

AGENDA
REGULAR BOARD OF EDUCATION MEETING

March 14, 2019

Fantastic 49 - 6:00 p.m.

Business Meeting – 6:30 p.m.

Education Service Center – Board Room

Fantastic 49

- **Transportation Employee Routes Students on Road to Success**
- **Falcon Zone Girl Scouts Grow with Rain Barrel Project**
- **Sky is the Limit for Middle School Staff Member**
- **Falcon High Jr ROTC Cadets Soar to Earn Flight Training Scholarships**

1.00 Call to Order and Roll Call

2.00 Welcome and Pledge of Allegiance

3.00 Action of Agenda

4.00 Consent Agenda

- 4.01 Action on Minutes of Regular Board of Education Meeting 2/14/2019 – **Garza**
- 4.02 Action on Matters Relating to Administrative Personnel – **White**
- 4.03 Action on Matters Relating to Specialized Services Professionals – **White**
- 4.04 Action on Matters Relating to Licensed Personnel – **White**
- 4.05 Action on Matters Relating to Educational Support Personnel – **Evans**
- 4.06 Action on Matters Relating to Extra Curricular Personnel – **Evans**
- 4.07 District Accountability Advisory Committee (DAAC) Membership – **Hall**

5.00 Board Update

5.01 Chief Officer Update

5.02 Student Board of Representatives Update

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

7.00 Action Items

- 7.01 Action on 2018-19 School Fee Changes – **Sprinz/Gilbert**
- 7.02 Action on New Policy
 - a. FB, FB-R Facilities Planning – **Andrews/Almeida**
- 7.03 Action on Policy and Procedure Review – **Garza**
 - a. BDF Advisory Committees
 - b. GBCAG Staff Unpaid Leave of Absence
 - c. GBGAB First Aid Training
 - d. GDO Evaluation of Educational Support Staff
 - e. IKA Grading/Assessment Systems
 - f. JICDF Cyber Bullying
- 7.04 Action on New Job Description: Portfolio of Schools Specialist – **Franko**
- 7.05 Action on Grounds and Maintenance Positions Request – **Jilek/Payne**
- 7.06 Items Removed from Consent Agenda

8.00 Information Items

- 8.01 Process Improvement Update - **Garza**
 - a. AE-R Accountability/Commitment to Accomplishment

- b. GDO-R Evaluation of Educational Support Staff
- c. JICDF-R Cyber Bullying
- 8.02 Expulsion Information - **Lemmond**
- 8.03 Current Legal Issues – **Ridgway/Hathaway**
- 8.04 iConnect Zone Performance Report – **Franko**
- 8.05 Board Sub-Committee Minutes – **Garza**

- 9.00 Discussions Items**
- 9.01 2016 3B Projects Update (10 minutes) **Lee/Willhelm**
- 9.02 2019-2020 Budget Focus and Legislative Update (10 minutes) **Sprinz**
- 9.03 Chief Officers' Goals (15 minutes) **Almeida/Hilts/Ridgway**

- 10.00 Other Business**
- 11.00 Adjournment**

DATE OF POSTING: March 7, 2019

Donna Garza
Executive Assistant to the Board of Education

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

BOARD MEETING OF: March 14, 2019

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

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting
2/14/19

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the February 14th regular board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Action on Matters Relating to Administrative Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Approval of Matters Relating to Specialized Services Professionals

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

To gain Board of Education approval for personnel changes.

RELEVANT DATA AND EXPECTED OUTCOMES:

The contract renewal actions on attached roster are to meet Board of Education objectives in student achievement. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its' function of hiring and other associated personnel activities that impact student achievement.

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

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

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

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

DATE: February 28, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Melanie White, Human Resources Manager

TITLE OF AGENDA ITEM: Action on Matters Relating to Licensed Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

TITLE OF AGENDA ITEM: Action on Matters Relating to Educational Support Personnel

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

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

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Deb Hall, Administrative Assistant to Culture & Services

TITLE OF AGENDA ITEM: District Accountability Advisory Committee Appointments

ACTION/INFORMATION/DISCUSSION: Consent Agenda - Action

BACKGROUND OR RATIONALE:

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

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

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

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

The enclosed membership applications include the name of one DAAC member for the 2019- 2021 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

Recommended DAAC members: Karen Bixler -SES. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2021.

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

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

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

BOE Regular Meeting March 14, 2019
Item 4.07 continued

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: February 13, 2019

BOARD OF EDUCATION ITEM 7.01
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: March 14, 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: Action

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 Regular Meeting March 14, 2019
Item 7.01 continued

BUDGET IMPACT:

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After discussion as the February work session, move to approve the proposed fee changes for 2018-19 as recommended by the administration.

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: February 28, 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

Falcon High School	Page #	Proposed Fee	Amended Fee
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

Note: This figure is the total cost of the trip, however there will be collective fundraising efforts that will reduce the amount that each participant is required to pay.

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

<u>18/19 Approved</u>	<u>18/19 Amended</u>
\$0.00	\$100.00
\$0.00	\$50.00

Total FY 17/18 Revenue	\$0.00
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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: 135
Program Code: 0991
Program: Cooking Club

Expected # of Participants	45
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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

23-135-14-0991-1740000-0000-00000000	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.)	14	4	27	45
Collected Fee Revenue	\$0.00	\$40.00	\$540.00	\$580.00
Board of Education Supplement	\$280.00	\$40.00	\$0.00	\$320.00
Total Program Fee Revenue	\$280.00	\$80.00	\$540.00	\$900.00
<u>Budgeted Program Expenses</u>				
<u>Account Number</u>	<u>Expense</u>		<u>Per Pupil</u>	<u>Program Cost</u>
23-135-14-0991-0390000-0000-00000000	Teacher Stipend		\$10.00	\$450.00
23-135-14-0991-0690000-0000-00000000	Supplies		\$10.00	\$450.00
Total Expenses				\$900.00
Net Program				\$0.00

18/19 Proposed Budget

Projected FY 18/19 Costs:	\$900.00
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Costs Per Participant	\$20.00
Fee vs. Cost Per Participant Difference	\$0.00
Average Fees Collected Per Participant	\$12.89
Projected Free and Reduced Rate	35.6%
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	Free	Reduced	Pay In Full	Total
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
Budgeted Program Expenses				
<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

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

Note: This figure is the total cost of the trip, however there will be collective fundraising efforts that will reduce the amount that each participant is required to pay.

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Melissa Andrews, Community and Facility Planning Manager

TITLE OF AGENDA ITEM: Facilities Planning Policy and Regulation

ACTION/INFORMATION/DISCUSSION: Action

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: After a first read at the February work session, I move to approve the Facilities Planning Policy and Regulation as presented in item 7.02.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: February 28, 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 7.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: March 14, 2019

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
7.03.a	BDF	Advisory Committees	A Whetstine	Reviewed; no revisions recommended
7.03.b	GBCAG	Staff Unpaid Leave of Absence	P Andersen	Align with CASB
7.03.c	GBGAB	First Aid Training	N Lemmond	Minor revision
7.03.d	GDO	Evaluation of Educational Support Staff	P Andersen	Align with CASB
7.03.e	IKA	Grading/Assessment Systems	A Whetstine	Reviewed; no revisions recommended
7.03.f	JICDF	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>	

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After a first read at the previous work session, I move to approve the five policies in item 7.03 as recommended by the administration.

BOE Regular Meeting March 14, 2019
Item 7.03 continued

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

DATE: February 28, 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	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 OF EDUCATION ITEM 7.04
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: March 14, 2019

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Job Description – Portfolio of Schools Specialist

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

As the number of portfolio of school options continues to increase, in particular in the iConnect Zone, the level of work associated with meeting the expectations of our families has also increased. The iConnect Zone offers opportunity in eleven schools and multiple programs. The Portfolio of Schools Specialist position will help meet the demands of information, communication, and management regarding school choice options within the Zone.

RATIONALE:

We will better serve our students, families, and schools by managing portfolio options from a consistent position. The Portfolio of School Specialist will work with students and families to better inform about school options. In addition the manager will collaborate with build principals and staff to plan and deliever organized information. Also, the manager will help organize shared facilities, be a point of contact for program managers, and provide advising as needed.

RELEVANT DATA AND EXPECTED OUTCOMES:

The School Portfolio Specialist will measure the results of students making choices within the iConnect Zone by building and utilizing a portfolio management system. This information will better inform our district about current and potential choice education needs. Additionally, we will utilize this position to inform and transition students within the homeschool community to an early college or concurrent enrollment pathway, based on preference and choice.

INNOVATION AND INTELLIGENT RISK:

This is a new position that will extend the liaison work we currently focused in our homeschool community to the entire zone.

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

Culture	Inner Ring—How we treat each other	This position is built on improving communication and care for those who make choice a priority in their education.
	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	This position is intended to inform our community and provide consistent information about our portfolio options.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This position will improve our overall management and operations of our portfolio of schools.

BOE Regular Meeting March 14, 2019
Item 7.04 continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

BUDGET IMPACT: This position will replace a community liaison position within the iConnect Zone, but will incur an increase of salary and benefits of \$15 -\$25k annually

AMOUNT BUDGETED: The iConnect Zone is positioned to take on the additional cost of this position.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approval of the Portfolio of Schools Specialist job description at the next regular board meeting.

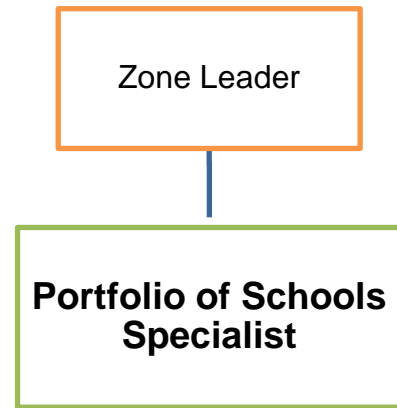
APPROVED BY: Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

DATE: February 28, 2019

PORTFOLIO OF SCHOOLS SPECIALIST

Job Title:	Portfolio of Schools Specialist
Initial:	March 14, 2019
Revised:	
Work Year:	220 days
Office:	Education
Department:	iConnect Zone
Reports To:	Zone Leader
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Range 18

Related Organization Chart



POSITION SUMMARY: The Portfolio of Schools Specialist is an innovative, creative strategist focused on raising awareness of education pathways. Responsible for developing and implementing training, outreach and resource initiatives to empower families and students who investigate choice education pathways. Works in collaboration with local leaders and organizations to develop partnerships that support and encourages educational choice and student success.

ESSENTIAL DUTIES AND RESPONSIBILITIES

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

- Serves as the liaison between the iConnect Zone, District 49 and families regarding school portfolio options.
- Supports the development and revision of process/policy as related to District 49 choice enrollment/portfolio options.
- Plans and operates informative parent/student meetings.
- Conducts college advising for iConnect Zone students, in particular but not limited to, those engaged with FHP, SSAE, and PPEC.
- Provides support to the planning and implementation of community partnerships.
- Serves as the District 49 advocate for homeschool support and resources.
- Ensures compliance with district and state initiatives/statutes.
- Leads portfolio of schools special projects (information nights, career fairs, homeschool graduation, etc.)
- Coordinates enrollment numbers, messaging, and communications related to student choice within the iConnect Zone portfolio.

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

-
- Creates and distributes messaging for families.
 - Develops positive and constructive relationships with students, parents, teachers, other staff members, and the community.
 - Coordinates with principals in planning and scheduling parent, teacher, and student activities.
 - Performs other related duties as assigned.

Supervision & Technical Responsibilities: This position has no supervisory responsibility.

Budget Responsibility: Works in conjunction with iConnect Zone administrators to design and implement efficient budgetary strategies that best serve the needs of students while enhancing portfolio options.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree or equivalent experience.
- Master's degree preferred.

Experience:

- 3 – 5 years of experience in a related field working with schools and/or community services with students, parents, families and staff.

Knowledge Skills & Abilities:

- Understanding of the unique needs and desires of homeschooling families.
- Innovative, creative, problem solver.
- Ability to maintain effective working relationships with supervisors, administrators, teachers, other staff members, students, and parents.
- Caring attitude toward students, families, and colleagues.
- Excellent interpersonal skills.
- Commitment to collaborative decision making.
- Effective written and oral communication skills.
- Ability to improve instruction and the learning environment.
- Comprehensive knowledge of homeschool instruction and practices, concurrent enrollment, and public education.
- Ability to effectively direct and supervise a variety of activities and programs.
- Possess strong planning, prioritization, and implementation skills.
- Must acquire operating knowledge of district budgeting software within 3 months after hire.
- Effective technology skills.

Certificates, Licenses, & Registrations:

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

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

OTHER WORK FACTORS

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

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

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

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

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

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

BOARD MEETING OF: March 14, 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 of 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 Regular Meeting March 14, 2019
Item 7.05 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 28, 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



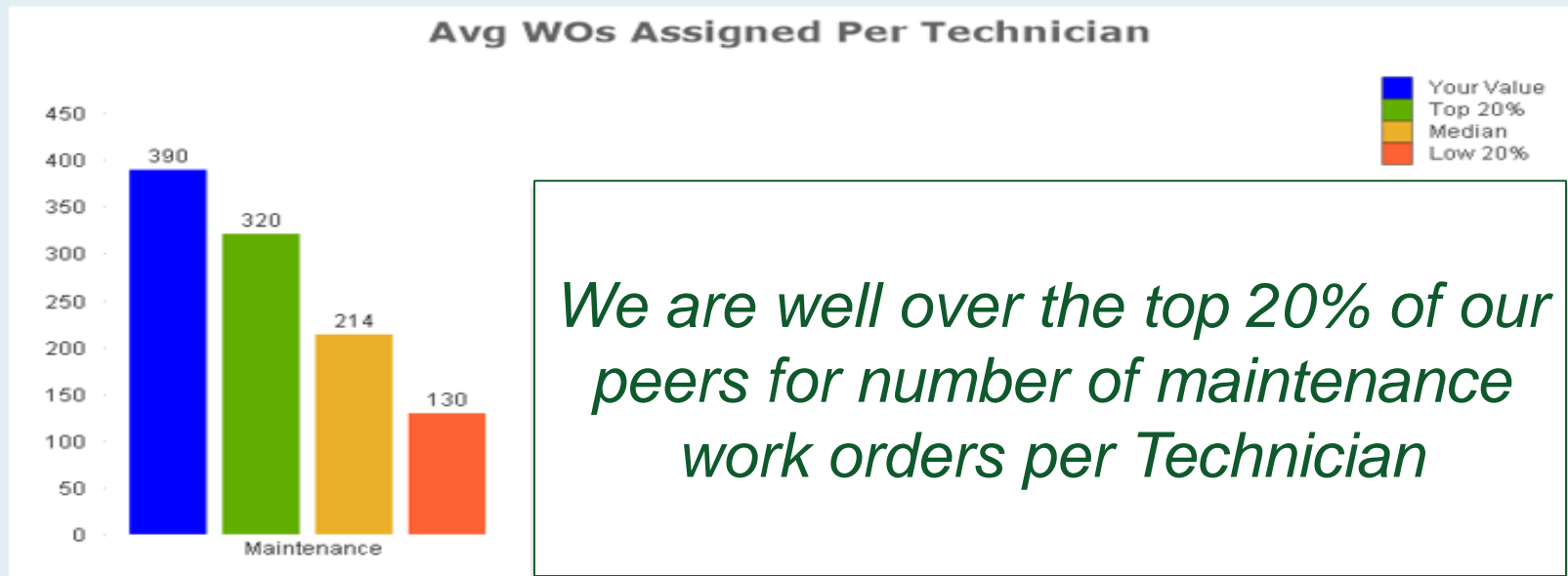
- 5 Maintenance Technicians (1 is locksmith) for 21 district properties (does not include charters or IVE)
- Responsibilities include but not limited to: carpentry, doors and hardware, equipment maintenance, flooring, general maintenance, painting, plumbing, remodeling, roofing, welding, etc.

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

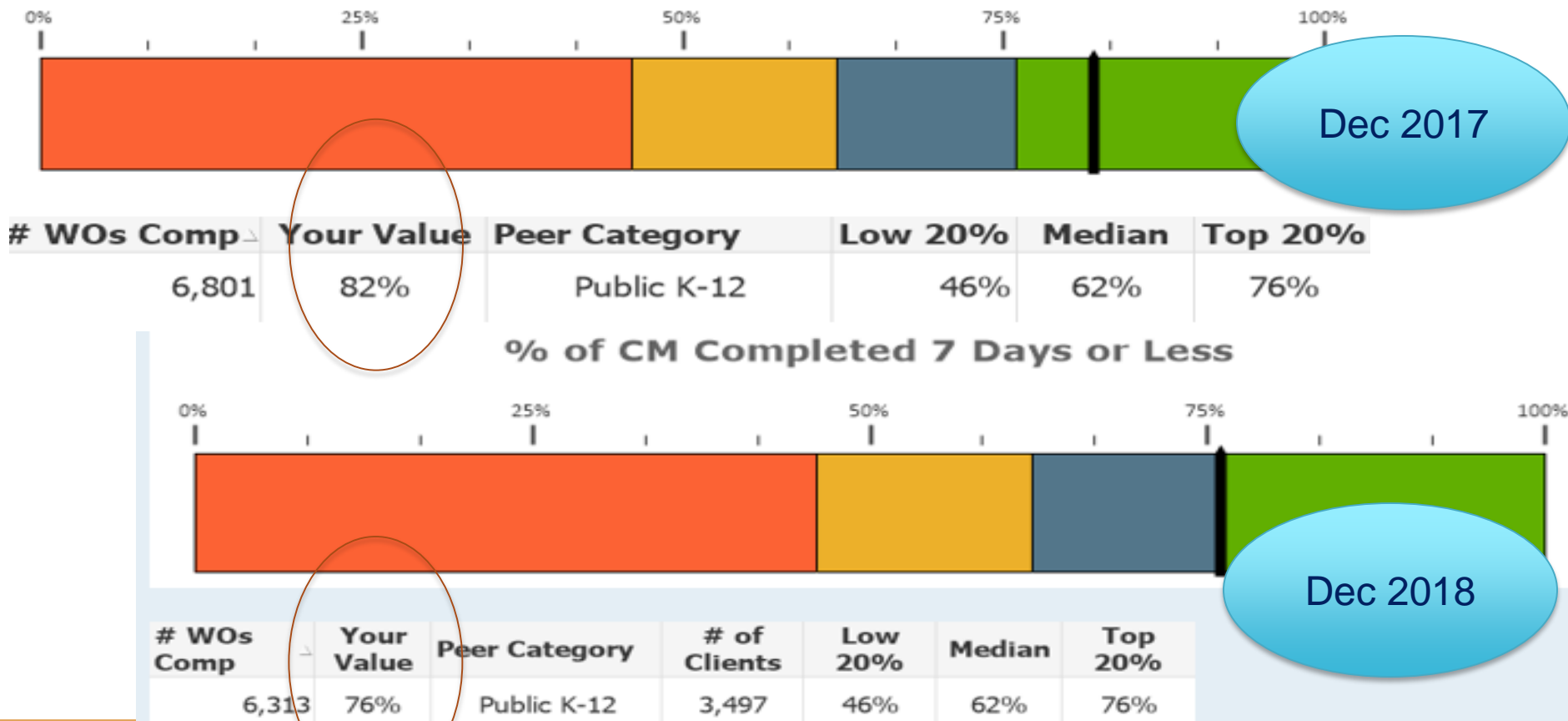


This metric gives you a direct comparison of your staff's productivity compared to peer institutions. Employees are users who have been assigned more than 30 work orders, but less than 2,000 in a rolling 12 month window.

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 8.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: March 14, 2019

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

TITLE OF AGENDA ITEM: Process Improvement Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
8.01a	AE-R	Accountability/ Commitment to Accomplishment	A Whetstone	Reviewed: no revisions recommended
8.01b	GDO-R	Evaluation of Educational Support	P Andersen	Align with CASB
8.01c	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 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>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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

DATE: March 1, 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	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	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 8.02
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: March 14, 2019

PREPARED BY: N. Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Expulsion Information

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

See attached confidential sheet for list of expulsions in February 2019 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Shannon Hathaway, Risk & Benefits Manager

TITLE OF AGENDA ITEM: Current Legal Issues

ACTION/INFORMATION/DISCUSSION: Information - Confidential

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

APPROVED BY: _____ Brett Ridgway, Chief Business Officer

DATE: March 1, 2019

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: iConnect Zone Performance Update

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

The Zone Leader will provide the board with an update of student performance within iConnect Zone schools. This information includes:

iConnect Zone - Focus on Instruction: ThinkCERCA, Renaissance Star360 Training, Rigor, Relevance, and Relationships.

Patriot High School: Principal Search, Turnaround Leadership Program, GOAL Academy Partnership

Liberty Tree Academy: Implementation Site Review

Rocky Mountain Classical Academy: Improvement Planning Conference

Grand Peak Academy: Progress Monitoring

Charter School Board Training

RELEVANT DATA AND EXPECTED OUTCOMES:

The iConnect Zone performance report provides clarity to the board of education and general public of student outcomes within the zone.

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>	<p>Information to the board promotes quality communication and insight to the process of building trust with the iConnect Zone and D49 community. The information includes an update to the performance of our portfolio of schools.</p> <p>The performance update includes strategies both in place and in development. These strategies are implemented to ensure firm foundations for all students.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: No action required.

APPROVED BY: Peter Hiltz, Chief Education Officer

DATE: March 6, 2019

iConnect Zone Performance Update

March 14, 2019

Submitted by Andy Franko, iConnect Zone Leader



Thank you to the Board for the opportunity to submit the iConnect Zone Performance Update as an information report. This update provides a narrative and detail of performance in areas that go beyond the routine Beginning of the Year (BOY) to Middle of the Year (MOY) assessment data. While these data are extremely important, they will be captured in other reports to the Board. This performance report includes the following highlighted areas:

iConnect Zone - Focus on Instruction: ThinkCERCA, Renaissance Star360 Training, Rigor, Relevance, and Relationships.
Patriot High School: Principal Search, Turnaround Leadership Program, GOAL Academy Partnership
Liberty Tree Academy: Implementation Site Review
Rocky Mountain Classical Academy: Improvement Planning Conference
Grand Peak Academy: Progress Monitoring
Charter School Board Training

iConnect Zone – Focus on Instruction:

ThinkCERCA is a text dependent writing modality that instructors are deploying throughout the zone. As a new approach to writing instruction, our staff engages in professional development, peer reviews and coaching, and data analysis. Student results indicate an increased focus on writing at each of the iConnect Zone's operated schools as well as charters choosing to participate. In review of beginning to mid-year data, increased writing scores are evident at PHS, SSAE, and PPEC.

Nearly all iConnect Zone schools, including charters, are using Renaissance Star360 as a normed assessment to measure student outcomes and growth. Data collected is used to inform instruction and provide indicators of potential student success on accountability test. Recently, the iConnect Zone organized and hosted a Star360 training for iConnect Zone schools. Participation was high as instructors and administrators gathered to learn to better utilize the many aspects of the assessment system.

Finally, the iConnect Zone continues to promote the practices of Rigor, Relevance, and Relationships. The support team of the zone focused on the practice of instructional planning and micro-teaching.

iConnect staff members continue to develop and improve strategies of culturally and linguistically diverse instruction, effective math instruction, and primary literacy.

Star 360 Data Student Growth Percentile(SGP)*

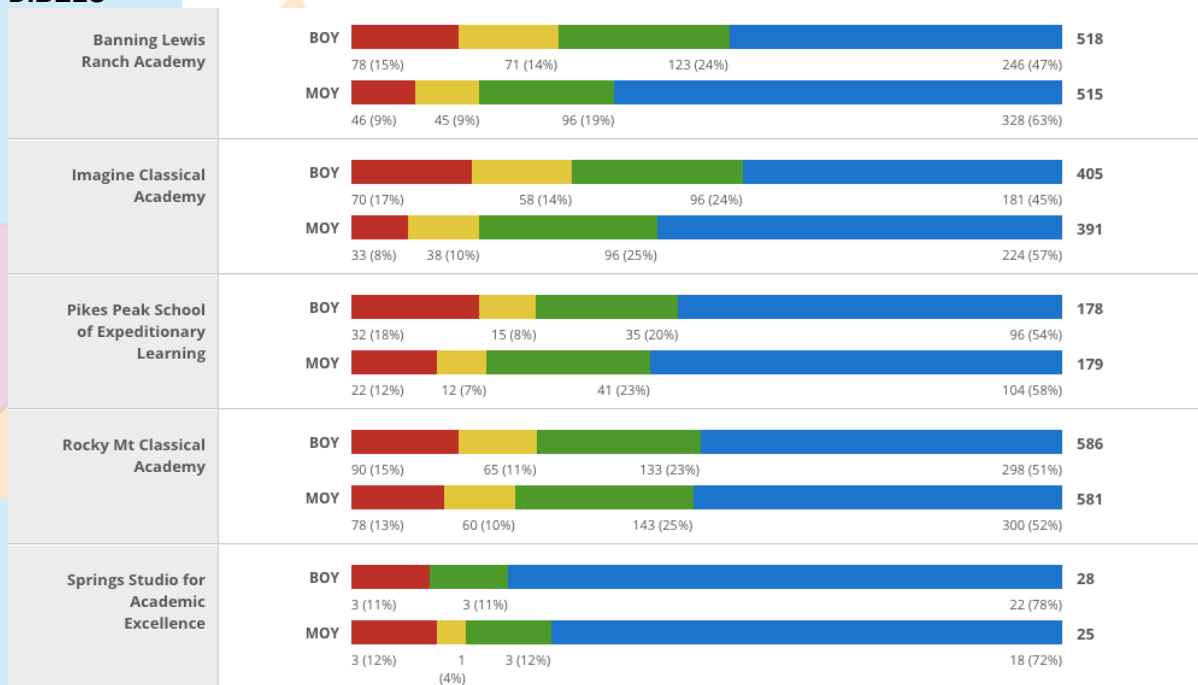
ALL GRADES	MATH	READING
PHS	52	74
SSAE	53	53

*Median growth is an SGP of 50

ThinkCERCA

School	BOY MGP	MOY MGP	Gain
PHS	35	47	12
PPEC	49	67	18
SSAE 3 rd – 5 th	57	78	21
SSAE 6 th – 8 th	36	40	4
SSAE 9 th – 11 th	39	33	-6

DIBELS





Patriot High School:

The search for a new principal at Patriot High School nears conclusion at the time this report was written. Finalists for the position were identified and moved forward to a final interview with upper administration. Parents, students, school and zone staff participated in the initial interviews. The announcement of the new principal is expected prior to spring break.

A cohort of PHS staff along with the iConnect Executive Principal and Zone Leader continue to engage in the Turnaround Leadership Program. The grant funded program has allowed school based staff to increase their capacity as change agents in leading the school through a transformational process.

The process of developing a GOAL Academy site at the Falcon Legacy Campus is well underway. The Zone Leader and GOAL's Executive Director met to identify the specific needs of the partnership and to define the framework of the partnership moving forward. The details are now in the hands of the site based teams. A defined agreement will be ready for board approval during the April board cycle.

Liberty Tree Academy: Implementation Site Review

On February 22, 2019, a site visit was conducted at Liberty Tree Academy. The purpose of the site visit was to observe the implementation process of the newest charter school site in District 49, collect evidence through observations and interviews, compile the information in a feedback report to the LTA Board of Directors and Administration, and share the outcome with the District 49 Board of Education. The observation focused on key quality school standards as well as measures of the charter school application approved by the District 49 BOE. The findings from this visit are being compiled at the time of this report and will be included as an information item in the next board packet.

Rocky Mountain Classical Academy: Improvement Planning Conference

On March 8, 2019, a team of iConnect Zone and District 49 administrators will meet with the leadership team of RMCA to discuss school improvement. RMCA was designated as an Improvement school per the School Performance Framework. The intention of the improvement conference is to gain a better understanding of what the school is doing to improve outcomes and meet the expectations as outlined in the charter agreement. Along with academics, the conference will focus in the areas of governance and finance. Attendees from RMCA will include site based administration, upper administration (to include the Head Master and Chief Financial Officer) and members of the charter board.

Grand Peak Academy: Progress Monitoring

The iConnect Zone Leader met with the GPA Board of Directors to confirm the progress monitoring process and metrics to be used in the renewed charter agreement approved by the D49 board in February. The contract is being negotiated with the progress monitoring elements set as milestones of the contract. The agreed upon milestones are listed at the conclusion of this report.



Charter Board Training:

Each year a number of charter boards authorized by District 49 struggle to meet the expected board training requirements. To better support the needs of charter board members, the iConnect Zone will host a Board Training Retreat on April 27. A number of charter school attorneys and support providers have committed to serve as trainers for the day. Included will be representation from D49, the Colorado Department of Education, and the Colorado League of Charter Schools. Any D49 Board of Education members who wish to attend are welcome. The training will take place at Banning Lewis Preparatory. Please contact Mr. Franko for more information at afranko@d49.org.

Grand Peak Academy – Progress Monitoring Milestones

In accordance with the Resolution approved by the District 49 Board of Education on January 11, 2019, the following fulfills the obligations of Grand Peak Academy (“GPA”) Board of Directors and the iConnect Zone to establish Progress Monitoring Milestones. While GPA is responsible for meeting the requirements described in the progress monitoring plan, the iConnect Zone is responsible for reporting the status of completion to the District 49 Board of Education during the Zone Performance Updates. Updates will take place in the Fall and Spring of each year during the probation period - Spring of 2019 through the Fall of 2021. Failure to reach the identified milestones on the part of the charter school will be considered breach of contract and could result in revocation as described in the contract. Milestones are identified as the following:

Milestone 1:

Academic Progress: Grand Peak Academy will maintain a rating of Performance as measured by the School Performance Framework. In addition, the school will utilize a system of academic measures that identify interim progress of students’ learning in the areas of reading, language arts, and math and aligns to the school’s Unified Improvement Plan.

Timeline: Twice Annually

Indicators: Fall – SPF: Performance Rating, Spring – Internal Assessment Data Review: indication the school is progressing toward the described student outcomes in the schools Unified Improvement Plan.

Milestone 2:

Facility and Enrollment Plan: GPA will monitor the adopted long-term facility plan to ensure future financial viability commensurate with the enrollment plan. An enrollment minimum will be determined and agreed upon by the school and authorizer. The enrollment minimum will be set to ensure financial viability can be sustained.

Timeline: Three-times Annually

Indicators: Fall - Original budget review, Winter – Amended budget review, Spring - Proposed budget review: Budgets indicate the school is appropriately planning for enrollment that is sustainable to the budget and vice versa. Check-ins identify the board is making appropriate adjustments as needed.

Milestone 3:

Board Policy: The board shall review its board policies to ensure consistency and legality utilizing best practices for charter school governing boards.

Timeline: Twice Annually

Indicators: Fall – GPA Board as adopted new policy as needed, Spring: GPA Board has reviewed current policies and considers revisions/new adoption for the fall cycle.

Milestone 4:

Principal Evaluation: By June 1 of each year, provide evidence of a completed Principal evaluation that includes board input. The Principal Evaluation will consider both elements and standards similar to Colorado Principal Standards as well as elements and standards associated with charter school administration standards. Evidence shall take the form of board minutes.

Timeline: Twice Annually

Indicator: Winter – Middle of the year evaluation, Spring: Final annual evaluation



Milestone 5:

Notice of Concern: The number of notices of concern issued to the School shall not exceed *one* in a school year during the extended term.

Timeline: Annually

Indicator: GPA will receive no more than one notice of concern in a given school year and will work to ensure 0 notices is the norm.

Milestone 6:

Governance Training: Each board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards or iConnect Zone approved training. Board members having already finished the CDE board modules should provide evidence demonstrating completion.

Timeline: Annually

Indicator: Board certification forms submitted to the iConnect Zone will indicate board training is complete.

Milestone 7:

Preschool: The School will produce evidence that supports the separation of the private pre-school. The School shall submit to the iConnect Zone an annual plan and report of outcomes.

Timeline: Twice Annually

Indicator: Fall: GPA shall submit to the iConnect Zone an annual plan for the preschool to include a personnel and facility plan. Spring: Budget report of outcomes as a separate line item of the general fund.

Milestone 8:

Educational Service Provider (ESP) Agreement: Should the school seek support from and Educational Service Provider, the school will obtain district endorsement for a new ESP agreement, prior to it being executed. In negotiating a draft management agreement, the charter board must use their own, independent legal counsel.

Timeline: One-time

Indicator: Fall 2019: GPA will follow the guidelines described in the 1/11/19 Resolution if it chooses to solicit the support of a full-time Educational Service Provider.

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

BOARD MEETING OF: March 14, 2019

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

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Dave Cruson, Board Secretary

DATE: March 1, 2019

CD BOCES

*Board Meeting Notes for
December 18, 2018 at 4:01 p.m.*

Guests/Staff: Sarah Schuchard, Kindra Whitmyre, Maria Walker, Ken Witt, Brad Miller, Nicole Tiley

Guest/Staff on Conference Call: Marie LaVere-Wright

Via Skype and Google Hangout: None

Note: Lis Richard absent with prior notice. Dan absent with prior notice.

Roll Call:

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

Approval for the Agenda:

Motion: Drosendahl

Second: Harris

Motion Passed: 4-0

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

Approval for Consent Agenda.

Motion: Harris

Second: Drosendahl

Motion Passed: 4-0

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

Approval for Action Item III-A. Item Omitted – Brett Ridgeway not at the meeting.

Motion:

Second:

Motion Passed:

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

Approval for Action Item III-B No Vote for Action Item III-B

Motion:

Second:

Motion Passed:

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

Approval to Adjourn at 5:00 p.m.

Motion: Drosendahl

Second: Harris

Motion Passed: 4-0

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

CD BOCES
Board Meeting Notes for
January 15, 2019 at 4:01 p.m.

Guests/Staff: Sarah Schuchard, Renae Roth, Brett Ridgway, Ken Witt, Maria Walker,

Guest/Staff on Conference Call: Kindra Whitmyre, Nicole Tiley, Amy Attwood, Dan Snowberger

Via Skype and Google Hangout:

Note: Lis Richard absent with prior notice.

Roll Call:

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

Approval for the Agenda:

Motion: Lavere-Wright

Second: Drosendahl

Motion Passed: 5-0

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

Approval for Consent Agenda.

Motion: Lavere-Wright

Second: Drosendahl

Motion Passed: 5-0

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

Approval for Action Item III-A.

Motion: Lavere-Wright

Second: Harris

Motion Passed: 5-0

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

Approval for Action Item III-B – Motion to schedule the board retreat for March 9, 2018

Motion: Harris

Second: Snowberger

Motion Passed: 5-0

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

Motion to enter into executive session: I move to enter into Executive Session pursuant to C.R.S. 24-6-402(4)(f) for the purpose of conducting an evaluation for the Executive Director.

Motion: Lavere- Wright

Second: Harris

Motion Passed: 5-0

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

Approval to enter into Executive Session at 4:37 p.m.

*Back to Regular Session
Exiting Executive Session at 5:00 pm.*

Approval to Adjourn at 5:02 p.m.

Motion: Lavere-Wright

Second: Drosendahl

Motion Passed: 5-0

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

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

BOARD MEETING OF: March 14, 2019

PREPARED BY: Ron Lee, Director of 3B MLO

TITLE OF AGENDA ITEM: 3B MLO Projects Update

ACTION/INFORMATION/DISCUSSION: Discussion Item

BACKGROUND OR RATIONALE

Discussion item, 3B project updates.

RELEVANT DATA AND EXPECTED OUTCOMES:

Clarity of understanding our current 3B MLO projects and status of the projects.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Always mindful with our integrity, we manage every project to the best possible outcome.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Continually provide clear and concise communication with our community and carry out their requests with effectiveness and efficiency. Providing newly refreshed and safe learning environments assists with the growth and development towards this distinction of exceptional schools.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Review of the current 3B MLO report and make any inquiries needed for clarity or direction.

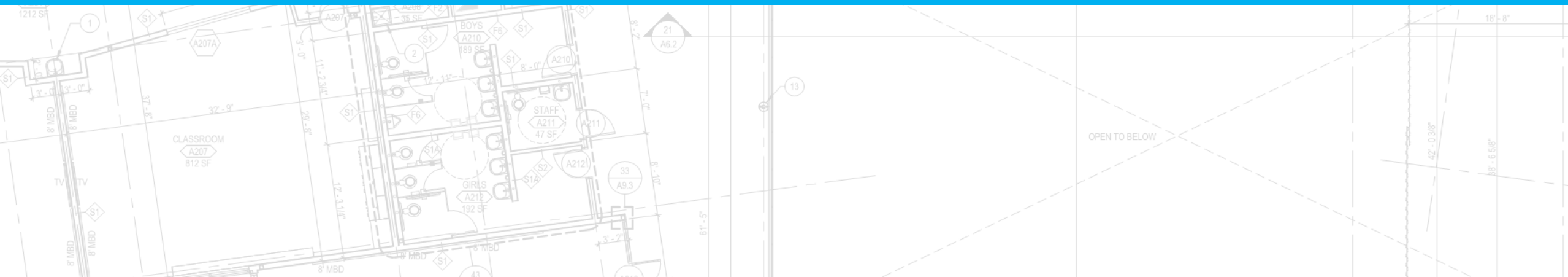
APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: March 1, 2019



MLO 3B UPDATES

MARCH 14, 2019



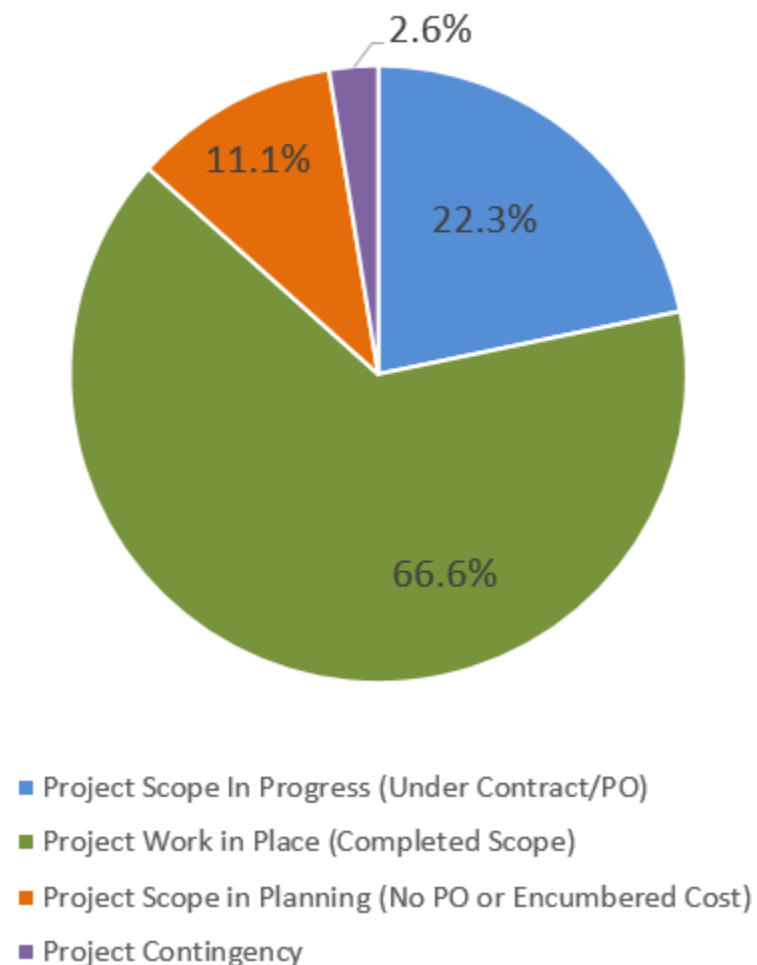


Inspiration View Elementary

Milestones

- Contingency is tracking better than anticipated. To date, roughly 29% of owner contingency has been spent.
- Construction is in progress and on schedule.
 - Building is no longer using temporary electricity
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - Flooring, ceilings, doors and wall tile installation is nearing completion
 - Exterior storefront installation is on-going
 - Interior glass has been installed
 - Gym Mural is complete
 - Interior painting is nearing completion
- Furniture has been ordered through OfficeScapes for May / June delivery
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.

Inspiration View Elementary School

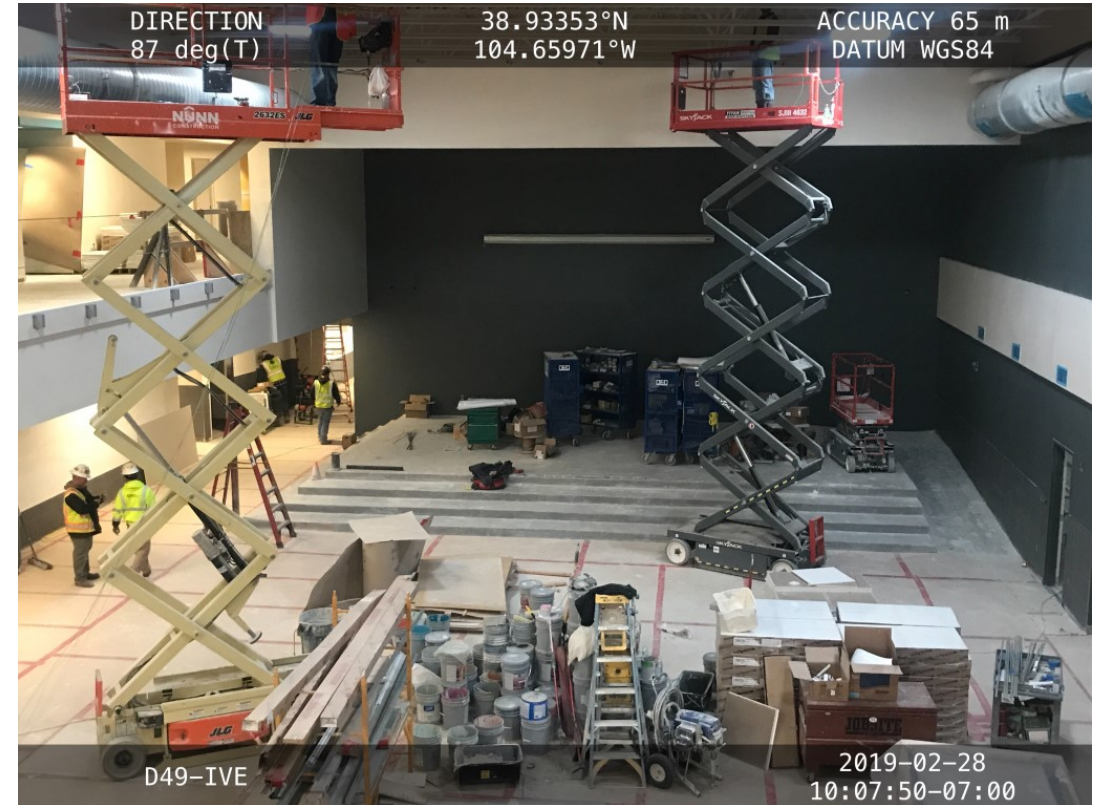




Inspiration View Elementary



VIEW FROM PRE-K / HOMESCHOOL PARKING LOT



VIEW INTO COMMONS FROM LEVEL 2



Inspiration View Elementary



VIEW OF LEVEL 2 CLASSROOM COORIDOR



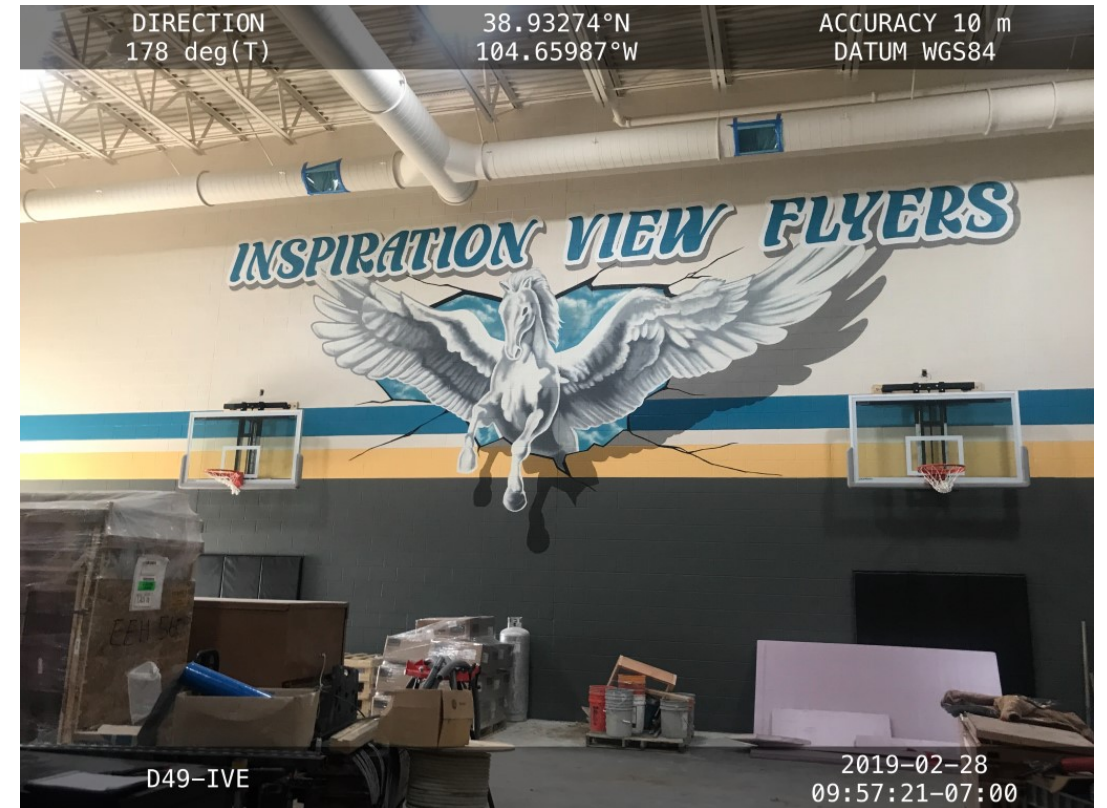
VIEW OF LEVEL 1 CLASSROOM COORIDOR



Inspiration View Elementary



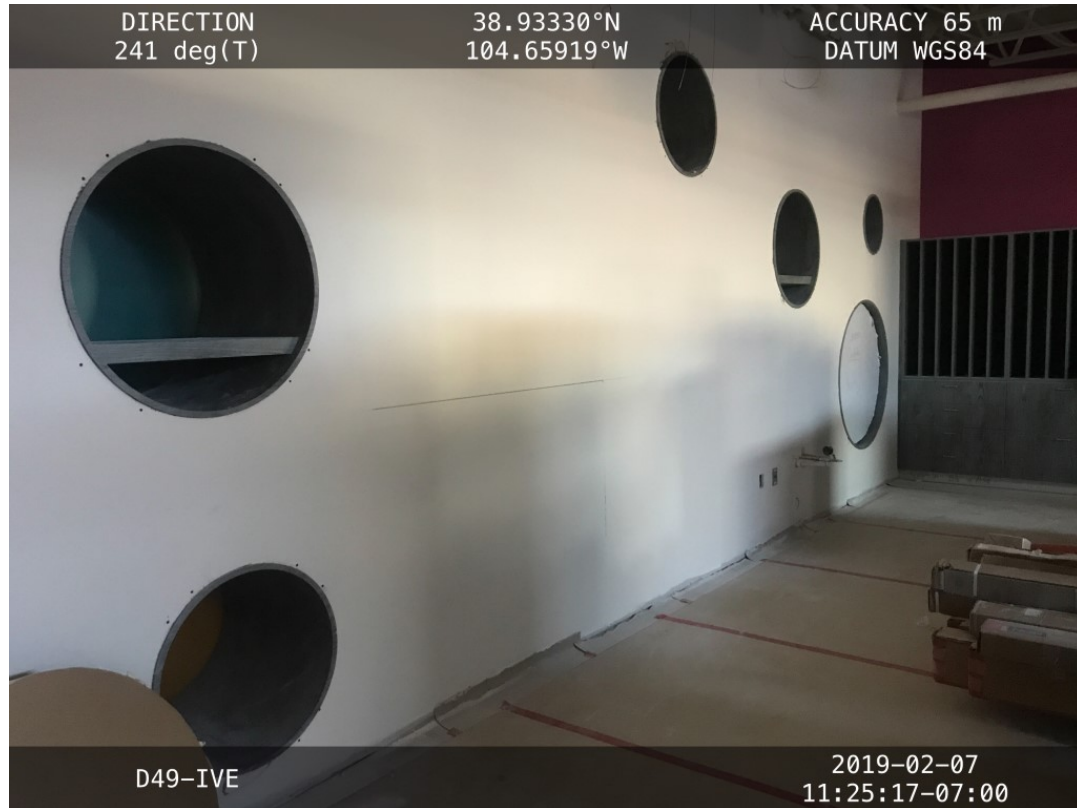
VIEW OF ADMIN CABINETRY



VIEW OF GYM MURAL



Inspiration View Elementary



VIEW OF DISPLAY SHELVING IN ART ROOM



VIEW OF STUDENT RESTROOM WALL TILE

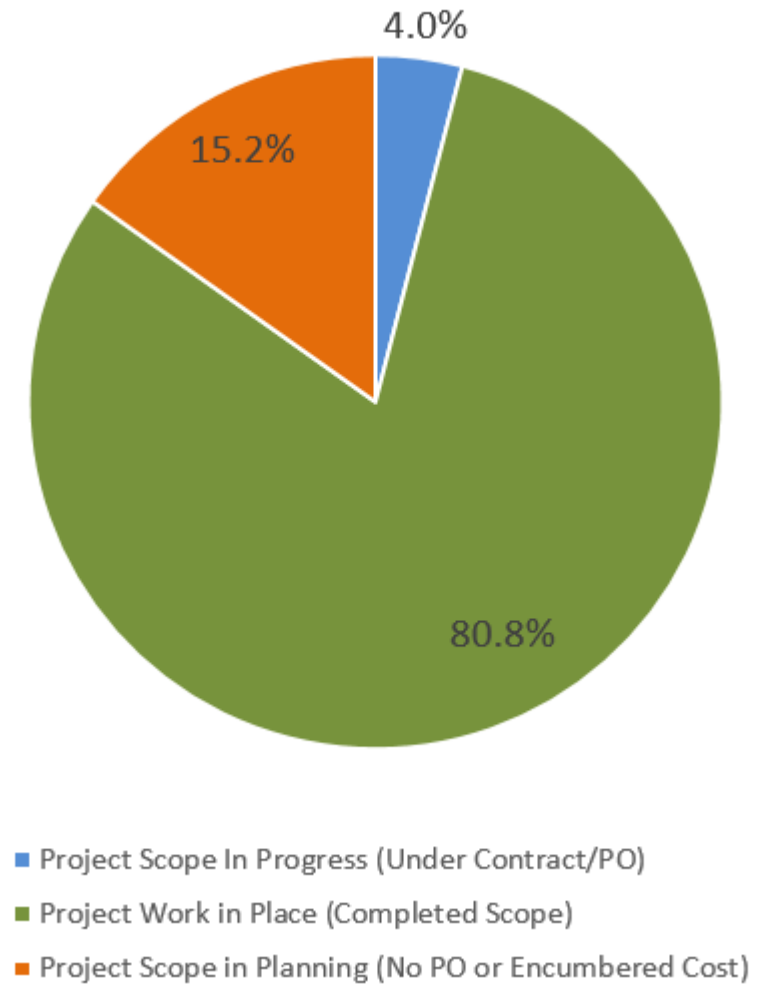


P2 Projects

Project Info:

- Projects are being scoped and coordinated for Spring and Summer work.

District 49 P2 Projects



Project Update Report

Project Name: District 49 Schools – P2, P3 & P4 Projects
Wember Inc. Project Number: 2016.63
Issue Date: March 06, 2019

The purpose of this update is to report on the current status of the District 49 School P2, P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the projects at this point (information current through March 6, 2019). Projects for P2 are being planned for Spring Break and Summer Break work.

Budget Key

Initial Budget	Approved Budget for the MLO approved by the schools SAC.
Current Forecast	Current planned funds to be expended on the Project. Number may be different the Initial Budget due to understanding of Costs Estimated or Contracted during the Planning and Bidding Process.
Committed Cost	Contracts, Purchases or any cost that has been encumbered as a PO. Nothing is considered Committed till a PO is in place.
Projected to Complete	Estimated costs to complete project. Estimates could be those of a contractors or just the Project Team.
Projected (Over)/Under	Amount project is over or Under from the "Initial Budget" (Not Current Forecast)

Other Definitions

GC - General Contractor
HVAC - Heating, Ventilation, & Air Conditioning
Substantial Complete - State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.
Value Engineering (VE) - An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.

Overall P2 Budget Summary

			A Initial Budget	C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under
<u>A</u>	Falcon Zone		\$6,124,500.00	\$6,124,500.00	\$5,368,676.11	\$342,784.75	\$413,039.14
	<u>A.1</u>	FHS - Falcon High School	\$1,378,000.00	\$1,378,000.00	\$1,268,348.41	\$0.00	\$109,651.59
	<u>A.2</u>	FMS - Falcon Middle School	\$2,441,000.00	\$2,441,000.00	\$2,158,150.84	\$32,000.00	\$250,849.16
	<u>A.3</u>	FES - Falcon Elementary School of Technology	\$1,039,500.00	\$1,039,500.00	\$715,447.61	\$294,325.75	\$29,726.64
	<u>A.4</u>	MRE - Meridian Ranch Elementary School	\$571,000.00	\$571,000.00	\$570,959.45	\$0.00	\$40.55
	<u>A.5</u>	WHE - Woodmen Hills Elementary School	\$695,000.00	\$695,000.00	\$655,769.80	\$16,459.00	\$22,771.20
<u>B</u>	Power Zone		\$4,783,000.00	\$4,783,000.00	\$3,950,139.63	\$293,115.58	\$539,744.79
	<u>B.1</u>	VRH - Vista Ridge High School	\$1,167,500.00	\$1,167,500.00	\$871,894.97	\$46,768.00	\$248,837.03
	<u>B.2</u>	SMS - Skyview Middle School	\$1,549,500.00	\$1,549,500.00	\$1,238,111.11	\$70,000.00	\$241,388.89
	<u>B.3</u>	OES - Odyssey Elementary School	\$384,000.00	\$384,000.00	\$371,439.89	\$0.00	\$12,560.11
	<u>B.4</u>	RVE - Ridgeview Elementary School	\$680,500.00	\$680,500.00	\$649,927.29	\$21,687.41	\$8,885.30
	<u>B.5</u>	SES - Stetson Elementary School	\$1,001,500.00	\$1,001,500.00	\$818,766.37	\$154,660.17	\$28,073.46
<u>C</u>	Sand Creek Zone		\$6,946,500.00	\$7,546,500.00	\$6,250,261.73	\$930,716.99	\$365,521.28
	<u>C.1</u>	SCH - Sand Creek High School	\$2,711,500.00	\$3,311,500.00	\$2,662,139.71	\$494,007.00	\$155,353.29
	<u>C.2</u>	HMS - Horizon Middle School	\$1,538,500.00	\$1,538,500.00	\$1,519,902.00	\$0.00	\$18,598.00
	<u>C.3</u>	EES - Evans International Elementary School	\$1,230,500.00	\$1,230,500.00	\$745,070.97	\$388,353.40	\$97,075.63
	<u>C.4</u>	RME - Remington Elementary School	\$791,500.00	\$791,500.00	\$703,580.46	\$38,655.00	\$49,264.54
	<u>C.5</u>	SRE - Springs Ranch Elementary	\$674,500.00	\$674,500.00	\$619,568.59	\$9,701.59	\$45,229.82
<u>D</u>	I Connect Zone		\$1,154,000.00	\$1,404,000.00	\$1,382,407.48	\$9,000.00	\$12,592.52
	<u>D.1</u>	SSAE - Springs Studio for Academic Excellence	\$75,500.00	\$75,500.00	\$68,716.43	\$4,000.00	\$2,783.57
	<u>D.2</u>	FLC - Falcon Legacy Campus	\$990,000.00	\$1,240,000.00	\$1,237,458.68	\$0.00	\$2,541.32
	<u>D.3</u>	MOH -Mohawk (Home School Program)	\$88,500.00	\$88,500.00	\$76,232.37	\$5,000.00	\$7,267.63
<u>E</u>	Charter Schools		\$992,000.00	\$1,037,000.00	\$741,474.44	\$285,545.34	\$9,980.22
	<u>E.1</u>	BLA - Banning Lewis Ranch Academy	\$399,000.00	\$444,000.00	\$208,119.78	\$231,400.00	\$4,480.22
	<u>E.2</u>	ICA - Imagine Classical Academy	\$258,500.00	\$258,500.00	\$258,500.00	\$0.00	\$0.00
	<u>E.3</u>	PPS - Pikes Peak School or Expeditionary Learning	\$209,000.00	\$209,000.00	\$209,000.00	\$0.00	\$0.00
	<u>E.4</u>	RMCA - Rocky Mountain Classical Academy	\$125,500.00	\$125,500.00	\$65,854.66	\$54,145.34	\$5,500.00
<u>F</u>	Owner Requirements		\$0.00	\$186,400.00	\$186,400.00	\$0.00	\$0.00
	Total		\$20,000,000.00	\$21,081,400.00	\$17,879,359.39	\$1,861,162.66	\$1,340,877.95

P3 & P4 Summary

Falcon High School

- Project is complete.

Bennett Ranch Elementary

- Final close-out work will take place over Spring Break.

Sand Creek Elementary

- Project is complete.

Inspiration View Elementary

- Contingency is tracking better than anticipated. To date, roughly 29% of owner contingency has been spent.
- Construction is in progress and on schedule.
 - Building is no longer using temporary electricity
 - Exterior metal panel installation is on-going
 - Millwork cabinetry is being installed
 - Flooring, ceilings, doors and wall tile installation is nearing completion
 - Exterior storefront installation is on-going
 - Interior glass has been installed
 - Gym Mural is complete
 - Interior painting is nearing completion
- Furniture has been ordered through OfficeScapes
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning.

Vista Ridge High School

- Project is complete.

Overall Budget

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Falcon High School	\$5,650,000.00	\$5,542,212.33	\$1,095.00	\$106,692.67	\$5,476,887.02
B	Bennett Ranch Elementary	\$23,300,000.00	\$23,136,907.08	\$50,052.90	\$113,040.02	\$22,701,889.33
C	Sand Creek High School	\$4,850,000.00	\$4,811,746.80	\$4,000.00	\$34,253.20	\$4,760,481.87
D	Inspiration View Elementary	\$24,400,000.00	\$21,687,104.95	\$2,605,433.00	\$107,462.05	\$16,242,844.43
E	Vista Ridge High School	\$7,000,000.00	\$6,855,625.74	\$6,000.00	\$138,374.26	\$6,769,556.29
	Total	\$65,200,000.00	\$62,033,596.90	\$2,666,580.90	\$499,822.20	\$55,951,658.94

- Individual budgets for each project can be found on following pages.
- Committed Cost is only amounts under contract or PO. Project to Complete are costs estimated for project.

Next Steps

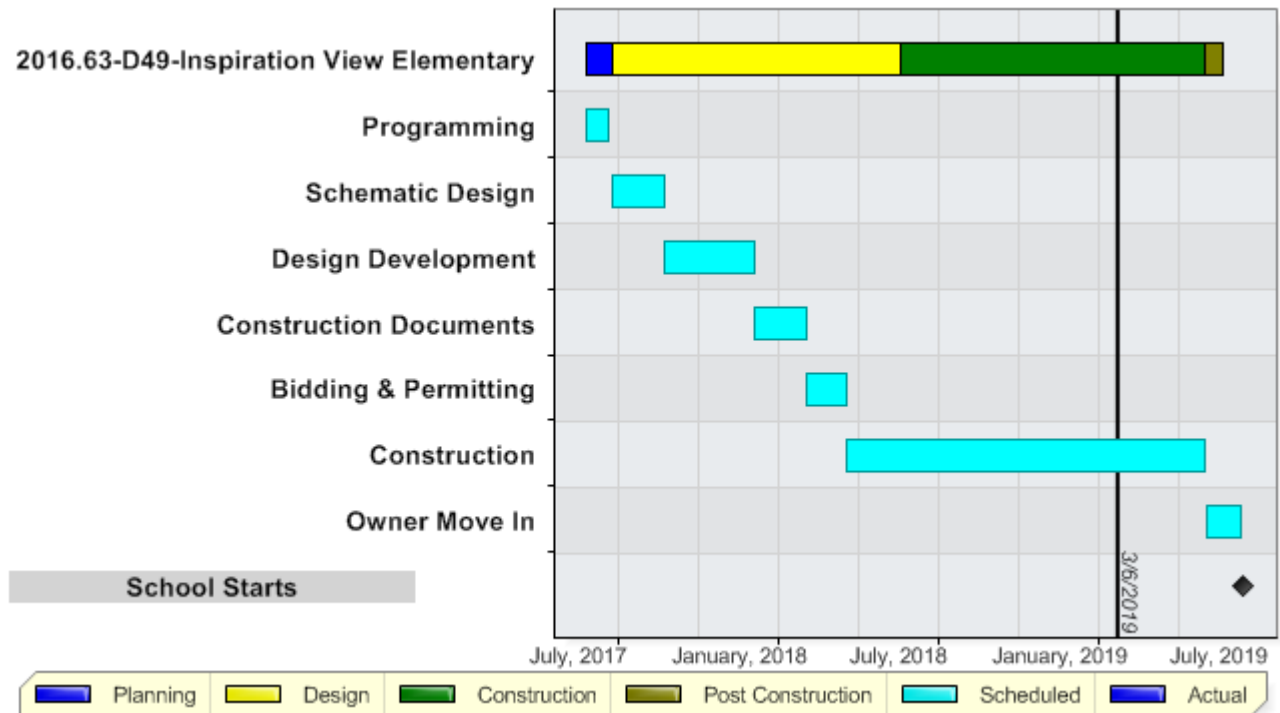
- Continue to attend weekly construction meetings for Inspiration View Elementary.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Inspiration View Elementary.

Submitted by:

Ashley Trunnell / Matt Wilhelm

Inspiration View Elementary Schedule

Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.

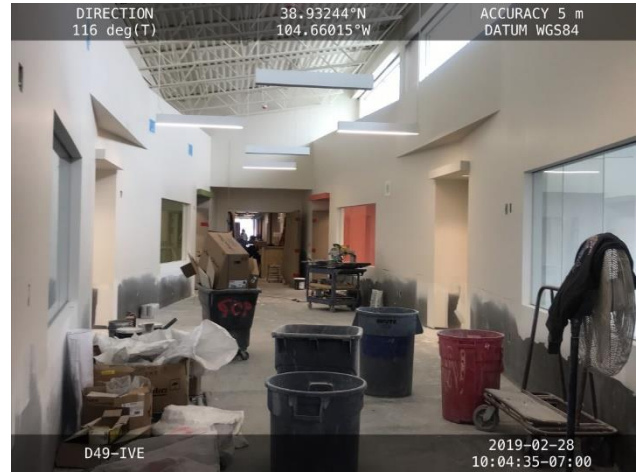
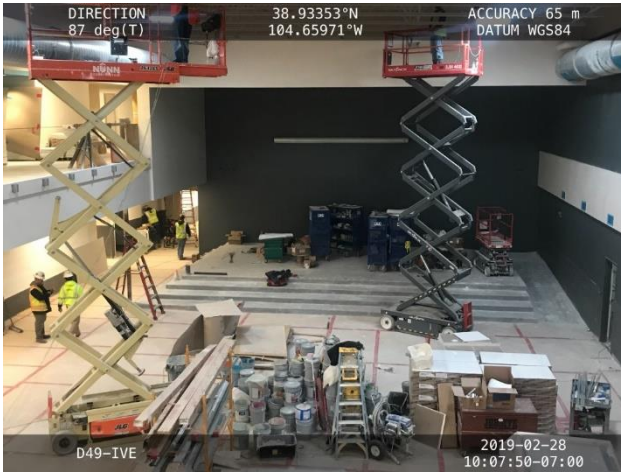


Inspiration View Elementary Financials

		C Current Budget	G Committed Cost	H Projected To Complete	I Projected (Over)/Under	J Incurred Costs
A	Land & Lease Cost	\$1,000.00	\$269.00	\$731.00	\$0.00	\$269.00
B	Owners Requirements	\$1,991,139.00	\$1,909,554.00	\$31,910.00	\$49,675.00	\$1,609,527.06
C	Construction	\$19,516,975.82	\$19,516,975.82	\$0.00	\$0.00	\$14,389,009.24
D	Permits, Utilities & Fees	\$394,975.00	\$240,120.53	\$133,501.00	\$21,353.47	\$234,346.53
E	Furniture, Fixture and Equipment	\$1,385,000.00	\$7,824.00	\$1,377,176.00	\$0.00	\$5,216.00
F	Technology	\$470,000.00	\$12,361.60	\$457,638.40	\$0.00	\$4,476.60
G	Contingencies & Escalation	\$640,910.18	\$0.00	\$600,000.00	\$40,910.18	\$0.00
	Total	\$24,400,000.00	\$21,687,104.95	\$2,600,956.40	\$111,938.65	\$16,242,844.43

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

Inspiration View Elementary Construction Progress



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

BOARD MEETING OF: March 14, 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 28, 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

Chartered
Portfolio

Operated
Portfolio

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

Student Count Inc 2.50%
Per Pupil Rate (PPR) 4.17%

2019/20 Proposed Budget

Funded Student Count

Per Pupil Rate (PPR)

Total Program Revenue

Charter Schools

Capital Reserve
Insurance Reserve
Colo PreSchool Prgm

District
Portfolio

24,255.80

\$ 322.98 \$ 8,068.97

\$ 195,719,297.94

\$ (88,723,524.49)

\$ (4,000,000.00)
\$ (950,000.00)
\$ (506,227.45)

Chartered
Portfolio

2.5% 11,051.82

\$ 8,027.95

\$ 88,723,524.49

Operated
Portfolio

2.0% 13,203.98

\$ 8,103.30

\$ 106,995,773.45

Total 'New' Money	\$	12,417,361.86
Chrted Portfolio Rev Allo	\$	(5,221,371.99)
Net 'New' \$\$\$ to Oper Po	\$	7,195,989.87
Fund Balance 19/20 - 9%	\$	(326,683.99)
	\$	-
	\$	(50,000.00)
	\$	(20,024.51)
Net 'New' Money	\$	6,799,281.37

The Best Choice to Learn, Work and Lead



El Paso County School District 49

2019/20 Budget Planning

Launch Point	Program Formul Funding Revenue	All Other Revenue	Total Revenue	District Wide Personnel Expense	District Wide Implementation Expense	District Wide Total Expense	Net Rev / (Exp)
2017/18 Amend	99,799,805	10,234,439	110,034,244	91,312,402	18,721,842	110,034,244	-
% of Category	90.70%	9.30%		82.99%	17.01%		

(Program Formula Funding)

PFF Budget Drivers	sFTE	PPR	PFF Rev	Rate	Volume
2017/18	12,828.98	7,779.25	99,799,805.21		
2018/19	13,203.98	8,103.30	106,995,795.08		
Projected Change	375.00 2.92%	324.05 4.17%	7,195,989.87 7.21%	4,157,252.83 57.77%	3,038,737.04 42.23%
'First Take' Adjustments					
Board Policy DAA - 9%			(326,683.99)	(188,731.22)	(137,952.77)
increase Capital Maint & Improvements			-	-	-
increase Prop & Liab Insurance			(50,000.00)	(28,885.90)	(21,114.10)
CPP rate change			(20,024.51)	(20,024.51)	-
Net New Money			6,799,281.37	3,919,611.20	2,879,670.17

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BOARD OF EDUCATION ITEM 9.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: March 14, 2019

PREPARED BY: Pedro Almeida, Chief Operations Officer

TITLE OF AGENDA ITEM: Chief Officer Goals

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The Board of Education runs an annual performance review process for each of the chief officers. Normally coming out of that process is the decision of whether to continue the employment of said chief officer for another year. If employment is proposed to continue, the chief officer will be committing not only to support the District's Cultural and Strategic goals that come from the annual 'Culture and Strategic Planning Process', but also to have specific goals and objectives for improved organizational and individual performance.

RELEVANT DATA AND EXPECTED OUTCOMES:

It is expected that professional goals are related to observations and/or conclusions made in prior review cycles and/or related to upcoming adjustments in the organization that will require particular focus for chief officer success in the upcoming year. Appropriate definition and execution of the individual professional goals create the best opportunity for success of the chief officer and, by extension, the office they oversee and the District as a whole.

The attached objectives list recommend chief officer goals for all 3 chief officers, with clearly defined areas of primary responsibility and areas of shared or supporting responsibility. Once agreed upon between the BOE and the chief officers, these objectives will serve as a guiding document for chief officer actions and activity.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>Properly defining performance goals will enhance the district-wide focus upon treating people right by including leadership expectations that enhance trust, respect, care and responsibility as part of those goals. Additionally, it will provide clear direction and guidance on how the office will approach our work on a daily basis.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Rock #1 – Transparent goals and public reporting will build trust by clearly showing the community what areas the chief officers will focus upon. These become areas whereby the BOE can hold the chief officers appropriately accountable, which in turn will further build trust in the community.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: The BOE and chief officers discuss, modify as needed and agree upon the identified performance goals.

BOE REGULAR MEETING MARCH 14, 2019
ITEM 9.03 CONTINUED

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

DATE: March 11, 2019



2019 Chief Officer Objectives

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:

OBJECTIVE	LEADERSHIP
1 D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce by considering three emphases: 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.	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.	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.	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.	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.	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.	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.	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 seven 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.

1 Valuing Education Support Personnel who provide direct service to students and parents, or provide organizational support that is critical to district success, will reinforce that all workforce segments add value.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<p><i>Through the VoW Annual survey, and the VoW learning tours, we learned that ESP colleagues feel undervalued in terms of compensation, empowerment, and respect. Our objective to value education support personnel reflects those three dimensions. D49 will prioritize our practice of valuing the educational support personnel (ESP) segment of our workforce by considering three emphases:</i></p> <ol style="list-style-type: none"> <i>1. Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate.</i> <i>2. Empowering ESP staff through access to training, equipment, and data systems.</i> <i>3. Respecting ESP staff through differentiated VoW strategies, inclusion in staff meetings and training, and systems to recognize excellent performance by ESP colleagues.</i> <p><i>Cultural Compass: Respect, and Care. Big Rocks: Purpose and Teamwork</i></p>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<p><i>R All three offices employ education support personnel, with significant concentrations in operations and education. Therefore, all three chief officers share ownership.</i></p> <p><i>A The chief officers, along with leaders who supervise ESP are accountable</i></p> <p><i>C CO's will consult with HR and payroll related to positions and compensation, Learning Services/IT for training and equipment, and supervisors for respect and recognition.</i></p> <p><i>I CO's will inform all senior leaders and the BoE specifically, and all other workforce members generally through our Peakview communications system.</i></p>
What?	What work or support process may be monitored and adjusted as needed?	<i>Because it is such a comprehensive issue, this objective will require adjustments to position, compensation, professional learning, and recognition processes.</i>
When?	What is the timeline of activity and completion for this plan?	<i>This objective will begin immediately, with progress monitored on the 2019 VoW and a more summative evaluation on the 2020 VoW and 2020 Workforce report.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<ul style="list-style-type: none"> <i>• Specific programs established and operational for improving recognition of ESP staff</i> <i>• Improved VoW participation rates and satisfaction levels as reported by ESP</i> <i>• ESP participation in professional learning and scores on the "obstacles" question</i> <i>• Improved VoW scores and comments related to respect and recognition</i> <i>• Retention levels and trends for workforce categories in the ESP segment</i>

2 Strategic compensation, including recognition of relevant experience, relevant certifications, and the competitive employment climate.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<p><i>Strategic Compensation is D49's best and only way to compete in an environment that provides less funding to D49 than to other surrounding districts.</i></p> <p><i>Cultural Compass: Innovation, Respect, and Care.</i></p> <p><i>Big Rocks: Enduring Trust, Community Engagement.</i></p>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<i>R CBO will lead and have primary responsibility</i>
		<i>A CEO, COO, DHR all have accountability to make sure it happens productively.</i>
		<i>C VOW Compensation Team (VCT), Zone Leaders, BoE shall be consulted to shape the final decisions and actions.</i>
		<i>I All other staff shall be informed of the results.</i>
What?	What work or support process may be monitored and adjusted as needed?	<p><i>Placement of new hires on their appropriate pay schedule</i></p> <p><i>Zone leaders and principals will collaborate on investing the 5% recruit and 5% retain funds for strategic purposes.</i></p>
When?	What is the timeline of activity and completion for this plan?	<i>This work will principally occur in the spring to inform the coming budget year.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<ul style="list-style-type: none"> <i>Results of VCT participation and feedback to the process employed to identify and clarify issues and solutions.</i> <i>Results of 2019/20 new hire feedback, gleaned from survey data, VoW survey and Learning Tour results, and anecdotal feedback.</i>

3 D49 will prioritize professional learning and career development for all workforce members.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<i>Supporting professional learning and development is perfectly aligned to True North on our cultural compass as well as our commitments to teamwork and purpose. Our work is learning and depends on learning, so this objective addresses how we treat our work. Professional learning and development is also an engagement strategy because our workforce is part of our community and enhancing the capacity of our colleagues make our community stronger.</i>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<i>R The CEO, in strong collaboration with the Learning Services department, is responsible for leading and monitoring efforts to improve learning and development.</i>
		<i>A All senior leaders, and individual employees are accountable to take advantage of learning and development opportunities.</i>
		<i>C Learning services and other senior leaders will consult with all employees as well as partners and suppliers who provide professional learning and development.</i>
		<i>I The CO's will inform the HR department as well as the BoE about progress to enhance and elevate professional learning.</i>
What?	What work or support process may be monitored and adjusted as needed?	<i>Our systems for designing, marketing, evaluating and improving professional learning are all subject to continuous improvement efforts, so we will innovate or incrementally improve all aspects of professional learning for all workforce segments.</i>
When?	What is the timeline of activity and completion for this plan?	<i>Primary improvement planning will conclude in July, with implementation commencing at the Leadership Launch event and continuing throughout the 2019-2020 school year.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<ul style="list-style-type: none"> • <i>Participation in all Aha! Network learning opportunities</i> • <i>Satisfaction rating levels and trends for PL programs</i> • <i>Participation and ratings for Pro Day learning opportunities</i>

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.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<i>D49 has a clear legal and moral obligation to students, staff and the community to (1) regularly assess our readiness for security threats and (2) constantly improve our prevention of and reaction measures for potential threats.</i> <i>Cultural Compass: Trust, Responsibility, Care, Teamwork, Innovation, Learning, Purpose</i> <i>Big Rocks: Enduring Trust</i>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<i>R COO will lead and have primary responsibility</i> <i>CEO, Dir of Safety and Security, Zone Leaders, Building Leaders, and Facilities</i> <i>A Directors each have accountability to ensure effective preparation, emplacement, and execution of security measures and procedures</i> <i>C CBO, TQAM, Dir of Communications, Dir of Transportation, Nutrition Services Dir</i> <i>I BOE, Dir of Culture and Services, Executive Dir of Learning Services, Executive Dir of Individualized Education</i>
What?	What work or support process may be monitored and adjusted as needed?	<i>Routine internal vulnerability assessments must be conducted and reviewed. The Enhanced Security Community Advisory Team (ESCAT) must meet regularly to consider and propose initiatives to enhance security</i>
When?	What is the timeline of activity and completion for this plan?	<i>BOE-supported security enhancement measures will each be implemented on distinct timelines, depending on the complexity and resource requirement of each initiative.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<i>For each initiative, set a planned timeline for completion and then track progress towards completion along that timeline</i>

5 D49 will prioritize strategic facility planning by managing the interaction of enrollment growth, revenue projections, facility life cycles, and electoral dynamics.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<p><i>Strategic Facility Planning is key to D49's future. Educational and support facilities must match constantly growing requirements to ensure D49 consistently achieves its Vision and Mission. D49 also has an obligation to the community to ensure effective and efficient use of resources by exemplifying proactive planning that anticipates requirements.</i></p> <p><i>Cultural Compass: Purpose, Teamwork, Care, Responsibility, Trust</i> <i>Big Rocks: Enduring Trust, Community Engagement, Firm Foundations.</i></p>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<p><i>R COO will lead and have primary responsibility.</i></p> <p><i>A CBO, Facility Directors & Community Planning Mgr. all have accountability to make sure it happens productively.</i></p> <p><i>C Zone Leaders, BoE shall be consulted to shape the final decisions and actions.</i></p> <p><i>I All other staff & community shall be informed of the results.</i></p>
What?	What work or support process may be monitored and adjusted as needed?	<i>Demographic modeling and planning will need to have current data that is complete, valid, and accurate. Planning working groups will research and prepare facility growth or adjustment options for consideration.</i>
When?	What is the timeline of activity and completion for this plan?	<i>This should cover much of calendar 2019, with substantial work and effort completed around fall break of the 2019/20 school year.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<i>Establishment of clearly identified and justified facilities requirements for the next 3 to 5 years. Establishment of specific facilities priorities in a particular sequence, tied to expected changes in related input variables also used in financial and school program planning.</i>

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.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<p><i>Technology is an essential part of our work and the delivery of educational content to our students. Being informed of, and then attentive to, any deficiencies in design and performance are critically important.</i></p> <p><i>Cultural Compass: Learning, Innovation, Purpose, Responsibility</i></p> <p><i>Big Rocks: Enduring Trust, Firm Foundations, Every Student</i></p>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<p><i>R COO will lead and have primary responsibility.</i></p> <p><i>A CBO, CEO, Technology Quality Assurance Mgr., Purchasing & Contract Mgr. all have accountability to make sure it happens productively.</i></p> <p><i>C Zone Leaders, Ed Tech Team, power users shall be consulted to shape the final decisions and actions.</i></p> <p><i>I All other staff & BoE shall be informed of the results.</i></p>
What?	What work or support process may be monitored and adjusted as needed?	<ul style="list-style-type: none"> <i>Establishment of regular inventory monitoring interpreted by the Technology Master Plan to inform and shape development of budget priorities and sequencing</i> <i>Establishment of regular reporting of staffing capacity applied to D49 needs by internal and external resources to include measures of both time and expertise</i> <i>The CEO and LS department will implement systems to train and monitor instructional applications for technology systems.</i> <i>Revision of IT vendor contract structure to provide clear benchmarks for service performance in support of D49 requirements</i>
When?	What is the timeline of activity and completion for this plan?	<i>Ongoing through calendar year 2019, with substantial work and effort completed around fall break of the 2019/20 school year. An RFP completed, bids received, and contracting vendor selected by end of November 2019.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<ul style="list-style-type: none"> <i>Distinct measures of network system performance organized into a dashboard for regular monitoring</i> <i>Execution of an appropriate RFP process as defined and measured in Purchasing & Contract dept. KPI's</i> <i>Completion of an initial D49 Technology Master Plan for use in projecting and implementing technology requirements in 2020</i>

7 D49 will review the strategic priorities (big rocks) as part of the tri-annual review of that portion of our organizational profile.

Why?	How is this plan aligned to one or more cultural commitments or strategic priorities?	<p><i>An important part of deployment of identity and purpose across the organization is accomplished with the definition of the Vision & Mission, Cultural Priorities, and Strategic Priorities. Reviewing each of these items in a tri-annual cycle is appropriate to validate the relevance and propriety of each item, and every word, illustration, and simplification of those items to ensure they resonate with stakeholders.</i></p> <p><i>Big Rocks: All Big Rocks are subject to revalidation: Enduring Trust, Community Engagement, Portfolio of Schools, Firm Foundations, Every Student.</i></p>
Who?	Who has leadership along with primary responsibility and accountability? (RACI)	<p><i>R CBO will lead and have primary responsibility.</i></p> <p><i>A CEO & COO have accountability to make sure it happens productively.</i></p> <p><i>C Zone Leaders, BoE shall be consulted to shape the final decisions and actions.</i></p> <p><i>I All other staff & community shall be informed of the results.</i></p>
What?	What work or support process may be monitored and adjusted as needed?	<ul style="list-style-type: none"> <i>Establishing of information gathering processes from stakeholders regarding the propriety of current strategic priorities and representations thereof.</i> <i>Use of said information to draft options for stakeholder consideration.</i> <i>Execution of process to vet options with stakeholders to develop a final recommendation.</i>
When?	What is the timeline of activity and completion for this plan?	<i>This should cover much of calendar 2019, with substantial work and effort completed by the 2019 Thanksgiving holiday.</i>
How Well?	What key performance indicator (KPI) will provide a credible report of performance?	<ul style="list-style-type: none"> <i>Update to BoE of progress on process.</i> <i>Final report/recommendation to BoE.</i>