	Increase rate of affirmation by 2% to Learn—80% Work—76% Lead—67%	• VOW Annual Survey
	Increase the percentage of Education Office Action Plans that include a learning and evaluation component.	Ensure 90% of Ed Office Plans incorporate learning or evaluation for continuous improvement.	• Measure action plans in our cascading planning software system
Customer Engagement & Service	Increase total participation in a targeted Voice of the Community performance review survey.	Increase participation to more than 500 respondents.	• Annual Report on Voice of the Customer (VOC).
	Engage students and parents in *Pathways 2023*—an orientation event for 8th grade students and parents.	Establish 80% participation by 8th grade students across our operated portfolio.	• Measure by attendance at the *Pathways 2023* event. • Measure by feedback collected at and after the event.

	Develop basic monthly dashboards for each department in the education office.	Each department in the education office will produce quarterly dashboards with 5-7 KPI's.	• Creation of Dashboards using Cascade, Tableau, or equivalent software
Learning & Improvement	Establish PowerSchool as an effective student information system in D49.	At least 65% of workforce members will affirm that they are confident using or teaching others to use PowerSchool.	• Conduct a post-transition survey of PS users
	Establish Business Plus as an effective financial information system in D49.	At least 65% of workforce members will affirm that they are confident using or teaching others to use Business Plus.	• Conduct a post-transition survey of Business Plus users
Workforce Service & Development	Install and load peakview displays with content that recognizes workforce achievements.	100% of schools and offices will feature a peakview display, with 7 or more items of local recognition in regular rotation.	• The Communications Team spring performance report will include an update on peakview display content. • The Communications Team will submit the peakview display initiative for COSPRA evaluation.
	VOW Compensation Teams will formalize specific, principled recommendations about compensation systems.	100% of workforce segments will contribute meaningful perspectives to the VOW Compensation Teams.	• Participation at VCT meetings.
	Develop a Teacher Pro Day in the spring semester.	100% of teachers will participate in teacher-led professional learning experiences.	• Prior approval • Report of learning
	Develop an ESP Pro Day in the fall semester.	80% of available ESP staff will participate in position-relevant professional learning experiences.	• Attendance • Feedback reports
Efficient & Effective Management	Support the COO and the Enhanced Security Initiative.	Facilitate quarterly meetings of the Enhanced Security Community Advisory Team	• ESCAT recommendations presented to the BOE at the Annual Planning Summit
	Facilitate and External Performance Review	Compose and facilitate a site team of expert reviewers to examine D49's performance.	• Present an external Site Visit Team Feedback Report to the BOE at the Annual Planning Summit.

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

Chief Operations Officer Targets, Standards and Evidence

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

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

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

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

BOE Annual Peak Planning Summit
February 2, 2019

6. **BOE Evaluation –**
   Action Plan/
   Board Goal Setting

   (30 minutes)

   BOE/Chief Officer Team

Multi-Rater Feedback Report
Board of Education

December 18, 2018

Employers Council®

Employment Law • HR • Training • Surveys

About Your Report

Presented on the following pages are the results of the multi-rater feedback process completed by you and your raters. The use of multiple raters increases the reliability and validity of the conclusions of this report. This report can help you to:

- Encourage candid and honest communication between you and your colleagues
- Help you identify your professional strengths and developmental opportunities
- Give you the opportunity to improve your skills by being more aware of others' perceptions and observations of your performance
- Guide your conversations with your colleagues to ensure you remain informed of their observations and suggestions

Your Respondents

The following respondents were invited to participate in your multi-rater feedback process.

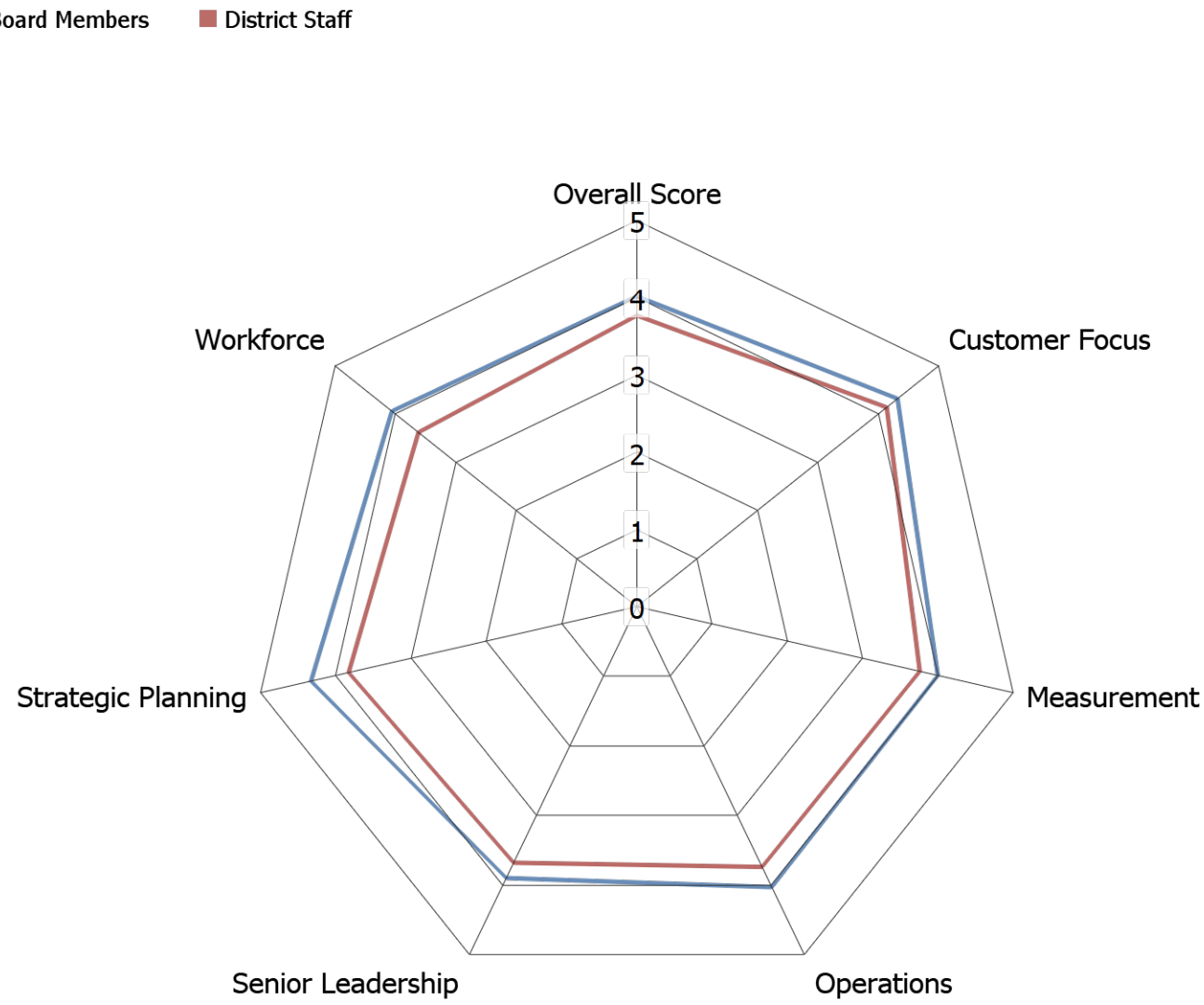
Total Respondents	34
Board Members	5
District Staff	29

Rating Scale

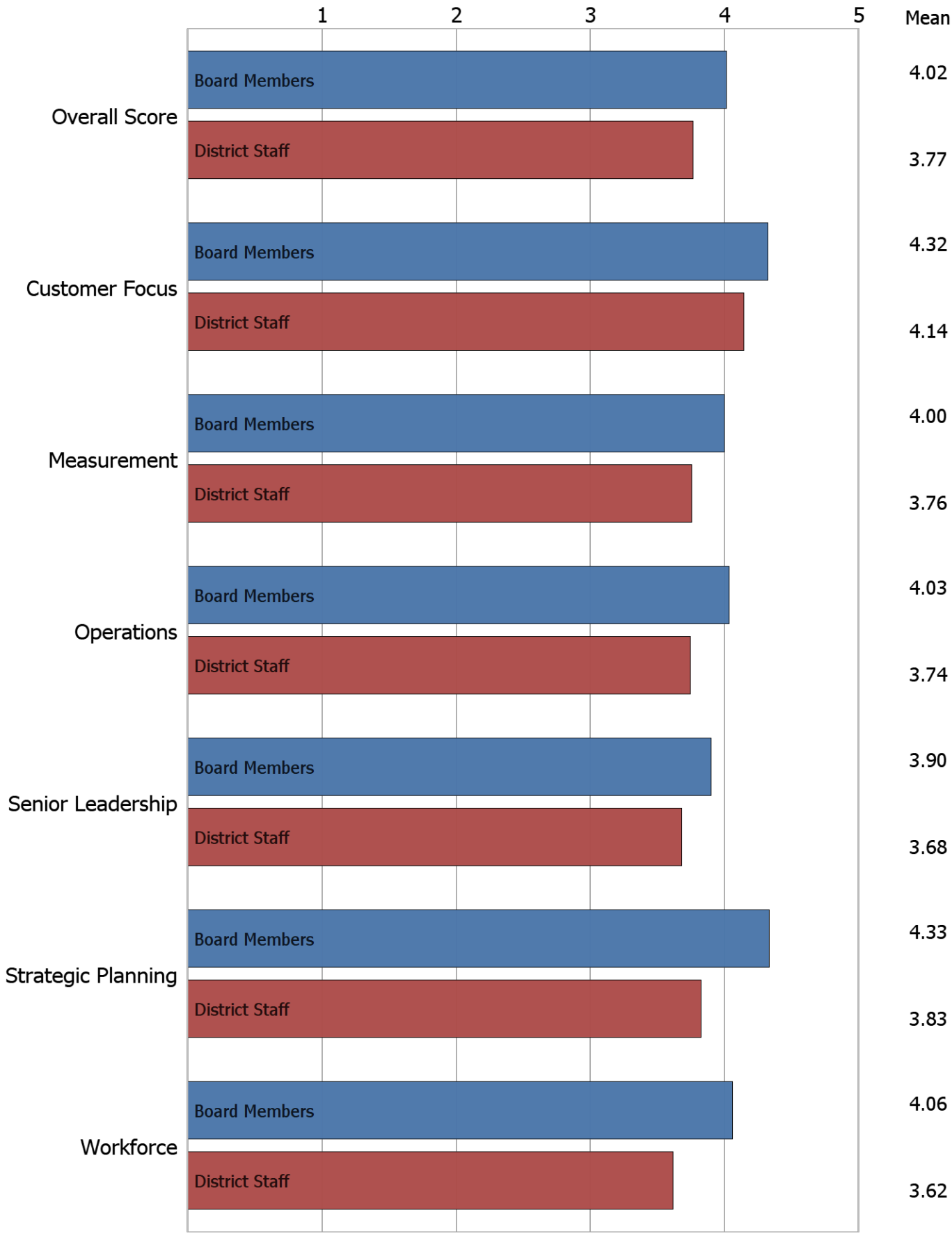
This assessment used the following rating scale when raters provided their feedback.

Strongly Disagree	1
Disagree	2
Neither Agree nor Disagree	3
Agree	4
Strongly Agree	5
Not Applicable	

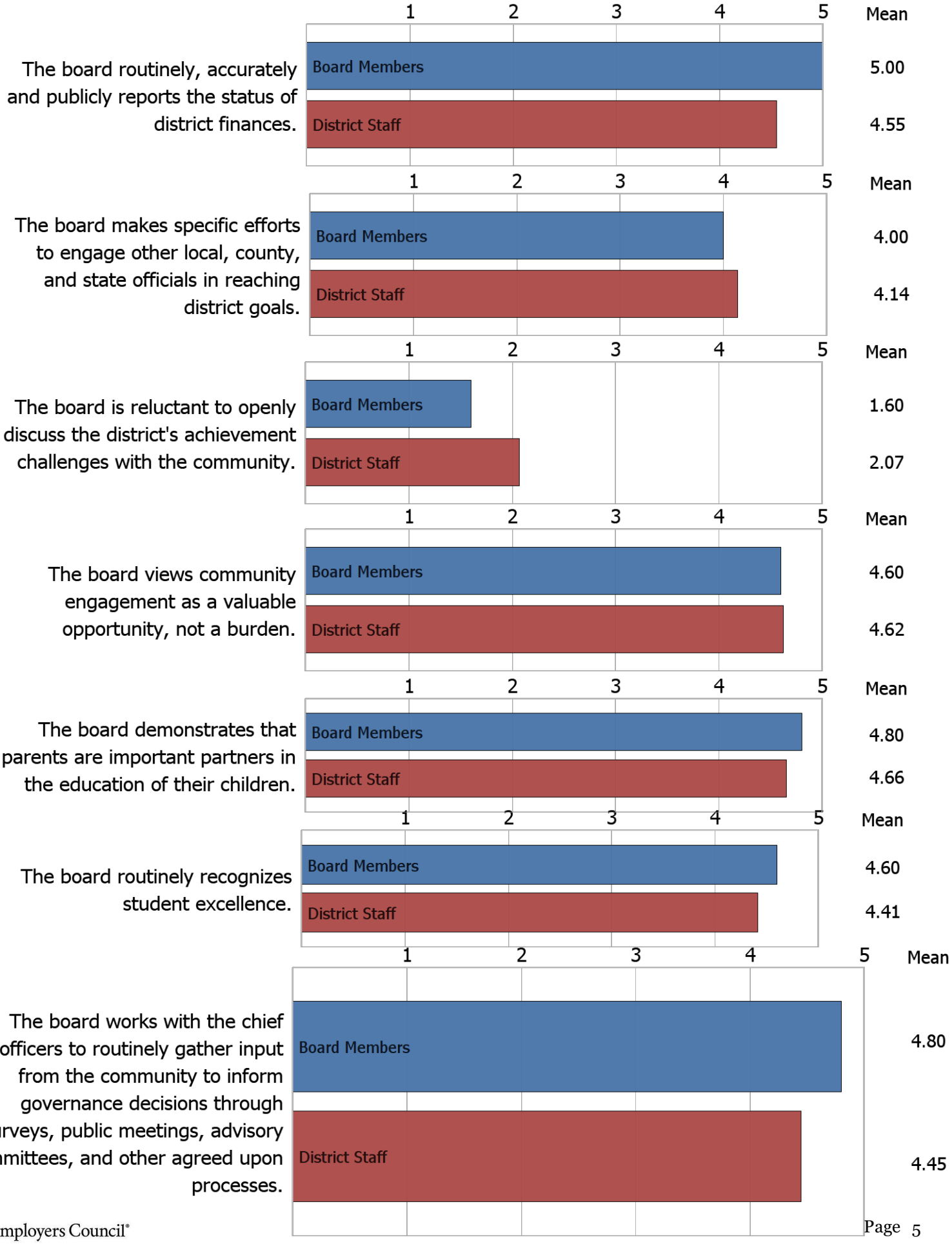
Scoring Radar



Scoring Overview

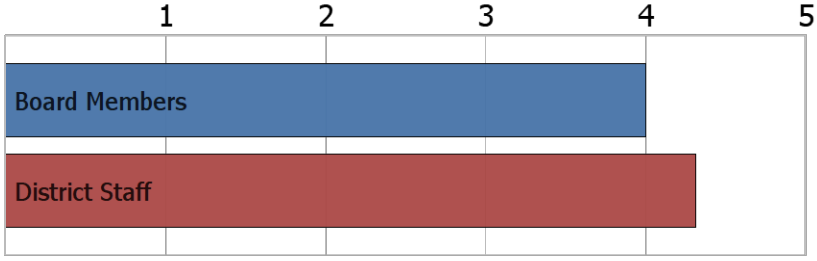


Customer Focus

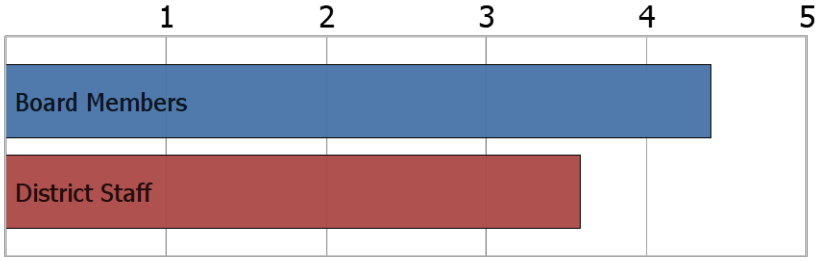


Customer Focus (continued)

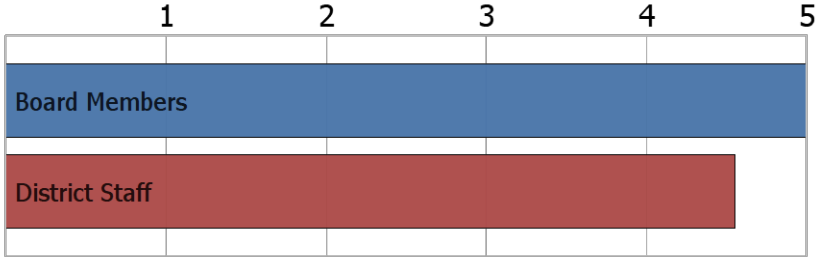
Board members regularly attend district and community events.



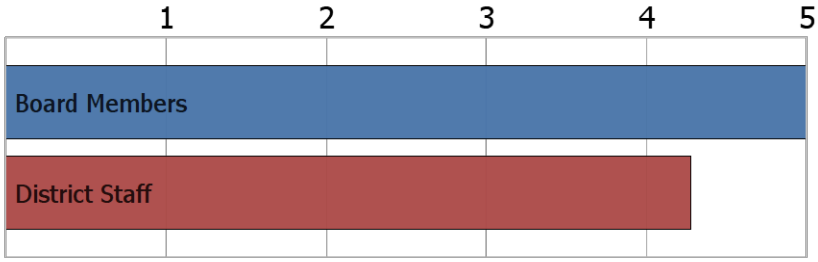
The board makes specific efforts to engage community members who are not parents of school-age children.



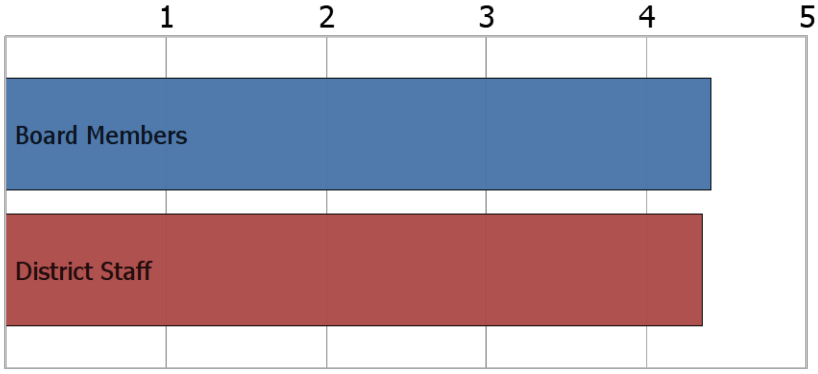
The board routinely recognizes staff excellence.



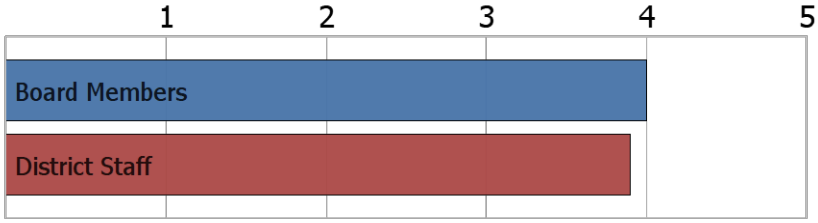
The board ensures that a periodic assessment of district climate and culture is conducted.



The board expects the district to annually report to the community progress related to student performance and other district goals using data from current and previous years.

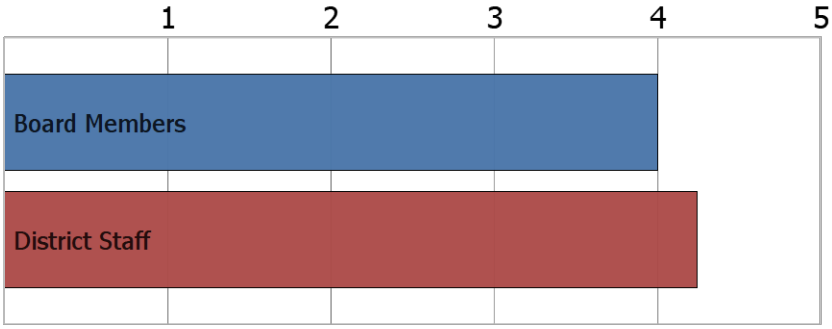


The board builds partnerships with business and civic leaders to support high student achievement.

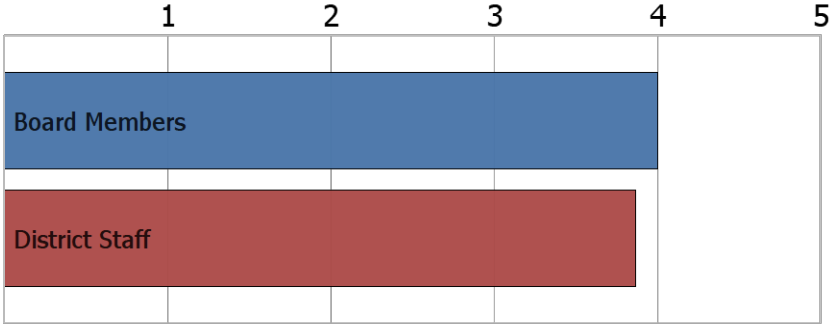


Measurement

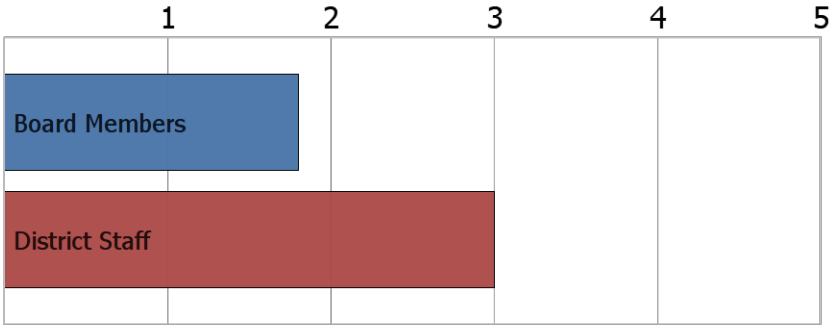
I can find my district's state-published student performance data on CDE's website.



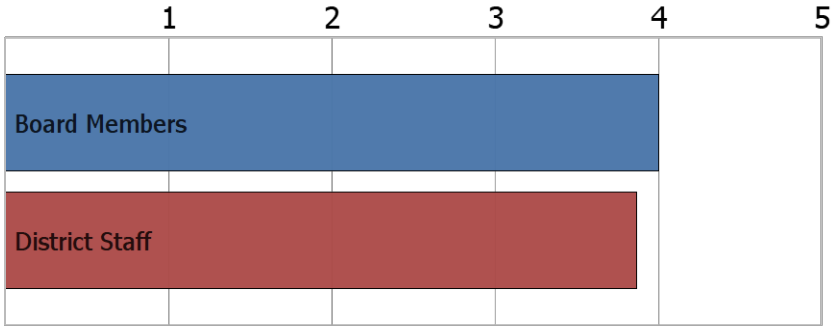
The district strategic plan identifies the measureable evidence to be used in determining progress in meeting the strategic plan goals.



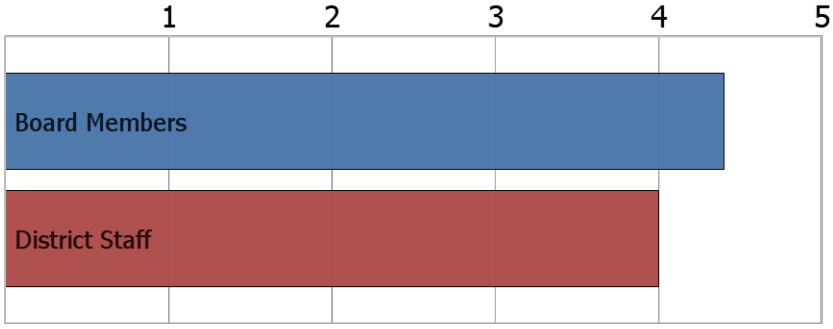
The data I receive from the chief officers and staff is delivered in a form or manner that is sometimes confusing to me.



I can name subjects or grade levels or schools where student achievement in my district was most improved last year.

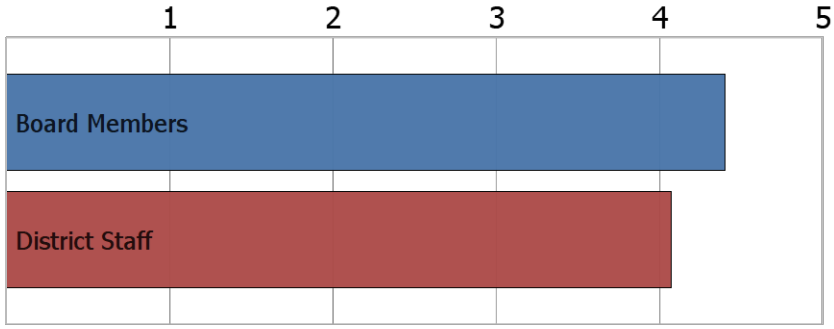


The data the board receives is accurate, applicable and of sufficient quantity in order to make sound decisions.

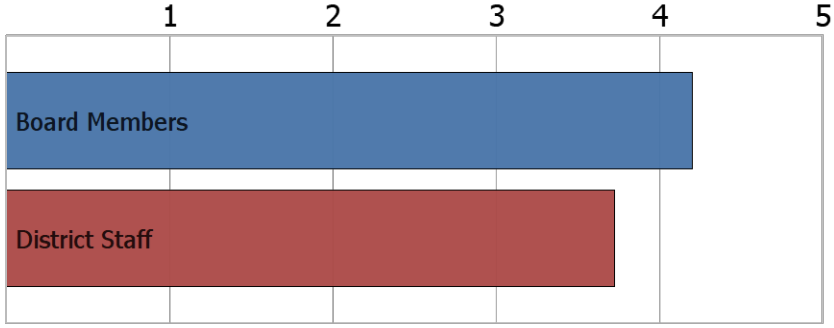


Measurement (continued)

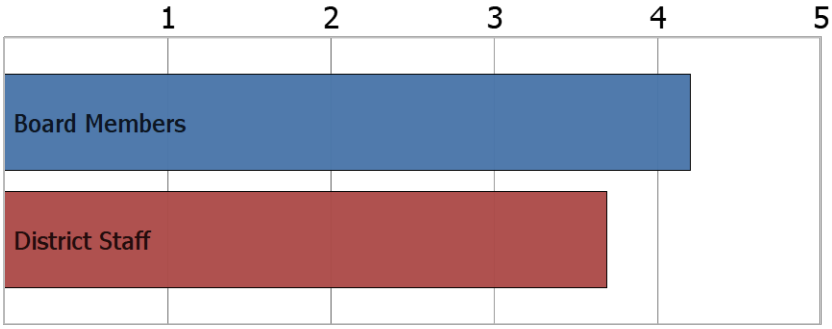
I know or can find the performance standards currently used by CDE to determine the district's accreditation level.



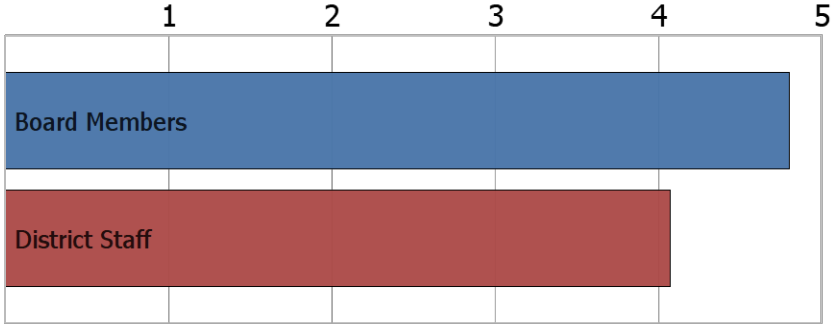
The board uses data to identify the difference between the current performance and the desired outcomes.



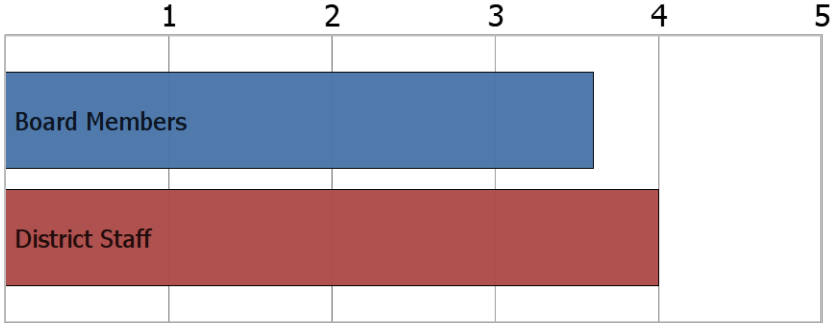
The board expects the district to use comparative data from other school districts as a means to monitor district progress.



The board expects and uses pertinent data and information prior to making a decision or taking action.

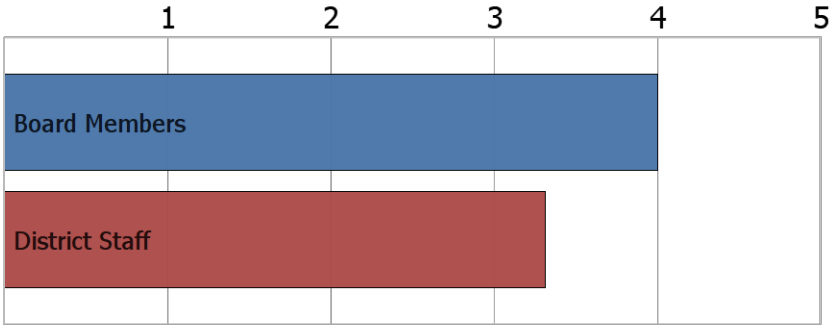


I can name subjects or grade levels or schools where student achievement in my district is highest and lowest.

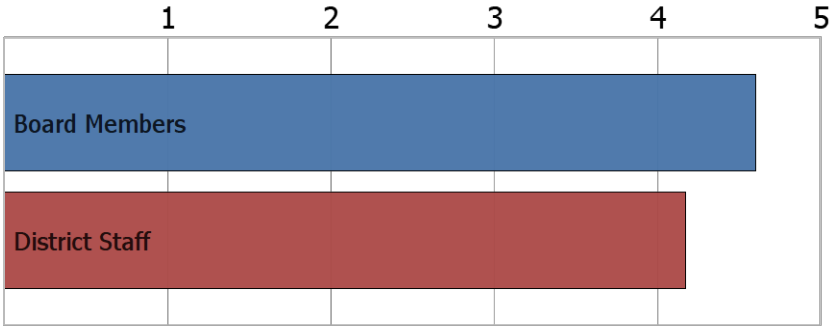


Measurement (continued)

The board periodically reviews district curriculum for its alignment, delivery, improvement and effectiveness.

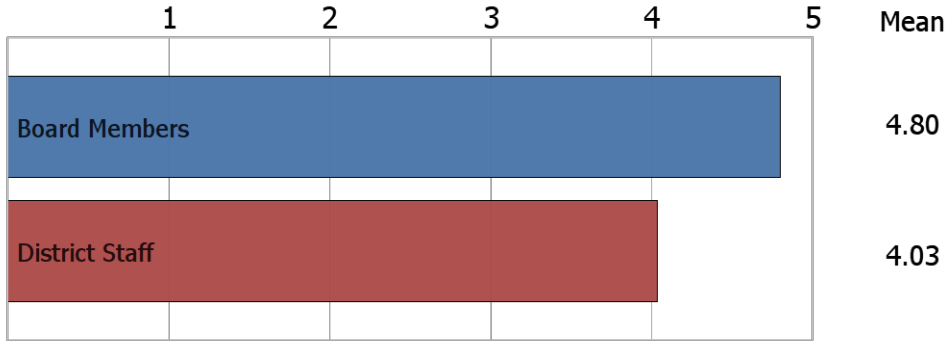


I can name specific practices and programs at the district or school level that address district priorities.

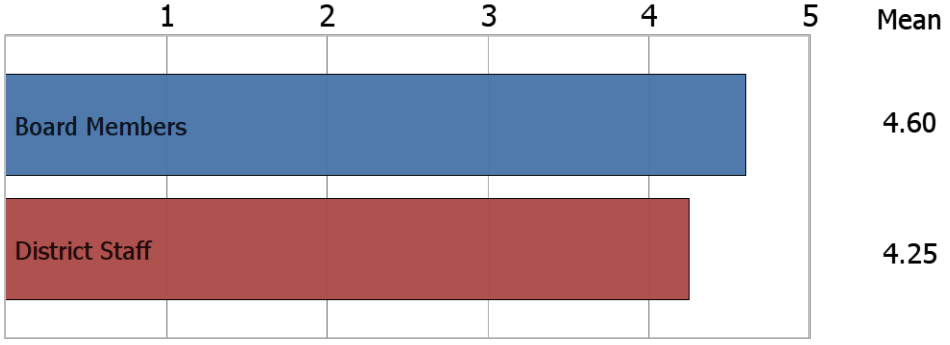


Operations

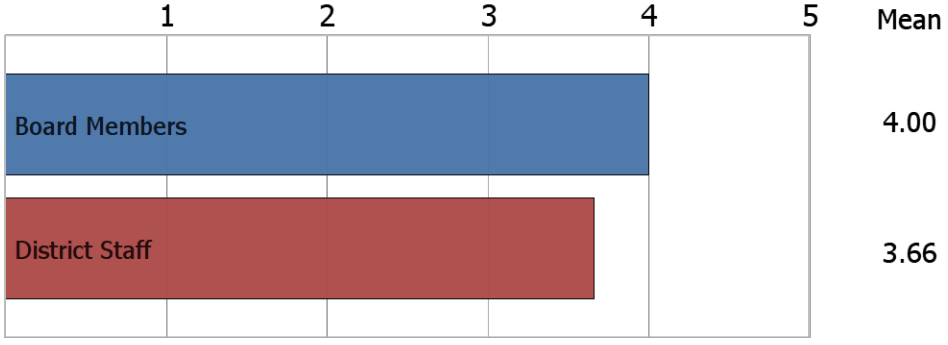
The board expects that instructional programs and practices are evaluated for effectiveness in improving student achievement.



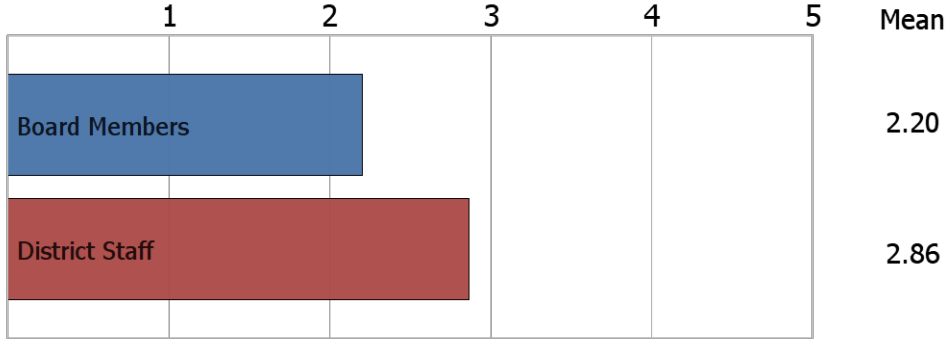
The board ensures that the district has a current comprehensive safety and security plan.



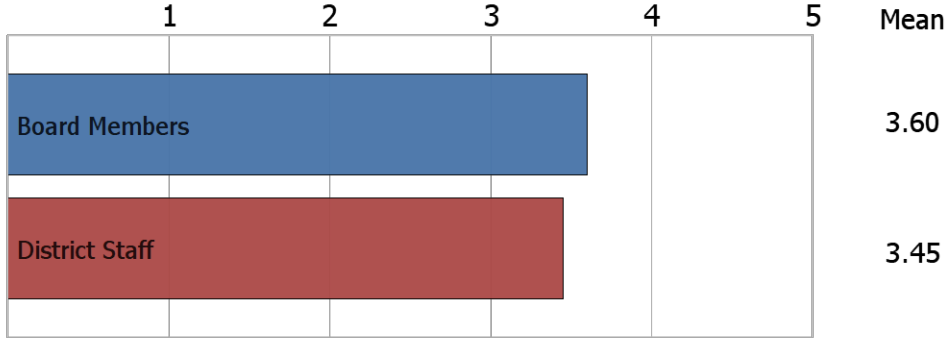
I know the proportions of federal, state and local funds the district receives as revenue.



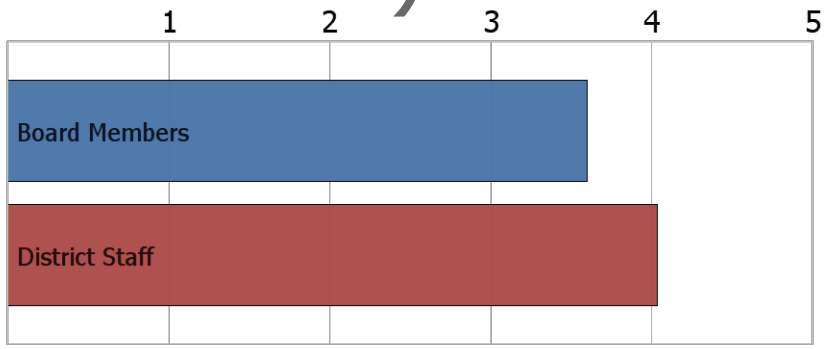
The board consults district policy only when there is a problem or concern.



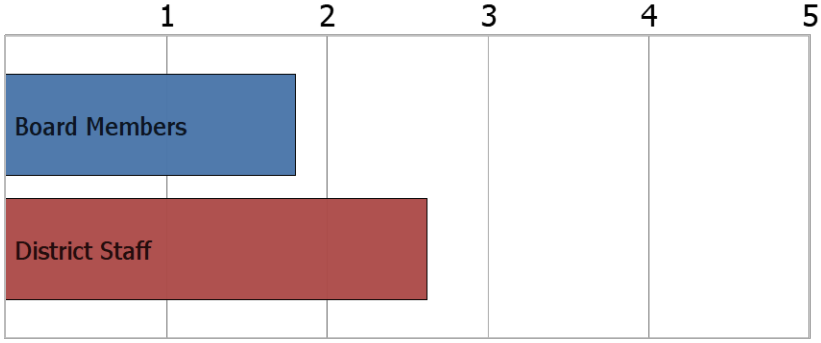
The board monitors and uses a district long-range facilities plan to support district programs.



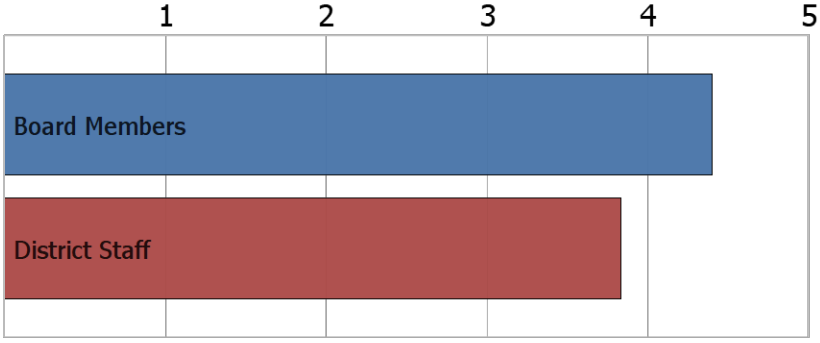
Operations (continued)



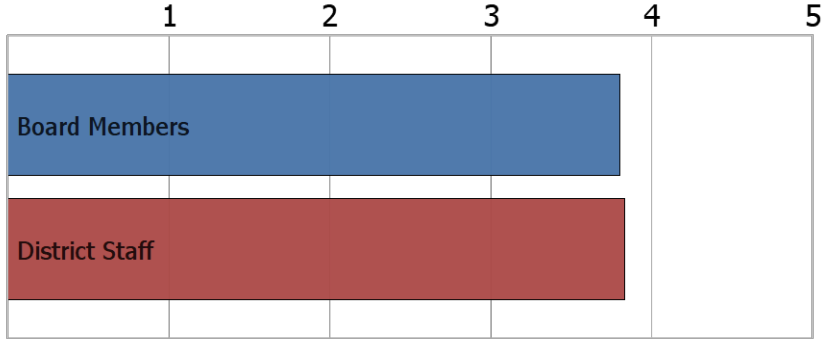
The board receives an annual presentation from an independent financial auditor as part of an open meeting.



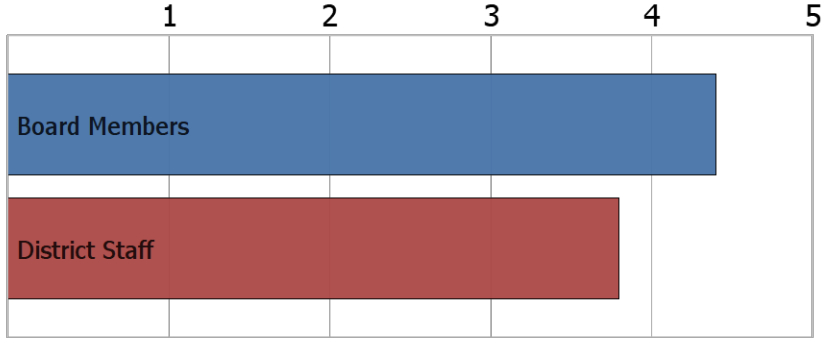
The board addresses issues as they arise and does not attempt to anticipate issues that could affect the district.



The board expects the district to add, continue or end programs based on evidence of effectiveness and not popularity or tradition.



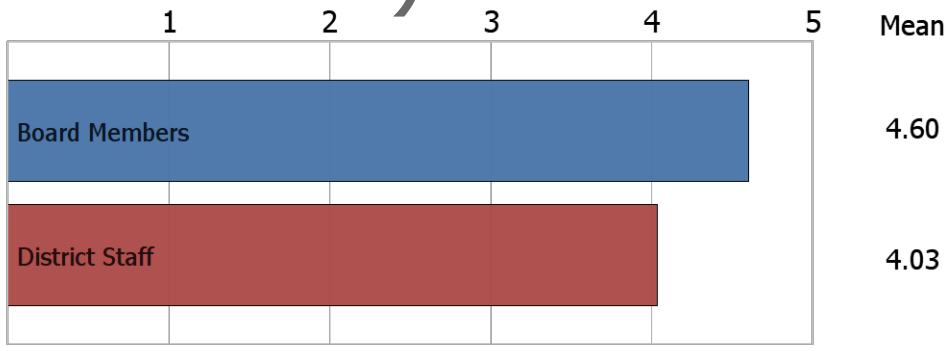
The board expects decisions made by the chief officers and staff related to program and staffing changes be based on student achievement data.



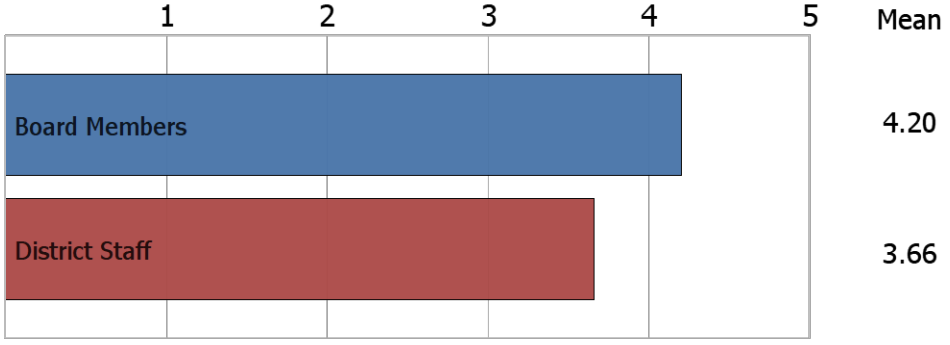
The board expects improvement in the managerial practice of administrators as a part of continuous school improvement.

Operations (continued)

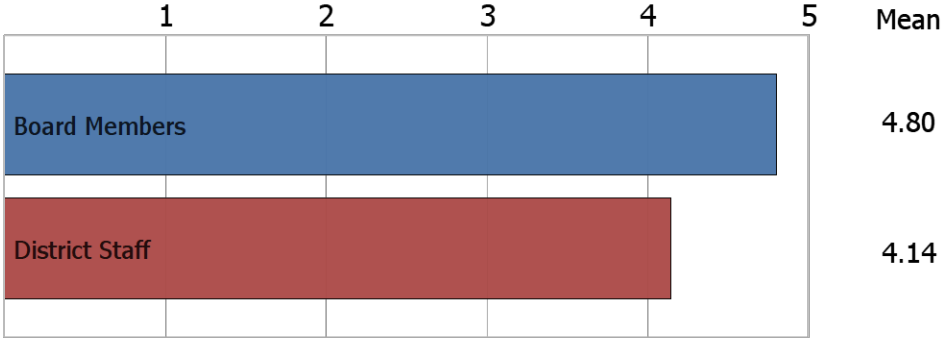
The board expects improvement in the instructional practice of teachers as a part of continuous school improvement.



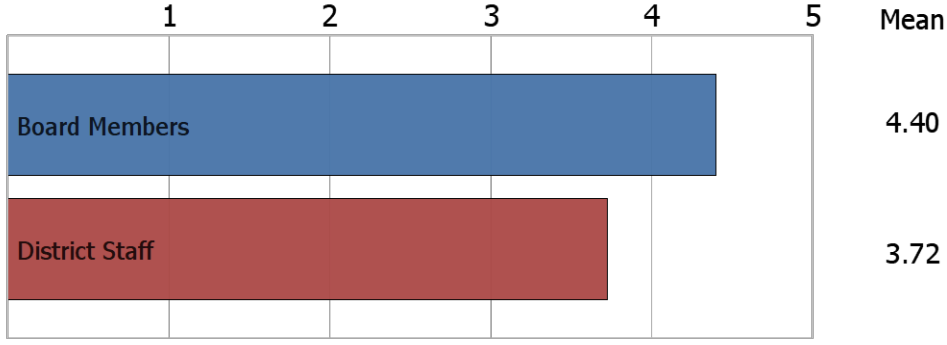
The board uses achievement and enrollment information to inform facility-related decision making.



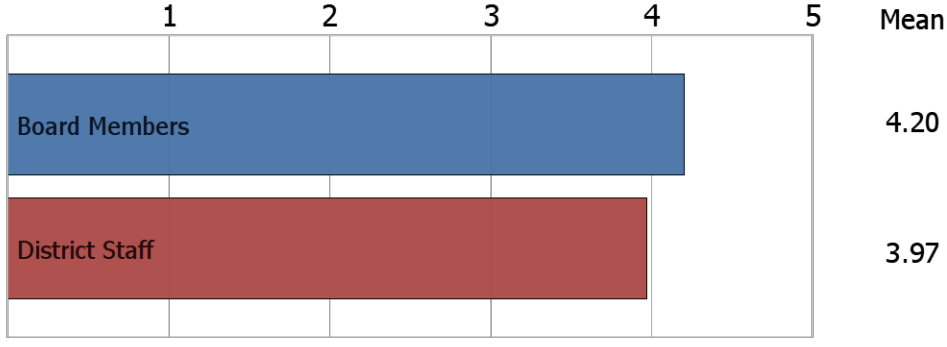
The board requests, receives and uses data to inform decision-making with regard to the district's long-term financial needs.



I understand the monthly budget report and what it indicates.

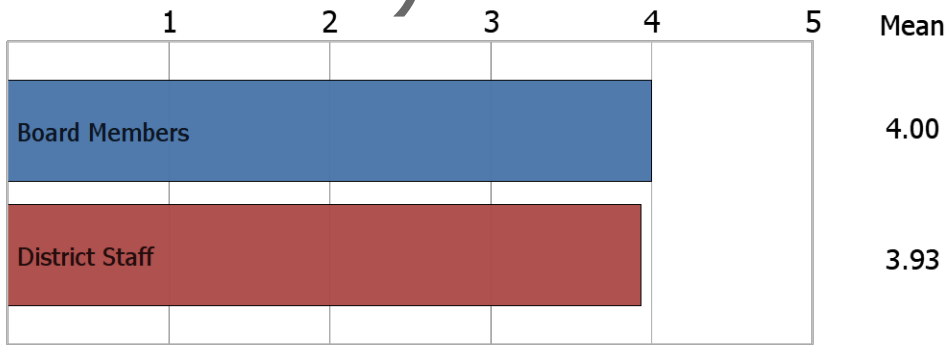


The board demonstrates improvement in the governance practice of the school board as a part of continuous school improvement.

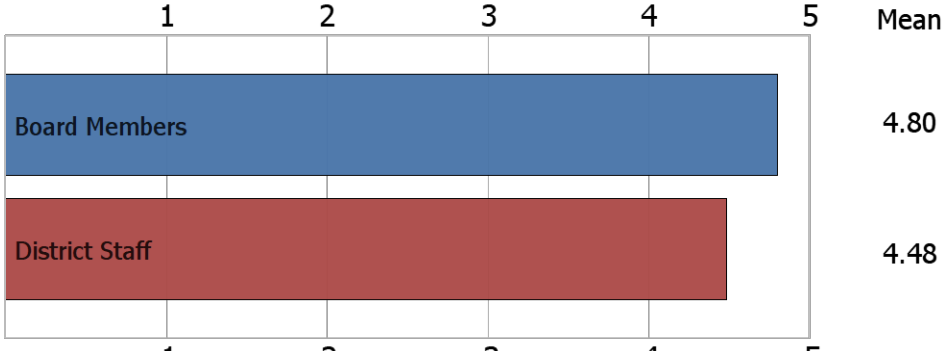


Operations (continued)

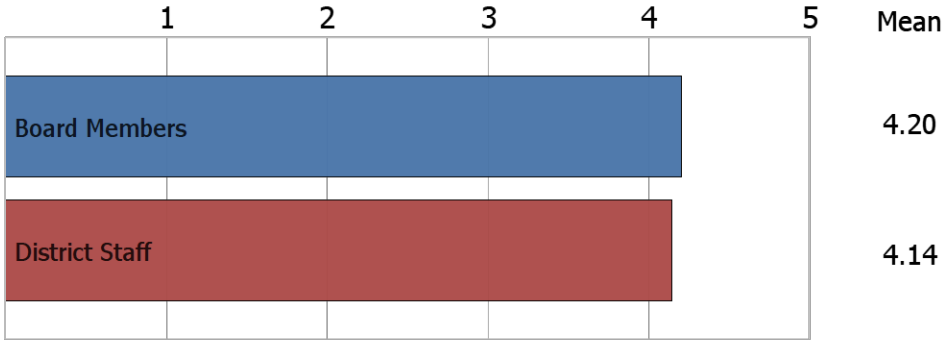
The board supports achievement related activities in district buildings before and after the school day.



The board has a process to establish, adopt and revise policies so that they are clear, up to date, and in compliance with state and federal laws.

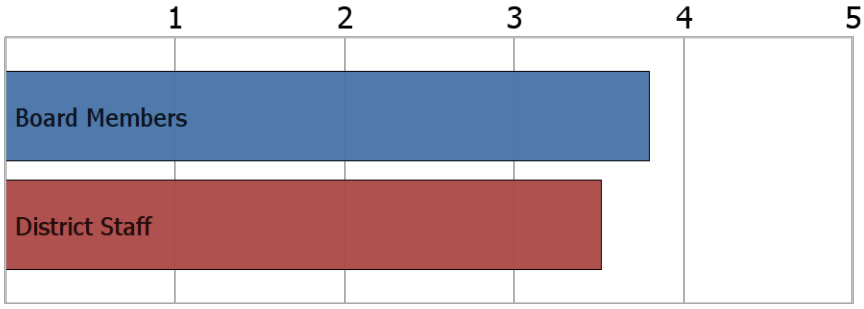


The board approves and regularly updates policies specifically designed to improve student achievement.

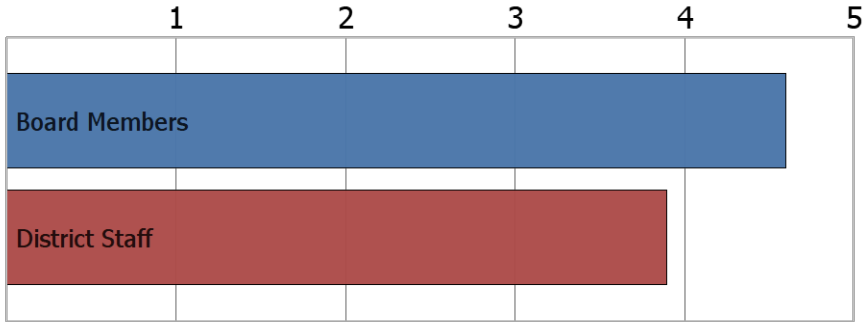


Senior Leadership

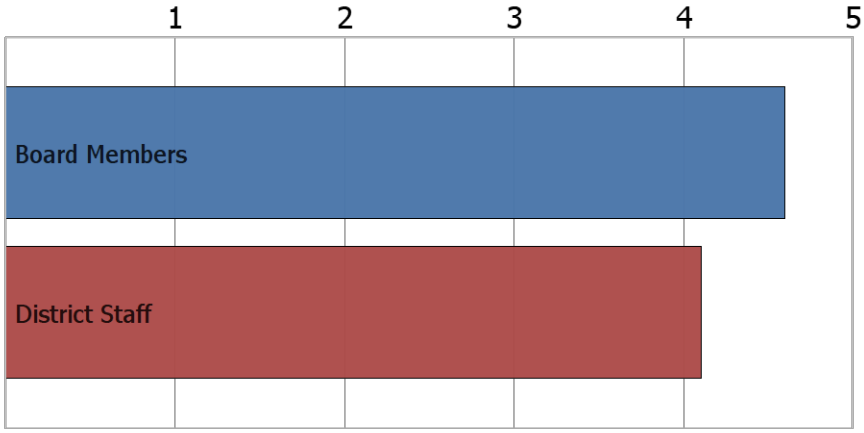
The board routinely demonstrates that student achievement is the district's single, unified purpose.



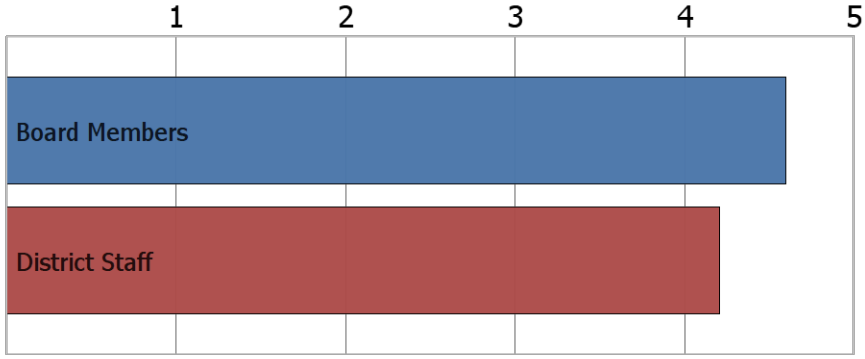
The board approves and monitors the budget to address areas of improvement that are identified by student performance and other district or state data.



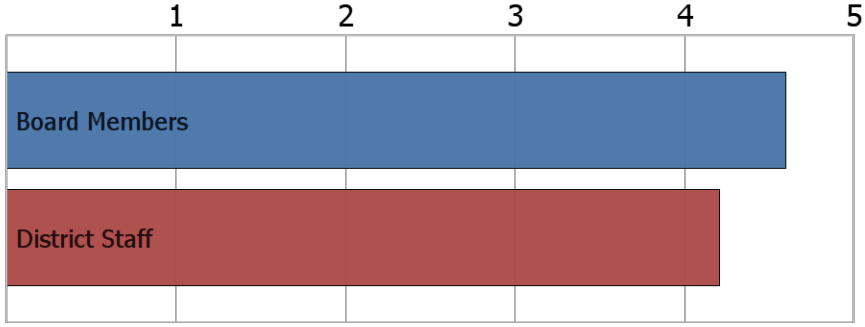
Stakeholder representatives (school board, senior leadership, district staff, parents, community leaders and students) provide input in the development of the district vision, mission and priorities.



The board annually evaluates the chief officers' job performanced based upon clear, written measureable performance targets and indicators aligned with the district's strategic goals.



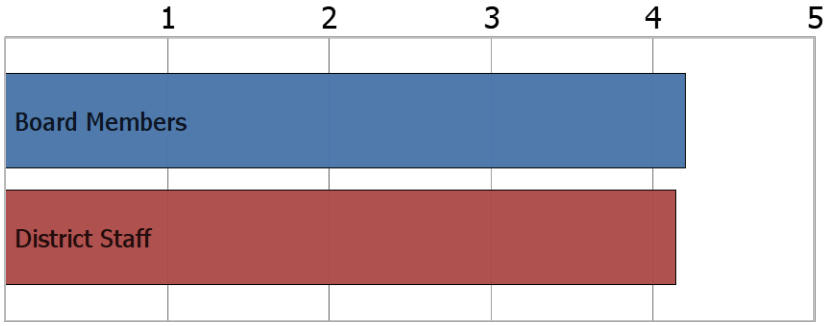
The board demonstrates that the staff is directly accountable to the chief officers, not the board.



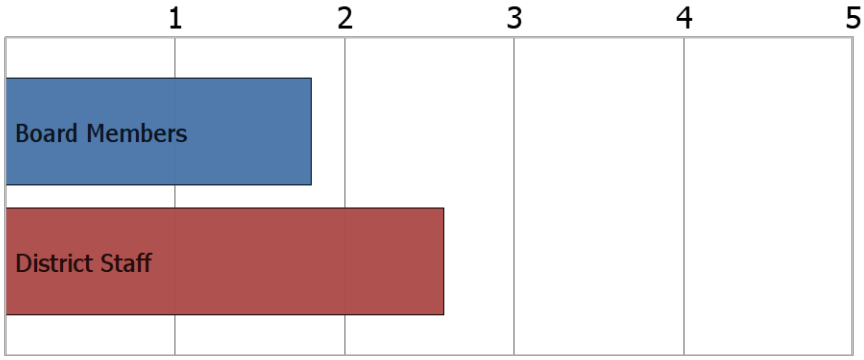
Senior Leadership (continued)

New board members are provided with local orientation and mentoring support.

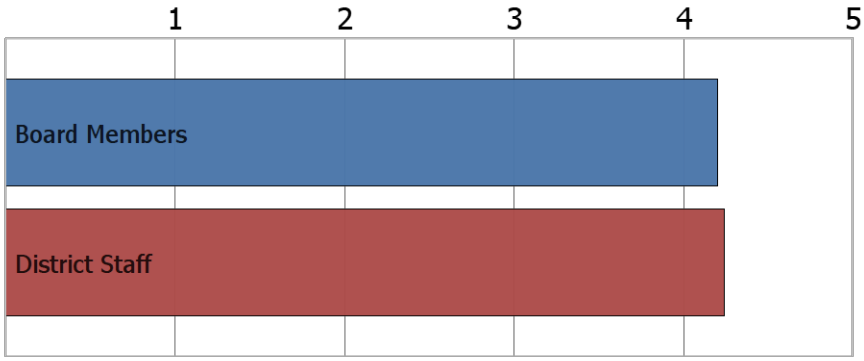
All board members receive the same information on matters of board business.



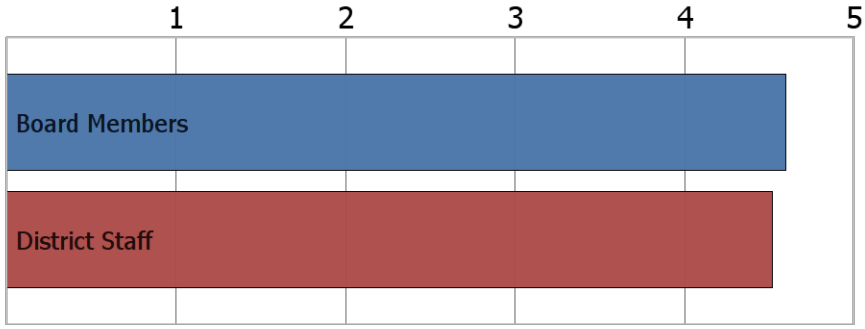
Board members sometimes make decisions based on special interest groups, family members, or individuals.



I believe the board is respected by district staff.

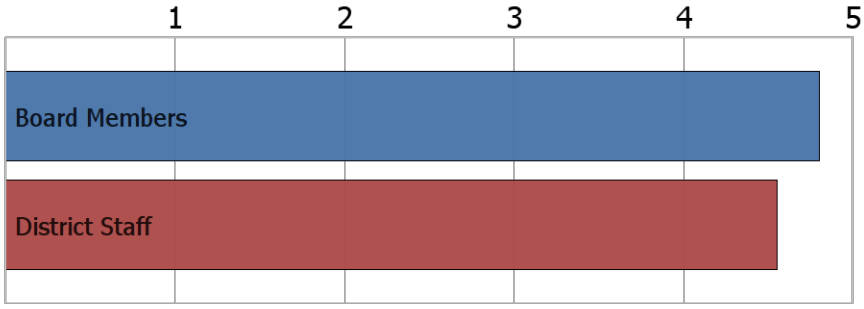


The president runs an orderly meeting, with clear instructions and directions to the public as well as board members.

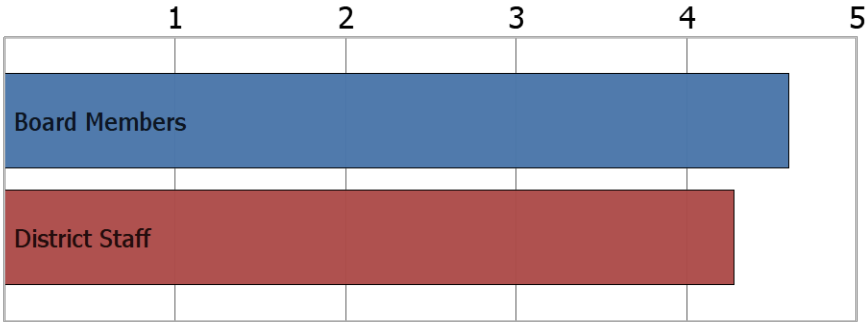


Senior Leadership (continued)

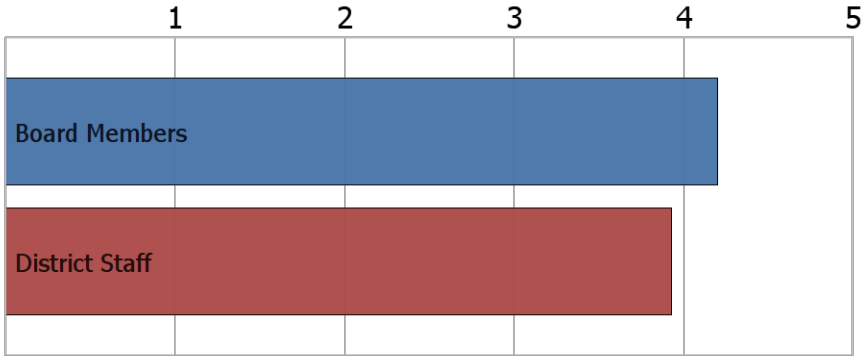
Minutes accurately record actions of the board and are maintained as required by the public records law.



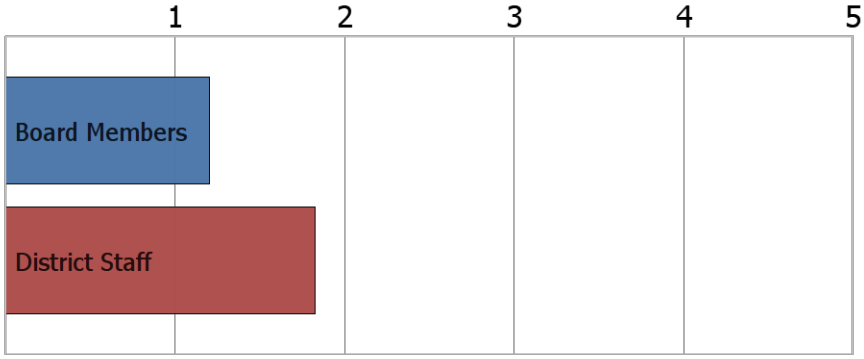
I can state the vision, mission and goals of the district.



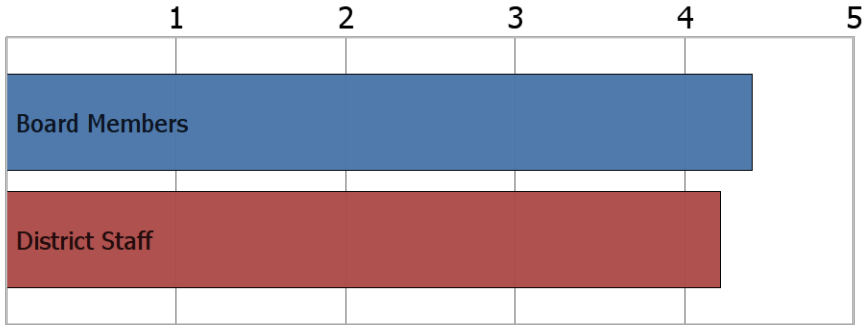
The board plans for leadership continuity to support the sustainability of district improvement.



The board tends to micromanage district affairs.

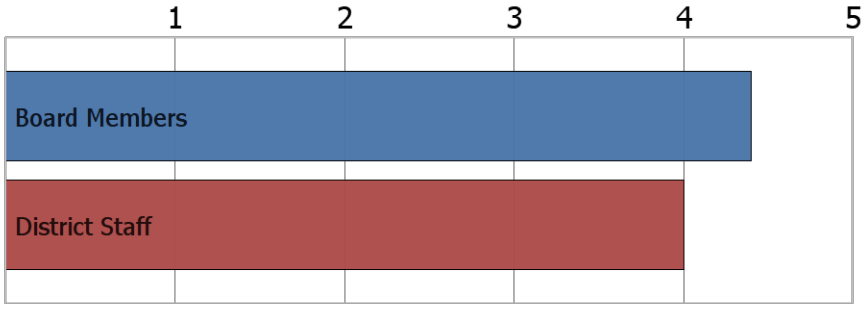


Creation of the tentative board meeting agenda is a collaborative effort between the chief officers and board president.

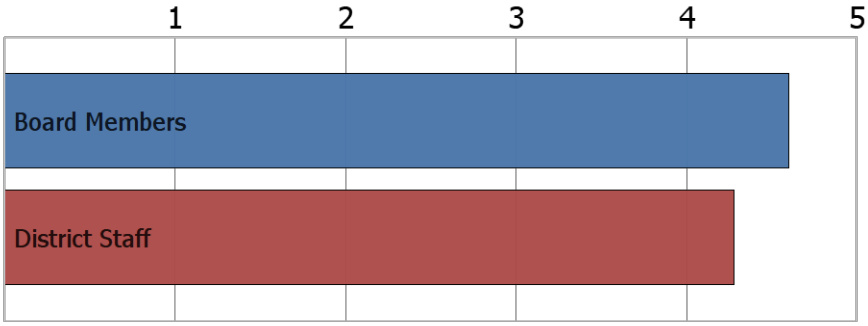


Senior Leadership (continued)

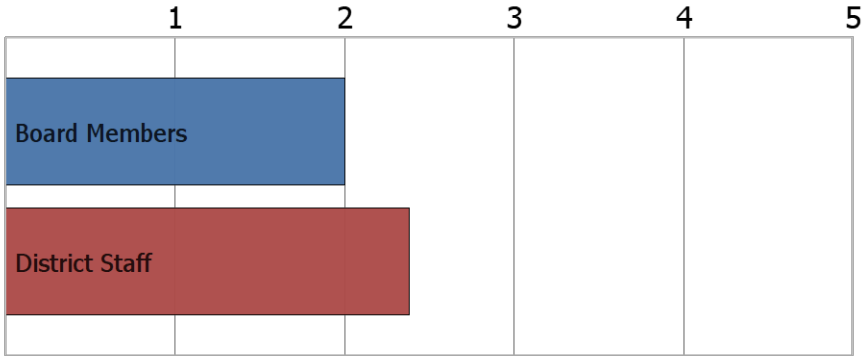
The board and individual board members demonstrate transparency in their actions, decision making and communication.



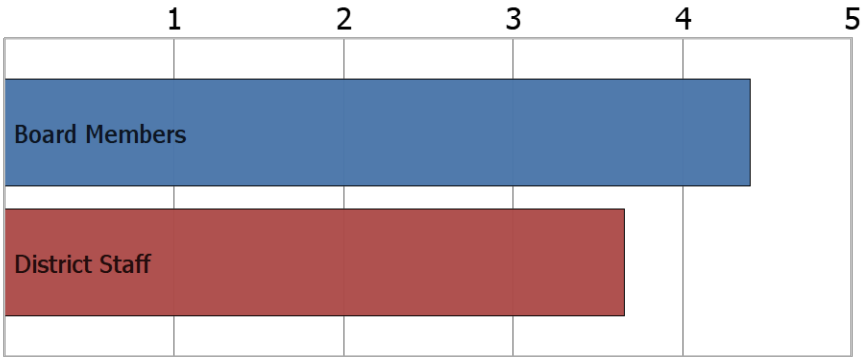
My colleagues on the board can be trusted with confidential information.



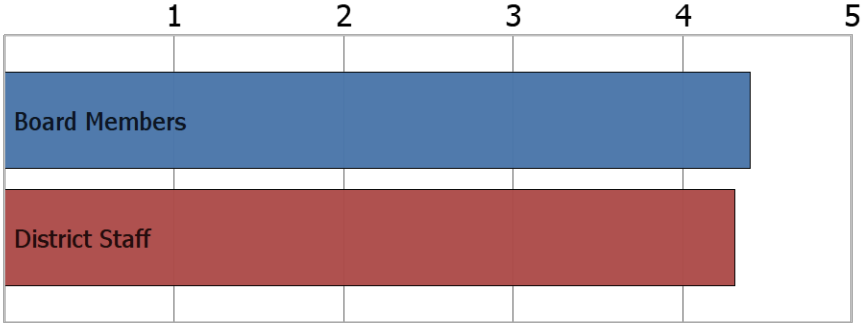
At times it seems a minority of board members dominate board meetings and work.



The board ensures that the strategic plan provides clear, measurable and attainable goals that are aligned to the district vision and mission.



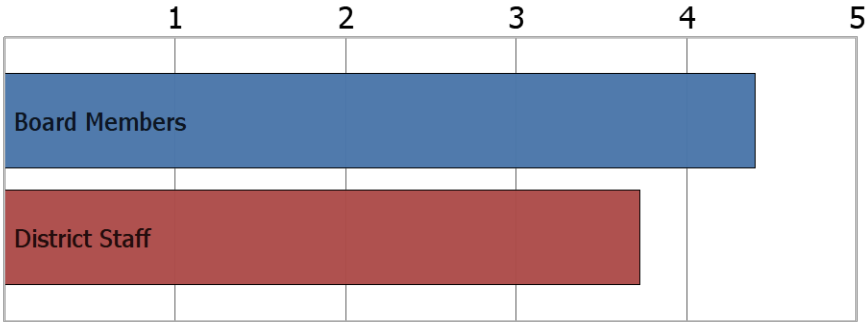
The board conducts itself in a polite, professional manner during board meetings.



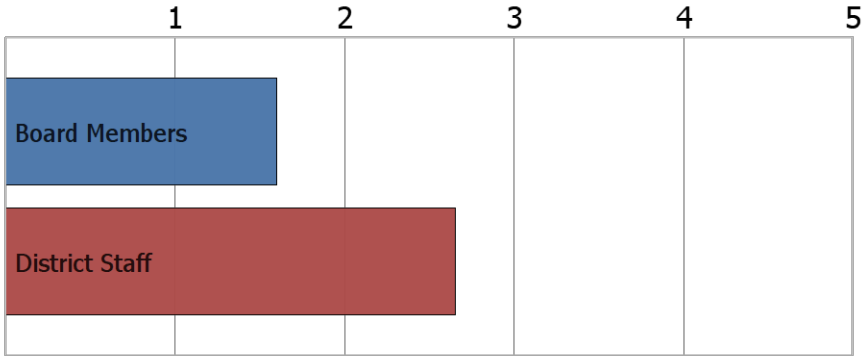
Senior Leadership (continued)

The board makes staffing and resource allocation decisions based on the district's student achievement priorities.

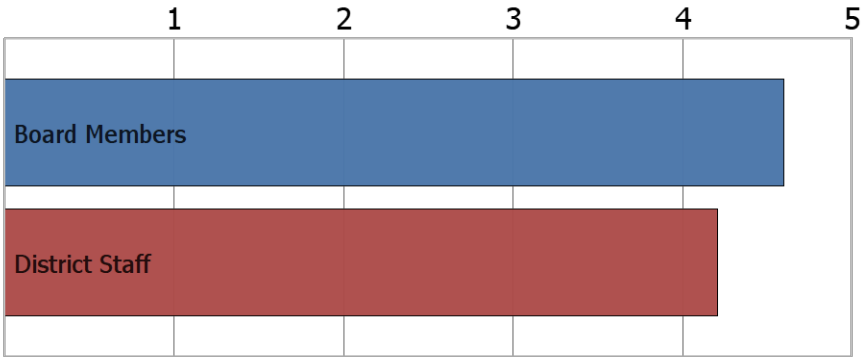
The board ensures that the strategic plan, district improvement goals and student performance progress are regularly communicated to all stakeholders.



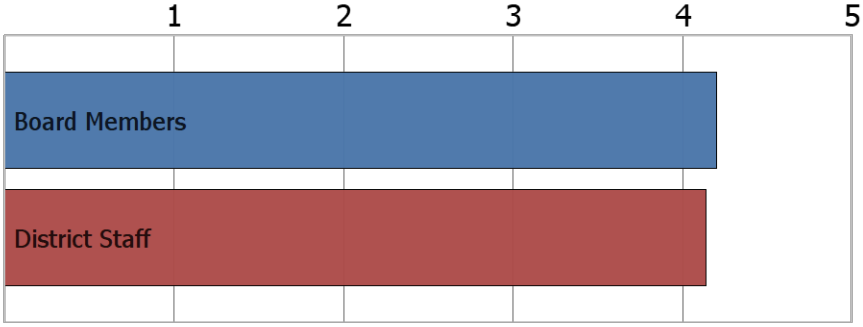
I am hesitant to express my view during board meetings.



Annually, the board and chief officers mutually agree on the goals and performance indicators to be included in the chief officers' formal evaluations.

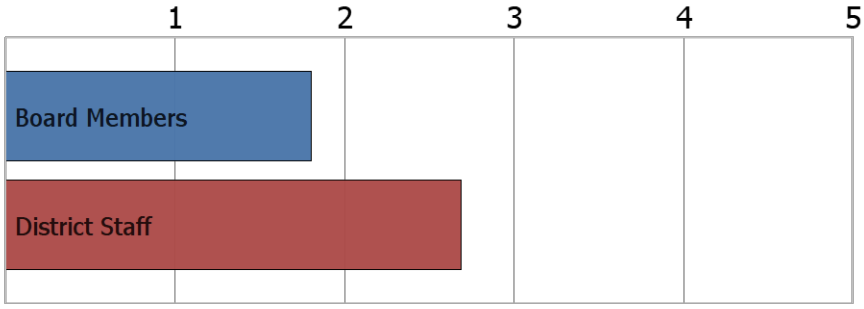


If I need help or information from the district, I make my request to the chief officers or board president.

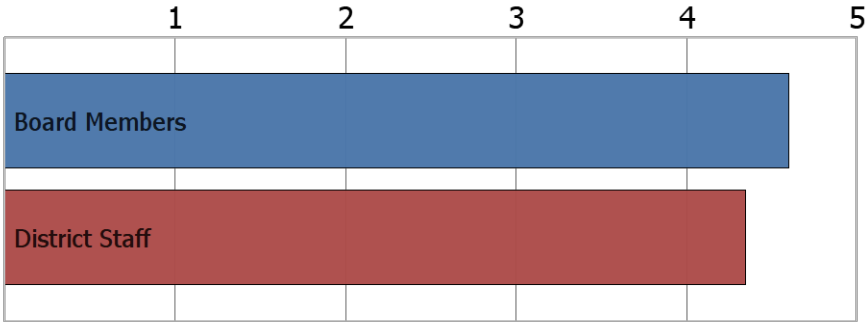


Senior Leadership (continued)

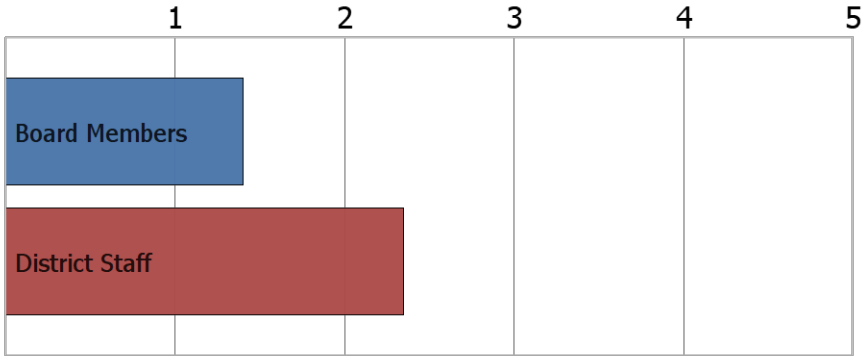
The board seldom participates in professional development regarding effective governance.



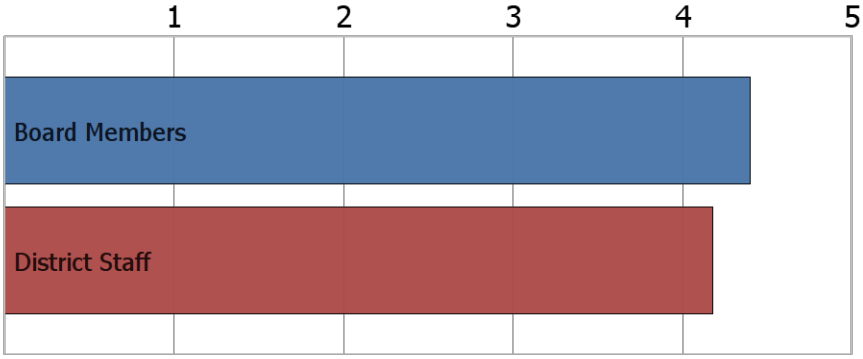
I refer citizen inquiries regarding board meeting agendas to the chief officers's office or to the board president.



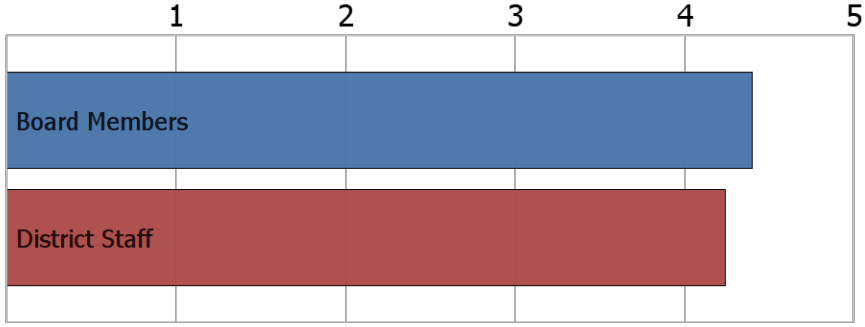
Keeping information confidential is a problem for the board.



The board follows its own policies regarding board operations.

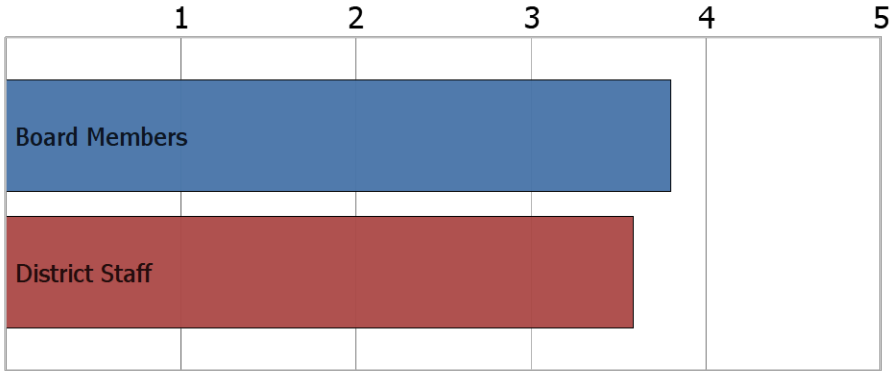


The board follows local board policies, procedures and ethical standards governing the conduct of the board and individual members.

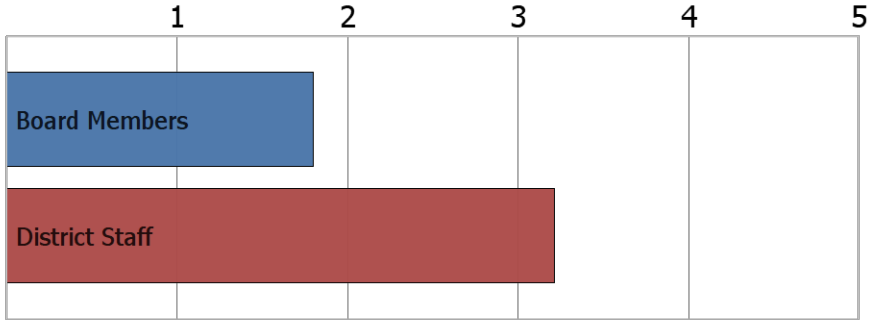


Senior Leadership (continued)

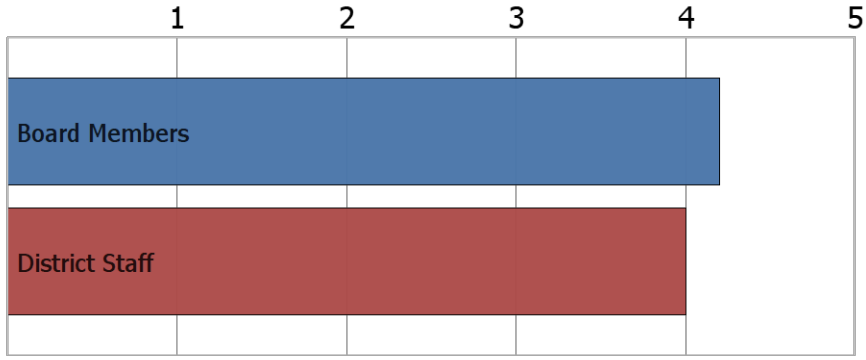
The board regularly receives training in the chief officer evaluation process and current evaluation instrument, and objectively follows the process for evaluation.



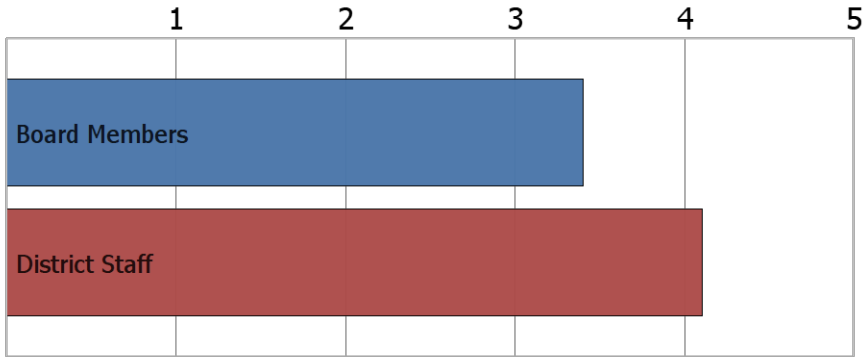
Some board members do not participate in the chief officer evaluation process.



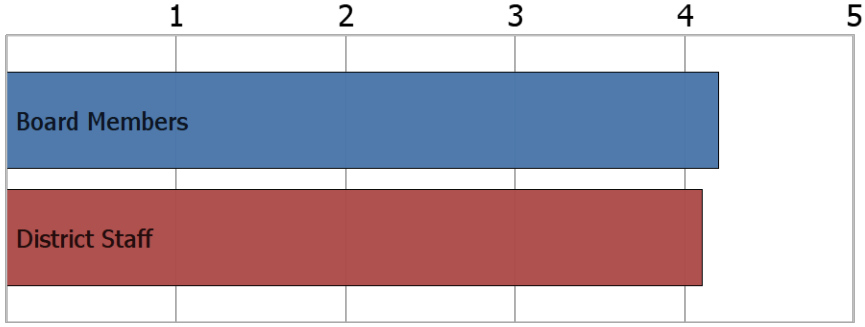
The board regularly conducts a self-evaluation to monitor its performance.



Board member requests for the inclusion of agenda items are not declined without reasonable explanation.

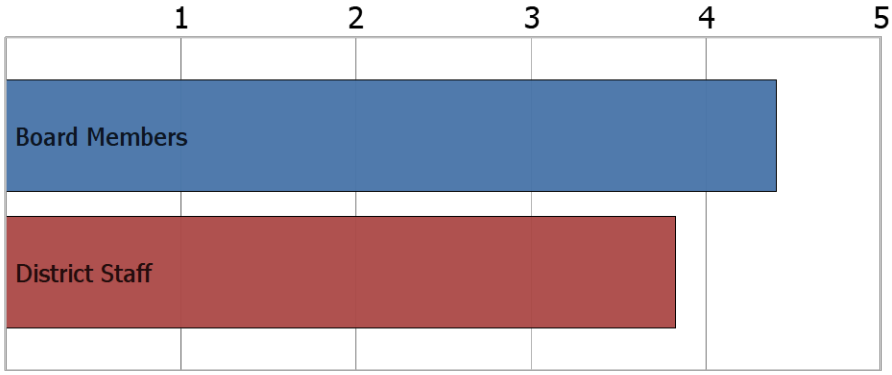


Board members share information appropriately through the board president between meetings.

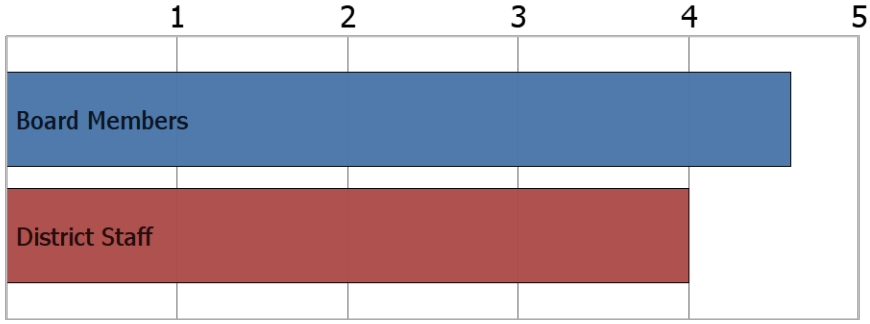


Senior Leadership (continued)

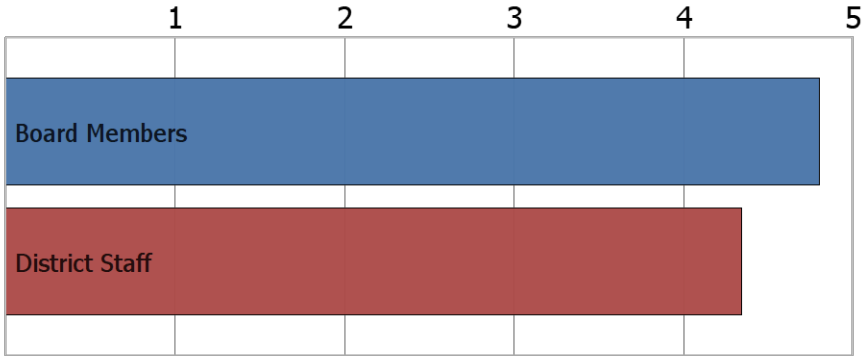
Board members read relative information related to agenda items and are informed on all agenda items prior to board meetings.



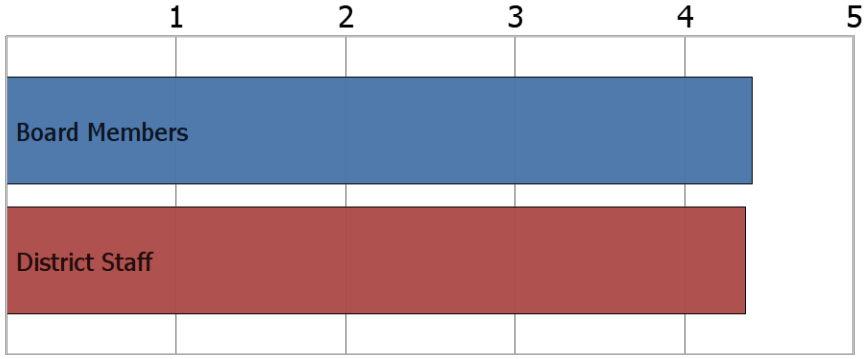
I believe my opinion is valued by the chief officers.



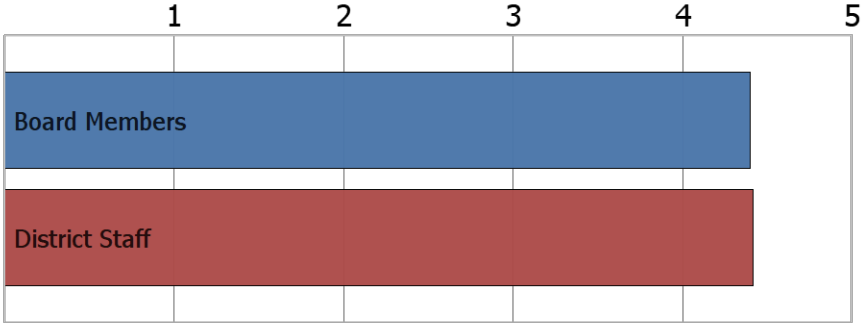
All deliberation and discussion between board members is held at properly posted public meetings.



Board members communicate with each other in a respectful manner.

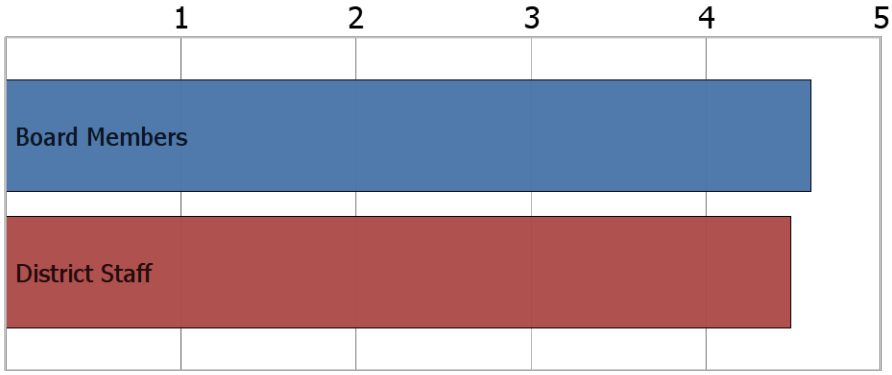


I believe my opinion is valued by my fellow board members

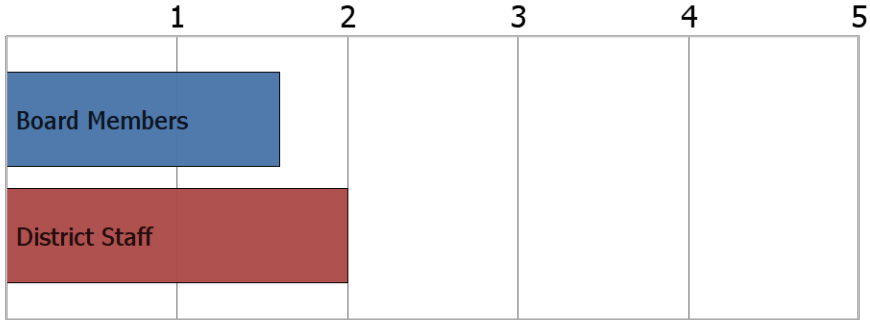


Senior Leadership (continued)

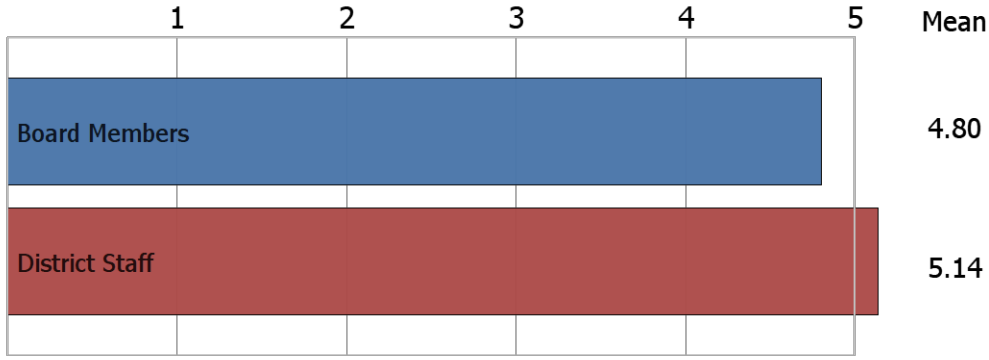
I value the views and opinions of my board colleagues.



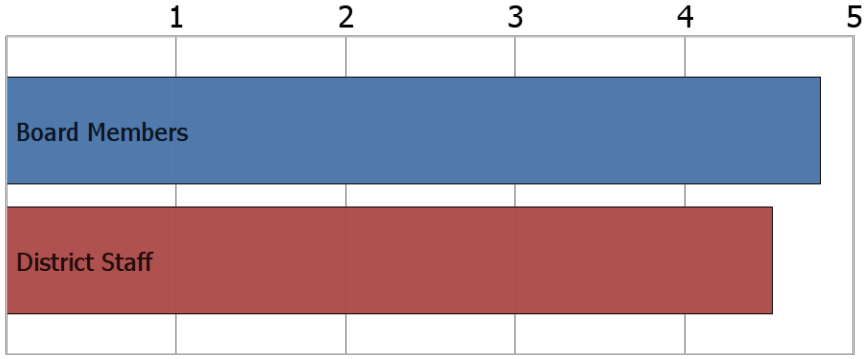
Some board members seem to hold grudges.



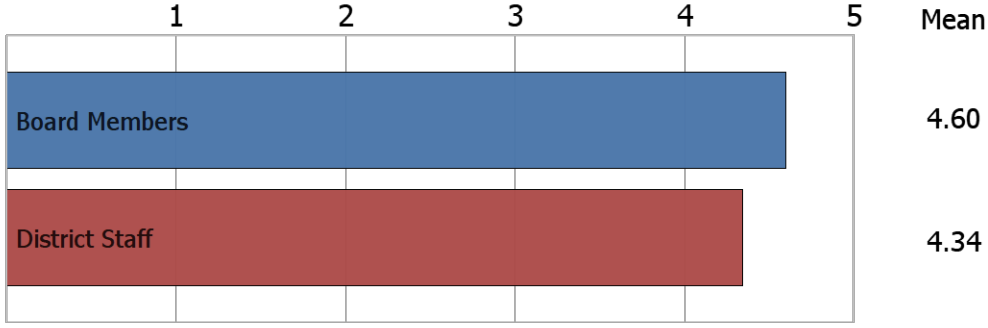
I keep closed session and other confidential information to myself.



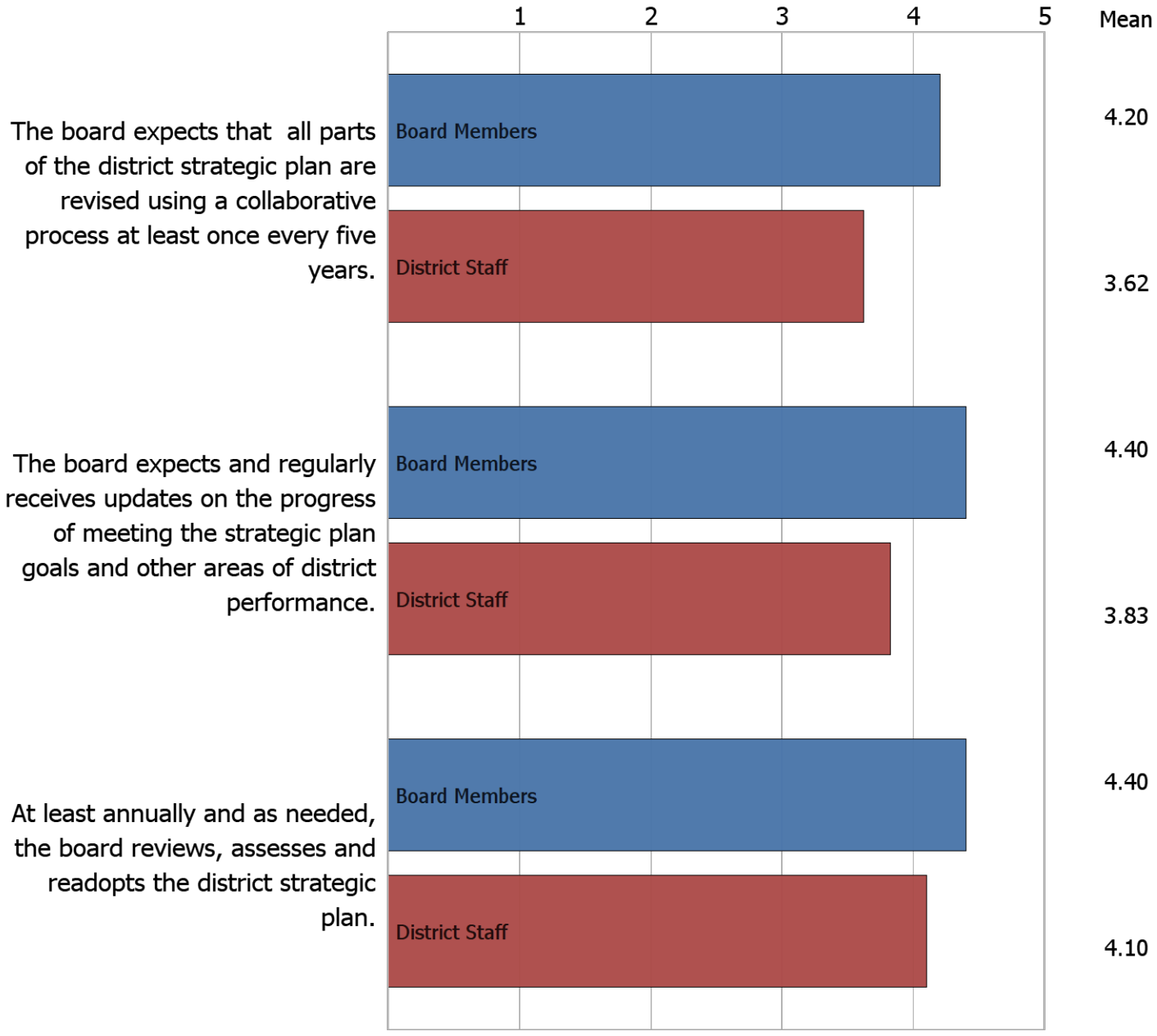
Once the meeting agenda is approved, the board conducts the meeting in accordance with the agenda.



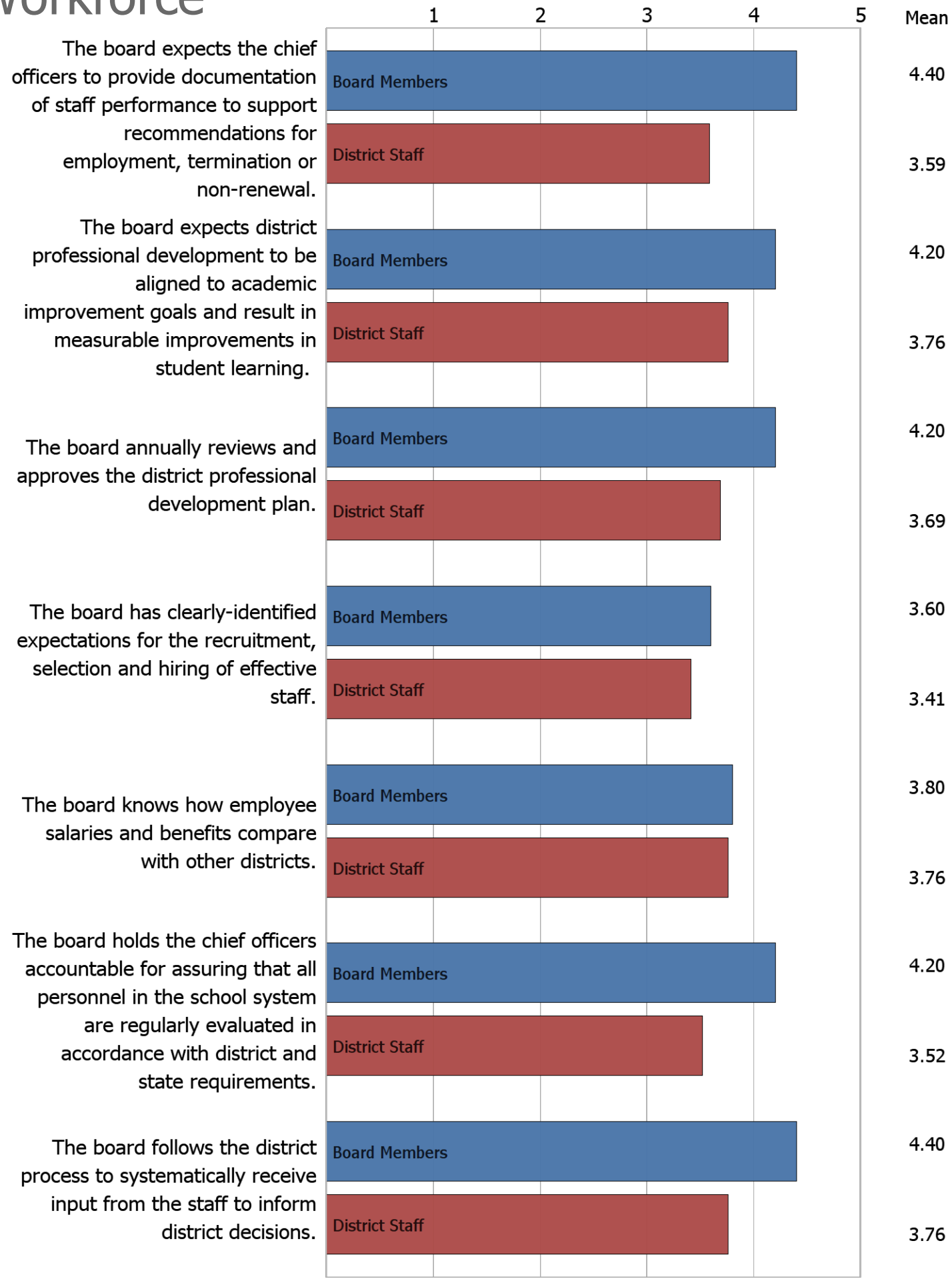
Board members fully delegate operational decisions to the chief officers and administration and do not interfere in district operations.



Strategic Planning



Workforce


1
2
3
4
5
Mean
The board expects the chief officers to provide documentation of staff performance to support recommendations for employment, termination or non-renewal.
Board Members
4.40
District Staff
3.59
The board expects district professional development to be aligned to academic improvement goals and result in measurable improvements in student learning.
Board Members
4.20
District Staff
3.76
The board annually reviews and approves the district professional development plan.
Board Members
4.20
District Staff
3.69
The board has clearly-identified expectations for the recruitment, selection and hiring of effective staff.
Board Members
3.60
District Staff
3.41
The board knows how employee salaries and benefits compare with other districts.
Board Members
3.80
District Staff
3.76
The board holds the chief officers accountable for assuring that all personnel in the school system are regularly evaluated in accordance with district and state requirements.
Board Members
4.20
District Staff
3.52
The board follows the district process to systematically receive input from the staff to inform district decisions.
Board Members
4.40
District Staff
3.76

BOE Annual Peak Planning Summit
February 2, 2019

7. Board Management
   (15 minutes)
   BOE

   a. Committee and Liaison Assignments

   b. Review BOE Annual Action Calendar

   c. Policy Process Performance Report

SCHOOL DISTRICT 49

BOARD COMMITTEES & LIASONS				
	PRIMARY	**SECONDARY**	**FREQUENCY**	**TIME**
DAAC	Fry	Butcher	monthly	6:00 PM
DAAC Budget/MLO Subcommittee	Butcher	Cruson	monthly	4:30 PM
CASB Legislative Assembly, Region 6	Graham	La Vere-Wright	Fall	daytime - delegate assembly
CD BOCES	LaVere-Wright	Graham	bi-monthly	4:00 PM
Falcon Community Builders (FCBC)	Butcher	Cruson	quarterly	1:00-2:00 pm
Falcon Education Foundation	Cruson	Fry/Butcher	monthly	Wednesdays, 5:00 PM
SEAC and ADA Compliance	Graham	Fry	monthly	6:00 PM
Student Board of Representatives	Butcher	Fry	monthly	during school day
Wellness	Cruson	Fry	3 times/year	daytime - 3 hour meetings
Liaisons to Chief Officers				
Almeida	Graham			
Hilts	Fry			
Ridgway	Cruson			

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
BOE	Action on BOE Meeting Dates	EA to BOE	Jan reg
BOE	Action on Intergovernmental Agreement for November Election	EA to BOE	Aug reg
BOE	Action on Minutes from Previous BOE Meetings	EA to BOE	Monthly consent
BOE	Action on Resolution for Call for Nominations for Candidates	EA to BOE	July reg
BOE	Action on Resolution for Intent to Participate in Coordinated Election	EA to BOE	July reg
BOE	Appoint Board Representative to Attend CASB Delegate Assembly	BOE	Aug reg
BOE	Appointment of Designated Election official	EA to BOE	July reg
BOE	Board Committees, Liaisons and SBOR/DAAC-Budget-MLO separate?	EA to BOE/Board	Summit
BOE	Board Organizational Meeting	EA to BOE	Nov w/s
BOE	Board Sub-Committee Minutes	EA to BOE	Monthly info
BOE	BOE Resolutions for CASB	BOE CASB Rep	July reg
BOE	Chief officer Evaluation Review	BOE Liaisons-Chiefs	Mar w/s
BOE	District Resolutions for CASB	BOE CASB Rep	Aug reg
BOE	Policy and Procedure Review	Chiefs/EA to BOE	Monthly disc
BOE	Process Improvement Update	EA to BOE	Monthly info
BOE	Proposed CASB Resolutions and Direction to Board Delegate	BOE/EA to BOE	Sept w/s
BOE	REMINDER - Complete Review for Executive Assistant	BOE	Feb reg
BOE	Review BOE Annual Action Calendar	Chiefs/EA to BOE	Summit
BOE	Review of Post-Election Scheduling	EA to BOE	Oct w/s
CBO	Action on Adm Personnel Rec-Dept/Prog Leaders	Dir HR	Feb reg
CBO	Action on Adm Personnel Recommendations - Building Leaders	Dir HR	Feb reg
CBO	Action on Administrative Personnel Rec - Chief officers	Dir HR	Feb reg
CBO	Action on Administrative Personnel Recommendations - Zone Leaders	Dir HR	Feb reg
CBO	Action on Amended Budget	Dir Finance	Jan w/s-spec
CBO	Action on Changes to Compensation Schedules: Licensed, ESP, Prof/Tech, Adm	CBO	May reg
CBO	Action on Charter School Amended Budgets	Dir Finance	Jan w/s-spec
CBO	Action on Charter School Budgets	Dir Finance	June reg
CBO	Action on District Budget	Dir Finance	June reg
CBO	Action on Fees: School Fees	CBO	May reg
CBO	Action on Information Technology Contract	CBO	Mar reg
CBO	Action on Matters Relating to Administrative Personnel	HR Mgr	Monthly consent

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CBO	Action on Matters Relating to Educational Support Personnel	HR Mgr	Monthly consent
CBO	Action on Matters Relating to Extra-Curricular Personnel	HR Mgr	Monthly consent
CBO	Action on Matters Relating to Licensed Personnel	HR Mgr	Monthly consent
CBO	Action on Matters Relating to Non-Renewal on Probationary Teachers	HR Mgr	May reg
CBO	Action on Matters Relating to Professional Technical Personnel	HR Mgr	Monthly consent
CBO	Action on Matters Relating to Specialized Services Professionals	HR Manager	Mar reg
CBO	Action on Memorandum of Understanding with CD BOCES	Legal Counsel/CBO	July reg
CBO	Action on official Survey Date for Impact Aid	CBO	Sept reg
CBO	Action on Resolution in Support of Bond Measure	CBO	Oct reg
CBO	Administration Contract Renewals	Dir HR	Feb reg
CBO	Amended Budget	Dir Finance	Dec reg
CBO	Amended Budget	Dir Finance	Jan reg
CBO	Amended Budget & Enrollment Update	Dir Finance	Nov reg
CBO	Annual Planning Summit Preview: State of the Workforce Annual Report including Administrative Staffing Calibration Report (15 min)	Dir HR	Nov reg
CBO	Annual Planning Summit Preview: Draft Audit Report	Acctg Gr Mgr	Nov w/s
CBO	Budget and Legislative Update-Next Fiscal Year	Dir Finance/CBO	Feb w/s
CBO	Budget Discussion and Legislative Update-Next Fiscal Year	Dir Finance/CBO	May reg
CBO	Budget Focus - next fiscal year	Dir Finance	Apr reg
CBO	Budget Focus-Next Fiscal Year	Dir Finance	Mar reg
CBO	CBO Final Evaluation	BOE	Nov reg
CBO	CBO Performance Review-Assessments/Reports (set dates for docs)	CBO/BOE	Oct w/s
CBO	Certification of Mill Levies for Property Tax Year ____	CBO	Dec reg
CBO	Charter School Amended Budgets	Dir Finance	Jan reg
CBO	Compensation Schedule Review	CBO	Apr w/s
CBO	Current Legal Issues	Risk Ben Mgr	Monthly info
CBO	District Benefit Plan	Risk Benefit Mgr	Oct w/s
CBO	District Budget and Legislative Update	Dir Finance/CBO	Mar w/s
CBO	District Budget and Legislative Update-Next Fiscal Year	Dir Finance/CBO	Apr w/s
CBO	Enrollment Update	Dir Finance	Aug w/s
CBO	Enrollment Update	Dir Finance	Sept reg

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CBO	Enrollment Update/Amended Budget	Dir Finance	Nov w/s
CBO	Financial Audit Results	Acct Group Mgr	Dec reg
CBO	Guest Teacher Pilot Update	Dir HR	Feb w/s
CBO	Guest Teacher Program Recommendation	Dir HR	June reg
CBO	Information Technology Contract Recommendation	CBO	Feb w/s
CBO	Job Descriptions-Administrative Revisions	Dir HR	Monthly info
CBO	Legislative Update	A Attwood	June reg
CBO	Meal Price Increase	Dir Nutrition Svcs	Apr w/s
CBO	Monthly Financial Report	Acctg Gr Mgr	Monthly disc
CBO	Policy Revisions: DAA Continuing Financial Stability	CBO	Mar w/s
CBO	Reduction in Program (see 8-11-16)-if necessary	HR Manager	Apr reg
CBO	School Fees	CBO	Mar w/s
CBO	School Finance Campaign Ballot Language	CBO	July reg
CBO	School Finance Campaign Ballot Language	CBO	Aug w/s
CBO	Update to Student Fees	CBO	Oct reg
CEO	Accreditation of Schools	EDLS/CEO	Sept w/s
CEO	Action on Accreditation of Schools	EDLS	Oct reg
CEO	Action on American Education Week Resolution	CEO	Nov reg
CEO	Action on Charter Contracts Fall Cycle	iConnect ZL	Jan reg
CEO	Action on Charter School Applications	iConnect ZL	Nov reg
CEO	Action on Charter School Applications/Spring Cycle	iConnect ZL	July spec
CEO	Action on Charter School Contract Renewals	iConnect ZL	Feb reg
CEO	Action on Course Proposals	Various	Dec reg
CEO	Action on DAAC By Law Revisions	CEO	May reg
CEO	Action on DAAC Membership	Dir Culture Asst	Monthly consent
CEO	Action on District Calendars	EDLS/CEO	Dec reg
CEO	Action on Graduation Dates & Times	CEO	Sept reg
CEO	Action on Innovation Plan Review	Principals	Nov reg
CEO	Action on Innovation Plan Reviews	Principals	Dec reg
CEO	Action on Innovation Plan Waivers (Review)	Various (PH)	Oct reg
CEO	Action on Innovation Plans	Principals	Apr reg

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CEO	Action on Innovation Plans Review	Principals	May reg
CEO	Action on Innovation Waivers (new district or state waivers)	Various (PH)	Feb reg
CEO	Action on Resolution for Constitution Day	CEO	Sept reg
CEO	Action on Resolution to approve new charter school contracts	iConnect ZL	Apr reg
CEO	Action on SCHS Waiver Request	Principals	June reg
CEO	Action on Teacher Appreciation Week Resolution	BOE	Apr reg
CEO	Action on Unified Improvement Planning/School Action Plans	EDLS	Apr reg
CEO	Annual Planning Summit Preview: External Performance Review	EDLS	Nov w/s
CEO	Assessment Update	Coord Acad Perf	Aug w/s
CEO	Career and Technology Education Performance Report	CTE Director	Apr reg
CEO	CEO Final Evaluation	BOE	Oct reg
CEO	CEO Performance Review-Assessments/Reports (set dates for docs)	CEO/BOE	Sept w/s
CEO	Charter School Annual Performance Report	iConnect ZL	Sept w/s
CEO	Charter School Application Presentation	iConnect ZL	Apr w/s
CEO	Charter School Application Presentation-Public Hearing/Fall Cycle	iConnect ZL	Sept w/s
CEO	Charter School Application-Public Hearing/Spring Cycle	iConnect ZL	July reg
CEO	Charter School Application-Public Hearing/Spring Cycle	iConnect ZL	June w/s-spec
CEO	Charter School Contract Reading	iConnect ZL	Mar w/s
CEO	Charter School Contract Renewals	iConnect ZL	Jan w/s-spec
CEO	Communications Department Performance Report	Dir Comm	Nov reg
CEO	Communications Department Performance Report	Dir Comm	June reg
CEO	Concurrent Enrollment Performance Report	Director of CE	June reg
CEO	Course Proposals-New/Revised	Various	Nov w/s
CEO	Courses - New/Revised	Principals/ZLs	Feb w/s
CEO	Cultural Capacity Report	Dir Culture	Sept w/s
CEO	DAAC Annual Report	DAAC Rep	Dec reg
CEO	DAAC By Law Revisions	Dir Culture	Apr w/s
CEO	Educational Technology Performance Report	Instruct Tech Coord	Feb w/s
CEO	Expulsion Information	EDIE Asst	Monthly info
CEO	Falcon Zone Performance Report	Falcon ZL	Sept w/s
CEO	Falcon Zone Performance Report	Falcon ZL	Feb reg

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CEO	Health and Wellness Plans Update	Coord Heath	Apr reg
CEO	iConnect Zone Performance Report	iConnect ZL	Sept reg
CEO	iConnect Zone Performance Report	iConnect ZL	Mar reg
CEO	Individualized Education Performance Report	EDIE	Oct w/s
CEO	Individualized Education Performance Report: Special Education/Gifted/English Learning Development (20 min)	Dir Spec Educ, Coord Gifted, Coord ELD	Apr reg
CEO	Innovation Plan Review	Principals	Oct w/s
CEO	Innovation Plan Waivers - Review	Various (PH)	Sept w/s
CEO	Innovation Plans Review	Principals	Nov w/s
CEO	Innovation Plans Review	Principals	Mar w/s
CEO	Innovation Plans Review	Principals	Apr w/s
CEO	Mastery Based Graduation Program Update	CEO	Summit
CEO	Mastery Based Graduation Progress Report	CEO/EDLS	July reg
CEO	Mastery Based Graduation Progress Report	CEO/EDLS	Oct reg
CEO	Mission Innovation Launch 2019	CEO	Aug reg
CEO	POWER Zone Performance Report	POWER ZL	Nov reg
CEO	POWER Zone Performance Report	POWER ZL	May reg
CEO	Primary Literacy Performance Report	Coord Literacy Perf	Sept w/s
CEO	Primary Literacy Performance Report (15 minutes)	Coord Literacy Perf	Feb w/s
CEO	Primary Literacy Performance Review	Coord Literacy Perf	June w/s-spec
CEO	Professional Learning Update	Coord Prof Learning	Aug w/s
CEO	Reauthorization of the Pikes Peak BOCES Contract	Dir Spec Ed/EDIE	Aug reg
CEO	Reauthorization on CPCD/Head Start Contract	EDIE	June reg
CEO	Recommendation from Charter Application Review Team	iConnect ZL	Oct w/s
CEO	Review on Student Handbooks	Dir Culture	June w/s-spec
CEO	Sand Creek Zone Performance Report	Sand Creek ZL	Oct reg
CEO	Sand Creek Zone Performance Report	Sand Creek ZL	Apr reg
CEO	School Accountability Committee (SAC) Performance Report	CEO	Feb reg
CEO	School Improvement Action Planning Update	EDLS	Oct w/s
CEO	School Improvement Action Planning Update	EDLS	Jan reg
CEO	SCHS Waiver Request - Discussion	Principals	May reg

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CEO	Student Study Trips	EA to CEO	Monthly info
CEO	Unified Improvement Planning/School Action Plans	EDLS	Mar w/s
CEO	Update on In Progress School Accreditation Designations	EDLS/ZLs	Dec reg
CEO	Update on Priority Improvement Schools	iConnect ZL	Jan reg
CHIEFS	49 Pathways Update	Chief Officers	Monthly disc
CHIEFS	Action on Job Descriptions	Various	Dec reg
CHIEFS	Action on Job Descriptions	Chiefs/ZL's	May reg
CHIEFS	Action on Resolution for Capital Planning Campaign	Chiefs	Feb reg
CHIEFS	Annual Peak Plan Review	Chief officers	Apr w/s
CHIEFS	Annual Performance Review	Chiefs	Apr reg
CHIEFS	Annual Planning Summit Preview/Preparation	Chiefs	Jan w/s-spec
CHIEFS	Annual Planning Summit Preview: Voice of the Workforce (VoW) Annual Initial Rollout	Dir HR, Internal Comm Mgr	Oct w/s
CHIEFS	Annual Planning Summit Preview: Voice of the Workforce Annual Early Analysis & Observations	Dir HR/Internal Comm Mgr	Dec reg
CHIEFS	Board Annual Planning Summit Agenda	BOE/Chiefs	Dec reg
CHIEFS	Capital Campaign Events & Strategies	Chief Officers	Feb reg
CHIEFS	Capital Campaign Events & Strategies	Chief officers	Feb w/s
CHIEFS	CD BOCES Report	Dir CD BOCES	Sept reg
CHIEFS	Chief officer Performance Review-proposed set of performance domains, targets, standards and evidence	Chiefs	Apr w/s
CHIEFS	Chief officer Review Process/Policy CBI	Chiefs/BOE	Summit
CHIEFS	Chief officer Targets, Standards and Evidence	Chief officer Team	June reg
CHIEFS	Chief officers' Goals	Chief officers	Feb w/s
CHIEFS	Chief officers' Goals - Information Item	Chief officers	Mar reg
CHIEFS	Cultural and Strategic Plan Review	Chief officers	Feb w/s
CHIEFS	Cultural Compass Review and Direction	Chief officers	Summit
CHIEFS	DAAC Review of District Budget	DAAC	June reg
CHIEFS	Discussion of Resolution in Support of Amendment ___	Chiefs	Sept w/s
CHIEFS	Election Planning	Chiefs/Dir Comm	Dec reg
CHIEFS	Election Planning	Chiefs/Dir Comm	Jan w/s-spec

BOE ANNUAL ACTION CALENDAR

Office	Agenda Item	Presenter	Meeting Date
CHIEFS	Election Planning	Chiefs/Dir Comm	Feb reg
CHIEFS	Election Planning-Board's Role in Director District	CBO/Dir Comm	Summit
CHIEFS	Job Descriptions - New/Revised	Various	Nov w/s
CHIEFS	Job Descriptions - New/Revised	Chiefs/ZL's	Apr w/s
CHIEFS	Monthly Chief Reports	Chief Officers	Monthly disc
CHIEFS	Operations Performance Report: Information Technology	Tech QA Mgr	Oct reg
CHIEFS	Performance Excellence Update/Review & Direction	Board/Chiefs	Summit
CHIEFS	Review and Direction on District Mission, Vision & Values	Board/Chiefs	Summit
CHIEFS	Review of District Legal Representation	Chiefs	Jan reg
CHIEFS	Revisions to Chief officer Performance Policies/Metrics	Chief officer Team	Aug reg
CHIEFS	Strategic Plan Review and Direction	Chief officers	Summit
CHIEFS	Voice of the Workforce Analysis and Observations	Dir HR	Summit
COO	2016 3B Projects Update	COO	Monthly disc
COO	Action on Fees: Meal Price Increase	Dir Nutrition	May reg
COO	Action on Fees: Tranp Fee for Service	Dir Transportation	May reg
COO	Action on Food Service for BLRA, PPSEL, BLPA, PTECH, TICA	Dir Nutrition	May reg
COO	Capital Maintenance and Improvement Priorities	COO/District Planner	Apr reg
COO	COO Final Evaluation	BOE	Sept reg
COO	MLO 3B Annual Review	Dir 3B MLO/Owners Rep	Nov reg
COO	Operational Fees: Transportation, Nutrition Services	Dir Transp/ Nutrition	Apr w/s
COO	Operations Performance Report, Transportation & Facilities	Dir Transportation	Apr w/s
COO	Operations Performance Report: Facilities	Dir Facilities	Oct reg
COO	Operations Performance Report: Transportation	Dir Transportation	Sept w/s
COO	Operations Performance Update-Safety & Security	Dir Safety	Aug reg
COO	Resolution for Alternative Forms of Transportation for Events	Dir Transp	Nov reg
COO	COO Performance Review-Assessments/Reports (set dates for docs)	COO/BOE	Aug w/s
COO	Operations Performance Update-Nutrition Services	Dir Nutrition	Aug w/s

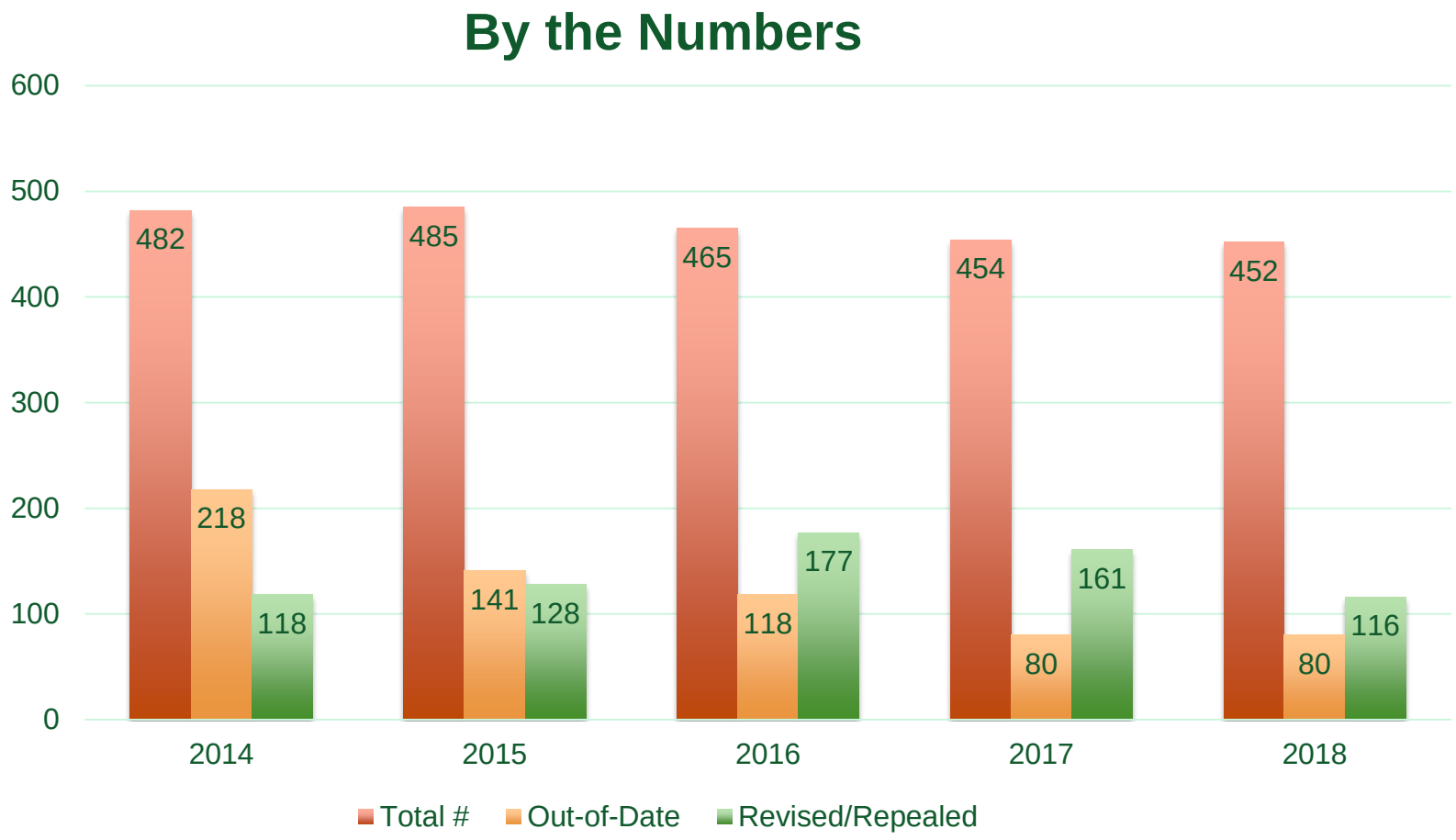
Policy Process Performance Report

February 2, 2019

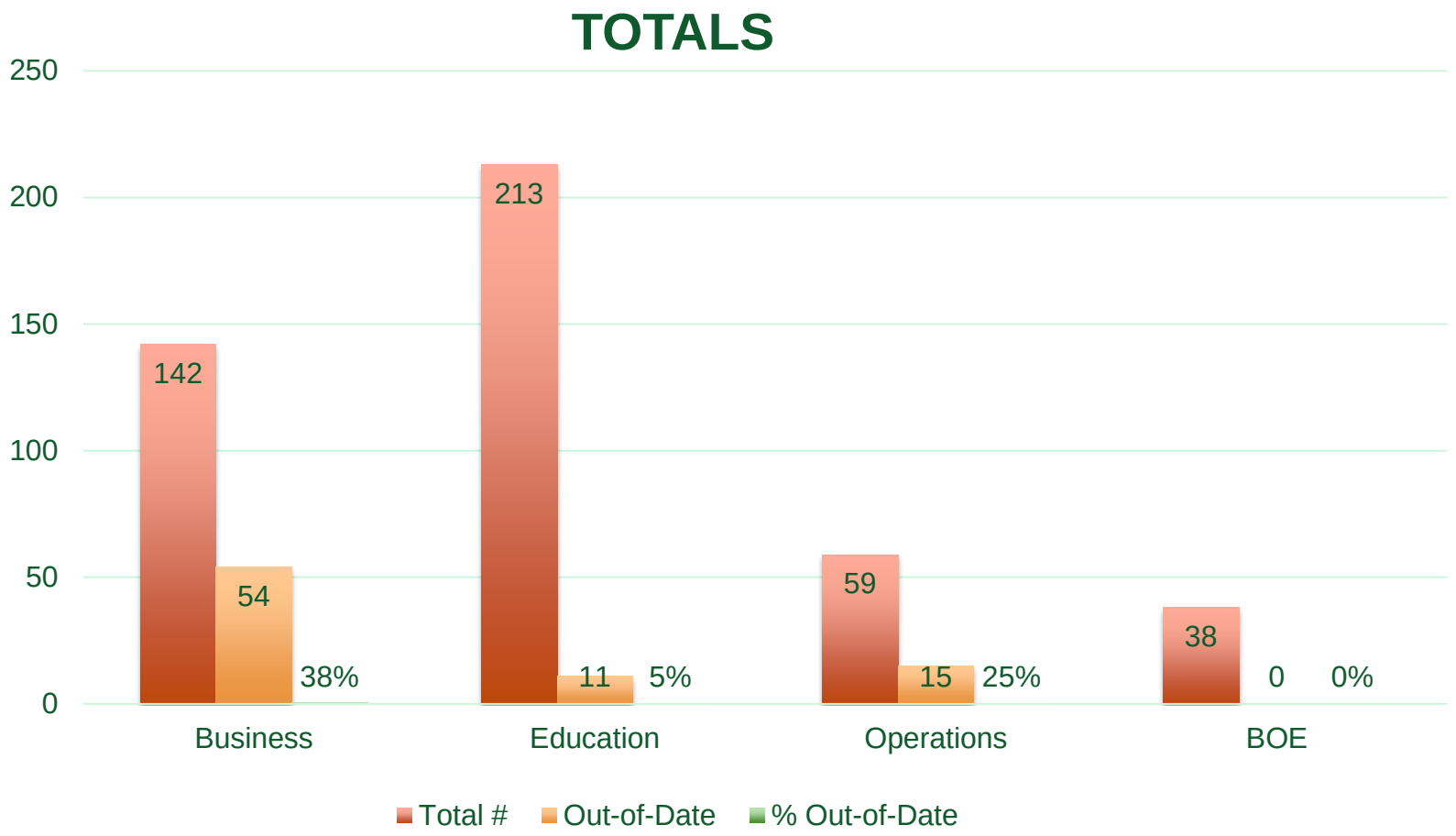
Donna Garza

Executive Assistant to the BOE

Policy & Regulation Manual



Policy Manual by Office



Policy Details

- 18% of policies, regulations and exhibits are currently out-of-date

- 45% of policies, regulations and exhibits require review in 2019 to maintain compliance with policy BG

Title	**School Board Policy Process**
Designation	**BG**
Office/Custodian	**Board of Education/Executive Assistant to BOE**

It is the intent of the Board of Education to develop policies and put them in writing so that they may serve as guidelines for its own operations and for the successful and efficient functioning of the public schools.

The Board endorses for use in this district the policy development and codification system of the National Education Policy Network/National School Boards Association (NEPN/NSBA), as recommended by the Colorado Association of School Boards.

This system, while it may be modified to meet needs, is to serve as a general guideline for such tasks as policy research, drafting of preliminary policy proposals, reviewing policy drafts with concerned groups, presenting new and revised policies to the Board for consideration and action, policy dissemination, policy evaluation and the continuous maintenance of the Board policy manual.

The Board considers policy development one of its chief responsibilities. Proposals regarding policies may originate with a member of the Board, any Chief Officer, the Executive Assistant to the Board, staff members, parents, students, consultants, civic groups or other residents of the district. A careful and orderly process shall be used in examining such proposals prior to action upon them by the Board. The Board shall take action after hearing the recommendations of the Chief Officers, the custodian of the policy and the viewpoints of persons and groups affected by the policy.

The policies of the Board are framed and meant to be interpreted in terms of state laws and regulations and other regulatory agencies within state and federal levels of government.

Policy adoption
Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board of Education.

The Board shall adhere to the following procedure in considering and adopting policy proposals to ensure that they are well examined before final adoption.

1. First meeting: The proposal shall be presented for the first reading and discussion.
2. Second meeting: The proposal shall be presented for a second reading, discussion and vote.

During discussion of a policy proposal, the views of the public and staff shall be considered. Amendments may be proposed by Board members. An amendment shall not require that the policy go through an additional reading except as the Board determines that the amendment needs further study and that an additional reading would be desirable.

Under unusual circumstances, the Board may temporarily approve a policy to meet emergency conditions. However, the above procedure is required before the policy shall be considered permanent. In addition, the Board shall establish procedures to waive policies to facilitate attainment of school-level goals.

Policy revision and review
In an effort to keep its written policies up-to-date, the Board shall review its policies on a continuing basis.

The Chief Officers and the Executive Assistant to the Board are given the continuing commission of calling to the Board's attention all policies that have not been reviewed or revised within the past three years or for other reasons appear to need revision. Policy revision shall be accomplished in the same manner as policy adoption.

Board review of regulations
The Board reserves the right to review regulations issued by the administration at its discretion, but it shall revise or veto such regulations only when, in the Board's judgment, they are inconsistent with policies and regulations adopted by the Board. The Board shall be provided with copies of all district wide regulations issued by the administration.

The administration shall adhere to the following procedure in considering and adopting regulation proposals to ensure that they are well examined before final adoption.

1. First meeting: The proposal shall be presented for the first reading and discussion.
2. Second meeting: The proposal shall be presented for a second reading, discussion and adoption by the administration.

Regulations shall be officially approved by the Board when first created or when approval is required by state or federal law or when in the judgment of the board, strong community, staff or student attitudes make it advisable for the Board to formally indicate explicit approval.

Before issuance, regulations shall be properly titled and coded as appropriate to the policy codification system selected by the Board.

Policy communication/feedback
The Chief Officers and the Executive Assistant to the Board are directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the regulations needed to put them into effect. Staff will be informed of policy changes on a regular basis.

Accessibility is to extend to at least all employees of the school system, to members of the Board and, insofar as conveniently possible, to all persons in the District.

The Board shall evaluate how the policies have been executed by staff and shall weigh the results. It shall rely on the staff, students, and community for providing evidence of the effect of the policies which it has adopted.

The Board's policy manual is a public record and shall be open for inspection on line at www.d49.org under Board of Education Board Policies.

Suspension/repeal of policy
In the event of special circumstances, the operation of any section or sections of Board policies, including those governing its own operating procedures, may be temporarily suspended by a majority vote of Board members present at any regular or special meeting. This, however, does not apply to any section of Board policies that may be established by law or by contract.

Policy repeal shall be accomplished in the same manner as policy adoption.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: April 10, 2014
- Revised: September 10, 2015
- Revised: December 14, 2017
- Revised: May 10, 2018

LEGAL REFS:
- C.R.S. 22-32-109 (1)(a-c), (y)(I) (*specific duties of board*)

BOE Annual Peak Planning Summit
February 2, 2019

8. Other Business