

ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
February 27, 2019
6:30 p.m.
Education Service Center – Board Room

PURPOSE:

1. Grounds and Maintenance Positions Request (10 minutes) **Jilek/Payne**
2. Guest Teacher Pilot Review (10 minutes) **Andersen/Horras**
3. Educational Technology Performance Report (10 minutes) **Riggs/De Jesus**
4. New Policy
 - a. FB, FB-R Facilities Planning (10 minutes) **Andrews/Almeida**
5. Boundary Change for Woodmen Hills Elementary School and Meridian Ranch Elementary School (10 minutes) **Andrews/Chief Officers**
6. Primary Literacy Performance Report (15 minutes) **Franklin**
7. 2019-20 Budget and Legislative Update (10 minutes) **Sprinz/Ridgway**
8. MLO Op Funding Allocations Review (10 minutes) **Ridgway**
9. Information Technology Contract Recommendation (10 minutes) **Ridgway**
10. 2018-19 School Fee Changes (10 minutes) **Sprinz/Gilbert**
11. Policy and Procedure Review (5 minutes) **Garza**
 - a. AE-R Accountability/Commitment to Accomplishment
 - b. BDF Advisory Committees
 - c. GBCAG Staff Unpaid Leave of Absence
 - d. GBGAB First Aid Training
 - e. GDO, GDO-R Evaluation of Educational Support Staff
 - f. IKA Grading/Assessment Systems
 - g. JICDF, JICDF-R Cyber Bullying
12. Monthly Financial Update (10 minutes) **Poulin**
13. Cultural and Strategic Plan Review (10 minutes) **Chief Officer Team**
14. Monthly Chief Officer Reports (10 minutes) **Chief Officer Team**

DATE OF POSTING: February 21, 2019

Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 1
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: CJ Jilek and Daniel Payne, Co-Directors of Facilities

TITLE OF AGENDA ITEM: Facilities Department
 Grounds And Maintenance Positions Request

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: Request to add one Grounds position and one Maintenance position. These positions are essential to keep up with general maintenance due to the growth of our district. This is an increase in workforce using already approved job descriptions.

RATIONALE:

With the addition of new schools the Facilities Department needs more manpower to keep up with added work load.

RELEVANT DATA AND EXPECTED OUTCOMES:

SchoolDude KPI's, national statistics, explaining current workloads and added workloads will show reason for additional staff.

INNOVATION AND INTELLIGENT RISK:

The Facilities Department is already understaffed based on national industry standards. With the addition of the new schools, the risk of not getting these positions will mean slower response times to required maintenance, probable increases in overtime, and possible increased workforce stress (with accompanying reduced morale) due to the increased maintenance load of added acres and building square footage.

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

We will need these positions to help keep up with the growth of our district and to better serve our stakeholders as we strive to be the Best Place to Learn, Work, and Lead.

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	Our staff takes pride in their work and the added positions will reduce workload stress and increase work quality.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Our facilities are often the first impression that is given to our community. With properly sized staff, we can better maintain our grounds and buildings to insure the safest learning environment for all our stakeholders.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	

BOE Work Session February 27, 2019
Item 1 continued

Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	
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BUDGET IMPACT: 18/19 Budget Year approximately \$23,000 if hired as early as Apr 1, 2019. Annual budget approximately \$92,000 (specific numbers will adjust based on actual pay determined when staff is hired)

AMOUNT BUDGETED:

18/19 Budget Year \$0 (will require adjustment in current year's budget if hired prior to Jul 1, 2019)

19/20 Budget Year - approximately \$92,000 will be built into the staffing model.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approval of new positions to help keep up with workload.

APPROVED BY:

Brett Ridgway, Chief Business Officer

Pedro Almeida, Chief Operations Officer

DATE: February 15, 2019



Facilities Department Grounds And Maintenance Positions Request

BOE Presentation Feb 27, 2019

CO-Directors of Facilities
CJ Jilek and Daniel Payne

Facilities Department

Current Grounds Workload



- 21 District Properties (not including charters or IVE)
- 382.25 acres of maintainable area
- Mowing, irrigation, athletic field prep, playground maintenance, playground inspections, aerating fields, snow plowing, trash pick up, weed spraying, etc.

Grounds: Areas Needing Improvement *Due to lack of manpower*



- Weed mowing
 - **Out of compliance with city code of more than 9" in height**
- Weed Spraying
 - **Lacks weed management of landscaped areas & warning tracks**
- Field Aeration
 - **Compacted soil that could lead to increased player injuries**
 - **Wasted water due to irrigation run off**
 - **Reduces turf health and durability**
- Trash pick up
 - **Negative impression to our community if not consistent**
- Additional summer reseeding of turf grass

Inspiration View Elementary Bennet Ranch Elementary



Increased Grounds Workload (post IVE construction)

- **17.59** add'l acres to maintain
- **173** add'l estimated work orders
- **563.4** add'l labor hours = 14 “man-weeks”
- **4** add'l hours per snow event

National Center for Education Statistics (NCES)



- NCES is the primary federal entity for collection and analyzing data related to education.
- Our current workload is 382.25 acres to maintain
- The recommended levels of service for BASIC grounds care are:
 - Acceptable: Staff 1:20 Acres * **D49 would need 20 employees**
 - Standard: Staff 1:18 Acres * D49 would need 22 employees
 - High: Staff 1:15 Acres * D49 would need 27 employees
- **D49 has 9 Grounds Technicians - *Understaffed by 13 positions***

Building Maintenance Position Responsibilities



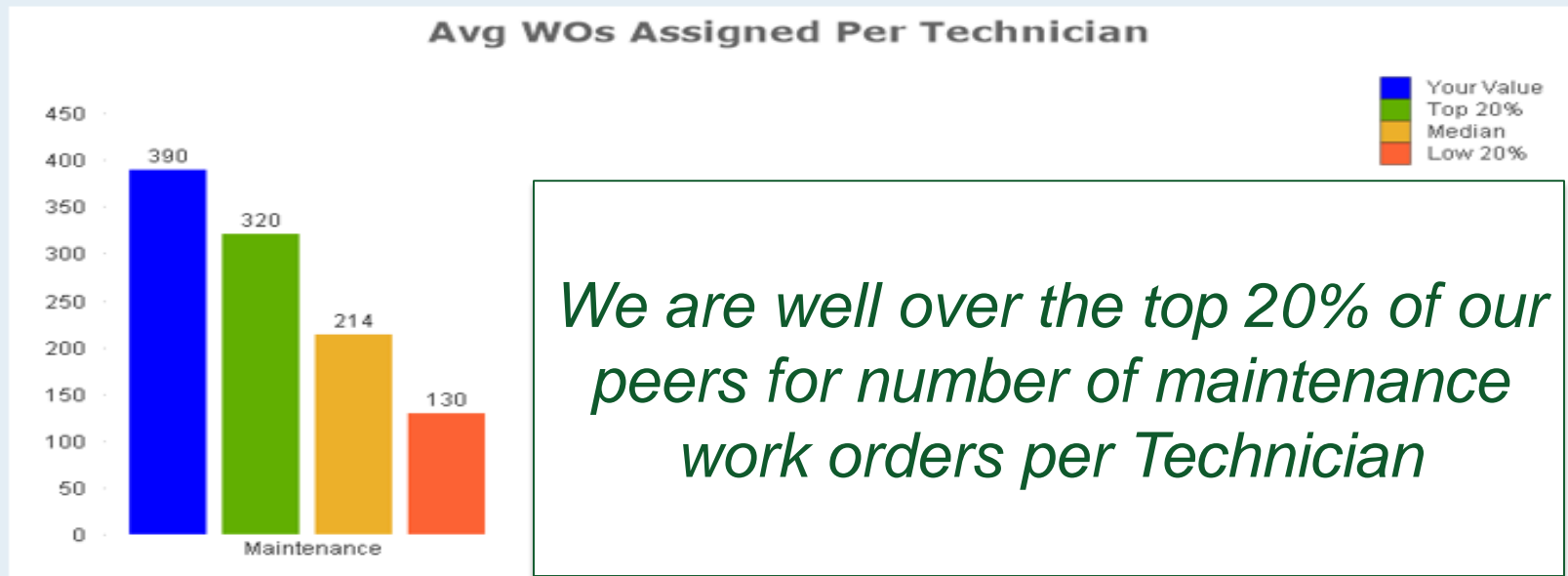
- 5 Maintenance Technicians (1 is locksmith) for 21 district properties (does not include charters or IVE)
- Responsibilities include but not limited to: carpentry, doors and hardware, equipment maintenance, flooring, general maintenance, painting, plumbing, remodeling, roofing, welding, etc.

Maintenance Position Needed



- Addition of 2 Schools – IVES & BRES
 - Increased workload post construction
 - **110** add'l estimated work orders
 - **280** add'l labor hours = 7 weeks
- Will help decrease the number of work orders per Technician and increase the percent of work orders completed in less than 7 days.
 - See SchoolDude graph, next slide

Average Count of Work Orders Per Employee Per Year

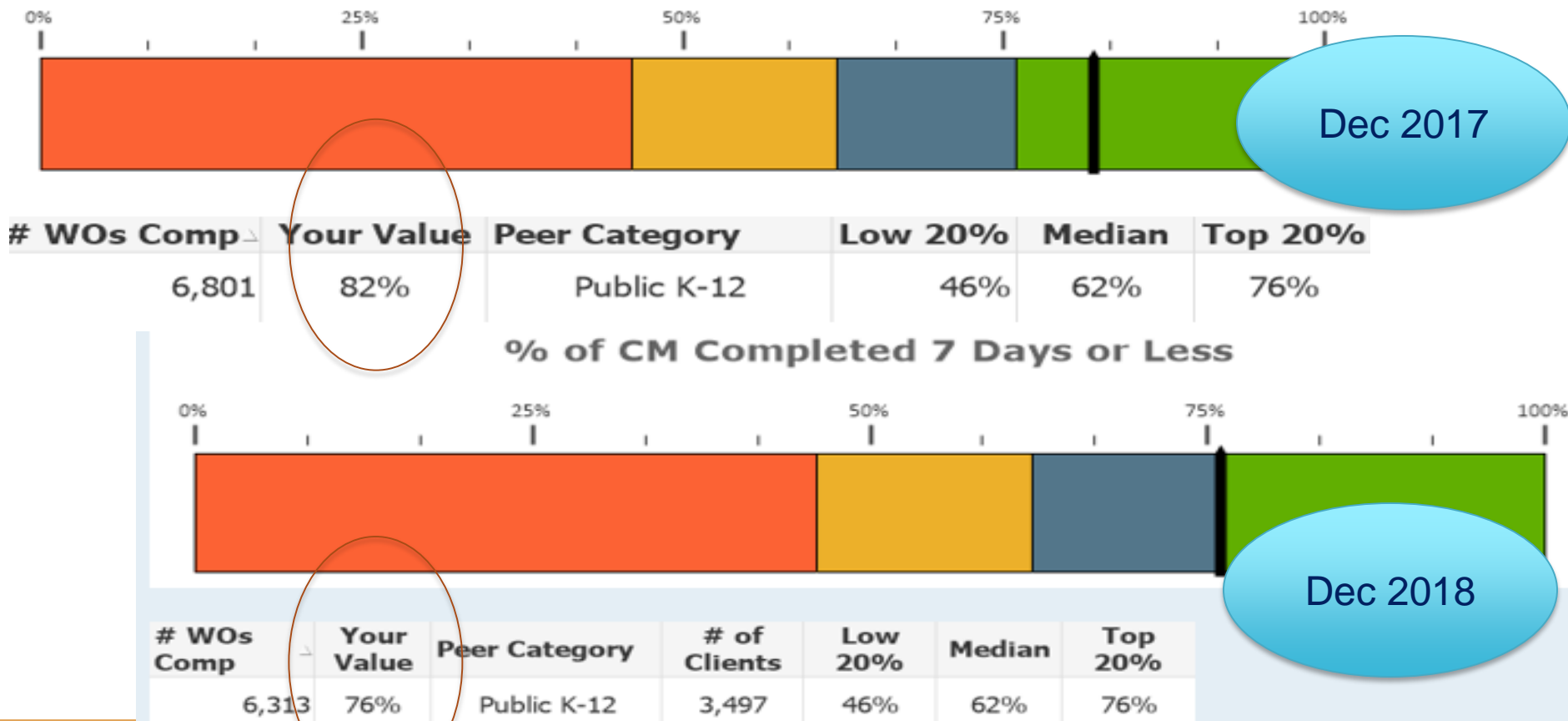


This metric gives you a direct comparison of your staff's productivity compared to peer institutions. Employees are users who have been assigned more than 30 work orders, but less than 2,000 in a rolling 12 month window.

Corrective Maintenance Work Orders – Completed in 7 days or Less



- We have shown a decline in work orders completed in 7 Days or less (from 82% to 76%)
- We project this will decline further without added capacity



Summary



Due to current and increasing demands,
the Facilities Department is requesting:

One Additional Grounds Technician

One Additional Maintenance Technician

BOARD OF EDUCATION ITEM 2
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Guest Teacher Pilot Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

One of the top ongoing workforce challenges is providing effective and adequate coverage when classroom teachers are absent. Guest teachers are an integral segment of our workforce and provide invaluable contributions to the educational process. In 2018, D49 developed a multi-pronged strategy to address both the supply and the quality of guest teachers. One of the strategies to address the supply challenge involves accessing new pools of talent through a third party supplier of guest teachers. That supplier, called Tagg Education, began supplying guest teachers to one of our schools in December 2018. This report will provide an early look at how this pilot is working.

RELEVANT DATA AND EXPECTED OUTCOMES:

We began the Tagg Education pilot at Horizon Middle School in December 2018. It is anticipated that this report will increase board and stakeholder understanding of the third party approach to guest teachers and provide the opportunity for the board to ask questions about the Tagg pilot.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	The guest teacher strategies demonstrate purposeful work toward providing the best guest teacher support possible. The Tagg pilot is an innovative approach to the challenge of guest teacher staffing.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Strengthening our guest teacher workforce supports our commitment to building firm foundations by ensuring disruption to learning is minimized.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action is requested or expected.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 15, 2019

BOARD OF EDUCATION ITEM 3
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Melissa Riggs and Daniel DeJesus, Education Technology Specialists

TITLE OF AGENDA ITEM: Education Technology Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

The item is intended to provide the Board with a brief update on the progress of Education Technology during the past year. The Education Technology team has continued to lead and support a variety of initiatives aimed to embed the use of technology and 21st century skills within the curriculum as well as increase student and staff knowledge of Digital Citizenship and Student Data Privacy. The focus of the team continues to be on providing support for schools and incorporating the skills needed to create empowered learners in our classrooms, rather than skills specific to brand names or labels on devices used by students and staff.

RELEVANT DATA AND EXPECTED OUTCOMES:

In six years, District 49 has increased the available mobile devices for student use by 370% and will continue to grow. In response, the Education Technology Team has multiple initiatives working. In June the team took on the support role for Schoology and began building on the work started by Brian Green. D49 Schoology Ambassadors were chosen at each school for first tier support and training of new staff. The team planned and implemented a successful initial mini-conference Schoology NOW! which featured Schoology's VP of Product as the Keynote and the Customer Success Manager as lead of the Product Playground. Twelve breakout sessions were led by D49 Ambassadors and the Culinary Arts program provided dinner for the event which boasted 75 attendees. Daniel and Melissa attended both the state Schoology Conference (Connect Colorado) and the National conference (Schoology NEXT). Melissa presented two sessions at the state level and one at the national as well as presenting in the Schoology booth at the International Society of Technology in Education (ISTE) conference. Online safety is of high importance and has resulted in changes to the web filter (Securly) and products which monitor email (Auditor) and Google Drive (SysCloud). Ed Tech has worked together with the district Security team on access and support to address issues related to grief, self-harm, bullying, and discrimination. Work continues on the Google Audit prepared in 2018 by Amplified IT. Major changes to the Organizational Unit for students has been completed. Through diligent work, Student Data Privacy concerns continue to be addressed. Over 200 apps and websites have completed the process and twenty-three district staff members have completed a Schoology course on the state and federal laws regarding student data privacy and received authority to vett. In the works currently is a course on Digital Citizenship for teachers. This course will contain lesson plans on 8 of the most prominent topics and connect with current Colorado State Standards. The idea is to provide daily lessons on digital citizenship for students K-12 that meet standards. Initial research into Single Sign-On options for students has begun. This would allow students to log into a platform with one username and password and have access to school approved programs without multiple log-ins.

BOE Work Session February 27, 2019

Item 3 continued

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

C u l t u r e	Inner Ring —How we treat each other Outer Ring —How we treat our work	
S t r a t e g y	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	D49 has one of the most flexible and resilient personalized learning programs when it comes to education technology. Our district continues to operate on the leading-edge technology to support empowered life-long learners in both staff and students.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 13, 2019



Ed Tech Report

Daniel De Jesus
Melissa Riggs

Ed Tech Team



Daniel De Jesus
Ed Tech Specialist



Melissa Riggs
Ed Tech Specialist



Brent Buena
Ed Tech Technician

The Best Choice to Learn, Work and Lead

Digital Learning Devices



The Best Choice to Learn, Work and Lead

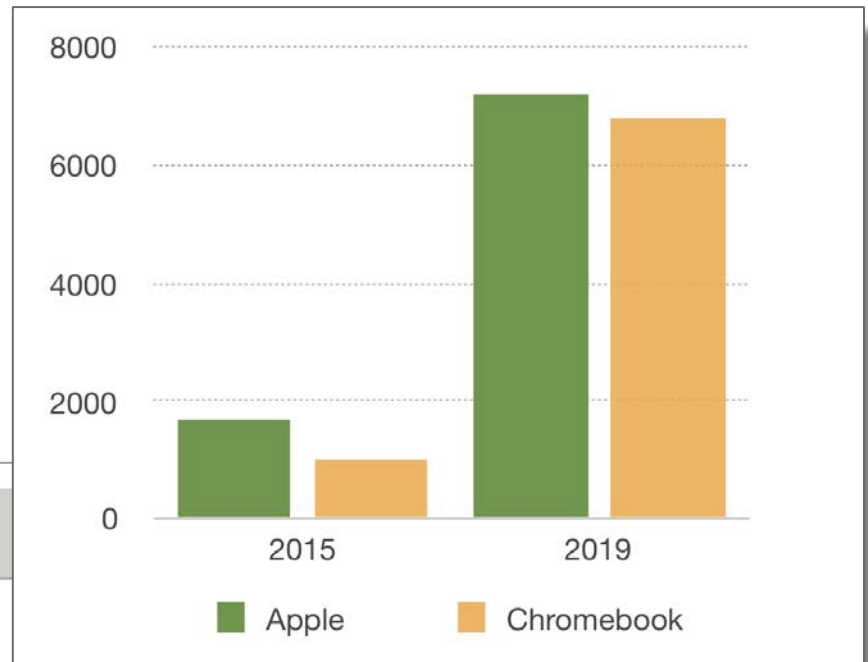
Digital Learning Devices



- Growth since 2015

- 323% increase in Apple devices
- 578% increase in Chrome devices

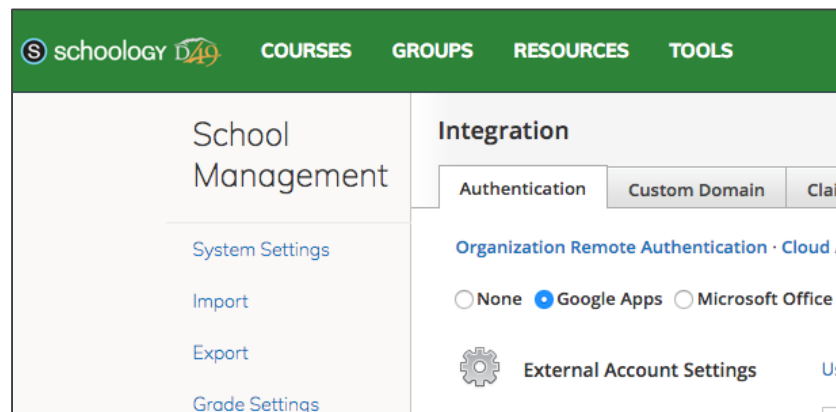
DESCRIPTION	2015	2019
Apple	1700	7200
Chromebook	1002	6796



Schoology LMS Support



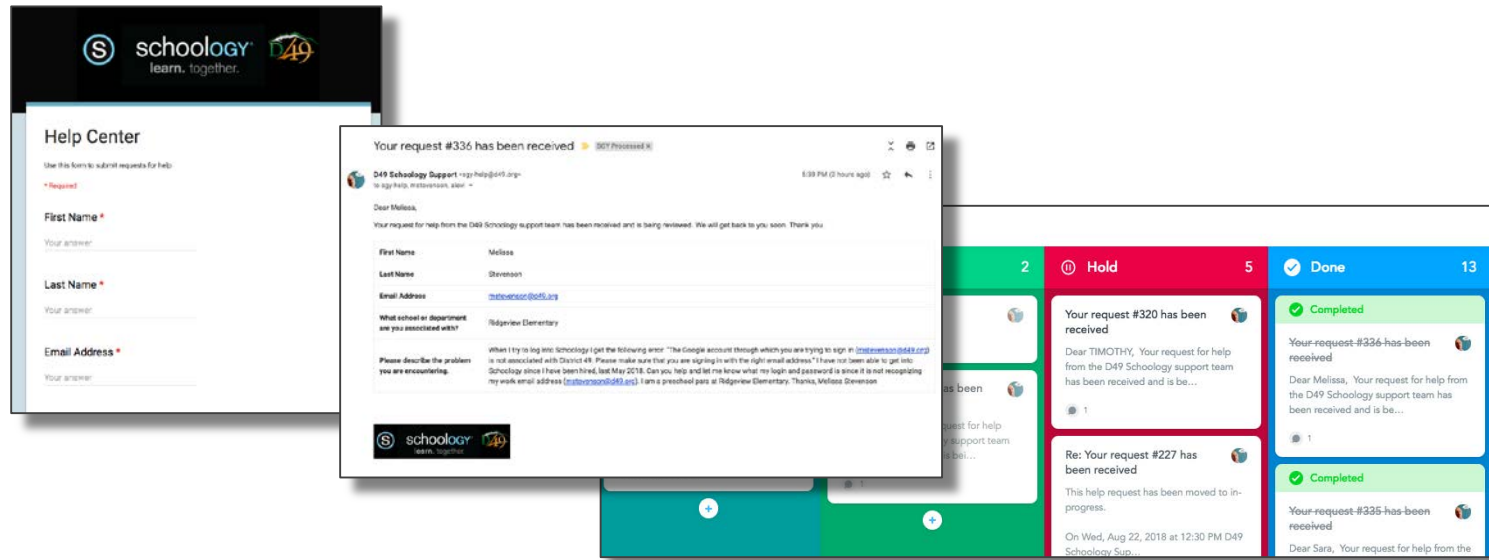
- Google Single Sign-On
 - 1 to 2 Clicks to log into Schoology
 - Reduces the need to sign in with full credentials



Schoology LMS Support



- Tech Support Channel
 - Help request system
 - First tier support from Schoology Ambassadors



The Best Choice to Learn, Work and Lead

Schoology LMS Support



- First Ever District Level Mini-Conference
 - Schoology's VP of Product and District 49's Customer Success Manager



The Best Choice to Learn, Work and Lead

Schoology LMS Support



- State and National Conference



The Best Choice to Learn, Work and Lead

Online Student Safety



- Transition to Securly

- Web Content Filter
- Change from LightSpeed
- Auditor Gmail Scanner
- 24 Hour Monitoring
- District Security Contacted
- Better reporting for schools
- SecurlyHOME Parent Portal



securly://

24

KEEPS KIDS SAFE ROUND-THE-CLOCK

SAVE LIVES

The Best Choice to Learn, Work and Lead

Online Student Safety



- Transition to SysCloud
 - Google Drive Scanner
 - Change from CloudLock to SysCloud
 - Price advantage and feature integrations



Google for Education



- Domain Organizational Unit (OU)
Restructure Completed for Students
 - More work ahead based on Amplified IT Audit



Responsible Use and Access of Technology



- Digital Citizenship Training Course for Teachers



Responsible Use and Access of Technology



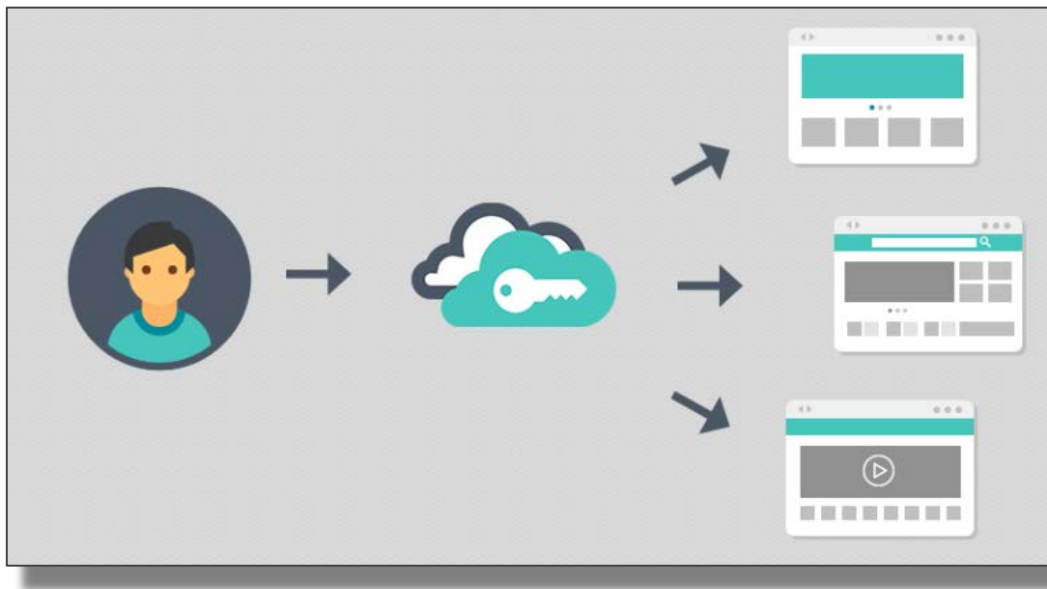
- Addressing State and Federal Laws Regarding Student Data Privacy



Responsible Use and Access of Technology



- Single Sign-On



BOARD OF EDUCATION ITEM 4
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Melissa Andrews, Community and Facility Planning Manager

TITLE OF AGENDA ITEM: Facilities Planning Policy and Regulation

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

The Facilities Planning Policy and Regulation define D49 guidelines for identifying and addressing district facility needs, with the goal of having the best facilities to support education.

RELEVANT DATA AND EXPECTED OUTCOMES:

Implementing facility processes will provide data and background information that assist in effectively developing short and long range capital improvement programs.

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

This Policy will help outline processes that will ensure our facilities are the Best place to learn, work and lead.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Our facilities are often the first impression that is given to our community. The processes that will be implemented by this policy will continue our commitment of providing the best learning environment.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approval of the Facilities Planning Policy.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: February 14, 2019



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Facilities Planning
Designation	FB
Office/Custodian	Business/Community & Facility Planning Manager

The Board believes that facilities are an integral part of effective instruction. Facilities represent a major investment for the district and therefore facilities planning is an essential component of instructional planning. It is the Board's goal to:

1. plan facilities that will efficiently house students and staff in permanent structures that are conducive to optimal teaching, learning, and working.
2. plan facilities that will be appropriately located to provide optimal use during the life of the facility.
3. plan facilities that will provide equity in instructional opportunities for all students.
4. plan facilities that will reflect the value placed on instruction by the school district community.
5. ensure that the planning process clearly identifies facility requirements with enough lead time to plan, fund, build, or renovate facilities to meet a validated need.
6. ensure that the planning process addresses all educational and educational support facility requirements.

• Adopted: March 14, 2019

LEGAL REFS:

- C.R.S. [22-30.5-401](#) et seq. (Charter School Capital Facilities Financing Act)
- C.R.S. [22-41-110](#) (payment of bonds)
- C.R.S. [22-41.5-101](#) et seq. (weakening of debt limitations)
- C.R.S. [22-42-101](#) et seq. (bonded indebtedness)
- C.R.S. [22-45-103](#)(1)(b) and (d) (bond redemption and special building and technology funds)
- C.R.S. [29-14-101](#) et seq. (Bond Anticipation Note Act)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Facilities Planning
Designation	FB-R
Office/Custodian	Business/Community & Facility Planning Manager

The Board recognizes that facility planning is an ongoing process that requires resources to carry out short and long-range facility planning responsibilities. The Chief Officer Team shall establish a facilities planning process that includes:

1. coordinating a process to identify, evaluate, validate, and document capital improvement needs, including the capital needs of district charter schools.
2. maintaining and updating a comprehensive list of capital improvement needs.
3. maintaining a facilities master plan that covers at least five years into the future, as well as current and complete educational and technical specifications.
4. providing facility needs data and background information for development of short and long-range capital improvement programs.
5. maintaining permanent facility project record documents and providing facility record information.
6. conducting a thorough technical evaluation of proposed school sites.
7. providing consultation, research, and information on facility matters to district staff and community as needed.
8. keeping abreast of educational program changes/trends and their facility impact.

- Adopted: March 14, 2019

BOARD OF EDUCATION ITEM 5

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

BOARD MEETING OF: February 27, 2019

PREPARED BY: Melissa Andrews, Facility & Community Planning Manager

TITLE OF AGENDA ITEM: Recommended Boundary Changes between WHES and MRES

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: After opening Bennett Ranch Elementary School, some pressure relief came to Meridian Ranch Elementary School, but the Meridian Ranch Development continues to grow and the developer has increased densities from the original masterplan, adding students right back into the school. At the same time, development within the current boundary for Woodmen Hills Elementary School is nearing build out, and the school has sufficient space to accommodate development growth for several years. Therefore, altering the boundary between MRES and WHES will make better use of district facilities and resources and alleviate the need to ‘balance enroll’ students.

RATIONALE: There simply is not room to absorb the additional students that will be generated by development in the current MRES boundary, and that as the growth continues, there would be need to pursue the ‘balance enrollment process’ to WHES again anyway. We believe it is appropriate for the District to be proactive and find a solution, such as altering the boundaries, which provides transparency over enrolling students outside of the neighborhood boundaries until the time we build another elementary school.

RELEVANT DATA AND EXPECTED OUTCOMES: By opening BRES, MRES has reduced the enrollment to fit within the core, however there are an additional 3,556 homes coming, potentially bringing 1,134 elementary students into the current MRES boundary. Approximately 400 of those students are projected in the next five years. There is only one modular on site to accommodate any additional capacity needs.

At WHES, there are 400 homes planned for future development, but with the information we have today, there is currently no growth projected in this area over the next five years. Enrollment currently falls right at core capacity with the preschool, but there are an additional 150 seats available in the POD and another 150 seats available in modular buildings, providing adequate space to add students for the next couple of years.

INNOVATION AND INTELLIGENT RISK: The proposed boundary change provides transparency to newly enrolled students providing educational opportunities with the boundary of residence, rather than frustrating parents who get balance enrolled. With the amount of development expected through build out, this is not a permanent solution, but will be a 3 to 5 year bridge, until the District is able to build another elementary school in the vicinity. There will be existing families impacted with decisions on transportation and choice enrollment, but many of the homes are not yet constructed. It is important to make boundary changes in advance of as much construction as possible, to reduce the direct impact on families.

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

In order to establish trust through our community, we need to be transparent by modifying the boundaries instead of surprising families with balance enrolling new students. We will provide firm foundations by not offering temporary solutions and disrupting families. The intent is to find as long term of a solution as possible while we implement our long range plan and can get to a place where we can build another elementary school.

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	<i>Find longer-term solutions when possible, while we develop and implement a long range plan that will lead us to a place where we can build another elementary school</i>
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Offer transparency by modifying the boundaries instead of surprising families with balance enrolling new students</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	<i>Firm foundations come from not offering temporary solutions and disrupting families, rather from pursuing longer term solutions.</i>
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: Assuming the Board pursues the recommended changes, and offers a one-year transition opportunity as previously done in similar situations, the cost impact on this proposal will be to the transportation department having to provide one year of transportation to families that fall within the area moving from MRES to WHES.

AMOUNT BUDGETED: 2019/20 impacts that are not yet quantified.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: bring this item forward to the March 14th, 2019 Regular Board meeting for action consideration.

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

DATE: February 14, 2019



Woodmen Hills Elementary and Meridian Ranch Elementary Boundary Change

Melissa Andrews

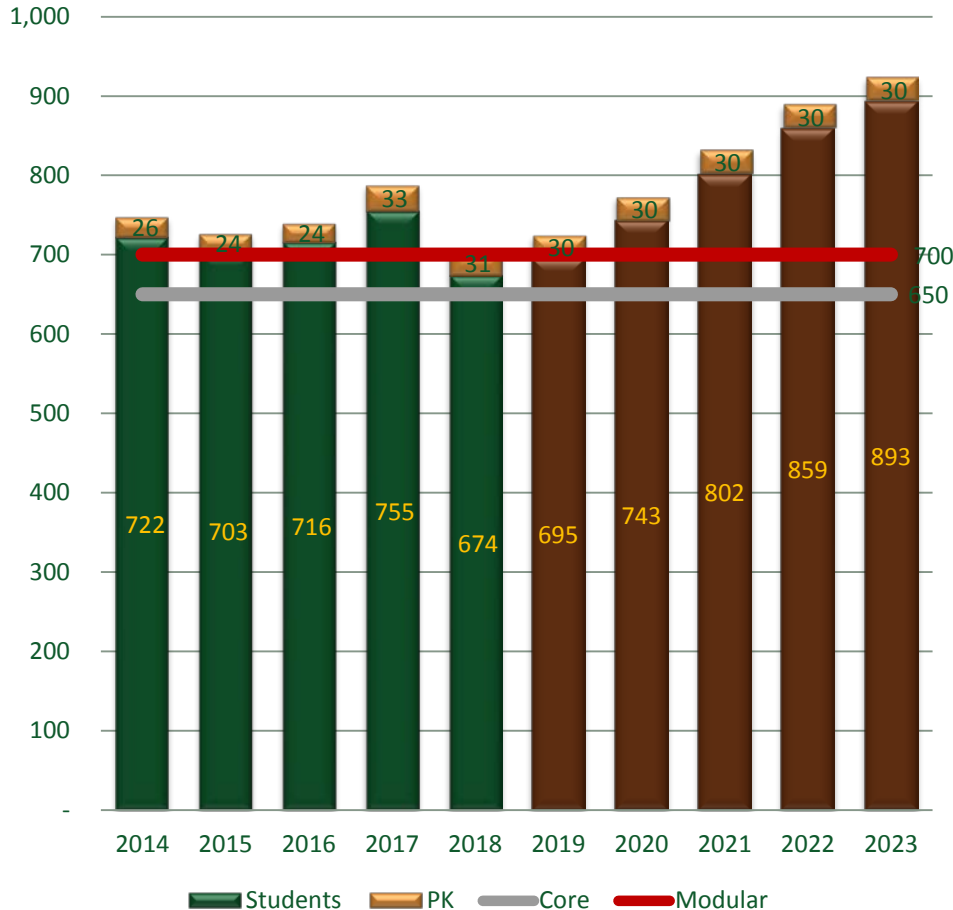
Community and Facilities Planning Manager

Capacity

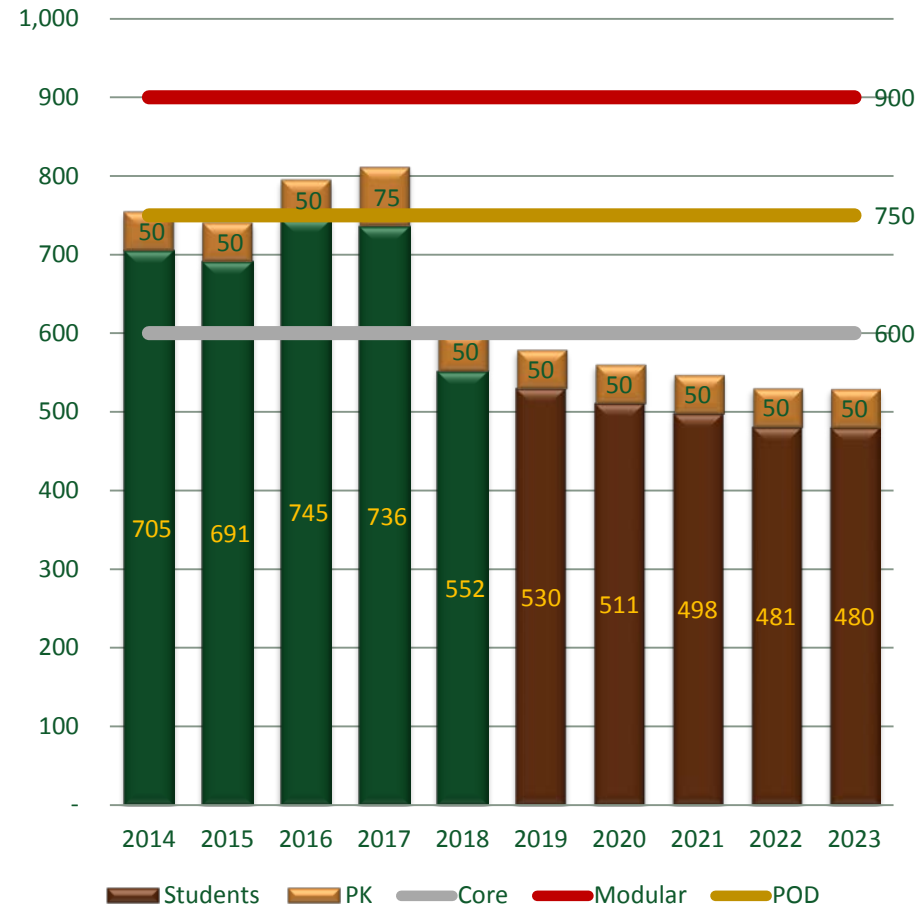
	MRES	WHES
Core	650	600
Temporary	50	300
Available	1	298



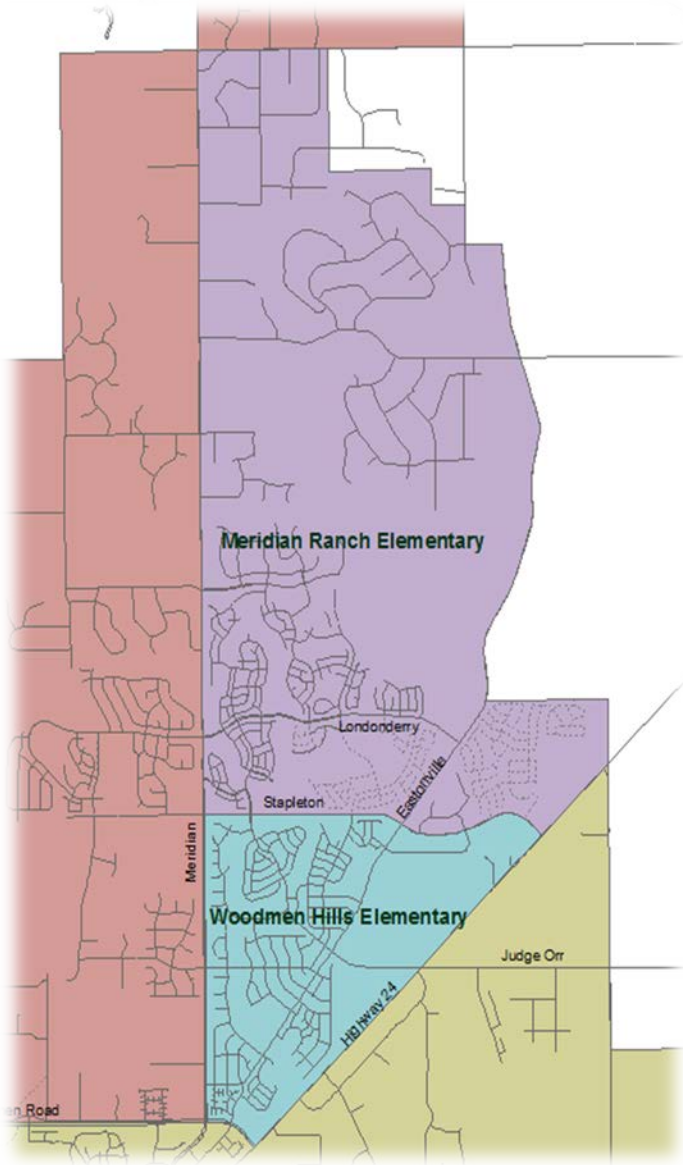
**2018/19 Meridian Ranch
Enrollment and Projections vs. Core and Modular Space**



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



The Best Choice to Learn, Work and Lead



Development

	Current WHES Boundary	Current MRES Boundary
Future homes	400	3556
Students generated	128	1134
Timing	> 5 years	85/year

Data:

- 21 BRES students attend WHES
- 34 BRES students attend MRES

Unknowns:

- Charter School Impact (LTA)
- Market/Rate of sales

Development

	Proposal	MRES	WHES
Future Homes	2246	1310	2646
Students Generated	717	418	844
Timing	40-80/year	20-50/year	40-80/year
Viability for students		0 years	3.5 Years

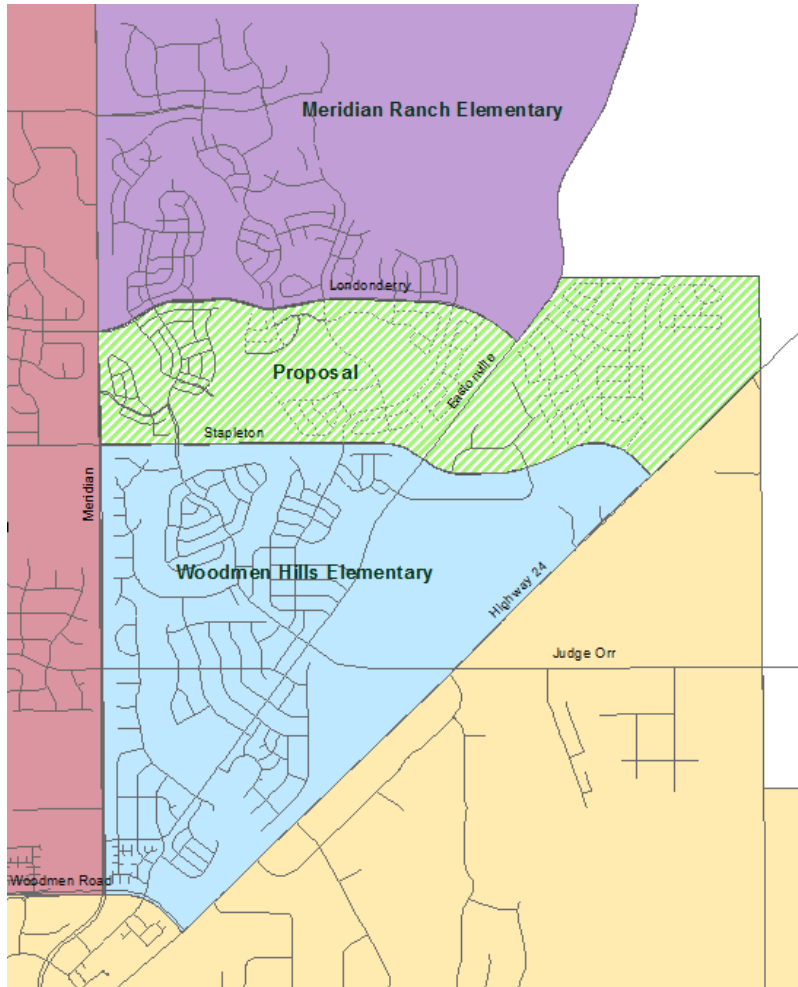
Information

MRES:

- Development in the proposed boundary currently closing 160 homes/year
- Only 69 vacant developed lots remaining
- 1176 Future Lots, all at preliminary plat, but do not have a timeline on progress forward

WHES:

- Development in the proposed boundary currently closing 112 homes/year
- Only 313 vacant developed lots remaining
- 1833 Future Lots, 345 of which are recorded and have a general timeline, 1488 are at preliminary plat with no timeline



BOARD OF EDUCATION ITEM 6
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Stacey Franklin, Coordinator of Literacy Performance

TITLE OF AGENDA ITEM: Primary Literacy Performance Report

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Primary Literacy continues to be a priority for D49 and the State of Colorado. The READ Act, (READing to Ensure Academic Development), focuses on early literacy development for all students in grades K-3, and especially those students at risk of not achieving grade-level proficiency. Local Education Providers (LEP) must identify students with a significant reading deficiency (SRD) and partner with parents in reading achievement through the creation of a READ Plan. READ Act funds support our work in Primary Literacy through READ Camps, interventions, tutoring, and full day Kindergarten. Fall READ Camp data, DIBELS Next assessment data, and myOn usage will be included in this update.

RELEVANT DATA AND EXPECTED OUTCOMES:

Acadience Benchmark data (formerly known as DIBELS Next), Fall READ Camp data, and myOn usage

IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS: PRIMARY LITERACY IS DIRECTLY LINKED TO FIRM FOUNDATIONS. BY BUILDING TRUST AND TAKING RESPONSIBILITY FOR LITERACY ACHIEVEMENT, D49 IS COMMITTED TO BEING THE BEST CHOICE TO LEARN, WORK, AND LEAD.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Primary Literacy is a Firm Foundation in D49. Teamwork within zones fosters learning, promotes reflection on practices, and refines systems.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Trust:</i> Achievement is rooted in trust and is how families and the community gauge the performance of the district and schools. <i>Community:</i> Partnering with parents is a top priority with activities such as READ Camp, myOn incentives, and Title 1 nights. <i>Portfolio of Schools:</i> Each school addresses the unique needs of their learners, assuring that every child is a successful reader by the end of the third-grade. <i>Firm Foundations:</i> Reaching achievement impacts all other academic areas. <i>Every Student:</i> Data from Acadience (DIBELS Next) informs instruction by identifying needs for support

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: February 15, 2019



Primary Literacy Update

Stacey Franklin

Coordinator of Literacy Performance

February 28, 2019

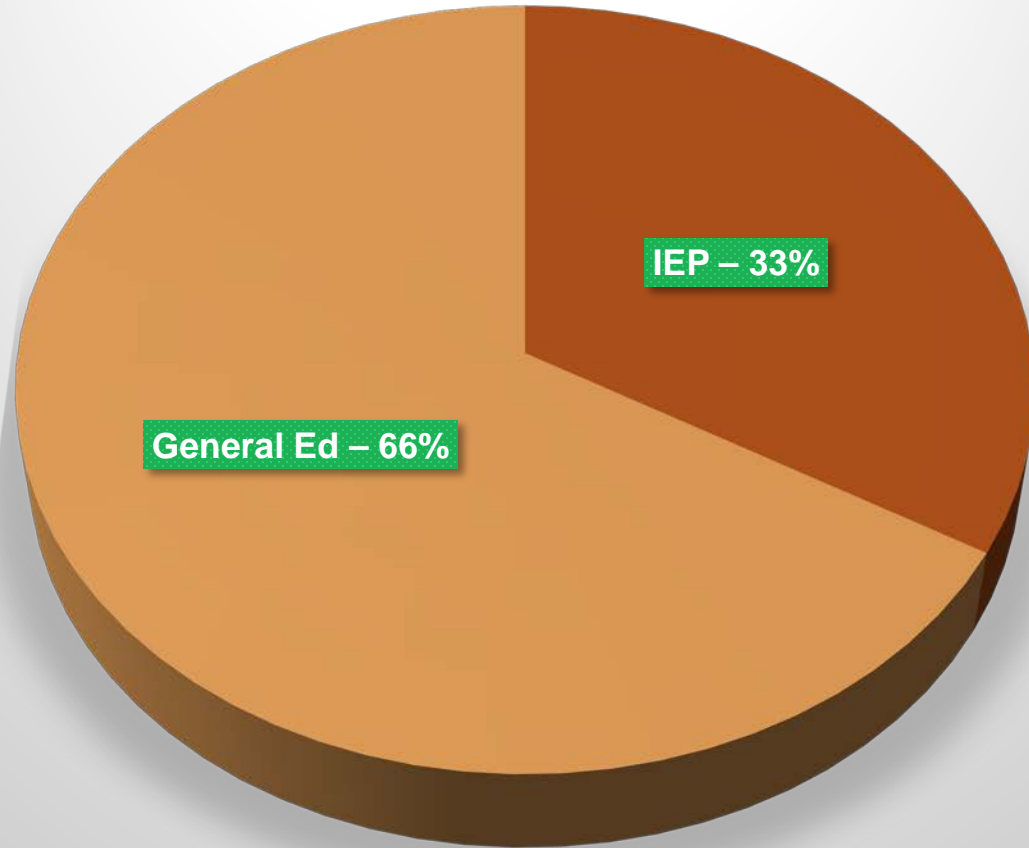
Fall READ Camp



ZONE	STUDENTS REGISTERED/ IN ATTENDANCE	Average Daily Attendance
Falcon Zone: FEST	17/15	91%
POWER Zone: OES	15/11	67%
Sand Creek Zone: EIES	23/20	73%
TOTAL	55/46	77%

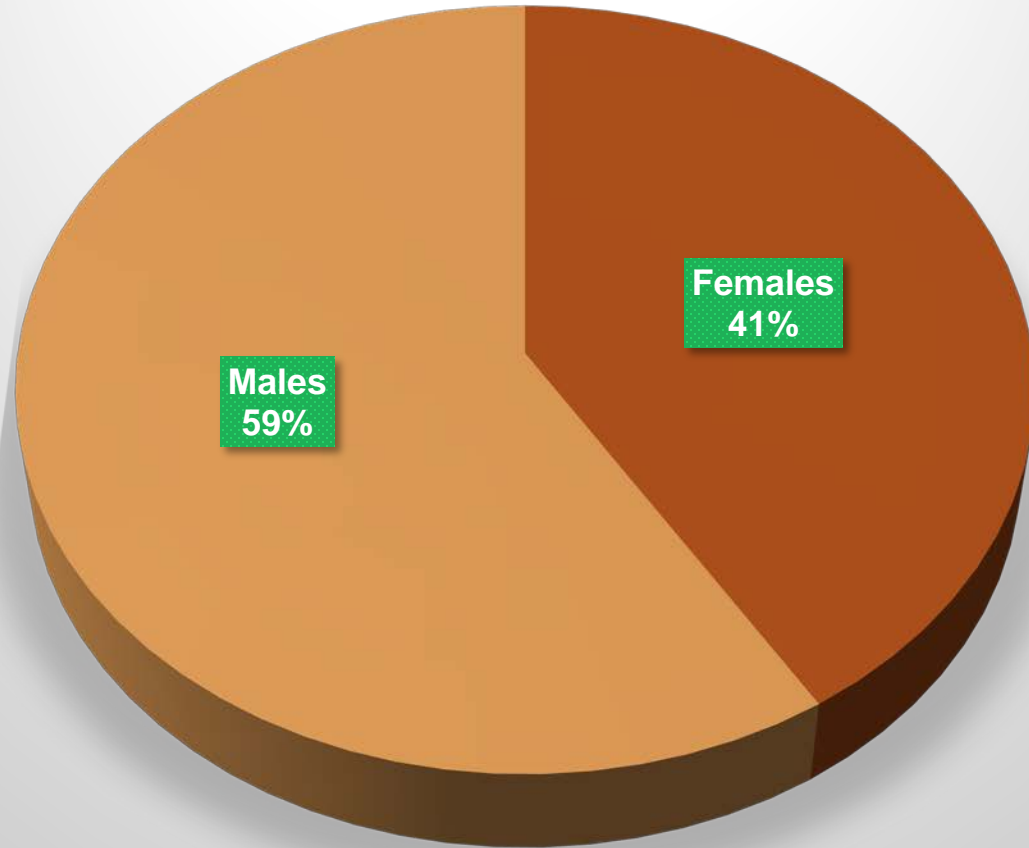
The Best Choice to Learn, Work and Lead

READ Camp Participant Demographics



The Best Choice to Learn, Work and Lead

READ Camp Participant Demographics



The 12 Kindles of Christmas



- First incentive of this kind, but not the last...
- Eleven district-operated schools participated
- **52,800** total minutes were read by students in district-operated schools
- Top Schools in each Zone:
 - **Falcon Zone:**
 - **Meridian Ranch Elementary - 16,400 min**
 - **Fourth-grade student at MRES was top district reader with 1,893 minutes!**
 - **Sand Creek Zone:**
 - **Remington Elementary - 8,070 min**
 - **POWER Zone:**
 - **Ridgeview Elementary - 4,063 min**

The 12 Kindles of Christmas


From:
December 22 to
January 4, 2019

There will be a Kindle awarded for the student with the most myON minutes at every (district operated) elementary school.

A Kindle will also be awarded to the student that has the most myON minutes at the district level. That same student will have the opportunity to be a Kidcaster on FOX 21 with Matt Meister in early 2019.

Support your elementary school in accumulating more myON minutes than any other (district-operated) elementary school!

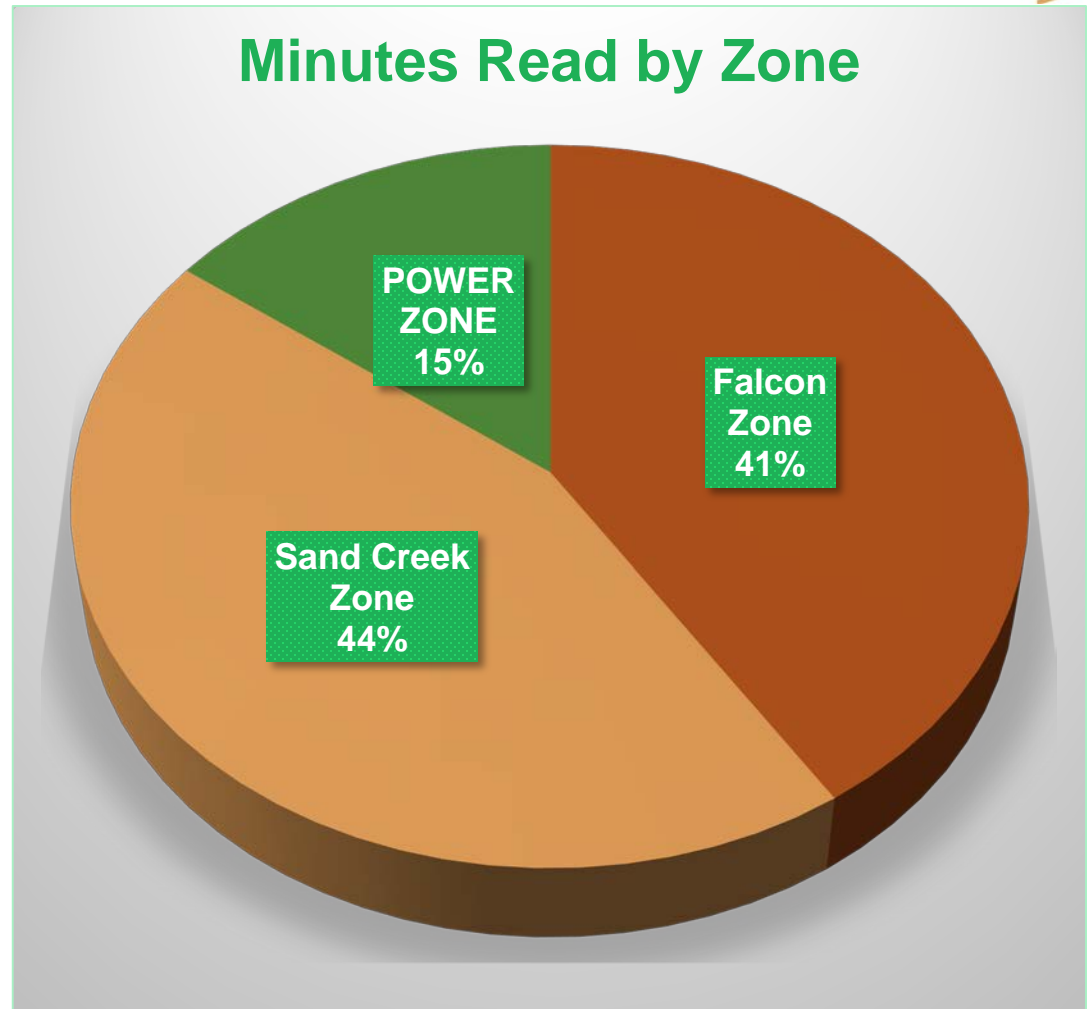
The school with the most myOn minutes from December 22 - January 4 will have the opportunity to participate in a live broadcast from your school with Matt Meister of FOX 21!

myON By Renaissance® 

myON Usage: A look at the numbers



- Students in district-operated schools read nearly **52,800** minutes
- **Falcon Zone**
 - 21,527 minutes
- **Sand Creek Zone**
 - 23,415 minutes
- **POWER Zone**
 - 7,847 minutes



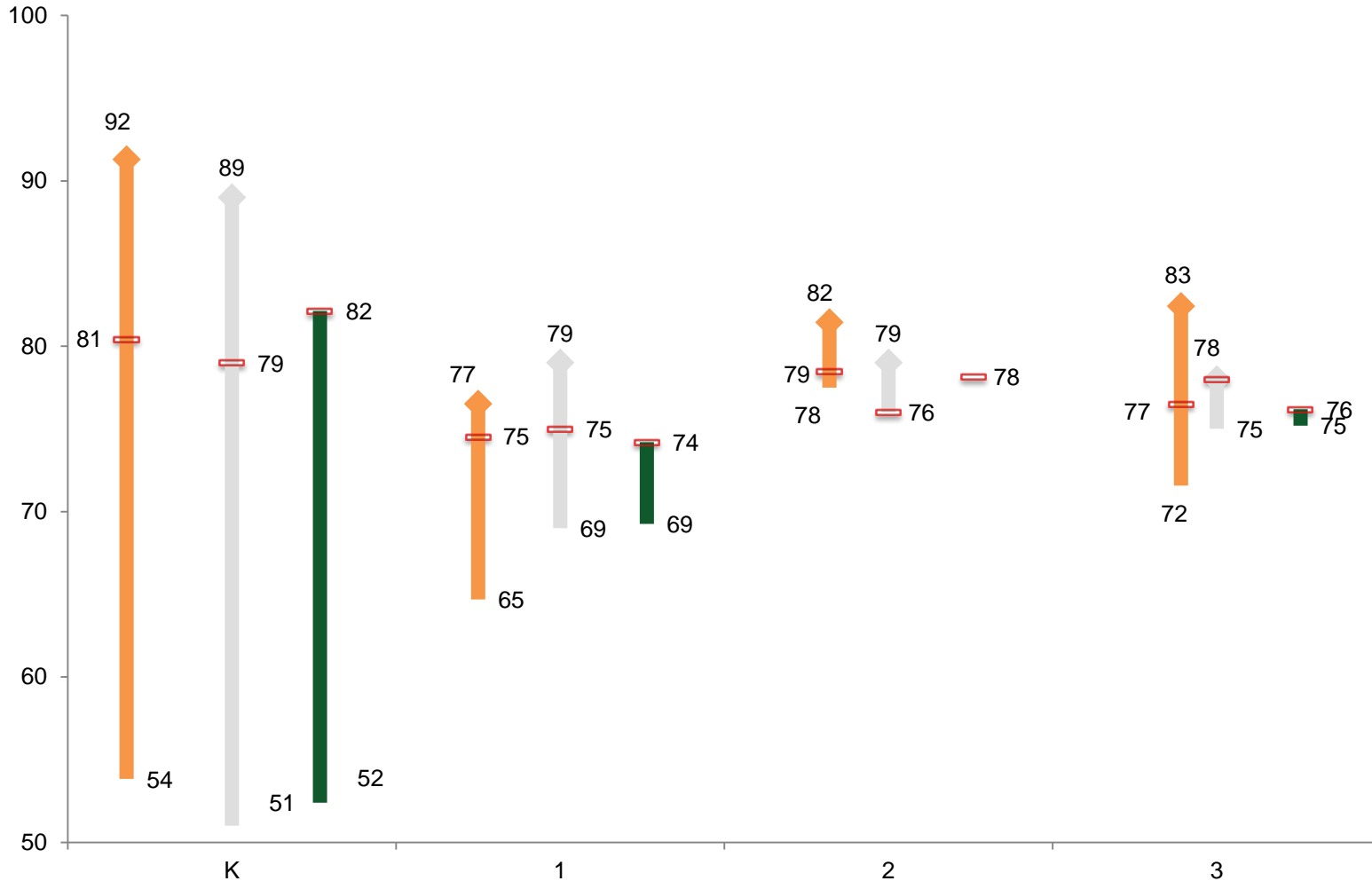
Early Literacy Grant (ELG)



- Evans International Elementary School was selected for Early Literacy Grant (ELG) Cohort 4 in January.
- ELG is a highly competitive grant process with more than \$6.6 million requested in 26 applications, exceeding the expected available funds of \$4.4 million dollars statewide.
- Colorado State Board of Education voted February 14, recommending Year 1 funding for EIES of \$10,640 (January-June, 2019), allowing for planning and preparation of implementation this spring.

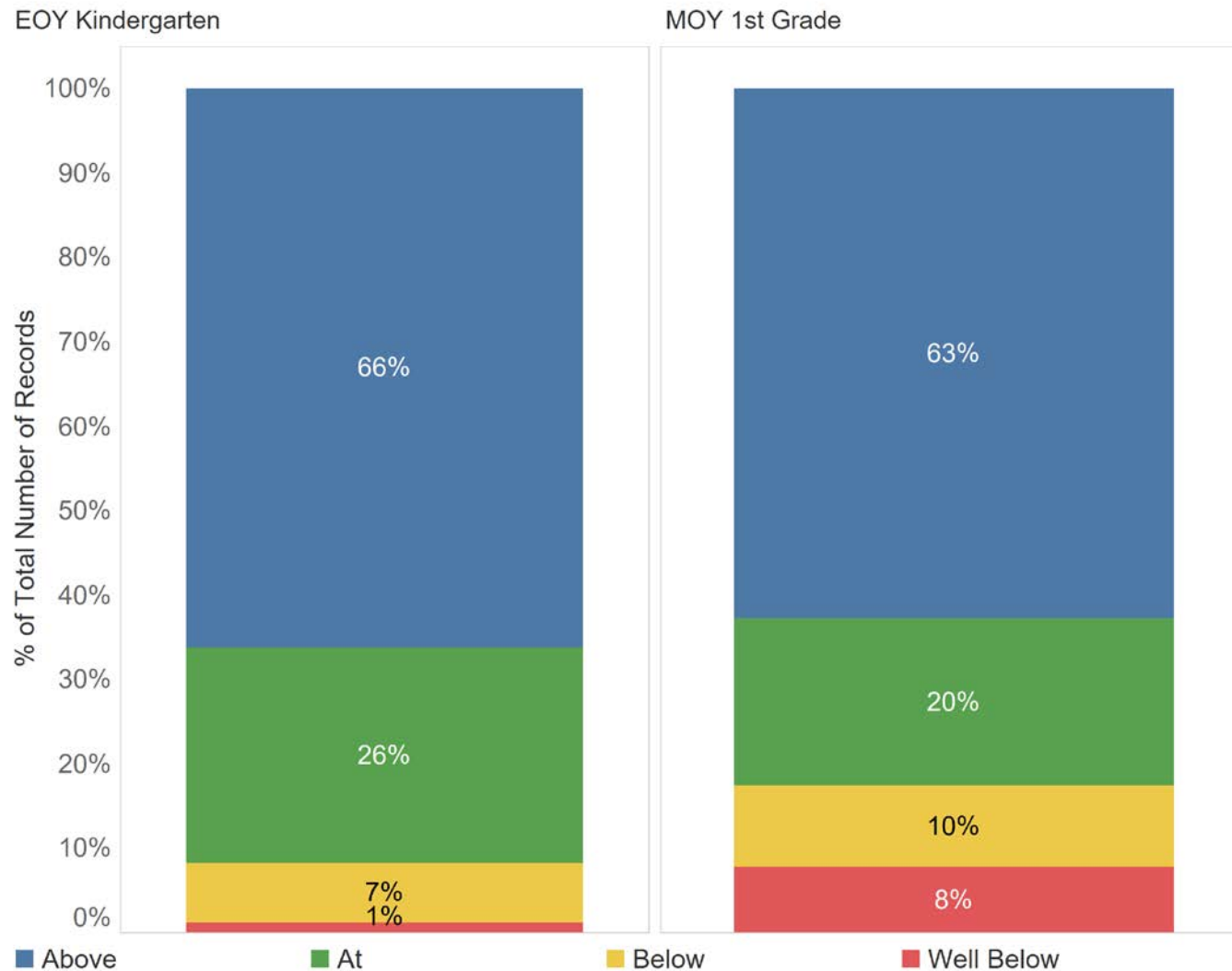


% of Students At/Above Benchmark by Grade



Gold=SY17, Grey=SY18, Green=SY19, Base of Bar=BOY, Middle Line=MOY, Top of Bar=EOY. Source: Amplify

Class of 2030-NWF-CLS

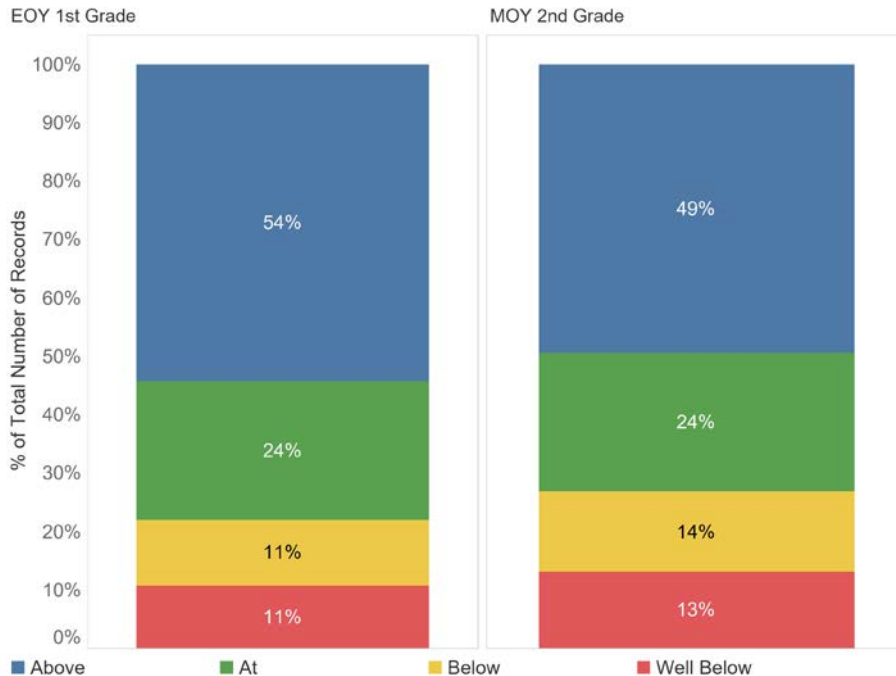


The Best Choice to Learn, Work and Lead

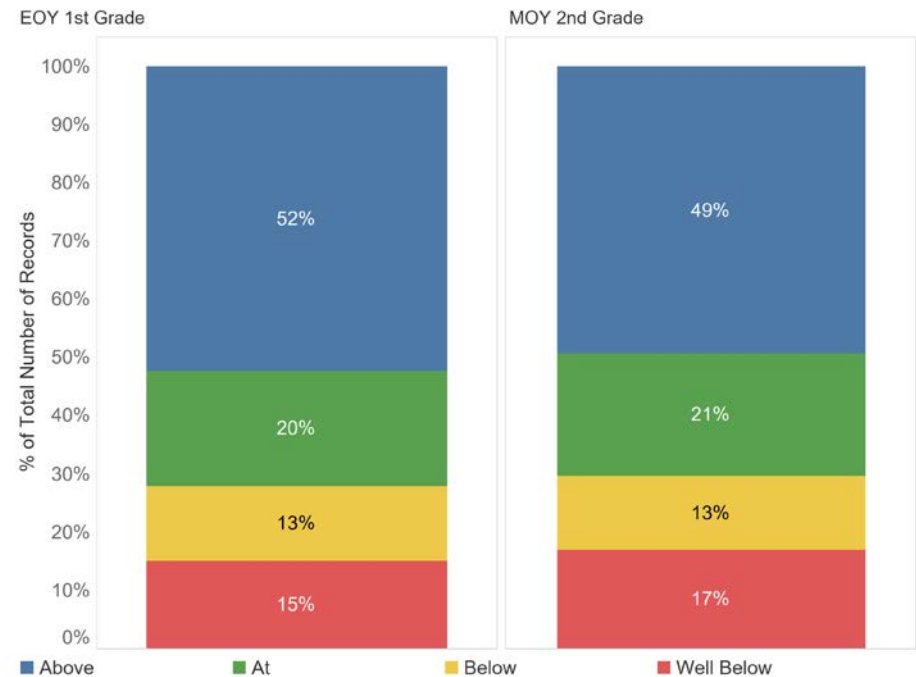
Class of 2029 Fluency & Accuracy



Class of 2029-Accuracy



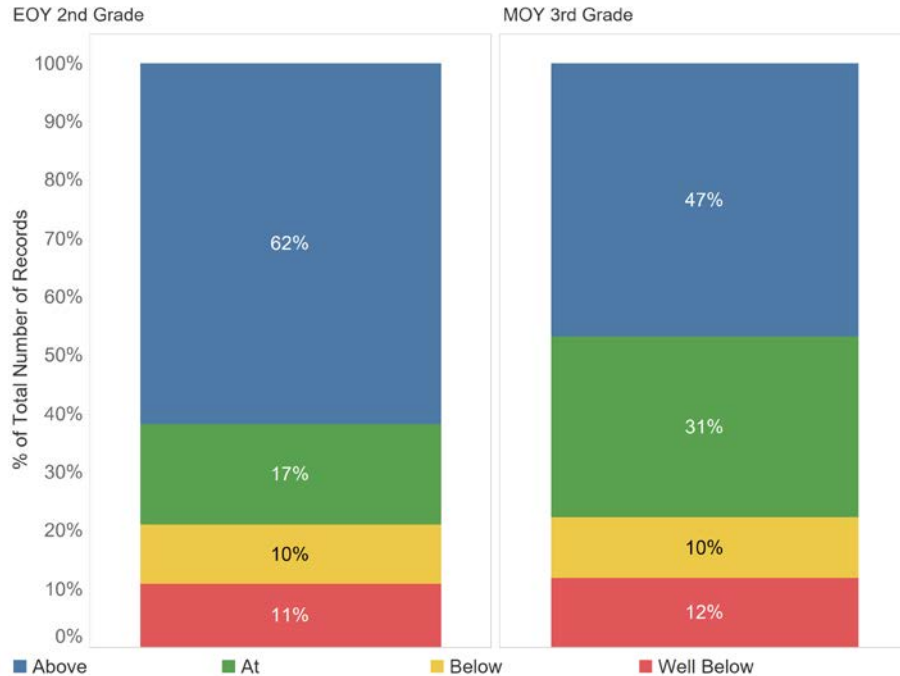
Class of 2029-Fluency



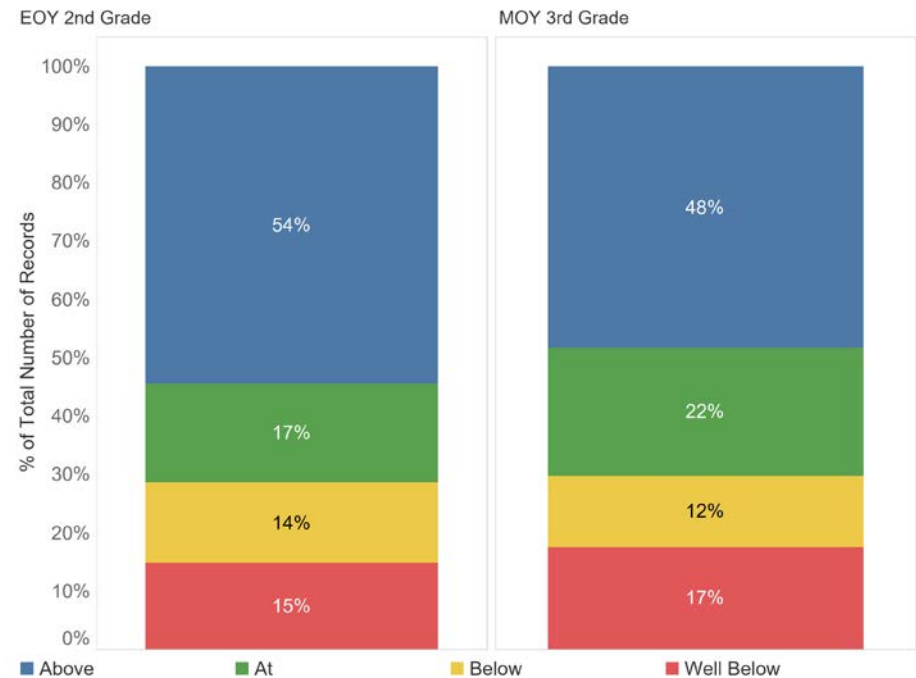
Class of 2028 Fluency & Accuracy



Class of 2028-Accuracy



Class of 2028-Fluency



CASE Presentation: Elevating Partnerships for Literacy Leadership

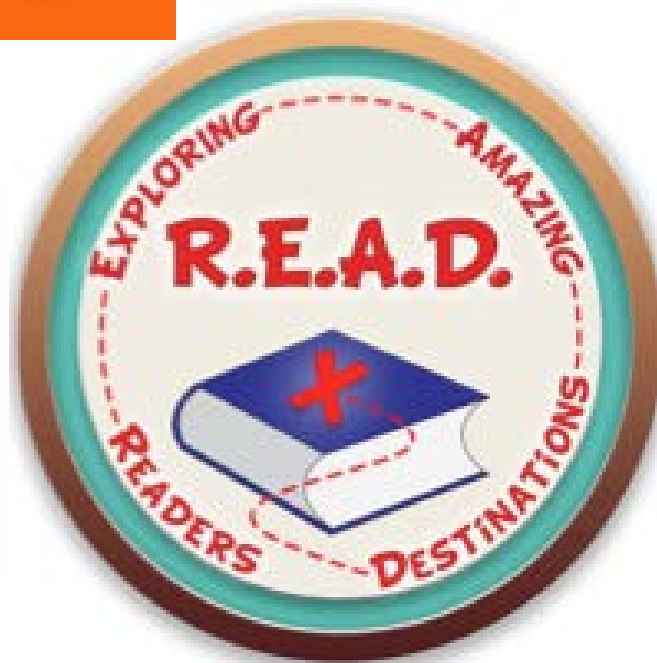


- We believe effective partnerships have been essential to our successful literacy implementation.
- We define effective partnerships as relational, intentional, and outcome driven.

The Best Choice to Learn, Work and Lead

Amplify

myON[®]



United States
Olympic Training Center

UCCS



The Best Choice to Learn, Work and Lead

Leaders in Literacy



RENAISSANCE®

Leaders in Literacy February 27, 2019

Mark your calendar for this year's Leaders in Literacy event, sponsored by Renaissance®. We will dive into instructional strategies, routines, and evidence-based practices that increase achievement in writing for K–12. We are thrilled to announce the following keynote speakers:

- Dr. Leslie Laud, Instructor, Bank Street College of Education, NY and author of soon to be released, *Releasing Writers! Evidence-Based Strategies for Writing Instruction*
- Dr. Gene M. Kerns, Chief Academic Officer, Renaissance and author of his latest book, *Unlocking Student Talent: The New Science of Developing Expertise*

[Reserve your seat today!](#)

The Best Choice to Learn, Work and Lead

“A child who reads will be an adult who thinks.”

~Sasha Salmina



What questions can I answer?

The Best Choice to Learn, Work and Lead

BOARD OF EDUCATION ITEM 7
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
 Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: 2019-20 Budget and Legislative Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE: In the third quarter of each fiscal year, it is appropriate for the District to begin considering budget priorities for the following fiscal year. the State's quarterly revenue forecast has become a key indicator on what may happen – not only with the current year state revenue forecast (and by extension K12 funding), but also the forecast for the subsequent year. The next forecast will be released in mid-March and provides some flavor to Governor Hickenlooper's original forecast for 2019/20 that was first released in November 2018 and then revised by Governor Polis in January 2019.

RELEVANT DATA AND EXPECTED OUTCOMES: Full day Kindergarten funding is a high priority for the governor, so we expect that to come through in some form or fashion. In addition to that increase, we are currently expecting a fairly good increase in PPR rate. Those two items together should provide some increased funding for D49 next year. As for funded student count (beyond the conversion of KG from 0.58 to 1.00 sFTE), we are expecting to predict very modest growth as we continue to adjust to new charter schools, new grades in charter schools, and the opening of Inspiration View Elementary School in our Operated Portfolio.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	<i>Budget development is a team effort with purposeful intentions for changes from prior years.</i>
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Having conversations about budget development is a major contributor to maintaining an enduring trust with our community.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Receive this and other information as it comes available, ask questions, provide guidance for priority preferences.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 20, 2019

El Paso County Colo School District 49

Proposed Budget Walkforward - 19/20

High-Level Parameters

District General Funds



Program Formula Funding

2018/19 Amended Budget

Funded Student Count:

Per Pupil Rate

Total Program Revenue

Revenue Allocations:

Charter Schools

Capital Reserve

Insurance Reserve

Colo Preschool Prgm

Net General Program Formula Revenue

District
Portfolio

23,664.10

\$ 7,745.99

\$ 183,301,936.08

\$ (83,502,152.49)

\$ (4,000,000.00)

\$ (900,000.00)

\$ (486,202.94)

\$ 94,413,580.64

Chartered
Portfolio

10,835.12

\$ 7,706.62

\$ 83,502,152.49

Operated
Portfolio

12,828.98

\$ 7,779.25

\$ 99,799,805.21

Proj Est Inc/(Dec) for 19/20

Falcon Zone	128
Sand Creek Zone	126
Power Zone	121
iConnect Zone	0
Total	375

Full Day Kinder

2019/20 Proposed Budget

Funded Student Count

Per Pupil Rate (PPR)

Total Program Revenue

District
Portfolio

24,255.80

\$ 8,068.97

\$ 195,719,297.94

Chartered
Portfolio

11,051.82

\$ 8,027.95

\$ 88,723,524.49

Operated
Portfolio

13,203.98

\$ 8,103.30

\$ 106,995,773.45

Bill #	Title	Position	Status	House Sponsors	Senate Sponsors	Official Summary	Hearing Date	Hearing Time	Full Text	Fiscal Notes
HB19-1008	Include Career And Technical Education In Building Excellent Schools Today Program	Monitor	Senate Third Reading Passed - No Amendments (02/20/2019)	T. Kraft-Tharp (D), C. Larson (R)	N. Todd (D), P. Lundeen (R)	The bill amends the Building Excellent Schools Today Act to allow the public school capital construction assistance board (board) to provide grants to support career and technical education capital construction, which is defined as: • New construction or retrofitting of public school facilities for certain career and technical education programs; and • Equipment necessary for individual student learning and classroom instruction, including equipment that provides access to instructional materials or that is necessary for professional use by a classroom teacher. The bill requires the board to report annually to the capital development committee and to the education and finance committees of the house of representatives and the senate, or to any successor committees, concerning the issuance and denial of career and technical education capital construction grants during the preceding year.	2/20/2019	9:00 AM	Full Text of Bill	Fiscal Notes (01/09/2019)
HB19-1017	Kindergarten Through Fifth Grade Social And Emotional Health Act	Monitor	House Committee on Education Refer Amended to Appropriations (02/14/2019)	D. Michaelson Jenet (D)	R. Fields (D)	The bill creates the Colorado K-5 Social and Emotional Health Act (act). The act requires the department of education (department) to select a pilot school district (pilot district) to participate in a pilot program that ensures that a school social worker, as defined in the act, is dedicated to each of grades kindergarten through fifth grade. To the extent possible, the school social worker shall follow the same students through each grade. The general assembly shall appropriate the resources necessary for the pilot district to hire or contract with the additional school social workers. The department shall select a pilot district that meets the characteristics outlined in the bill, including high poverty, ethnic diversity, and a large concentration of students in the foster care system. Among other responsibilities consistent with the school social worker license, the school social worker shall provide needed services to students and their families in the pilot district, including identifying learning disabilities, conducting functional behavior assessments and developing behavior intervention plans, identifying food insecurities, and helping eligible students and their families access public benefits. Services must be provided at school and during school hours, as appropriate. The pilot program begins operation during the 2020-21 school year and repeals in July 2027. The department shall contract with a professional program evaluator (evaluator) to conduct a preliminary evaluation in 2024 and a final evaluation before the repeal of the pilot program. The evaluator shall establish the method for the pilot district's data collection and monitor data throughout the pilot program. The evaluator shall evaluate the effectiveness of services provided by the pilot program on the academic, mental, and physical health and well-being of the student cohorts within the scope of the pilot program. The bill requires the department to request money for pilot program administration, employment contracts for social workers, and the pilot program evaluation through the annual budget process.			Full Text of Bill	Fiscal Notes (01/25/2019)

Bill #	Title	Position	Status	House Sponsors	Senate Sponsors	Official Summary	Hearing Date	Hearing Time	Full Text	Fiscal Notes
HB19-1032	Comprehensive Human Sexuality Education	Monitor	House Third Reading Passed - No Amendments (02/19/2019)	S. Lontine (D), Y. Caraveo (D)	N. Todd (D), D. Coram (R)	The bill moves provisions of the statutory legislative declaration to a nonstatutory legislative declaration. The bill clarifies content requirements for public schools that offer comprehensive human sexuality education and prohibits instruction from explicitly or implicitly teaching or endorsing religious ideology or sectarian tenets or doctrines, using shame-based or stigmatizing language or instructional tools, employing gender norms or gender stereotypes, or excluding the relational or sexual experiences of lesbian, gay, bisexual, or transgender individuals. Current law provides for a comprehensive human sexuality education grant program. The bill amends certain provisions of the grant program to: <ul style="list-style-type: none"> • Require the department of public health and environment to submit an annual report concerning the outcomes of the grant program indefinitely; • Add 8 representatives to the oversight entity and require membership of the oversight entity to be comprised of at least 7 members who are members of groups of people who have been or might be discriminated against; • Require grant applicants to demonstrate a need for money to implement comprehensive human sexuality education; and • Require that rural public schools or public schools that do not currently offer comprehensive human sexuality education receive priority when selecting grant applicants. The bill provides a general appropriation of at least \$1 million annually for the grant program. The bill prohibits the state board of education from waiving the content requirements for any public school that provides comprehensive human sexuality education. 			Full Text of Bill	Fiscal Notes (02/08/2019)
HB19-1053	Computer Science Courses Offered In Schools	Monitor	House Committee on Education Postpone Indefinitely (02/05/2019)	D. Valdez (D), M. Catlin (R)	D. Coram (R), R. Rodriguez (D)	The bill requires a school district, charter school, or board of cooperative services that operates a secondary school to annually report to the department of education (department) the computer science courses offered in the school and additional information regarding those courses. The department shall also report information concerning the number and percentage of students taking computer science courses, with data disaggregated by student group, as well as information concerning the number and qualifications of computer science instructors. The department shall annually post the information online for public access. The bill prohibits the posting online of any personally identifying information relating to students.			Full Text of Bill	Fiscal Notes (01/09/2019)
HB19-1055	Public School Cap Construction Financial Assistance	Monitor	House Committee on Education Refer Amended to Finance (02/07/2019)	S. Bird (D)	R. Zenzinger (D)	Current law requires the greater of the first \$40 million of state retail marijuana excise tax revenue or 90% of the revenue to be credited to the public school capital construction assistance fund (assistance fund) and limits the maximum total amount of annual lease payments payable by the state under the terms of all outstanding lease-purchase agreements entered into as authorized by the Building Excellent Schools Today Act (BEST) to \$100 million. Beginning July 1, 2019, the bill: <ul style="list-style-type: none"> • Requires all state retail marijuana excise tax revenue to be credited to the assistance fund; • Increases the maximum total amount of BEST annual lease payments to \$105 million for state fiscal year 2019-20 and to \$110 million for state fiscal year 2020-21 and each state fiscal year thereafter; • Changes the percentage of the state retail marijuana excise tax revenue credited to the assistance fund that is further credited to the charter school facilities assistance account of the assistance fund for distribution to charter schools from 12.5% to a percentage equal to the percentage of students included in the statewide funded pupil count who were enrolled in charter schools for the prior school year; and • Changes the total amount of money annually appropriated from the state education fund for charter school capital construction from a flat amount of \$20 million per year to \$20 million per year annually adjusted for changes in the percentage of students included in the statewide funded pupil count who are enrolled in charter schools. 	3/4/2019	1:30 PM	Full Text of Bill	Fiscal Notes (01/29/2019)
HB19-1066	Counting Special Education In Graduation Rates	Monitor	Introduced In Senate - Assigned to Education (02/07/2019)	B. Buentello (D), C. Kipp (D)	M. Foote (D)	The bill clarifies that a student who is enrolled in special education services must be counted in the enrolling public high school's, school district's or institute's, and state's graduation rate in the year in which the student completes high school graduation requirements.	2/20/2019	no specified time	Full Text of Bill	Fiscal Notes (01/17/2019)

Bill #	Title	Position	Status	House Sponsors	Senate Sponsors	Official Summary	Hearing Date	Hearing Time	Full Text	Fiscal Notes
HB19-1134	Identification And Interventions For Students With Dyslexia	Monitor	Introduced In House - Assigned to Education (01/25/2019)	J. Buckner (D), J. Wilson (R)	N. Todd (D)	The bill directs the commissioner of education (commissioner) to convene a working group to analyze state and national data and practices concerning identification and support of students with dyslexia and to recommend dyslexia screening tools and processes, a statewide plan for identifying and supporting students with dyslexia, and educator training in recognizing and providing interventions for students with dyslexia. The working group must submit a report of its recommendations to the commissioner, and the commissioner must submit the report to the state board of education and the education committees of the general assembly. The bill directs the department of education (department) to establish a pilot program to assist school districts, boards of cooperative services, and charter schools (local education providers) in using READ act assessments to screen for dyslexia and in providing interventions for students who are identified as having dyslexia. At the completion of the pilot program, the department must evaluate the effectiveness of the screening and interventions, refine the resources used, and disseminate the resources used to all local education providers in the state. The department must also provide technical assistance in implementing the resources at the request of a local education provider. The bill directs the commissioner to provide a dyslexia specialist to support the working group and the pilot program and to develop training materials related to dyslexia.	2/28/2019	1:30 PM	Full Text of Bill	Fiscal Notes (02/14/2019)
HB19-1190	Repeal Of Mill Levy Equalization Fund	Monitor	Introduced In House - Assigned to Education + Appropriations (02/19/2019)	C. Kipp (D)		Effective June 30, 2019, the bill repeals the mill levy equalization fund through which the general assembly appropriated money to the state charter school institute for distribution to institute charter schools.			Full Text of Bill	Fiscal Notes (00/00/0000)
SB19-010	Professional Behavioral Health Services For Schools	Monitor	Senate Committee on Health & Human Services Refer Amended to Appropriations (01/17/2019)	B. McLachlan (D), D. Valdez (D)	R. Fields (D)	The bill allows grant money to be used for behavioral health care services at recipient schools and specifies that grants may also fund behavioral health services contracts with community providers. The bill requires the department of education (department) to prioritize grant applications based on the school's need for additional health professionals, and grant applicants must specify the extent to which the school has seen an increase in activities or experiences that affect students' mental well-being. The bill allows a community provider to commit money to schools. It also changes the amount the department can expend to offset the costs incurred in implementing the program from 3% to 5% of money appropriated for the program. The bill allows school districts to enter into agreements with specified groups to implement evidence-based, school-wide behavior supports and strategies to build and support positive school climates, including providing behavioral health services and supports; implement strategies to reduce the incidence of suspension and expulsion; and implement alternatives to suspension or expulsion.			Full Text of Bill	Fiscal Notes (02/15/2019)
SB19-039	Interdistrict Transportation Of Students	Monitor	House Committee on Education Refer Unamended to House Committee of the Whole (02/19/2019)	D. Michaelson Jenet (D)	R. Zenzinger (D), T. Story (D)	The bill restores the statutory language in section 22-32-113, C.R.S., to the language as it existed before the statute was amended by section 7 of House Bill 19-1306, as enacted during the 2018 legislative session. Section 7 has been declared void by a Colorado court for violating section 21 of article V of the Colorado constitution that requires bills to contain a single subject clearly expressed in the bill's title. The bill allows a school district to furnish transportation, or to reimburse parents or others for the cost of transportation, to and from its schools to students who are residents of another school district if the resident school district is adjacent to the school district of attendance and the resident school district consents to the transportation of its students to the adjacent school district. 101	2/20/2019	9:00 AM	Full Text of Bill	Fiscal Notes (01/09/2019)
SB19-049	Statute Of Limitation Failure Report Child Abuse	Monitor	Introduced In House - Assigned to Judiciary (02/12/2019)	D. Michaelson Jenet (D)	R. Fields (D)	The bill makes the statute of limitations 5 years for failure to report child abuse when a child makes a verbal or written allegation of unlawful sexual behavior to a mandatory reporter.	2/26/2019	1:30 PM	Full Text of Bill	Fiscal Notes (02/04/2019)

Bill #	Title	Position	Status	House Sponsors	Senate Sponsors	Official Summary	Hearing Date	Hearing Time	Full Text	Fiscal Notes
SB19-066	High-cost Special Education Trust Fund Grants	Monitor	Senate Committee on Finance Refer Amended to Appropriations (01/31/2019)	B. Buentello (D)	N. Todd (D)	The bill creates the high-cost special education trust fund (trust fund) to be used for high-cost special education trust fund grants (trust fund grants) to public school special education administrative units that have made significant expenditures in providing special education services to a child with a disability. The trust fund consists of money transferred from the general fund to the trust fund for the 2018-19 fiscal year, as well as an annual appropriation beginning in the 2019-20 fiscal year from the marijuana tax cash fund to the trust fund. The department of education may expend interest and income from the trust fund for trust fund grants awarded by the Colorado special education fiscal advisory committee (committee). The bill specifies the eligibility criteria for a trust fund grant and criteria that the committee shall consider in determining the trust fund grant recipients and the amount of the trust fund grants. The bill requires an annual report to the education committees of the general assembly concerning trust fund grants awarded during the fiscal year.			Full Text of Bill	Fiscal Notes (01/25/2019)
SB19-094	Extend School Finance Interim Committee	Monitor	Senate Committee on Education Refer Unamended to Appropriations (01/30/2019)	A. Garnett (D)	N. Todd (D), P. Lundeen (R)	Legislative Interim Committee on School Finance. The bill extends the work of the legislative interim committee on school finance (interim committee) for one year to include the 2019 legislative interim. For the 2019 legislative interim, the bill maintains the party and chamber balance of legislative members on the interim committee and specifies the method for appointing interim committee members. The bill permits the interim committee to determine whether and in which interim to study the issues set forth in statute. The bill authorizes the interim committee to contract with a vendor or vendors to assist with or facilitate the work of the interim committee. The bill authorizes the interim committee to use unexpended money from the 2018-19 budget year during the 2019-20 budget year to cover costs incurred by the interim committee, including the hiring of a consultant or facilitator, if applicable.	2/22/2019	8:00 AM	Full Text of Bill	Fiscal Notes (01/28/2019)
SB19-129	Regulation Of Online Schools	Monitor	Introduced In Senate - Assigned to Education (02/04/2019)	M. Froelich (D)	T. Story (D)	The bill directs the online division in the department of education (department) to collect information twice each school year concerning students who withdraw from enrollment in an online school after the annual count date, which must include whether the student enrolls in another school, completes a high school equivalency examination if the student was enrolled in grade 11 or 12, or otherwise continues or completes elementary or secondary school during the school year in which the student withdrew. The department must annually summarize the information in a report and submit the report to the state board of education and the education committees of the general assembly. The existing statute requires a school district, group of school districts, board of cooperative services, or the state charter school institute that seeks to authorize a multi-district online school to first obtain certification for the multi-district online school from the department. Under the bill, if an existing multi-district online school changes authorizers, the new authorizer must obtain a new certification of the multi-district online school. Under existing law, an online school is subject to the same accountability requirements as apply to other public schools. The bill states that if an online school is on performance watch and changes authorizers, either in its original form or as a successor school, or if the online school is created as a successor school with the same authorizer, the online school remains on performance watch. If an online school is closed because of actions taken as a result of accountability, the online school must apply for a new certification before it can operate again either as the original online school or as a successor school, regardless of whether the online school changes authorizers.	2/28/2019	1:30 PM	Full Text of Bill	Fiscal Notes (02/14/2019)

BOARD OF EDUCATION ITEM 8
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: MLO Ops Funding Allocation Review

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: The constituents of District 49 have once again supported a measure put to them by the Board of Education, approving 2018-4C by a preliminary measure of 56% in favor to 44% opposed. With that, despite information distributed by the District and the campaign committee, many will now appropriately wonder, ‘what does this really mean’.

RATIONALE: One of the major tenants of 2018-4C was that the purposes approved in 2014-34A and 2016-3B would stay consistent. Another aspect of 4C was that those two earlier overrides would be combined into the new result. Explaining how both of those things happen is now an appropriate discussion. This would include identifying and quantifying measures of secondary impacts (and beyond) to validate a new allocation methodology with a one-time reference to prior allocations.

RELEVANT DATA AND EXPECTED OUTCOMES: One of the unique complexities of 2014-3A and 2016-3B was that each had capital priorities and operational priorities. Now that the two are combined, how do we maintain the integrity of those priority intentions approved by the voters. We will do that with a clear, easy, allocation of total funds collected each year for those two purposes. We will also still engage with the Mill Levy Oversight Committee to make sure detailed plans and proposals fit with the voters intentions.

After an initial presentation of intentions for this distribution at the November 28, 2018 work session, additional work has been pursued to lead to a more complete definition for the district to use going forward. It is important to establish a new, appropriate, methodology for the allocation of MLO funds so that neither district staff nor community members nor school leaders are constantly ‘looking back’ to compare prior allocations and measure differences. A new methodology that is established through official Board of Education action would set a new starting point for all interested parties.

INNOVATION AND INTELLIGENT RISK: Building our Future Community continues to be a very strategic and ongoing process. The structure that is now in place after the passage of 2018-4C allows for annual investment in the stated operational priorities of Teacher Compensation, Safety & Security, Technology, and Educational Programs and capital priorities of a ten year cycle for refresh and refurbish and paying on securitization agreements to fund capital projects for balancing the regular high schools and constructing new elementary schools. With this structure, D49 can continue to invest the revenue streams that come from 2018-4C into those priorities, expanding the spends as additional revenue comes available from annual growth in district constituent’s cumulative assessed value of real property. This means future construction that can fit into the timeline of assessed value growth is already accounted for – completely unique in Colorado K12 education.

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

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

BOE Work Session February 27, 2019
Item 8 continued

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	<i>Keeping our word and following through on commitments to our community.</i>
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>Handling new facility needs, as possible, with revenue streams now dedicated to that purpose.</i>
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	<i>Improving programs, safety & security, technology, and teacher compensation to put students in a place they can succeed.</i>
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: The Mill Levy Override fund will continue to grow due to the increased collections from the consistent MLO rate that will be applied to the growing community we serve.

AMOUNT BUDGETED: 2018/19 adopted budget = \$16.3mm. Amended Budget will be limited to \$16.5mm

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Provide feedback on recommended allocation percentage for future MLO collections.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 20, 2019

EPCC School District 49

Mill Levy Override Conversion:
2014(3A) & 2016(3B) -> 2018(4C)

Variable capital / operational mix:
Settings: resident/non-resident mix:

	2017/18 Actuals 2014(3A) + 2016(3B) Allocations	Proforma 2018/19 Allocations - If 2018(4C) had failed			
		2014(3A)	2016(3B)	Combined	\$ Diff v 17/18
Total Real Property Tax	16,039,006.79	7,499,607.91	8,969,919.43	16,469,527.34	430,520.55
Specific Ownership (SO) Tax	600,000.00	600,000.00		600,000.00	-
Total Revenue	16,639,006.79	8,099,607.91	8,969,919.43	17,069,527.34	430,520.55
Capital Projects Allocation	12,036,028.14	4,565,437.50	7,896,219.43	12,461,656.93	425,628.79
Total MLO-Ops Allocation	4,602,978.65	3,534,170.41	1,073,700.00	4,607,870.41	4,891.76
Distributed by Zone/Charters					
FZone	341,500.00	488,372.89	25,400.00	513,772.89	172,272.89
SCZone	301,453.00	436,888.79	23,400.00	460,288.79	158,835.79
POWER	366,566.00	547,363.02	28,200.00	575,563.02	208,997.02
iConn	67,452.00	47,788.78	5,800.00	53,588.78	(13,863.22)
Group Decisioned	1,555,000.00	1,100,000.00	745,163.00	1,845,163.00	290,163.00
Operated Schools	3,523,481.65	2,620,413.48	827,963.00	3,448,376.48	(75,105.17)
PPSEL	74,958.00	75,836.40	22,633.00	98,469.40	23,511.40
JIPTEC	20,362.00	19,530.91	15,272.00	34,802.91	14,440.91
BLRA/PA	256,371.00	266,056.79	75,944.00	342,000.79	85,629.79
RMCA	214,689.00	219,775.02	76,514.00	296,289.02	81,600.02
IIR/GPA	145,955.00	120,340.35	37,919.00	158,259.35	12,304.35
LTA	-	55,018.10	17,455.00	72,473.10	72,473.10
Geo Charter Total	946,210.00	756,557.57	245,737.00	1,002,294.57	56,084.57
GOAL	133,287.00	157,199.36	-	157,199.36	23,912.36
Total Charters	1,079,497.00	913,756.93	245,737.00	1,159,493.93	79,996.93

Memo: Total CoP Payments	13,258,587.50	11,306,762.50
Accumulating Strip for Next Financings	note: 2017/18 included	1,154,894.43
Distribution of Accumulating Strip		the payoff of \$4.9mm bonds
Refresh & Refurbish V:	25%	288,723.61 33%
Next New Building	75%	866,170.82 48%
Targets:		

Refresh & Refurbish V2	by 2027	875,000.00	(20% of time elapsed)	(30% of time elapsed)
Next New Building	by 2023	1,800,000.00	(29% of time elapsed)	(43% of time elapsed)

2018(4C) Scenario 1		
Allocations	\$ diff v Proforma	% diff
16,334,630.00	(134,897.34)	-0.8%
1,000,000.00	400,000.00	66.7%
17,334,630.00	265,102.66	1.6%
12,250,973.00	(210,683.93)	-1.7%
5,083,657.00	475,786.59	10.3%

607,306.50	93,533.61	18.2%
534,433.00	74,144.21	16.1%
668,729.00	93,165.98	16.2%
73,972.00	20,383.22	38.0%
1,885,103.50	39,940.50	2.2%
3,769,544.00	321,167.52	9.3%
109,073.00	10,603.60	10.8%
28,085.00	(6,717.91)	-19.3%
382,662.00	40,661.21	11.9%
316,090.00	19,800.98	6.7%
173,081.00	14,821.65	9.4%
79,130.00	6,656.90	9.2%
1,088,121.00	85,826.43	8.6%
225,992.00	68,792.64	43.8%
1,314,113.00	154,619.07	13.3%

11,306,762.50	-
944,210.50	(210,683.93)
236,052.63	27%
708,157.88	39%

(30% of time elapsed)
(43% of time elapsed)

2018(4C) Scenario 2		
Allocations	\$ diff v Proforma	% diff
16,334,630.00	(134,897.34)	-0.8%
1,000,000.00	400,000.00	66.7%
17,334,630.00	265,102.66	1.6%
12,495,992.00	34,335.07	0.3%
4,838,638.00	230,767.59	5.0%

578,036.00	64,263.11	12.5%
508,675.00	48,386.21	10.5%
636,498.00	60,934.98	10.6%
70,407.00	16,818.22	31.4%
1,794,247.00	(50,916.00)	-2.8%
3,587,863.00	139,486.52	4.0%
103,816.00	5,346.60	5.4%
26,732.00	(8,070.91)	-23.2%
364,218.00	22,217.21	6.5%
300,855.00	4,565.98	1.5%
164,739.00	6,479.65	4.1%
75,316.00	2,842.90	3.9%
1,035,676.00	33,381.43	3.3%
215,099.00	57,899.64	36.8%
1,250,775.00	91,281.07	7.9%

11,306,762.50	-
1,189,229.50	34,335.07
297,307.38	34%
891,922.13	50%

(30% of time elapsed)
(43% of time elapsed)

EPCC School District 49

Mill Levy Override Conversion:
2014(3A) & 2016(3B) -> 2018(4C)

Variable capital / operational mix:
Settings: resident/non-resident mix:

2018(4C) Scenario 3			
	Allocations	\$ diff v Proforma	% diff
Total Real Property Tax	16,334,630.00	(134,897.34)	-0.8%
Specific Ownership (SO) Tax	1,000,000.00	400,000.00	66.7%
Total Revenue	17,334,630.00	265,102.66	1.6%
Capital Projects Allocation	12,414,319.00	(47,337.93)	-0.4%
Total MLO-Ops Allocation	4,920,311.00	312,440.59	6.8%
Distributed by Zone/Charters			
FZone	587,793.00	74,020.11	14.4%
SCZone	517,261.00	56,972.21	12.4%
POWER	647,242.00	71,678.98	12.5%
iConn	71,595.50	18,006.72	33.6%
Group Decisioned	1,824,532.50	(20,630.50)	-1.1%
Operated Schools	3,648,424.00	200,047.52	5.8%
PPSEL	105,568.00	7,098.60	7.2%
JIPTEC	27,183.00	(7,619.91)	-21.9%
BLRA/PA	370,367.00	28,366.21	8.3%
RMCA	305,932.00	9,642.98	3.3%
IIR/GPA	167,519.00	9,259.65	5.9%
LTA	76,588.00	4,114.90	5.7%
Geo Charter Total	1,053,157.00	50,862.43	5.1%
GOAL	218,730.00	61,530.64	39.1%
Total Charters	1,271,887.00	112,393.07	9.7%

Memo: Total CoP Payments	11,306,762.50	-
Accumulating Strip for Next Financial Year	1,107,556.50	(47,337.93)
Distribution of Accumulating Strip		
Refresh & Refurbish V1	25%	276,889.13 32%
Next New Building	75%	830,667.38 46%
Targets:		
Refresh & Refurbish V2	(30% of time elapsed)	
Next New Building	(43% of time elapsed)	

2018(4C) Scenario 4			
	Allocations	\$ diff v Proforma	% diff
Total Real Property Tax	16,334,630.00	(134,897.34)	-0.8%
Specific Ownership (SO) Tax	1,000,000.00	400,000.00	66.7%
Total Revenue	17,334,630.00	265,102.66	1.6%
Capital Projects Allocation	12,414,319.00	(47,337.93)	-0.4%
Total MLO-Ops Allocation	4,920,311.00	312,440.59	6.8%
Distributed by Zone/Charters			
FZone	596,057.00	82,284.11	16.0%
SCZone	523,372.00	63,083.21	13.7%
POWER	656,100.00	80,536.98	14.0%
iConn	69,685.00	16,096.22	30.0%
Group Decisioned	1,845,695.00	532.00	0.0%
Operated Schools	3,690,909.00	242,532.52	7.0%
PPSEL	106,444.00	7,974.60	8.1%
JIPTEC	25,021.00	(9,781.91)	-28.1%
BLRA/PA	374,313.00	32,312.21	9.4%
RMCA	305,707.00	9,417.98	3.2%
IIR/GPA	168,402.00	10,142.65	6.4%
LTA	76,961.00	4,487.90	6.2%
Geo Charter Total	1,056,848.00	54,553.43	5.4%
GOAL	172,554.00	15,354.64	9.8%
Total Charters	1,229,402.00	69,908.07	6.0%

Memo: Total CoP Payments	11,306,762.50	-
Accumulating Strip for Next Financial Year	1,107,556.50	(47,337.93)
Distribution of Accumulating Strip		
Refresh & Refurbish V1	25%	276,889.13 32%
Next New Building	75%	830,667.38 46%
Targets:		
Refresh & Refurbish V2	(30% of time elapsed)	
Next New Building	(43% of time elapsed)	

2018(4C) Scenario 5			
	Allocations	\$ diff v Proforma	% diff
Total Real Property Tax	16,334,630.00	(134,897.34)	-0.8%
Specific Ownership (SO) Tax	1,000,000.00	400,000.00	66.7%
Total Revenue	17,334,630.00	265,102.66	1.6%
Capital Projects Allocation	12,414,319.00	(47,337.93)	-0.4%
Total MLO-Ops Allocation	4,920,311.00	312,440.59	6.8%
Distributed by Zone/Charters			
FZone	604,321.00	90,548.11	17.6%
SCZone	529,483.00	69,194.21	15.0%
POWER	664,958.50	89,395.48	15.5%
iConn	67,774.50	14,185.72	26.5%
Group Decisioned	1,866,858.00	21,695.00	1.2%
Operated Schools	3,733,395.00	285,018.52	8.3%
PPSEL	107,319.00	8,849.60	9.0%
JIPTEC	22,858.00	(11,944.91)	-34.3%
BLRA/PA	378,259.00	36,258.21	10.6%
RMCA	305,483.00	9,193.98	3.1%
IIR/GPA	169,284.00	11,024.65	7.0%
LTA	77,334.00	4,860.90	6.7%
Geo Charter Total	1,060,537.00	58,242.43	5.8%
GOAL	126,379.00	(30,820.36)	-19.6%
Total Charters	1,186,916.00	27,422.07	2.4%

Memo: Total CoP Payments	11,306,762.50	-
Accumulating Strip for Next Financial Year	1,107,556.50	(47,337.93)
Distribution of Accumulating Strip		
Refresh & Refurbish V1	25%	276,889.13 32%
Next New Building	75%	830,667.38 46%
Targets:		
Refresh & Refurbish V2	(30% of time elapsed)	
Next New Building	(43% of time elapsed)	

2017/18 Actuals vs.
2018(4C) Scenario 4

\$ Diff	% Diff
295,623.21	1.8%
400,000.00	66.7%
695,623.21	4.1%
378,290.86	3.0%
317,332.35	6.9%
254,557.00	49.5%
221,919.00	48.2%
289,534.00	50.3%
2,233.00	4.2%
290,695.00	15.8%
167,427.35	4.9%
31,486.00	32.0%
4,659.00	13.4%
117,942.00	34.5%
91,018.00	30.7%
22,447.00	14.2%
76,961.00	106.2%
110,638.00	11.0%
39,267.00	25.0%
149,905.00	12.9%

(1,951,825.00)	
#VALUE!	
276,889.13	31.6%
830,667.38	46.1%

EL PASO COUNTY COLORADO SCHOOL DISTRICT 49
2018-2019 PROPOSED AMENDED BUDGET

- + FUND: 14 MILL LEVY OVERRIDE: 14-3A OPERATIONAL PRIORITIES
- + FUND: 16 MILL LEVY OVERRIDE: 16-3B OPERATIONAL PRIORITIES
- = FUND: 18 MILL LEVY OVERRIDE: 18-4C OPERATIONAL PRIORITIES

DESCRIPTION: This fund is used to account for mill levy override revenue and expenditures of monies used for MLO-Op spends according to the parameters of ballot issue 4C passed in November 2018, which was the consolidation of 2014-3A & 2016-3B.

Determination of New Funds Available

Total MLO	2018 Total District	Collections	Distribution	
Mills Assessed	Assessed Value	2018/19 FY	Ops / Capital	
18.500	882,952,990	16,334,630	76.0%	12,414,319 to fund 39 for CoP payments
SO tax increment		1,000,000	24.0%	4,920,311 allocated to schools/purposes

2018-19 Allocation of New Funds Available + Carryover Funds = Total Available

	Res HC Pool	All sFTE Pool	Res HC Pool \$	All sFTE Pool \$	CY Allocat	Carryover	Total Avail
Operated	12,568	12,828.98	3,245,612	445,297	3,690,909	1,464,979	5,155,888
Chartered	3,627	8,434.12	936,652	292,750	1,229,402	693,687	1,923,089
Total	16,195	21,263.10	4,182,264	738,047	4,920,311	2,158,666	7,078,977
			85%	15%			

2017/18 Actual Priority Allocations				2018/19 Projected Priority Allocations			
	5-5-90 + charter	Comp 3A - Repos.	Progs/Safety/Tech	Total	5-5-90 + Ch's	Comp 3A-Rp	Flex-C/P/S/T
FZone	23,600		341,500	365,100	31,200		564,857
SCZone	21,600		301,453	323,053	27,400		495,972
POWER	26,020		366,566	392,586	34,300		621,800
iConn	5,400		67,452	72,852	3,600		66,085
Group Decision	814,891	794,240	760,760	2,369,891	869,388	539,650	436,657
Operated Schc	891,511	794,240	1,837,731	3,523,482	965,888	539,650	2,185,371
PPSEL	23,818		74,958	98,776	26,611		79,833
JIPTEC	14,510		20,362	34,872	6,255		18,766
BLRA/PA	72,534		256,371	328,905	93,578		280,735
RMCA	80,738		214,689	295,427	76,427		229,280
IIR/GPA	42,275		145,955	188,230	42,101		126,301
LTA			-	-	19,240		57,721
Geo Charter Tr	233,875	-	712,335	946,210	264,212	-	792,636
GOAL			133,287	133,287			172,554
Total Charters	233,875	-	845,622	1,079,497	264,212	-	965,190
Total District	1,125,386	794,240	2,683,353	4,602,979	1,230,100	539,650	3,150,561
	24%	17%	58%		25%	15%	60%

2018/19 Funds Available by Category, by Zone/School

FZone	596,057	345,457	941,514
SCZone	523,372	20,450	543,822
POWER	656,100	105,255	761,355
iConn	69,685	5,178	74,863
Group Decision	1,845,695	988,639	2,834,334
Operated Schools	3,690,909	1,464,979	5,155,888
PPSEL	106,444	74,830	181,274
JIPTEC	25,021	8,145	33,166
BLRA/PA	374,313	436,592	810,905
RMCA	305,707	173,282	478,989
IIR/GPA	168,402	(4,814)	163,588
LTA	76,961	-	76,961
Geo Charter Total	1,056,848	688,035	1,744,883
GOAL	172,554	5,652	178,206
Total Charters	1,229,402	693,687	1,923,089
Total District	4,920,311	2,158,666	7,078,977

BOARD OF EDUCATION ITEM 9
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Information Technology Contract Recommendation

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE: District 49 has outsourced a majority of Information Technology Support services since 2012. Each year thereafter, District Administration has provided a recommendation of ‘next status’ of a contract for a vendor to provide those services. That ‘next status’ could include extending the contract according to the terms of the last official contract, extending it beyond the terms of the last official contract, or pursuing an RFP for IT services to establish a new contract with the vendor(s) selected from that RFP process. Ordinarily, the annual contract cycle for this service has been in sync with the district fiscal year. However, with the plethora of IT project work that happens each summer, that cycle may no longer be appropriate and should be converted to a calendar year cycle.

RELEVANT DATA AND EXPECTED OUTCOMES: District Administration desires to extend contract services with the current consolidated provider of IT services (CCS – Colorado Computer Support) for six months beyond the expiration of the current term – to and through December 31, 2019. With that extension, D49 intends to pursue an RFP process in the early fall that will determine next resources for these services, targeting a new contract cycle to begin January 1, 2020.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	<i>Innovatively and consistently seeking best path options</i>
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Establishing clarity in intent as well as process for our students, staff, and vendors all.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Through consensus guidance, authorize the Chief Business Officer and Chief Operations Officer to execute a short term (six month) extension with CCS on similar terms to the currently expiring contract, while developing criteria and process for an RFP of services this coming fall.

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

DATE: February 20, 2019

BOARD OF EDUCATION ITEM 10
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
 Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: 2018/19 School Fee Changes

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: The Board of Education formally approves all school fees that are charged to students and families. While the vast majority of those fees are approved as part of the annual budget process each spring (prior to the school year the fees take effect), it does happen that a few fees are added or changed at a later date. This item follows that course by presenting a few fees for the current school year that need formal board action.

RATIONALE: It is well established that participation fees for certain school programs are necessary and appropriate to providing to supplement other funding sources like the general fund.

RELEVANT DATA AND EXPECTED OUTCOMES: The certain few fees that are presented have been identified and quantified by both relevant school and business officer personnel.

INNOVATION AND INTELLIGENT RISK: D49 has pursued ‘fully loaded fees’ in an effort to limit was used to be obligatory ‘other charges’ that participants were being approached with. The previous style created a barrier to participation for participants that faced economic hardship at home because only the official fees were, and are, eligible to be covered by the Board of Education after appropriate process has been followed to establish a valid need for fee assistance. These fee proposals continue that effort.

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

Culture	Inner Ring—How we treat each other	
	Outer Ring—How we treat our work	
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	<i>Following through on previous commitments for transparency, completeness and validity in student participation fees.</i>
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
	Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	Rock #5— Customize our educational systems to <u>launch each student toward success</u>	<i>Ensuring that participation fee structures are complete enough to not create barriers to participation for any student, regardless of economic circumstances.</i>

BOE Work Session February 27, 2019
Item 10 continued

BUDGET IMPACT:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the proposed fee changes for official action at the March 14, 2019 regular meeting.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 20, 2019

District 49 Fiscal Year 18/19 Fee Amendments

Projected Fee Budget	\$21,410.00
Est. Remitted Total	\$16,981.00
Est. Free and Reduce Subsidy	\$4,429.00
Est. Program Supplement	\$0.00

FALCON ZONE

	Page #	Proposed Fee	Amended Fee
Falcon High School			
Summer School	1	\$0.00	\$100.00
PE Lock	2	\$0.00	\$5.00

SAND CREEK ZONE

Remington Elementary School			
Cooking	3	\$0.00	\$20.00

POWER ZONE

Odyssey Elementary School			
Enrichments	4	\$0.00	\$20.00

iConnect Zone

Springs Studio of Academic Excellence			
Space Camp	5	\$0.00	\$2,339.00

Falcon High School
Fiscal Year 2018/19
Academic

School Code: 310
Program Code: 0096
Program: Summer School

Expected # of Participants 75

	<u>18/19 Approved</u>	<u>18/19 Amended</u>
Individual Fee Amount	\$0.00	\$100.00
Reduced Rate Fee (50%)	\$0.00	\$50.00

FY 17/18 Revenue

23-310-14-0096-1740000-0000-00000000 Fees Collected \$0.00

Total FY 17/18 Revenue \$0.00

FY 18/19 Projection	<u>Free</u>	<u>Reduced</u>	<u>Pay In Full</u>	<u>Total</u>
Number of Participants (est.)	11	4	60	75
Collected Fee Revenue	\$0.00	\$200.00	\$6,000.00	\$6,200.00
Board of Education Supplement	\$1,100.00	\$200.00	\$0.00	\$1,300.00
Total Program Fee Revenue	\$1,100.00	\$400.00	\$6,000.00	\$7,500.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-310-14-0096-0690000-0000-00000000	BYU Suites Courses		\$75.00	\$5,625.00
23-310-14-0096-0390000-0000-00000000	Teacher Stipend		\$25.00	\$1,875.00
Total Expenses				\$7,500.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$7,500.00

Costs Per Participant	\$100.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$82.67
Projected Free and Reduced Rate	17.3%
Additional Program Deficiency	\$0.00

Falcon High School
Fiscal Year 2018/19
Other

School Code: 310
Program Code: 0800
Program: PE Lock

Expected # of Participants 23

	<u>18/19 Approved</u>	<u>18/19 Amended</u>
Individual Fee Amount	\$0.00	\$5.00
Reduced Rate Fee (50%)	\$0.00	\$2.50

FY 17/18 Revenue

23-310-14-0800-1740000-0000-00000000 Fees Collected \$0.00

Total FY 17/18 Revenue \$0.00

FY 18/19 Projection		Free	Reduced	Pay In Full	Total
Number of Participants (est.)		0	0	23	23
Collected Fee Revenue		\$0.00	\$0.00	\$115.00	\$115.00
Board of Education Supplement		\$0.00	\$0.00	\$0.00	\$0.00
Total Program Fee Revenue		\$0.00	\$0.00	\$115.00	\$115.00
Budgeted Program Expenses					
Account Number	Expense			Per Pupil	Program Cost
23-310-14-0800-0690000-0000-00000000	Lock			\$5.00	\$115.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$115.00

Costs Per Participant	\$5.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$5.00
Projected Free and Reduced Rate	0.0%
Additional Program Deficiency	\$0.00

Fiscal Year 2018/19
Academic

School Code: 140
Program Code: 2008
Program: Enrichment Clubs

Expected # of Participants	60
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	<u>18/19 Approved</u>	<u>18/19 Amended</u>
Individual Fee Amount	\$0.00	\$20.00
Reduced Rate Fee (50%)	\$0.00	\$10.00

FY 17/18 Revenue

23-140-14-2008-1740000-0000-00000000	Fees Collected	\$0.00
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Total FY 17/18 Revenue	\$0.00
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FY 18/19 Projection				
	<u>Free</u>	<u>Reduced</u>	<u>Pay In Full</u>	<u>Total</u>
Number of Participants (est.)	21	5	34	60
Collected Fee Revenue	\$0.00	\$50.00	\$680.00	\$730.00
Board of Education Supplement	\$420.00	\$50.00	\$0.00	\$470.00
Total Program Fee Revenue	\$420.00	\$100.00	\$680.00	\$1,200.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-140-14-2008-0390000-0000-00000000	Teacher Stipend		\$13.33	\$800.00
23-140-14-2008-0690000-0000-00000000	Supplies		\$6.67	\$400.00
Total Expenses				\$1,200.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	\$1,200.00
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Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$12.17
Projected Free and Reduced Rate	39.2%
Additional Program Deficiency	\$0.00

Springs Studio for Academic Excellence
 Fiscal Year 2018/19
 Other

School Code: 464
 Program Code: 1349
 Program: Space Camp

Expected # of Participants 5

	<u>18/19 Approved</u>	<u>18/19 Amended</u>
Individual Fee Amount	\$0.00	\$2,339.00
Reduced Rate Fee (50%)	\$0.00	\$1,169.50

FY 17/18 Revenue

23-464-14-1349-1740000-0000-00000000 Fees Collected \$0.00

Total FY 17/18 Revenue \$0.00

FY 18/19 Projection	<u>Free</u>	<u>Reduced</u>	<u>Pay In Full</u>	<u>Total</u>
Number of Participants (est.)	1	0	4	5
Collected Fee Revenue	\$0.00	\$0.00	\$9,356.00	\$9,356.00
Board of Education Supplement	\$2,339.00	\$0.00	\$0.00	\$2,339.00
Total Program Fee Revenue	\$2,339.00	\$0.00	\$9,356.00	\$11,695.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-464-14-1349-0690000-0000-00000000	Space Camp Admission		\$1,199.00	\$5,995.00
23-464-14-1349-0690000-0000-00000000	Airfare		\$495.00	\$2,475.00
23-464-14-1349-0690000-0000-00000000	Additional Costs and Fees		\$645.00	\$3,225.00
Total Expenses			\$2,339.00	\$11,695.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs: \$11,695.00

Costs Per Participant	\$2,339.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$1,871.20
Projected Free and Reduced Rate	20.0%
Additional Program Deficiency	\$0.00

BOARD OF EDUCATION ITEM 11
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
11.a	AE-E	Accountability/Commitment to Accomplishment	A Whetstine	Reviewed; no revisions recommended
11.b	BDF	Advisory Committees	A Whetstine	Reviewed; no revisions recommended
11.c	GBCAG	Staff Unpaid Leave of Absence	P Andersen	Align with CASB
11.d	GBGAB	First Aid Training	N Lemmond	Minor revision
11.e	GDO, GDO-R	Evaluation of Educational Support Staff	P Andersen	Align with CASB
11.f	IKA	Grading/Assessment Systems	A Whetstine	Reviewed; no revisions recommended
11.g	JICDF, JICDF-R	Cyber Bullying	L Fletcher	Reviewed; no revisions recommended

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

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

BOE Work Session February 27, 2019
Item 11 continued

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, move six policies for action at the next regular board meeting.

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

DATE: February 15, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Accountability/Commitment to Accomplishment
Designation	AE-R
Office/Custodian	Education/Executive Director of Learning Services

District Advisory Accountability Committee

The District Advisory Accountability Committee (DAAC) will consist of at least:

- three parents of students enrolled in district schools,
- one teacher employed by the district,
- one school administrator employed by the district, and
- one person who is involved in business in the community within the district's boundaries.

A person may not serve in more than one of the required membership roles on the DAAC. A person who is employed by the district or related to a district employee shall not be eligible to serve as a parent on the DAAC. "Related" means the person's spouse, son, daughter, sister, brother, mother or father. If, however, the district makes a good faith effort and is unable to identify a sufficient number of parents that meet these criteria, a person may serve as a parent on the DAAC and also be employed by the district or related to a district employee.

The Board shall appoint persons to the DAAC. In making these appointments, it shall ensure, to the extent practicable, that:

- the parents appointed reflect the student populations significantly represented within the district;
- at least one of the parents is a parent of a student enrolled in a district charter school authorized by the Board, and
- at least one of the persons appointed has a demonstrated knowledge of charter schools.

If the Board chooses to increase the number of persons on the DAAC, it shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation. The Chief Education Officer or other staff member designated by the Board will serve as a resource person.

Members of the accountability committee will serve basic terms of two (2) years and will be surveyed each spring as to their willingness to serve additional terms. The committee will elect a chair from its membership, establish a schedule of meetings, and adopt general rules for its operation.

The Board, in cooperation with the DAAC, will approve general organizational accountability guidelines for the District and school-level committees to follow which assure that:

1. The District and individual schools comply with the state's accountability and accreditation requirements.
2. All accountability committees shall follow DAAC bylaws regarding public meetings in compliance with state law.
3. The DAAC reviews the District Unified Improvement Plan and makes annual recommendations to the Board regarding the accountability programs and budget of the District.

School-level advisory accountability committee

Each school accountability committee (SAC) shall consist of at least:

- three parents of students enrolled in the school,
- one teacher who provides instruction at the school,
- the principal or the principal's designee
- one person from the community, and
- one adult member of an organization of parents, teachers and students recognized by the school.

A person may not serve more than one of the required membership roles on the SAC. If, after making good-faith efforts, a principal or an organization of parents, teachers and students is unable to find a sufficient number of persons who are willing to serve on the SAC, the principal, with advice from the organization of parents, teachers and students, may establish an alternative membership plan for the SAC. Such alternate plan shall reflect the required representation stated above as much as practicable.

Members of the SAC shall be appointed by the principal of each school. The principal shall ensure, to the extent practicable, that the persons appointed reflect the student populations significantly represented within the school.

If the principal chooses to increase the number of persons on any SAC, the principal shall ensure that the number of parents appointed exceeds the number of representatives from the group with the next highest representation.

Members of the SAC shall serve terms of 2 years. Vacancies shall be filled by majority action of the remaining members of the SAC. The SAC shall select a parent representative to serve as chair, who shall serve a term of 2 years.

The School Advisory Accountability Committee will work with the principal and the community to develop, improve, implement, and review the School Unified Improvement Plan, to review student and school performance and achievement, and to assist in reporting achievement information to the community.

School-level accountability committees will adopt goals and objectives for the improvement of education in the building, and increase the ratings for the school's accreditation category and participate in the school improvement planning process.

School-level reporting

At the end of every school year, the school-level accountability committee shall submit a written report to the DAAC concerning the learning environment in the school during that school year. The report shall reflect the results of each school improvement plan.

- Adopted: August 13, 1998
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: November 13, 2014
- Reviewed February 27, 2019



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Advisory Committees
Designation	BDF
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education of District 49 encourages the participation of citizens of the District in decision-making processes. However, the legal responsibility for decision-making in all matters of policy and operation rests with the Board.

1. Board-appointed advisory committees both District-wide and at the school level shall function within organizational frameworks approved by the Board. A staff member or members will be assigned to each group to help it develop an appropriate constitution and/or by-laws, carry out its functions and coordinate its work with other advisory and staff groups. Only the Board shall have the authority to dissolve committees it has created.
2. School and District-level advisory committees required under federal and state programs shall be formed and shall function in accordance with the requirements pertaining to each specific federal or state program. The Board shall grant to those bodies the advisory responsibilities relevant to the planning, implementation and evaluation of such program or project as required by law.
3. Community groups that are neither appointed by the Board nor formed as required under federal or state programs are encouraged to offer suggestions and advice to the Board in order to assist it in the decision-making process. The final responsibility for all decisions, however, rests with the Board alone.

Appointments of citizens to advisory committees shall be approved by the Board or the administration. An advisory committee member may be removed from the committee if that member does not attend three consecutive meetings unless the committee approves any additional absences or unless such absences are due to temporary disability or illness. In addition, the committee by majority vote may request the removal from office of any member. Such removal shall require subsequent Board approval.

All advisory committee meetings shall be open to the public. Meeting notices shall be posted on the District web site www.d49.org.

- Current practice codified: 1992
- Adopted: date of manual revision
- Revised: September 3, 1998
- Revised: August 10, 2000
- Revised: March 11, 2010
- Revised: November 17, 2010
- Revised: May 12, 2011
- Revised: February 11, 2016
- [Reviewed February 27, 2019](#)

LEGAL REFS:

- C.R.S. 22-9-107 (*licensed personnel performance evaluation council*)
- C.R.S. 22-11-301, 401 (*accountability committees*)
- C.R.S. 22-32-109.1 (2) (*community consultation on safe school plan including student conduct and discipline code*)

- C.R.S. 24-6-402 (*open meetings law*)

CROSS REFS:

- AE, Accountability/Commitment to Accomplishment
- BDFA, District Personnel Performance Advisory Council
- BDFB, Vocational Advisory Council (And Vocational Program Advisory Committees)
- BEDA, Notification of Board Meetings
- CBI, Evaluation of Chief Education Officers
- GCO, Evaluation of Licensed Personnel
- JIC, Student Conduct
- JK, Student Discipline



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Staff Unpaid Leave of Absence
Designation	GBCAG
Office/Custodian	Business/Director of Human Resources

An employee, having completed three (3) consecutive years of satisfactory performance, may request an unpaid leave of absence for one school year. The employee must have fully completed the third year in order to be eligible to request this leave of absence. ~~Leaves under this policy shall be considered~~ Reasons for leave requested under this policy shall not be for reasons not covered under other board approved leave related policies such as, but not limited to, Family Medical Leave Act (FMLA) or the Americans with Disabilities Act (ADA). Leave requests under this policy ~~Such leave~~ shall be submitted in writing to the Human Resources department, stating the purpose of the leave. Requests for leave under this policy must be submitted not later than March 1st of the year preceding the planned year of absence. It is recommended that employees submit requests as early as possible for review. This leave request should be submitted as soon as possible preceding the school year in which the leave is to be taken but no later than March 1st.

The leave request must be reviewed and approved by the employee's direct supervisor and next levels of supervision, up to and including, the chief officer. Requests under this policy will be granted at and, if applicable, zone leader. ~~It is the discretion of the employee's administration and in consideration of the needs/interests of the district, to determine whether a request under this policy is approved.~~ If the approved by the employee's chief officer approves the leave request, such request will be presented to the Board of Education for review and approval.

~~administration, the request is reviewed by the Chief Officer and Board of Education.~~

~~Normally, such a request should be submitted as soon as possible preceding the school year in which the leave is to be taken but no later than March 1st.~~ Upon recommendation of the Chief Officer and with the approval of the Board of Education, leave without compensation, increment or seniority credit may be granted for a period not to exceed one (1) school year.

~~However, the district~~ The district may consider an extension based on the merits of the request and/or the needs of the district. Notification of intent to return or request of an extension must be made in writing to the Human Resources department by March 1st prior to the school year in question. Failure to so notify the district may be deemed to be as refusal to obey reasonable rules of the district.

~~Notification of intent to return or request of an extension must be made in writing to the Human Resources department by March 1st prior to the school year in question.~~

The employee's sick leave and vacation time accumulation and placement on the pay schedule shall be frozen. Personal, vacation and/or sick leave will not accrue during this approved leave of absence. Holiday and snow day pay will not be granted during the leave.

The employee returning from an unpaid leave shall not be guaranteed his/her previous position in the district but shall be guaranteed a position in the district commensurate with his/her training and/or experience.

The employee's elected district-sponsored insurance benefits, if any, to include access to the Employee Assistance Program (EAP), Long Term Disability (LTD) and ~~life~~ life insurance coverage, will end the last day of the month following the employee's last annualized paycheck. If the employee actively carries district-sponsored insurance benefits (medical, dental, vision), the employee will be given the right to continue their insurance coverage, completely paid for by the employee, under the Consolidated Omnibus Budget Reconciliation Act (COBRA) as allowable under the law.

During the leave of absence, the employee may continue, or elect during open enrollment, other elective benefits in force, as annually contracted by the district, by making the full cost of the premium payment themselves directly to the insurance carrier, subject to any provisions and/or restrictions imposed by the insurance carriers.

When the employee returns to work in a position that is eligible for benefits, the employee will be eligible for district sponsored insurance benefits the first day of the month following the employee's first annualized paycheck.

- Adopted: June 17, 2009
- Revised: September 8, 2011
- ~~Revised: September 13, 2018~~
- Revised: March 14, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	First Aid Training
Designation	GBGAB
Office/Custodian	Education/Executive Director of Individualized Education

During the school day and during school sponsored events, including those off-site, at least one staff person shall be on duty who has a current certification from a nationally recognized course in standard first aid and CPR training. A list of such staff members shall be maintained in each school office.

Athletic coaches, as that term is defined by applicable rules of the Colorado State Board of Education, shall be certified in CPR and the use of automated external defibrillators (AEDs).

- Adopted: July 9, 2015
- Revised: February 11, 2016
- [Revised: March 14, 2019](#)

LEGAL REFS:

- C.R.S. 22-1-125.5 (*athletic coaches must be certified in CPR and the use of automated external defibrillators*)
- 1 CCR 301-96 (*State Board of Education rules for the Administration of the Instruction of Cardiopulmonary Resuscitation in Public Schools Grant Program*)
- 6 CCR 1010-6, Rule 6.13(D) (*first aid and CPR certification requirement*)

CROSS REF:

- JLCE, First Aid and Emergency Medical Care

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Educational Support Staff
Designation	GDO
Office/Custodian	Business/Director of Human Resources

The Board recognizes that for employees to achieve peak performance, they must understand what is expected of them and must regularly receive feedback that helps them improve and grow. Therefore, the district has adopted a system for the evaluation of Educational Support Staff (“support staff”). The evaluation system shall be designed to:

- ~~1. Improve or support teaching and learning and enhance implementation of curricular programs.~~
- ~~2.1.~~ Promote and strengthen communications between the employee and supervisor.
- ~~3.2.~~ Provide insight and feedback regarding the employee's performance, including areas of strength, outstanding performance, opportunities for growth, and need for improvement.
- ~~4. Provide recognition for outstanding performance.~~
- ~~5.3.~~ Review previous performance goals and their attainment and assign new specific, measurable, attainable, realistic-relevant and time-bound (SMART) goals.
- ~~6.4.~~ Identify areas in the work performance that could benefit from training opportunities.
- ~~7.5.~~ Ensure that consistent procedures and performance standards are used for the evaluation of all employees who hold the same position.
- ~~8.6.~~ Provide information to substantiate or support personnel decisions including, but not limited to, corrective action, performance improvement plan, promotions, transfers, eligibility for re-hire, and terminations and pay increases.
- ~~9.7.~~ Allow an opportunity to evaluate and redefine expectations and required essential functions of the position.-
- ~~10.8.~~ Explain the responsibilities of the employee and supervisor in the evaluation process.

Support staff, unless otherwise designated by contract, shall be considered at-will. Nothing in this policy shall alter the at-will employment relationship or diminish the district's ability to employ support staff only for such time as the district is in need of or desirous of the services of such employees. The district reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: April 18, 1985
- Revised: June 2, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: March 12, 2015
- Revised: January 12, 2017
- Revised March 14, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Evaluation of Educational Support Staff
Designation	GDO-R
Office/Custodian	Business/Director of Human Resources

The goal of the Educational Support Staff (hereinafter referred to as “support staff” or “employee”) performance evaluation system is to have a tool that will assist the district with ensuring the highest quality of support personnel are in place to support and provide services for the district’s students, staff and community. It also serves as a tool to provide meaningful feedback to an employee regarding the employee’s work performance.

Schedule of evaluations

The annual evaluation cycle is from July 1 – June 30. ~~All support staff are evaluated annually no later than April 15. An employee who transfers or is promoted to a different position may be evaluated after six (6) months in this new position. Any support staff employee hired, transferred or promoted after January 15 will not receive an annual evaluation until the following annual cycle. All school year and extended year support staff should be evaluated no later than April 15. All full year support staff should be evaluated no later than June 1.~~

Any school year or extended year support staff employee hired, transferred or promoted after January 15 is not required to receive an annual evaluation until the following annual cycle. However, a supervisor may choose to evaluate an employee that who falls in these scenarios if desired. Any full year support employee hired, transferred or promoted after March 1 is not required to receive an annual evaluation until the following annual cycle. However, a supervisor may choose to evaluate an employee that who falls in these scenarios if desired.

Additional evaluations throughout the evaluation cycle may also be completed at the discretion of the supervisor.

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee’s work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee’s work on each performance standard.

The supervisor will share observations of the employee’s performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation form

The supervisor is responsible for completing the evaluation form for each assigned employee. The supervisor will review observation and performance records and secure additional input as necessary for an accurate evaluation of performance.

The support staff evaluation uses the following rating scale:

Points	Rating	Description
4	Exceeds Expectations	Consistently and substantially exceeds requirements of the position and performs at high levels of effectiveness.
3	Meets Expectations	Consistently meets and/or exceeds requirements of the position and performs in a fully satisfactory and reliable manner.

2	Partially Meets Expectations	Is working towards consistently meeting requirements of the position. Performance is slightly below satisfactory and minimal improvement is needed.
1	Does Not Meet Expectations	Does not meet established norms and standards for the position or may regularly fail to meet one or more of the established standards and goals for the position.

A supervisor should provide factual and meaningful feedback to the employee for each performance standard. ~~When a supervisor assigns a rating of “Does Not Meet Expectations” or “Partially Meets Expectations” to any performance standard, t~~The supervisor ~~must~~ should provide a specific and detailed explanation and examples to support ~~the each performance~~ rating.

Setting goals

An important element in the evaluation process is the setting of goals. Goals can help provide focus, increase motivation, and deliver tangible and measurable results of an employee’s work performance. Goals can be set by the supervisor, employee or both. Each goal should be specific, measurable, attainable, ~~realistic-relevant~~ and ~~timely~~ bound (SMART). Goals should be evaluated periodically throughout the year to ensure progress is being made toward successfully achieving the goal. Supervisors must evaluate whether the employee has the support, tools and resources to achieve the goal.

Training and professional development

Support staff members are an integral part of the district’s total staff. Their training and development are essential to the efficient and economical operation of the schools.

Therefore, all support staff members shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of each supervisor to assist in identifying applicable training and allowing the employee time off to attend. ~~–~~Training opportunities may be identified as part of an evaluation or separately as the need and/or opportunity arise throughout the year.

Absences to attend meetings, conventions, conferences, or workshops of local, state, or national associations which serve to advance the welfare of the district through the upgrading and strengthening of the support staff may be granted by the Chief Officer or Zone Leader or designee without loss of pay to the employee.

Evaluation conference

The supervisor will schedule a conference with the employee to review the completed evaluation form. The conference will focus on a review of the employee’s performance ratings, strengths, areas for growth, goals, training, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation form. The employee’s signature on the form indicates only that the evaluation has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

~~The original of the signed report will be directed to the building or department supervisor for review.~~ The supervisor will ~~then~~ forward the completed evaluation document to Human Resources for its placement in the employee’s personnel file. The supervisor should provide a copy to the employee and may retain a copy of the evaluation for their own confidential records.

The employee may respond to the evaluation in writing within seven (7) working days of the conference. The employee shall provide the written response directly to the supervisor, who shall then forward the response to Human Resources. The employee's written response will be appended to the evaluation form.

Evaluation rating of less than "Meets Expectations"

When an employee's overall performance has been rated as "Does Not Meet Expectations" or "Partially Meets Expectations", this score may be used to substantiate or support personnel decisions including, but not limited to, corrective action, ~~performance improvement plan~~, promotions, transfers, eligibility for re-hire, and terminations ~~and pay increases~~. In addition, a supervisor may choose to evaluate an employee more frequently to monitor the progress in the employee's work performance.

Improvement Plan

~~When an employee's overall performance has been rated as "Does Not Meet Expectations" or "Partially Meets Expectations," the supervisor may recommend a plan of improvement for the employee.~~

~~If a written improvement plan is developed and implemented, the supervisor will prepare the plan to include identification of the area(s) needing improvement, steps to be taken in achieving improvements, and a time line for review of progress and re-evaluation(s). The supervisor will develop the plan in consultation with Human Resources. The supervisor may seek input from the employee regarding the plan of improvement.~~

~~Prior to the implementation of the plan, the supervisor will review the plan with the employee. The supervisor will sign the plan document and give the employee the opportunity to sign the plan document. The employee may choose not to sign the plan document; however, the plan of improvement will be in effect with or without the employee's signature.~~

~~A copy of the assigned plan will be forwarded to the building or department supervisor. A copy will be retained by the supervisor and a copy will be provided to the employee. The supervisor shall send the document with original signatures to Human Resources.~~

~~The supervisor will monitor the employee's performance and provide feedback to the employee. If the supervisor's subsequent evaluations show insufficient progress toward improvement, the supervisor may recommend termination of employment.~~

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: June 2, 1988
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: March 12, 2015
- Revised: January 12, 2017
- Revised: March 14, 2019

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Grading/Assessment Systems
Designation	IKA
Office/Custodian	Education/Executive Director of Learning Services

The Board of Education believes that students will respond more positively to the opportunity for success than to the threat of failure. The district shall seek, therefore, in its instructional program to make achievement both recognizable and possible for students. It shall emphasize achievement in its processes of evaluating student performance.

State assessment system

State and federal law require district students to take standardized assessments in the instructional areas of English language arts, math and science. State law also requires students to take standardized assessments in the instructional area of social studies. Accordingly, the district shall administer standardized assessments pursuant to these state and federal legal requirements.

State law also requires the district to adopt policies and/or procedures concerning the use of pencil and paper on the computerized portion of state assessments; parent requests to excuse their children from taking state assessments; and the district's assessment calendar. This policy and its accompanying regulation represent the district's processes to address these requirements.

1. Pencil and paper testing option

The district may determine that a specific classroom or school within the district will use pencil and paper to complete the computerized portions of a state assessment. Factors that will be considered in making this determination include:

- the technological capacity and resources of the particular school/classroom;
- students' previous experience with computerized and written assessments;
- whether the instructional methodology of the particular school/classroom is consistent with the use of computerized assessments or written assessments; and
- the logistics of administering the state assessment in different formats at a particular school or schools.

Prior to making this determination, the Chief Education Officer or designee shall consult with the school principal(s) affected by this determination as well as parents/guardians of students enrolled in the district.

For students with disabilities, the use of pencil and paper instead of a computer to complete a state assessment shall be determined by the student's Individualized Education Program (IEP) team or Section 504 team, in accordance with applicable law.

2. Parent/guardian request for exemption

A parent/guardian who wishes to exempt his or her child from a particular state assessment or assessments shall make this request in accordance with this policy's accompanying regulation.

In accordance with state law, the district shall not impose a negative consequence upon a student whose parent/guardian has requested an exemption from a state assessment or assessments.

This policy's exemption process shall apply only to state assessments administered pursuant to C.R.S. 22-7-1006.3 and shall not apply to district or classroom assessments.

3. Sharing of student state assessment results with parents/guardians

The Colorado Department of Education is required to provide diagnostic academic growth information for each student enrolled in the district and for each public school in the district based on the state assessment results for the preceding school years. Appropriate school personnel, including those who work directly with the student, shall have access to the student's state assessment results and longitudinal academic growth information and shall share with and explain that information to the student's parent/guardian.

District assessment system

In addition to the state assessment system, the district has developed a comprehensive assessment system that:

- challenges students to think critically, apply what they have learned and gives them the opportunity to demonstrate their skills and knowledge;
- includes "early warning" features that allow problems to be diagnosed promptly to let students, teachers and parents/guardians know that extra effort is necessary;
- provides reliable and valid information on student and school performance to educators, parents/guardians and employers' and
- provides timely and useful data for instructional improvement and improved student learning, including feedback useful in determining whether the curriculum is aligned with the district's standards.

In accordance with applicable law, the district's assessment system shall accommodate students with disabilities and English language learners.

Each school's assessment results, in combination with state assessment results, will be used as the measurement of student achievement. It is believed these results will provide reliable and valid information about student progress on the district's academic standards.

Additional assessment information for parents/guardians

In accordance with state law and this policy's accompanying regulation, the district shall distribute an assessment calendar and related information to parents/guardians on an annual basis to inform them about the state and district assessments that the district plans to administer during the school year.

Classroom assessment system

Classroom assessment practices shall be aligned with the district's academic standards and assessment program. Assessment is an integral part of the teaching and learning process that should occur continuously in the classroom. The primary purpose of classroom assessment shall be to enable teachers to make instructional decisions for students on a continual basis.

Students are encouraged to engage in information self-assessments as they study and attempt to solve problems, monitor their own progress and improve their learning.

Grading system

The administration and professional staff shall devise a grading system for evaluating and recording student progress and to measure student performance in conjunction with the district's academic standards. Records and

reports of individual students shall be available in a form that will be meaningful to parents/guardians as well as teachers. Peer grading of student assignments and classroom assessments is permissible. The intent of this practice is to teach material again in a new context and to show students how to assist and respect fellow students.

The Board shall approve the grading, reporting, and assessment systems of schools and zones as developed by the professional staff, upon recommendation of the Chief Education Officer.

The Board recognizes that classroom grading and/or assessment systems, however effective, are subjective in nature but urges all professional staff members to conduct student evaluations as objectively as possible.

- Adopted: September 2, 1999
- Revised: July 12, 2001
- Revised: July 11, 2002
- Revised: June 30, 2011
- Revised: July 10, 2014
- Revised: March 12, 2015
- Temporary Revision: August 13, 2015
- Revised: September 10, 2015
- Revised: February 11, 2016
- Reviewed: March 14, 2019

LEGAL REFS:

- 20 U.S.C. 6311(b)(2)(A) (*Every Student Succeeds Act (ESSA) requires states to implement mathematics, reading or language arts, and science assessments*)
- 20 U.S.C. 6312(e)(2)(A) (*under ESSA, district must provide information to a parent regarding district's opt-out policy for state assessments, at parent's request for such information*)
- 20 U.S.C. 6312(e)(1)(B)(i) (*under ESSA, district must provide information to parents regarding child's level of achievement and academic growth on state assessments*)
- C.R.S. 22-7-1006.3(1) (*state assessment implementation schedule*)
- C.R.S. 22-7-1006.3 (1)(d) (*district must report to CDE the number of students who will take the state assessment in a pencil and paper format*)
- C.R.S. 22-7-1006.3(7)(d) (*state assessment results included on student report card if feasible;*)
- C.R.S. 22-7-1006.3 (8)(a) (*policy required to ensure explanation of student state assessment results*)
- C.R.S. 22-7-1013 (1) (*district academic standards*)
- C.R.S. 22-7-1013 (6) (*policy required regarding the use of pencil and paper on state assessments*)
- C.R.S. 22-7-1013 (7) (*procedure required concerning distribution of assessment calendar to parents/guardians*)
- C.R.S. 22-7-1013 (8) (*policy and procedure required to allow parents to excuse their children from participation in state assessments*)
- C.R.S. 22-7-1016 (2)(b) (*results of state "readiness assessments" administered in high school must be included on high school student's final transcript*)
- C.R.S. 22-11-101 et seq. (*Education Accountability Act of 2009*)
- C.R.S. 22-11-203 (2)(a) (*principal required to provide educators access to their students' academic growth information "upon receipt" of that information*)
- C.R.S. 22-11-504 (3) (*policy required to ensure explanation of student state assessment results and longitudinal growth information*)
- 1 CCR 301-46 (*Rules for the Administration of the College Entrance Exam*)

CROSS REFS:

- AEA, Standards-based Education
- AED, Accreditation
- IK, Academic Achievement
- JRA/JRC, Student Records/Release of Information on Students



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cyber Bullying
Designation	JICDF
Office/Custodian	Education/Director of Culture & Services

The Board of Education supports a secure and respectful school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable. District 49 strives to address bullying and cyber bullying in all district facilities, school buses, and school-sponsored activities so there is no disruption to the learning environment and learning process.

Cyber bullying is the use of any electronic communication device to convey a message in any form (text, image, audio, or video) that defames, intimidates, harasses, or is otherwise intended to harm, insult, or humiliate another student or staff member in a deliberate, repeated, or hostile and unwanted manner under a person's true or false identity. This includes the use of any technology to send or post inappropriate or derogatory email messages, instant messages, text messages, digital pictures or images, videos, to social network sites or website posting (including blogs) which has the effect of:

1. Physically, emotionally or mentally harming a student or staff member; or
2. Placing another student or staff member in reasonable fear of physical, emotional or mental harm; or
3. Placing a student or staff member in reasonable fear of damage to or loss of personal property; or
4. Creating an intimidating or hostile environment that substantially interferes with a student's educational opportunities; or
5. Persuading or coercing through threats to reveal secrets or embarrassing information with or without the intent of sharing the information with others; or
6. Intentionally and cruelly excluding someone from an online group with the intention of creating an effect of discrimination; or
7. Creates an intimidating or hostile environment that substantially interferes with a staff member's ability to conduct their educational duties.

District 49 may discipline for Cyber bullying conduct off school premises when it materially and substantially interferes with the educational process.

- Adopted: May 13, 2010
- Revised: February 11, 2016
- Reviewed: March 14, 2019

LEGAL REFS:

- C.R.S. 22-32-109.1(2)(a)(X) (*policy required as part of safe schools plan*)

CROSS REFS:

- JICDA, Code of Conduct

- JICDD, Violent and Aggressive Behavior
- JICJ, Student Use of Electronic Communication Devices
- JK, Student Discipline
- JS, Student Use of the Internet and Electronic Communications



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Cyber Bullying
Designation	JICDF-R
Office/Custodian	Education/Director of Culture & Services

The District may discipline for cyber bullying conduct off school premises when it materially and substantially interferes with the educational process.

The District will take any report of cyber bullying seriously and will investigate credible reports promptly. Students are encouraged to report an incident immediately to a teacher or principal. Students who make a report are requested to preserve evidence of cyberbullying. For example, a student may save or bring a copy of an email, text message, picture, or other electronic transmission that the student believes was intended to harm, insult, or humiliate.

Staff will take appropriate action and will bring it to the attention of the Principal when students report an incident of cyber bullying. Staff will attempt to preserve evidence of the cyberbullying and will submit any evidence to the Principal.

The District may revoke the privilege of a student or third party, who uses District equipment or electronic communication system to engage in cyber bullying, to use any District electronic equipment under the procedures for policy JS; Student Use of the Internet and Electronic Communications. The District may revoke the privilege of a student or third party, who uses a personal communication device to engage in cyberbullying, to bring any personal communication device onto District property or to District-sponsored activities under policy JICJ; Use of Electronic Communication Devices.

Students whose behavior is found to be in violation of this policy shall be subject to loss of privileges, discipline, up to and including expulsion. Staff whose behavior is found to be in violation of this policy will be subject to discipline, up to and including dismissal. All parties whose behavior is found to be in violation of this policy will be subject to appropriate actions as determined by the administration. The District may also report individuals and violations to law enforcement if necessary.

- Adopted: May 13, 2010
- Reviewed: February 11, 2016
- Reviewed: March 14, 2019

BOARD OF EDUCATION ITEM 12
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
 Jodi Poulin, Accounting Group Manager

TITLE OF AGENDA ITEM: Monthly Financial Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2016-2017 columns start with the approved budget for the entire year compared to revenues and expenditures through May. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2016-2017 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2015-2016 columns are the prior year's total budget and the actual through May 2016. These amounts are provided for comparison to the current year amounts.

RELEVANT DATA AND EXPECTED OUTCOMES:

This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility. It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No specific action necessary beyond recognizing the receipt of these reports and this information.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 15, 2019



Monthly Financial Report

As of January 31, 2019

(Unaudited)

Brett Ridgway, Chief Business Officer

Jodi L. Poulin, Accounting Group Manager

Date: February 25, 2019

To the Citizens and Members of the Board of Education of School District 49:

State law requires that the Board of Education shall review the financial condition of the school district at least quarterly (C.R.S 22-45-102(1)(b)). In an effort to be more transparent, the District provides a financial report to the public monthly. The following is the unaudited Monthly Financial Report for the period ending January 31, 2019.

The report includes details reports for revenues and expenditures for all funds of the District. There are also detailed expenditure reports for each zone and school. Other analysis has also been included to help in the understanding of expenditures.

Interim financial statements are unaudited and will occasionally contain immaterial coding or reclassification errors that do not materially affect the results of each fund. These items will be corrected in subsequent reports.

Sincerely,

A handwritten signature in blue ink that reads "Brett Ridgway". The signature is written in a cursive, flowing style.

Brett Ridgway, Chief Financial Officer

Profile of the District

The District was organized in 1888 and spans approximately 133 square miles of eastern Colorado Springs and an unincorporated area of El Paso County known as Falcon. The District is the third largest district in El Paso County and the 14th largest in Colorado. The District has a population of 80,008 based on the latest survey from the Department of Local Affairs (2014).

The District operates ten elementary schools, three middle schools, three high schools, seven charter schools (five K-8 and two high school), two online programs, one alternative school program, one home school program and three student support facilities. These schools service over 22,500 students. They provide a full range of programs and services authorized by Colorado statute. This includes: pre-kindergarten, elementary, and secondary curriculum at the general, college preparatory and vocational levels. The District also provides the chance for high school students to take college classes and receive college credit during the high school years.

The District has seven charter schools plus the Colorado Digital BOCES (dba Education reINVISIONED). Each charter school has been approved by the Board and authorized by the State of Colorado to provide alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds which pass through the district. The District also provides some support services to the charter schools.

The charter schools are:

- Banning Lewis Ranch Academy and Prep with D49 in
- GOAL Academy established with D49 in 2014
- Imagine Classical Academy established with D49 in 2010
- Liberty Tree Academy established with D49 in 2018
- Pikes Peak School of Expeditionary Learning established with D49 in 2008
- Rocky Mountain Classical Academy established with D49 in 2015
- Power Technical Early College established with D49 in 2016

The District is governed by a five member Board of Education (the Board). Board members are elected to four year terms by registered voters of the District. The District is divided into five representative areas. Board members must live in the area they represent and are limited to two (2) terms. Biennial school district elections are held in November of odd-numbered years. The Board elects its officers following each election. The Board is a policy making body whose primary functions are to establish policies for the District, provide for the general operation and personnel of the District and oversee the property, facilities and financial affairs of the District. Members of the Board serve without receiving compensation.

The Board employs a Chief Education Officer, a Chief Business Officer and a Chief Operations Officer to run day to day operations of the District. This structure deviates from the traditional Superintendent model. Each chief focuses on their area of expertise to make this District the best place to learn, work and lead.

The District is divided into four zones. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts. Three zones cover a geographic area and one covers alternative schools and charter schools. Each of the geographic zones contains three or four elementary schools, one middle, and one high school.

The sections below are to give the reader a more detailed view of the school district at the zone and school level.

Falcon Zone

The Falcon Zone covers the eastern part of the district with approximately 116 square miles. Falcon Zone has a strong tradition that dates back to 1900. That tradition carries on today with six highly successful schools. Falcon Zone offers the following programs: Academy of Health Sciences, Academy of Finance, Academy of Information and Technology, Air Force JROTC, FBLA, Distributive Education Clubs of America, Link Crew, National Honor Society, Student-to-Student program and many others. The zone offers more than 20 advanced placement and CU Succeed classes. Its schools have performed well on CMAS and SAT.

While the Falcon Zone greatly honors tradition, we also embrace that our learners today deserve a different learning experience from yesteryear—one that will prepare them to be successful in our ever-changing world.

Sand Creek Zone

The Sand Creek Zone, located in the southwest corner of the district, covers about 7 square miles. Three of the schools, Evans International Elementary School, Horizon Middle School and Sand Creek High School, encompass the only K-12 International Baccalaureate feeder system in eastern Colorado Springs. As an internationally accredited, rigorous and engaging educational program, the International Baccalaureate is a large part of the zone's identity. All of its schools, including Springs Ranch Elementary School and Remington Elementary School, offer a first class education for students with diverse interests and needs, and each extends sound, research-based educational services to each learner. Academic supports are also provided in each building to be inclusive of all students and their current capabilities.

The Sand Creek Zone focuses on the pursuit of excellence, meeting students where they are and putting them on a personalized path to success. The zone's commitment to technology and the latest classroom innovations allow for the development and mastery of 21st century skills at all levels of a child's education. All Sand Creek Zone staff learn, work and lead with a growth mindset, benefitting students by utilizing the newest structures and strategies daily. As a result, educators value and expect beneficial engagement among all students. They offer gifted and talented services, performing and visual arts, engineering and business pathways, workplace learning opportunities, full-day kindergarten at no cost to families, and a wealth of extra-curricular activities for students at all levels. The Sand Creek Zone is dedicated to its stakeholders, service in the community, growth and innovation and above all, student success.

Power Zone

The Power zone covers the northwest part of the district and covers about 8 square miles. Odyssey Elementary School, Skyview Middle School, and Vista Ridge High School are designated by District 49 as a "STEM schools." STEM stands for science, technology, engineering, and math. The STEM designation's purpose is to get students engaged in STEM-related careers, but not at the expense of other content areas. The root of a STEM education is inquiry-based learning, which is teaching students how to think critically and problem solve.

Schools are implementing this type of learning through various units, which requires the integration of other content areas. Students begin to see the relationships between various subject areas and use major skills learned in each area in multiple classrooms. Our goal is to help our students become well-rounded thinkers and problem solvers in this digital age.

iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home school and charter schools. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

The student capacity at Springs Studio for Academic Excellence, Pikes Peak Early College and the Falcon Home School differ from other schools as not all students are at the facility at the same time. Similar, Patriot High School serves a population of students who are at-risk. Under the State definition of an Alternative Education Center, Patriot High School is limited to enrolling students who meet a risk factor. Because of this limitation, Patriot High School tends to have smaller enrollment numbers.



Business Office Team

Statement of Purpose & Intent

The District 49 Business Office creates a firm foundation for our district as good stewards of stakeholder trust and taxpayer investments in this community. We accomplish this through exceptional customer service, efficient and effective processes, with comprehensive strategic planning. Working as a team, we commit to communicating effectively and treating each other respectfully in all our interactions.



Executive Summary

Following our cultural compass and in an effort to be more transparent, we are providing more details of revenue and expenditures than is required by Colorado law. The following discussion of the revenue and expenditures is offered to give the Board of Education and our Community a better view of the district's financial situation on a monthly basis. The District has no debt, as the last bond payment was in December 2017.

Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently \$7,873.36 for in-school students and \$7,451.56 for online students. This results in a blended PPR of \$7,779.60.

District 49's portion of the **Budget Stabilization Factor or Negative Factor** is \$17,476,302.67 for fiscal year 2018/19. The negative factor is the amount that our school funding is reduced in order to balance the budget at the state level. The district has no input for this reduction in funding.

The student full time equivalent (FTE) number that is used is based on actuals at the October count.

As of January 31, 2019 General Fund net revenue is \$54,142,844 and expenditures total \$66,028,490. The majority of revenue related to property taxes are collected within the March to June time frame and are expected to be within budget.

Notes on Other Funds:

MLO **2016 3B projects** are wrapping up with all expected to be completed in July 2019 with Inspiration View Elementary School (IVES). The majority of activity is held in fund 49, with the expenses for the refresh and refurbish (priority 2), the high school additions and remodels (priority 3), and the two new elementary schools (priority 4).

The **Capital Reserve Fund** has a purpose to support expenses related to aging buildings such as water heaters that may break down and need replacement. This fund also houses capital leases on three (3) buildings as well as capital leases on School buses for the District.

The **Transportation Fund** is currently being supplemented by the general fund as planned.

Conclusion

In total, the district is in good financial condition. We are closely watching the state budget to determine the impact to our budget in future planning cycles.

Fund 10,12,13 - General Fund

For the period ending January 31, 2019, total net revenue is \$54,142,844 or 49.21% of total budget. The majority of revenue related to property taxes are collected within the March to June time frame and is expected to be on track at fiscal year-end.

Total expenditures are \$66,028,490 or 59.99% of total budget and are in line with expectations.

Fund 14, 16, 39, & 49 - 2014 3A MLO, 2016 MLO 3B, COP Repayment Fund

For the period ending January 31, 2019, total revenue to date is \$1,662,629. The majority of revenue related to property taxes are collected within the March to June time frame and are expected to be within budget. Mill Levy override monies are received via monthly El Paso County Treasurer's monthly payments. Certificates of Participation (COP's) were used to fund these projects and repayments to Zion's National Bank are paid on a semi-annual basis in December and June each year. This activity resides in Fund 39.

Expenditures are \$29,223,877 to date. Expenditures for district spending must be endorsed by the MLO committee and should be approved prior to spending of any funds. Charter schools are reimbursed after the funds are expensed. Readers of the financials are asked to look at spending in total, instead of by category. The timing of expenditures depends on schools identifying projects that meet specific criteria and are reviewed by the MLO committee.

The 3A MLO was approved in 2014 and is to be spent on: (funding revised Nov 2018 with 4C)

1. attracting and retaining highly effective teachers,
2. offering classes for students to receive college credits,
3. securing the ground, traffic flow, main entries, and classrooms at the district and
4. provide students with technology

The 3B MLO was voted on in 2016 and is to be used for four (4) specific categories.

1. teacher compensation
2. refresh and refurbish schools
3. additions and remodels at the three high schools
4. Two new elementary schools

Fund 15, 17 & 43 - Capital Projects Fund, Cash in Lieu of Land

For the period ending January 31, 2019, total revenue is \$3,636,982. Revenue of \$2,333,333 has been transferred from the General Fund for capital projects. Revenue transfers from the General Fund are done monthly and on a straight line basis. Fund 43, revenue is generated from cell tower revenue and fees in lieu of land dedication. Fund 17 holds activity for future Stetson Kitchen remodeling and a future Central Office building.

Expenditures are \$3,160,946 or 67.95 % of the total budget. These funds are mainly used to covered unexpected building repairs, bus leases, computer leases, and a few capital leases on buildings. Expected to be within budget at the end of the school year.

Fund 22 and 26 - Federal, State & Local Grant Funds

For the period ending January 31, 2019, total revenue is \$573,314 or 5.63% of total budget. Expenditures equal revenue as revenue cannot be greater than expenses for grant funds. The exception is for the Laptop buy back sales.

All expenditures are in line within the guidelines of each grant.

Fund 23 & 74 - Student Activity Fiduciary Funds

Fund 23 Activity Fees - For the period ending January 31, 2019, total revenue is \$959,436. Fees are based on participation in extracurricular activities and may fluctuate from year to year or even semester to semester. Expenditures year to date total \$597,678. For those that qualify for free or reduced food services, the BOE supports those students with transfers that are done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 74 Fundraising - For the period ending January 31, 2019, total revenue is \$1,731,054. Expenditures year to date total \$841,988.

Funds 23 and 74 are similar in nature with a few differences in the type of money received. Fund 23 revenue comes in the form of fees charges for participation of activities and are Board Approved. Fund 74 revenue come from school sponsored pupil organization fundraising and gate income. For each fund the revenue raised for a specific program can only be spent on that program.

Fund 19 - Colorado Preschool Fund

For the period ending January 31, 2019, total revenue is \$291,611 or 58.33% of total budget. All revenue comes in the form of revenue transfers from the General Fund.

Expenses total \$344,252 or 68.86% of total budget. All zone expenses are higher than expected budget, but will be in line with Amended budget.

Fund 27 - Before & After School Care (BASE49) Fund

For the period ending January 31, 2019 total revenue is \$645,037 or 58.64% of budget and expenses year to date are \$518,498 or 45.22% of budget to date.

Seven Elementary locations within District 49 offer Before and After School Expeditions. BASE49 reimburses each school for facility costs, which in turn supports schools with additional funds at the school level.

Fund 21 – Food Services Fund

For the period ending January 31, 2019, total revenue is \$2,135,758 or 61.12% of total budget. The majority of revenue comes from student purchases and reimbursement from the School Lunch Program.

Total expenditures are \$2,230,993 or 63.26% of total budget. Overall expenses are higher than original budget, but will fall in line with Amended Budget.

The Food Services fund has been a self-sufficient fund, meaning it requires no support from the general fund. For several years this fund has helped support the general fund. The indirect cost has helped offset services shared by both departments of the district, such as the Business Office which processes all payments to vendors.

Fund 25 - Fee for Service Transportation Fund

For the period ending January 31, 2019, total revenue is \$703,870 or 54.37% of total budget. The transportation fund is not a self-sufficient fund, meaning it requires revenue from the general fund in order to break even on a yearly basis. For those that qualify for free or reduced food services, the BOE supports those students with transfers that are done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Expenses total \$903,566 or 69.79% of budget. Expenses will fall in line with Amended budget.

Fund 18, 64 - Property & Liability Insurance Reserve and Self-funded Health Insurance

For the period ending January 31, 2019, total revenue is \$2,220,786 or 20.66% of total budget. Revenue transfers in the amount of \$525,000 has been transferred from the General Fund and is done monthly on a straight line basis. Expenses to date are \$3,129,195% of budget.

Fund 64 revenue is a combination of employees that sign up for health care benefits and the district's portion of the insurance premium. Expenses are in the form of health care claims paid by the District. The District operates a self-funded plan through Anthem.

Fund 73 - Dane Balcon Scholarship Fund

This fund serves as a place holder as the District is the Fiscal Agent for this scholarship fund. For the period ending January 31, 2019, total revenue from interest income is \$32.25.. For the current fiscal year, no scholarships have been awarded and thus no expenses.

School Spending within General Fund

Falcon Zone as of January 31, 2019

Overall Falcon Zone total expenses are \$14,575,247 or 59.29% of their anticipated budget.

Total Falcon zone level general fund expenditures are \$352,576 or 64.35% of the total budget.



Bennett Ranch Elementary School

General fund expenditures were \$913,627 or 64.19% of their total budget.

Falcon Elementary School of Technology

General fund expenditures were \$1,307,937 or 59.29% of their total budget.

Meridian Ranch Elementary School

General fund expenditures were \$2,063,999 or 57.91% of their total budget.

Woodmen Hills Elementary School

General fund expenditures were \$2,381,095 or 58.00% of their total budget.

Falcon Middle School

General fund expenditures were \$3,376,552 or 61.10% of their total budget.

Falcon High School

General fund expenditures were \$4,179,461 or 57.97% of their total budget.

Sand Creek Zone as of January 31, 2019

Sand Creek Zone total expenses are \$13,833,818 or 56.25% of their anticipated budget.

Total Sand Creek zone level general fund expenditures are \$557,489 or 40.94% of the total budget.



Evans International Elementary School

General fund expenditures were \$1,969,622 or 56.88% of their total budget.

Remington Elementary School

General fund expenditures were \$2,107,549 or 57.06% of their total budget.

Springs Ranch Elementary School

General fund expenditures were \$2,014,496 or 56.87% of their total budget.

Horizon Middle School

General fund expenditures were \$2,920,995 or 59.49% of their total budget.

Sand Creek High School

General fund expenditures were \$4,263,667 or 55.95% of their total budget.

Power Zone as of January 31, 2019

Overall Power Zone total expenses are \$16,231,737 or 61.40% of anticipated budget.

The Power zone level general fund expenditures are \$562,585 or 49.14% of their total budget.



Ridgeview Elementary School

General fund expenditures were \$2,400,602 or 60.14% of their total budget.

Stetson Elementary School

General fund expenditures were \$2,107,849 or 63.30% of their total budget.

Odyssey Elementary School

General fund expenditures were \$1,838,455 or 63.14% of their total budget.

ALLIES

General fund expenditures were \$705,314 or 58.55% of their total budget.

Skyview Middle School

General fund expenditures were \$3,656,794 or 61.77% of their total budget.

Vista Ridge High School

General fund expenditures were \$4,960,138 or 62.52% of their total budget.

iConnect Zone as of January 31, 2019

iConnect Zone total expenses are \$5,893,642 or 64.22% of anticipated budget.

This zone does not cover any specific geographical area within the district. Instead, it focuses on non-traditional learning including blended learning, home school and charter schools. Costs associated with helping manage the charter schools are paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

iConnect zone level expenses are \$515,046 or 110.01% of their total budget.



Patriot High School

General fund expenditures were \$932,153 or 54.67% of their total budget.

Pikes Peak Early College

General fund expenditures were \$685,396 or 74.54% of their total budget.

Spirals Studio for Academic Excellence

General fund expenditures were \$1,174,172 or 54.38% of their total budget

Falcon Home School Program

General fund expenditures were \$385,521 or 53.82% of their total budget.

Internal Vendor Group

District 49's Internal Vendor Group includes Transportation, Facilities, Food Services and Information Technology. Expenses within the General Fund to date are \$5,335,150 or 66.79% of their total budget.

Internal Service Group

District 49's Internal Service Group includes the Business Office, Board of Education, Education Office, Communications and Security. These all support the schools in the education of students. Expenses within the General Fund \$9,948,226% of their total budget.

Appendix

[A1 Personnel vs Implementation](#)

Total General Fund expenses are separated into personnel costs (salary and benefits) and implementation costs (other spending) for each school.

[A2 Student Activity Programs](#)

Student activity programs are funded with student fees and fundraising. Some programs spend ahead of revenue being received in order to keep the program running. For example, some sports have to send in registration fees to participate in events, but all fees may not be collected at that point (i.e. wrestling, track).

The Board of Education reimburses programs for students on free and reduced lunch. This enables the District to provide a full program regardless of who participates. The reimbursement happens at least twice per year and schools may wait until that reimbursement occurs to supplement any overspent programs from the Principal's Discretionary account. Money from the Principal's Discretionary account comes from building rental fees.

[A3 Utilities](#)

Falcon Zone

The Falcon Zone has three different utility companies that all have different utility rates. Those utility companies are: Woodmen Hills Metropolitan, Meridian Service Metro District, and Paint Brush Hills. All are running higher than the budget due to increased rates, yet our usage is normal compared to past years.

Sand Creek Zone

The Sand Creek Zone has two different utility companies that have different utility rates. Those utility companies are: Cherokee Metropolitan District and Colorado Springs Utilities. Horizon Middle School is currently running higher than expected.

Vista Ridge Zone

The Vista Ridge Zone only has Colorado Springs Utilities providing service.

[A4 Nutrition Services Detail](#)

These charts show the revenue and expenditures by location, including charter schools.

[A5 3A & 3B MLO Spend by School](#)

These show the Mill Levy Override expenditures for 3A that was approved by the community in 2014 and 3B that was approved in 2016.

[A6 School Data/Building Information](#)

This analysis gives breakdowns of each school owned site within the District comparing FY16-17 and FY17-18. Features include Total Square footage and Enrollment.

[A7 Salary & Benefits by School](#)

This information is a breakdown by category for the overall District and also by each school/program within the District. Totals by Zone are also included.

School District 49
Balance Sheet by Fund as of 1/31/2019



	General Fund 10,12,13	Capital 15,17,43	MLO 14,16,39,49	Grants 22,26
Assets				
Cash	\$ 15,734,686	\$ 588,377	\$ 22,748,076	\$ -
Account Receivable	(9,539)	318,933	-	1,021,200
Grants Receivable	-	-	-	-
Taxes Receivable	(385,704)	-	(662,302)	-
Due From Other Funds	15,731,313	4,572,752	9,715,364	760,858
Inventories	-	-	-	-
Other Assets	-	-	-	-
Total Assets	\$ 31,070,756	\$ 5,480,062	\$ 31,801,138	\$ 1,782,058
Liabilities				
Accounts Payable and other Current Liab	819,176	2,306	(3,226)	384,738
Accrued Salaries & Benefits	11,653,372	-	-	20,119
Due to Other Funds	21,458,723	2,413,192	7,248,285	567,223
Patron Balances	-	-	-	-
Unearned Revenue	(277,415)	754,162	(490,544)	4,457,636
Total Liabilities	\$ 33,653,856	\$ 3,169,660	\$ 6,754,515	\$ 5,429,714
Fund Balance				
Non Spendable	297,964	-	-	-
Restricted	-	-	19,359,354	-
Restricted TABOR	3,455,000	-	-	-
Restricted Preschool	-	-	-	-
Committed	5,549,972	-	33,248,517	-
Assigned	-	1,834,367	-	-
Unrestricted Net Assets	-	-	-	-
Unassigned	-	-	-	-
Total Fund Balance	\$ 9,302,936	\$ 1,834,367	\$ 52,607,871	\$ -
Net Fund Balance	\$ (11,886,035)	\$ 476,036	\$ (27,561,248)	\$ (3,647,656)

School District 49
Balance Sheet by Fund as of 1/31/2019



	Activity Fees 23	Fundraising 74	Preschool 19	Base49 27	Food Services 21
Assets					
Cash	\$ -	\$ 729,576	\$ -	\$ 36,281	\$ 708,138
Account Receivable	-	22,564	-	-	345,330
Grants Receivable	-	-	-	-	-
Taxes Receivable	-	-	-	-	-
Due From Other Funds	978,592	988,232	197,374	294,450	1,316,920
Inventories	-	-	-	-	-
Other Assets	-	-	-	-	110,857
Total Assets	\$ 978,592	\$ 1,740,371	\$ 197,374	\$ 330,732	\$ 2,481,246
Liabilities					
Accounts Payable and other Current Liab	3,842	6,155	7,653	60,180	-
Accrued Salaries & Benefits	-	-	69,392	(838)	190,885
Due to Other Funds	532,555	901,856	97,886	144,851	719,972
Patron Balances	-	-	-	-	412,511
Unearned Revenue	(340,974)	(929,175)	-	-	-
Total Liabilities	\$ 195,422	\$ (21,164)	\$ 174,932	\$ 204,194	\$ 1,323,367
Fund Balance					
Non Spendable	-	-	-	-	110,857
Restricted	-	-	-	-	1,142,256
Restricted TABOR	-	-	-	-	-
Restricted Preschool	-	-	75,083	-	-
Committed	421,412	872,470	-	-	-
Assigned	-	-	-	-	-
Unrestricted Net Assets	-	-	-	-	-
Unassigned	-	-	-	-	-
Total Fund Balance	\$ 421,412	\$ 872,470	\$ 75,083	\$ -	\$ 1,253,113
Net Fund Balance	\$ 361,758	\$ 889,066	\$ (52,641)	\$ 126,538	\$ (95,235)

School District 49
Balance Sheet by Fund as of 1/31/2019



	Transportation 25	Insurance 18, 64
Assets		
Cash	\$ 38,833	\$ 1,101,126
Account Receivable	119,854	-
Grants Receivable	-	-
Taxes Receivable	-	-
Due From Other Funds	8,745	1,925,828
Inventories	-	-
Other Assets	-	-
Total Assets	\$ 167,431	\$ 3,026,953
Liabilities		
Accounts Payable and other Current Liab	(7,949)	165,761
Accrued Salaries & Benefits	181,606	-
Due to Other Funds	193,470	2,340,843
Patron Balances	-	-
Unearned Revenue	-	-
Total Liabilities	\$ 367,127	\$ 2,506,604
Fund Balance		
Non Spendable	-	-
Restricted	-	-
Restricted TABOR	-	-
Restricted Preschool	-	-
Committed	-	-
Assigned	-	-
Unrestricted Net Assets	-	1,428,758
Unassigned	-	-
Total Fund Balance	\$ -	\$ 1,428,758
Net Fund Balance	\$ (199,696)	\$ (908,409)

School District 49
Revenue by Fund as of 1/31/2019



General Fund	
10,12,13	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ 21,596,147	\$ 227,131	\$ 217,147	
1120	Specific Ownership Taxes	3,426,795	1,395,563	1,721,030	
1140, 1143	Delinquent Property Taxes & Interst	-	13,418	16,523	
1141	Abatements	-	(35,413)	(7,809)	
13xx	Tuition & Fees	189,500	141,945	102,360	
15xx	Earning on Investments	185,000	191,720	83,043	
1954	Charter School Purchased Services	4,281,948	2,669,691	2,258,202	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	749,603	389,719	417,821	
Total Local Revenue		\$ 30,428,993	\$ 4,993,773	\$ 4,808,316	16.41%
State Sources					
3110	State Equalization Revenue	\$ 159,788,719	\$ 92,019,793	\$ 82,270,238	
3210	State Equalization Revenue Adjustment	(114,430)	-	(63,360)	
3xxx/3113		1,243,619	743,243	481,947	
3xxx/3120	Vocational Education	1,055,440	360,000	318,908	
3xxx/3130	Special Education	4,037,712	3,633,941	3,645,266	
3xxx/3150	Gifted & Talented	222,504	133,502	127,975	
3xxx/3160	Transportation	484,813	484,813	484,626	
	Other State Revenue	1,230,651	983,279	955,804	
Total State Revenue		\$ 167,949,028	\$ 98,358,571	\$ 88,221,404	58.56%
Federal Sources					
4020/4041	Impact Aid	\$ 544,556	\$ 656,879	\$ 404,963	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ 544,556	\$ 656,879	\$ 404,963	120.63%
Transfers					
5218	Insurance Fund to F18	\$ (900,000)	\$ (525,000)	\$ (466,667)	
5221	Capital Reserve to F15	(4,000,000)	(333,333)	(1,619,917)	
5819	Preschool Program to F19	(486,203)	(291,611)	(275,132)	
5711	Charter School PPR	(83,502,131)	(48,716,435)	(41,505,529)	
Total Revenue Transfers		\$ (88,888,334)	\$ (49,866,380)	\$ (43,867,245)	56.10%
NET REVENUE		\$ 110,034,244	\$ 54,142,844	\$ 49,567,438	49.21%

School District 49
Revenue by Fund as of 1/31/2019



Mill Levy Override (MLO)
14,16,39,49
58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ 176,476	\$ 173,640	
1120	Specific Ownership Taxes	-	912,166	772,137	
1140, 1143	Delinquent Property Taxes & Interst	-	10,417	13,476	
1141	Abatements	-	(429)	(6,386)	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	563,998	657,007	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	-	-	42,520	
Total Local Revenue		\$ -	\$ 1,662,629	\$ 1,652,393	#DIV/0!
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ -	\$ 1,662,629	\$ 1,652,393	#DIV/0!

School District 49
Revenue by Fund as of 1/31/2019



Capital Projects
15,17,43 58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	14,805	21,335	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	75,000	245,120	401,748	
	Other Local Revenue	25,000	1,043,724	3,027,660	
Total Local Revenue		\$ 100,000	\$ 1,303,648	\$ 3,450,743	1303.65%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	4,000,000	2,333,333	1,619,917	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ 4,000,000	\$ 2,333,333	\$ 1,619,917	58.33%
NET REVENUE		\$ 4,100,000	\$ 3,636,982	\$ 5,070,659	88.71%

School District 49
Revenue by Fund as of 1/31/2019



Grants Federal State Local		
	22,26	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	-	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	1,345,086	142,870	165,696	
Total Local Revenue		\$ 1,345,086	\$ 142,870	\$ 165,696	10.62%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	906,114	319,488	209,068	
Total State Revenue		\$ 906,114	\$ 319,488	\$ 209,068	35.26%
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	7,928,607	110,956	2,742,388	
Total Federal Revenue		\$ 7,928,607	\$ 110,956	\$ 2,742,388	1.40%
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ 10,179,807	\$ 573,314	\$ 3,117,151	5.63%

School District 49
Revenue by Fund as of 1/31/2019



Pupil Activity Fees	
23	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	-	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	-	959,436	1,081,648	
Total Local Revenue		\$ -	\$ 959,436	\$ 1,081,648	#DIV/0!
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ -	\$ 959,436	\$ 1,081,648	#DIV/0!

School District 49
Revenue by Fund as of 1/31/2019



Pupil Fundraising	
74	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year Actual FY 2018	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	9,009	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	(639)	1,722,045	1,880,688	
Total Local Revenue		\$ (639)	\$ 1,731,054	\$ 1,880,688	-271074.43%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ (639)	\$ 1,731,054	\$ 1,880,688	-271074.43%

School District 49
Revenue by Fund as of 1/31/2019



Preschool	
19	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	-	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	-	-	-	
Total Local Revenue		\$ -	\$ -	\$ -	#DIV/0!
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	499,905	291,611	275,132	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ 499,905	\$ 291,611	\$ 275,132	58.33%
NET REVENUE		\$ 499,905	\$ 291,611	\$ 275,132	58.33%

School District 49
Revenue by Fund as of 1/31/2019



Base49 (Kids Corner)

27

58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	-	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	1,100,000	645,037	582,842	
Total Local Revenue		\$ 1,100,000	\$ 645,037	\$ 582,842	58.64%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ 1,100,000	\$ 645,037	\$ 582,842	58.64%

School District 49
Revenue by Fund as of 1/31/2019



Food Services	
21	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	3,701	-	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	1,650,460	975,844	1,045,577	
Total Local Revenue		\$ 1,650,460	\$ 979,545	\$ 1,045,577	59.35%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	29,756	63,361	54,805	
Total State Revenue		\$ 29,756	\$ 63,361	\$ 54,805	212.94%
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	1,814,416	1,092,852	1,086,538	
Total Federal Revenue		\$ 1,814,416	\$ 1,092,852	\$ 1,086,538	60.23%
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ 3,494,632	\$ 2,135,758	\$ 2,186,920	61.12%

School District 49
Revenue by Fund as of 1/31/2019



Transportation	
25	58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	86	183	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	824,618	230,468	156,918	
Total Local Revenue		\$ 824,618	\$ 230,555	\$ 157,101	27.96%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	504,036	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ 504,036	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	470,000	473,315	-	
Total Federal Revenue		\$ 470,000	\$ 473,315	\$ -	100.71%
Transfers					
5218	Insurance Fund to F18	\$ -	\$ -	\$ -	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ -	\$ -	\$ -	#DIV/0!
NET REVENUE		\$ 1,294,618	\$ 703,870	\$ 661,137	54.37%

School District 49
Revenue by Fund as of 1/31/2019



Property, Liability, Health Insurance

18, 64

58.33%

		Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18	
Local Sources					
1110	Property Taxes	\$ -	\$ -	\$ -	
1120	Specific Ownership Taxes	-	-	-	
1140, 1143	Delinquent Property Taxes & Interst	-	-	-	
1141	Abatements	-	-	-	
13xx	Tuition & Fees	-	-	-	
15xx	Earning on Investments	-	10,170	1,237,177	
1954	Charter School Purchased Services	-	-	-	
2040	Cash In Lieu of Land	-	-	-	
	Other Local Revenue	9,847,321	1,685,616	-	
Total Local Revenue		\$ 9,847,321	\$ 1,695,786	\$ 1,237,177	17.22%
State Sources					
3110	State Equalization Revenue	\$ -	\$ -	\$ -	
3210	State Equalization Revenue Adjustment	-	-	-	
3xxx/3113		-	-	-	
3xxx/3120	Vocational Education	-	-	-	
3xxx/3130	Special Education	-	-	-	
3xxx/3150	Gifted & Talented	-	-	-	
3xxx/3160	Transportation	-	-	-	
	Other State Revenue	-	-	-	
Total State Revenue		\$ -	\$ -	\$ -	#DIV/0!
Federal Sources					
4020/4041	Impact Aid	\$ -	\$ -	\$ -	
	Other Federal Revenue	-	-	-	
Total Federal Revenue		\$ -	\$ -	\$ -	#DIV/0!
Transfers					
5218	Insurance Fund to F18	\$ 900,000	\$ 525,000	\$ 466,667	
5221	Capital Reserve to F15	-	-	-	
5819	Preschool Program to F19	-	-	-	
5711	Charter School PPR	-	-	-	
Total Revenue Transfers		\$ 900,000	\$ 525,000	\$ 466,667	58.33%
NET REVENUE		\$ 10,747,321	\$ 2,220,786	\$ 1,703,844	20.66%

School District 49
Income Statement by Fund as of 1/31/2019



General Fund	
10,12,13	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ 30,428,993	\$ 4,993,773	\$ 4,808,316	
State Revenue	167,949,028	98,358,571	88,221,404	
Federal Revenue	544,556	656,879	404,963	
Revenue Transfers	(88,888,334)	(49,866,380)	(43,867,245)	
Total Revenue	\$ 110,034,244	\$ 54,142,844	\$ 49,567,438	49.21%

Expenditures				
Salaries	\$ 67,361,011	\$ 40,414,805	\$ 55,866,057	60.00%
Employee Benefits	22,049,890	12,872,821	17,424,144	58.38%
Purchased Prof. and Tech. Svs	4,677,049	3,344,281	5,701,789	71.50%
Purchased Property Services	2,055,264	1,076,577	1,544,091	52.38%
Other Purchased Services	6,479,826	4,311,430	5,796,636	66.54%
Supplies	7,041,495	3,451,292	5,370,245	49.01%
Property	747,411	292,317	590,324	39.11%
Miscellaneous	(898,784)	(282,705)	(266,516)	31.45%
Other Uses of Funds	553,123	547,673	1,008,032	99.01%
Total Expenditures	\$ 110,066,284	\$ 66,028,490	\$ 93,034,801	59.99%

Net Revenue (Expense) \$ (32,040) \$ (11,885,646) \$ (43,467,363)

School District 49
Income Statement by Fund as of 1/31/2019



MLO		
14,16,39,49		58.33%

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Local Revenue	\$ -	\$ 1,662,629	\$ 1,652,393	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenue	\$ -	\$ 1,662,629	\$ 1,652,393	#DIV/0!

Expenditures

Salaries	\$ 1,099,635	\$ 648,776	\$ 763,542	59.00%
Employee Benefits	191,821	217,770	146,002	113.53%
Purchased Prof. and Tech. Svs	29,960,546	14,369,465	10,647,652	47.96%
Purchased Property Services	25,146	14,640	-	58.22%
Other Purchased Services	76,147	34,389	30,145	45.16%
Supplies	325,847	152,121	679,676	46.68%
Property	9,118,139	5,597,112	7,562,519	61.38%
Miscellaneous	6,911,250	3,304,628	3,379,823	47.82%
Other Uses of Funds	3,074,976	4,884,976	6,700,000	158.86%
Total Expenditures	\$ 50,783,508	\$ 29,223,877	\$ 29,909,360	57.55%

Net Revenue (Expense) \$ (50,783,508) \$ (27,561,248) \$ (28,256,967)

School District 49
Income Statement by Fund as of 1/31/2019



Capital Project Funds	
15,17,43	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ 100,000	\$ 1,303,648	\$ 3,450,743	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	4,000,000	2,333,333	1,619,917	
Total Revenue	\$ 4,100,000	\$ 3,636,982	\$ 5,070,659	88.71%

Expenditures				
Salaries	\$ -	\$ -	\$ -	#DIV/0!
Employee Benefits	-	-	-	#DIV/0!
Purchased Prof.and Tech.Svs	-	(177)	-	#DIV/0!
Purchased Property Services	346,189	190,297	295,235	54.97%
Other Purchased Services	-	-	-	#DIV/0!
Supplies	28,935	28,935	-	100.00%
Property	2,383,190	1,922,955	1,954,319	80.69%
Miscellaneous	501,888	168,798	172,327	33.63%
Other Uses of Funds	1,391,951	850,138	614,342	61.08%
Total Expenditures	\$ 4,652,152	\$ 3,160,946	\$ 3,036,223	67.95%

Net Revenue (Expense) \$ (552,152) \$ 476,036 \$ 2,034,436

School District 49
Income Statement by Fund as of 1/31/2019



Grant Funds	
22,26	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ 1,345,086	\$ 142,870	\$ 165,696	
State Revenue	906,114	319,488	209,068	
Federal Revenue	7,928,607	110,956	2,742,388	
Revenue Transfers	-	-	-	
Total Revenue	\$ 10,179,807	\$ 573,314	\$ 3,117,151	5.63%

Expenditures				
Salaries	\$ 3,649,397	\$ 1,720,752	\$ 1,469,136	47.15%
Employee Benefits	1,232,811	533,112	462,655	43.24%
Purchased Prof. and Tech. Svs	918,692	425,111	391,575	46.27%
Purchased Property Services	63,282	3,501	519,772	5.53%
Other Purchased Services	1,061,697	461,521	-	43.47%
Supplies	1,760,461	529,554	200,542	30.08%
Property	1,177,185	535,737	41,123	45.51%
Miscellaneous	53,768	10,782	19,126	20.05%
Other Uses of Funds	3,420	900	-	26.32%
Total Expenditures	\$ 9,920,713	\$ 4,220,970	\$ 3,103,931	42.55%

Net Revenue (Expense) \$ 259,094 \$ (3,647,656) \$ 13,220

School District 49
Income Statement by Fund as of 1/31/2019



Pupil Fees	
23	58.33%

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Local Revenue	\$ -	\$ 959,436	\$ 1,081,648	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenue	\$ -	\$ 959,436	\$ 1,081,648	#DIV/0!

Expenditures

Salaries	\$ -	\$ -	\$ -	#DIV/0!
Employee Benefits	-	-	-	#DIV/0!
Purchased Prof. and Tech. Svs	11,480	66,212	71,761	576.76%
Purchased Property Services	-	-	-	#DIV/0!
Other Purchased Services	7,725	37,651	40,737	487.39%
Supplies	824,309	398,310	374,518	48.32%
Property	-	-	-	#DIV/0!
Miscellaneous	4,900	95,505	105,377	1949.00%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 848,414	\$ 597,678	\$ 592,393	70.45%

Net Revenue (Expense) \$ (848,414) \$ 361,758 \$ 489,255

School District 49
Income Statement by Fund as of 1/31/2019



Pupil Fundraising Fund	
74	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ (639)	\$ 1,731,054	\$ 1,880,688	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenue	\$ (639)	\$ 1,731,054	\$ 1,880,688	-271074.43%

Expenditures				
Salaries	\$ -	\$ (182)	\$ -	#DIV/0!
Employee Benefits	-	-	-	#DIV/0!
Purchased Prof.and Tech.Svs	-	14,663	37,629	#DIV/0!
Purchased Property Services	-	37,797	17,513	#DIV/0!
Other Purchased Services	-	13,438	8,783	#DIV/0!
Supplies	1,750,581	731,822	901,624	41.80%
Property	-	-	-	#DIV/0!
Miscellaneous	1,386	44,449	49,972	3207.56%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 1,751,966	\$ 841,988	\$ 1,015,521	48.06%

Net Revenue (Expense) \$ (1,752,605) \$ 889,066 \$ 865,167

School District 49
Income Statement by Fund as of 1/31/2019



Preschool Fund	
19	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ -	\$ -	\$ -	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	499,905	291,611	275,132	
Total Revenue	\$ 499,905	\$ 291,611	\$ 275,132	58.33%

Expenditures				
Salaries	\$ 257,996	\$ 211,829	\$ 133,929	82.11%
Employee Benefits	81,620	68,234	45,112	83.60%
Purchased Prof. and Tech. Svs	-	-	-	#DIV/0!
Purchased Property Services	-	-	-	#DIV/0!
Other Purchased Services	118,075	63,069	59,245	53.41%
Supplies	38,850	881	5,037	2.27%
Property	-	-	-	#DIV/0!
Miscellaneous	3,365	239	439	7.10%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 499,906	\$ 344,252	\$ 243,763	68.86%

Net Revenue (Expense) \$ (1) \$ (52,641) \$ 31,369

School District 49
Income Statement by Fund as of 1/31/2019



BASE49 Fund	
27	58.33%

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Local Revenue	\$ 1,100,000	\$ 645,037	\$ 582,842	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
Total Revenue	\$ 1,100,000	\$ 645,037	\$ 582,842	58.64%

Expenditures

Salaries	\$ 574,876	\$ 349,654	\$ 338,260	60.82%
Employee Benefits	152,811	109,102	95,049	71.40%
Purchased Prof. and Tech. Svs	35,000	7,451	16,448	21.29%
Purchased Property Services	100,000	-	48,100	0.00%
Other Purchased Services	30,000	7,201	7,226	24.00%
Supplies	90,000	39,693	63,725	44.10%
Property	13,480	2,259	7,115	16.76%
Miscellaneous	150,443	3,139	3,097	2.09%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 1,146,610	\$ 518,498	\$ 579,020	45.22%

Net Revenue (Expense) \$ (46,610) \$ 126,539 \$ 3,822

School District 49
Income Statement by Fund as of 1/31/2019



Food Service Fund	
21	58.33%

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Revenues				
Local Revenue	\$ 1,650,460	\$ 979,545	\$ 1,045,577	
State Revenue	29,756	63,361	54,805	
Federal Revenue	1,814,416	1,092,852	1,086,538	
Revenue Transfers	-	-	-	
Total Revenue	\$ 3,494,632	\$ 2,135,758	\$ 2,186,920	61.12%
Expenditures				
Salaries	\$ 1,265,626	\$ 846,170	\$ 729,608	66.86%
Employee Benefits	395,416	261,544	224,676	66.14%
Purchased Prof. and Tech. Svs	23,750	-	13,766	0.00%
Purchased Property Services	151,650	141,469	69,175	93.29%
Other Purchased Services	27,122	51,782	40,888	190.92%
Supplies	1,294,989	918,182	770,094	70.90%
Property	19,415	2,130	8,995	10.97%
Miscellaneous	348,845	9,716	8,112	2.79%
Other Uses of Funds	-	-		#DIV/0!
Total Expenditures	\$ 3,526,813	\$ 2,230,993	\$ 1,865,313	63.26%
Net Revenue (Expense)	\$ (32,181)	\$ (95,235)	\$ 321,607	

School District 49
Income Statement by Fund as of 1/31/2019



Transportation Fee for Service Fund 25 58.33%	
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Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Local Revenue	\$ 824,618	\$ 230,555	\$ 157,101	
State Revenue	-	-	504,036	
Federal Revenue	470,000	473,315	-	
Revenue Transfers	-	-	-	
Total Revenue	\$ 1,294,618	\$ 703,870	\$ 661,137	54.37%

Expenditures

Salaries	\$ 724,086	\$ 449,392	\$ 495,655	62.06%
Employee Benefits	188,642	178,272	253,937	94.50%
Purchased Prof. and Tech. Svs	310	350	26,914	112.90%
Purchased Property Services	-	-	-	#DIV/0!
Other Purchased Services	31,191	21,098	39,221	67.64%
Supplies	15,500	7,556	-	48.75%
Property	-	-	-	#DIV/0!
Miscellaneous	334,890	246,898	154,273	73.72%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 1,294,618	\$ 903,566	\$ 970,000	69.79%

Net Revenue (Expense) \$ - \$ (199,696) \$ (308,863)

School District 49
Income Statement by Fund as of 1/31/2019



Insurance Funds	
18,64	58.33%

Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	
Local Revenue	\$ 9,847,321	\$ 1,695,786	\$ 1,237,177	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	900,000	525,000	466,667	
Total Revenue	\$ 10,747,321	\$ 2,220,786	\$ 1,703,844	20.66%

Expenditures

Salaries	\$ -	\$ -	\$ -	#DIV/0!
Employee Benefits	-	-	-	#DIV/0!
Purchased Prof. and Tech. Svs	9,732,321	5,880,835	5,916,503	60.43%
Purchased Property Services	-	-	-	#DIV/0!
Other Purchased Services	700,000	(2,751,640)	(2,140,450)	-393.09%
Supplies	90,000	-	1,024,727	0.00%
Property	-	-	-	#DIV/0!
Miscellaneous	150,000	-	-	0.00%
Other Uses of Funds	-	-	-	#DIV/0!
Total Expenditures	\$ 10,672,321	\$ 3,129,195	\$ 4,800,780	29.32%

Net Revenue (Expense) \$ 75,000 \$ (908,409) \$ (3,096,936)

School District 49
Expenses by Location by Fund as of 1/31/2019


	General Fund				Mill Levy Override (MLO)			
	10,12,13			58.33%	14,16,39,49			58.33%
	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used
Falcon Zone								
Falcon Elem	\$ 2,206,168	\$ 1,307,937	\$ 1,197,220	59.29%	\$ 525,770	\$ 166,998	\$ 362,380	31.76%
Meridian Ranch Elem	3,563,914	2,063,999	1,974,615	57.91%	134,983	54,288	264,704	40.22%
Woodman Hills Elem	4,105,290	2,381,095	2,521,510	58.00%	152,913	103,739	290,376	67.84%
Bennett Ranch Elem	1,423,296	913,627	-	64.19%	4,140,830	3,952,962	6,387,322	95.46%
Falcon Middle	5,526,643	3,376,552	3,158,090	61.10%	1,207,776	674,294	898,089	55.83%
Falcon High	7,209,174	4,179,461	7,882,702	57.97%	1,912,695	438,785	1,893,462	22.94%
Falcon Zone	547,862	352,576	364,305	64.35%	81,531	47,675	61,578	58.48%
Falcon Zone Totals	\$ 24,582,346	\$ 14,575,247	\$ 17,098,443	59.29%	\$ 8,156,499	\$ 5,438,741	\$ 10,157,912	66.68%
Sand Creek Zone								
Evans Elem	\$ 3,462,904	\$ 1,969,622	\$ 1,930,224	56.88%	\$ 829,324	\$ 204,370	\$ 354,604	24.64%
Remington Elem	3,693,848	2,107,549	1,937,436	57.06%	170,425	72,968	458,044	42.82%
Springs Ranch Elem	3,542,564	2,014,496	1,915,186	56.87%	349,725	267,457	225,678	76.48%
Horizon Middle	4,909,729	2,920,995	2,688,269	59.49%	267,288	196,154	1,268,656	73.39%
Sand Creek High	7,621,091	4,263,667	7,931,853	55.95%	6,053,597	1,589,542	26,703	26.26%
Sand Creek Zone	1,361,710	557,489	1,114,796	40.94%	44,000	36,756	68,956	83.54%
Sand Creek Zone Totals	\$ 24,591,847	\$ 13,833,818	\$ 17,517,763	56.25%	\$ 7,714,359	\$ 2,367,247	\$ 2,402,641	30.69%
POWER Zone								
Ridgeview Elem	\$ 3,991,359	\$ 2,400,602	\$ 2,279,590	60.14%	\$ 216,977	\$ 137,612	\$ 315,149	63.42%
Stetson Elem	3,329,726	2,107,849	1,958,317	63.30%	565,439	166,727	220,977	29.49%
Odyssey Elem	2,911,743	1,838,455	1,645,443	63.14%	386,457	351,991	359,762	91.08%
Inspiration View Elem	-	-	-	n/a	20,123,618	9,579,513	-	47.60%
ALLIES	1,204,591	705,314	437,317	58.55%	5,172	6,728	932	130.09%
Skyview Middle	5,919,890	3,656,794	6,746,636	61.77%	701,509	243,463	107,519	34.71%
Vista Ridge High	7,933,890	4,960,138	8,923,435	62.52%	2,792,125	1,678,215	1,037,723	60.11%
Power Zone	1,144,947	562,585	958,200	49.14%	25,333	24,858	138,124	98.13%
POWER Zone Totals	\$ 26,436,146	\$ 16,231,737	\$ 22,948,938	61.40%	\$ 24,816,631	\$ 12,189,107	\$ 2,180,187	49.12%
iConnect Zone								
Patriot High	\$ 1,705,133	\$ 932,153	\$ 1,640,402	54.67%	563,206	457,595	\$ 69,573	81.25%
Pikes Peak Early College	919,446	685,396	981,592	74.54%	9,214	938	1,560	10.19%
Springs Studio	2,159,082	1,174,172	2,116,247	54.38%	46,518	6,686	79,563	14.37%
Falcon Home School Program	716,377	385,521	491,701	53.82%	4,649	1,156	56,758	24.87%
Charters	3,208,724	2,201,355	3,458,484	68.61%	1,194,181	200,519	754,683	16.79%
iConnect Zone	468,195	515,046	774,687	110.01%	69,111	69,111	66,591	100.00%
iConnect Zone Totals	\$ 9,176,956	\$ 5,893,642	\$ 9,463,112	64.22%	\$ 1,886,879	\$ 736,006	\$ 1,028,727	39.01%
Internal Vendor Group								
(Facilities, Food Services, Transportation)	\$ 7,988,158	\$ 5,335,150	\$ 9,133,701	66.79%	\$ 148,528	\$ 87,410	\$ 137,831	58.85%
Internal Service Group								
(Central Offices)	16,380,310	9,948,226	16,388,889	60.73%	7,887,529	8,398,853	10,406,304	106.48%
District Wide Miscellaneous	910,521	210,669	483,954	23.14%	13,084	6,485	3,595,757	49.57%
Other Services Totals	\$ 25,278,989	\$ 15,494,045	\$ 26,006,544	61.29%	\$ 8,049,141	\$ 8,492,748	\$ 14,139,892	105.51%

School District 49
Expenses by Location by Fund as of 1/31/2019



	Capital Projects				Grants Federal State Local			
	15,17,43		58.33%		22,26		58.33%	
	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used
Falcon Zone								
Falcon Elem	\$ 1,855	\$ 1,855	\$ -	100.00%	\$ 197,620	\$ 101,645	\$ 75,284	51.43%
Meridian Ranch Elem	-	25,914	-	#DIV/0!	122,079	65,566	58,636	53.71%
Woodman Hills Elem	7,374	7,374	-	100.00%	59,302	50,155	27,955	84.58%
Bennett Ranch Elem	-	-	-	n/a	6,513	35,130	-	539.37%
Falcon Middle	-	-	-	n/a	154,280	72,221	124,097	46.81%
Falcon High	-	-	-	n/a	183,503	197,047	109,815	107.38%
Falcon Zone	-	-	-	n/a	-	-	-	n/a
Falcon Zone Totals	\$ 9,229	\$ 35,143	\$ -	380.80%	\$ 723,297	\$ 521,764	\$ 395,787	72.14%
Sand Creek Zone								
Evans Elem	\$ -	\$ -	\$ -	n/a	\$ 479,072	\$ 192,017	\$ 127,112	40.08%
Remington Elem	-	-	-	n/a	416,978	234,866	66,815	56.33%
Springs Ranch Elem	-	-	-	n/a	124,307	70,923	35,596	57.06%
Horizon Middle	-	-	-	n/a	445,637	235,061	152,146	52.75%
Sand Creek High	-	-	115,672	#DIV/0!	256,596	167,956	67,692	65.46%
Sand Creek Zone	-	-	-	n/a	-	-	-	n/a
Sand Creek Zone Totals	\$ -	\$ -	\$ 115,672	#DIV/0!	\$ 1,722,590	\$ 900,824	\$ 449,361	52.29%
POWER Zone								
Ridgeview Elem	\$ -	\$ -	\$ -	n/a	\$ 121,773	\$ 66,758	\$ 41,633	54.82%
Stetson Elem	8,000	62,895	-	786.18%	94,731	27,710	51,741	29.25%
Odyssey Elem	-	-	-	n/a	326,333	139,428	130,066	42.73%
Inspiration View Elem	-	-	-	n/a	4,786	-	-	n/a
ALLIES	1,119,541	602,631	1,035,965	53.83%	8,578	6,058	21,848	70.63%
Skyview Middle	-	-	-	n/a	197,517	131,469	80,865	66.56%
Vista Ridge High	-	-	-	n/a	147,998	52,382	80,682	35.39%
Power Zone	-	-	-	n/a	30,673	-	-	n/a
POWER Zone Totals	\$ 1,127,541	\$ 665,526	\$ 1,035,965	59.02%	\$ 932,391	\$ 423,806	\$ 406,834	45.45%
iConnect Zone								
Patriot High	\$ 89,165	\$ 28,000	\$ 2,279	31.40%	\$ 181,405	\$ 154,994	\$ 5,677	85.44%
Pikes Peak Early College	-	-	-	n/a	\$ 1,173	\$ 1,500	1,426	127.84%
Springs Studio	137,992	80,495	80,495	58.33%	\$ 111,362	\$ 68,000	13,648	61.06%
Falcon Home School Program	-	-	-	n/a	\$ 1,535	\$ 362	1,346	23.56%
Charters	-	-	-	n/a	\$ 647,248	\$ 312,839	599,083	48.33%
iConnect Zone	-	-	135,807	#DIV/0!	\$ -	\$ -	-	n/a
iConnect Zone Totals	\$ 227,157	\$ 108,495	\$ 218,581	47.76%	\$ 942,723	\$ 537,694	\$ 621,179	57.04%
Internal Vendor Group								
(Facilities, Food Services, Transportation)	\$ 1,162,946	\$ 1,449,218	\$ 499,703	124.62%	\$ 673	\$ 246,027	\$ -	#####
Internal Service Group								
(Central Offices)	2,125,279	902,564	1,166,302	42.47%	4,233,307	1,637,764	1,228,163	38.69%
District Wide Miscellaneous	-	-	-	n/a	1,366,404	(46,909)	2,606	-3.43%
Other Services Totals	\$ 3,288,225	\$ 2,351,782	\$ 1,666,005	71.52%	\$ 5,600,385	\$ 1,836,882	\$ 1,230,769	32.80%

School District 49
Expenses by Location by Fund as of 1/31/2019

	Preschool				Base49 (Kids Corner)			
	19		58.33%		27		58.33%	
	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used
Falcon Zone								
Falcon Elem	\$ -	\$ -	\$ -	n/a	\$ 67,963	\$ 25,492	\$ 39,010	37.51%
Meridian Ranch Elem	26,542	16,813	14,963	63.34%	104,338	45,453	59,644	43.56%
Woodman Hills Elem	54,295	32,765	25,141	60.35%	85,428	37,568	52,349	43.98%
Bennett Ranch Elem	673	13,534	-	2010.08%	673	20,466	-	3039.50%
Falcon Middle	-	-	-	n/a	-	-	-	n/a
Falcon High	-	-	-	n/a	-	-	-	n/a
Falcon Zone	-	-	-	n/a	-	-	-	n/a
Falcon Zone Totals	\$ 81,511	\$ 63,112	\$ 40,105	77.43%	\$ 258,403	\$ 128,979	\$ 151,003	49.91%
Sand Creek Zone								
Evans Elem	\$ -	\$ -	\$ -	n/a	\$ 78,893	\$ 45,156	\$ 45,414	57.24%
Remington Elem	53,931	55,273	28,709	102.49%	77,163	35,498	53,676	46.00%
Springs Ranch Elem	62,712	45,895	33,458	73.18%	92,398	47,267	48,882	51.16%
Horizon Middle	-	-	-	n/a	-	-	-	n/a
Sand Creek High	-	-	-	n/a	-	-	-	n/a
Sand Creek Zone	-	-	-	n/a	-	-	-	n/a
Sand Creek Zone Totals	\$ 116,644	\$ 101,168	\$ 62,166	86.73%	\$ 248,455	\$ 127,920	\$ 147,971	51.49%
POWER Zone								
Ridgeview Elem	\$ 49,936	\$ 28,748	\$ 24,126	57.57%	\$ 85,383	\$ 46,798	\$ 57,493	54.81%
Stetson Elem	68,795	48,411	36,136	70.37%	82,223	30,819	50,001	37.48%
Odyssey Elem	37,226	42,098	19,903	113.09%	81,173	33,466	43,555	41.23%
Inspiration View Elem	-	-	-	n/a	-	-	-	n/a
ALLIES	-	-	-	n/a	-	-	-	n/a
Skyview Middle	-	-	-	n/a	-	-	-	n/a
Vista Ridge High	-	-	-	n/a	-	-	-	n/a
Power Zone	-	-	-	n/a	-	-	-	#DIV/0!
POWER Zone Totals	\$ 155,958	\$ 119,257	\$ 80,166	76.47%	\$ 248,780	\$ 111,084	\$ 151,049	44.65%
iConnect Zone								
Patriot High	\$ -	\$ -	\$ -	n/a	\$ -	\$ -	\$ -	n/a
Pikes Peak Early College	-	-	-	n/a	-	-	-	n/a
Springs Studio	-	-	-	n/a	-	-	-	n/a
Falcon Home School Program	-	-	-	n/a	-	-	-	n/a
Charters	-	-	-	n/a	-	-	-	n/a
iConnect Zone	-	-	-	n/a	-	-	-	n/a
iConnect Zone Totals	\$ -	\$ -	\$ -	#DIV/0!	\$ -	\$ -	\$ -	#DIV/0!
Internal Vendor Group								
(Facilities, Food Services, Transportation)	\$ -	\$ -	\$ -	n/a	\$ -	\$ -	\$ -	n/a
Internal Service Group								
(Central Offices)	146,466	60,716	61,327	41.45%	391,645	150,516	128,997	38.43%
District Wide Miscellaneous	-	-	-	n/a	-	-	-	n/a
Other Services Totals	\$ 146,466	\$ 60,716	\$ 61,327	41.45%	\$ 391,645	\$ 150,516	\$ 128,997	38.43%

School District 49
Expenses by Location by Fund as of 1/31/2019



	Food Services				Transportation			
	21			58.33%	25			58.33%
	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used
Falcon Zone								
Falcon Elem	\$ 65,839	\$ 46,793	\$ 41,781	85.60%	\$ -	\$ -	\$ -	
Meridian Ranch Elem	54,292	45,902	29,719	84.55%	-	-	-	
Woodman Hills Elem	71,497	49,135	40,016	68.72%	-	-	-	
Bennett Ranch Elem	18,492	28,192	-	152.45%	-	-	-	
Falcon Middle	170,745	104,389	96,065	61.14%	-	-	-	
Falcon High	214,490	135,831	116,757	63.33%	-	-	-	
Falcon Zone	44,418	28,093	27,659	63.25%	-	-	-	
Falcon Zone Totals	\$ 639,772	\$ 438,335	\$ 351,997	68.51%	\$ -	\$ -	\$ -	#DIV/0!
Sand Creek Zone								
Evans Elem	\$ 62,461	\$ 53,464	\$ 45,965	85.60%	\$ -	\$ -	\$ -	
Remington Elem	69,372	49,924	34,589	71.97%	-	-	-	
Springs Ranch Elem	58,074	39,236	34,668	67.56%	-	-	-	
Horizon Middle	103,271	108,183	65,333	104.76%	-	-	-	
Sand Creek High	158,825	103,004	97,904	64.85%	-	-	-	
Sand Creek Zone	26,533	53,722	24,743	202.48%	-	-	-	
Sand Creek Zone Totals	\$ 478,536	\$ 407,533	\$ 303,202	85.16%	\$ -	\$ -	\$ -	#DIV/0!
POWER Zone								
Ridgeview Elem	\$ 66,571	\$ 50,315	\$ 41,754	75.58%	\$ -	\$ -	\$ -	
Stetson Elem	68,144	53,170	43,695	78.03%	-	-	-	
Odyssey Elem	61,251	45,675	37,895	74.57%	-	-	-	
Inspiration View Elem	-	-	-	n/a	-	-	-	
ALLIES	-	-	-	n/a	-	-	-	
Skyview Middle	202,619	178,934	124,315	88.31%	-	-	-	
Vista Ridge High	198,555	147,744	118,594	74.41%	-	-	-	
Power Zone	57,911	26,847	25,260	46.36%	-	-	-	
POWER Zone Totals	\$ 655,050	\$ 502,684	\$ 391,514	76.74%	\$ -	\$ -	\$ -	#DIV/0!
iConnect Zone								
Patriot High	\$ 19,022	\$ 16,997	\$ 12,341	89.36%	\$ -	\$ -	\$ -	
Pikes Peak Early College	-	-	-	n/a	-	-	-	
Springs Studio	-	-	-	n/a	-	-	-	
Falcon Home School Program	-	-	-	n/a	-	-	-	
Charters	180,397	142,569	125,522	79.03%	-	-	3,604	
iConnect Zone	-	-	-	n/a	-	-	-	
iConnect Zone Totals	\$ 199,418	\$ 159,567	\$ 137,863	80.02%	\$ -	\$ -	\$ 3,604	#DIV/0!
Internal Vendor Group								
(Facilities, Food Services, Transportation)	\$ 1,554,710	\$ 722,873	\$ 680,738	46.50%	\$ 1,295,291	\$ 903,566	\$ 966,396	69.76%
Internal Service Group								
(Central Offices)	-	-	-	n/a	-	-	-	n/a
District Wide Miscellaneous	-	-	-	#DIV/0!	-	-	-	#DIV/0!
Other Services Totals	\$ 1,554,710	\$ 722,873	\$ 680,738	46.50%	\$ 1,295,291	\$ 903,566	\$ 966,396	69.76%



Insurance				
18, 64 58.33%				
	Total Budget FY19	Actuals to Date FY19	Previous Year FY18	% used
Falcon Zone				
Falcon Elem	\$ -	\$ -	\$ -	
Meridian Ranch Elem	-	-	-	
Woodman Hills Elem	-	-	-	
Bennett Ranch Elem	-	-	-	
Falcon Middle	-	-	-	
Falcon High	-	-	-	
Falcon Zone	-	-	-	
Falcon Zone Totals	\$ -	\$ -	\$ -	#DIV/0!
Sand Creek Zone				
Evans Elem	\$ -	\$ -	\$ -	
Remington Elem	-	-	-	
Springs Ranch Elem	-	-	-	
Horizon Middle	-	-	-	
Sand Creek High	-	-	-	
Sand Creek Zone	-	-	-	
Sand Creek Zone Totals	\$ -	\$ -	\$ -	#DIV/0!
POWER Zone				
Ridgeview Elem	\$ -	\$ -	\$ -	
Stetson Elem	-	-	-	
Odessa Elem	-	-	-	
Inspiration View Elem	-	-	-	
ALLIES	-	-	-	
Skyview Middle	-	-	-	
Vista Ridge High	-	-	-	
Power Zone	-	-	-	
POWER Zone Totals	\$ -	\$ -	\$ -	#DIV/0!
iConnect Zone				
Patriot High	\$ -	\$ -	\$ -	
Pikes Peak Early College	-	-	-	
Springs Studio	-	-	-	
Falcon Home School Program	-	-	-	
Charters	-	-	-	
iConnect Zone	-	-	-	
iConnect Zone Totals	\$ -	\$ -	\$ -	#DIV/0!
Internal Vendor Group				
(Facilities, Food Services, Transportation)	\$ -	\$ -	\$ -	n/a
Internal Service Group				
(Central Offices)	10,672,994	3,129,195	4,800,780	29.32%
District Wide Miscellaneous	-	-	-	n/a
Other Services Totals	\$ 10,672,994	\$ 3,129,195	\$ 4,800,780	29.32%



FY 18/19

DISTRICT GRANTS

Prepared by Fran Christensen

Summary



CURRENTLY, THE DISTRICT HAS NINETY-ONE ACTIVE GRANTS, TOTALLING \$10,860,601

66 - LOCAL GRANTS

TOTALLING \$280,165

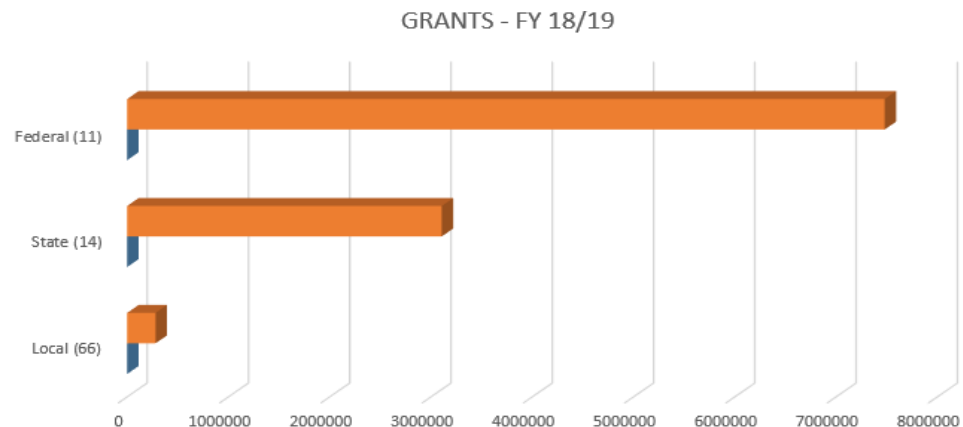
(OF WHICH 40 ARE INDIVIDUAL GRANTS FROM THE FEF)

14- STATE GRANTS

TOTALLING \$3,106,188

11- FEDERAL GRANTS

TOTALLING \$7,479,248

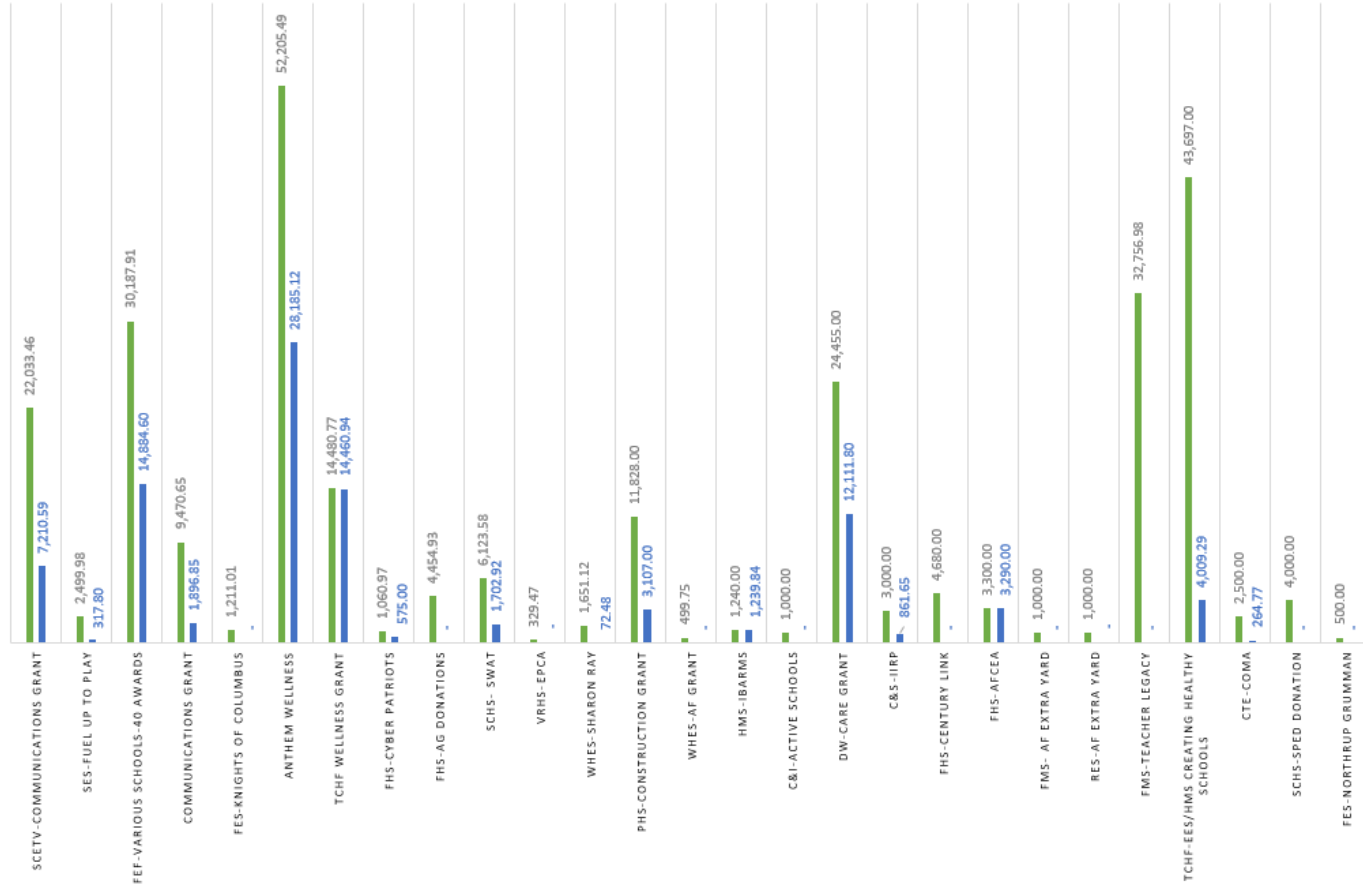


Local Grants



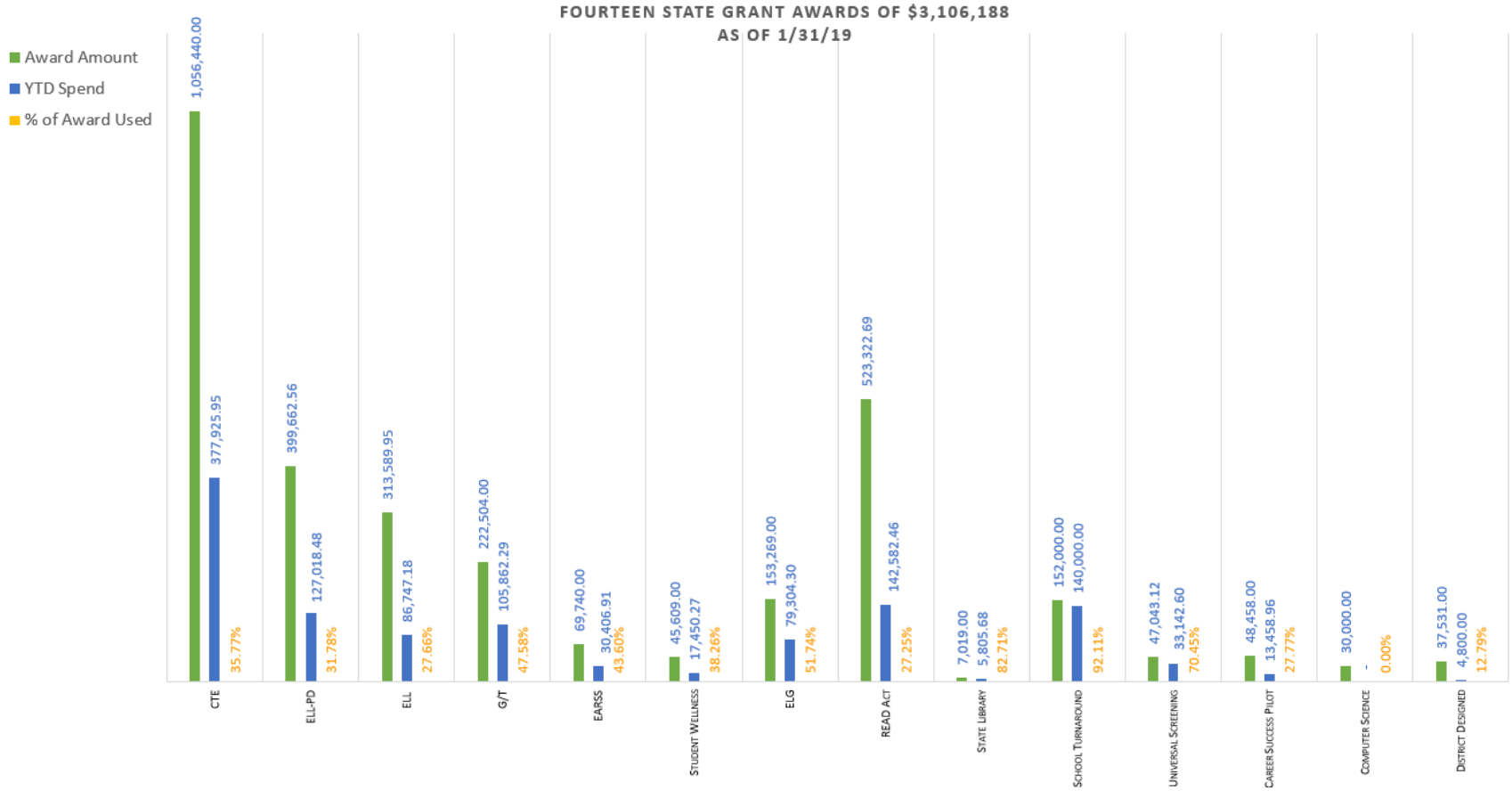
SIXTY-SIX LOCAL GRANT AWARDS OF \$280,165
AS OF 1/31/19

■ Award Amount
■ Amount of Award Used



The Best Choice to Learn, Work and Lead

State Grants



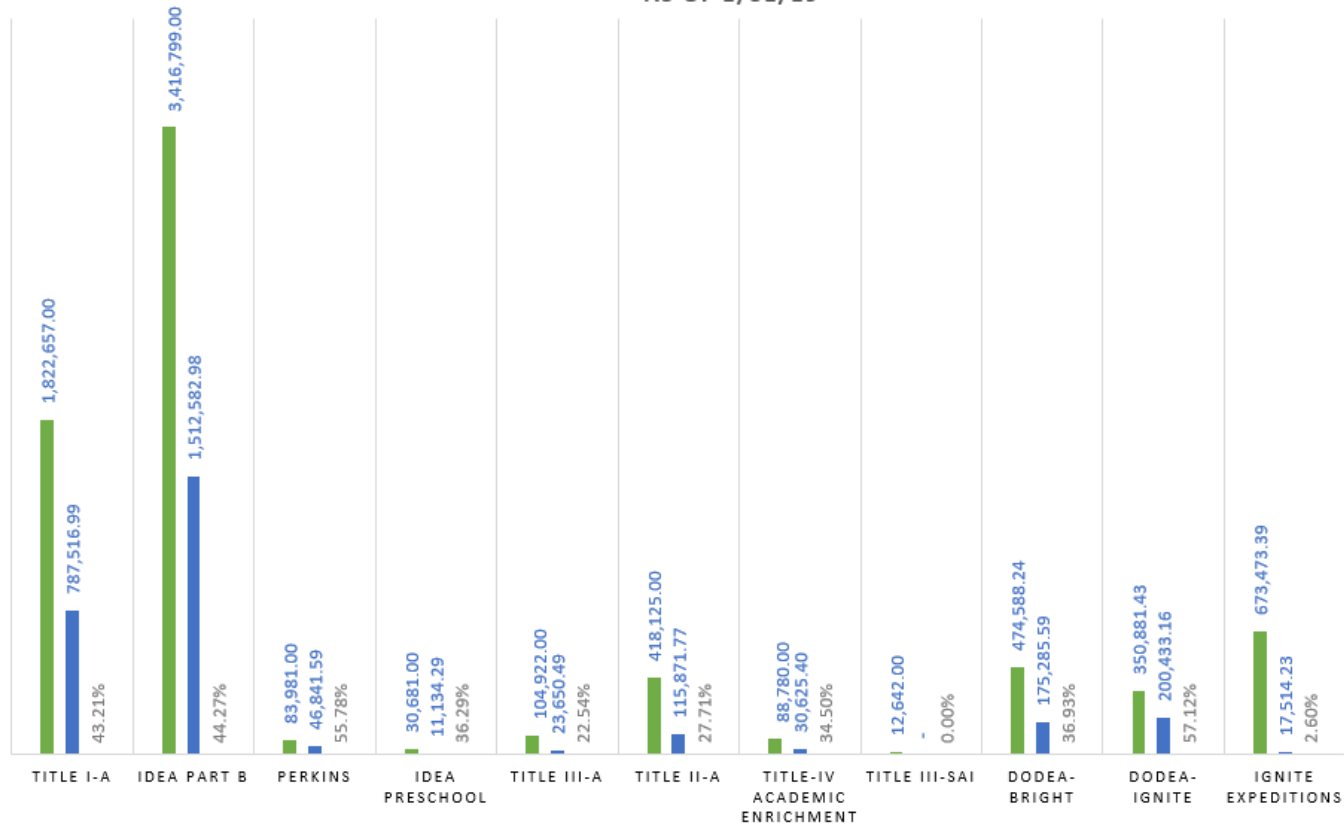
The Best Choice to Learn, Work and Lead

Federal Grants



ELEVEN FEDERAL GRANT AWARDS OF \$7,479,248
AS OF 1/31/19

■ Award Amount
■ YTD Spend
■ % of Award Used



The Best Choice to Learn, Work and Lead

Additionally



THE DISTRICT WAS JUST AWARDED A SCHOOL SECURITY DISBURSEMENT GRANT FROM THE COLORADO DIVISION OF HOMELAND SECURITY AND EMERGENCY MANAGEMENT, IN THE AMOUNT OF \$172,668.

THESE FUNDS WILL BE USED TO SUPPORT SAFETY AND SECURITY NEEDS IN DISTRICT COORDINATED SCHOOL BUILDINGS.



COLORADO

Division of Homeland Security
& Emergency Management

Department of Public Safety

The Best Choice to Learn, Work and Lead



COLORADO

**Division of Homeland Security
& Emergency Management**

Department of Public Safety



THE PURPOSE OF THESE FUNDS IS TO UPGRADE AND
ENHANCE RADIO EQUIPMENT IN THE DISTRICT, AS WELL
AS PROVIDE ADDITIONAL SAFETY AND SECURITY FILM AT
ALL TRADITIONAL SCHOOL LOCATIONS.

The Best Choice to Learn, Work and Lead

In the Works.....



COLORADO
Department of Education



EIES HAS BEEN RECOMMENDED BY THE PRINCIPAL LITERACY CONSULTANT OF CDE TO RECEIVE A FOUR YEAR EARLY LITERACY GRANT IN THE AMOUNT OF \$541,809. THE GRANT WILL RUN FROM FEBRUARY 1, 2019 THROUGH JUNE 30, 2022.

IF AWARDED, THE FIRST YEAR OF THE GRANT WILL BE ALLOCATED \$10,640 FOR ONSITE PREOBSERVATIONS IN CLASSROOMS BY A CONSULTANT, AND SLT MEETINGS IN FEBRUARY THROUGH MAY.

THE BALANCE OF THE GRANT WILL BE UTILIZED OVER THE REMAINING THREE YEARS, DECREASING BY 33% EACH YEAR TO SHOW SUSTAINABILITY OF THE PROGRAM UTILIZING DISTRICT FUNDS.

BOARD OF EDUCATION ITEM 13
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Cultural and Strategic Plan Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE Each year, the Board of Education and Chief Officer Team hold an Annual Planning Summit to discuss where the district is, where it is going, and what the areas of priority focus for the Chief Officer Team to lead the district in over the ensuing months. After that meeting, and after the list of priorities has been agreed upon, the entire team (BoE/CO) desire to inform stakeholders of those priorities and this item is presented to fulfill that intention.

RELEVANT DATA AND EXPECTED OUTCOMES: Inputs from the VoW (Voice of the Workforce) Annual Survey and the associated VoW Learning Tour, school performance reports, the external financial audit, workforce report, and the external site review are utilized by the chief officers to develop priorities for discussion with the Board of Education.

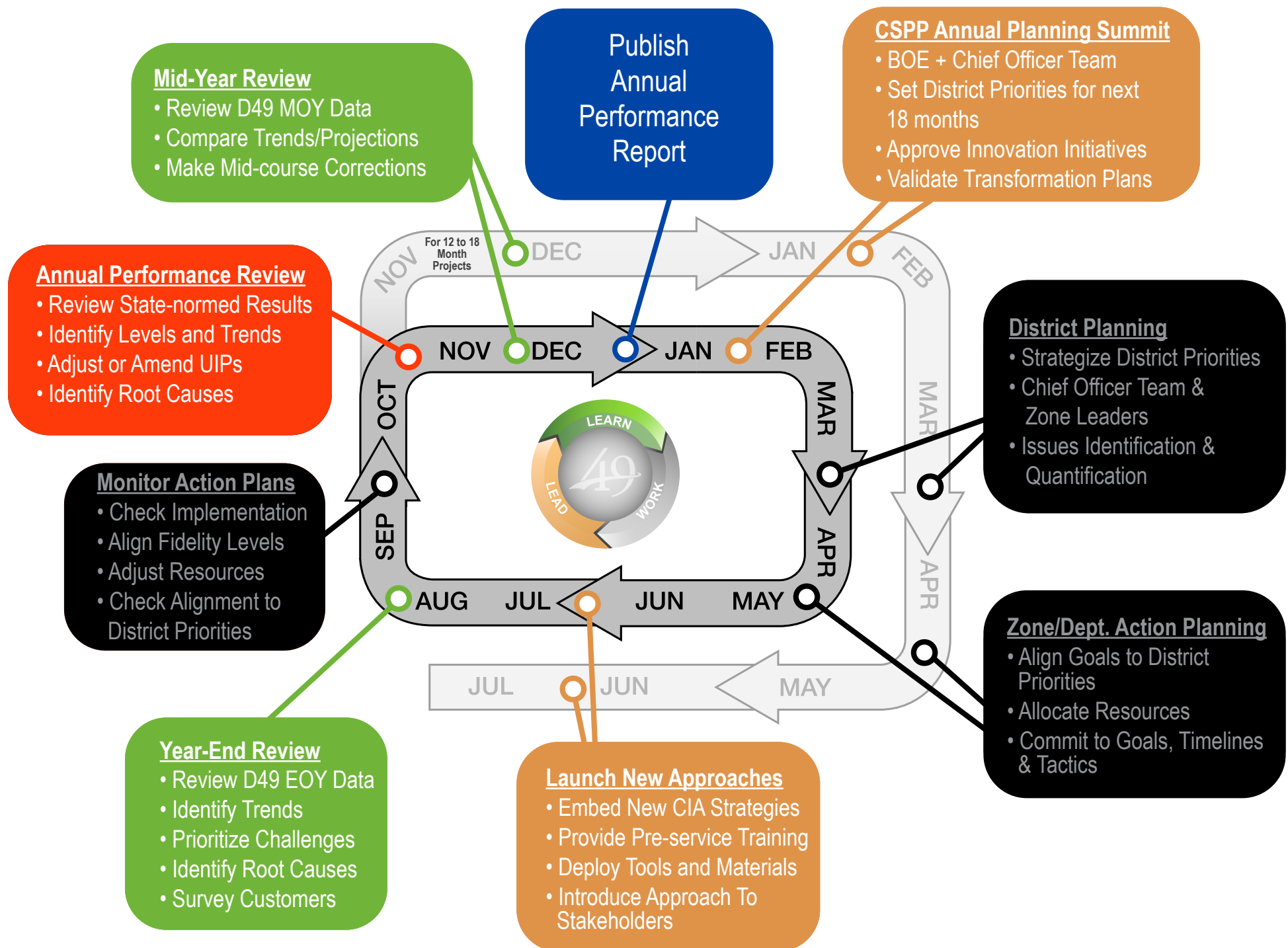
IMPACTS ON THE DISTRICT'S MISSION PRIORITIES—THE RINGS AND ROCKS:

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Proceed to the next step of establishing individual goals aligned with these priorities for each Chief Officer and the office they oversee.

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

DATE: February 20, 2019





2019 Chief Officer Priorities

In response to inputs from the VoW Annual, VoW Learning Tour, external site review, our financial audit, workforce report, and other inputs, the BOE and chief officers have established these seven priorities for 2019:

1	D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce by considering three emphases: <ol style="list-style-type: none">1. Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate.2. Empowering ESP staff through access to training, equipment, and data systems.3. Respecting ESP staff through differentiated VoW strategies, inclusion in staff meetings and training, and systems to recognize excellent performance by ESP colleagues.	Leadership: CBO, CEO, COO
2	D49 will prioritize strategic compensation by continuing to convene the VoW Compensation Teams (VCT); and by continuing to make budget recommendations informed by total compensation comparisons and strategic priorities.	Leadership: CBO and CEO
3	D49 will prioritize professional learning and career development for all workforce members. We will build on the success of peer-driven professional development (PD ²) and individually paced professional learning to offer our workforce more leadership of their own learning.	Leadership: CEO
4	D49 will prioritize the Enhanced Security Initiative to integrate the Voice of the Community and security experts in adopting and implementing measures to enhance security across the district.	Leadership: COO and CEO
5	D49 will prioritize strategic facility planning by managing the interaction of enrollment growth, revenue projections, facility life cycles, and electoral dynamics.	Leadership: COO and CBO
6	D49 will prioritize technology service and quality by learning more about user experiences and expectations and by resetting service level standards and the contract cycle for outsourced IT services.	Leadership: COO, CBO, and CEO
7	D49 will review the strategic priorities (big rocks) as part of the tri-annual review of that portion of our organizational profile.	Leadership: CBO, CEO, COO

These priorities are not numbered to indicate priority between them, simply to distinguish one from another in conversation. Only one of the six priorities are assigned to a single chief officer (#3 to CEO). Each Chief Officer is assigned leadership in four priorities.

The Board of Education endorsed these priorities at the Annual Planning Summit on February 2, 2019.

Following presentation of these priorities to the public at the February 27, 2019 Board of Education work session, each Chief Officer will present goals specific to their role, and to their office of oversight, to be used in their annual performance reviews in the fall of 2019.

Performance Excellence in District 49 depends on a Synergy of Culture and Strategy

↓ Culture ↓

(Vision + Values)

The Best Choice

↓ Vision ↓

We endeavor to be The Best Choice in education by respecting the voice of our community, delivering valued pathways for students and pursuing performance excellence.

↓ Values ↓



Our Cultural Compass

The inner ring of our cultural compass reflects our commitments for how we treat each other, with trust, respect, care and responsibility. The outer ring reflects our commitment to learning as our true north—guiding us to work in teams with purpose and innovation.

↓ Strategy ↓

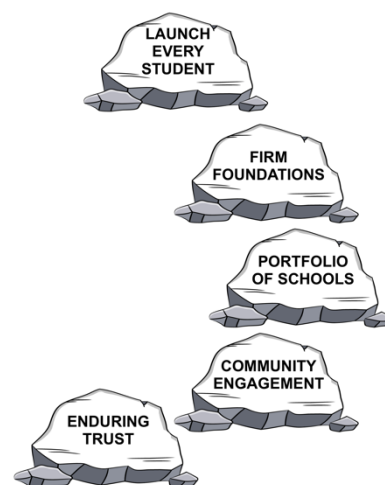
(Mission + Priorities)

to Learn, Work, and Lead

↓ Mission ↓

By learning, working, and leading, we will prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

↓ Priorities ↓



The Big Rocks—Our Strategic Priorities

District 49's strategic plan is organized around Stephen Covey's metaphor of big rocks. If you prioritize what's most important—the big rocks—you still have room for specific details. The big rocks keep our work focused on priorities that have strategic importance.

- ◆ Our vision is aspirational—we aim to be the best choice for every student, parent, and professional. Since every choice is a subjective decision, we know this is a vision never attained, but constantly pursued. Nevertheless, we want to earn every choice, every time.
- ◆ Our values are inspirational—we are inspired to learn together, work together, and lead together so that our inner ring values characterize all our interactions. We are motivated to carry out the work of our district based on the outer ring values that define the character of our work.

We don't attempt to monitor or measure our vision and values, but we do check their relevance and validity regularly. We pursue our vision, and uphold our values, as we accomplish our mission and emphasize our strategic priorities. We measure our mission and strategic priorities by setting annual and multi-year objectives scaffolded with action plans that include targets for key performance indicators along with timelines and assigned responsibilities.

Our Template For Operational Action Plans

To operationalize the mission and strategic priorities, leaders across our workforce set objectives and organize their implementation through annual and multi-year action plans using the following format:

Example:

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<i>To improve enduring trust throughout our community</i>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<i>the facilities team, in collaboration with the District Advisory and Accountability Committee (DAAC)</i>
What?	What work or support process may be monitored and adjusted as needed?	<i>will continue to submit projects for consideration to the MLO Oversight Subcommittee</i>
When?	What is the timeline of activity and completion for this plan?	<i>throughout the 2019-2020 fiscal year.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<i>so that 100% of projects presented to the BOE will include an MLO Oversight Subcommittee comment</i>

This framework supports our culture and strategy as follows:


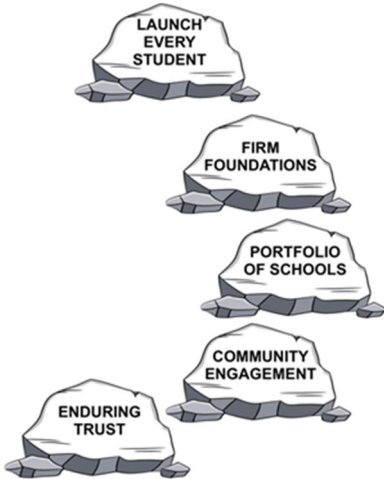
Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<i>Including a statement of purpose demonstrates our work process values and aligns our short and long-range plans to our guiding commitments.</i>
Who?	Who has leadership along with primary responsibility and accountability? Who must be consulted and informed? (RACI)	<i>Identifying specific leadership fulfills our commitment to responsibility and working as a team by designating leadership and support roles for each plan. The RACI matrix ensures integration.</i>
What?	What work or support process may be monitored and adjusted as needed?	<i>Describing the work activity establishes whether the action plan advances a key learning process, a key support process, or both.</i>
When?	What is the timeline of activity and completion for this plan?	<i>Setting specific timelines for action plan milestones and completion enables coordination of multiple plans across annual and multi-year planning cycles.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<i>Selecting and reporting KPI's gives our workforce and community clarity about the timing, quality, and completion of our strategic objectives.</i>



This is School District 49



To know District 49; you need to know what we do, what we must overcome, how we do it, & why we do it

	<u>Item</u>	<u>Short Form</u>	<u>Long Form</u>
Why we do	Vision	<i>The Best Choice</i>	We endeavor to be The Best Choice in education by respecting the voice of our community, delivering valued pathways for students, and pursuing performance excellence.
	Mission	<i>To Learn, Work, and Lead</i>	By learning, working, and leading, we will prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.
How we do	Values		<p>The Inner Ring: How We Treat Each Other Care • Respect • Responsibility • Trust</p> <p>The Outer Ring: How We Treat Our Work Learning • Teamwork • Purpose • Innovation</p>
Obstacles	Strategic Challenges <i>(Environmental Pressures)</i>		<ol style="list-style-type: none"> 1. Consistently creating academic performance /improvement. 2. System-created resource constraints (money/people/time). 3. The increasing program diversity in the needs of students. 4. Current & projected growth of the district & community. 5. Organizational structure dynamics (tension of our design).
What we do	Strategic Priorities 	<i>The Big Rocks</i>	<p><u>Every Student</u> We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.</p> <p><u>Firm Foundations</u> The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.</p> <p><u>Portfolio of Schools</u> We commit to offer high quality, exceptional schools in all of our zones - schools that are different from each other and superior to the options students might have in neighboring districts and communities.</p> <p><u>Community Engagement</u> The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.</p> <p><u>Enduring Trust</u> We endeavor to establish and maintain enduring trust throughout our community; not by telling our patrons that we're trustworthy - but by demonstrating it and pursuing it in everything we do.</p>
Localize	SOPI <i>(Statement of Purpose & Intent)</i>		<u>Business Office SOPI:</u> We provide stewardship, customer service and communication through and with our business team



District 49 is a Colorado public school district spanning eastern Colorado Springs and several unincorporated areas of El Paso County. Our logo includes a

stylized pathway up Pikes Peak, the local landmark that represents our journey to peak performance. Our enrollment of 21,457 students ranks 3rd largest in EPC and 14th largest in the state.

D49 operates in a highly competitive school choice environment with larger and wealthier districts along our western boundary. To compete more effectively, D49 has embraced the Baldrige framework as our criteria for performance excellence. Our Culture and Strategy of Continuous Improvement (p. v) improves outcomes for students and stakeholders as we continuously learn, work, and lead to improve our programs and services. As the fastest-growing district in Colorado, our enrollment of 21,457 students ranks 3rd largest in EPC and 14th largest in the state.

EDUCATIONAL PROGRAMS AND SERVICES

The key characteristics, programs, and services that make up D49's portfolio of distinct and exceptional schools, are designed to build "firm foundations" and "launch every student to success." These schools fulfill our vision and mission to be "*the best choice to learn, work, and lead.*" D49's portfolio is organized into four autonomous zones through which we provide conventional and innovative schools and programs that meet the needs of our students and support our key communities.

Basic proficiency is the foundation of all academic performance, so learning in reading, writing, math, and science is the most important commitment for our youngest learners. D49 has set reading proficiency by the end of third grade as a strategic objective for elementary students and schools. Our secondary students build on this firm foundation, pursuing divergent interests and abilities, expressed through individualized learning plans for every student. Through *49 Pathways*, we guide every student to pursue meaningful learning and launch to success. D49's teachers and staff serve students across the portfolio of schools through traditional classroom settings, small group interventions, and online and blended learning environments.

OUR GUIDING VISION, CULTURE, MISSION, AND STRATEGY

D49's vision is to be perceived as *The Best Choice* for anyone choosing a school district for any reason. To keep us headed toward our desired future, we pair our vision with the *Cultural Compass*—a symbol of eight values describing how we treat each other and how we treat our work. Together, our vision and values create a culture of continuous improvement.

D49's mission is to *learn, work and lead* by focusing on strategic priorities—the *Big Rocks*—so that our plans and actions show measurable progress that meets the expectations of our community. Together, the mission and big rocks provide a strategic framework for aligning, integrating, measuring, and improving the work of our schools and zones.

D49's core competencies support our mission because continuous innovation and improvement are essential to all three aspects of our mission. All three offices lead the work of our district so that students accomplish the learning that is both our mission and the north star of our cultural compass.

Key Organizational Characteristics of District 49	
Customers	<ul style="list-style-type: none"> Students and Parents
Stakeholders	<ul style="list-style-type: none"> Staff Community Members
Workforce Segments	<ul style="list-style-type: none"> Professional-Technical (Pro-Tech) Education Support Personnel (ESP) Teachers and SSP's Administrators
Key Communities (Students and Families)	<ul style="list-style-type: none"> Military-connected Alternative education Online and blended Charter school Career and college prep
Key Education System	<ul style="list-style-type: none"> Portfolio of Distinct and Exceptional Schools
Key Education Processes	<ul style="list-style-type: none"> Elementary Student Education Secondary Student Education
Key Support Processes	<ul style="list-style-type: none"> Professional and Adult Education Financial & Business Services Workforce Services Communications Services Operations Services (FINTS)
Core Competencies	<ul style="list-style-type: none"> Continuous Innovation and Improvement Portfolio School Management Effective & Efficient Resource Management

Key Educational Programs and Services

ALTERNATIVE EDUCATION (AE) programs serve students with one or more high-risk characteristics. Alternative Education Campuses (AEC's) deliver AE programming.

CAREER TECHNICAL EDUCATION (CTE) prepares students in grades 6-12 to enter the workforce with skills and certifications

COLLEGE PREPARATORY EDUCATION (CP/CE) prepares students to begin college while in high school (CE) or continue their education in a two or four-year college program (CP)

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLDE) programming serves students with no or limited English proficiency.

GIFTED EDUCATION (GE) programs serve accelerated students with enriched learning activities

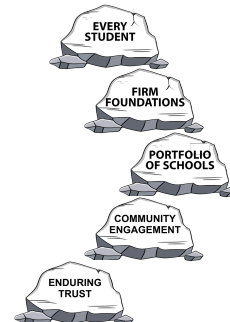
SPECIAL EDUCATION services provide personalized support, accommodations, and modifications for students with individualized education plans (IEP's).

PROFESSIONAL DEVELOPMENT (PD) programs provide district and regional educators with advanced training and support.

Vision, Mission, Values, and Strategic Priorities

VISION *The Best Choice* **MISSION** *To Learn, Work, and Lead*

VALUES The organizational values on the inner ring of our *cultural compass* represent our commitment to how we treat each other. The outer ring describes how we treat our work. The *big rocks* represent our **STRATEGIC PRIORITIES** for continuous improvement.



WORKFORCE PROFILE

1,884 talented and hard working employees enable D49 to pursue its vision and fulfill its mission. The D49 workforce is composed of four key segments—licensed teachers and providers, professional-technical personnel, educational support personnel, and administrators. D49 staff have not certified any association to represent them. **1,309** D49 employees identify themselves as Caucasian and **107** as minority or unknown. All D49 teachers and paraprofessionals are licensed through CDE. Members of the D49 workforce have consistently identified mutual trust and respect; service and support for students; transparent, two-way communication, and effective leadership performance as key drivers of engagement. Members of the workforce are equipped to support whole-person wellness, and obligated to protect students' safety from physical and personal threats.

ASSETS

D49 maintains physical assets including 20 campuses and facilities as well as learning technologies and operational equipment. In total, the value of D49 real property assets is \$312 million. D49 also operates a transportation fleet of 97 buses and 56 support vehicles with a value of \$380,000. D49 owns 17,750 computers, laptops, tablets and other devices that support learning, working, and leading. D49 contracts with CCS for network and other IT services and support at all facilities. CCS and the SLT manage an upgrade and refresh cycle to maintain technology equity and effectiveness.

REGULATORY REQUIREMENTS

D49 operates in a highly regulated environment with numerous federal and state mandates. Colorado Revised Statutes (CRS) Title 22 sets the framework for most educational requirements, including mandated curriculum standards, days and hours of instructional time, and operational mandates. National educational policy derives from both the ESEA and IDEA. Certification requirements primarily include teacher licensure, but we also ensure that workforce members who handle specialized equipment are properly trained and certified. Health service professionals, whether school nurses or health aides meet appropriate licensing requirements. Drivers, cooks, accountants, and many other administrative leaders comply with appropriate professional licensure and recertification expectations. Federal workplace mandates regulate D49's role as an employer. Federal laws governing the NSLP and NSBP, in addition to CRS, regulate D49's nutrition services. OSHA, CIPA, the USDA, and CRS determine safety and security regulations.

Key Regulatory Requirements for District 49

PROGRAM ACCREDITATION: CDE accredits D49, which in turn accredits all schools including AEC's and all charter schools.

WORKFORCE CERTIFICATIONS: CDE sets licensure requirements for teachers, while other requirements apply to other segments.

WORKPLACE CONDITIONS: D49 provides workplaces conditions compliant with state and federal employment regulations.

TRANSPARENT FINANCIAL PERFORMANCE: D49 complies with all financial requirements from GAAP, GASB, CDE, CRS, and IRS.

ACCESSIBLE PROGRAMS AND SERVICES: D49 ensures that all schools are compliant with ESSA, IDEA, ADA, and CRS.

SAFETY AND SECURITY FOR STUDENTS AND STAKEHOLDERS: D49 complies with regulations from OSHA, CIPA, USDA, and CRS.

ORGANIZATIONAL RELATIONSHIPS & STRUCTURE

District 49 is governed by a Board of Education (BOE) with directors elected to serve four-year terms representing geographic districts. The BOE's power is granted and defined by the Colorado Constitution and Revised Statutes. Beginning in 2013, the board and administration began a cycle of learning to determine whether or not an alternative model would increase trust and meet our community's expectations for representative leadership. Learning about best practices in school district governance led our board to propose that representation be linked to geographic communities. In 2015, voters overwhelmingly supported (74% Yes) a transition to a "director district" model where each member of the BOE represents a defined subdivision made up of political precincts in the district.

In contrast to a conventional model with a single superintendent, the BOE directly hires, supervises, and evaluates three chief officers (CO's) who in turn supervise the zone leaders, executive directors, program directors, and managers. The chief officer model is the most prominent example of our APEx Leadership System (Section 1.1a(1)) which replaces traditional solo leadership positions with teams of partner-experts aligned to our vision, mission and CSPI. D49's four innovation zones balance localized autonomy and leadership of the district's mission, culture and strategic plan. The chief officers and their direct reports constitute a 24-person service and leadership team (SLT). The chief officer APEx team leads the SLT and charges all senior leaders to guide their respective teams to reach our SP goals and implement procedures that support BOE policies.

STUDENTS, PARENTS, AND OTHER STAKEHOLDERS

D49 identifies parents and students as the primary recipients of our programs and services. Parents engage as proxies for their elementary children, but students remain our focus. Secondary students increasingly represent themselves. Students naturally cluster into significant subgroups. For example, students from military-connected families have unique expectations and requirements. Students from any of our specialized programs, (including AEC, CE, CTE, CLDE, Special Education) require high compliance with technical specifications set by statute and identified needs. D49 considers all other stakeholders in developing action plans.

Student Customers and other Stakeholders Requirements and Expectations

STUDENTS require learning environments that are physically and socially safe with authentic learning opportunities and effective preparation for college and careers. Students expect equal treatment, excellent instruction, meaningful assessment and support to secure future opportunities.






PARENTS also require safety and an excellent education. Further, parents expect responsive communication that enhances their ability to support their child's education.

STAFF members require that District 49 provide a productive workplace with clear expectations and necessary resources. They further expect fair compensation: salary, benefits, opportunities for advancement, and respect for their expertise.







STAKEHOLDERS express requirements and expectations that, while fragmented, are critical to the district's success. Taxpaying voters expect the district to exercise exemplary fiscal stewardship. Business owners who hire our graduates require skilled and ethical workers. All four stakeholder communities expect D49 to prepare students to be successful, competent and productive citizens in a global society.

PARTNERS, SUPPLIERS, AND COLLABORATORS

To advance our vision and mission, D49 actively seeks productive relationships with key community agencies and business partners. The following entities are key partners without whom we could not execute the key learning and support processes that make our mission possible. Every partner is essential to one or both key learning processes. D49 is actively working to improve the performance of every key partner by recommending or requiring (where appropriate) that they pursue performance excellence and support D49's vision, mission, and values. The mechanisms of two-way communication to implement and innovate our mission include contracts, MOU's, collaborative productions, joint

Key Partners	
	CHARTER SCHOOLS District 49 authorizes eight unique charter schools that complete our portfolio and extend programs and services to over 7,000 students from around the county and Colorado.
	SCHOOLGY partners with D49 to provide a learning management system to create online classes, groups, and productivity systems for all customer segments. Schoology is the LMS that drives the Aha! Network.
	CDE The Colorado Department of Education provides extensive support and collaboration with primary literacy and 49 Pathways.
	UCCS The University of Colorado-Colorado Springs is the local campus of our state university system. We partner with UCCS for teacher preparation and learning.
	PPCC Pikes Peak Community College is our primary partner for concurrent enrollment. PPCC sets standards for college enrollment and college-level instructors.

evaluation, and service-level agreements.

Key Suppliers and Collaborators	
	CCS Colorado Computer Support supplies technology management services for infrastructure, help desk, large-scale deployment, and consulting projects.
	AMPLIFY is an assessment and analysis partner that provides classroom materials, and collaborates to host learning conferences and trainings with D49.
	MYON is a digital library provider that provides leveled texts and teacher development. myON has collaborated with D49 to host regional literacy conferences.
	EMPLOYERS COUNCIL is a membership organization that provides legal, evaluation, employee assistance, and training services to all workforce segments.
	GOOGLE partners with D49 by providing domain service, devices, systems, and professional learning conferences to support blended learning.
	HANOVER RESEARCH is a professional service firm that supports our mission and culture of learning by conducting original research and literature reviews.

COMPETITIVE POSITION

Because Colorado allows open school choice, families and students may attend school outside their district of residence. This creates inter-district competition between neighboring districts. In its competitive position, D49 competes directly with two geographical neighbors. Our key competitors—Colorado Springs District 11 (D11) and Academy District 20 (D20) are larger and wealthier districts immediately to our west. D49 measures a net gain of students from D11 and tracks a net loss of students to D20. Although D49 has fewer local resources compared to both competitors, we operate with superior financial efficiency. Students in D20 demonstrate higher overall academic results than those in D49 while students in D11 demonstrate lower results.

D49 has identified four Colorado districts (Figure P.1a) for comparability across our business, education, and operations units. These key comparison districts have similar demographic and organizational characteristics to D49, such as the percentage of students on free and reduced lunch, the percentage of minority students, and the percentage of students with special needs. We use the four comparator districts to create a comparative index or COMDEX that shows historical ranges for levels and trends. To maintain longitudinal comparability, we maintain the same COMDEX for a three-year period and then re-select comparator districts.

COMPETITIVE CHANGES

Key competitive changes in Colorado's landscape of K-12 education include ongoing reductions in state funding along with a significant shift in graduation requirements for all public schools. For D49 specifically, key changes include the proliferation of competitive programs offering concurrent enrollment and the dramatic expansion of our charter school sector to serve high-risk students across the state through GOAL Academy. Although GOAL Academy serves a disproportionately large population of traditionally underserved students (including ELL, High-Risk, teen parents, adjudicated and formerly expelled students) D49 has embraced that larger community in fulfillment of our commitment to offer a robust portfolio of distinct and exceptional schools.

COMPARATIVE DATA

The Colorado Department of Education provides academic, free and reduced lunch, financial, demographic and workforce data for both competitors and comparator districts. The Colorado Department of Higher Education provides college remediation data for D49's competitors and comparators. Using CDE's like-district tool, D49 identified the four districts that match our organizational demographics most closely. Those demographics include the number of students on free and reduced lunch, the students served through special education programs, the numbers of English language learners, and the total per-pupil funding for each student.

STRATEGIC CONTEXT

D49's key strategic challenges all relate to meeting the growing and divergent requirements of our students, parents, and other stakeholders. To meet the strategic challenges detailed below, D49 leverages key cultural and strategic advantages. We cultivate internal advantages while simultaneously pursuing external partners—especially our military community and our higher education providers. We treat partnerships as competitive advantages by building unique relationships within and around the district and larger community.

Key Strategic Challenges and Responsive Key Processes	
Strategic Challenges	Responsive Key Processes
Improving Academic Performance	Primary Literacy and 49 Pathways
Managing Resource Constraints	Student-Based Budgeting
Meeting Diverse Student Needs	Portfolio of Schools
Accommodating Continual Growth	Strategic Facility Planning
Sustaining Workforce Quality	VoW and VoW Compensation Teams
Managing Structural Tensions	Autonomous Zones
Enhance our Competitive Position	Performance Excellence

Autonomy is a unique competitive advantage because we are the only district of innovation in our region. This allows us to stimulate and support innovative solutions to our cultural and strategic challenges. We have innovated our key education processes of elementary and secondary education with one-of-a-kind schools that meet the needs and expectations of our customers. Those schools exist because autonomy stimulates innovation. We have also innovated leadership; through our openness to leadership teams, we have replaced superintendents, directors, principals, and department chairs with teams of partner-experts who are aligned to our vision, mission, and cultural compass. Our practice of precise planning and execution is a source of continual learning and improvement. Our SPP and cascading action plans create systems of measurable implementation. Each of our key education processes is supported by a unique advantage. Our performance levels, and especially our growth rates in primary literacy are a signal advantage for our key education process of building firm foundations. At the secondary level, *49 Pathways* is a state-leading initiative that helps launch every student to success in career preparation, immediate entry into the workforce, further scholarship in college, or any combination of learning, working and leading that matters to the individual student.

Our external advantages depend on deep, multi-year partnerships that bring innovation and excellence to our key education systems.

PERFORMANCE IMPROVEMENT SYSTEM

Over the last five years, D49 has renewed our commitment to become an excellent organization. The drive for performance emerged in 2012 as an outgrowth of the innovation initiative and our strategic planning work. Along with the big rocks of the strategic plan, we have organized our values and key principles as a “cultural compass” that guides us along a pathway of continuous improvement toward peak performance. Symbolized by our landmark destination—Pikes Peak—we designate peak performance as being the highest ten percent, the top decile or “Grade A” level of performance. That is the peak we are climbing.

The figure depicting our Culture and Strategy of Continuous Improvement (CSCI) (p. v) summarizes the two phases of our continuous cycle of performance improvement. The CSCI begins with an INNOVATION PHASE, where learning, working and leading take place on a specific campus, or within one of the four innovation zones. It is D49’s practice to

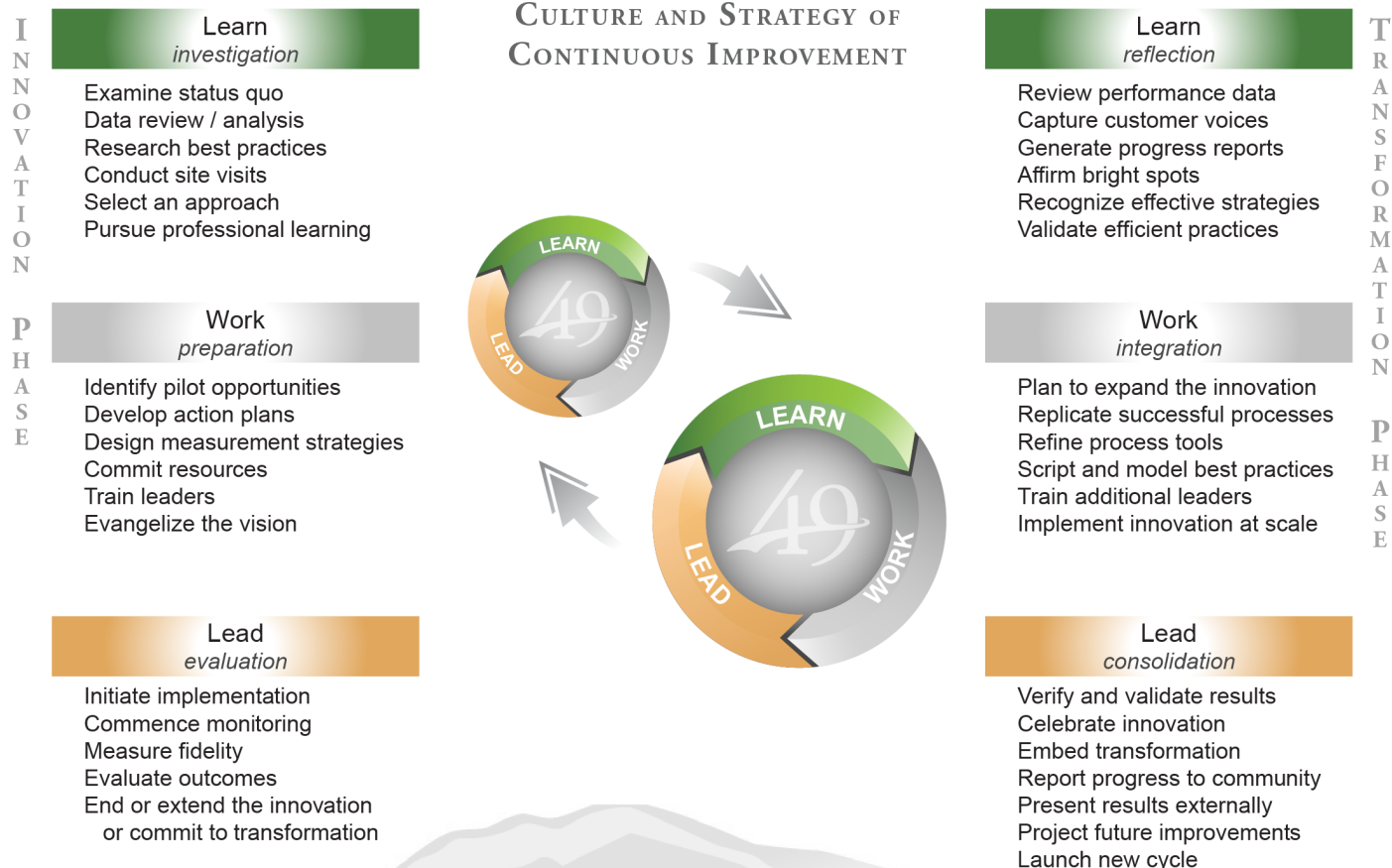
innovate with a pilot project—where an approach is tested in a limited setting to evaluate the merits of further adoption. At the conclusion of an innovation phase, leaders might decide to adjust the innovation and pursue a second cycle to learn, work, and lead with the benefit of experience. However, if the innovation is successful, and the best indication is that the innovation would be successful at scale, then D49 enters the transformation phase.

The TRANSFORMATION PHASE includes learning with the broader community about performance results as well as projections about expanding the successful innovation. D49’s vision to transform K-12 education often leads to presenting results externally at state and national conferences. In D49, we begin improvement and innovation with learning. We learn about our own strengths as well as potential approaches to improve our performance. Through the work cycle, we pilot, implement, and deploy approaches that show promise for improving performance. In the lead cycle, we revisit, restart, abandon, or scale up the improvement approach so that all our schools or other organizational units can improve.

In daily practice, the three activities that keep us improving are summed up in our vision and mission to be *the best choice to learn, work, and lead*. Every day, students, parents, staff and citizens model the importance of these three key behaviors. As a *learning* organization where we *work* to develop *leaders*, it is natural that improvement in D49 mirrors the development of our students. That is why we pursue innovation and transformation. To maintain our focus on action, we are highly intentional about expressing our performance in terms of learning, working and leading. For example, any input we receive—whether it is from regulatory agencies, partners, students and other stakeholders, or our community at large is an opportunity to *learn*. Even if that input is unsolicited, critical, or even wrong, it is an opportunity to learn. Similarly, everything we learn is an invitation to *work*. Sometimes we work at new learning. Sometimes there is no way to learn from the source, so we respond by working to improve. Our work often takes the form of adapting an idea with processes and systems to make it work in our system of autonomous zones and our PDES. Finally, we *lead* by reflecting on our learning and our work to see if they produced valued results. When they do, we duplicate our efforts. When our learning and work do not result in improvement, we learn more and start the process again.

Since 2015, when D49 began our Baldrige journey, we have organized our largest cycle of learning around the annual self-evaluation and application process with Rocky Mountain Performance Excellence. We believe that our mission to *learn, work, and lead* is a localized expression of the Baldrige commitment to cycles of systematic evaluation and improvement. As successive CSCI cycles of learning and improvement become embedded in our operational rhythm, we aspire to become even more strategic and innovative to the point where we are a role model organization. In the 42 months since our first submission, District 49 has improved performance in every category assessed by the Baldrige criteria, and in 2017, we were designated as a peak performer by RMPEX. We paused to celebrate that summit, and now we are setting our sights on greater heights—determined to benchmark against national role models and continue our ascent with our first submission to the Baldrige program in 2019.

Culture and Strategy of Continuous Improvement



LEADERSHIP

SETTING VISION AND VALUES

The Board of Education, chief officers, and other senior leaders revisit the Vision, Mission, and Values in January of each year during the Annual Planning Summit. As the first stage of the Cultural & Strategic Planning Process, senior leaders re-present the Vision Mission and Values; Cultural and Strategic Priorities; and Culture and Strategy for Continuous Improvement—for community and board review. Senior leaders integrate multiple sources of data to inform their recommendations. The timing of the annual calibration process gives senior leaders time to deploy implementation of D49's culture and strategy at the beginning of the school year.

D49 embraces an Aligned Partner Experts (APEX) Leadership System (ALS), as a key strategic advantage delivering efficient and effective leadership to direct the organization. The ALS integrates purposeful alignment, genuine partnerships, and recognized expertise to support our core values of trusting and respectful teamwork.

APEX teams are evident across the district, modeled prominently by the aligned relationship between the five-member Board of Education and the three Chief Officers. Additional APEX teams operate at Sand Creek High School, Patriot High School, and in our Operations Office.

After a 2016 cycle of learning, senior leaders endorsed the observation that our community needed to align around a simplified vision and mission. Our vision is simply to be *the best choice* for students, parents, and professionals as we *learn, work, and lead* our way to performance excellence.

PROMOTING LEGAL AND ETHICAL BEHAVIOR

D49 affirms that sustainable leadership must be legal and ethical. To integrate legal and ethical behavior across our APEX teams and the workforce, D49 adopts and reviews relevant board policies. D49 requires annual training and affirmation of relevant policies and practices.

Senior leaders promote legal behavior through systematic identification of the sources and nature of our legal obligations in policy and practice. Senior Leaders publish and review BOE policies, responsive to every major source of legal obligation, on a three-year cycle or more frequently if the legal environment changes. The district maintains membership in the Colorado Association of School Boards and the Employers Council, to access regular legal and regulatory updates.

Senior leaders promote ethical behavior first through a public commitment that administrators will not seek and the board will not grant any multi-year contracts. The BOE and chief officers systematically reaffirm commitments through transparent goal-setting, evaluation, and contract discussions held in public meetings. Senior leaders further exceed the expectations of our stakeholders through a policy prohibiting the hiring of a BOE member for any position within the district for at least six months after the member's term ends.

Senior leaders' commitments to financial ethics are further manifested in BOE policies for fiscal viability. While Colorado Revised Statute require districts to reserve 3% of revenues, D49 policy DAC sets a higher standard by requiring a fund balance of 9% -10% of district revenues. This self-imposed requirement allows the district to be entirely self-

sufficient for cash flow each year. The district submits to annual audits, monthly reconciliations, and bond rating examination to support financial transaction.

Finally, the BOE and CO have made robust evaluation a cornerstone of ethical accountability. This includes a system of BOE evaluation including 360° public and self-evaluation components. Further, while the majority of school boards supervise only one superintendent, the BOE in D49 conducts three comprehensive evaluations every year. Each chief officer receives a formal 360° review from subordinates, peers and board members that the board analyzes to set performance improvement expectations. The BOE's collective work ethic exemplifies a public commitment to ethical leadership.

COMMUNICATION

Senior leaders communicate with the workforce, students, and other stakeholders as a matter of regular practice and special initiatives. Senior leaders communicate widely by sharing documents, videos, and narrated presentations. In person, Senior Leaders from the BOE, chief officers and service & leadership team attend staff meetings, serve on advisory committees, participate or lead training sessions, and conduct regular school visits to facilitate structured and unstructured interchanges.

Internally, the primary channel for communicating key decisions and need for organizational change is the C3. The C3 is a monthly process by which Senior Leaders generate content and distribute it to principals and other Building Leaders. Each C3 contains four sections: action, information, opportunities, and policy revisions. The C3 drives the agenda for the Principal, Business, Education, and Operations leadership team meetings.

Communications effort includes full audio recordings and archives of all board meetings. D49 also offers live video streaming, tweeting, and interactive web content to more fully engage with our community.

As part of our commitment to reciprocal communication, D49 routinely submits its communications systems, productions, and publications for appraisal by the state's lead agency for school communications: the Colorado School Public Relations Association (COSPR). The district also seeks evaluation through major listening efforts such as the Voice of the Workforce (VoW) annual, the Cultural Compass Survey, topical surveys, school self-studies, and a full complement of interaction via social media platforms and our in-house LiveChat system.

Digital communication platforms allow senior leaders to deliver targeted communications to our key communities and stakeholder segments. Senior leaders optimize communications and lead significant conversations by responding to comments, likes, views, click-throughs, and response rates. District 49 has adopted a principle of "transparency over image" that has strengthened our connection with our stakeholders. We deploy our values of trust, responsibility, and respect beyond the organization into the community we serve.

To motivate high performance, D49 practices regular recognition of peak performance. Senior leaders use rounding to explore operations and discover high performers. Rounding generates a list of individuals and accomplishments that Senior Leaders use to feed staff meeting recognition and other formal recognition systems. Additionally, D49 recognizes and features members of the Student Board of Representatives at every meeting of the BOE. D49 nominates a teacher from

every school along with coaches, service providers, and leaders in a variety of roles. Finally, D49 instituted *Fantastic 49*, a program for celebrating people and the programs they lead all across our district.

CREATING AN ENVIRONMENT FOR SUCCESS

Senior leaders create an environment for success by aligning the district's key education and support processes to our Vision Mission and Values. Every district action plan originates in a discussion or action item at a public board meeting. Senior leaders link every agenda item to one or more of the cultural and strategic priorities.

Senior Leaders cultivate organizational learning because our community has validated learning as the "true north" of our cultural compass, the first word of our mission, and the fundamental justification for our key education system.

The Aha! Network is our district umbrella system for all professional learning, supporting district-level and zone or school-level training. Courses in the Aha! Network are hosted on Schoology™, the same learning management system we use for K-12 education. Schoology supports flipped classes, on-demand learning, and real-time evaluations for all professional learning. The Aha! Network also tracks professional learning accessed through external training delivered by partners and professional associations.

D49's culture and strategy of continuous improvement places learning directly in the framework of innovation and transformation. The BOE realigned our district into four innovation zones organized by geography or educational emphasis. Each zone then worked with stakeholders to define a unique identity and deploy strategic innovation initiatives for localized education and operations. Innovation Plans define the significant innovations, strategic opportunities and intelligent risks to be pursued at each school and in each zone.

In addition, D49 models leadership development for the workforce through our Leadership Development and Succession Process. D49 monitors succession as workforce leaders advance through the organization. For some leaders, the path to senior leadership begins in D49, proceeds through a position in another district and returns to D49 leadership.

GOVERNANCE SYSTEM

D49 ensures responsible governance through a system of elections, evaluations, transparent operations, routine oversight, and accountability throughout the system. The governance body is composed of five publicly elected directors who serve four-year terms with a two-term limit. BOE members represent geographic director-districts in which they must reside. This ensures they are sensitive to the interests of stakeholders and accountable to those who elected them. BOE members are also accountable to each other, to the CDE, and through statute to the people of Colorado. BOE members reflect their accountability by holding Senior Leaders accountable to the expectations of the community and the obligations of the state. BOE seats are non-partisan and directors do not receive any financial compensation.

The BOE reviews and achieves Senior Leaders accountability through supervision and evaluation. Directors supervise through interactions and communications at BOE work sessions and regular meetings, along with observations at advisory committees, monthly one-on-one meetings, participation on hiring committees for new Senior Leaders positions, and formative evaluation of Senior Leaders performance.

To ensure that BOE actions are fully transparent, D49 follows the Colorado's Open Meetings "Sunshine" Law and the Colorado Open Records Act. Notice of meetings is posted on the homepage of D49.org, outside our administration offices and at all schools. Agendas, information, and minutes are posted on our website and distributed over email and social media. Regular BOE meetings include a public forum for citizen comments, along with live streaming and complete archiving of documents, audio and video on the D49 website.

PERFORMANCE EVALUATION

The BOE contracts with an external supplier, the Employers Council, to develop and administer a self-evaluation system. At the Annual Planning Summit and other public meetings, BOE members discuss the results, adopt improvement goals, and plan improvement processes.

The BOE also leads by guiding all three chief officers through a public evaluation process aligned with the goals, performance expectations, and timelines set forth in board policy. All chief officer evaluations include a 360° review, measurable performance targets, and goal-setting that leads to a final written evaluation and a re-calibration of goals. The evaluation period is a calendar year designed to accommodate BOE elections and, in the event a change in leadership is necessary, allow for good transition planning.

LEGAL, REGULATORY, AND ACCREDITATION COMPLIANCE

D49 employs systematic processes to address and anticipate community concerns about Legal, Regulatory, and Accreditation compliance. Our compliance efforts are grounded in the published standards of over 20 agencies and laws that comprise the sources of obligation. Each obligation relies on standards of measurement and compliance assessment, so D49 submits to audits of all financial controls and transactions managed by the business office; accreditation of all educational programs and services managed by the education office; and inspections of all facilities and equipment managed by the operations office. The key measures of financial compliance include adoption of annual budgets verified by an independent external audit presented to the board in a public session. The key measures of educational compliance include the school performance frameworks and school improvement plans that lead to accreditation by the CDE. The key measures of operational compliance are successfully passing inspections of building safety, vehicle safety, workplace safety, and secure operations.

ETHICAL BEHAVIOR

Ethical behavior includes taking actions that benefit students and other stakeholders, preventing conditions that harm students or other stakeholders, and correcting actions or conditions that violate standards of conduct. The primary mechanism of benefit for students is equal access to free and appropriate public education (FAPE) as defined in the Rehabilitation Act of 1973 and the IDEA.

Additionally, senior leaders and the workforce protect students through processes to ensure physical as well as social-emotional safety. Staff who interact with students complete training in child abuse prevention and reporting. As mandated reporters, school personnel bear an ethical responsibility to recognize and intervene in situations that might harm children. Educators and senior leaders are also responsible to ensure student data privacy through technical protocols that require encryption and permission protocols for media image releases; as well as communications protocols that restrict information sharing. D49 also fulfills its ethical

obligation to prevent access to explicit internet content by filtering web traffic. D49 maintains these protections through regular training and upgrades. We assess our performance through external reviews and audits by agencies such as the U.S. Department of Justice and CDE.

D49 protects the workforce through adherence to workplace standards in the FLSA and FMLA and actively provides fair and equitable working conditions and consideration for medical situations. D49 fulfills their ethical obligations to the workforce through hiring and evaluation systems that do not discriminate based on any protected class, and employs an institutional review board to evaluate all research requests. All new employees are trained and require ongoing affirmation of standards to prevent conflicts of interest, prohibit receipt of significant gifts, and monitor all purchases and acquisitions using district funds.

Should any stakeholder in D49 disagree with the actions or any district staff member, policy KEA provides a stakeholder grievance process with submission forms, explicit timelines, decision criteria and a formal appeal process. The availability of a formal grievance process gives stakeholders the opportunity to advocate for their interests, and holds every staff member accountable to respond.

SOCIETAL WELL-BEING

As a school system, our greatest contribution to students and families is provision of excellent educational programs and services. Our greatest contribution to the community is graduates who succeed. Every graduate who adds to the community represents our contribution to a thriving society.

As a public entity, D49 has embraced a culture of sustainability. Conservation of natural resources is a focus. Out of sensitivity to the impacts of climate change on our society and future operations, we have committed to design and build schools that meet a minimum LEED Silver rating.

D49 is highly sensitive to the location and traffic patterns for new school facilities. Providing school choices supports the larger social value of freedom, while our mission models the work ethic our stakeholders expect. Community engagement improves societal well-being because D49 is living out our mission to learn, work, and lead.

COMMUNITY SUPPORT

To support and strengthen our key communities, Senior Leaders and the workforce embrace the natural communities that emerge from our unique geography and growth patterns. Three of our key communities, known as the Falcon, Sand Creek, and POWER zones, are anchored by a conventional neighborhood high school along with a middle school and three or four elementary schools in a feeder pattern. Our fourth key community, the iConnect Zone, unites students and their families from across the district in blended, online, alternative, early college, and home school support programs. We host a health clinic, co-locate a community college, provide access to fields and facilities, and collaborate with builders to optimize community development.

Senior Leaders determine the needs of each community through our innovation processes, outreach efforts, surveys, election results, and by listening to stakeholders through the SBOR, the SAC's and DAAC, and our advisory committees. Our core value of purpose helps determine where we place our programs, how we schedule them, and what kinds of personnel we need to deliver optimal services. Senior Leaders conduct satisfaction surveys, host focus groups and lead election campaigns

STRATEGY

STRATEGY DEVELOPMENT

CULTURAL AND STRATEGIC PLANNING AND INNOVATION

District 49 conducts cultural and strategic planning in alignment with a commitment to continuous improvement and innovation. At the Annual Planning Summit (APS), the Board reviews the district's vision, mission and values and considers proposed innovations. The Board then tasks district leaders with specific objectives to address our strategic challenges or capitalize on strategic opportunities.

The Colorado Innovation Schools Act of 2008, allows a public school or group of schools to submit an innovation plan to its local Board, to improve student learning. If approved, local Boards then submit innovation plans and waiver requests to the state Board for approval. In January 2011, D49 realigned the district structure into groups of schools (innovation zones) organized by geography or educational emphasis. Each zone collaborated with stakeholders to identify innovation initiatives, resulting in plans defining the specific innovations, strategic opportunities and intelligent risks to be pursued at each school / zone, including proposals for waivers from district policies and Colorado Revised Statutes (CRS) related to staffing structures, curriculum, and instructional programming.

STRATEGY CONSIDERATIONS

Throughout the year, district leaders collect, analyze and present a variety of data to the Board as inputs for cultural and strategic planning at the APS. These data include academic assessment results, financial stability results and survey inputs from students, staff and the community. District 49 also conducts a Baldrige-based external performance review each year, which provides the Board feedback on the district's performance in leadership, strategy, customer satisfaction, data management, workforce capacity, operations and organizational results.

WORK SYSTEMS AND CORE COMPETENCIES

District 49 considers its core competencies when intentionally choosing key processes to be accomplished by our workforce and by external partners. District leaders determine if the current workforce has the capability and capacity to support our work of educating every student. D49 employs leaders, teachers and support staff to deliver educational programming in each of its operated schools and partners with charter schools to enhance a portfolio of offerings for students and families. Our charter school application, contract and renewal processes all ensure that these partnerships help us work toward our mission to be the Best Choice.

When determining the need for outsourced versus internal support, D49 considers the scope of work and frequency of contact hours per week, overall project time, and required level of expertise. D49 currently outsources project management for construction oversight. D49 also contracts with Colorado Computer Supports to provide IT services, while maintaining education technology specialists as D49 employees who provide direct support to schools.

KEY STRATEGIC OBJECTIVES

Each year, the Board reviews its cultural and strategic priorities at the APS. D49's priorities are: 1—Maintaining Enduring Trust with Stakeholders; 2—Community Engagement; 3—operating a Portfolio of Distinct and Exceptional Schools; 4—Building Firm Educational Foundations; and 5—Launching Every Student to Success in careers and college. The Board sets strategic objectives in alignment with these priorities at the APS. District leaders present significant changes during which may inform the Board's priorities. For example, the Board's commitment to launch every student aligns with new Colorado graduation requirements for the class of 2021.

STRATEGIC OBJECTIVE CONSIDERATIONS

D49 balances varying and potentially competing needs by filtering all key decisions through a cycle of continuous improvement and aligning each key decision with our culture (vision and values), and our strategy (mission and priorities).

D49's BOE and senior leaders review short and longer-term planning horizons at the APS. Like other school districts, D49 is subject to state and federal mandates. Innovation plans allow schools autonomy to address mandates creatively, yet responsibly. All schools are required by the Colorado Department of Education to develop Unified Improvement Plans (UIP) as a means of setting short and longer-term goals by identifying school-specific root causes for academic performance and major improvement strategies aligned with strategic challenges, core competencies, strategic advantages and opportunities. These plans are developed with input from School Accountability Committees and school staff.

STRATEGY IMPLEMENTATION: ACTION PLANS

D49 aligns its key action plans with its identified priorities. Senior leaders create action plans for implementation at all levels of the organization. These plans set direction for annual and multi-year strategic objectives. D49 employs an action plan template that specifies the purpose, leadership, responsibility, processes, timeframe, and key performance indicators required to accomplish the strategic objective. Action plans are created, monitored and reported using strategic planning software to deploy and cascade all plans.

District 49 Core Competencies

Continuous Improvement and Innovation	District 49 has benefitted from the Colorado Innovation Schools Act of 2008, which provides a for schools to develop innovative practices to meet the needs of students and allow more autonomy in decision-making at the school-level. A cycle of continuous improvement is deployed at all levels of the organization to examine and improve upon practices.
Portfolio School Management	District 49's portfolio of schools includes both neighborhood schools as well as a group of schools and programs that are unique in our region and state. We authorize the only school of expeditionary learning in our region. We authorize the state's largest alternative education campus, highest-performing K-12 online school, the region's only career-technical early college, and the only online early college in Colorado. Responding to the varying needs and opportunities our schools present is uniquely challenging, so our competency at moving all our schools toward excellent performance is an exclusive strength for D49.
Effective and Efficient Resource Management	With limited resources, relative to our competitor districts, D49 allocates carefully and invests only where we are likely to get a strong educational return on investment. Although external agencies have validated our performance, the greatest accountability comes from our local community. As examples, D49 innovated administrator costs vs. District Adjusted Gross Revenue (Admin/DAGR) and the window of precise performance (WPP) that are reported to the Board and community annually.

↓ Key Action Plans ↓	D49 Action Plan Alignment with Priorities
BOARD OF EDUCATION Delivering Excellent Governance	The primary alignments for the Board's key action plan are to Priorities 1—Maintaining Trust and 2-Community Engagement. By providing stable and excellent governance, the board is sustaining community trust and enhancing productive community engagement.
BUSINESS OFFICE Informed and Agile Decision-Making	The Business Office creates action plans aligned most closely with Priorities 1 – Maintaining Trust and 5- Every Student. Transparent stewardship is a source of confidence and earned trust, while effective allocation optimizes each student's ability to benefit from their relative share of Per Pupil Revenue.
EDUCATION OFFICE Firm Foundations and 49 Pathways.	The Education Office's key action plans align with Priorities 3 – Portfolio of Schools, 4- Firm Foundations, and 5- Every Student. Key action plans to Build Firm Foundations include a focus on increased literacy and math achievement. Action plans aligned with every Student included increased opportunities for concurrent enrollment and career and technical education experiences.
OPERATIONS OFFICE Optimized Processes and Services	The Operations Office implements key action plans in alignment with Priorities 1—Maintaining Trust and 3 – Portfolio of Schools. Action plans emphasize ensuring our secure and inviting facilities, efficient and safe transportation services, and nutritious meals.

ACTION PLAN IMPLEMENTATION

District leaders share action plan strategies and goals through a variety of meetings with stakeholders and staff and with the community at Board work sessions and monthly Board meetings throughout the year. Each chief Officer meets with their staff monthly to share plans, goals and updates on performance targets. District principals also meet monthly with Chief Officers and Zone leaders to review actions aligned with district priorities. Principals share Unified Improvement Plans (UIP) with school staff and the School Accountability Committee. Updates on these plans are also shared throughout the year at Board work sessions and regular Board meetings. The district UIP is reviewed by the District Accountability Committee and its representative sub-committee regularly throughout the year.

RESOURCE ALLOCATION

D49 implements a comprehensive budgeting system structured around standard operating protocols such as the Colorado Chart of Accounts, generally accepted accounting practices, and the legal, regulatory and accreditation standards of public accounting. Resource budget authority is assigned as closely to the school-level as possible. This commitment is intended to make financial resources more responsive to the needs of our students. The primary source of district revenue is the state funding system, which allocates dollars on a per-pupil basis (PPR). Additional sources include local tax revenue, as well as program fees, grants, rentals, scripted program subsidies, and other small-scale revenue sources. Since budget planning occurs on a fiscal year July 1 to June 30, resource allocation for action plans begins at the APS through spring semester which includes the budget planning cycle, development of proposals and projections and management of associated potential risks.

WORKFORCE PLANS

D49 relies on a capable workforce in sufficient quantities to serve students. To ensure our workforce allocations are calibrated to this end, the Board directs an efficient administrative ratio, which sets boundaries for the percentage

of administrators per student and by the overall administrative overhead as a percentage of District Adjusted Gross Revenue. This commitment constrains growth of the administration.

Staffing models are developed as actual enrollment meets with or deviates from projections. Workforce plans include actions to provide professional training to increase workforce capability and capacity and leaders at all levels review workforce structures annually, including review of staffing ratios and job descriptions to ensure support for current and future organization needs.

PERFORMANCE MEASURES AND PROJECTIONS

Leaders at all levels utilize goal completion data to track the achievement of action plans aligned with district priorities set by the Board. UIPs track student assessment results and career and college readiness at the district and school levels. Each department also creates action plans, which include goals and metrics aligned with Board priorities. Progress toward goal completion is reported to the Board and community through monthly Chief Officer reports, semiannual zone performance reports, and annual department reports on action plan progress.

Setting performance projections is also a key component of cultural and strategic planning, and action plan development. District leaders set performance projections annually based on past performance, considering the potential impact of external factors and new action plans.

ACTION PLAN MODIFICATION

By integrating regular performance updates in their annual action calendar, the Board has structured a system for action plan modification should circumstances require a changed course of action. A continuous cycle of reviewing, updating, and re-implementing action plans provides attentive oversight of plans by the Board. Board meetings also provide a venue for district leaders to present recommendations for the execution of new plans that may arise as a result of unexpected opportunities or counteract unexpected challenges outside of a typical action-planning timeline.

visits schools to learn from students and school administrators about priorities for district learning and service.

POTENTIAL STUDENTS AND PARENTS

The communications department maximizes interaction with potential students and parents through an interactive chat response system (LiveChat) that facilitates two-way conversation with website visitors. Multiple direct service divisions use LiveChat to create real-time conversations.

CUSTOMERS

LISTENING TO STUDENTS AND PARENTS

D49 does not use the language of *customers*, but we listen to students and parents through our 49 Voices system—an integrated, multi-mode approach to listen and learn through both traditional and emerging communication methods such as face-to-face meetings, online surveys, and social media interactions. In addition, the D49 communications department

49 Voices System										
Method	Purpose					Audience				
	Frank, Two-Way	Listening	Key Decisions	Motivation	Rewards/Recognition	Engagement	Students	Parents	Workforce	Community
Communicate VMV			✓	✓	✓	✓	O	O	O	O
BOE Meetings	✓	✓	✓	✓	✓	✓	B	B	B	B
BOE Meeting Minutes			✓	✓	✓	✓	B	B	B	B
BOE Meeting Email			✓	✓	✓	✓	M	M	M	M
APS	✓	✓	✓	✓	✓	✓			A	
DAAC Meetings	✓	✓	✓	✓	✓	✓	M	M	M	
SAC Meetings	✓	✓	✓	✓	✓	✓	M	M	M	
SBOR	✓	✓	✓	✓	✓	✓	M			
Fantastic 49	✓			✓	✓	✓	M	M	M	M
#49StaffSaturday Videos				✓	✓	✓	W	W	W	W
Teacher of the Year				✓	✓	✓	A	A	A	A
VoW Annual Survey		✓	✓	✓	✓	✓			A	
Cultural Compass Survey	✓	✓	✓	✓	✓	✓	A	A	A	A
Website Forms		✓	✓	✓	✓	✓	O	O	O	O
360° Feedback	✓	✓		✓	✓	✓			A	
Employee Review	✓		✓	✓	✓	✓			O	
Leadership Launch	✓		✓	✓	✓	✓			A	
New Teacher Orientation	✓		✓	✓	✓	✓			A	
D49.org Website			✓	✓	✓	✓	O	O	O	O
D49.org LiveChat	✓	✓	✓	✓	✓	✓	O	O	O	O
Email	✓	✓	✓	✓	✓	✓	O	O	O	O
Bronto Bulk Email			✓	✓	✓	✓	N	N	N	N
Text Messaging	✓	✓	✓			✓		N	N	
Social Media	✓	✓	✓	✓	✓	✓	O	O	O	O
EPS Story Coverage			✓	✓	✓	✓	O	O	O	O
Dispatch Newspaper			✓	✓	✓	✓	Q	Q	Q	Q
Earned Media			✓	✓	✓	✓	N	N	N	N
Community Meetings	✓	✓	✓			✓	N	N		N
ZL/Chiefs Meeting	✓		✓	✓	✓	✓			M	
SLT Meetings	✓		✓	✓	✓	✓			M	
Office Meetings	✓		✓	✓	✓	✓			M	
Budget Plan Meetings			✓	✓					O	
School Staff Meetings	✓		✓	✓	✓	✓			M	
PLC Meetings	✓		✓	✓	✓	✓			W	
PTA/PTO Meetings	✓	✓				✓	M	M	M	
One-to-One Discussions	✓	✓	✓	✓	✓	✓	O	O	O	O
Student Honors	✓			✓	✓	✓	O			

Frequency: O=Ongoing, A=Annually, Q=Quarterly, M=Monthly, B=Bi-Monthly, W=Weekly, N=As Needed

SATISFACTION, DISSATISFACTION, AND ENGAGEMENT

Information obtained through established listening channels is shared across the organization in regular, leadership meetings with workforce specialists. Analysis from these discussions provides the basis for decisions about value, cost, and revenue implications of existing and potential programs. This learning initiates a new phase of innovation within the CSCI. Similarly, partnerships with outside experts shape improved surveys that can be studied and tracked to increase survey participation and engagement with education programs and services.

Responsive communications are monitored through real-time input channels including social media and LiveChat while letters, phone calls, emails, and face-to-face visits are other approaches for dialogue and resolution.

SATISFACTION RELATIVE TO COMPETITORS

D49 obtains satisfaction relative to other organizations by monitoring school choice numbers. D49 has grown consistently in the last decade, while adjacent and nearby school districts have experienced flat or declining enrollments.

We can often observe patterns of satisfaction, dissatisfaction, confusion and support by monitoring competitors' social media. Since our two competitor districts are in the same metropolitan area, we track their comment threads, Facebook posts, Twitter feeds, public-facing communications and stories covered by local media. Although we are much smaller than our competitors in terms of student population and overall budget, our media presence is superior, allowing us to passively monitor and compare levels of engagement and satisfaction.

We also our limited access to internal survey results and data when those items are shared and published through board meetings, public DAAC sessions for competitor and comparator districts, and reports by state and industry agencies that capture satisfaction levels by various means. When it is available the information to benchmark against like districts in the COMDEX, while D11 and D20. In the case of student transfers across district boundaries, we unfortunately have asymmetrical information. We know from incoming students why they chose D49, but if a student leaves our district, we have no reliable mechanism to gain insights about their reasons for leaving.

PROGRAM AND SERVICE OFFERINGS

D49 operates a portfolio of schools with state-leading levels of choice and customization, which lets us track three direct sources of stakeholder voice including: school and program choice; school preference surveys; and citizen support in school district elections.

Thousands of students cross borders to attend D49 comprehensive schools, blended and online schools, career and technical programs, and our authorized charter school partners. Over four thousand choose AECs, and hundreds of families trust D49 to support their investment in schooling at home. This data tells us students and parents are voting with their feet to enter the district and voting again to choose the school, program or service that meets their needs.

Overall results of our annual market survey of customer and stakeholder segments show support across all customer segments for rigorous academics, charter schools and schools offering career and technical education. D49 uses enrollment data and other data sources to ensure that future program and service offerings meet emerging expectations and remain aligned to the district's CSPI.

Citizen voters provide a third indicator of customer preference. Since 2014 voters have approved two major funding measures (3A and 3B) supporting priorities such as teacher compensation, enhanced technology and the construction of new schools. Support for Measure 4C in 2018 reinforced these priorities in the years to come. Furthermore, voters approved changing BOE directors from five at-large seats to director districts, allowing for consistent representation of the unique communities within D49.

A school district cannot serve its students if it does not fully comprehend the students' outcomes beyond attendance in the district. Through *49 Pathways*, we launch every student to success by letting students, parents, and teachers develop individualized pathways that guide each student toward a valued future. By the time they finish their unique pathway, every student will be prepared to learn, work, and lead our communities into the future.

STUDENT AND OTHER CUSTOMER SUPPORT

D49 enables students to learn what we can do for them:

After students enroll, building leaders and staff explain opportunities at back to school nights, parent-teacher conferences, and through direct communication from counselors or instructors so students, and their parents, can make informed plans. D49 also provides on-demand or as-needed support through videos, documents, and academic guides hosted through our school websites.

Struggling learners are supported by subject matter experts reporting up to zone and business leadership as they allocate resources to general and special education, as well as ELD programs. Building leaders and teachers find key support requirements for individual students during the enrollment process or by personal interaction with a teacher or school counselor. Deployment of individual student requirements within a school is facilitated through PLC meetings and school staff meetings. Deployment between schools and district support departments is managed by SL and tracked through the SIS.

Customers and stakeholders receive information about support program options through beginning at the enrollment process followed by in-depth communications on D49.org, newsletters from principals, teacher webpages and emails. To promote learning for improvement and innovation of support systems, results of support inform the development of Unified Improvement Plans (UIPs) for each school. A benchmark D49 improvement plan in 2014 created a key strategic initiative to improve the impacts of the educational program on our youngest learners with respect to literacy.

STUDENT AND OTHER CUSTOMER SEGMENTATION

In a district positioned to serve many kinds of students across a robust portfolio of schools, customer segmentation is a key factor for delivering exceptional results for our students and parents. D49 serves its primary customer segments, elementary and secondary students, across a portfolio of EPS. The portfolio naturally creates further segmentation across D49 operated and D49 authorized (charter) programs depicted in Figure 3.2a(3)-1. In addition, the USDOE requires us to segment students by ethnicity and socioeconomic status. Segmentation combinations are so varied that we have moved beyond groups or subpopulations to truly individualized education. That is the underlying implication of *49 Pathways* and our commitment to operate our portfolio of schools.

RELATIONSHIP MANAGEMENT

D49 builds and manages relationships with student customers and other stakeholders through ongoing educational and support interactions. To provide consistent and transparent communications that express our cultural compass and reflect our vision and mission, 49 Voices braids together multiple approaches using a number of listening methods and learning feedback loops to improve performance. These communications (digital and traditional), personal interactions, and improvements ensure student and stakeholder expectations are being met and cascaded action plans are driving peak performance. Work through these channels developed D49's compassionate administration of therapeutic cannabinoid products on district property, the first such policy in Colorado.

COMPLAINT MANAGEMENT

Our Stakeholder Grievance Process connects with dissatisfied customers in a tangible, sincere and effective way. It is a policy-based solution that meets customer and stakeholder requirements for a judicious and timely method to resolve disagreements with individuals or procedures. The new process is designed to invite both staff and community members to seek redress from the district. Grievances must be based on policy and cannot amount to personal attacks, so it is also a mechanism to de-escalate conflict and foster resolution at the appropriate level. The directors of HR and Culture and Services collaborate to ensure the process is orderly and fair. Successful strategic development and implementation led to an in-depth partnership with U.S. Department of Justice (DoJ). The results of hard work in response to a formal allegation of racial discrimination through these processes led to the establishment of the D49 Cultural Compass and the conclusion of DoJ monitoring of D49 in 2018.

<i>Student Segmentation By Program</i>		
	D49 Operated Programs	D49 Authorized Programs
Comprehensive	All FCZ, PZ, SCZ	RMCA, BLA, ICA, PPSEL
Blended/Online	SSAE, PPEC	GOAL
Alternative	PHS	GOAL
Early College	PPEC	PTEC
Home School Support	FHP	RMCA

LEARNING AND IMPROVEMENT

PERFORMANCE MEASURES

Senior leaders use a suite of sophisticated data management systems to track daily operations and overall organizational performance. Leaders at all levels collect performance data related to academic performance,

stakeholder engagement and operational efficiency. Key performance indicators capture the most relevant and revealing performance patterns for our key education system and key support processes.

Classroom educators across our district review data daily to refine and tailor instruction. Schools use an array of interim

measures to compare and monitor our students' performance. Additionally, educators systematically use summative state mandated assessments (CMAS, PSAT, SAT, etc.) to benchmark student performance against academic standards. Educators examine data to identify levels, trends, and comparisons for individual students, groups of teachers, and programs.

The Business Office tracks budget performance to report revenue and spending trends for zone and district accounts. Because enrollment drives revenues, the Business Office produces weekly reports tracking enrollment targets and any variances between projected, total, and actual enrollment.

The Operations Office supports the schools by sheltering, equipping, feeding, transporting and networking the students and workforce who serve them. Measures of operational excellence reflect the daily urgency for safe schools and transportation, secure facilities, nutritious and sufficient meals, and reliable information technology systems.

COMPARATIVE DATA

Senior leaders use a data comparison tool provided by CDE (Dish) to select comparison districts based on like-demographic characteristics. Our Board selects a comparator group for a three-year cycle to ensure consistent comparisons. In addition, we measure our performance against two local competitor districts, D11 and D20, based on significant choice enrollment movement across our shared district boundaries. District leaders compare academic trend data annually with our comparison and competitor districts to help set performance level targets.

Although state budget models provide D49 one of the lowest per-pupil funding rates in Colorado, business office leaders compare our financial health to the twenty most populous districts. Despite their superior resources, those budgets provide useful comparisons for revenues, expenses, efficiency, and precise performance. For localized insights, we compare financial performance with our identified area competitors.

The Operations Office uses SchoolDude to track facility and IT operations. SchoolDude provides a work ticketing system, efficiency measures, and usage statistics. Since SchoolDude is a national system used by thousands of educational institutions, we are able to compare D49 with the top 20% (of 6,000) performing organizations.

STUDENT AND PARENT DATA

Since SY15, Senior Leaders have included action plans to improve student-focused culture into schools' UIP's to support integration of data collection and review processes. For example, building leaders administer the cultural compass survey to all students and parents of young students to measure perceptions of school safety. Results of this survey identify levels and track performance trends at the district, zone, and school levels.

District Leaders enhance aggregate trend reports with anecdotal reports from Safe2Tell (S2T) as well as comments from district social media accounts, LiveChat services, direct interactions with teachers, student focus groups, and observations or reports from parents and other students. In conjunction with our S2T reports, D49 collects and manages safety assessment and child abuse/neglect reports. This data pool allows us to track and monitor student behavioral trends that may negatively affect learning and performance.

Although matters of student safety, bullying, self-harm and dangerous conditions remain high-profile, D49 also uses the

same information systems to gather routine or non-emergency concerns and commendations. We measure and report positive or negative comments on social media and coverage in broadcast media. We use the same collection of systems to understand how our schools are meeting, missing, or exceeding expectations.

MEASUREMENT AGILITY

D49's need for measurement agility varies in proportion to the time scale of relevant decisions. For financial decisions with short-cycle implications like daily enrollment counts, D49 has designed a detail-level accounting system for rapid adaptation and response to change. For services like attendance, transportation and nutrition services, where imprecision could create undesirable safety or waste conditions, we maintain high agility. Unusual circumstances such as evacuations or weather cancellations depend on agile implementation to support accurate and complete reunification.

Agility and innovation empower our performance management systems to respond and adjust rapidly to internal and external change. Senior leaders serve on committees at the state and national levels so that we may influence policy and legislation and adapt quickly to new mandates. District Leaders also lead director meetings with regional and statewide representatives to ensure that we can anticipate changing regulations and statutory requirements.

PERFORMANCE ANALYSIS AND REVIEW

D49 reviews district capabilities and performance constantly through every interaction between students, parents, teachers, workforce, and the Board. Because capabilities and performance are interdependent, we improve performance by enhancing capability, and we detect capability by measuring performance.

Academic performance reviews reference benchmark standards from normed assessments, Colorado Academic Standards, or historical district performance. This process of standards benchmarking ensures conclusions made from these education reviews are valid.

Senior leaders review fund and zone or school/department financial performance daily and report monthly to the Board. The budget manager meets quarterly with leaders to analyze performance patterns. As needed, senior leaders respond to these reviews with reallocations or adjustments to spending and investments. Budget allocations can be adjusted at any time, to meet any unexpected changes. Zones also hold contingencies to fund new innovations or challenges.

The Operations Office participates in performance analysis and review as part of their multi-year and annual planning for the four operational departments and oversight of our contracted services for IT. The Technology Quality Assurance Manager (TQAM) provides oversight of the district IT and the IT contractor, network infrastructure, IT Help Desk and Education Technology teams for assessment and instruction). The TQAM oversees technology quality assurance and data integrity issues through regular audits of the effectiveness of all IT systems and processes, as well as customer and user satisfaction.

FUTURE PERFORMANCE

D49 projects future academic performance by analyzing current and past performance and trends, monitoring APs and goals within UIPs and by examining future opportunities within our district. Cohort student data is tracked within our district assessment system to accurately predict and plan for

future performance outcomes. District leaders consider: 1—interim assessment results; 2—known changes to levels of rigor/content in state-mandated assessments; 3—student growth and significant population or demographic changes; 4—anticipated impacts of programmatic changes such as implementation dips and spikes; 5—staff turnover and changes in placement; and 6—financial stability.

Financial projections incorporate a variety of factors including enrollment trends, new school construction, and legislative budget impacts. We use a historical model to predict enrollment, track enrollment, and monitor shortfalls or surpluses so schools can calibrate staffing and budget accordingly.

In addition to budget impacts, D49 projects future enrollment to support equipment purchase planning. Lifecycle management guidelines enable the district to effectively predict future needs for hardware and required budgets for upgrades, replacements, and additions.

CONTINUOUS IMPROVEMENT AND INNOVATION

D49 uses performance data to set objectives for continuous improvement and opportunities for innovation. Senior leaders deploy priorities and opportunities through workforce communications including Board meeting summaries, electronic newsletters, and the district website. District innovation objectives are aligned to strategic priorities or challenges.

Leadership teams across our offices, zones, and schools craft action plans aligned to cultural and strategic priorities. At leadership and board meetings, leaders present monitoring reports to track performance and project progress toward achieving strategic objectives. The insights we gather are used to validate successes and target adjustments to plans that are deficient or not meeting expectations.

DATA AND INFORMATION QUALITY

D49 data and information resides in multiple systems, comprising a web of interdependent and interoperable data flows and reports. We match the architecture of the data system with a similar, interdependent organization of managers and experts. Distributed data management creates a team of independent experts while also formalizing some cross-office, multi-department teamwork. A **Knowledge Management Team** meets monthly to calibrate best practices for managing access and strategies to prevent data discrepancies or duplications across the district. Scheduled collaboration allows data process owners to fulfill our value of teamwork.

Information from our KES, primarily academic assessments, generate the largest data sets in D49. Assessment data quality is verified through a variety of processes coordinated by a full-time data technician, who ensures the quality of data collected and adherence to documentation and state regulations.

Business leaders ensure integrity of financial data primarily through transparent reporting. As every office, department, zone, and school maintains control of their daily expenditures, independent units require access to monitor revenues and expenses in real time. Additionally, dedicated specialists oversee special financial transactions (e.g. grants, purchasing cards) to ensure expenses and spends remain in compliance with applicable laws and regulations. In the Operations Office, action plans for the four departments and IT create progress data in SchoolDude which can be correlated in ReportViewer and reviewed for accuracy by leaders and the

quality manager. Across all offices and systems, D49 also contracts with external consultants to conduct audits and data health checks.

AVAILABILITY

D49 ensures data and information availability to external and internal stakeholders by providing data in a variety of formats, determined by the intended audience, timeliness, and security considerations of the particular data set. Our public-facing website is often the first destination for prospective students or parents to investigate detailed information about the district. Each department, zone, or school maintains pages for their respective stakeholders. In the event of an emergency, including weather disruptions to district operations, Communications broadcasts email notifications and flash-alerts, and immediately publishes detailed information to D49's website and social media platforms. District events, BOE meetings and materials and other district news are published through all of these communication channels. Other sources of public data are housed at the state level and maintained on the CDE website. This data encompasses student achievement, student demographics, staffing information, safety, financial performance and accreditation ratings.

KNOWLEDGE MANAGEMENT

D49 integrates workforce expertise with communication technologies to create and manage organizational knowledge. The district relies on its workforce as its greatest knowledge assets, so mentorship and train the trainer models are critical. Leaders assign mentors to support each new teacher and orient experienced teachers new to D49's vision, mission, and values. Supervisors also mentor new administrators as they integrate into our district and begin to learn our culture and strategy of continuous improvement. Established mentor meetings and induction process formalizes these relationships.

BEST PRACTICES

As part of the learning and leading phases, we examine current processes and look outward for research on best practices. D49 promotes the recognition and replication of best practices in key education and key support processes. Leaders and experts in the district office serve as internal consultants to schools and zones. The Board and Senior Leaders recognize high performing departments, schools, and individuals during the data review processes. When action plans generate specific questions or interests, an ad hoc investigation is completed to discover top performers. Once identified, high performing units are asked to provide in-depth descriptions and presentations of their successful processes.

ORGANIZATIONAL LEARNING

Because our structure is dependent on learning, our mission begins with learning, and learning is also the north star of our cultural compass. Our APEX leadership model depends on partner-experts learning from and with each other. D49's distributed leadership model is unique in that decision making is directed toward the most specific level possible to facilitate opportunities for innovation. Our commitment to a culture of strategic improvement encourages innovation, as both the structure and culture of learning permeates all levels of leadership.

WORKFORCE ENVIRONMENT

WORKFORCE CAPABILITY AND CAPACITY

District 49 systematically assesses workforce capability and capacity needs through a collaborative annual process during which senior leaders review key factors including cultural and strategic priorities; enrollment data; projected staff attrition; evolving or emerging instructional practices; and resource availability. Enrollment is a key driver in determining workforce capacity needs. Therefore, D49 tracks enrollment closely, investing significant resources in developing reliable student enrollment projections. Senior and building leaders establish staffing plans based on their goals and priorities for the coming year. Strategic priorities may also impact workforce capability and capacity decisions.

NEW WORKFORCE MEMBERS

District 49 designs recruiting and hiring processes to systematically attract and employ high value candidates. Human Resources partners with senior leaders to recruit and hire new workforce members using an online applicant tracking service to systematize the hiring process steps. D49 recruits new workforce members via some nationwide efforts, though the vast majority of candidates come from the local market. Applicants find openings through D49's website, job boards, word-of-mouth advertising, and at in-state job fairs.

To immerse new employees in the culture, District 49 hosts an orientation event, *Base Camp*, to introduce the vision, mission and values (VMV) and the strategic priorities. To further orient new teacher and building leaders, D49 provides a teacher induction program for all new teachers and a principal induction academy to support new leaders.

WORKFORCE CHANGE MANAGEMENT

District 49 prepares the workforce for change through communications and purposeful action plans. The strategic and budget planning processes enable leaders to integrate adaptive strategies to meet changing workforce needs. Since the need for change is typically detected at the building or program level, District 49 relies on building and senior leaders to adapt staffing models, adjust class loads, consolidate or replicate class sections, or even balance enrollment between schools. When vacancies occur, District 49 evaluates the best use of the resources moving forward, which may mean backfilling, modifying, or retooling the position. These approaches help District 49 prepare for and manage growth and avoid fluctuations that might otherwise lead to workforce reductions.

WORK ACCOMPLISHMENT

District 49 organizes and manages its workforce through the cultural and strategic planning process and our budget planning process. During the school year, the business office and zone leaders conduct budget reviews to calibrate staffing models. Adding a teacher or specialist to a particular school or splitting an assignment across multiple sites gives senior leaders flexibility to ensure continuity of service to students without incurring unbudgeted costs. When chief officers consider adding a centralized resource, it is either in response to an expressed need by zone leaders, or in consultation with zone leaders. This collaboration ensures that centralized services only expand to solve an identified need and align with District 49's strategic priorities.

WORKFORCE CLIMATE

District 49's vision, mission and values call us to be the best choice, which requires that we provide an excellent work climate for our workforce members. District 49 supports its

workforce with a portfolio of services, benefits and policies. District 49 strives to keep benefits affordable for all eligible staff and to compare favorably with our competitors' benefits offerings. A major commitment to workforce health is expressed through policy ADF, *School Wellness*. As part of ADF, District 49 adopted the Whole School, Whole Community, Whole Child (WSCC) model as the framework for student learning and health. One component of the WSCC model is employee wellness. District 49 collaborates with our health insurance provider and local wellness vendors to design and deliver programs aimed at improving the health of the workforce. District 49 maintains workplace security through an effective and comprehensive safety and security program. District 49 funds a centralized Safety and Security department, which provides leadership and oversight of all security matters in the district. District 49 ensures workplace security by closely managing building access, providing a school resource officer in each of the three geographic zones, funding teams of school security officers and providing ongoing training on district and building safety procedures.

ORGANIZATIONAL CULTURE

District 49 fosters an organizational culture of open communication and an engaged workforce by continually asking, "What does our workforce expect of us to learn, work and lead?" District 49 developed the Voice of the Workforce (VoW) to open up communication with the workforce. District 49 seeks input from the workforce through the use of VoW monthly and VoW annual surveys. VoW surveys foster open communication through full transparency of survey results including critical ratings. District 49 also empowers workforce members by consulting with them directly in venues such as VoW Compensation Teams, VoW learning tours and VoW rounding.

Our culture and strategy of continuous improvement empowers our workforce by beginning with learning. We learn *with*, from and through the workforce and their engagement with our students, parents and stakeholders. That process of learning *from* our workforce, working *with* our workforce and then leading *on behalf* of the entire community, defines our organizational culture at the highest level.

DRIVERS OF ENGAGEMENT

District 49 determines drivers of engagement through two-way communications and observing how workforce segments respond to various conditions and incentives. Senior leaders derive the drivers listed in Fig. P.1a(3) from qualitative cultural inputs such as social contracts and testimonials, quantitative strategic tools such as surveys and task teams such as the VoW Compensation Teams. Using systematic communication cycles such as VoW, senior leaders validate their determinations directly, and workforce members affirm and correct those determinations. Senior leaders also disaggregate VoW annual results by key community, workforce segment, office, zone, school, department, and demographic factors, to segment drivers of engagement.

ASSESSMENT OF ENGAGEMENT

District 49 assesses workforce engagement through the VoW system, which enables us to assess engagement and monitor levels and trends. In addition, zones and departments administer other survey instruments to assess workforce engagement and alignment with zone-specific strategic priorities.

PERFORMANCE MANAGEMENT

District 49's annual performance management system

fosters high performance and workforce engagement by employing the metaphor of peak performance. To drive workforce engagement toward peak performance we evaluate the performance of all workforce members annually incorporating expectations and feedback cycles around learning, working and leading.

LEARNING AND DEVELOPMENT SYSTEM

District 49's learning development system supports organizational needs and emphasizes personal development of all workforce segments through differentiated training dependent on job role and responsibility. Since our largest workforce segment is comprised of educators, our core learning development system, the Aha! Network, provides a multitude of face-to-face, and online training courses aligned with school needs and district priorities. Because every worker supports our mission, workforce learning needs are determined by the work and leadership expectations of specific roles.

District leaders coordinate three distinct phases of the learning development system: onboarding, on-the-job training (OJT) and professional learning (PL). The onboarding phase is a collaboration between the Human Resources and Learning Services departments, and the hiring supervisor. A new teacher "Base Camp," orientation, takes place in July each year to familiarize new educators to our vision, mission, and culture. We bring new colleagues on board with the metaphor of Base Camp, symbolizing our commitment to peak performance. In addition to presentations about our vision, mission and culture, new colleagues learn our expectations for ethical behavior and compliance with applicable laws and regulations, and attend trainings on strategies to reinforce new knowledge and skills. To ensure our newly hired educators start strong, zone leaders and building leaders follow up the full-day Base Camp with two full days at the zone/school to orient them to the expectations of their specific role.

Following Base Camp, department and building leaders tailor OJT to support each workforce member. During the OJT phase, leaders introduce the performance measures and tracking systems we use to monitor and report performance toward our action plans. Operational and support departments provide job-specific training to new employees upon hire.

The third phase of our learning system is peer-driven professional development (PD²)—where workforce members take the lead in identifying their professional needs and personal desires for further learning and responsibility.

OPERATIONS

PROGRAM, SERVICE, AND PROCESS REQUIREMENTS

D49 determines the requirements for our Educational Program and Service and inherent work processes by both thoroughly understanding the objective standards of our regulatory environment, and understanding the expectations and perceptions of our customers and stakeholders.

Our primary approach to determine regulatory requirements is hiring or contracting expert individuals. Colleagues who are qualified as legal, financial, educational, and operational experts contribute functional knowledge and skills to lead D49's determination of our compliance obligations. Through our APEX leadership model of aligned partner-experts, subject matter experts are empowered to lead processes and projects that optimize our knowledge base about regulatory requirements.

District 49 uses the performance evaluation system to determine the learning needs of each individual. Teacher and principal evaluation rubrics ensure that performance and development conversations are focused on the organization's needs and that PL is tailored to the individual in accordance with the performance evaluation and student learning outcomes. The Aha! Network offers a variety of trainings that align with our district challenges overall, and the individual and unique needs of our workforce.

District 49 develops annual action plans to ensure that training is relevant at the district and school-levels related to student learning. These plans are embedded within the District Unified Improvement Plan (UIP) and school-level UIPs.

LEARNING AND DEVELOPMENT EFFECTIVENESS

District 49 evaluates the effectiveness and efficiency of our learning development system through systematic external and internal reviews along with individual evaluations of specific learning experiences. The PL team solicits participant feedback at the conclusion of each training or course provided. This feedback drives future decisions regarding the quality and quantity of training offered.

CAREER PROGRESSION

District 49 manages career progression primarily through the direct relationship between the supervisor and the employee. As such, management of career progression is decentralized and takes place in the zone, school or department. Across the district, senior leaders encourage workforce members to explore new responsibilities and continue personal development. District 49 also manages career progression through the evaluation process. Professional development plans are embedded in educator and leader evaluation systems. This provides an opportunity for the supervisor and the employee to talk about career aspirations and identify steps to move toward career goals. Senior leaders discuss potential vacancies and identify high potential leaders. Each zone leader facilitates succession planning processes aligned with their identified performance improvement models. In its next phase of development as an organization, District 49 has targeted the practice of centralized succession planning as an opportunity for improvement and will identify action plans to add depth where District 49 lacks identified or possible successors.

Our primary approach to understand requirements of our customers and stakeholders is the Communication support system. Classroom teachers obtain direct, timely, and regular feedback through their daily interaction with students and routine interactions with parents. Classroom teachers are expected and empowered to consider student expectations by responding if possible or seeking additional guidance or support from Building Leaders as necessary. Engaging with customers in frank, two-way communication is the most efficient and productive approach to determine these requirements.

All members of the workforce learn from both regulatory and relational requirements both when meet or fail to meet expectations. We celebrate successes We correct unsuccessful performance either way, reflective evaluation processes reinforce or create knowledge that guides our ongoing determination of performance requirements.

KEY EDUCATION (WORK) PROCESSES

The key work system that integrates all we do—our reason for existing—is our portfolio of distinct and exceptional schools. Within that system, our Key Work Processes are Firm Foundations and *49 Pathways*. D49 differentiates key process requirements for elementary and secondary customers because younger students depend on their parents to mediate interactions with the district.

DESIGN CONCEPTS

D49 designs processes using key outcome standards and rubrics. Service Leaders continually evaluate and redesign existing EPS while considering and designing future EPS based on our assessment of current and future customer expectations. The BOE bases decisions about proposed new or redesigned programs based upon an analysis of impacts on our CSPI, financial viability, enrollment projections, workforce plans and any special factors unique to the proposed EPS. Because a primary purpose of EPS is academic performance, the BOE and SL strongly consider performance levels from state assessments and intermediate measures as well as comparisons of schools and programs within the PDES. v D49 begins the EPS design process at the annual planning retreat. Design revisions are approved by the BOE, and typically implemented the following school year.

PROCESS IMPLEMENTATION

D49 ensures that key work processes meet requirements by adhering to daily operational protocols; including internal and external facility walkthroughs, maintenance inspections and implementation of electronic monitoring and electronic facility access. In *49 Pathways*, we provide options and flexibility that include opportunities for personal and social development. The primary measure is student enrollment across multiple programs and in multiple pathways at our schools, which is tracked daily by building leaders. “Early warning” or eligibility checks detect student struggles rapidly so CT and other educators can intervene. All secondary EPS also provide for support for personal and social development through licensed mental health professionals in the counseling and administrative offices. These MWF respond to in-person observations, scheduled appointments, and Safe2Tell reports.

SUPPORT PROCESSES

D49 determines key support processes by considering the non-negotiable needs of customers and stakeholders as well as indirect organizational needs. Customers and stakeholders depend on the five operations services (**FINTS**) to support daily conditions for learning. Operations Services are Facilities, Information Technology, Nutrition, Transportation and Safety & Security. In addition, the district is dependent upon Financial Services to manage district financial obligations, HR to manage workforce needs and Communications to manage communication abilities across the district.

PROGRAM, SERVICE, AND PROCESS IMPROVEMENT

D49 depends on a continuous improvement process to improve work processes and increase learning for all stakeholders. This process’ two phases incorporate best practices for innovation leadership and change management.

The innovation or “work” phase translates new learning into plans, measurement and training for leaders. After the innovation phase, SL review and decide whether to commit to the Transformation Phase. The Transformation Phase launches a new cycle of learning in order to implement and/or improve the new processes.

6.1c SUPPLY-CHAIN MANAGEMENT

INNOVATION MANAGEMENT

D49 has implemented a systematic process for encouraging innovation by launching Mission:Innovation. This process encourages all MWFs to advocate for improvement ideas.

PROCESS EFFICIENCY AND EFFECTIVENESS

D49 controls the overall costs of operations by carefully tracking actual costs and accurately predicting future costs. Because student enrollment is both the most significant revenue source (through PPR) and the most significant expenditure category (through workforce compensation), D49 contains costs through careful attention to enrollment levels and trends. Subject matter experts from the Business Office manage the enrollment tracking system to provide Zone Leaders and Building Leaders with daily updates and weekly summaries to determine optimal staffing levels. D49 has also controlled costs by shifting more students from full-time conventional school schedules to blended, online, or charter school enrollments, which reduce facility load on district budgets. The Business Office Subject Matter Expert for purchasing and contracts conducts regular cost analyses for major contracts and utilizes competitive bidding procedures to ensure the district receives the best quality and price from its vendors. In the Education office, delivering remedial education is inefficient, so the primary literacy initiative since 2014 is a cost containment measure because it reduces the need for interventions or re-teaching (rework) at later grades. Every student who leaves 5th grade reading proficiently reduces the cost load in middle schools for intervention or remediation. The OO controls costs by maintaining a robust preventative maintenance program for all HVAC equipment, fleet vehicles, and irrigation systems.

INFORMATION SYSTEMS: RELIABILITY

D49 ensures the reliability of information systems by blending automated and manual integrity checking processes in a data integrity management system. Both our TQAM and CCS manage a monitoring system with real-time alerts for content servers (SIS, Schoology, Business Plus, etc.), traffic systems (routers, switches, load-balancing controllers) and content management systems (web filter, firewall, G-Suite). To ensure all mission-critical systems are reliable (do what they were designed and installed to do) redundant hardware capacity and software capability provide failover response to a backup in case a primary system goes offline. Believing that access and bandwidth are a precursor to reliability, D49 has invested heavily to upgrade the fiber-optic and wireless infrastructure to ensure that student customers, MWF, and other stakeholders have redundant capacity to access and use information systems.

INFORMATION SYSTEMS: SECURITY AND CYBERSECURITY

D49 ensures the security and cybersecurity of privileged content through continuous implementation of CSCI. The first learning phase occurs as both in-house ETS and CCS subscribe to information resources about emergent data threats and techniques. CCS manages critical upgrades and patches to ensure that infrastructure systems are protected from known and emerging threats. We work at cybersecurity, by developing action plans and measurement strategies for our data and information systems. For example, we conduct regular (daily, weekly, or monthly) health checks and stress tests on our systems and on transmissions of sensitive data. D49 submits data to CDE multiple times a month using data

security protocols such as encryption, layered permissions for access, intrusion detection, and data validation. CCS determines priorities for protection based on the level of access and the degree of disruption that would ensue should anyone successfully breach the system. Since 2013, D49 has procured teacher and administration computers by leasing rather than buying. The purpose of this decision was to ensure we host our most sensitive data tasks and users on devices with current specifications. D49 has just entered its third three-year lease, ensuring that our systems can install the most current antivirus and other security protocols. While this means D49 budgets for a more frequent refresh cycle, SL have made a commitment to invest in protecting the private data of our customers and stakeholders. In the event of a cybersecurity attack or breach, CCS and D49 implement a response protocol that escalates depending on the severity of the threat. If one were to occur, CCS and D49 have agreed to a sequence of technical and communications protocols to reveal and combat the threat and restore secure services.

SAFETY

D49 provides a safe operating environment by following regulations for physical safety, maintaining a trained and vigilant security team, and using early detection and intervention to address social safety. D49's approach to safe operations is operating safe facilities on safe grounds. To accomplish this, D49's facilities and grounds team work with designers, contractors, and inspectors to ensure that all facilities are built and maintained to meet local codes for construction and maintenance. Regular inspections during construction along with regular maintenance after occupancy ensure that potentially unsafe conditions are identified and corrected.

Even with a safe facility, environmental conditions inside or outside the building can create hazardous conditions. In addition to environmental factors, individuals might maliciously or negligently cause harm to others. To anticipate, prevent, and respond to unsafe conditions, D49 convenes a District Safety Committee (DSC) composed of parents, fire officials, a zone SRO, insurance representatives, transportation leaders, and other SL. Following guidance from the DSC, the district and each school review and update Emergency Response Plans annually. Additionally, D49 stood up the ESCAT (enhanced security community advisory team) that includes students, parents, teachers, and administration in a review process of proposed security initiatives, in order to ensure their voices are considered in any new district-wide security improvement effort.

To empower students to protect themselves and others, D49 promotes S2T as a way for students to raise concerns about any type of threat or harm.

D49 also conducts an annual cycle of safety preparedness beginning with principal training from the DOSS and the local fire department at the start of the school year. Per Policy EBCB-R, all schools provide emergency response training for students and staff and then conduct, monitor, and report monthly safety drills for emergencies including fire, severe weather, threatening persons, suspicious objects, and missing persons. D49 follows standard response protocols including instituting lockout, lockdown, or evacuation protocols as indicated by the nature of the threat. Every school practices these drills routinely, and the DOSS leads BL and their teams through more complex simulations using tabletop exercises and unannounced drills or threat scenarios. BL and the DOSS

conduct after-action reviews including root cause analysis of any performance below expectations which are recorded and archived to use for improved performance or as exemplar performance to model best practices to other schools and leaders. In compliance with the Safe Schools Act, (CRS 22.32.109.1), D49 is subject to annual accreditation verifying policies and procedures for a wide range of safety and security measures.

ORGANIZATIONAL CONTINUITY

D49 ensures that the organization is prepared for disasters or emergencies by creating plans to adjust or replace services in the event of conditions that disrupt normal operations. For example, district data systems are hosted on secure, cloud-based facilities outside the region so that D49 can continue providing services remotely in case of weather, power system failures, or disruptions in regional internet access. D49 also maintains MOU's with local agencies such as El Paso County and the Red Cross to facilitate emergency shelter services in the event of an area-wide incident such as a wildfire or winter storm. To ensure interoperability with first responders and other agencies, D49 follows the protocols of the National Incident Management System (NIMS) to ensure proper management of any large-scale crisis. D49 has remained NIMS-compliant since 2007. In the event of a single-site crisis, such as a flood, power outage, or natural gas leak, D49 schools have developed evacuation and reunification protocols that can be implemented independently of building and network access.

BOARD OF EDUCATION ITEM 14
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: February 27, 2019

PREPARED BY: Chief Officers

TITLE OF AGENDA ITEM: Monthly Chief Officer Reports

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The chief officers will provide an update to the board on district activity in their respective areas.

RELEVANT DATA AND EXPECTED OUTCOMES:

To provide timely information to the board.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

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

DATE: February 15, 2019

Chief Education Officer

* Members of the EmpowerFZ leadership team recently attended the National Council on Digital Convergence conference where we were honored for our work, highlighted in a national publication, and presented two breakout sessions. 3 very competitive candidates are moving forward in the new FHS principal selection process. P. 3

* The iConnect charter and coordinated schools continue to offer community engagement opportunities for students and families. P. 4

* POWER Zone is increasing both accountability and support for their movement towards a more authentic learning environment for students to learn within. The creation of the Authentic Learning Leadership Team has allowed for further integration of concepts such as student engagement, real and relevant learning experiences, and providing increased opportunities for our students to evidence their critical thinking and problem solving skills. P. 5-6

* The Sand Creek Zone schools have many events and activities to engage their students and respective communities. P. 7-8

* The Learning Services team is planning for many upcoming professional learning opportunities for D49 staff. A K-12 Literacy Summit is scheduled for February 27, the first ever Pro Day launches March 8 and the assessment team is providing on-going training for teachers and leaders in preparation for state testing. P. 9-11

* As we begin 2019, every department and program begins preparation for the 2019-2020 school year. Each department is working collaboratively on creating a professional development calendar. Multiple topics will be offered addressing a variety of needs at different levels - teacher, administrator, support personnel, etc. Preschool Round-Up is scheduled for February 22nd. New and improved safety assessment forms are being created and will piloted by a few schools before full roll-out in August. Selection of a new Gifted Education Coordinator begins in February. So far, application response is strong. The Director of Special Education and the Coordinators are deep into recruitment of service providers and educators. P. 12-14

* The communications team rolled out the D49 app Jan. 8 to an overall enthusiastic audience. Within the first four weeks of release we had more than 4,700 downloads of the Blackboard™ supported smartphone application. P. 15

* Fall 2018 progress and performance data provided. Also, 2 new D49 CE Instructors started teaching college courses at VRHS (Amy Rogers - College Algebra) and FHS (Seth Vaun - US History) in Spring 2019. P. 16-17

* Nikki went to the CACTA winter conference, where she found out about the many changes that will be happening with CTE, CTA reporting and Perkins funding. Students in CTE CTSO's are currently

traveling the state to participate in state competitions. Discover how District 49 integrated AR/VR into their K-12 and Career and Technical Education (CTE) instructional programs to achieve their mission.

P. 18-19

* A half day executive RP flipped-course will be offered for central office managers, coordinators, directors, chief officers, and board members on April 17, 2019. District 49's city-wide S2S "Purple Ball" was held at Sand Creek High School on January 26th, 2019 and it was an outright success with the participation of 413 students, parents, and staff members. The SIS team will host 5 consecutive PowerSchool Professional Development (PD) sessions on March 8th during the district-wide PD day. The Base49 team evaluated its 6-month revenue status in conjunction with the Business Office. Base49 is in the black, rebuilding fund balance, and will distribute proportional funds to participating schools.

P. 20

Falcon Zone

Empower^{FZ} (Firm Foundations, Every Student, Learning and Working)

Our Empower^{FZ} team journey to the National Council on Digital Convergence conference in early February was awesome! We continued learning about strong practices in digital convergence, visiting several classrooms in Cajon Valley Union School District in El Cajon, California. We also presented two breakout sessions on our own journey, including strategies that have helped us gain traction in our work. We were also recognized for achieving Stage 3 in the Modern Teacher Framework! Another highlight was the release of the State of the Industry Report on Digital Convergence with the Falcon Zone featured as one of four districts in the nation in this report by The School Superintendents Association (AASA). You can link to this report here: [State of the Industry Report on Digital Convergence](#). Our article begins on page 22.

Falcon High School Principal Search

One of the most important things a zone leader can do is hire the next leader for a school. After paper screening and conducting initial interviews with committees comprised of certified, ESP, parents, and students, we have three finalists moving forward to final interviews. The pool was incredibly competitive, and the finalists represent varied experiences with strengths that resonated loud and clear with the committees. I hope to be recommending the next principal of Falcon High School within a couple of weeks.

Retain Funds (Leading)

Applications have recently closed for the Falcon Zone's Paraprofessional Tuition Reimbursement Program. Application review is currently being conducted. We should be announcing the recipients of this \$2000/year award soon!

iConnect Zone

Current and Ongoing Activity

3rd and 4th graders at Pikes Peak School of Expeditionary Learning are using their study of engineering and economics to work with the foster care system. They are preparing specially made gifts for foster children. As part of their studies, they are visiting CASA, The Hanger and Hope and Home.

Evening events are scheduled throughout the month for parents at Patriot High School to learn more about Aleks Math and applying for FAFSA.

Pikes Peak Early College science students are being challenged to create a community service project. The task is completely student driven and will be implemented in the spring. The participants will earn a community service badge.

Care and Share presented “The Most Donations Collected by a NonTraditional School Award” to Springs Studio for Academic Excellence for the 3rd year in a row. Students, families and staff collected 718 lbs of food for the local community.

Banning Lewis Ranch Academy hosted a successful “Booster-Thon Fun Run” raising funds for technology. The event was preceded by character building lessons during specials combined with mind-spark challenges.

Upcoming Activity

The PTO at Rocky Mountain Classical Academy is hosting a “Space and Mad Science Family Night” on February 28, from 5 to 7pm. It is a free event with games, crafts and guests from the Colorado Springs Astronomical Society.

GOAL High School is presenting a Career Day on February 13, from 11am – 1:30 pm at the Aurora Mall.

The iConnect Zone Excellence Team will be hosting Professional Development at Creekside on February 19, from 8 am – 2 pm for teachers on Star 360. The training will focus on using instructional reports, progress monitoring and alignment to SAT/CMAS.

A Sock Hop Family Dance will be held on March 2nd, at 330pm for all Homeschool Enrichment families at the Falcon Legacy Campus.

A Power Technical Early College Parent/Student Informational Meeting will be held on Saturday, February 9 at 8:30am.

POWER Zone

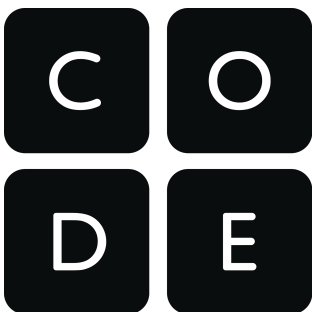
Current and Ongoing Activity

PZ2020 - ALLT (Authentic Learning and Assessment by Fall 2020)

The Authentic Learning Leadership Team continues to work to integrate and align zone and building priorities into one cohesive plan. This team has actively started to integrate the ideas of authentic learning (relevant and real life), problem solving & critical thinking, and student engagement. One way this is being accomplished is through modeling effective practices and the use of certain resources that encourage these types of thinking and learning. As an example, the district received a grant for a product called [ZSPACE](#). This product is an augmented reality system that allows students to explore complex systems in a augmented reality space. The PZ ALLT is responsible for learning the system and then eventually teaching other educators how to utilize the system with students. PZ believes this team is instrumental in the implementation of a more engaging and student centered learning environment within the POWER Zone.



K-12 Digital Portfolios: POWER Zone leaders and teachers have been working for three years to provide students with a platform to capture all of their learning, reflect on their growth and be better prepared to identify their aptitudes, talents and skills sets for a future college or employer. At this time, all of our students in sixth through twelfth grade have created the framework for their [digital portfolio](#), as well as some students in 3-5 across the Zone. It is our hope that over the next two years, all of our kindergartens through twelfth-grade students will have a digital portfolio that will evolve with them year after year and that they will be able to take this portfolio with them as they leave, as evidence of their K-12 career.



K-12 Computer Science Pathway: The POWER Zone is working to create a sustainable K-12 computer science pathway for our students. Pam Lewis, PZ's 21st Century Learning & Innovation Specialist, recently applied for and received a computer science grant from CDE which will be used to host a one-day computer science fundamentals workshop for two elementary teachers from each building in the district, which will include funding for substitute teachers as well.



POWER Zone Innovator Pathways Google Certified Educators: In an effort to provide quality, personalized, professional learning for our POWER Zone educators, [Innovator Pathways](#) was created. This free professional development framework designed to support educators with elevating their instruction by bringing in innovative, modern best practices to their learning space. PZiP is all about educator voice and choice with learning happening at an individual's own pace. There are four levels of Innovation to achieve. Within each level are required courses that we would like all educators to participate in to align with our Zone mission and vision. There are also elective courses within each level, where educators can choose which pathway best suits their needs.

As a result of this program, we have supported over 40 teachers who have prepared for and taken Google's exam to be a [Google Certified Educator](#).

Sand Creek Zone

Current and Ongoing Activity

Zone Leader Sean Dorsey has spent time to round with students on what they feel is working well, what needs improvement, what could make us better and also recognition of impactful staff. He has met with student groups three times this school year with the most recent groups being 5th graders from SRES and 10th graders from SCHS.

Horizon will be holding student-led conferences February 12th and 14th. The student-led format allows for students to explain to their parent what is going on in each classroom and reflect on why they have the grades that they do in each class.

8th grade HMS band student Kristen Chase was recently selected to perform with the Colorado Springs All City Honor Band.

Twenty Horizon students were selected by school staff to attend an upcoming Renaissance conference on February 12th featuring guest speaker Dr. Phil Campbell. Students attending will learn about how to improve the schools culture and climate, how to improve attendance and discipline rates, learn leadership skills and much more.

We are grateful for Sand Creek High School Student Council! They are making breakfast the morning of February 26th for the staff at Remington.

MyOn Trainers will be spending the day with our Teachers at Remington on February 22 to support instruction in writing, literacy connection to CKLA and generating reports.

On January 15th, CEO Peter Hilts came to talk to Sand Creek's STUCO about their APEX profiles that they completed last semester. He went over strengths, weaknesses and best group partnerships based on the data gathered.

SCHS' FBLA kicked off their March of Dimes drive at the beginning of February. Members have been collecting money during home games and taking on concessions. The annual Throwback Kickback dance was Friday, 2/1, with all proceeds going to March of Dimes as well.

The full DP IB students took a trip the UCCS Library to do research exploration for their Individual Assessments (IA's). Over 60 kids were in attendance and learned about good resources for their research and the best way to access them

On January 23rd-25th, Michael McDowell and Kara Vandas visited buildings in the zone to support our Visible Learning work. Michael and Kara supported teams of teachers, engaged in PLC meetings, and visited classrooms in an effort to enhance our implementation of Visible Learning principles across the Sand Creek Zone.

The evening of February 7th, the zone hosted the second Parent Academy of the year. The topic for this session was on Diet & Nutrition. Over 60 people were signed up for this event with 5 local community

REPORT OF THE EDUCATION OFFICE

business owners presenting as well as central office staff and 6 vendors for community resources on the topic.

Building leaders throughout the Sand Creek Zone continue to roll out VoW and Studer Employee Engagement results. Participation in the surveys was high throughout the zone. Our leaders are excited to work with staff to develop action plans that address opportunities for improvement realized through the survey results.

Learning Services

Current and Ongoing Activity

Assessment and Data: Kathleen Granaas, Coordinator of Academic Performance, led the Colorado Alternate Assessment (CoAlt) training for special education teachers from across the district in coordination with the zone special education coordinators on February 14. CoAlt testing runs simultaneously with the Colorado Measures of Academic Performance (CMAS) and the College Board assessment (PSAT and SAT) testing windows and is given to students with the most significant cognitive needs, approximately 1% of the district's population.

Daniel De Jesus, Education Technology Specialist, provided support for the WIDA ACCESS assessment for English learners throughout the months of January and February. The window for this assessment closed February 15.

Daniel will assist Kathleen with providing training specific to the technical aspects of CMAS testing for school assessment coordinators and test administrators.

Katherine Hochevar, Senior Data Analyst for Learning and Improvement is supervising a local intern who is providing additional support with data management on the Learning Services team. The intern is helping with creation of SQL scripts and cataloging grant opportunities for schools.

During January, Katherine supported the Power Zone Analyst with providing Alpine Achievement Systems training for Vista Ridge High School teachers, supported several senior leaders with data visualization reports for internal and public use, and worked with the IGNITE team to coordinate data collections in response to grant requirements. Additionally, Katherine supported zone leaders with planning for the implementation of Illuminate and EduClimber, assessment and data warehouse systems for academic use in the iConnect and Sand Creek zones.

Colorado Association of School Executives (CASE): On February 7, Amber Whetstine, along with Stacey Franklin, Coordinator of Literacy Performance, Kristy Rigdon, Inspiration View Elementary School Principal, and Don Knapp, Pikes Peak School of Expeditionary Learning Principal presented "Leveraging Partnerships for Literacy Excellence," at the CASE Annual Winter Conference. In addition, Amber presented on the district's Women in Leadership and Learning (WILL) initiative.

Education Technology: Melissa Riggs, Education Technology Specialist and Nikki Lester, Director of Career and Technical Education will roll out the pilot for a digital citizenship course for teachers with a Science, technology, Engineering and Mathematics (STEM) school in Highlands Ranch. The first two modules, Self-Image & Identity, Internet Safety/News & Media Literacy, include lesson plans aligned with Colorado Academic Standards. The course will run on the Schoology platform and is titled Become a Cyber Warrior for Yourself & Your Students.

Melissa attended the National Conference on Digital Convergence Feb 4-5 with Falcon Zone leaders who presented their work with Modern Teacher and received an award for their accomplishments.

Melissa also worked with Tierney Brothers to reschedule the Google EDU on Tour event that was cancelled in December due to district closure for weather. The new date is February 19 at Sand Creek

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High School. This event is for area school leaders and technology directors. Topics of discussion include, How to know the technology is truly driving student outcomes? and Google Be Internet Awesome: Digital Citizenship.

Firm Foundations: Kathleen Granaas, Coordinator of Academic Performance, is leading and supporting seventeen educators participating in a six-week webinar series called Making Math Moments that Matter. The series is designed to support teachers in engaging students in meaningful, authentic math tasks.

Dr. Kathy Pickering, Coordinator of Professional Learning, facilitated the first in-person session for a new Mathematical Mindset course with several members of the math cohort on January 30th. Math cohort members are required to earn leadership hours within the district and several of them elected to participate in the development and facilitation of this course. 24 teachers are participating in this blended opportunity which will conclude in May.

Stacey Franklin, Coordinator of Literacy Performance supported Evans International Elementary School with writing and submitting the Early Literacy Grant (ELG), awarded as Year One of the Early Literacy Grant (ELG) on January 22. The State Board of Education will vote to approve the ELG funding on February 14. Funding for Year Two and beyond are contingent upon appropriations made by the Colorado State Legislature and the Colorado Department of Education review.

Professional Learning: Kathy is collaborating with Rachel Duerr, Coordinator of Health and Wellness, on the development of a new book study course, Take Time for You. This course promotes self-care practices for educators and is a blended opportunity with both in-person sessions and online discussions through Schoology.

The fifth session of the Principal Induction Leadership Academy was held on January 16. This session focused on communication, media and D49 pathways. David Nancarrow, Director of Communications; and Mary Perez, Director of Concurrent Enrollment, served as guest speakers.

Kathy also led Lead Mentor training on January 17. Lead Mentors had the opportunity to select two breakout sessions that met their unique learning needs. Breakout options included 5 forms of feedback, coaching difficult & resistant staff, and quick wins for supporting beginning teachers.

Annette attended the Educating Children of Color conference at Colorado College on January 19 to assist with district registration. Over 30 educators from D49 attended the 2019 conference.

Portfolio Accreditation: Amber Whetstine, Executive Director of Learning Services, along with other Education Office leaders and zone leaders attended a follow-up convening of districts interested in local accountability and accreditation processes on February 12, sponsored by the Colorado Education Initiative.

Title Programs: Kim Brown, Family and Community Engagement TOSA, and Title I School Community Liaisons Kayla Higbee and Tiffany Roberts attended the National Title I Conference in January along with Title I Principals Dr. Michael Roth and Lisa Fillo. Sessions on Family Engagement included an array

REPORT OF THE EDUCATION OFFICE

of best practices to actively partner, implement, and evaluate effective and equitable practices to improve educational outcomes for students.

Remington Elementary hosted a Tale of Despereaux, Family Movie Night to wrap up their all Remington Reads. Remington families also participated in an evening “Soup”er Bowl in which families brought soup or chili to share and then took a “Tackling Homework Hassles” class. In addition, Remington launched Kindness Week. Parents received kindness bingo games for home and family discussions.

Tiffany Roberts, Title I School Community Liaison at Evans International Elementary School, will have a table set up at conferences to provide parents with community resources and determine types of activities that parents might be interested. Tiffany is also working with Brett Wiltz, Assistant Principal, to send out a weekly teacher newsletter with tips for family engagement.

Upcoming Activity:

Assessment and Data: As part of technical readiness preparation for CMAS, Daniel De Jesus, Education Technology Specialist is conducting lab and device audits. The audits have begun and will continue until March 15. CCS will assist Daniel with this work. The testing window for CMAS runs April 8 - 28.

Firm Foundations: The Leaders in Literacy Summit will take place on February 27 at Creekside Success Center. The Summit will feature two keynote speakers: Gene Kerns, CEO of Renaissance Learning and Dr. Leslie Laud, of Bank Street College NY. In addition to the keynote speakers, breakout sessions will include Christina Jordan of Renaissance and District 49 staff, speaking to effective instructional reading and writing strategies K-12.

Elementary library educators, including paraprofessionals, will have the opportunity to participate in myOn professional development at Springs Ranch Elementary on Friday, March 8 during the D49 Pro Day.

Spring Break READ Camp will take place from March 18-21 and March 25-28 at Woodmen Hills Elementary, Odyssey Elementary, and Springs Ranch Elementary.

Professional Learning: Dr. Kathy Pickering, Coordinator of Professional Learning, and Annette Romero, Professional Learning Specialist, coordinated over 70 in-person, blended, and online learning opportunities for our district Pro Day, scheduled for March 8. Sessions focus on a variety of topics including culturally & linguistically diverse education (CLDE), mathematics, literacy, educational technology, meeting the needs of diverse learners, and revised standards. Sessions are designed to meet the needs of multiple workforce segments including licensed, classified, paraprofessional, and administrative staff.

Wellness: The spring Wellness Co-Leader meeting with representatives from all schools will be held on February 26.

Individualized Education

Special Education

Current and Ongoing Activity

- Intervention spreadsheet of what programs/tools/curriculum is being utilized in the Tier 3 Intensive intervention by our Special Education Staff. The Special Education department was able to determine that an intervention with built in progress monitoring was a necessity for our students. Based on Goals of the students the purchase of an intervention was finalized and is being delivered in the month of February. IXL is an intuitive software program that will determine skill deficits, individualize instruction, determine direct instruction needs to be delivered by the Special Education teacher and monitor progress through colorful graphs that can be shared with parents and help teachers determine needed goals for students. The department was also able to use Medicaid funds to purchase chromebooks for the teachers to deliver individualized instruction with IXL for students on their caseload.
- Development and Delivery of PD on areas of concern.
 - On January 7, 2019 the Special Education Admin team delivered PD on the Golden Thread in the development of an IEP. We determined through this PD that we needed to focus on specific aspects of the development of an IEP. We also did a voice over of the powerpoint to allow each of our staff to go over the PD to learn the specific information for the development of a quality IEP.
 - The department also hosted Teams from across the district to participate in CDE's Exceptional Children's Deputy Executive Director, Toby King's presentation of Thinking Differently to Meet the Needs of Diverse Learners: Making Inclusive Schools Work for All Students. This PD was held on January 31st at Creekside. This PD was met with innovative thinking in how we support our diverse learners.
 - On March 8 we will be supporting another PD for our staff and building administrators to learn from two keynote speakers, Dr. Peter Thompson from DCSD and John Stanek, a local attorney specializing in Special Education law. The PD will also have breakout sessions in Traumatic Brain Injury, Understanding Regulation among our students, Behavior 101, Indicator 14, ELL and Special Education, OT/PT services and a few other topics.
- Student led IEP's for our HS: We are seeing an increase of student led IEP's and a greater inclusion of staff including students in the development of their IEP's and an understanding of how each student can take ownership of their education plan. We have also seen this strategy used in one of our middle schools. The department hopes to have more teachers utilize these strategies for more inclusion by our students. At this point we have one teacher at each of our high schools and one middle school teacher supporting the creation of student led IEP's.

Upcoming Activity

- March 8 will be the Professional Development, Special Education in Motion. Dr. Peter Thompson from DCSD and John Stanek, a local attorney specializing in Special Education law. The PD will also have breakout sessions in Traumatic Brain Injury, Understanding Regulation among our students, Behavior 101, Indicator 14, ELL and Special Education, OT/PT services and a few other topics.
- IXL and chromebooks are being delivered. An IXL workshop is being held on March 8. Full implementation will begin this month.

- The Special Education coordinators are working with their teams to develop student led IEP's.

Gifted Education (GE)

Current and Ongoing Activity

Goal #1: Provide relevant training to all Gifted Education Facilitators differentiating training to meet individual readiness levels

- 10 gifted education facilitators received training on administration of the Profiles in Creative Abilities (PCA).

Upcoming Activity

Goal #1: Continue efforts to identify underrepresented populations as gifted

- Gifted education facilitators trained in Profiles in Creative Abilities (PCA) administration will begin assessing students with additional supporting data. The Profile of Creative Abilities provides both equity and opportunity for CLD students.

Culturally and Linguistically Diverse Education

Current and Ongoing Activity

- Goal #1: Increase relevant and meaningful communication between parents, students, community, CLDE staff, and D49 staff concerning rights, student achievement, department initiatives, and enrichment opportunities
- Goal #2: Increase student language development as measured by WIDA ACCESS by 10% from comparable data from 2018 ACCESS using best practices.

Upcoming Activity

Goal #1-

- CLDE Office created a quarterly newsletter to send home to families in multiple languages.
- Parent Engagement Night February 27th from 5-7pm. Topics include Mental and Physical Health. Dr. Kim Boyd presenting, with informational booths from Peak Vista and District team.
- Held PLC February 1st concerning reading interventions and accommodations with CLD team.

Goal #2-

- WIDA ACCESS 2.0 testing window opens January 14th and closes February 15th.
 - 90% complete. A few schools still have makeups to complete. CLDE team is traveling to sites to complete.

Community Care

Current and Ongoing Activity

- Provide 8 Counselor Meetings/Trainings throughout the school year
 - On Target- Next training scheduled for Feb. 15th- Motivational Interviewing and Workplace learning
- Community Engagement Advocates will run monthly truancy and suspension reports for district operated schools and provide ongoing data on their interventions.
 - Attempts are being made to run monthly truancy reports with some difficulty. The schools are not exporting their reports to move names to the next trigger category causing huge

lists of students without specifics as to the number of days missed. The reporting is very difficult to use. Also, schools are not consistently sending out attendance letters. We have created an attendance letter insert but Communications has been unable to complete the insert due to other duties. We hope to have the insert by end of next week.

- BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
 - BCBA's have responded to over 76 referrals from the beginning of the school year.
- Care & Support Team will provide end of quarter reports for suicide assessments, threat assessments and abuse reporting.
 - To Date we have the following numbers:
 - Suicide Assessments- 234
 - Threat Assessments -90
 - Abuse Reports -115
 - FYI- Abuse/Neglect reports will no longer be able to be emailed to DHS. All reports must be called in. We are making adjustments to our procedures and paperwork.

Upcoming Activity

- Counselor meeting on Feb. 15th to go over Pathways and workplace learning as well as a short training/introduction in Motivational Interviewing as a school counseling technique
- YMHFA trainings are scheduled for March 8, 18 and 19th
- BCBA's are working on trainings for staff
- CEA's are trying to get usable attendance and discipline reports.
- Climate Survey will be complete by the end of the month. There are difficulties with gaining the correct information due to Power School difficulties- attendance reports and discipline reports are not appearing to be accurate or easy to run.

School Health

Current and Ongoing Activity

- Nursing Services has taken the initiative of establishing a standard process regarding Medicaid Billing and how documentation should be entered into student IEP. This process will help if the state conducts Medicaid audits.
- In order to address the spread of illness and school attendance, district 49 nurses stay in close communication regarding specific illness in our community such as flu with our school attendance secretaries and if necessary with El Paso County Health Department. If there is ever a need for EL Paso County Health Department to send out information in our community, Lead Nurse will ensure district leadership is aware of what is being communicated before it is sent out.

Upcoming Activity

- Nursing services is offering CPR/AED training on March 8, 2019 for those staff members who drive small bus, this ensures transportation requirement through the state of CO.
- March 15, 2019 Nursing Services will be hosting for the 2nd year Colorado Department of Education Nursing Annual Workshop for approximately 100 area school nurses at Creekside Success Center.

Communications

Digital Communications

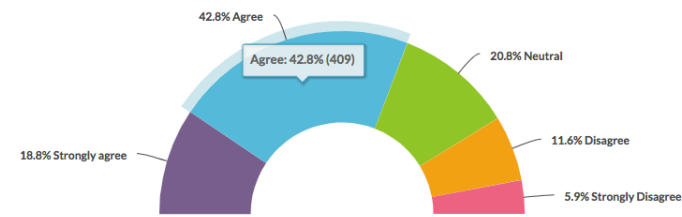
D49 App rollout: The communications team rolled out the D49 app Jan. 8 to an overall enthusiastic audience. Within the first four weeks of release we had more than 4,700 downloads of the Blackboard™ supported smartphone application. Digital communications manager Sam Dosen-Himelrick continues to take a leadership role in answering questions from app subscribers while also working closely with Blackboard in resolving any unforeseen post-launch difficulties. In the upcoming weeks the communications department will listen to feedback and explore ways to develop this valuable customer service enhancement for the D49 communications platform.

Weather Communications

A busy winter in progress: In just under three weeks the communications department alerted our families and stakeholders about four separate weather-related events and delays. Following our process of reporting delay decisions in as timely a manner as possible and following up with a survey about the decision, results show our community continues to support D49 weather decisions as well as the speed at which they are communicated. A review of the data from the three days the district delayed or closed (Jan. 22, Jan. 23 & Feb. 7) shows more than 90% of survey takers (for the most part a split of parents and staff) agreed the decisions were appropriate and communicated quickly enough to plan their mornings. A majority of survey takers on Jan. 28 disagreed, or were neutral with the decision to operate as normal, but still clearly agreed delay or cancellation decisions balance safety with mission at D49. These events also offered an opportunity to engage with comments on Facebook, which were somewhat more mixed

previous experiences, District 49 makes winter weather closure and delay decisions that properly balance student safety

although noticeably more supportive than critical. Tracking these listening posts indicate the district is maintaining trust and goodwill with our customers through our robust weather alert process.





Internal Partnerships

Principal Induction 18-19: The communications director had the opportunity to give a presentation during the D49 Principal Induction Program hosted in January at the Creekside Learning Center. Participants of this professional development opportunity hold an initial principal license, are primarily evaluated using the principal quality standards, and have leadership responsibilities but may not yet be in a formal administrative role. The presentation focused on interaction with media and how to manage both positive and potentially negative exposure. The class also had the opportunity to work through message preparation based on scenarios selected by the director and discuss district communications strategy for reaching the appropriate audience.

Case #2

Police have surrounded an apartment complex that borders a school property within two hours of normal release. Officers notify the school they are in an active standoff with an individual who is armed and dangerous. They've requested access to the roof for their sharpshooters to take position. Multiple police vehicles are visible at the apartment complex from the playground where children are currently at play.



Concurrent Enrollment (CE)**Portfolio of Schools**

- **Fall Concurrent Enrollment Performance Summary** – D49 experienced **43% growth in CE student enrollment** and 44% growth in college courses (passed) from Fall 2017 to Fall 2018. The **D49 college pass rate is 92%**. College level math and science courses continue to be a challenge for our students
- **FHS Academy of Health Science** Fall 2018 college success rate was 100%.
- **BLPA** Fall 2018 college success rate was 100%.
- **VRHS** launched the UCCS Pre-Collegiate Development Program with a cohort of 16 sophomores and will start another cohort for the 2019-20 school year.
- **PPEC** enrolled CE students from PPCC, Arapahoe CC, Emily Griffith Technical College, Front Range CC, Pueblo CC, Red Rocks CC, and UCCS.
- **SCHS** – ASCENT Diesel Power Technology student Sean Lucas secured a full-time job as a diesel mechanic for Wagner Equipment Co. (Cat Wagner) in Aurora. Cat Wagner was very impressed with Sean's knowledge, experience, and enthusiasm. Sean graduated in Dec to start his new career. D49 and Sean's parents are very proud of his accomplishments!
- D49 CE continues to expand on-campus course offerings, offering CE Instructor positions to D49 teachers and resulting in considerable tuition savings to the District and D49 families.

Actual Fall 2018	2/11/19						
	TOTAL D49						
	# College Students	# College Credits	College Credits Earned	% Pass Credits	# Courses	Passed Courses	% Pass Courses
FHS-AOHS	100	549.5	523.5	95%	178	169	95%
FHP	14	76.0	72.0	95%	27	26	96%
PHS	6	51.0	39.0	76%	20	16	80%
SCHS	63	396.0	349.0	88%	134	118	88%
SSAE	26	222.5	208.5	94%	67	64	96%
VRHS	119	575.0	530.0	92%	196	182	93%
PPEC	139	1370.5	1235.5	90%	411	373	91%
BLPA	6	18.0	18.0	100%	6	6	100%
TOTAL	473	3258.5	2975.5	91%	1039	954	92%

Best Choice to Learn, Work, and Lead

- **CE Instructor Mentoring** – Amy Rogers (VRHS) started teaching Concurrent Enrollment MAT121 College Algebra Spring 2019. Seth Baun (FHS) started teaching HIS121 US History Spring 2019.
- **BIO111 and ENG121+CCR094** - D49 CE will propose two new college course delivery models to PPCC for 2019-20 and forward. The new models will stretch BIO111(5) College Biology I over two semesters and also ENG121(3)+CCR094(3) co-requisites over two semesters. Initial response from PPCC leadership has been favorable.
- **PPCC Math Collaboration** – Scheduled math collaboration meeting with PPCC college professors and D49 Algebra 2, Pre-Calculus, and Career Math teachers for Feb 8. Goal is to share course scope and sequences and strengthen vertical alignment from HS to college level math.

- **Principal Induction** – presented CE, CTE, and Workplace Learning overview Jan 16.
- **Career & College Info Nights** – supported/attended HS CE events in January
- **PowerSchool** – updated all postsecondary courses in PowerSchool
- **College Advising** – Supported HS counselors with college advising

CTE

Current and Ongoing Activity

Marla Clayton – Academy of Health Sciences @ VRHS

VRHS has started teaching their Medical Terminology Class this semester.

James Baumann – Construction @ PHS

We have an exciting time coming up at Patriot High School. The HBA is starting groundbreaking on the new building for the Construction program. They will be delivering the steel on February 25th, with an official groundbreaking event scheduled for Monday March 4th at 10:30. We are inviting the press, board members, etc. This is a large step into expanding our program to allow students from different schools to participate in the Construction program.

I understand there are also talks about Goal Academy coming to the Patriot campus, and they are interested in having their students participate in the Construction and Culinary programs as well, and they will offer some CTE Courses for our kids to tap into.

We are also considering a block schedule for next year, to further align with the High Schools in D49, to make it easier for students to participate in the CTE Programs here at Patriot.

Dave Kranz – AG @ FHS

We have our first ever District officer for the FHS CTSO FFA (lickety letters!!).

Amanda Johnson is the FFA District 10 Reporter.

William Yerger – Health Sciences @ HMS

We currently have 2 of the 3 escape room walls built. My eighth graders will be testing out the science-based escape rooms in May on HMS students and on 5th graders from Evans Elementary. These rooms will be used next year as fundraisers and outreach opportunities for schools and the community.

Andrea Adams – Art @ VRHS

The Vista Ridge Ridgeline Yearbook is a finalist for the second year in a row in the Varsity Brands Most Spirited Schools competition!

Megan Rasmusen – Engineering @ SMS

- Two out of the three Skyview CyberPatriot teams qualified for the semi final round that took place on Feb 1st. A huge thank you to our Mentor Damian Mehsling for donating all his time and teaching the students new skills!
- We are really diving into the content for Magic of Electrons and the students seem pretty excited about it. Thanks for the opportunity to bring on something new.

Kat Brundage – Art @ SMS

The Theatre students developed and wrote the scripts, created the props and scenery, and decided on costuming for each of the shows. They also decided who among them would be the directors, the actors, and the crew, and although they were unable to use the actual cafeteria stage or our theatre tech equipment (due to the conflicting lunch schedule and a faulty classroom light board) like they had

hoped to, they were able to create a stage-like atmosphere in the Drama classroom, and produce a couple of nicely presented shows.

Culture and Services

Current and Ongoing Activity

Cultural Framework

Planning continues on the 2nd Annual Restorative Practices Summit, which will be held March 18-19, 2019 at Sand Creek High School. The summit offers intensive training on basic restorative practices and advanced training on adversity and trauma. A half day executive RP flipped-course will be offered for central office managers, coordinators, directors, chief officers, and board members on April 17, 2019.

Community Outreach

District 49's city-wide S2S "Purple Ball" was held at Sand Creek High School on January 26th, 2019 and it was an outright success with the participation of 413 students, parents, and staff members. Planning for the 3rd Annual Military Appreciation day; April 27th at Sand Creek High School is near completion.

Upcoming Activity

1) Purple Ball Planning 2) RP Summit Planning 3) Military Appreciation Day Planning

Central Registration (CR) and Student Information (SI)

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Registration Metrics

The Central Registration (CR) team updated the school boundaries in PowerRegistration in coordination with the Business Office and opened student registration for 2019-2020 on February 1st.

Upcoming Activity

SIS System Implementation

The SIS team will host 5 consecutive Professional Development (PD) sessions on March 8th during the district-wide PD day. The SIS team will attend PowerSchool University during the last week of February.

BASE49

BASE49 is District 49's wholly owned and operated before and aftercare provider, which supports the early arrival and/or late departure requirements of families with elementary school students.

Current and Ongoing Activity

Childcare Operations

The Base49 team evaluated its 6-month revenue status in conjunction with the Business Office. Base49 is in the black, rebuilding fund balance, and will distribute proportional funds to participating schools.

Upcoming Activity

Childcare Management

Base49 has applied to institute a program to assist low-income families in the D49 community. Once all of the requirements of the latter program are met, subsidies will be offered to D49 families in need.



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January 2019

This month's Business Office Report returns to past practice of including input from all BOLT members, rather than having most posted in CASCADE and only a sample included in the board packet. With our intention to replace CASCADE as the cultural and strategic priority tracking mechanism, we are entering a transition phase between CASCADE and the new system and so we will return to prior styles of information distribution. The conversion of the ERP system (Electronic Records Processing) from Widenhammer-Alio to PowerSchool-BusinessPlus has been and continues to be the overwhelming focus for the Human Resources and Financing & Accounting departments. Business+ went live for Accounts Payable and General Ledger processing on July 1. The first payroll for the system processed on August 15, and second significant payroll processed on September 15. The crescendo of effort hit its peak over these milestones and now, that we are into the 'early implementation' phase, we are finding loose ends and unanticipated nuances that need to be addressed in the new system. We will be getting closer to a 'normal busy' in the coming months. I hope this allows for some decompression for our staff to recover from this extremely heavy lift.

The Accounting Group experienced some unfortunate complications in completing the 2017/18 fiscal year audit that is solely due to slow, out-of-compliance, completion of two of our charter schools' audits. To that end, corrective action letters were issued in early December to RMCA and BLRA, notifying their administration and their Boards of Directors that this year's process was not only unacceptable and completely inefficient, but that it was, in fact, out of compliance with the terms of each school's charter contract, and that any repeat of the situation in future years would trigger financial penalties available to the District, as their authorizer, in those same contracts. As a district, our approach to be supportive of our charter school partners can sometimes go over-the-top toward enabling incorrect or inappropriate

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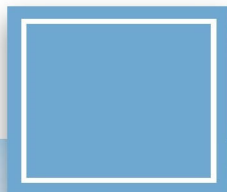
BUSINESS OFFICE

behaviors such as this. While we do not ever want to put our charter schools in a place of difficulty from unfair treatment, we also cannot allow the District to be put in a place of difficult resulting from unfair treatment coming from their direction. Fortunately, all work was completed on the 2017/18 Comprehensive Annual Financial Report (CAFR) and that report was presented to the Board of Education and the public at the February 14, 2019 regular meeting of the BoE.

I continue to feel that I personally owe many thanks and superlative praise for the Business Office Team; that has taken on so much workload and strategic thought tasking during this time of system conversion and early implementation. The system we have implemented is a good system and has great potential to improve our processes to a level that is more appropriate for the size of organization that D49 now is. However, the company merger that happened during the middle of or implementation, when Powerschool purchased Sungard Systems' educational platforms, had a much greater impact to our implementation than we should have experienced. D49 became something of a victim to the corporate merger process that was inadequately managed by Powerschool. Moving forward was still the best approach despite the difficulty. I appreciate the Board's recognition of this effort by the team as well as the understanding of staff across the district for their ability and willingness to work with and adjust with us during the many transitions that are occurring.

Sincerely,

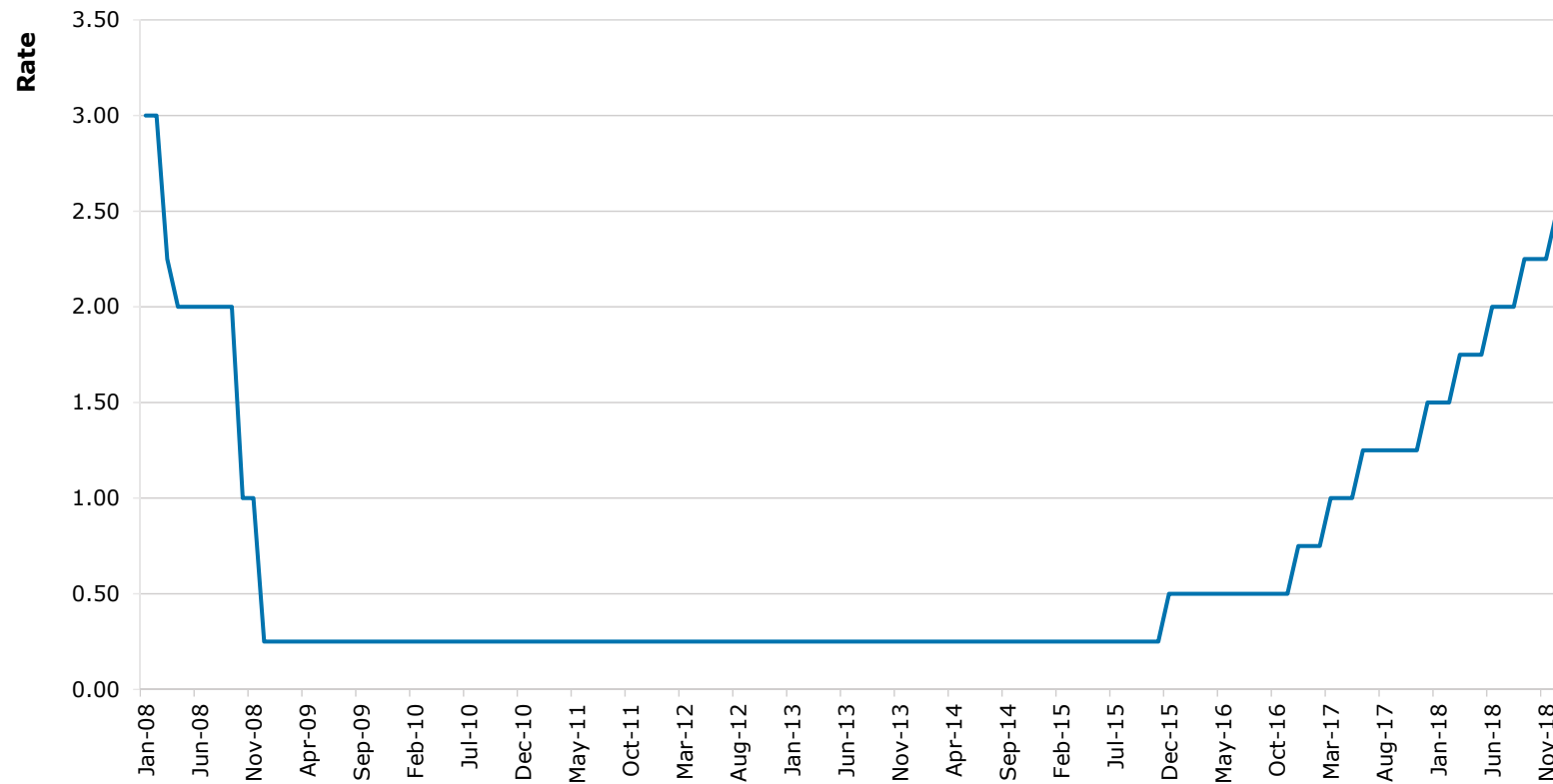
Brett Ridgway
Chief Business Officer
*Providing stewardship, customer service and
Communication through and with our business team*



COLOTRUST Economic Update

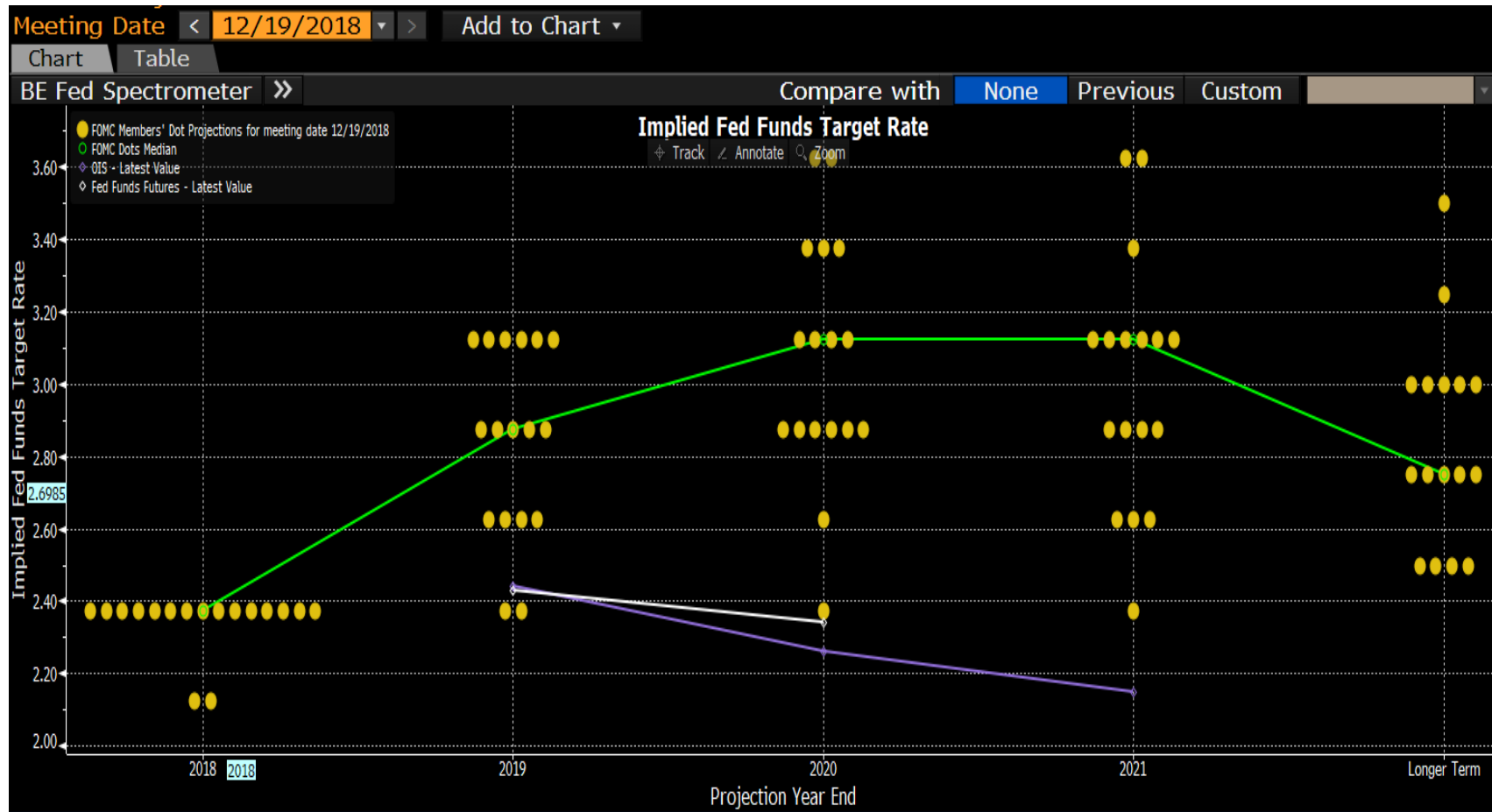
February 1, 2019

Fed Funds Target Rate

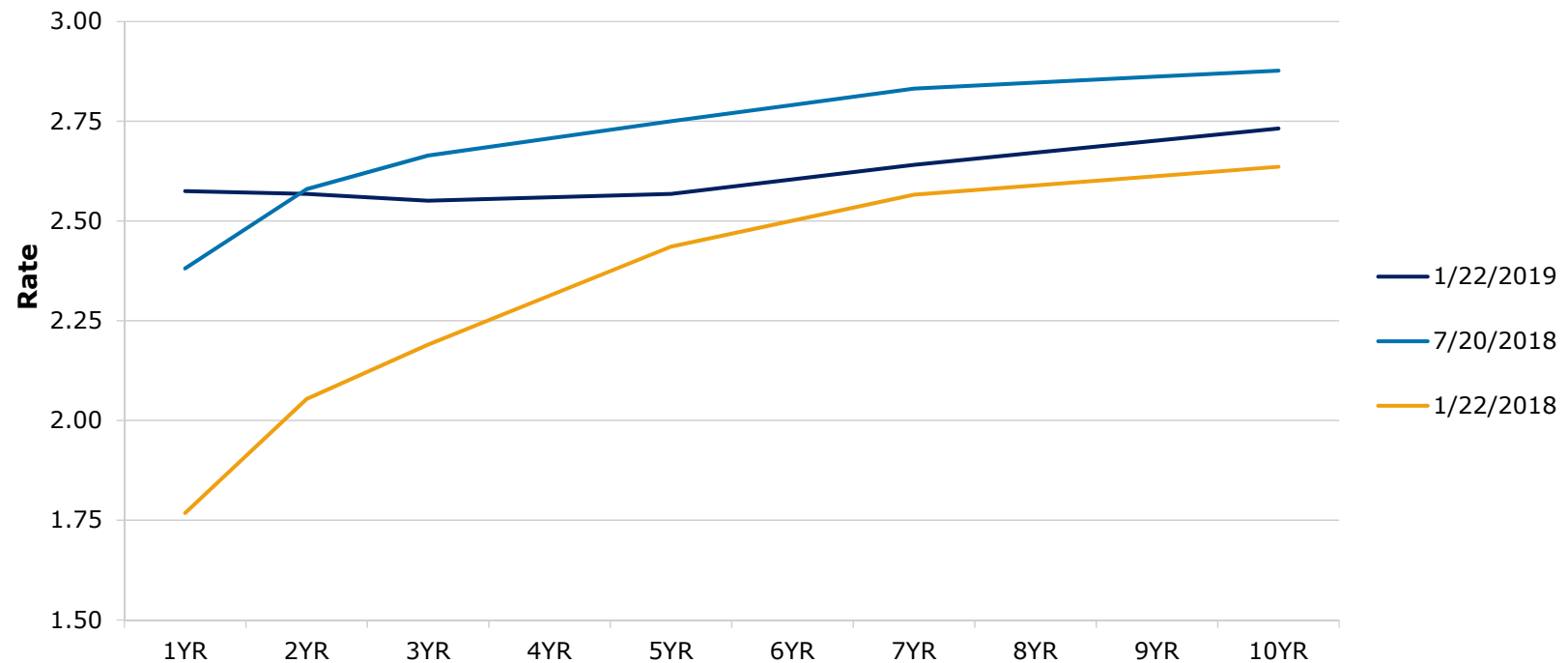


- The Federal Reserve increased the target rate to a range of 2.25% to 2.50% on December 19, 2018.
- The Federal Reserve began reducing its \$4.5 trillion balance sheet in October 2017 by not reinvesting all of the maturing securities from its portfolio.
- The Federal Reserve will allow up to \$50 billion (\$30B Treasuries, \$20B Mortgage-Backed Securities) to roll off its balance sheet each month until the FOMC completes the normalization process.

FOMC Dot Plot – December 2018

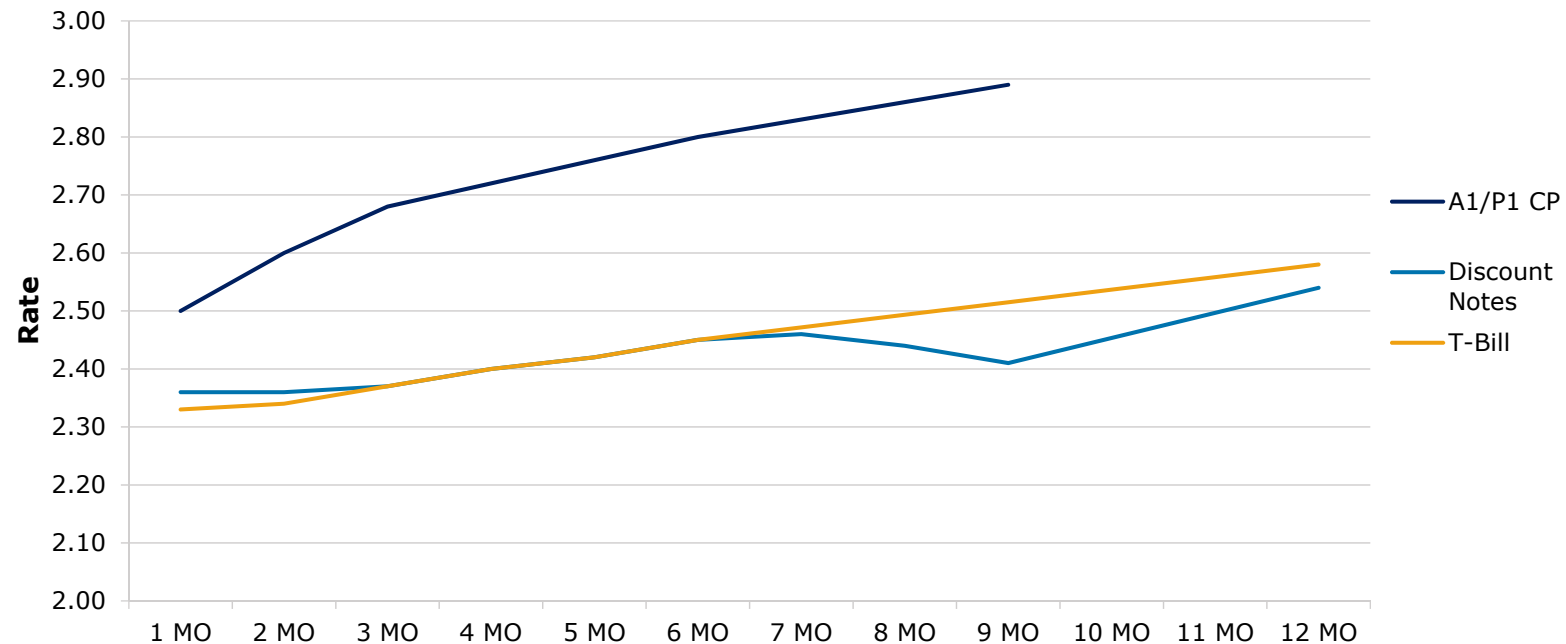


Comparative Historical Yield Curves



- The yield curve continues to flatten as the front-end rose due to Fed tightening in 2018 while intermediate rates (5YR-10YR) decreased over the last six months due to slowing inflation and a deceleration in economic activity.

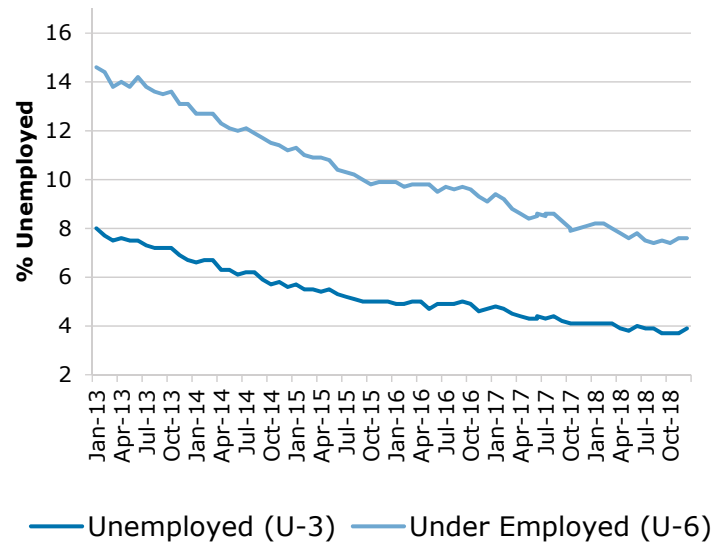
Money Market Yield Curves



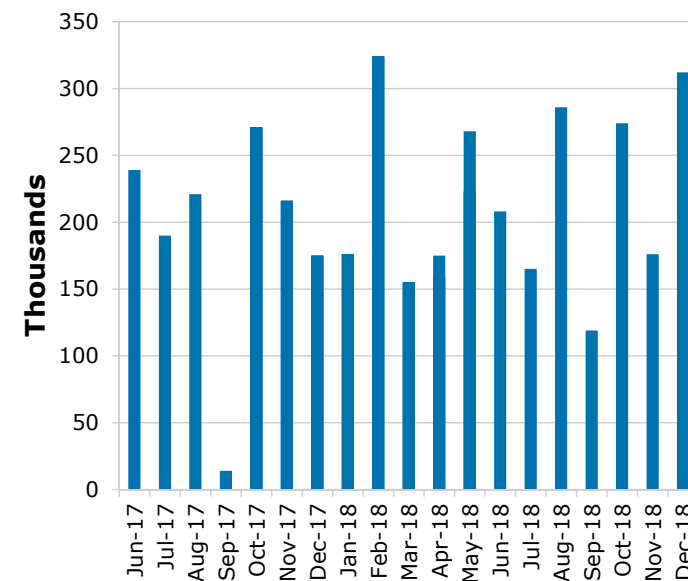
- The yield spread between short-term Treasuries and agency discount notes remains at very tight levels with T-bills often out yielding discount notes.
- Adding credit in the form of commercial paper enhances the yield of the portfolio.

Unemployment and Hourly Earnings

U.S. Unemployment Rate

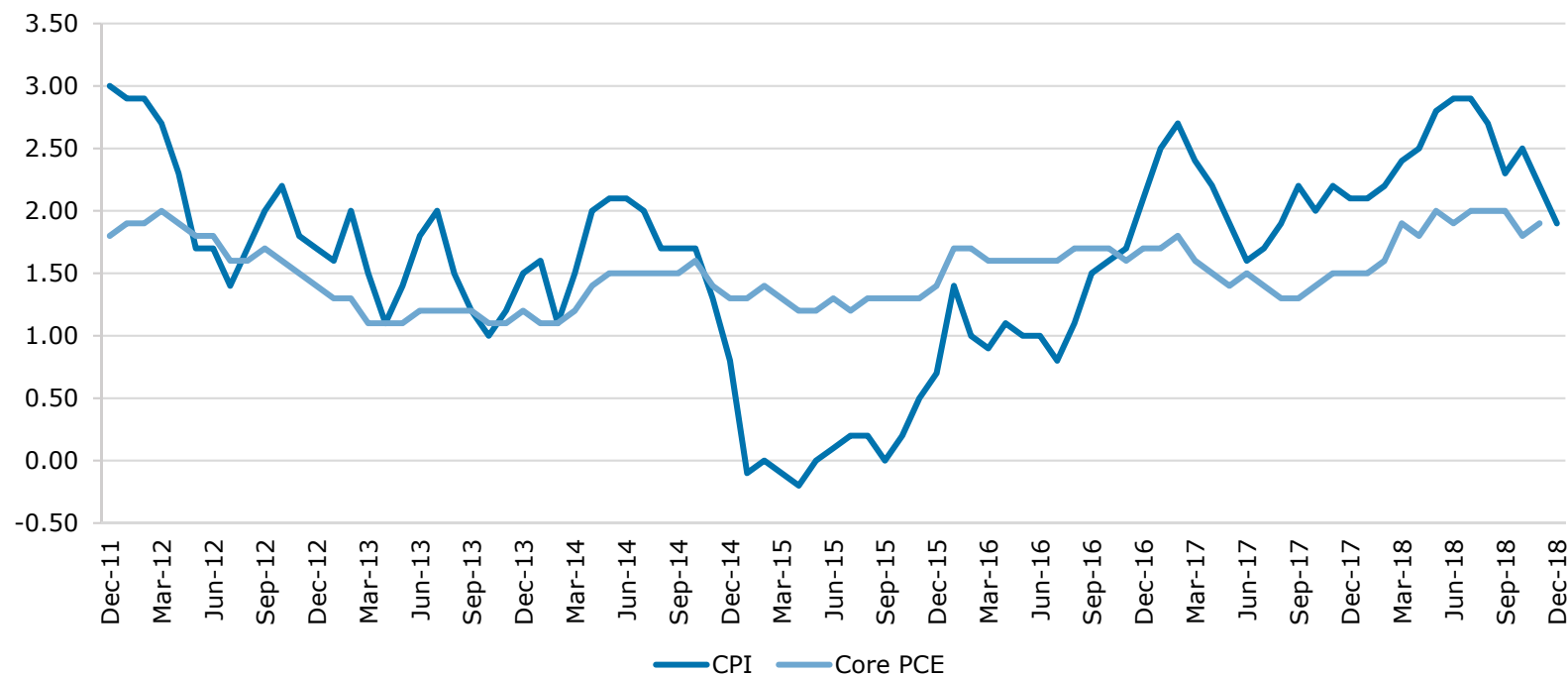


Non-Farm Payrolls



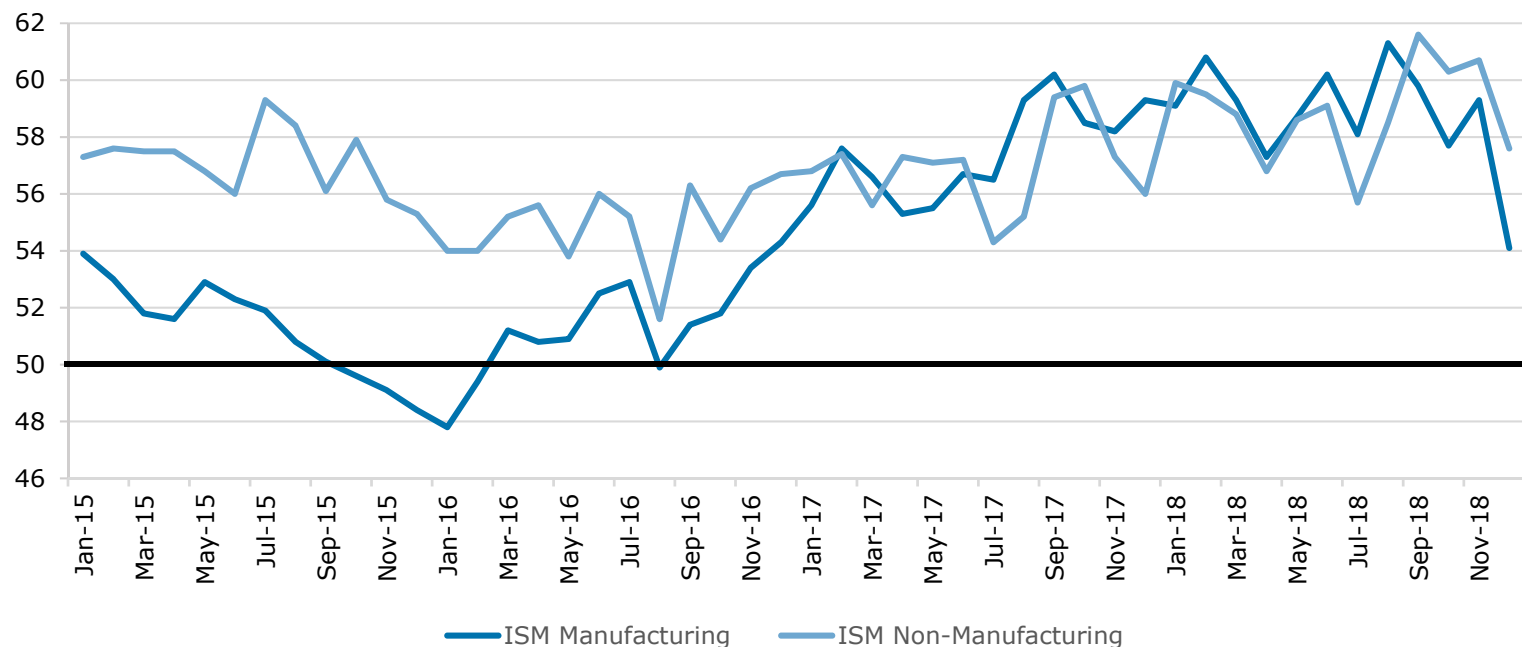
- The December unemployment rate increased to 3.9% from 3.7% in November, as individuals are returning to the workforce to seek employment amid strong hiring. The November unemployment rate of 3.7% matched the lowest level dating back to December 1969.
- December payrolls increased by 312,000 compared to 176,000 reported in November and well above the median forecast of 184,000.
- Average hourly earnings increased at an annualized rate of 3.2% on a year-over-year basis in December.

Inflation



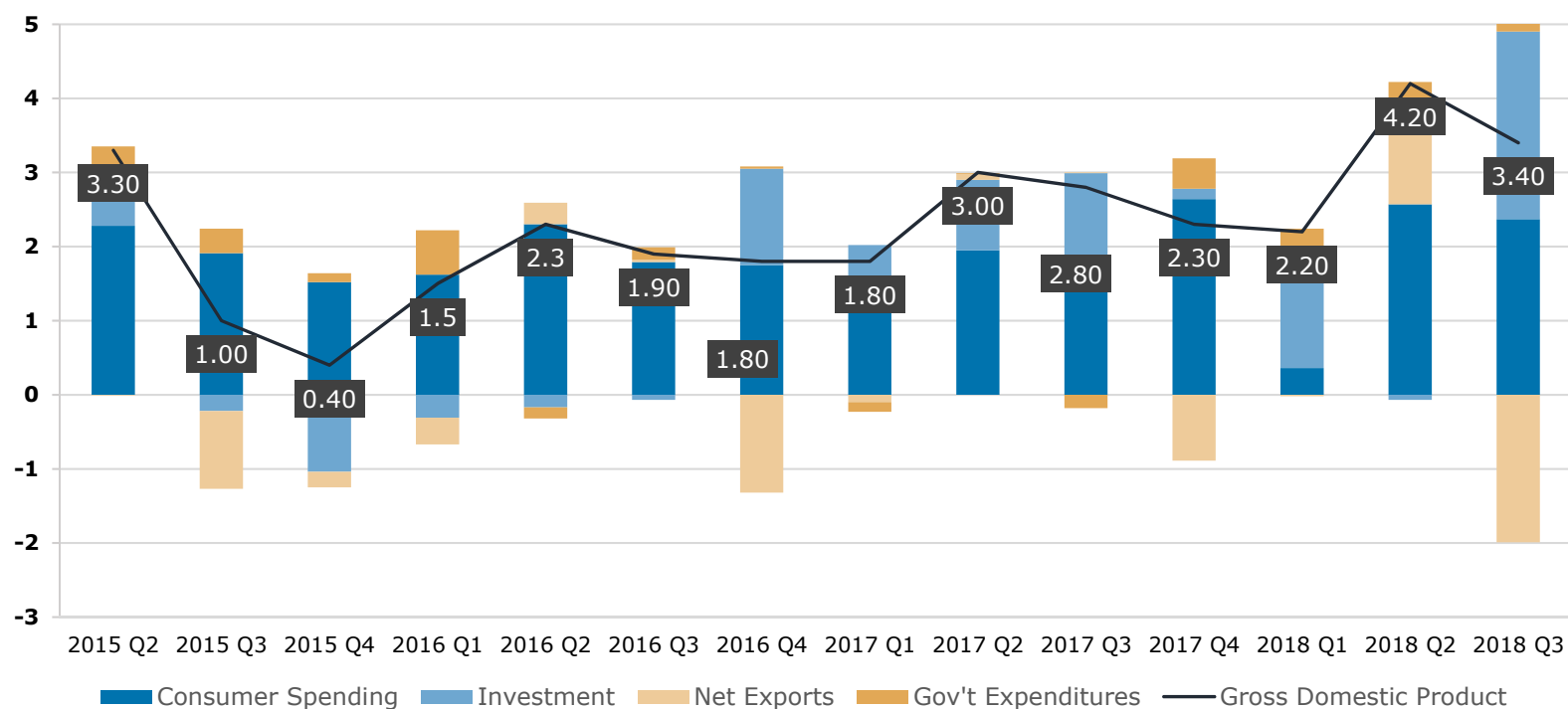
- November CPI rose 2.2% on a year-over-year basis. Core CPI (less food and energy) increased at a 2.2% year-over-year pace.
- The Fed's preferred measure of inflation, core PCE, was reported at 1.9% in November, near the Fed's target of 2.0%.
- Inflation is expected to trend higher in 2019, although lower energy prices may suppress headline figures.

Institute for Supply Management



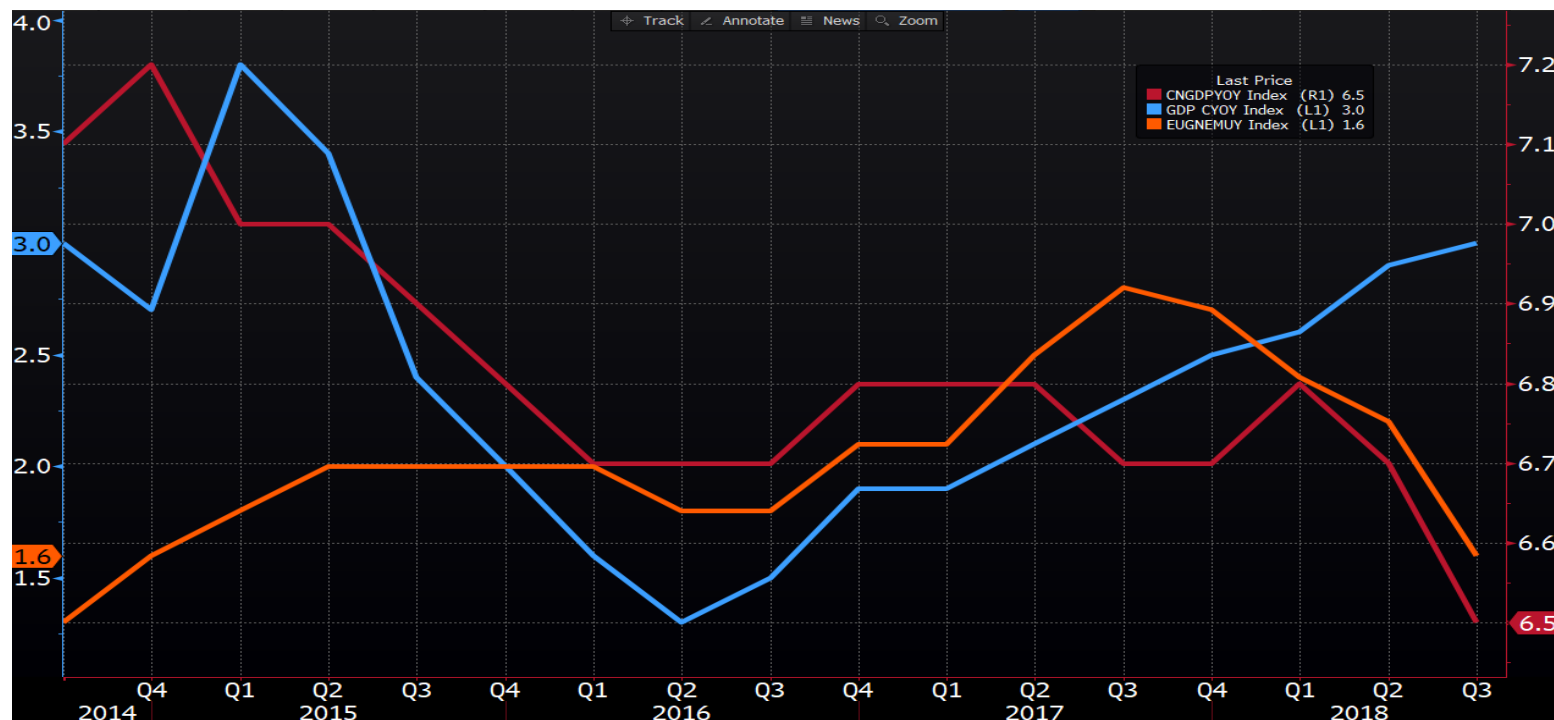
- ISM Manufacturing for December decreased to 54.1 from 59.3 in November, below the forecasted 57.5.
- ISM Non-Manufacturing (service) was reported at 57.6 in December versus 60.7 in November and 58.5 expected.
- Although these indexes have recently declined, both remain above 50, signaling continued expansion in the U.S. economy.

Contributions to Percent Change in Real Gross Domestic Product



- The U.S. economy expanded at a 3.4% annualized pace during the third quarter of 2018 after climbing 4.2% in the previous quarter.
- Consumer spending, the biggest part of the economy, rose 3.5%. Inventories and Government spending also increased in the third quarter of 2018.
- Net exports were a drag on the economy after adding to growth in the second quarter, as U.S. exporters rushed to beat possible retaliatory tariffs abroad.

GDP YoY (United States, China & Eurozone)



- 2016: Deep concerns global growth was slowing with the Fed only raising rates once (Dec)
- 2017: Global economies accelerating in synch on low rates and fiscal stimulus expectations in the U.S.
- 2018: U.S. begins to stand alone on fiscal stimulus and strong labor market while deleveraging in China and broad based weakness in Europe (Brexit, Italy Budget, French Nationalism, German Exports) restricts growth abroad
- 2019: U.S. fiscal stimulus fading, trade wars escalating, government shutdown and higher rates from the Fed cast somber mood

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Human Resources Monthly Report

Improving the New Workforce Member Experience

Paul Andersen, Director of Human Resources
February 20, 2019

Listening to Our Workforce



In our vision and mission to be the best choice to learn, work and lead, we commit to continuous learning and improvement. To this end, we are increasingly intentional about learning from our employees through our Voice of the Workforce (VoW) system.

Early in the school year we set out to learn about ways we can improve our hiring system. After the all staff event on August 31, 2018, we invited new hires to participate in a storyboarding session focused on learning about our new hire processes.

More than 200 new workforce members participated in the facilitated brainstorming session. In this session staff were asked to provide feedback about their experiences as they joined D49.

What We Learned



We asked the new workforce members to tell us about their experiences in three phases of the hiring process: Application, Selection and Onboarding. As we talked about each of the three phases, we asked participants to tell us:

- What went well (strengths)
- What we can improve (OFIs)
- What they learned

The new workforce members were candid. We heard about things we are doing well and that we should preserve. We also heard about numerous opportunities to improve the overall experience of applicants and those we eventually hire. On the next three slides, you will see sets of essential actions – things we are working to improve based on staff feedback.

Essential Actions: Application Phase



1. Customize the job application process for positions.
2. Minimize the number of uploads requested for each application.
3. Eliminate redundant requests for information.
4. Be more systematic and consistent in giving application status updates to applicants.
5. Develop an easy to find and easy to use “tips and tricks” guide for applicants.

Essential Actions: Selection Phase



1. Make the interviewing and offer process speedy, simple and streamlined.
2. Establish thorough hiring and interview processes.
3. Demonstrate and communicate a positive culture throughout the selection process.
4. Improve the consistency and clarity of job offer communications.
5. Consistently close the loop for unselected candidates.

Essential Actions: Onboarding Phase



1. Design an new hire training strategy and structure for consistency and effectiveness.
2. Develop process to ensure new hires have the technology they need when they need it.
3. Design an ambassador process to support new hires.
4. Evaluate options for changing the timing of first paycheck and benefits (reduce the time from first day of work to first paycheck and benefits).
5. Encourage principals and managers to add a “personal touch” to their onboarding process.

Next Steps



After that session, a team of senior leaders synthesized these ideas into a set of essential actions intended to improve the hiring process and enhance the candidate / new hire experience. For each of the essential actions, we identified:

- The action
- The leader
- The deliverable
- Team members
- Timeline for completion

We are already actively working toward implementation of these improvements for the upcoming hiring cycle. This means most of these will be implemented by April 1st.

We are grateful for the participation and candor of our new workforce members. Their input is being used to enhance the hiring experience for the next cohort of new workforce members!

Finance Group



- In an effort to move the district from Passive Budget Mgmt (Bottom line budget managing) to Active Budget Mgmt (Individual Line Item budget managing) the Finance Group has decided to report on the number of Negative Balance Accounts (Accounts with higher spend than the amount budgeted) in each account at each location.
- Negative balances can occur for many different reasons. However, it is up to each school to identify when an account has been over spent and make the necessary budget transfer to 'cover' the increased spend. This is particularly important in the school's Building or School Mgd Budget. Even better would be for the school to identify future spend and make the necessary adjustments before making the purchase. We are seeing an increasing number of these types of transfers.
- The percentages you will see on the following slides do not take into account dollar amounts, so an account that is \$.01 overspent will have the same effect that an account that is overspent by \$1,000.00
- Please keep in mind that, there are NUMEROUS accounts within our Trial Balance, and transactions occur at all times during the month. Issues are being worked constantly to help keep within our goal of 10%, but as you will see there are a number of areas outside of the goal. These issues are 'OK' as long as there are plans to work with the Finance Group and/or send in budget transfers.

The Best Choice to Learn, Work and Lead

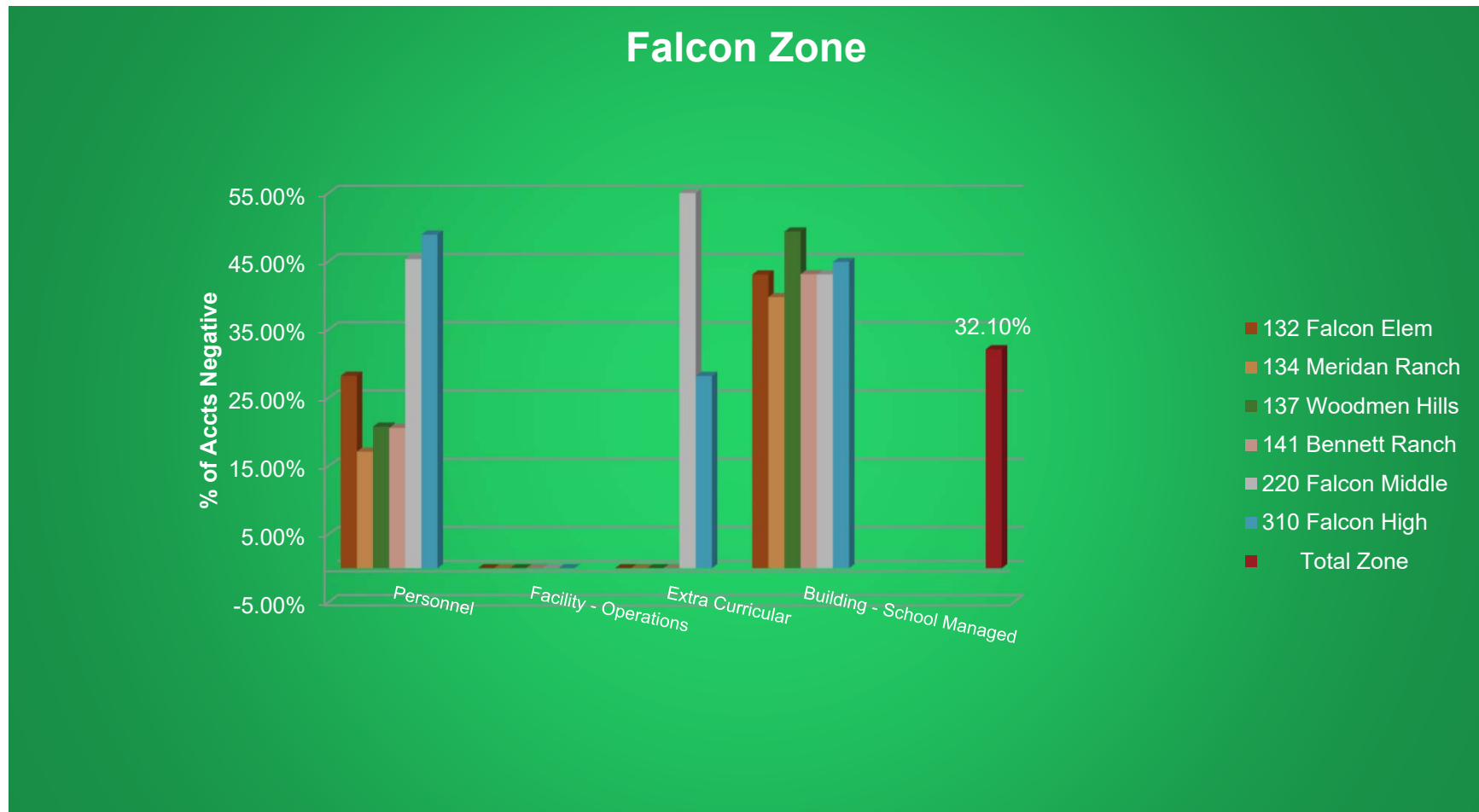
Finance Group



- With the implementation of Business Plus, there have been new challenges as to keeping up with the number of negative accounts. The total district has roughly 32% of our accounts that are running a negative balance, against a goal of 10%
- Challenge number 1 is the personnel accounts. Our new financial system (Business Plus) posts payroll expenses differently than our previous system (Alio) and understanding how and why the system posts as it does has taken some time. Now that the finance dept has a better understanding of this process, the district should see a dramatic decrease in the number of negative accounts in Personnel accounts.
- Challenge number 2 is we have changed how money is moved at a location, either budgeted spend or actual spend. In the past, each location i.e. school would submit a transfer on paper and the finance department would initiate the transfer in our former Financial system (Alio). Now, we are asking the schools to initiate their own transfers in our current financial system (Business Plus) and the finance dept approves/denies through a workflow process. The challenge is the learning curve of our new process. Schools are doing a great job at learning and making the necessary adjustments. Most of the negative accounts at the Building - School Mgd have to do with Worker's Comp and how the Payroll is posting. These should clear as the finance dept tackles Challenge number 1.

The Best Choice to Learn, Work and Lead

Finance Group

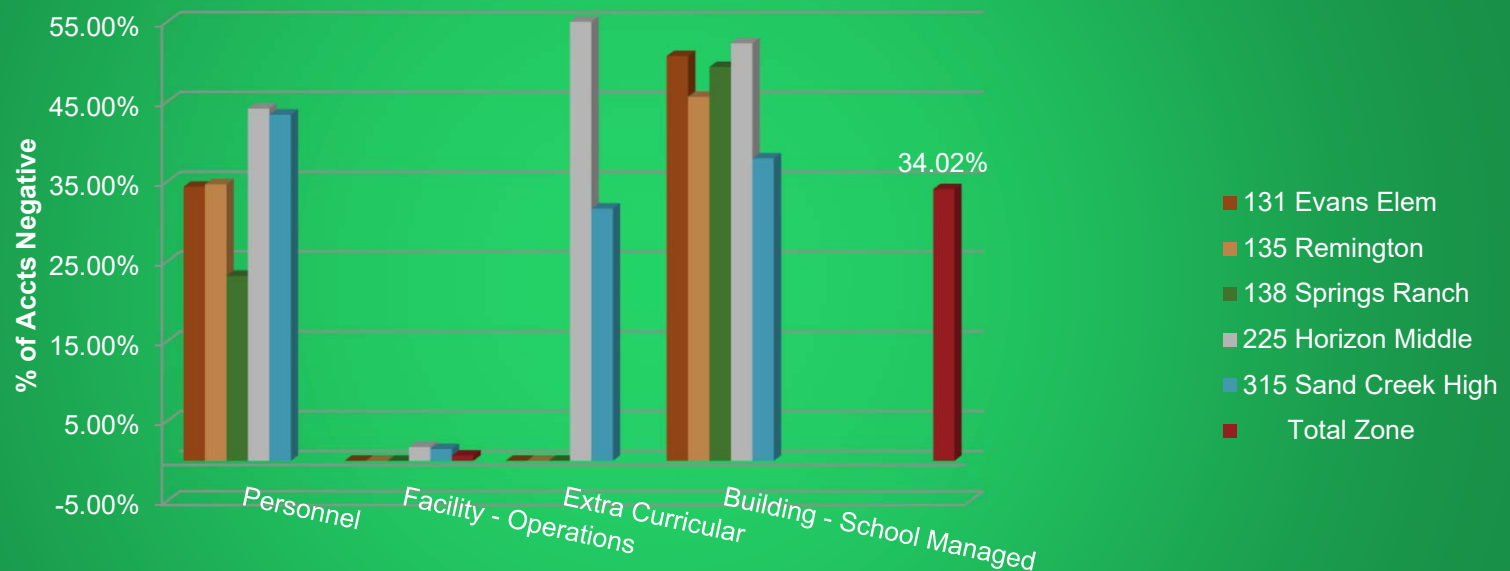


The Best Choice to Learn, Work and Lead

Finance Group

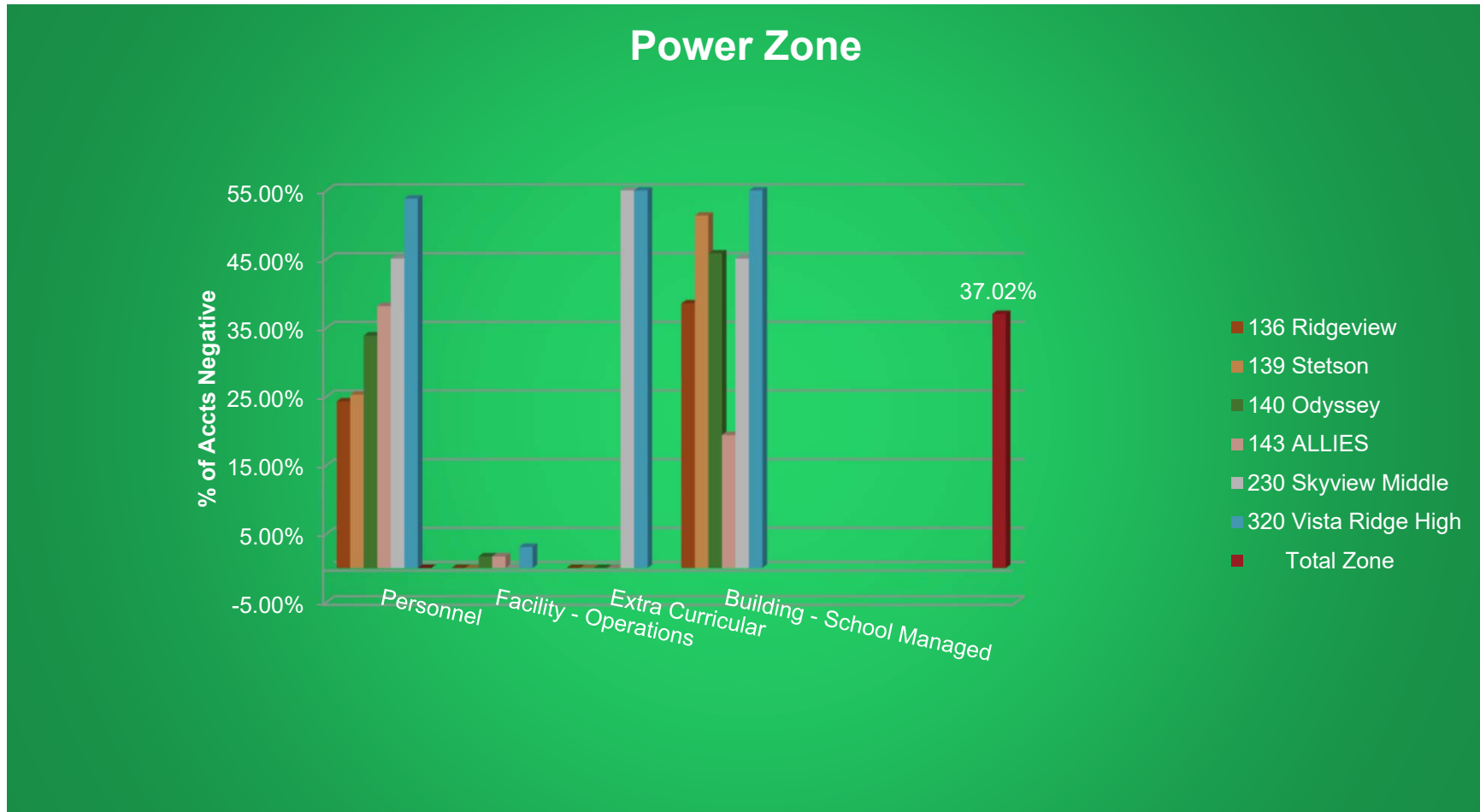


Sand Creek Zone



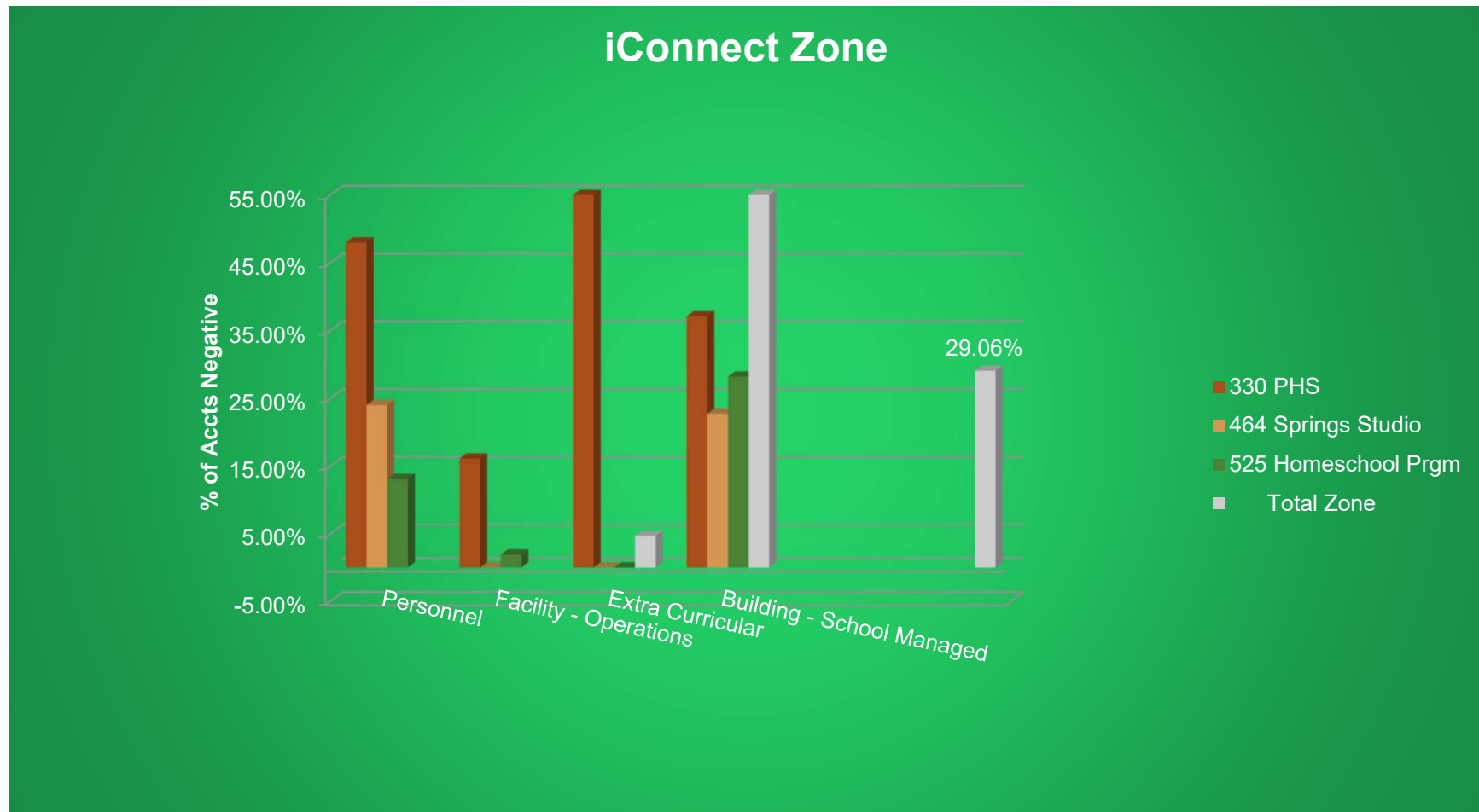
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Finance Group



The Best Choice to Learn, Work and Lead

Finance Group

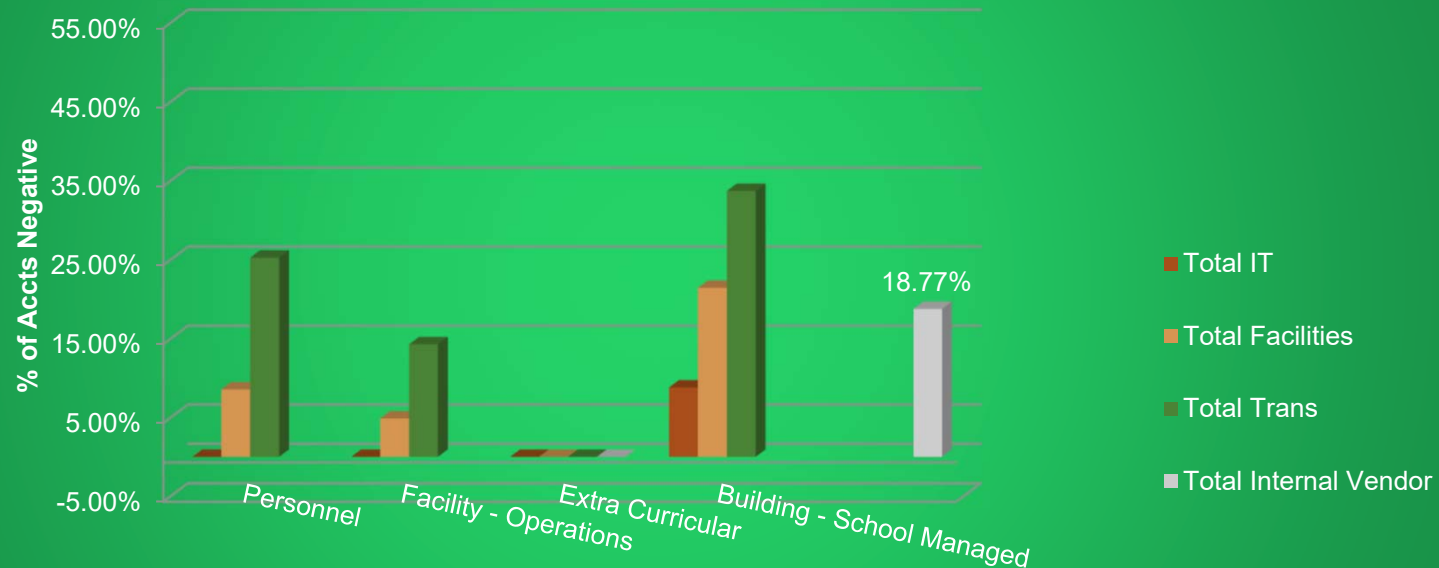


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Finance Group

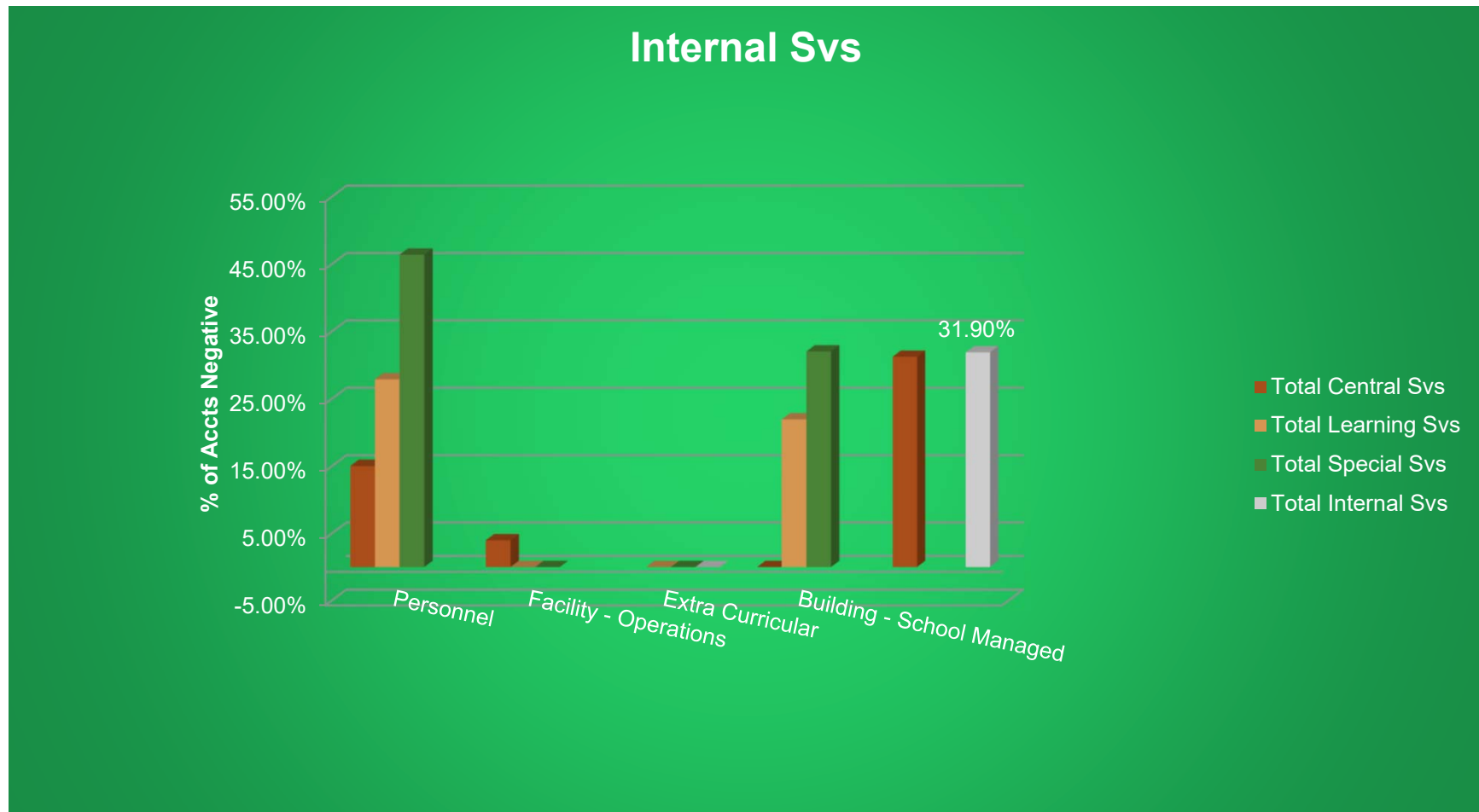


Internal Vendors



The Best Choice to Learn, Work and Lead

Finance Group



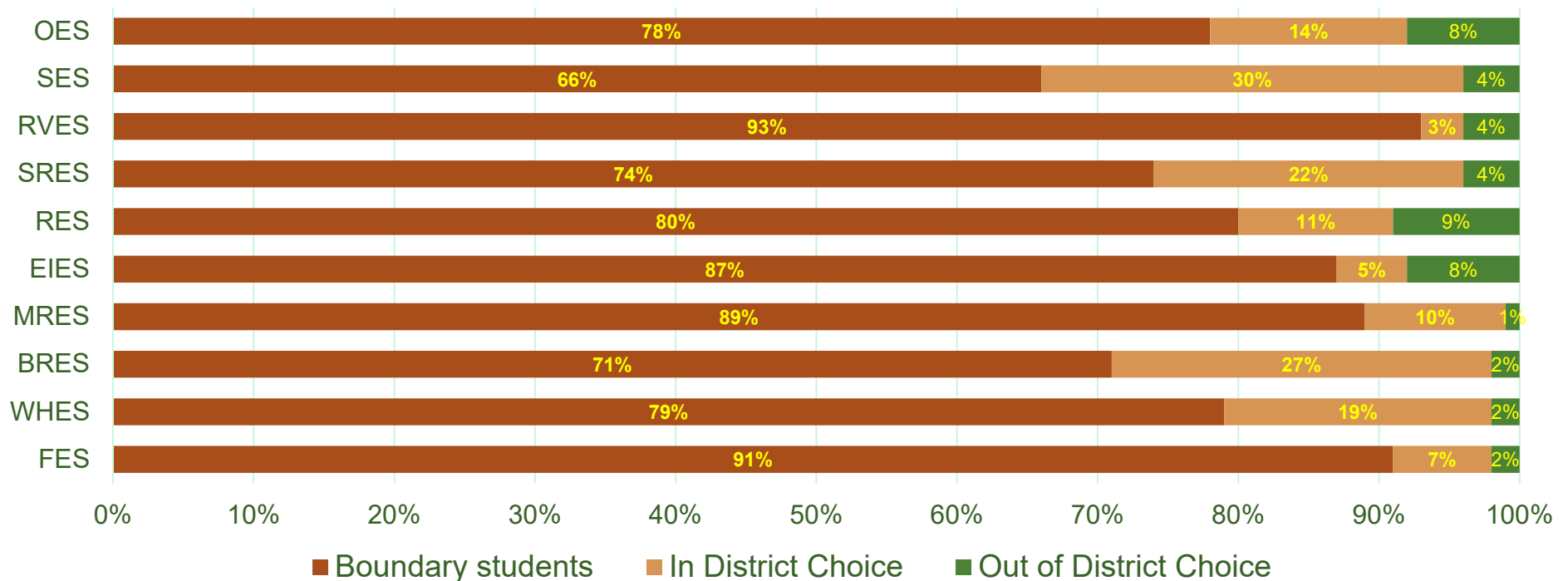
The Best Choice to Learn, Work and Lead



This is an evaluation of the student body educated within each school. The data depicts the percentage of students that:

- reside within the school attendance boundary
- choice into the school from within other D49 boundaries
- choice in from out of district

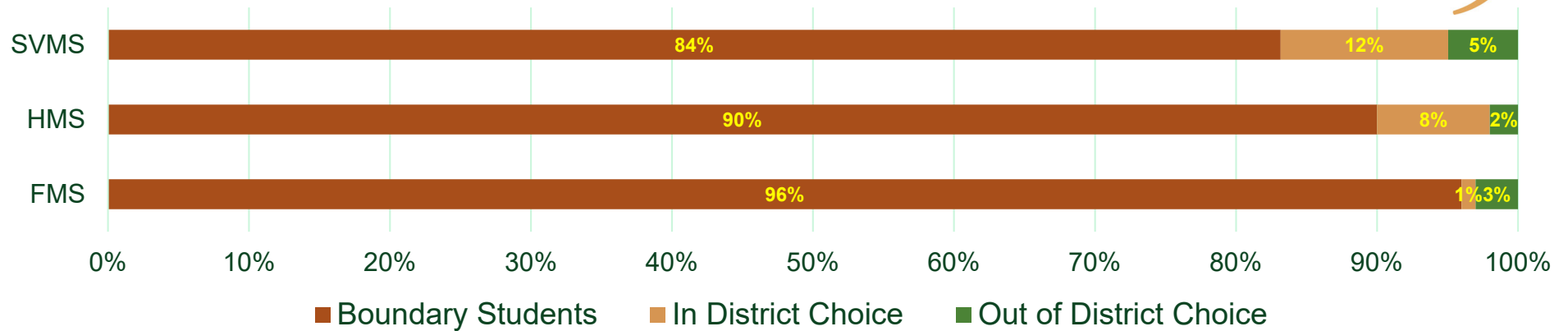
Elementary Students Attending D49 Schools



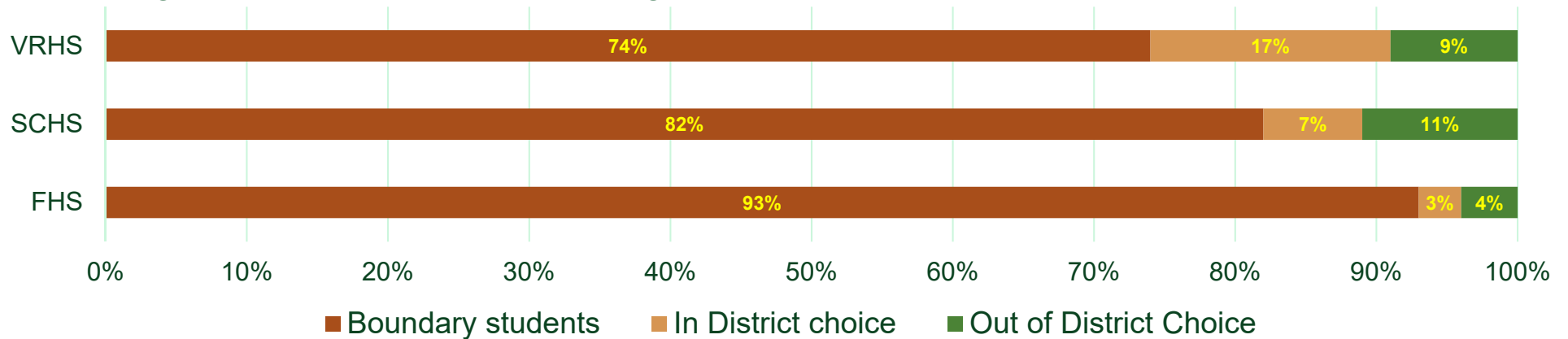
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Middle School Students Attending D49 Schools



High School Students Attending D49 Schools



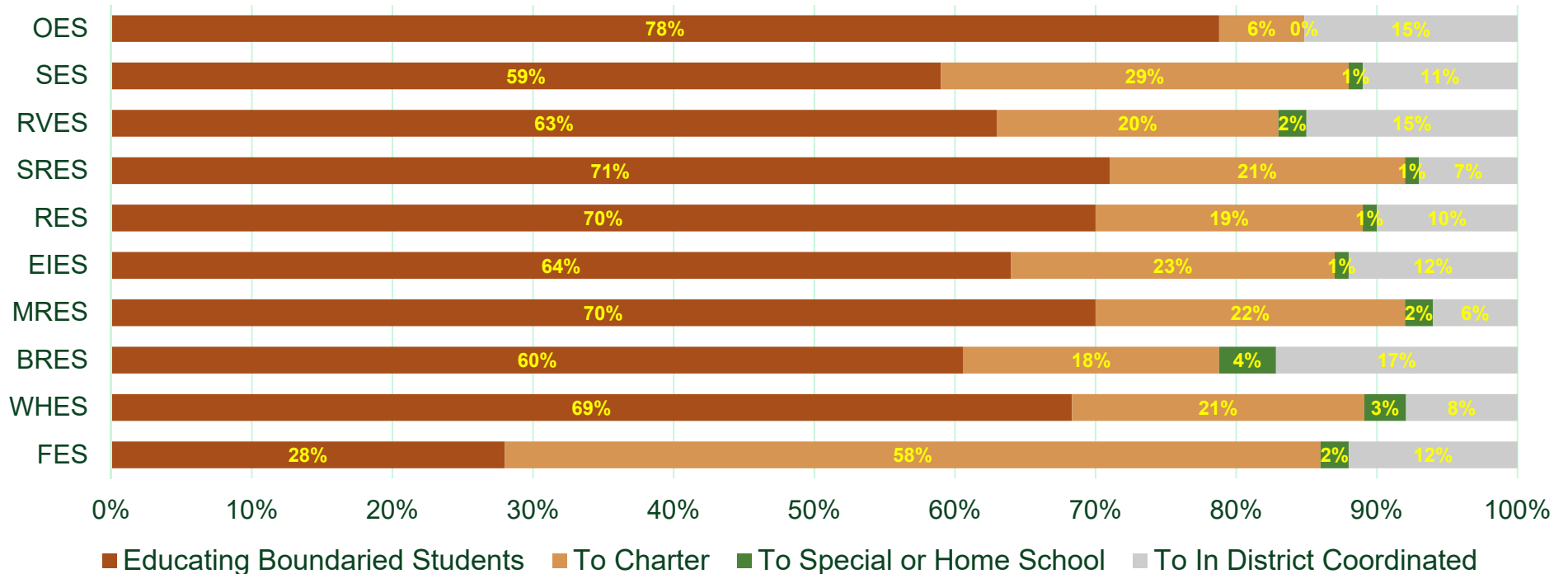
The Best Choice to Learn, Work and Lead

This section is an evaluation of the students that reside within the School Boundaries. The data depicts the percentage of students that:

- are educated in the school of their attendance boundary
- choose to attend charter schools in the D49 boundaries
- attend home school or a special program such as special education outside of a coordinated school
- choice into another D49 coordinated school



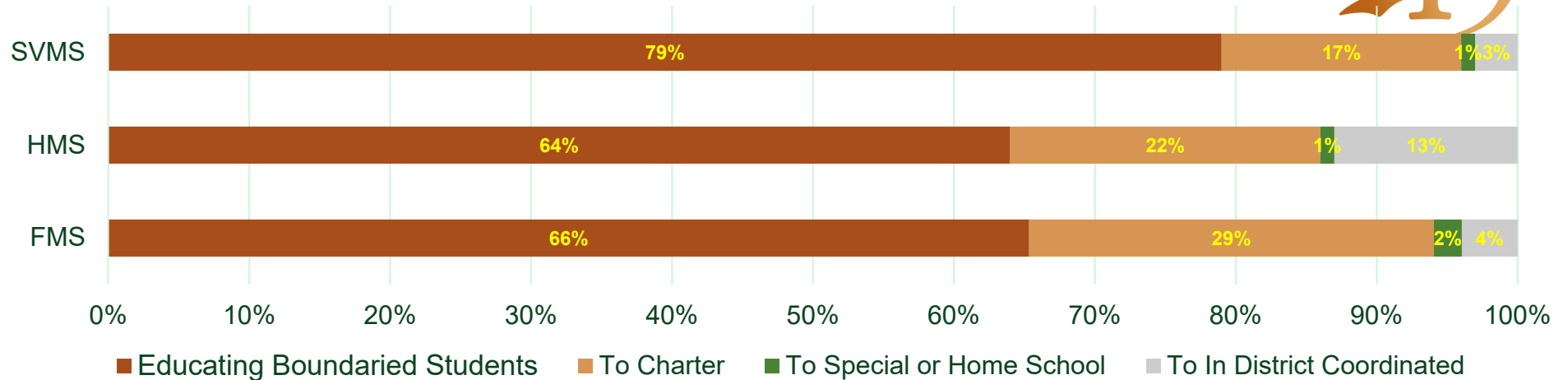
Elementary Students Residing In D49 School Boundaries



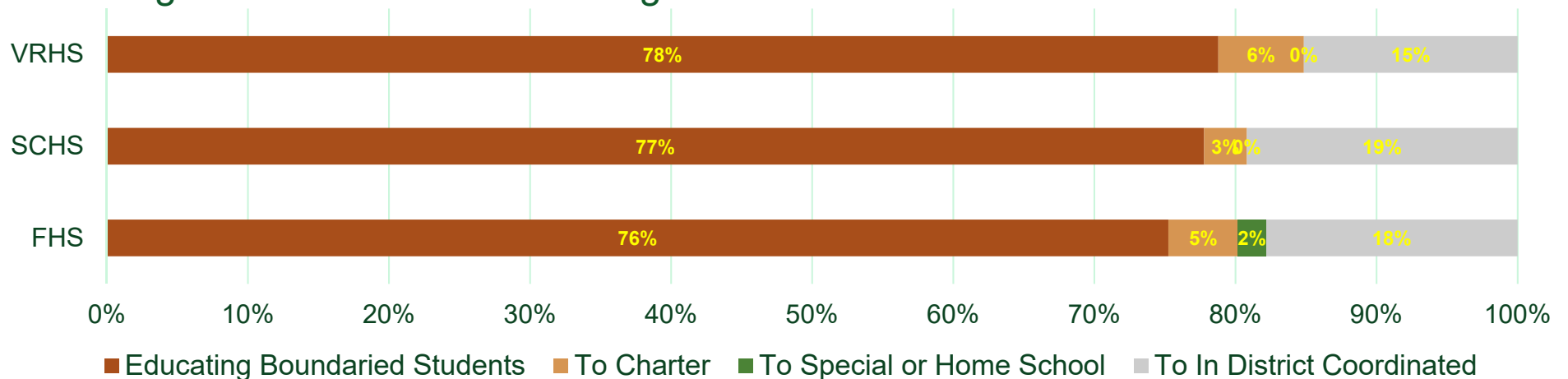
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Middle School Students Residing in D49 School Boundaries



High School Students Residing in D49 School Boundaries



The Best Choice to Learn, Work and Lead

Purchasing and Contract Management



In Progress

Uploading contracts into new MS Access database. We currently have 234 contracts valued at over \$31 million.

CO Quonset hut remodel

Vending Machine RFP

Student Data Privacy compliance process

SCHS Theater Upgrades AV/Lighting

Gym floor resurface at FHS and VRHS (Summer)

Gym Bleachers for SCHS (Summer)

In Planning

Developing Purchasing Department annual report

Scheduling Spring Break and Summer MLO projects

Stetson Elementary Kitchen Remodel

FMS carpet and cabinet project for summer

Asphalt Repair RFP

Evans bathrooms remodel

Summer ACM abatement

Gaga Pit for PPSEL

RFQ for Architects and Engineers

Utility tracking software for facilities

Stage curtains for FMS

The Best Choice to Learn, Work and Lead

EL PASO COUNTY SCHOOL DISTRICT 49
Capital Projects Financial Summary
January 31, 2019



Location	Description	Account Number	(Original) Budgeted Funds for 2018-2019	Current Forecast (Adjusted) for 2018- 2019	Balance Currently Showing	Purchase Order	Encumbered	Paid	Available Balance	Comments
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Capital Reserve-Funded Projects										
DW	Contingency (2018-2019 Funded Projects)	15-800-00-9000-0840000-0000-98000002	\$ 371,723.50	223,496.46	223,496.46		\$ -	\$ -	223,496.46	
ALLIES	Allies Building Interest	15-143-41-4100-0833000-0000-91430001	\$ 84,511.52	84,511.52	31,078.05		\$ -	\$ 53,433.47	31,078.05	
ALLIES	Allies Building Principle	15-143-41-4100-0913000-0000-91430002	\$ 1,035,029.56	1,035,029.56	435,397.51		\$ -	\$ 599,632.05	435,397.51	
Lease	SSAE Lease - Principal	15-464-49-5100-0913000-0000-94640006	\$ 88,232.84	88,232.84	37,508.59		\$ -	\$ 50,724.25	37,508.59	
Lease	SSAE Lease - Interest	15-464-49-5100-0833000-0000-94640005	\$ 49,758.88	49,758.88	19,987.96		\$ -	\$ 29,770.92	19,987.96	
Lease	Creekside Principle	15-540-41-4100-0913000-0000-95400017	\$ 161,721.14	161,721.14	68,906.37		\$ -	\$ 92,814.77	68,906.37	
Lease	Creekside Interest	15-540-41-4100-0833000-0000-95400016	\$ 144,121.06	144,121.06	58,527.88		\$ -	\$ 85,593.18	58,527.88	
Lease	Bus Lease Interest	15-720-27-5100-0833000-0000-97200013	\$ -	0.00	0.00		\$ -	\$ -	0.00	
Lease	Bus Lease Principle	15-720-27-5100-0913000-0000-97200014	\$ 106,966.99	106,966.99	0.00		\$ -	\$ 106,966.99	0.00	
CO	PowerSchool Conversion - Business Plus	15-800-25-2510-0734000-0000-98000003	\$ 200,000.00	232,320.68	0.00		\$ 27,579.00	\$ 204,741.68	0.00	
CO	PowerSchool Conversion - Power School	15-800-25-2510-0734000-0000-98000004	\$ 260,000.00	278,611.92	0.00		\$ 12,000.01	\$ 266,611.91	0.00	
DW	Districtwide - Parking Lot Repair	15-800-26-2630-0430000-0000-98000011	\$ 100,000.00	100,000.00	81,590.00		\$ -	\$ 18,410.00	81,590.00	
DW	DW - Repair & Maint of Concrete	15-800-26-2630-0430000-0000-98000012	\$ 50,000.00	50,000.00	6,378.00		\$ 14,572.00	\$ 29,050.00	6,378.00	
DW	Parking Lot Striping	15-800-26-2630-0490000-0000-98000013	\$ 100,000.00	100,000.00	159.00		\$ 24,787.00	\$ 75,054.00	159.00	Complete
DW	Districtwide - Battery Backup System	15-800-28-2844-0432000-0000-98000019	\$ 4,400.00	4,400.00	1,088.10		\$ -	\$ 3,311.90	1,088.10	Complete
TRANS	Buses	15-720-27-2790-0732000-0000-97200012	\$ 1,066,000.00	1,025,623.14	0.00		\$ -	\$ 1,025,623.14	0.00	Complete
TRANS	Commercial Jump Starter	15-720-27-2740-0731000-0000-97200008	\$ 10,000.00	9,079.50	0.00		\$ -	\$ 9,079.50	0.00	Complete
CO	Maintenance Bay Exhaust Fan	15-600-26-2690-0490000-0000-96000004	\$ 5,000.00	5,000.00	5,000.00				5,000.00	
CO	Quonset Hut Remodel	15-600-26-4600-0723000-0000-96000005	\$ 50,000.00	50,000.00	39,400.01		\$ -	\$ 10,599.99	39,400.01	
SPED	Mohawk Hot Water Heater	15-664-26-2627-0430000-0000-96640001	\$ 10,000.00	10,000.00	6,903.34		\$ -	\$ 3,096.66	6,903.34	Complete
PHS	HVAC Make up Air unit	15-330-26-4600-0723000-0000-93300008	\$ 33,000.00	33,005.00	0.00		\$ 5,005.00	\$ 28,000.00	0.00	Complete
PHS	Science Chemical Storage	15-330-26-2623-0450000-0000-93300001	\$ 5,000.00	5,300.00	0.00		\$ 5,300.00	\$ -	0.00	
PHS	ADA Restroom Compliance	15-330-26-2623-0450000-0000-93300002	\$ 10,000.00	50,860.00	50,860.00				50,860.00	
SES	Drain Pan Repair	15-139-26-2630-0490000-0000-91390005	\$ 8,000.00	8,000.00	8,000.00				8,000.00	Scheduled for Spring Break
WHES	POD Restroom Flooring	15-137-26-2623-0430000-0000-91370002	\$ 5,000.00	7,374.00	0.00		\$ -	\$ 7,374.00	0.00	Complete
FES	Drain Reroute	15-132-26-2627-0430000-0000-91320001	\$ 3,000.00	1,854.75	0.00		\$ -	\$ 1,854.75	0.00	Complete
CO	Aliso Contract Expiration	15-640-28-2830-0650000-0000-96400002	\$ 28,934.97	19,334.43	0.00		\$ -	\$ 19,334.43	0.00	Complete
CO	Aliso Contract Expiration	15-650-25-2510-0650000-0000-96500002	\$ 9,600.54	9,600.54	0.00		\$ -	\$ 9,600.54	0.00	Complete
	Total of Original Budgeted Capital Projects		\$ 4,000,001.00	\$ 3,894,202.41	\$ 1,074,281.27		\$ 89,243.01	\$ 2,730,678.13	\$ 1,074,281.27	

Additional Projects & Spends Identified as Necessary & Subsequently Pursued - 2018-2019										
COMM	School Comm Display TV's	15-645-28-2322-0734000-0000-96450001	\$ 70,000.00	81,122.10	0.00		\$ -	\$ 81,122.10	0.00	Complete
RES	Remington Roof Replacement Retainage	15-135-26-2623-0430000-0000-91350002	\$ 25,842.59	0.00	0.00				0.00	Completed, Inv dated 17-18
WHES	WHES - Electric Drop	15-137-26-2625-0430000-0000-91370003	\$ 20,584.00	0.00			\$ -	\$ -	0.00	Complete
FAC	Replacement Maintenance Van	15-710-26-2690-0732000-0000-97100014	\$ 21,276.49	21,276.49			\$ -	\$ 21,276.49	0.00	Complete
SPED	SPED Mod Carpet at SCHS	15-664-26-2623-0430000-0000-96640002	\$ 3,400.00	3,400.00			\$ -	\$ 3,400.00	0.00	
	Total of Additional Projects		\$ 141,103.08	\$ 105,798.59	\$ -		\$ -	\$ 105,798.59	0.00	
	Unbudgeted Additional		\$ (141,103.08)							
	Total of Approved and Additional Projects		\$ 4,000,001.00	\$ 4,000,001.00	\$ 1,074,281.27		\$ 89,243.01	\$ 2,836,476.72	1,074,281.27	

Completion of Prior Year Capital Projects (Funds carried over from 2017-2018)										
ALLIES	Allies - Building Construction	15-143-45-4500-0722000-0000-91430003		0.00	38,351.60		\$ 12,082.67	\$ (50,434.27)	38,351.60	Complete
	Total of LY Carry forward Projects		\$ -	\$ -	\$ 38,351.60		\$ 12,082.67	\$ (50,434.27)	38,351.60	
	Unbudgeted Carry forward		\$ -							
	Total of Approved, Additional, & Rolled Projects		\$ 4,000,001.00	\$ 4,000,001.00	\$ 1,112,632.87		\$ 101,325.68	\$ 2,786,042.45	1,112,632.87	



Location	Description	Account Number	(Original) Budgeted Funds for 2018-2019	Current Forecast (Adjusted) for 2018- 2019	Balance Currently Showing	Purchase Order	Encumbered	Paid	Available Balance	Comments
FCBC Funded Projects for 2018-2019										
Trans	Zone Activity Buses	15-720-27-2790-0732000-0000-97200016			(173,165.00)		\$ -	\$ 173,165.00	(173,165.00)	Complete
Fac	Maintenance Vans	15-710-26-2690-0732000-0000-97100013			(100,807.54)		\$ -	\$ 113,106.65	(100,807.54)	Complete
SES	Operable Partitions	15-139-26-2623-0450000-0000-91390011			(22,831.38)		\$ -	\$ 22,831.38	(22,831.38)	Complete
MRES	Operable Partitions	15-134-26-2623-0450000-0000-91340002			(25,914.24)		\$ -	\$ 25,914.24	(25,914.24)	Complete
	Total of FCBC Funded Projects		\$ -	\$ -	\$ (322,718.16)		\$ -	\$ 335,017.27	(322,718.16)	
	Total of Fund 15		\$ 4,000,001.00	\$ 4,000,001.00	\$ 789,914.71		\$ 101,325.68	\$ 3,121,059.72	789,914.71	
Grand Total of All Capital Projects										
	Grand Total of All Capital Projects		\$ 4,000,001.00	\$ 4,000,001.00	\$ 789,914.71		\$ 101,325.68	\$ 3,121,059.72	\$ 789,914.71	

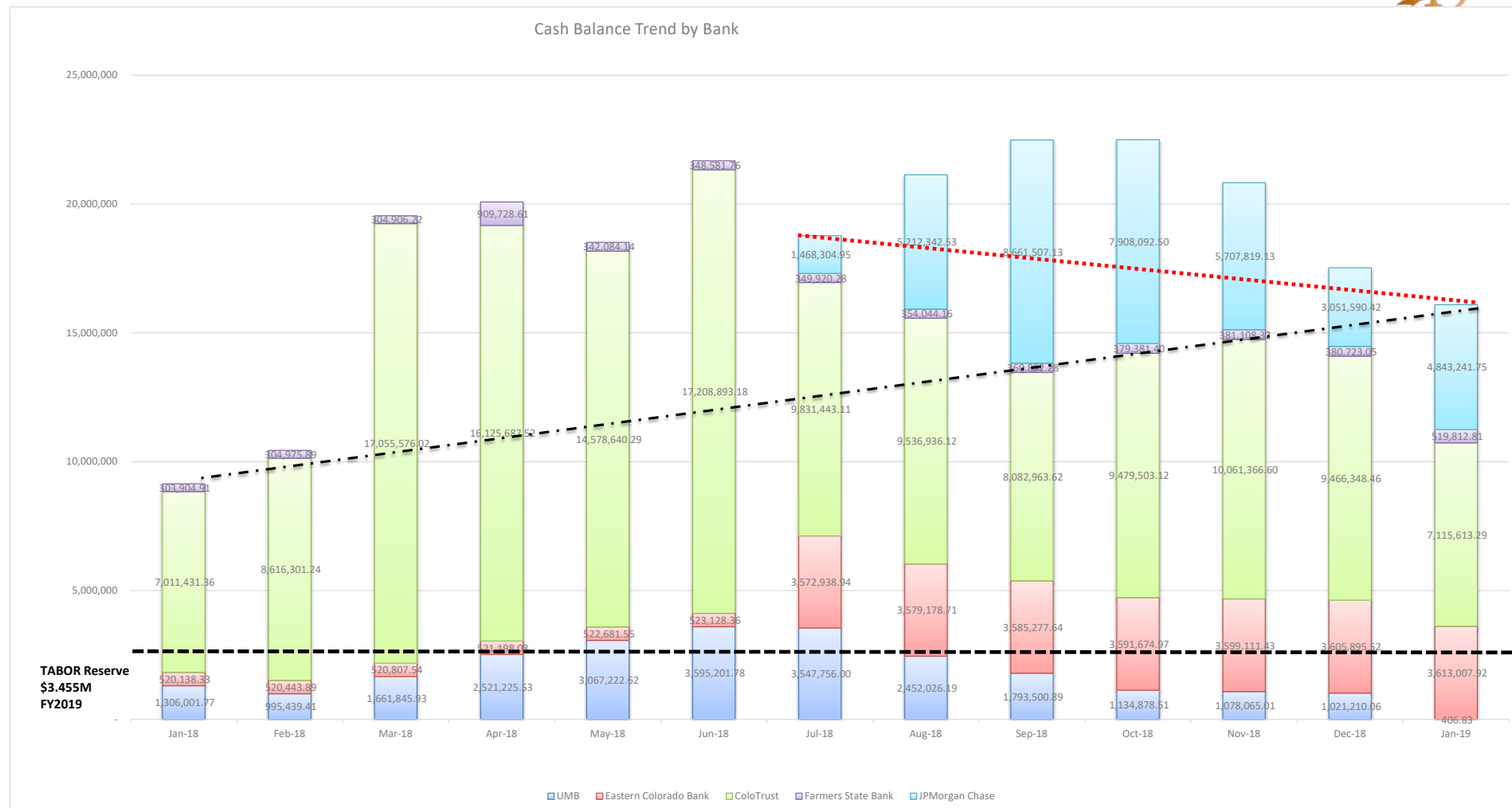


SCHOOL DISTRICT 49
INVESTMENT / CASH SUMMARY - ALL FUNDS
Balances & Earnings as of: **January 31, 2019**

	2017-18			2018-19			EoP Balance Chg%	Full Year Trend (Annualized)				ADB Balance Chg%
	EoP Balance	EoP Interest	EoP Yield	YTD Balance	YTD Interest	YTD Yield		Interest \$	Interest \$ Var	Rate / Vol / Mix	Var	
<div>Please note that public entity funds (like school districts) are regulated to a point beyond normal FDIC insurance limits. This is part of <u>The Public Deposit Protection Act (PDPA)</u> (C.R.S., 11-10.5-101), which exists "... to ensure that public funds held on deposit in banks are protected in the event that the bank holding the public deposits becomes insolvent. The PDPA protects only public funds placed in bank deposit accounts. Bank deposit accounts include: checking, savings, money-market deposit, and certificate of deposit (CD) accounts."</div>	Program Funds (Fund 10, 19, 17, 15)											
	1st Bank	246,015	3,295	0.53%	48,467	4,466	1.21%	(80.30%)	7,582	4,287	3 / 1 / 0	57.44%
	COLOTRUST	17,783,966	157,869	2.10%	7,703,991	106,169	2.40%	(56.68%)	180,241	22,372	31 / -61 / 53	(28.02%)
	Farmer's State Bank	348,582	9,115	2.46%	519,813	9,658	4.43%	49.12%	16,396	7,281	7 / 0 / 0	5.26%
	Eastern Colorado Bank	680,281	37,839	1.05%	3,613,008	5,991	0.28%	431.10%	10,171	(27,668)	-4 / 32 / -56	590.85%
	UMB Pooled Cash	3,595,202	-	n/a	407	14,728	0.00%	(99.99%)	25,003	25,003	n/a	(84.90%)
	JPMorgan Chase	-	-	n/a	4,843,242	57,036	2.91%	-	96,829	96,829	n/a	140.74%
	Other (Petty Cash & F21 CT)	500	-	n/a	500	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	22,654,546	208,118	1.08%	16,729,427	198,049	1.74%	(26.15%)	336,222	128,104	105 / 38 / -15	22.17%
	Bond & COP Redemption Funds (Fund 39,14,16, 49)											
	COLOTRUST	60,346,752	1,151,627	2.94%	19,685,170	443,865	1.92%	(67.38%)	753,538	(398,090)	-768 / -1069 / 1439	(48.14%)
	Easter Colorado Bank	-	22,685	-	-	-	n/a	-	-	(22,685)	0 / 0 / -23	n/a
	Bank of New York	-	14,207	n/a	-	-	n/a	-	-	(14,207)	n/a	(100.00%)
	UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	60,346,752	1,188,520	3.04%	19,685,170	443,865	1.93%	(67.38%)	753,538	(434,982)	-897 / -1263 / 1725	(51.52%)
	Insurance Reserve & Transaction Funds (Fund 18 & 64)											
	COLOTRUST	71,244	36,536	4.83%	1,034,903	10,170	2.28%	+ 1,000%	17,265	(19,271)	-64 / -85 / 130	(70.03%)
	UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Total Cash & Investments	71,244	36,536	4.83%	1,034,903	10,170	2.28%	+ 1,000%	17,265	(19,271)	-65 / -87 / 134	(70.53%)

<https://www.colorado.gov/pacific/dora/public-deposit-protection-act-pdpa>

<i>Colotrust is not a bank but is regulated by <u>The Investment Funds - Local Government Pooling Act</u> (CRS Part 7, Article 75, Title 24), which prescribes specific investment policies, organizational & management structures. Colotrust is the largest provider of LGIP products and services in Colorado, in business since 1985. CBO Brett Ridgway serves on the volunteer Board of Directors for Colotrust. District 49's relationship with Colotrust predates his service on the Colotrust board and there is no monetary benefit to either the District or Mr. Ridgway through his participation.</i>	All Other Funds (Fund 21, 22, 25, 26, 43, 73, 74)											
	1st Bank (BASE49)	21,973	-	n/a	49,985	-	n/a	127.49%	-	-	n/a	n/a
	1st Bank (Fees)	21,931	-	-	26,168	-	n/a	19.32%	-	-	n/a	n/a
	Farmer's State Bank (NutrSvc)	55,561	-	-	132,161	3,600	1.83%	137.87%	6,111	6,111	8 / 0 / -2	(20.82%)
	Deposits in Process (NutrSvc)	-	-	n/a	575,978	-	n/a	-	-	-	n/a	n/a
	Farmer's State Bank (Trans)	50,599	310	0.42%	45,968	86	0.20%	(9.15%)	147	(164)	0 / 0 / 0	(47.68%)
	COLOTRUST	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Activity Accts (CT)	646,099	9,901	1.52%	655,108	9,009	2.35%	1.39%	15,295	5,394	5 / 0 / 0	1.57%
	Activity Accts (UMB & FSB)	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Other UMB Pooled Cash	-	-	n/a	-	-	n/a	-	-	-	n/a	n/a
	Other (Cash Drawers & F43 CT)	44,791	54	0.10%	51,017	35	0.11%	13.90%	60	6	0 / 0 / 0	(3.79%)
	Total Cash & Investments	840,954	10,265	0.71%	1,536,383	12,731	1.50%	82.70%	21,613	11,348	13 / -2 / 0	(13.32%)
	Total Cash & Investments by Institution											
	1st Bank	289,919	3,295	0.37%	124,620	4,466	0.85%	(57.02%)	7,582	4,287	4 / 1 / 0	18.39%
	COLOTRUST	78,848,061	1,346,032	2.80%	29,079,172	560,203	1.98%	(63.12%)	951,043	(394,989)	-732 / -1149 / 1486	(46.05%)
	Bank of New York	-	14,207	n/a	-	-	-	-	-	(14,207)	n/a	(100.00%)
	Farmer's State Bank	454,742	9,426	1.19%	697,941	13,344	2.85%	53.48%	22,654	13,228	16 / -2 / -1	(15.12%)
	Eastern Colorado Bank	680,281	60,524	1.63%	3,613,008	5,991	0.27%	431.10%	10,171	(50,353)	-78 / -34 / 62	(35.73%)
	JPMorgan Chsae	-	-	n/a	4,843,242	57,036	n/a	-	96,829	96,829	n/a	n/a
	UMB	3,595,202	-	n/a	407	-	n/a	(99.99%)	-	-	n/a	n/a
	Other (Petty Cash, DiP)	45,291	54	0.07%	627,494	35	0.07%	+ 1,000%	60	6	0 / 0 / 0	17,777.42%
	Total Cash & Investments	83,913,496	1,433,538	2.36%	38,985,884	641,077	1.79%	(53.54%)	1,088,339	(345,198)	-573 / -948 / 1176	(39.80%)



Risk & Benefits

Shannon Hathaway



Enrollment #s - 2018 to 2019

Medical Insurance - Anthem

	Employee only	Emp + spouse	Emp + child(ren)	Family	Totals:		
H.S.A.	286	24	51	53	414	2018	1139
	325	34	63	65	<u>487</u>	2019	1127
					73	H.S.A. increase	6%
PPO	443	60	117	105	725	2018	
	382	51	109	98	<u>640</u>	2019	
					-85	PPO decrease	-8%

*** Plan design & deductible adjustments have encouraged plan enrollment changes

Overall enrollment decreased slightly with a 6% increase to the H.S.A. plan from the PPO

The Best Choice to Learn, Work and Lead



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 02/27/19

COO SUMMARY

In February, Nutrition Services completed an in-depth state review of its processes and practices, and did phenomenally well across the entire department. The review included inspection of central office processes and documentation, as well as site visits to four different schools during meal service to inspect and observe. The Nutrition Services entire staff, from top to bottom, showed their teamwork, care, and exceptional adherence to standards in receiving only 1 point identified for corrective action: a feat rarely achieved by a district of this size and scope.

The Technology Quality Assurance Manager is leading the effort to improve our D49 networks. CCS continues to provide wide area support, and we have also contracted with Simpleworks to perform network analysis and improvements in the specific sites showing the most challenges. CCS and Simpleworks will continue to collaborate to provide the best results possible, and we will continue to place high emphasis on improving our network performance in our schools.

The Director of Safety and Security is leading the planning efforts to incorporate BOE guidance received at the Annual Planning Summit. Specifically, we are continuing to design plans to incorporate five security enhancements across D49 in the 1-2 years ahead. The BOE will receive updates on our progress. Additionally, D49 was awarded a SAFER Grant to apply approximately \$172,000 towards implementation of 2 of our identified initiatives.

Finally, we will continue forward in our planning for our long term facility improvements and growth as discussed in the BOE Annual Planning Summit. Focus will be placed on planning for future zone structures, as well as options to meet the space demands that accompany rapid student population growth across our District.

Regards

Pedro Almeida
Chief Operations Officer



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 02/27/19

DEPARTMENT SUMMARIES

NUTRITION SERVICES

- Administrative Review has been completed and will be closed by the end of February. The Department received 3 Technical Assistants (ideas for "best practices") and on Critical Action (response is required on how we will fix the problem going forward).
- Fiscal Management Review is still open and being reviewed by CDE.
- Two team members attended the North American Association of Food Equipment Manufacture convention that takes place every two years.
 - Learned about the new functions in commercial equipment for more educated equipment purchases to enhance the ROI on the equipment specified for new builds/remodels/ replacements.
- Annual School Nutrition Legislative Action Conference is Feb 23-26. Two representatives from Nutrition Services will be attending to share our District's perspective for Child Nutrition Reauthorization.
- Revenue: \$2,135,757.93
- Expense: \$2,316,507.35
- Encumbered: \$640,722.01

MAINTENANCE & GROUNDS

- Scheduling projects for Spring break
- Pricing parking lot repair
- Looking at mercury testing for 9 elementary schools on gym floors
- Getting pricing on parking lot sweeping district wide

INFORMATION TECHNOLOGY

- SIMPLEWORKS; VRHS almost complete, SVMS, FHS, FMS will come next week.
 - We will do analysis after they have completed the remediation and decide next steps
- Presido has completed the assessment and will present the findings today 2/21/2019
- Will work with Ed Tech to remove streaming services from the network.
 - We will begin 2/22/2019 ETA for completion 2/27/2019.
 - We will work with staff for any one off exceptions to this policy

SECURITY & SAFETY

- Vulnerability assessments at all District coordinated schools completed
- 36 Safe2Tell reports received this month
- Assisted SSAE after tragic loss of high school student
- Draft version of Security Ops Manual created
- ESCAT initiatives finalized
- Safer Grand award for two separate safety and security projects totaling \$172,000 awarded to the district
- Numerous investigation supports at district schools



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 02/27/19

TRANSPORTATION

- Currently: 4 open route driver and 2 all-purpose driver positions open
- 1 driver being released from training next week by the 22nd
- 7 driver trainees that have been interviewed and are working on getting their permits
- 1 open para position
- Began the process to purchase next SY busses
- Began route planning for next SY
- Began budgeting process for next SY
- Began planning the Pikes Peak Area Road-E-O with surrounding school districts to be held on May 4th
- Began planning the short and long term growth planning solutions
- Our On-Time Arrival percentages per zone are;
 - Power Zone: 92.9%
 - Sand Creek Zone: 95.3%
 - Falcon Zone: 98.1%

ATTENDANCE STATISTICS YTD 2018-2019

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
August	97	22	4.7%	47.5	3	23	7.5	10.5	9				100.5
September	97	19	9.3%	60	7	55	10.5	14.5	22	1	0.5	0	170.5
October	106	12	6.1%	24.5	0	21	3.5	10	15	3		0.5	77.5
November	106	17	7.6%	45	2	40	11	11	27	0	0	1.5	137.5
December	110	15	8.8%	20.5	3	41.5	10	16.5	48.5	0	4	1	145
January	103	17	5.4%	42.5	0	17	3.5	21	10	0	0	0	94
February		18											0
March		10											0
April		22											0
May		17											0
AVG													
Totals YTD	155	169	10.5%	240	15	197.5	46	83.5	131.5	4	4.5	3	725

KEY STATISTICS

Number of Working Day for 18-19	169		Number of Dock Days	83.5	0.3%
Number of Sick Days	240	0.9%	Number of Dock FMLA Days	131.5	0.5%
Number of Bereavement Days	15	0.1%	Number of LWOP Days	4	0.0%
Number of Sick FMLA Days	197.5	0.8%	Number of LWP Days	4.5	0.0%
Number of Personal Days	46	0.2%	Number of Jury Days	3	0.0%