

***REVISED ANNOUNCEMENT/NOTICE***  
**BOARD OF EDUCATION WORK SESSION**  
**June 26, 2019**  
**Immediately Following the Special Meeting**  
**Education Service Center – Board Room**

**PURPOSE:**

1. Charter School Application Presentations – **Franko**
  - a. Mountain View Academy (10 minutes)
  - b. Pioneer Technology & Arts Academy (10 minutes)
  - c. Spacious Skies Charter School (10 minutes)
2. Automotive Institute of Science and Technology Facility Relocation Plan (10 minutes) **Franko**
3. Primary Literacy Performance Review (10 minutes) **Franklin**
4. Concurrent Enrollment Performance Report (10 minutes) **Perez**
5. Monthly Financial Update (10 minutes) **Poulin**
6. Policy and Procedure Review (5 minutes) **Garza**
  - a. AC, AC-R Nondiscrimination/Equal Opportunity
  - b. BE School Board Meetings
  - c. DJD Cooperative Purchasing and “Piggybacking” Contracts
  - d. GBGGA, GBGGA-R Catastrophic Leave Bank
  - e. GCBC, GCBC-R Professional Staff Supplemental Pay Plans-Overtime
  - f. GDG Substitute Support Staff
  - g. IHBEA English Language Learners
  - h. JFABE, JFABE-R Students in Foster Care
  - i. JH, JH-E-2, JH-R Student Absences and Excuses
  - j. JH-E-1 Truancy Process Flowchart
  - k. JQ, JQ-R Student Fees, Fines and Charges
  - l. KEA, KEA-R Stakeholder Grievance Process
7. Revised Job Descriptions (5 minutes) **Whetstone**
  - a. Coordinator of Title Programs
  - b. Education Technology Technician
  - c. Title Programs Manager
8. Business Office Policy Revisions (10 minutes) **Ridgway**
  - a. DB Annual Budget
  - b. DBC Budget Planning - Preparation and Schedules; DBC-E Deadlines in Budgeting Process set by Statute
  - c. DBD, DBD-R Determination of Budget Priorities
  - d. DBE/DBF Communication of Budget Recommendations - Budget Hearings and Reviews
  - e. DBG Budget Adoption
  - f. DBI Budget Implementation
  - g. DBJ Budget Transfers
  - h. DEA Funds from Local Tax Sources
  - i. DEB Loan Programs
  - j. EI Insurance Program - Risk Management



BOE Work Session June 26, 2019

Agenda – Page 2

k. GBGD, GBGD-R Workers' Compensation

9. Monthly Chief Officer Reports (10 minutes) **Chief Officer Team**

DATE OF POSTING: June 24, 2019

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Donna Garza

Executive Assistant to the Board of Education

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

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Andy Franko, iConnect Zone Leader

**TITLE OF AGENDA ITEM:** Mountain View Academy Charter Application

**ACTION/INFORMATION/DISCUSSION:** Discussion

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

The founding members of the Mountain View Academy (MVA) submitted an application to charter a K-8 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

**RATIONALE:**

In accordance with the Colorado Charter School Act, a charter application must be presented to the public in an open session of the authorizing board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The presentation of the MVA application allows the District 49 BoE and community the opportunity to hear from the applicant, receive direct input from the applicant, and put a face to the name of the applicant.

**INNOVATION AND INTELLIGENT RISK:**

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district.

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

Culture	<b>Inner Ring</b> —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	<b>Outer Ring</b> —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Community input is gained through the DAAC review and community presentation.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:?**

BOE Work Session June 26, 2019  
Item 1.a continued

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move the application of the MVA for action at the July 2019 BoE Meeting.

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

**DATE:** June 19, 2019



**OPENING  
MINDS.  
INSPIRING  
HEARTS.**



# **Mountain View Academy**

**Proposed Opening: Fall 2020**

**Grades Offered at Full Enrollment: K-8**

# Mountain View Academy (MVA)

**Proposed Opening:** Fall 2020

**Grades Offered:** K-5 (Growing one grade per year until offering K-8 in 2023-24)

Grade	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28
K	100	100	100	100	100	100	100	100
1	84	84	84	84	84	84	84	84
2	84	84	84	84	84	84	84	84
3	84	84	84	84	84	84	84	84
4	84	84	84	84	84	84	84	84
5	84	84	84	84	84	84	84	84
6		84	84	84	84	84	84	84
7			84	84	84	84	84	84
8				84	84	84	84	84
Total # students	520	604	688	772	772	772	772	772

# Vision and Mission

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**Vision:** Mountain View Academy will be a strong school and vibrant community institution that challenges students to reach their full potential in academic efforts and character development.

**Mission:** Mountain View Academy will deliver a strong K-8 education for all students marked by a rigorous curriculum aligned to Colorado standards, student-centered teaching, data-driven instruction, a focus on college readiness, parent and community partnerships, and a safe, secure, and nurturing school environment.

# Meeting the Needs of Our Community

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MVA aligns closely with priorities outlined in the district's Request for Proposals.

- Strong mathematics program.
- Successfully serve children from all student groups.

Educational program centered around four pillars.

- Academic excellence;
- Student responsibility;
- Parental partnerships; and,
- Moral focus.

# Meeting the Needs of Our Community

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We have spoken with many families about MVA.

- Early indications show parents are interesting in enrolling their students in our school.
- A phone survey of families with school-aged children in our area was conducted.
  - Nearly 40% of respondents indicated they are likely to apply to a new charter school in the area.
  - Over 50% of families requested more information if a new school is approved.

MVA has strong support from community leaders.

# Unique Features

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The community-based board of MVA will partner with National Heritage Academies (NHA) to operate our school.

- Newly-constructed school facility;
- Comprehensive support (curriculum, data analysis, accounting, etc.);
- Documented track record of successfully serving all student groups; and,
- Accountable to our Board for delivery of full program.

NHA partners with two other Colorado schools.

# Unique Features

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MVA will benefit from an instructional approach that is data driven.

- Processes designed to include multiple checkpoints throughout instruction.
- Ongoing analysis of data at classroom and individual levels to build instruction and scaffold appropriately.
- Moral focus curriculum building upon virtues such as prudence, justice, temperance, and fortitude will be integrated into our educational program.

# Core Values: Teaching and Learning

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MVA will use NHA's distributed leadership model.

- One principal and grade-level deans.
  - Deans serve as direct managers for teachers and provide ongoing coaching and support.

Our teachers will receive ongoing training and professional development as a top priority through an ever-evolving set of initiatives.

Teaching will include effective, research-based instructional strategies in daily lesson plans and daily instruction.



# Key Programmatic Features

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Our principal will lead efforts to implement core values and academic excellence through a school-wide framework.

- Establish a professional culture of excellence;
- Systematize collaborative improvement;
- Lead instructional excellence;
- Implement systematic intervention; and,
- Cultivate meaningful parent partnerships.

# Mountain View Academy (MVA)

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We appreciate your consideration of our proposal for a new school in School District 49.

Please contact me with any questions.

- Email: [carriegeitner@me.com](mailto:carriegeitner@me.com).

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

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Andy Franko, iConnect Zone Leader

**TITLE OF AGENDA ITEM:** Pioneer Technology and Arts Academy Charter Application

**ACTION/INFORMATION/DISCUSSION:** Discussion

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

The founding members of the Pioneer Technology and Arts Academy (PTAA) submitted an application to charter a K-12 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

**RATIONALE:**

In accordance with the Colorado Charter School Act, a charter application must be presented to the public in an open session of the authorizing board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The presentation of the PTAA application allows the District 49 BoE and community the opportunity to hear from the applicant, receive direct input from the applicant, and put a face to the name of the applicant.

**INNOVATION AND INTELLIGENT RISK:**

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district.

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

Culture	<b>Inner Ring</b> —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	<b>Outer Ring</b> —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Community input is gained through the DAAC review and community presentation.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**BUDGET IMPACT:?**

BOE Work Session June 26, 2019  
Item 1.a continued

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move the application of the PTAA for action at the July 2019 BoE Meeting.

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

**DATE:** June 19, 2019



*School Of* ENGINEERING & TECHNOLOGY

Application for D49 Charter, Colorado Springs, CO

# Mission & Vision

Student Leaders

Effective Teachers

Community Investment

## College Preparatory School Committed To:

- Creating Leaders who are ready to face National and International challenges.
- Investing in classrooms that foster student creativity, physical/mental health and boosts self confidence.
- Grade placement based on aptitude.
- Preparing students for college success.
- Training highly effective classroom teachers; and
- Investing in the Colorado Springs community.

*School Of* ENGINEERING & TECHNOLOGY

# "A" Rated Schools

## Historical Ratings last 3 years

2016-17

Highest Rating  
MET Standards

2017-18

A Rating  
Only 32 Charter  
Schools out of  
600 Campuses

2018-19

Ratings are not  
Out Yet. Passing  
rates are!!!  
93% Passing  
Rate

## PIONEER TECHNOLOGY & ARTS ACADEMY




2 Schools

289 Students Enrolled

### HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



### UNDERSTANDING OVERALL PERFORMANCE

 This report card is designed to tell us how well we are helping students reach grade level and how well we are preparing them for success after high school. Much like the grades we give students, we can use these grades to identify ways to help schools improve over time. The overall grade is based on performance in three different areas, or domains, which are noted below.



### STUDENT ACHIEVEMENT



The Student Achievement domain tells us how much students know and are able to do at the end of the school year.



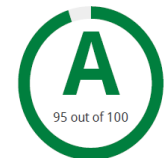
### SCHOOL PROGRESS



The School Progress domain shows us how students are performing over time and compares that progress to similar schools.



### CLOSING THE GAPS



The Closing the Gaps domain tells us how well different populations of students in a district are performing.

## Entities Relationship





*School Of* ENGINEERING & TECHNOLOGY

**A PTECH/ICIA Accredited School**

## Pathways in Technology Early College High School

### What is P-TECH?

P-TECH stands for Pathways in Technology Early College High School.

- Students choose a career pathway and take courses that provide the academic, technical, and workplace skills that are attractive to employers.
- Students have the potential to earn an associate's degree in four to six years, along with industry certificates for their selected career pathway.
- Students can earn up to 60 hours of free college credit while pursuing their high school diploma. Yes, TUITION FREE!
- We are also the TSI Approved Testing Center.

**\*\*\* STEM occupations are growing at 17%, while others are growing at 9.8%.**

**Combining Education and Fun.**

*School Of* ENGINEERING & TECHNOLOGY

## Colorado PTECH Schools

### Only 5 PTECH Designated Schools in Colorado

PTECH SCHOOL IN CO	Cañon City High School (Cañon City RE-1) – approved 2018
	EC@N-STEM (Adams 12) - approved 2016
	Pathways in Technology Early College High School (St. Vrain Valley) – approved 2015
	Power Technical Early College – James Irwin Charter School (El Paso 49) – approved 2015
	STEM School Highlands Ranch (Douglas County) – approved 2018

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## Technology & Engineering Differentiators. Scaffolded Approach

### Elementary, Middle School and High School

Elementary School	
Launch Program	Robotics and Automation
	Modelling and Simulation
Middle School	
Gateway Program	Automation and Robotics
	Design and Modeling
	Green Architecture
Computer Science	Android Apps Development
	Website Development
	Object Oriented Programming
High School	
Engineering Program	Introduction to Engineering
	Computer Engineering
	Biomed Engineering
Computer Sciences	Artificial Intelligence (AI Courses)
	Virtual Reality, Application Development

## Pathways in Technology Early College High School

1. Associate: Software Programmer/ Developer
2. Associate: Network Administration
3. Associate: Electrical Engineering
4. Associate: Interactive Simulation/Game Technology
5. Associate: Pre-Med/Pre-Dental

## Associate Degree: Software Programmer/ Developer

Participating ISD:	Pioneer Technology & Arts Academy				Career Pathway Program – 4-yr Plan				Participating Colleges:		Breckhaven and Richland Colleges			
Participating HS:	Mosquito and Greenville				(Recommended Graduation Plan)				Certificate:		<a href="#">Programmer Level I Certificate (A)</a> <a href="#">Software Prog/Dev Assistant Certificate(B)</a>			
HS Plan:	IT / Computer Information Tech (STEM)				Academic Year 2018 – 2019				AAS Degree:		<a href="#">Software Programmer/Developer AAS</a>			
HIGH SCHOOL/SECONDARY														
Periods		9 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>		Year 1		Year 2		
		Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Semester I (Fall)	Semester II (Spring)	Semester III	Semester IV	
1	English I		English II		English III		<b>#1120 English IV (B)</b> ENG4 1201 Composition I <b>#1120 English IV (B)</b> ENG4 1202 Composition II		<b>#1120 English IV (B)</b> ENG4 1202 Composition II <b>#1120 English IV (B)</b> ENG4 1203 Composition III		<b>**</b> Students must have 4 science credits in order to graduate at the distinguished level of achievement.  <b>[1*] Dual Credit Fine Arts Association options:</b> <a href="#">See course catalog for placement</a> <b>#1100 Studio Art I (0.5 credit)</b> <b>ART 1 (0.5) – Art Appreciation</b> <b>#1100 Studio Art II (0.5 credit)</b> <b>ART 2 (0.5) – Art Appreciation</b> <b>#1100 Studio Art III (0.5 credit)</b> <b>ART 3 (0.5) – Art Appreciation</b> <b>#1100 Studio Art IV (0.5 credit)</b> <b>ART 4 (0.5) – Art Appreciation</b> <b>#1100 Studio Art V (0.5 credit)</b> <b>ART 5 (0.5) – Art Appreciation</b> <b>#1100 Studio Art VI (0.5 credit)</b> <b>ART 6 (0.5) – Art Appreciation</b> <b>#1100 Studio Art VII (0.5 credit)</b> <b>ART 7 (0.5) – Art 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*School Of* ENGINEERING & TECHNOLOGY

## PTAA Colorado Industry Partnerships

### Pathways in Technology Early College High School

 Microsoft

**TEALS Program**

Computer science in every high school

**Microsoft TEALS**

**SHARP**

**SHARP**

**LOCKHEED MARTIN**



**Lockheed Martin**

**Combining Education and Fun.**

*School Of* ENGINEERING & TECHNOLOGY

**Colorado Industry Partner Weighs In**

## Pathways in Technology Early College High School

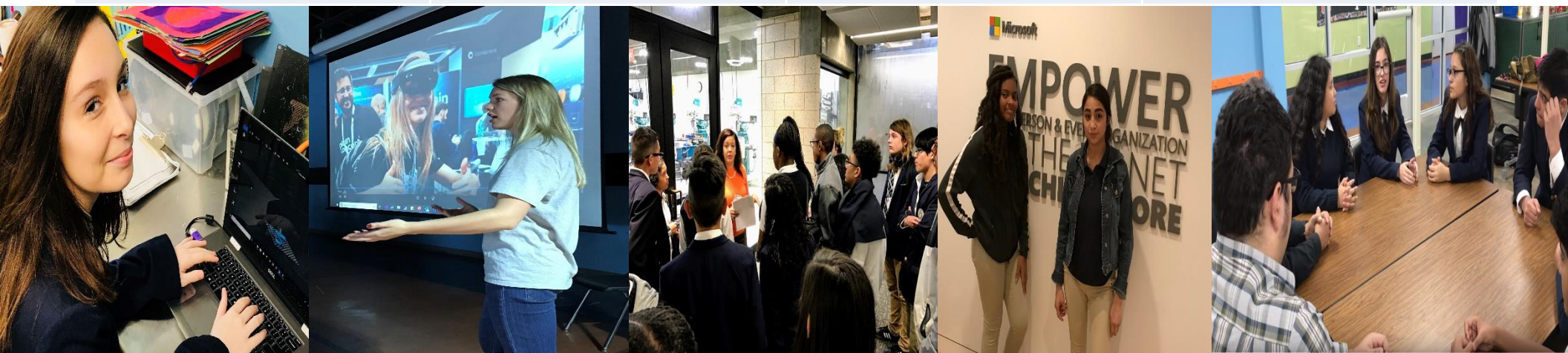


“A Partnership between Lockheed Martin and PTAA will be a win/win situation; an opportunity to strengthen the future workforce and support students in relevant learning experiences. Lockheed Martin’s support and partnership with PTAA would be beneficial for all. This would be an excellent opportunity to expose and engage young minds to the exciting world of science professions where the foundation of our future workforce lies. This also provides these same future professionals an early introduction and enhanced learning environment to knowledge and material that will build a better, more well equipped future generation. “

**Christina Douglas, Principal Engineer Research & Development  
(Lockheed Martin is working on a Video to support PTAA)**

## K-12<sup>th</sup> Colorado Springs District 49 (Scaffolding PTECH Model)

Timeline	Grades	Important Dates	School Start Date
Charter School (PTECH Planning Year)	K – 8 <sup>th</sup> Grade	January 15 <sup>th</sup> 2020(Enrollment Begins)	August 20 <sup>th</sup> 2020
Charter School (PTECH Designation Year)	K – 9 <sup>th</sup> Grade	January 15 <sup>th</sup> 2021(Enrollment Begins)	August 20 <sup>th</sup> 2021
Charter School (PTECH Job Shadowing Year)	K – 10 <sup>th</sup> Grade	January 15 <sup>th</sup> 2022(Enrollment Begins)	August 20 <sup>th</sup> 2022
Charter School (PTECH Internship Year)	K – 11 <sup>th</sup> Grade	January 15 <sup>th</sup> 2023(Enrollment Begins)	August 20 <sup>th</sup> 2023
Charter School (PTECH internship/externship Year)	K – 12 <sup>th</sup> Grade	January 15 <sup>th</sup> 2024(Enrollment Begins)	August 20 <sup>th</sup> 2024





# Proposed Location

**2020-21**

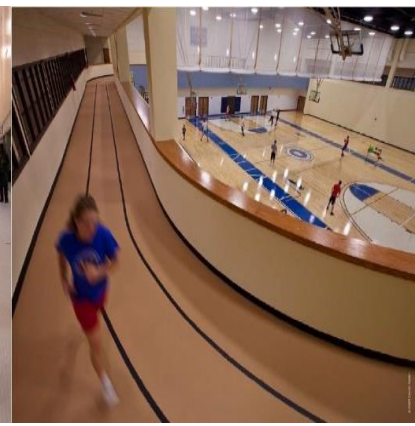
**6464 Peterson Road  
Colorado Springs, Colorado 80923**

This location is currently  
Imagine Classical Academy

**2023-24**

**Option A)** Renovation for High School  
**Option B)** Construction of Stand Alone PTECH  
 High School model on additional 5-7 acre  
 space.

Full Size Basketball Courts, Pool for Swim Team  
 like our sister school locations.





# The Future is Bright for PTAA High School PTECH Campus



**Projected Addition Build Rollout Beginning Year 3  
2022-2023**



## Key Team Members

**Student Leaders**

**Effective Teachers**

**Community Investment**

**Shubham Pandey : Superintendent, STEM Pathway  
Curriculum Coordinator**

**Victoria White: Board President**

**Shannon Houston: Head of School**

**Brittany Perkins: Chief Operating Officer**

**Paul King: Chief Finance Officer**

*School Of* ENGINEERING & TECHNOLOGY

# Founders & Board Members

## Founders

PTAA Colorado

Non-Profit Education Foundation that Applied for Charter Schools

## Board

Shubham Pandey

Superintendent of the sponsoring entity. Also an administrator and board member of several successful private elementary schools.

Victoria White

VP of BB&T Colorado. Experience with Municipal Bonds specifically in Education (Charter Schools), Healthcare, Structured Finance and Public Finance

David Murphy

Director of Operations in production and shipping facilities, handling and transportation of Chemicals and equipment in Colorado

David Tadlock

David Tadlock has over 25 years' experience in the telecommunications, data communications, and physical security Industries in Colorado

Kate Greeley

Assistant Principal of Academic Programs at George Washington High School Denver

## Advisory Board

Dr. William Maley

Board Member of **Liechtenstein** Institute at Princeton University, Director of School of UNSW Australia, 20 years Foreign Exchange student program

Nancy Albright

25 years in Education, Private School Principal

Dr. Brent Sasley

Professor of Political Science at UT Arlington

Jill Lucien

President and CEO of GTB Interest Inc (provider of EZ Process Pro Colorado

Hossein Zamanian

CPA. Practicing since 1984

William Bethke

Colorado Charter Attorney

Harley Fennell

30 Years of entrepreneurial experience and board president of Fulton School

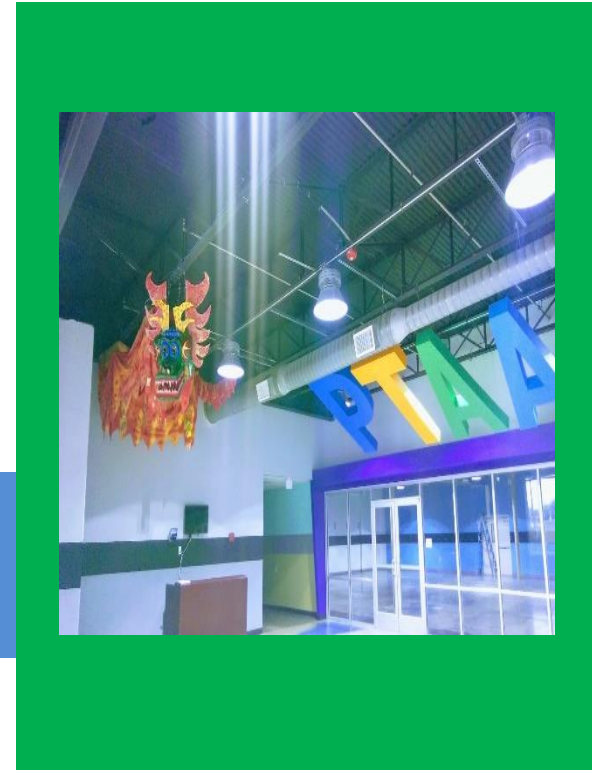
Brian Hogan

12 years of marketing and advertising experience for promoting businesses.

- PTAA Website: [www.ptaacoloradosprings.com](http://www.ptaacoloradosprings.com)
- Parent/Teacher Organization (PTO)
- Volunteer Time (Enrollment, Updates , Open Houses)
- Volunteers for School Events/Community Projects
- Technology Volunteers
- K-12 Career Week Speakers
- Leadership TEAM for High school Pathways
- Guest Speakers in High School pathways
- Industry Leaders for High school pathways.
- Community Outreach



## STEAM Cross Curricular Arts Integration



- Infusing Creativity in All Aspects of Education
- Arts Integration improves School Culture and Student Success
- Arts Integration Promotes an Environment of Creative Thought and Innovation
- Discarding the 'one-size-fits-all' teaching model & meeting all learning styles





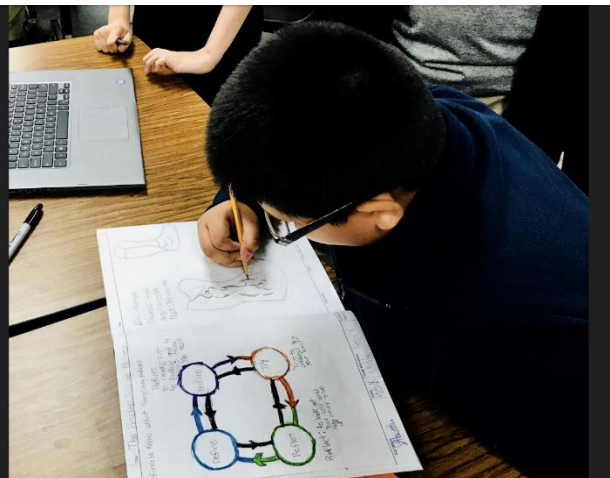
## Aptitude Over Age

- Students are not educated by grade level but are taught at their aptitude level.
- Students tested to determine strengths and weaknesses to determine rotation placement to align with their aptitude and meet their needs.
- PTAA students are challenged to meet higher standards at each age group and encourage to achieve higher levels in their subjects of interest and strength.



## Rotation Program

- Rotation Programs for All Subjects beginning in 3<sup>rd</sup> Grade
- Each Rotation taught by Subject Specialist Teacher
- Students are placed in subject rotations that align with their aptitude
- They are encouraged to achieve higher levels in subjects where they are interested or skilled





# BRICS Foreign Exchange Programs

**BRICS Nations Sister Schools (Brazil, India, and China) Established for 8 years**



Brazil



China



India

- Learn culture, business, and language from different countries.
- Stronger portfolios for high school graduates when they apply to various colleges or enroll into an internship program.

## Program Highlights

Multilingual seven year program

Mandarin, Spanish & Coding (CS)

Boarding Program

96 students per semester from China, India and Brazil per campus

6 months Foreign courses for PTAA students

China, India and Brazil

**Student Exchange:** The primary focus of this program is to expose, challenge and mentor our students with their foreign peers in the fastest growing economies.

**BRICS nations are the Fastest Growing Economies in the world.**



## **Competitive Sports Beginning in Middle School**

**Basketball**  
**Flag Football**

**Soccer**  
**Track**

**Volleyball**  
**Swimming**

**\*Sports Determined by Student Interest Surveys**



## **Academics/ BETA Club**

**Spelling Bee**  
**Creative Writing**  
**One Act Play**

**Chess**  
**Visual Arts**  
**Debate**

**Science/STEM Fair**  
**Solo/Duet Choir**  
**Senior Portfolio**

**PTAA implementing nutrition in classrooms since 1990.**

## Four Step Plan to promote Nutrition in our Campuses



**7 Year Nutrition program in Classrooms**

**Community Nutrition Courses for Parents**

**Striving for healthy and Sugar Free PTAA Campuses**

**Complete Mental and physical health of a Student**

PTAA strongly believes healthier kids are:

- More focused
- More attentive in the classroom,
- Perform better on tests & assessments,
- Have fewer absences and exhibit more self-confidence.

PTAA strives to keep their breakfast and Lunches:

- With no added sugar
- With Less or no Preservatives
- With Less or no artificial ingredients.
- Unprocessed ingredients whenever possible

**A healthy child is a more successful student.**





**At Pioneer Technology & Arts Academy,  
“You Love What You Learn”**

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

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Andy Franko, iConnect Zone Leader

**TITLE OF AGENDA ITEM:** Spacious Skies Charter School Application

**ACTION/INFORMATION/DISCUSSION:** Discussion

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

The founding members of the Spacious Skies Charter School submitted an application to charter a K-8 school in District 49. The application has been reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the applicant board was interviewed to determine its capacity to operate the proposed school.

**RATIONALE:**

In accordance with the Colorado Charter School Act, a charter application must be presented to the public in an open session of the authorizing board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The presentation of the Spacious Skies Charter School application allows the District 49 BoE and community the opportunity to hear from the applicant, receive direct input from the applicant, and put a face to the name of the applicant.

**INNOVATION AND INTELLIGENT RISK:**

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district.

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

Culture	<b>Inner Ring</b> —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	<b>Outer Ring</b> —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Community input is gained through the DAAC review and community presentation.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
	<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

BOE Work Session June 26, 2019  
Item 1.c continued

**BUDGET IMPACT:?**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move the application of the Spacious Skies Charter School for action at the July 2019 BoE Meeting.

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

**DATE:** June 19, 2019

*www.spaciousskies.org*



***All Students Empowered to Fulfill  
Their Responsibilities and Dreams***



# Best Hopes



Healthy and Happy



# Best Hopes

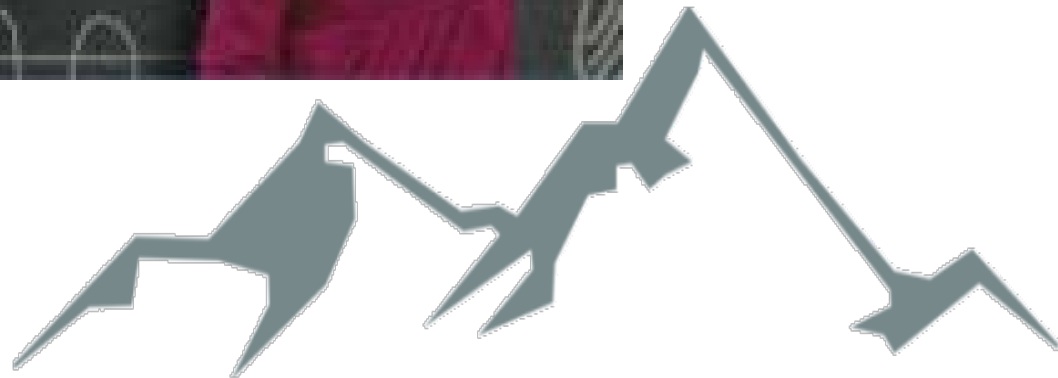
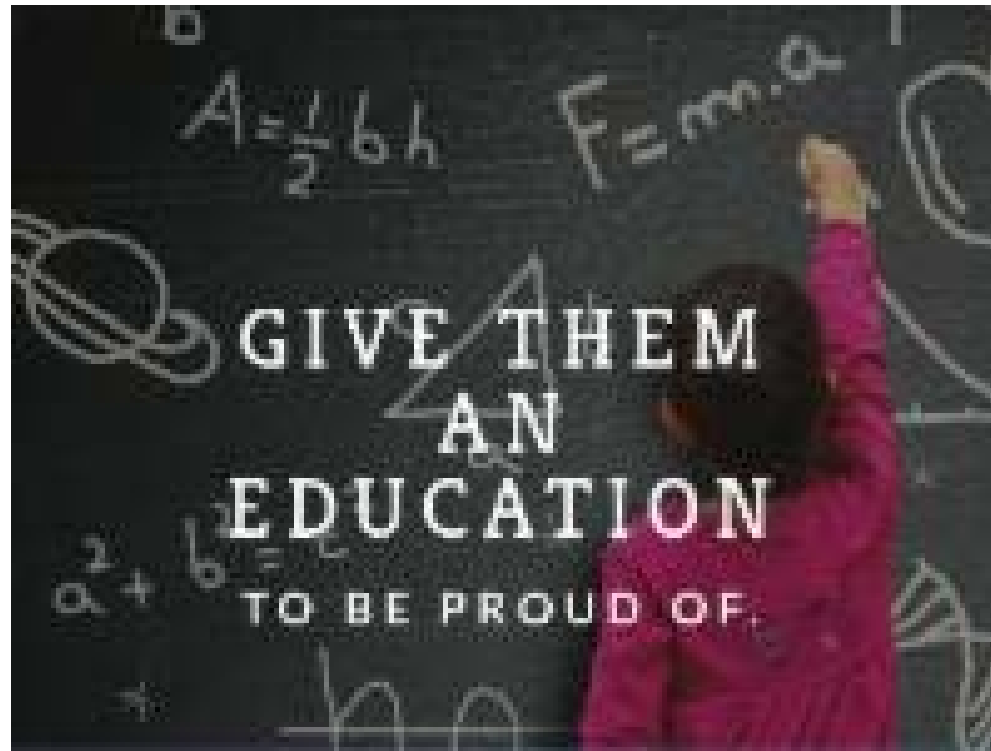


# Healthy and Successful



**Recognize that a kid  
is both a kid and a  
future adult – and  
meets both needs**

# Our Purpose



# Mission

Guided by a developmental framework, Spacious Skies, a project-based learning school, guarantees each child a quality education by providing joyful and challenging learning experiences in a safe and caring environment.



# **Spacious Skies Design Principles**

- Enduring reverence for children and childhood
- Steadfast respect for parents as educational partners
- Profound trust in teachers as professionals
- Deep understanding of how children learn





# **1. Reverence for Children/Childhood**



We recognize childhood as a stage in development and believe it should not be rushed.

**Play**

**Recess**

**Whole Child**

**Developmentally Appropriate Lessons**



## **2. Parents as Partners**





We look at families through a strengths-based lens and demonstrate empathy and understanding in all our interactions.

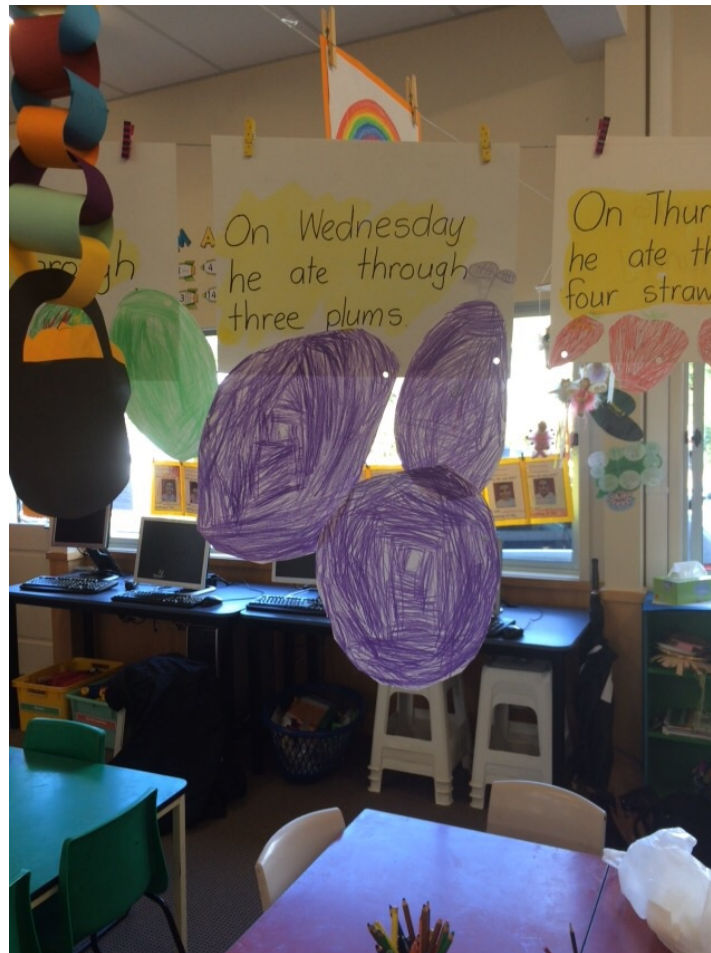
**Radical Hospitality**

**Inclusive Membership**

**Equitable Policies and Practices**



# 3. Teachers as Professionals



Children living in poverty and children of color are less likely to have “qualified” teachers

**Teachers design the curriculum**

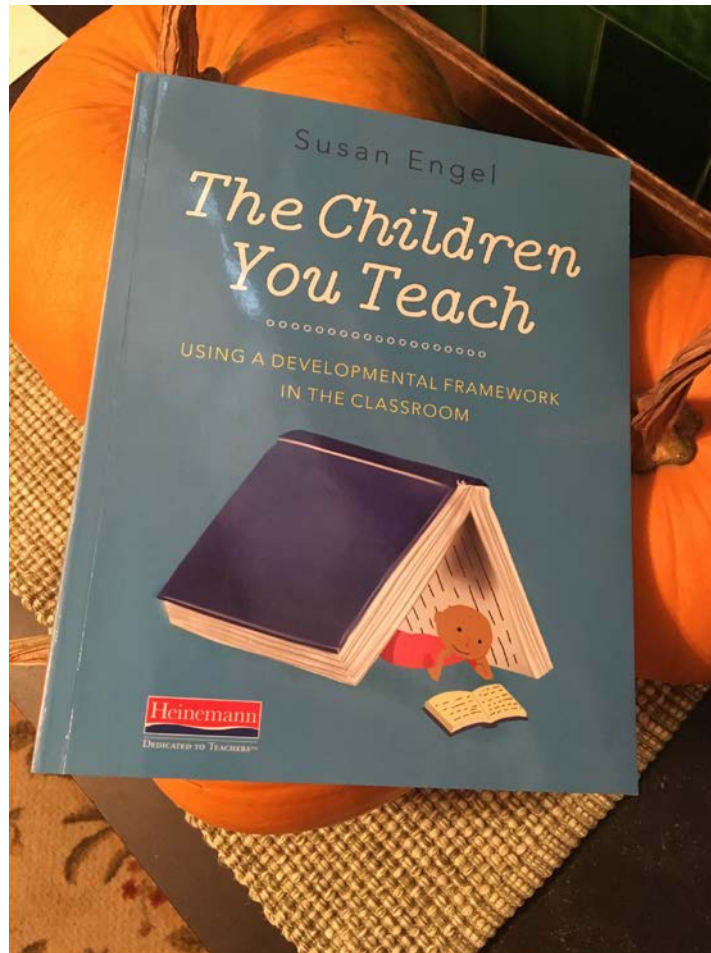
**Daily professional learning**

**Leaders of instructional practice**

**Innovators, Problem-Solvers, Creators**



# 4. Understanding How Children Learn



We are dedicated to ongoing study of children and how they learn.

**Kidwatchers**

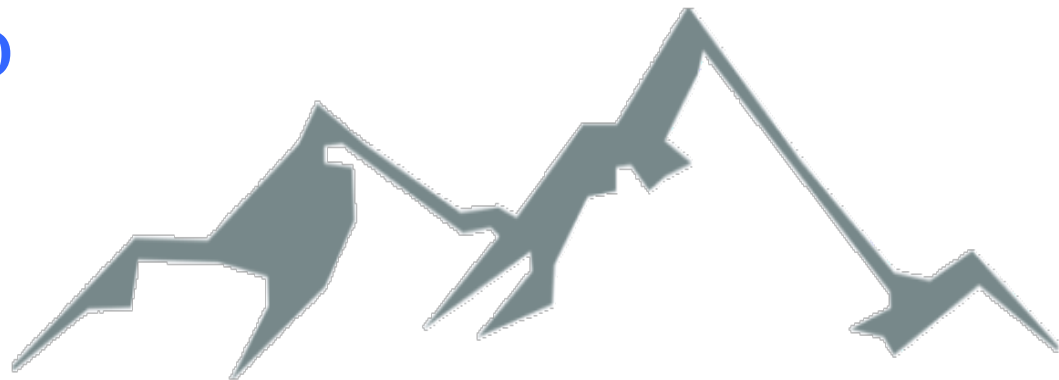
**Locus of Control**

**PD Focused on Daily Teaching Practices**



# Education Program

- Project-Based Learning
- Math and Language Arts
- Active Education
- Thinkering Lab



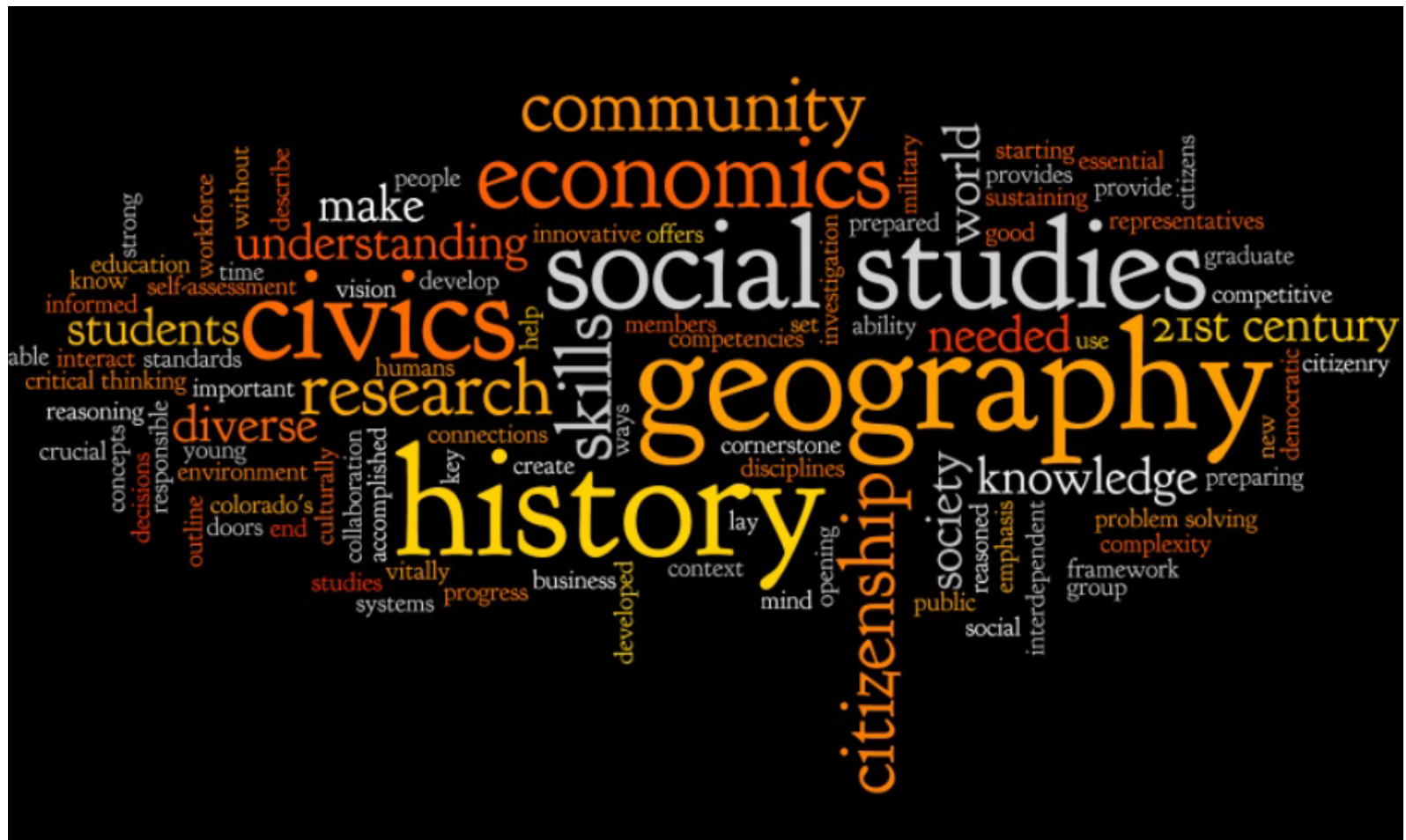


# RE- IMAGINE LEARNING

PROJECT BASED  
LEARNING

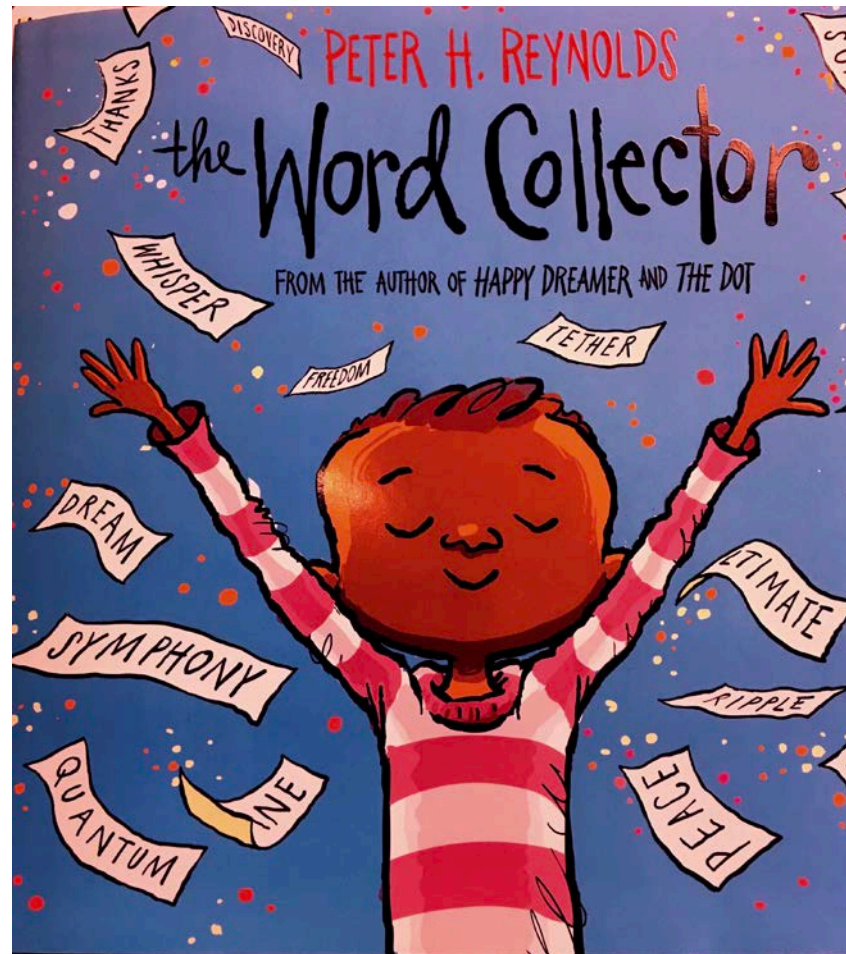


# “Community”





# Reading and Math



# Active Education



# Thinkering Lab



# Spacious Skies Charter School

- Schoolwide PBL
- Thinkering Lab (STEAM)
- Active education
- Literature-based reading program
- Writer's workshop
- Four unique design principles
- Concept-based thinking curriculum designed by teachers
- Habits of Mind
- Whole child focus
- Social emotional learning
- Two 20+ minutes recess time
- Restorative justice policies and practices
- Narrative evaluation (no grades)
- Student-led conferences
- Developmentally appropriate homework policy
- Built in school improvement processes for equity
- Daily job-embedded pd for teachers
- Partnerships (services for students/families)
- SSCS as a Professional Development School



# Andi Van Gogh, Partner (Director, Blackbird Outreach)

“In today’s economic climate, many of our kids come to school in crisis. They need to develop the skills to succeed *and* survive life’s challenges. I believe Spacious Skies has the expertise to accomplish that.”



# **Spacious Skies in D49: Need and Support**

- Limited PBL schools
- Whole-Child Supports
- Focus on disaggregated groups
- Integrated STEAM program
- 70% of our enrollment





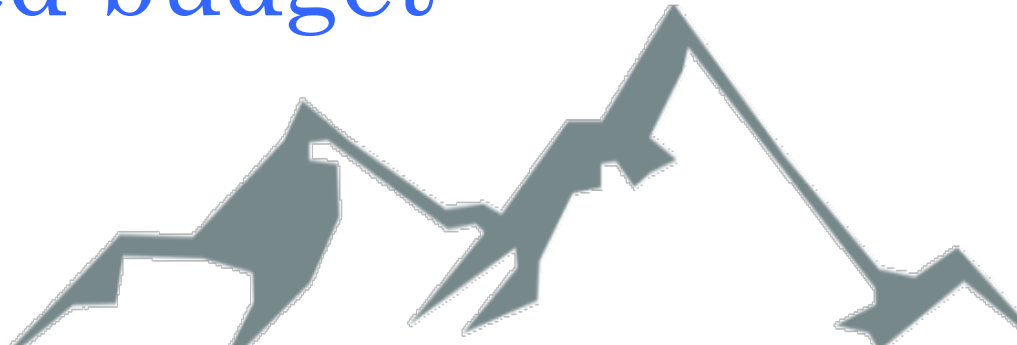
# Ken, Parent

“It is time to meet the needs of our neglected students. Spacious Skies is what is needed to meet the needs of these students. We’re not graduating enough students. Spacious Skies will meet those needs and more.”



# **Our Accomplishments to Date**

- Plan for Y0 and Y1
- CCSP grant
- Research-based education program
- Established Board
- Mission-aligned budget



# Questions



**BOARD OF EDUCATION ITEM 2**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Andy Franko, iConnect Zone Leader

**TITLE OF AGENDA ITEM:** Automotive Institute of Science and Technology Facility Update

**ACTION/INFORMATION/DISCUSSION:** Discussion

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

The founding members of the Automotive Institute of Science and Technology (AIST) submitted a charter application that was approved with conditions by the D49 BOE in July of 2018. The application included a facility proposal with a proposed school site. Since then, the original school site has become unavailable. AIST researched additional school sites and proposes a new location be approved.

**RATIONALE:**

The D49 BOE will be responsible for approving the school site of AIST, thus an update on the charter school's location is essential to inform the board.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The presentation of the AIST site update allows the District 49 BoE and community the opportunity to hear from the applicant and consider any questions or concerns with the location. Should the BOE determine the location is an appropriate consideration for the school site, AIST will continue with its due diligence and return the board for a school site approval.

**INNOVATION AND INTELLIGENT RISK:**

As a district who follows the guidelines of the National Association of Charter School Authorizers and adheres to the details of the Colorado Charter School Act, this process ensures best practice for authorizing and limits our risk as a district.

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

Culture	<b>Inner Ring</b> —How we treat each other	The review process of charter application leverages the expertise of professionals within the district and community.
	<b>Outer Ring</b> —How we treat our work	We treat our work seriously and ensure best practice.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	The public format in which the information is presented allows the community to build trust that the district and its partner AIST work in a transparent fashion.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The public format in which the information is presented allows the community to be informed throughout the school development process.
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The charter application process allows the district to carefully consider choice options for students and families within the community.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	

BOE Work Session June 26, 2019

Item 2 continued

<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	
--	--

**BUDGET IMPACT:?**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Endorse AIST 's pursuit of a new school site location.

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

**DATE:** June 19, 2019



# **AUTOMOTIVE INSTITUTE**

OF SCIENCE AND TECHNOLOGY



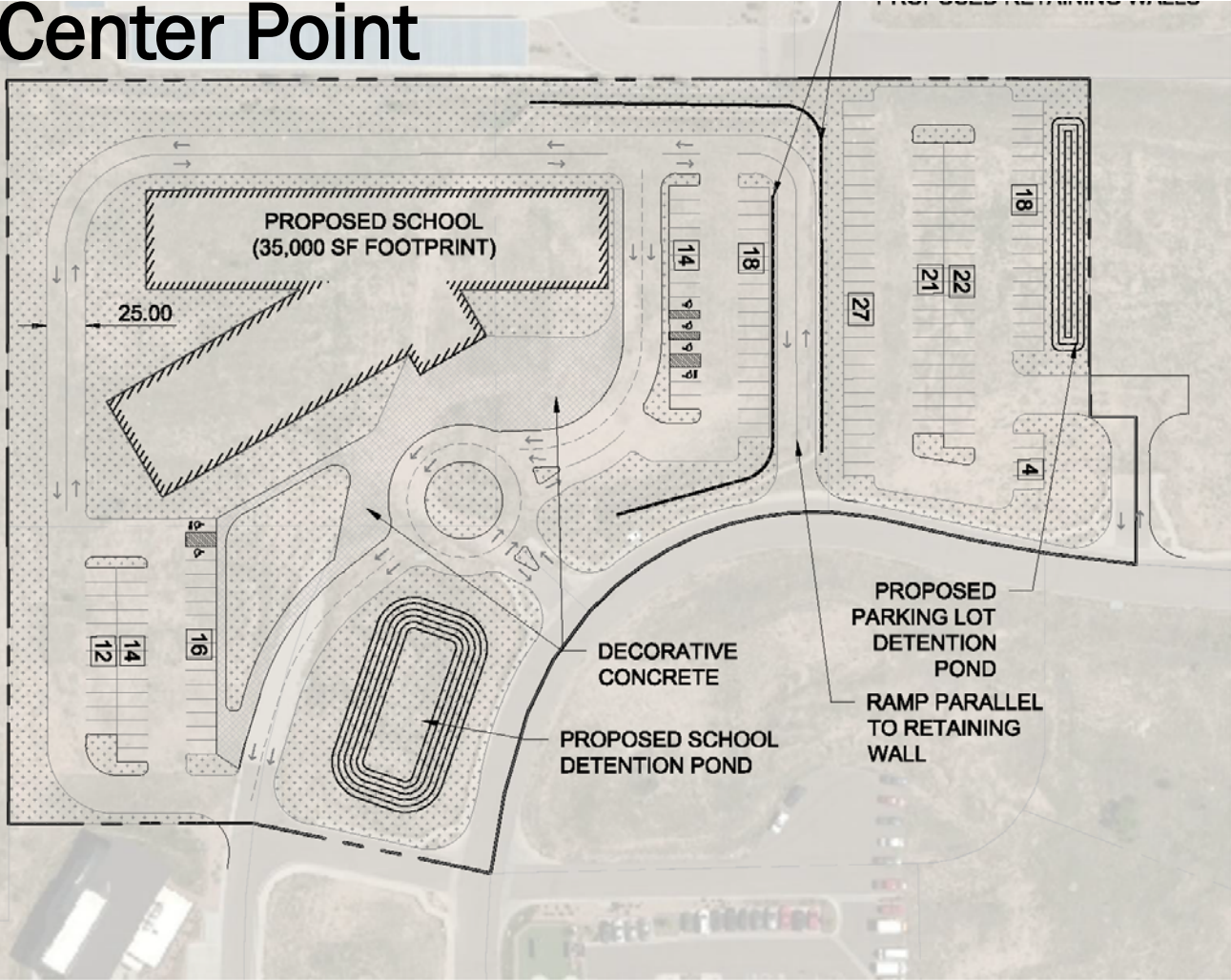
# Palmer Park and Powers Blvd



Page 2



# Tutt Center Point



## CODE DEVELOPMENT STANDARDS

DEVELOPMENT STANDARDS	
SETBACKS	
FRONT	25 FT
SIDE	25 FT
REAR	25 FT
MAX HEIGHT	45 FT

REQUIRED 90° PARKING SPACE SIZE:	9' x 18'
PROVIDED 90° PARKING SPACE SIZE:	9' x 20'
MINIMUM AISLE WIDTH:	24'
PROVIDED AISLE WIDTH:	25'

## PARKING TABLE

BUILDING	STALL MINIMUM (1 SPACE / 4 STUDENTS)	PROVIDED STALLS	ADA REQUIRED SPACES
SCHOOL	150	166	6



**AUTOMOTIVE INSTITUTE**  
OF SCIENCE AND TECHNOLOGY

5870-5930 TUTT CENTER PT.  
COLORADO SPRINGS, CO 80922  
**AIST SCHOOL**

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06.07.19

AIST\_CS

DRAWN BY  
WALKER  
CHECKED BY  
WHITE

TAG

REVISION



NORTH



**AIST CONCEPT SITE PLAN**



SCALE: 1" = 100'

**Automotive Institute of Science and Technology**

**Facility Proposal**

**Revised: 6/14/2019**

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# **AIST Facility Proposal Narrative**

## **Overview**

Automotive Institute of Science and Technology is a unique school design. The school does not use traditional classes with teachers in independent assigned rooms. Students will choose from projects that incorporate core content and have several teachers that push into the project teaching their subject matter. This allows the students to interact with the lessons in an organic environment where they can experience the interconnectedness of the study areas.

These projects are designed to engage the students in team-based learning and be able to work in a maker space setting. Some lessons will take the students outside of the building and other lessons require a pull out space where the students can focus on the content being delivered without the distraction of the open space.

This facility is not like traditional high schools or other trade schools. It is the next evolutionary step in education and skills training. The facility is designed to accommodate multiple learning styles, support the school's pedagogy, and assist in delivery of real-world training. Students will be given projects that allow them to experience information in the same cross-curricular way they will encounter post high school.

## **Anticipated Student Count**

The accepted ratio of space to students is 100 square feet for every student. The school anticipates a total of 600 students at full build using a higher than average attrition rate of 15% year over year. This higher attrition rate is to account for the specialty design of the school and the increased rigor of the lessons that are aligned to college level outcomes. The school will start with 9<sup>th</sup> and 10<sup>th</sup> grades and add a grade level every year.

### **Student Count**

School year 20-21: Approximately 200 Students

School year 21-22: Approximately 300 Students

School year 22-23: Approximately 400 Students

School year 23-24: Approximately 500 Students

School year 24-25: Approximately 600 Students

## **Location**

In order of desired location

Automotive Institute of Science and Technology is a public charter school that is authorized by District 49 in Colorado Springs. The majority of the students will come from this district but students from other districts will be able to choose to attend the school. Access to main thoroughfares is paramount to the location of the school.

### **5885 Palmer Park Blvd – Location 1**

Cost: \$5 million – 11 Acres with 60k Square Feet – Former K-Mart Building

This property is located on the southern border of District 49. The property was a former K-Mart facility and has been empty since 2014 ([Appendix A](#)). The Cimarron Hills Community, the homes near the property are a mix of middle to low income homes and higher than average crime rate. The school would be a great addition to help rehabilitate the commercial area and revive the surrounding neighborhoods. The building sits on Powers Boulevard which is a main thoroughfare from District 2 and District 20. The school would be right on the boundaries between District 49 and District 11, giving easy access to all four school districts and allowing opportunity to a larger cross section of students and demographics.

The drawbacks are few. One drawback will be with rezoning the property to be able to handle a school. Rezoning is a straight forward practice and with rehabilitating the area, the city is likely to be supportive in this aspect. Another obstacle will be the nearby liquor store. Using the county accessor map, the Powers Liquor Mart is 500 feet away, property line to Property line and should not pose a problem in zoning for the school. We will need a special ruling about the 7-11 Gas station at the corner of the property which also sells alcohol. With the investment into the community, support should be ample to get a special ruling to allow the school in this property. Traffic study will be done during the due diligence period but there are not many red flags from the traffic study group or architects about entry and exit to the property. Additional infrastructure will be needed to bring the facility up to code for education use as well as additional electrical, water, and structural support to adequately facilitate the school model. Using similar school renovations, it is estimated to cost between 3-5 million dollars to renovate the property. The overall cost of the project is significantly less than building a new facility.

The cost reduction on the project meets the feedback that was received during the feasibility study and makes the project scalable for other locations in the future.

### **Tutt Center Point - Location 2**

Cost: \$2.5 million – 5.65 Acres

Additional available land for expansion: 2.35 Acres - \$1 Million

Tutt Boulevard runs parallel to Powers Boulevard which is the main thoroughfare that accesses District 2, District 11, District 49, and District 20. This location is visible from the Powers corridor and has a separate road off of the main boulevard. Tutt Boulevard has access to homes and a nearby park. Tutt Center Point is found between Stetson Hills and Barnes Road off of Tutt Blvd. It is not heavily traveled and would likely be able to handle the additional traffic from the school. Tutt Center Point loops through the property and will have access to parking area on Lot 8 on the property map ([Appendix B](#)). A traffic study will be performed by J.F Sato and Associates.

With homes adjacent to the school, there would need to be additional town hall style meetings and district meetings allowing for residents to voice opinion about the school location.



Ultimately it is at the discretion of District 49, but if the residents decide to speak up against the additional traffic that the school would create, the district may vote against the approval of facility location.

The school design on this property would take into consideration the neighboring community and would build the automotive shop area on the furthest location away from the homes. It would also be build on the high side of a retaining wall ([Appendix B](#)). The school would be built on Lots 1, 2, and 5, with the majority of student parking being located on Lot 8. Additional teacher and guest parking would likely be located to the north of Lot 1.

This location is located near several automotive retail stores, automotive maintenance facilities, and food providers for students and staff that wish to go off campus for lunch. The location is centrally located for teacher that the school may employ that live in other quadrants of the city. Powers corridor allows for ease of access from most major parts of town.

Nearby schools are Vista Ridge and Sand Creek. The location of these schools would make partnerships ideal for sports and other non-curricular events. The mutual relationships could allow for these high schools to use AIST for afterschool and summer automotive programs for their students.

A rough facility map has been included to show the need for the lot purchases ([Appendix C](#)). The school will need room for the facility build and modules in the first two years. Once the facility is completed the area where the modules are will be converted to stage three automotive garage for student interns.

### **AIST School Building (Tutt Center Pointe)**

Cost: \$18-21 million – 60k square feet

#### **Phase One**

December of 2021 completion

The AIST building is specially designed to accommodate the school's pedagogy. The facility will need to have larger common areas in place of the hallways and multi-purpose rooms with the ability to open up into the commons area. The commons area will include the maker space areas with tables that include electrical connections, air, and safety equipment for emergencies. Alternative seating areas will also be present allowing for students to spread out and work in smaller groups before coming back to the larger group for additional lessons and training.

Technology is a major portion of the school and the internet bandwidth will need to be abundant and able to support one-to-one tablets, teacher tablets/laptops, and multiple screens with casting ability for teachers to revisit lessons and slides throughout the commons areas as students need.

The facility will also include a student store that is used for teaching and training purposes for the business pathway students as well as the 9<sup>th</sup> and 10<sup>th</sup> grade level students to be introduced to the basics of the retail environment. This school store will also be an in-house fundraising opportunity. The school design includes many community nights where students will be expected to display and present their projects. The student store will be open during these events

as well as to visitors throughout the school year, to allow them to purchase AIST paraphernalia and school logo clothing. This will help to increase school pride and advertisement while providing a working classroom area for students to experience the business environment during lessons.

## **Phase Two**

Completion July 2022

During phase two, the school will build in the large lab space for engineering, and technician pathways. These labs will be specifically for the pathways and include tools and equipment conducive to more specific projects.

The Engineering pathway students will have a lab space that is complete with 3-D printers, CNC machines, and Drafting tables. Robotic manufacturing components will also be in use in this lab area to introduce the students into the manufacturing field.

A large automotive repair garage will also be part of the phase two and be used to deliver training to the technician pathway. This area will also be used for cross-curricular projects that include the business and engineering pathways. This portion of the facility will have traditional repair garage equipment such as lifts, alignment machines, tire balancers, tool carts, and specialty equipment such as Lab diagnostic boxes with computer equipment, scopes, and scan tools.

One hurdle that will need to be addressed before making the school a two phase project is the use of a local garage to provide specific pathway training. In two phases, the lab areas will not be completed in time for the first group of students is ready to engage in the direct pathway projects.

## **Phase Three (optional)**

Completion December 2022

An optional plan that has been developing along the way is to build a separate training facility for the technician pathway (13<sup>th</sup> and 14<sup>th</sup> grades). The internships are crucial aspect of the program and one of the charter contract stipulations is that the internships will be a structured agreement between the company and the schools. As such, the repair facility will follow a scope and to some extent, a sequence. The training will be tracked and monitored by the school, and the students will be subject to task completion monitoring. The trainer/mentor will be required to shadow and participate in the classroom before he or she is able to mentor/train the students in the work atmosphere. This allows teachers to train the mentors on different teaching strategies and practices. It will also allow the mentor to build relationships with the students before the students enter the shop. This will allow the shop to become an extended classroom for the school and still maintain the real customer and real world aspect of a training facility.

The idea of a training facility is developed on the practice of Anschutz medical training campus. This is a working hospital where doctors and nurses in training practice their trade. Similarly, a large Garage facility in partnership with companies like Carmax, could not only repair vehicles using interns, but also use the training facility for the diagnostic troubleshooting capacity. This

would reduce the amount of strain on their current work force and increase the amount of used vehicles that could be processed by the location.

Another partnership could be with Goodwill, ARC, or Salvation Army, to take the donated vehicles, diagnose, repair, and return the vehicles so they may go to help families in need. These philanthropic ideas would help build the reputation of the school and the character of the students. This will help to instill a sense of community into the students and strengthen their bond with their communities.

### **Temporary Facilities**

#### **20k Square Feet of Modular**

AIST will need to have temporary facilities during the build of the school building. The board has begun conversations with different modular companies. The modulares will be placed in a horse shoe pattern creating a courtyard for outdoor class area and additional lunch room space. The configuration will include two larger modular buildings with bathrooms and two smaller buildings that will contain the offices.

The rooms will be larger than traditional classrooms with moveable walls to separate the classes when necessary and to bring them together when appropriate. The accordion style walls will help to create the maker space in this temporary classroom environment. A two thousand square-foot open area will double as a lunch room and gym area for the students.

The modular building will not be equipped with a full kitchen but will have a sanitary area with equipment to warm food. As the original contract included having a full kitchen, AIST will be asking for a temporary amendment as the facility is being built. A small locker room will be available for students to change into workout attire. Restrooms will be adequate for the number of students and will be available on both legs of the horse shoe design. Rooms will continue to be universal for use by projects not by specific teachers. Teachers will utilize a shared office space near the admin offices.

### **Process**

#### **District Approval**

The process for acquiring a property requires the school to gain approval of District 49 Board of Directors. This approval will need to include an open meeting where other community members, business, and others would be given an opportunity to give feedback about the schools location and the effect it will have on the area. This does not affect the schools charter approval but is part of the approval agreement under facility plans. The school will need to have a facility agreement with the district to open and operate the school.

#### **Due Diligence**

The city and the school district will both be looking for the traffic study and how the school will manipulate the flow of traffic as well as showing the safe loading and unloading of students and parking availability. Along with the traffic study, there are geological studies, and surveying. Utilities are accessible to both properties. Tutt Center Point will need to have electricity, sewer, and water tapped to the property and the Palmer Park property will need existing utilities upgraded to handle the needs of the school.

Lastly, the approval of the school location by District 49 School Board will need to be a contingency that is included into the due diligence period during the contract for any of the properties. This contingency is imperative and non-negotiable.

### **Timeline**

AIST has done much work in developing a plan for the use of the Woodmen site location but recently, another developer has come in and entered into contract on the property. The sale is not final and could still be a viable option under the new owner but likely at a higher cost. With this recent development and our extremely short time table, it is wise for the school to look at other property options.

AIST will open in August of 2020 with students. The lottery for student enrollment begins in January of 2020. The facility does not need to be complete but the land purchase and temporary modular buildings will need to be complete by May 2020 to meet the contracted opening time frame. The Palmer Park Location has the ability of being complete before the opening date of the school.

The original timeline included with this charter application was for Woodmen and Mohawk property. The timeline for the Tutt Center Point and Palmer Park property will be much shorter as they will not include the annexation time frame. Palmer Park will be a remodel and will likely be able to be completed before the opening of the school.

### **Financing**

There are several financing option available for charter schools but as AIST is a new model, not all financing options are available to the school. AIST will be looking into a loan to help with the remodel of the property until the fundraising campaign begins. With the Palmer Park property, Loans and grants are readily available to help offset the cost and promote rehabilitation of areas in the city.

### **Grants**

AIST has also applied for the Walton Grant and is in the interview aspect of the process. This grant will help with some of the start-up costs but not with facility needs. There are other grants that may be available such as the Gates Foundation, and El Pomar, that AIST will be looking into as well as other philanthropic organizations. The AIST school board is looking into other funding avenues including government bonds.

### **Bonds**

Traditional bonds are currently hold a 5-7% interest rate making the bond and loans aspect not ideal. Over a 10-15 year time frame, the interest rate will increase the loan by almost double the cost. Other bond options may be to use a company like Colorado Educational and Cultural Facility Authority (CECFA). Though they do not do bonds for new start-up charter schools, there is a possibility they may build the bonds if there is Industry partners willing to buy the bonds.

The school is a Non-profit organization and as such, CECFA can issue non-profit bonds that are tax free to the bond holders. This is an incentive for the corporations to offer a lower interest rate for the school. If several large corporations are willing to purchase the bonds, the school can

continue to work on other partner organizations to fundraise and earn the full amount of the bonds in shorter time and paying back the bond holders. There are more nuances that will go with this idea but the CECFA representative is willing to meet and explore this option further.

## **Fundraising**

### ***Installments***

For large donations, AIST will work with companies to break apart large donations across 1-5 years and build a monthly amount into the company's budgets so that there is not a heavy hit to the company's profit margin. A One million dollar donation could be given in 24 monthly installments of \$41k. Or larger donations of \$5 million could be given as 60 monthly installments of \$83k. Smaller donation of \$500k could be broken into four quarterly donations of \$125k. Other options for smaller independent companies will be built around \$500-\$1000 dollars per month for 3-5 year time frames.

### ***Purchase Portions of Building***

Another funding exercise could be specific purchase such as the outside gazebo, benches, walking path stones, or other student oriented objects. There will be large gathering areas where tables and seats will be needed and a large staircase that doubles as stadium seating. Companies may choose to purchase a specific part of the school and fund that project.

Other objects include bricks with company or donors name. These bricks will be mounted prominently in the entrance of the school. A temporary classroom sponsorship will allow the company or donor to decorate the walls of a room in their logos and pictures. This will be a rotating option designed for residual income to offset the cost of consumables for the projects.

### ***Tool and Equipment***

Companies may choose to offer their products in lieu of cash donations. The school will need technology such as computers, tablets, networking and computer processing and storage equipment. Other equipment includes lab components, in engineering, and logo products for the store as well as tools and shop equipment in the garage portion.

### ***Other Facility Needs***

AIST will also provide aspects of the arts into projects and standalone classes in music and arts. The school will need instruments and a donor to help maintain the music and arts program. This group will likely participate with other nearby high school band functions and competitions. This is a major cornerstone of the school and is important that it is not an oversight during the creation of the school.

The gym is also unique. The idea is to partner or franchise a Planet fitness/ Other Gym Organization complete with equipment and training regiments. The students will use the gym with a teacher to learn about health and wellness. This is another important cornerstone as the physical ability will affect their job performance in all three of the pathways. Many of the health requirements will work with the Physical education curriculum to create a full understanding of the human anatomy and the functions of the body.

## Appendix

### Appendix A.

El Paso County - Colorado 5885 PALMER PARK BLVD

5406304002

Total Market Value \$2,567,739

#### OVERVIEW

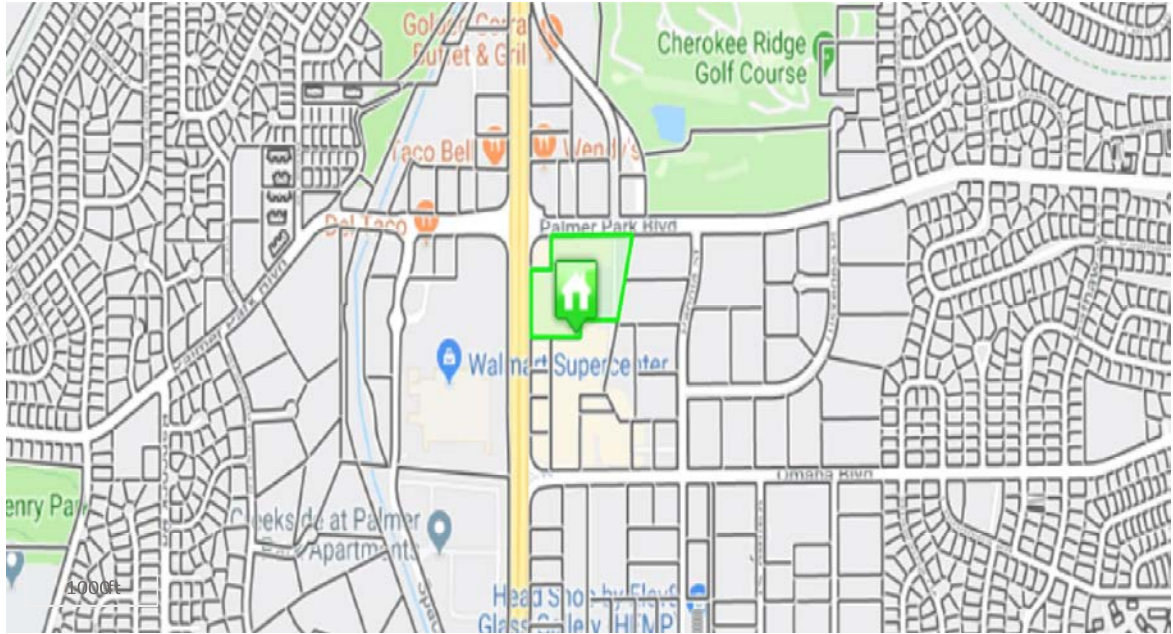
#### MARKET & ASSESSMENT DETAILS

Owner:	US REALTY 87 COLO SPGS-, KMART CORP PROP TAX DEPT, DEPT 768TAX, B2-116A
Mailing Address:	PO BOX 927000 HOFFMAN ESTATES IL, 60192-7000
Location:	5885 PALMER PARK BLVD
Tax Status:	Taxable
Zoning:	CC CAD-O
Plat No:	5958
Legal Description:	LOT 1 BLK 1 WALDORF SUB

#### COMMERCIAL - DISCOUNT STORE

Assessment Rate	29.00	Sprinkler	Y
Bldg #	1	Elevator	N
Use	DISCOUNT STORE	Occup 1	319
Year Built	1982	Occup 2	
Area	68212	HVA 1	11
Class	C	HVA 2	6
Quality	2.0	Wall Height	19
Stories	1	Land Size	320601
Perimeter	1067	Neigh #	280
# Units			





	2019 Market Value	2019 Assessed Value
Land	<b>\$1,554,915</b>	<b>\$450,930</b>
Improvement	<b>\$1,012,824</b>	<b>\$293,720</b>
Total	<b>\$2,567,739</b>	<b>\$744,650</b>

## Appendix B.

### PBC ZONED LOTS FOR SALE

#### STETSON HILLS BUSINESS PARK

5810-5975 TUTT CENTER PT.  
COLORADO SPRINGS, CO 80922



#### OFFERING SUMMARY

Lot Size: .79-2.11 Acres  
Zoning: PBC  
Market: Colorado Springs  
Submarket: Powers corridor  
Price / SF: \$10.00-\$12.00

#### PROPERTY OVERVIEW

High visibility, high traffic, PBC zoned pad sites, and multi-tenant sites available for development. Offering private drive off of Tutt Blvd. Multiple sized lots available.

Available lots have been improved with curb and gutter, utilities have been brought to the individual sites with conduit for phone and internet installed, most sites have initial grading and some retainage already in place.

#### PROPERTY HIGHLIGHTS

- 9 available improved sites
- Assemblage possibilities
- Visibility to Powers Blvd.
- South of Stetson Hills and Powers Blvd. intersection



J.P. Robert Nolette

719.520.9500

[bnolette@frontrangecommercial.com](mailto:bnolette@frontrangecommercial.com)

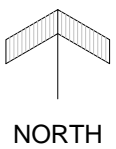
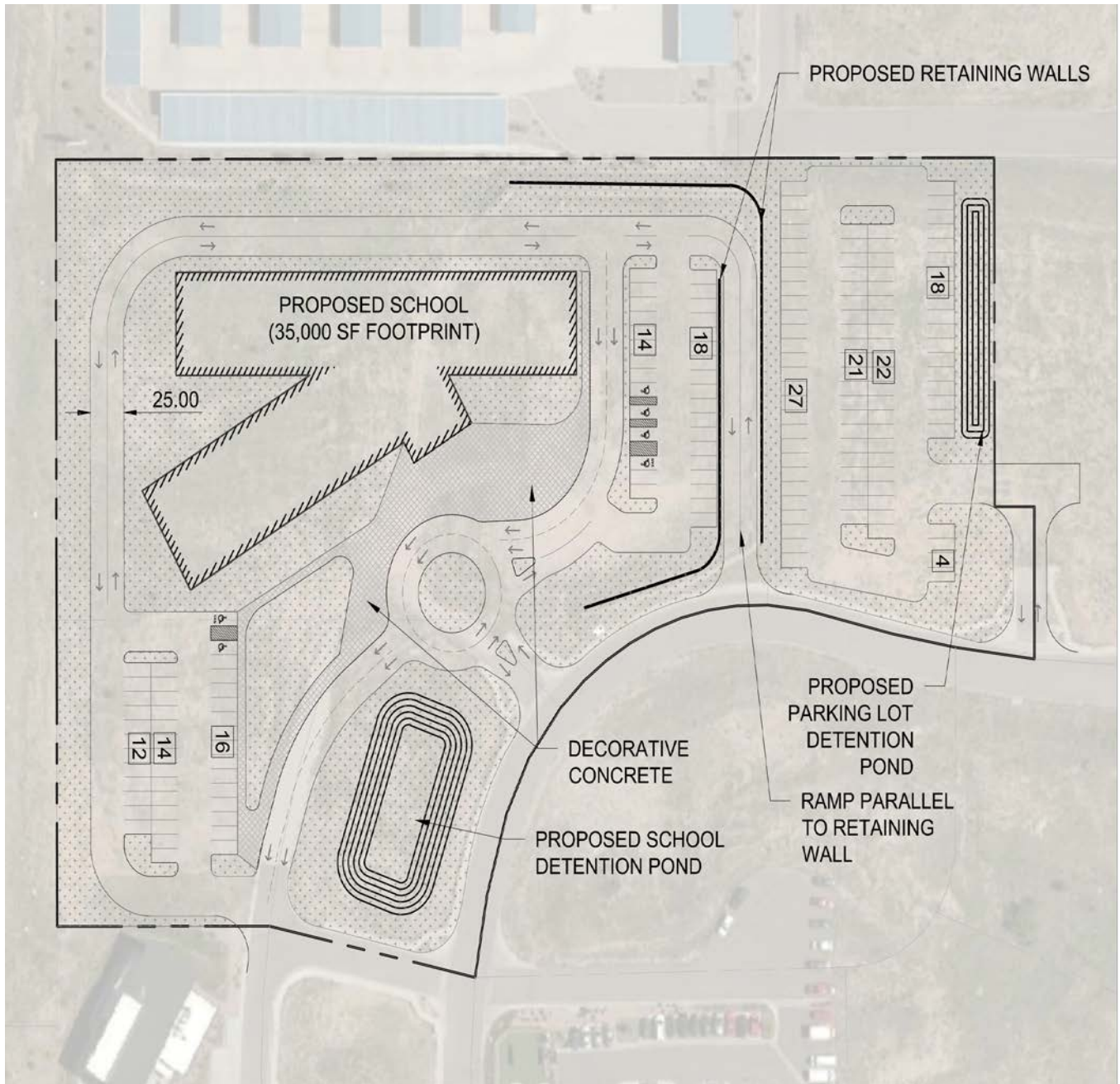
Jay Carlson

719.520.9500

[carlson@frontrangecommercial.com](mailto:carlson@frontrangecommercial.com)

<b>Lot 9</b>				<b>Lot 1</b>			
<b>Price</b>	\$692,604	<b>Lot Size</b>	1.59 AC	<b>Price</b>	\$919,116	<b>Lot Size</b>	2.11 AC
<b>Lot 12</b>				<b>Lot 2</b>			
<b>Price</b>	\$470,448	<b>Lot Size</b>	1.08 AC	<b>Price</b>	\$352,836	<b>Lot Size</b>	0.81 AC
<b>Lot 13</b>				<b>Lot 5</b>			
<b>Price</b>	\$344,124	<b>Lot Size</b>	0.79 AC	<b>Price</b>	\$657,756	<b>Lot Size</b>	1.51 AC
<b>Lot 7</b>				<b>Lot 6</b>			
<b>Price</b>	\$461,736	<b>Lot Size</b>	1.06 AC	<b>Price</b>	\$692,604	<b>Lot Size</b>	1.59 AC
<b>Lot 4</b>				<b>Lot 8</b>			
<b>Price</b>	\$862,488	<b>Lot Size</b>	1.98 AC	<b>Price</b>	\$531,432	<b>Lot Size</b>	1.22 AC
				<b>Lot 11</b>			
				<b>Price</b>	\$675,180	<b>Lot Size</b>	1.55 AC

## Appendix C.



## AIST CONCEPT SITE PLAN



SCALE: 1" = 100'

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

**BOARD MEETING OF:** June 13, 2019

**PREPARED BY:** Stacey Franklin, Coordinator of Literacy Performance

**TITLE OF AGENDA ITEM:** Primary Literacy Performance Report

**ACTION/INFORMATION/DISCUSSION:** Information/Discussion

**BACKGROUND OR RATIONALE**

Every child a reader by the end of third grade is a priority for D49 and the State of Colorado. The READ Act, (READING to Ensure Academic Development), was passed by the state legislature in 2012 and reauthorized in May, 2019. The READ Act focuses on early literacy development for all students in grades K-3, and especially those students at risk of not achieving grade-level proficiency. Local Education Providers (LEP) must identify students with a significant reading deficiency (SRD), provide interventions for those students, and partner with parents in reading achievement through the creation of a READ Plan. READ Act funds support our work in Primary Literacy through READ Camps, interventions, and tutoring. This update includes a summary of Acadience (DIBELS Next) data for the 2018-2019 school year, including celebrations and action steps to address achievement. Information on the recent READ Act Reauthorization is also included.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Acadience data (DIBELS Next)

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

Primary Literacy is directly linked to firm foundations. By taking responsibility for literacy achievement, D49 is committed to being the best choice to learn, work, and lead.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	Primary Literacy is a Firm Foundation in D49. Teamwork within zones fosters learning, promotes reflection on practices, and refines systems.
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<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #5</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p><i>Trust:</i> The D49 community expects students to be prepared for academic success. Achievement fosters trust with our immediate community (families), as well as extended community such as CDE, Amplify, and Renaissance Learning.</p> <p><i>Community:</i> Partnering with parents is a top priority with activities such as READ Camp, myON incentives, Title I nights, and a partnership with PPLD.</p> <p><i>Portfolio of Schools:</i> Each school addresses the unique needs of their learners, assuring that every child is a successful reader by the end of the third-grade.</p> <p><i>Firm Foundations:</i> Reaching achievement impacts all other academic areas. As proficient readers progress through D49 schools, overall achievement improves. The goal of Primary Literacy is continued improvement of schools and the people within them.</p> <p><i>Every Student:</i> Data from Acadience informs instruction by identifying needs for student support. Data analysis and Primary Literacy collaboration within and between schools impact areas such as programming, staffing, and scheduling.</p>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No action required.

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

**DATE:** June 14, 2019





# Primary Literacy Performance Update

Stacey Franklin

Coordinator of Literacy Performance

June 26, 2019

# Fourth-quarter Update



- Leaders in Literacy
- Spring Break READ Camp
- Early Literacy Grant, C2 Award
- End of year Acadience (DIBELS Next) Benchmarking
- Zone-Level Primary Literacy Meetings

# Leaders In Literacy, 2019: An update



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# Spring READ Camp



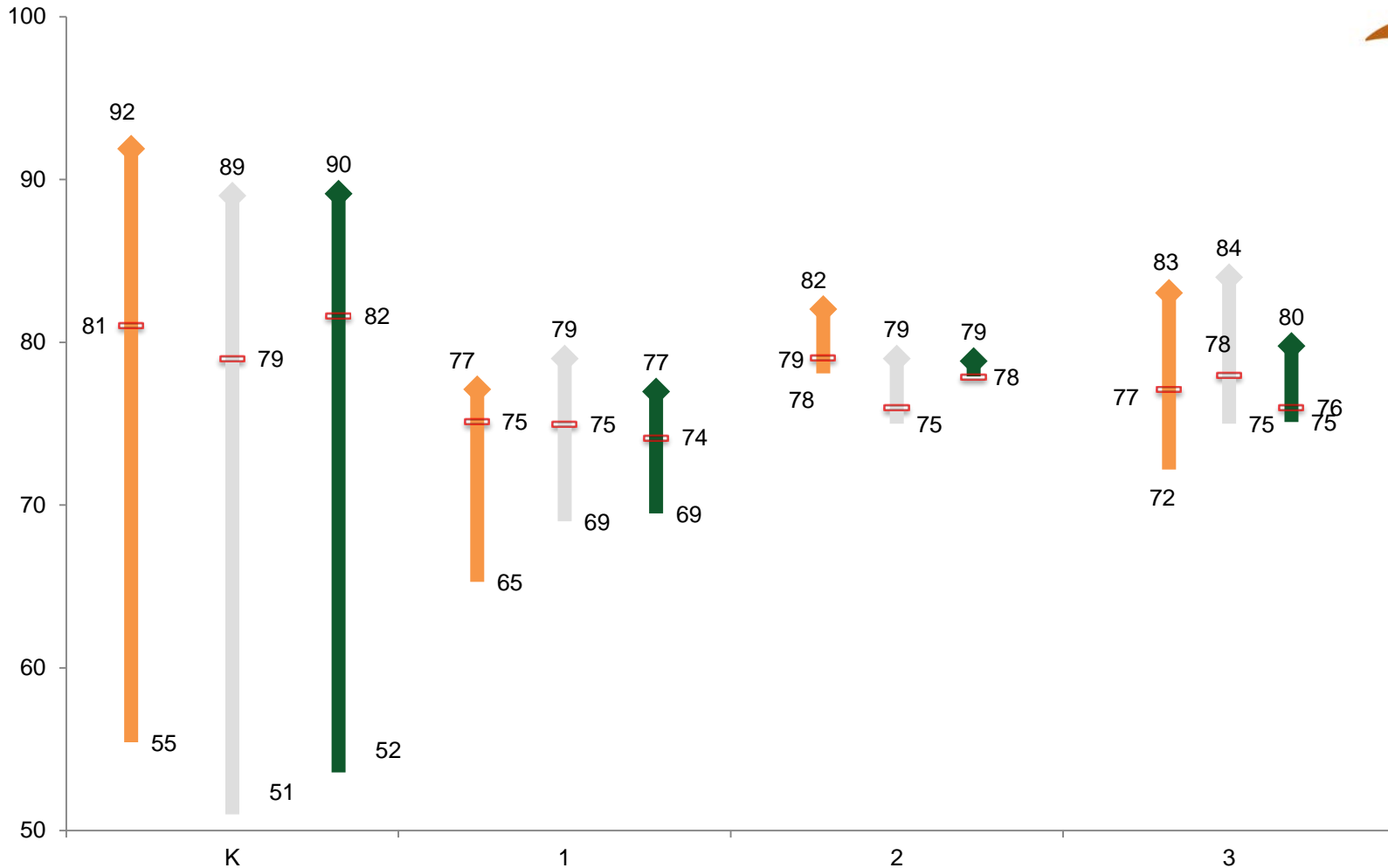
- Falcon Zone - Woodmen Hills Elementary
  - 40 students enrolled (86% average daily attendance)
- PowerZone: Odyssey Elementary
  - 40 students enrolled (75% average daily attendance)
- Sand Creek Zone: Springs Ranch Elementary
  - 51 students enrolled (75% average daily attendance)

# Fourth-quarter Updates



- Early Literacy Grant, Cohort 2/Year 4 Award
  - Odyssey Elementary
  - Remington Elementary
  - Stetson Elementary
- End-of-Year Acadience Benchmarking
- Primary Literacy Zone Meetings

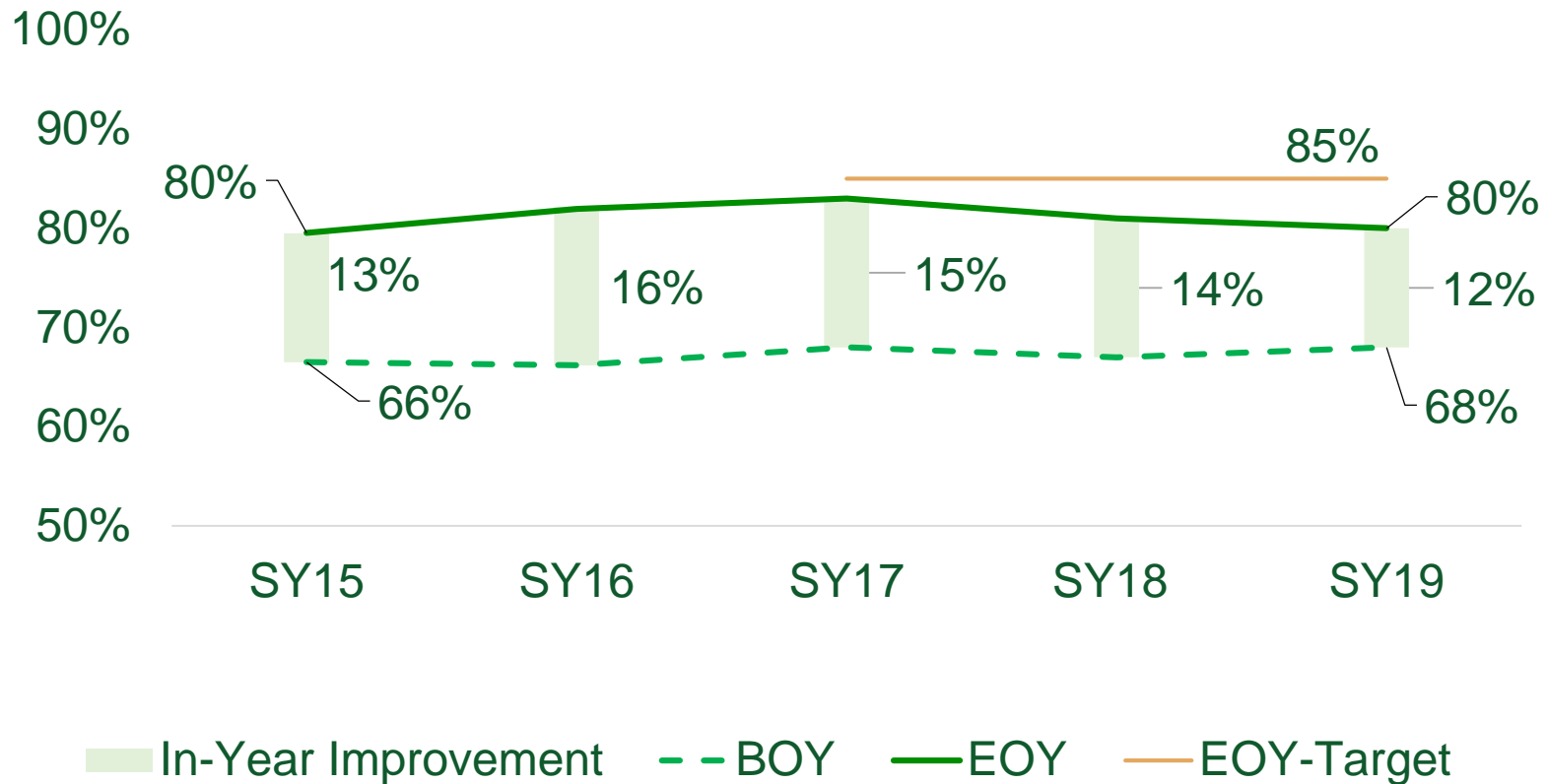
# % of Students At/Above Benchmark by Grade



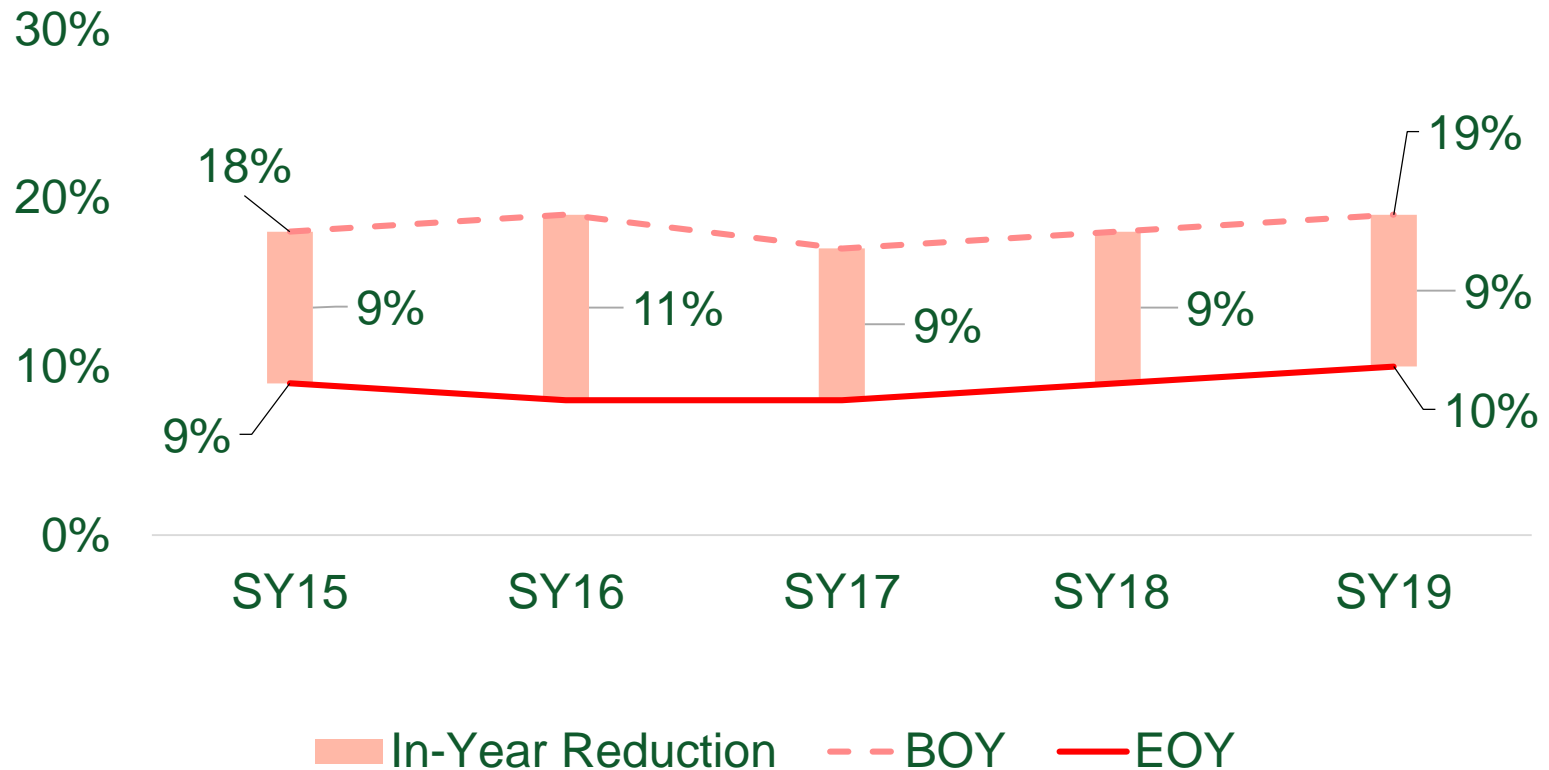
Gold=SY17, Grey=SY18, Green=SY19, Base of Bar=BOY, Middle Line=MOY, Top of Bar=EOY. Source: Alpine



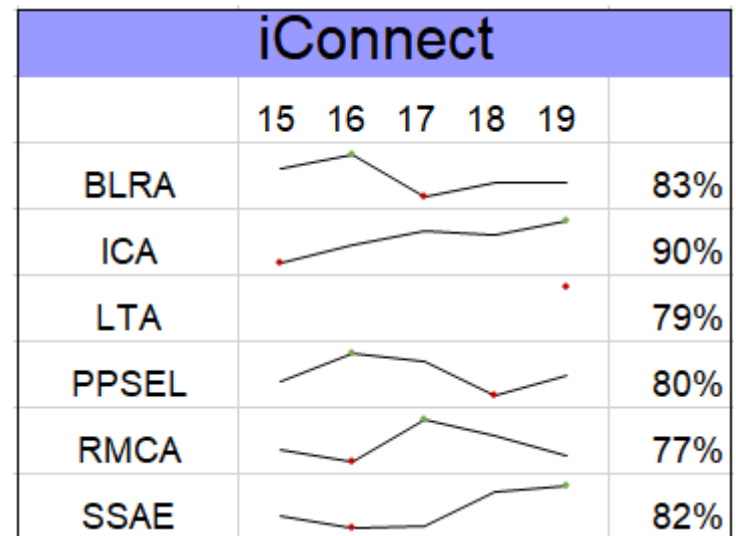
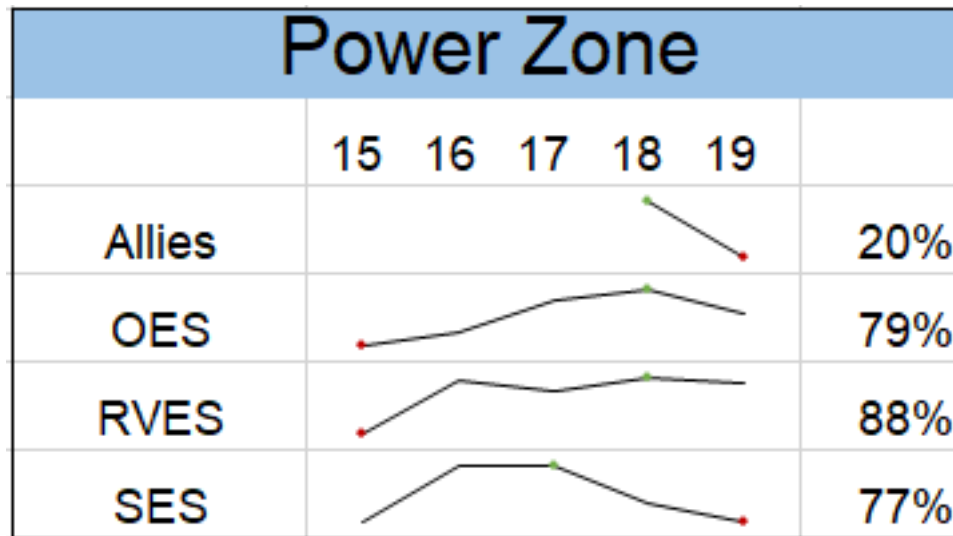
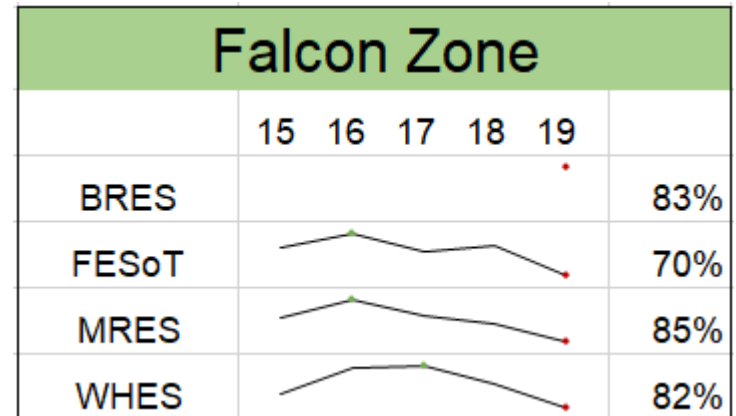
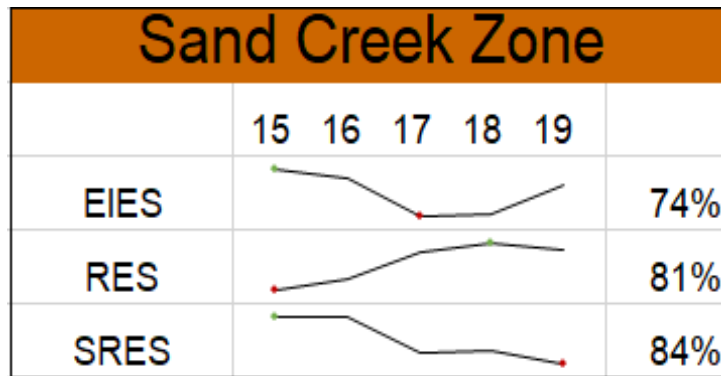
# Percentage of K-5 Students At/Above Benchmark



# Percentage of K-5 students at Well Below Benchmark (SRD)



# Percentage of Students at Benchmark Over Time



# READ Act Reauthorization (SB 19-199), 2019



- Beginning with the 2020-21 school year, plans created within the UIP must include information on curriculum and reading assessments
- Professional Development requirement for K-3 teachers
- State-wide public information campaign by CDE

# READ Act Reauthorization



- More accountability associated with READ Act Funds
  - Monitored use of funds throughout the year
  - Carryover limited to 15%
- Decrease in allocated per-pupil intervention funds
- Increase in funds allocated for Early Literacy Grant state-wide

# READ Act Reauthorization



- ELG schools must submit additional evidence
- External evaluation of ELG
  - significant academic growth may be extended or increased with a request to CDE
  - An LEP that does not show significant growth under ELG may not be renewed or extended



# Thank you



## QUOTE OF THE DAY

"Teaching them how to read is probably one of the most important duties a civilised society owes to its children."

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**PAMELA SNOW**

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**PROF PAMELA SNOW IS BOTH A PSYCHOLOGIST AND SPEECH PATHOLOGIST AND HER RESEARCH INTERESTS COVER VARIOUS ASPECTS OF RISK IN CHILDHOOD AND ADOLESCENCE, IN PARTICULAR THE TRANSITION TO LITERACY IN THE EARLY YEARS, ORAL LANGUAGE SKILLS OF YOUTH OFFENDERS, AND THE NEEDS OF YOUNG PEOPLE IN THE THE STATE CARE SYSTEM.**

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

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Mary Pérez, Director of Applied & Advanced Learning

**TITLE OF AGENDA ITEM:** Concurrent Enrollment Update

**ACTION/INFORMATION/DISCUSSION:** Information/Discussion

**BACKGROUND OR RATIONALE**

The vision of D49 Concurrent Enrollment (CE) is *to promote and ensure affordable and equitable access to successful college learning*. D49 continues to experience increased participation in postsecondary courses, increased credentialing of D49 CE Instructors for on-campus college courses, and increased college tuition savings to D49 families. CE, CTE, IB, AP, and Workplace Learning will be combined into Applied & Advanced Learning with common oversight.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

D49 students have maintained college course success rates at 93-94% in 2018-19. On-campus course offerings now include college level English, Literature, Math, History, Psychology, Ethics, CNA, EMT, and Communications with plans to add college level Biology in 2020. CE students enroll in both academic and career & technical college courses at PPCC, UCCS, and other Colorado community colleges for CE students attending PPEC.

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

The completion of Concurrent Enrollment college level meet CDE Graduation Guidelines and mastery demonstrations; CE enhances teacher professional development and earning opportunities for D49 teachers who meet HLC guidelines; free career and college options reduce the tuition burden on D49 families and prepare students with professional credentials to enter the workforce directly after high school.

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	CE Instructors belong to a collegial group of teachers recommended by principals and authorized by Pikes Peak Community College to teach at the college level.
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	CE saves D49 families college tuition & time as students earn HS and college credits toward professional certifications and associate degrees, or for transfer to 4-year universities.  CE provides opportunities for HS teachers to earn graduate level credentials and to receive PD/mentoring to teach college courses offered on D49 campuses. Many CE students experience their first college course(s) on the high school campus, while supported by high school counselors, advisors, teachers, and parents.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Seek continued BOE support for Concurrent Enrollment, IB, AP, CTE, and Workplace Learning in D49.

**APPROVED BY:** Peter Hilts, CEO and Brett Ridgway, CBO

**DATE:** June 26, 2019



# Concurrent Enrollment

*Promote and ensure affordable and equitable access to  
successful college learning*

06/26/19

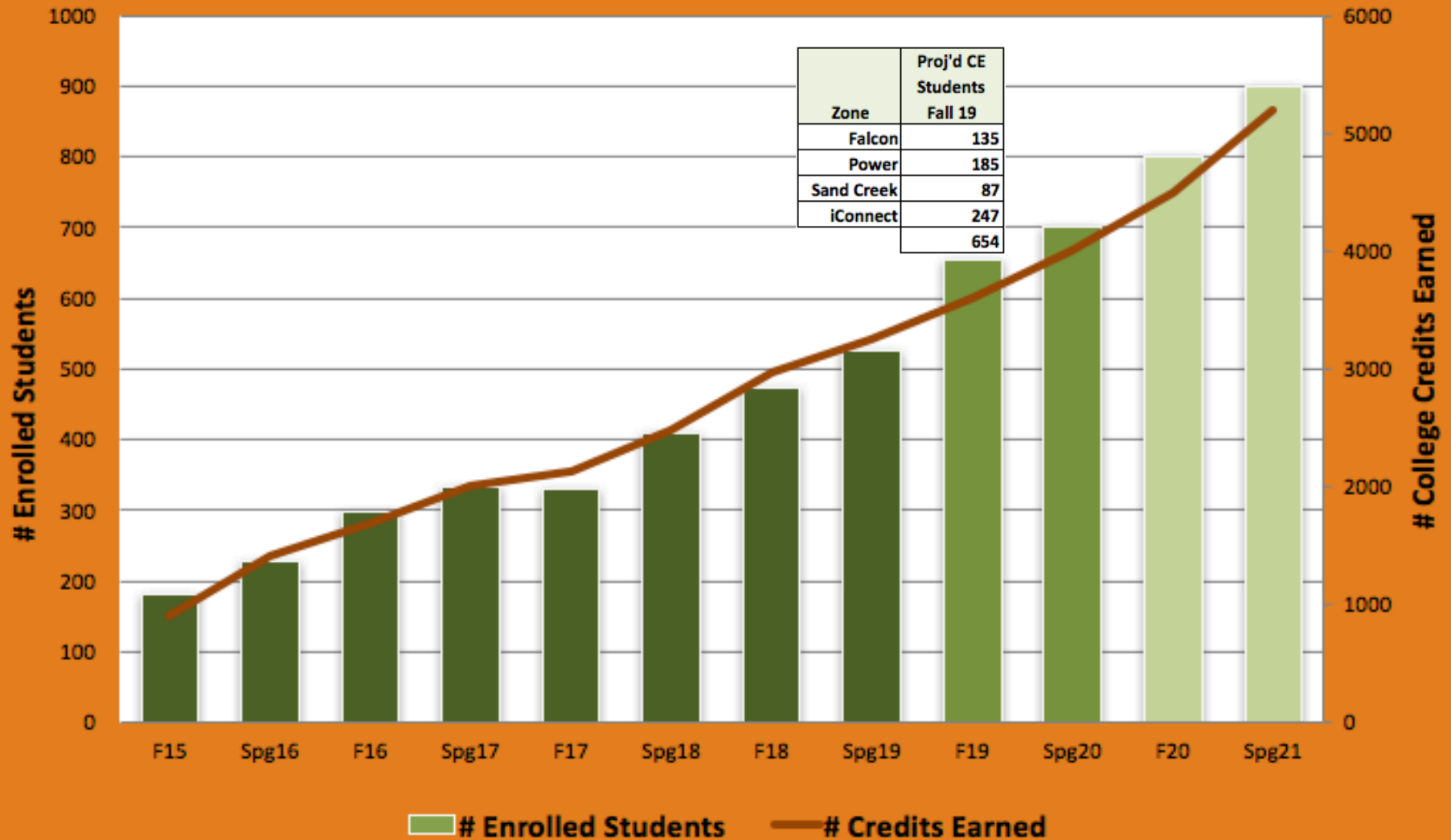
Mary Perez, AAL Director

Cheryl DeGeorge, Coordinator of CE Instruction

# Actuals & Projections

	Actuals F18	Actuals Spg19	Projected F19	% Increase F18 to F19
Students	473	525	654	+38%
Credits Earned	2976	3250	3600	+21%
Courses Passed	954	1065		
Pass Rate (A,B,C)	92%	94%		

# Concurrent Enrollment Participation



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# D49-Campus College Courses

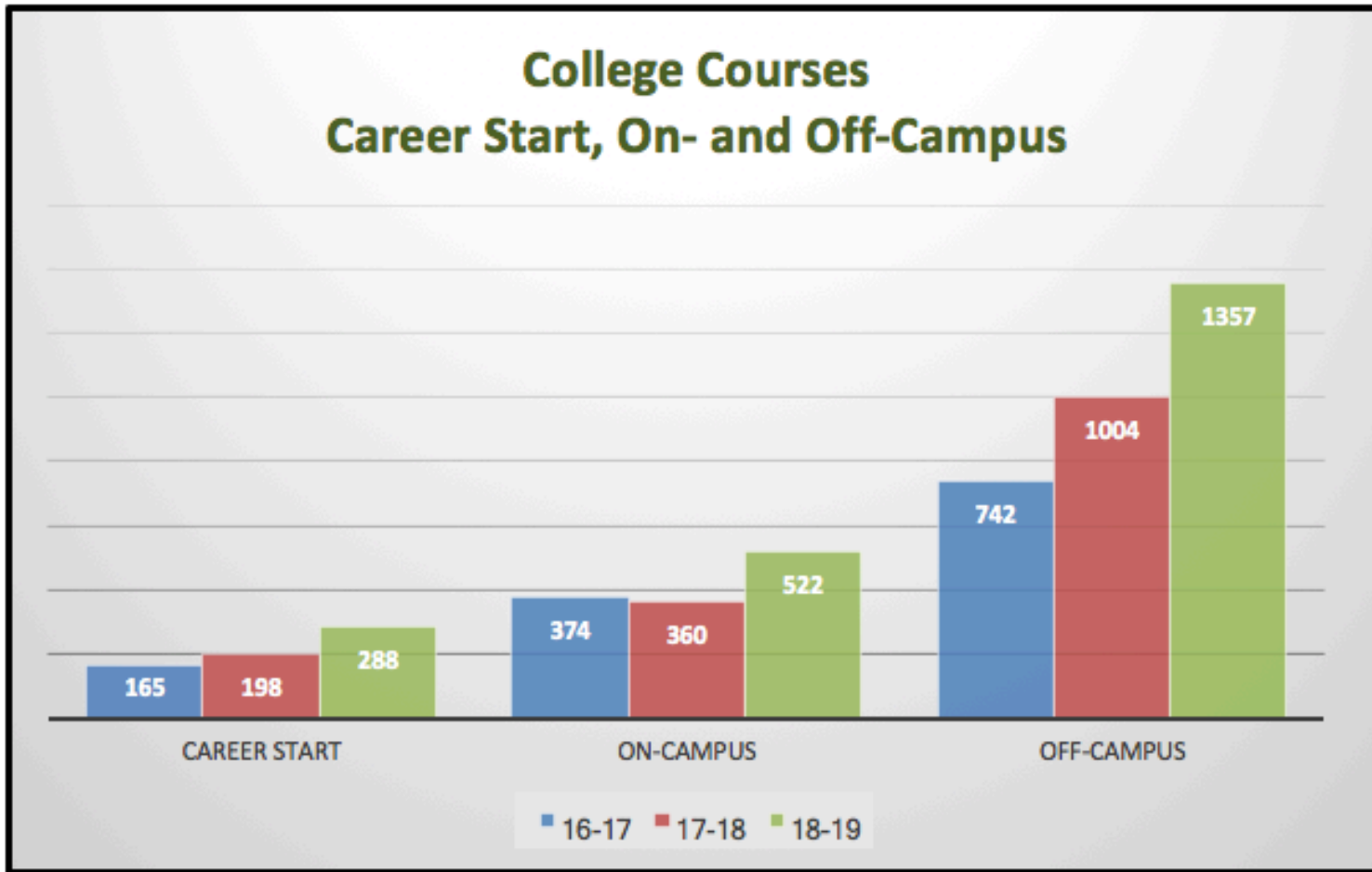


Course	FHS	SCHS	VRHS	PPEC
ENG121 English Comp I	✓	✓	✓	✓
LIT115 Intro to Literature	✓	✓	✓	✓
HIS121 US History	✓	✓		✓
MAT121 College Algebra or MAT107 Career Math			✓	✓
NUA/EMS Courses (AOHS)	✓			
COM115 Public Speaking		✓		
PSY101 Gen Psychology I			✓	✓
PHI112 Ethics	✓	✓	✓	✓
BIO105/111 College Biology	2020-21			

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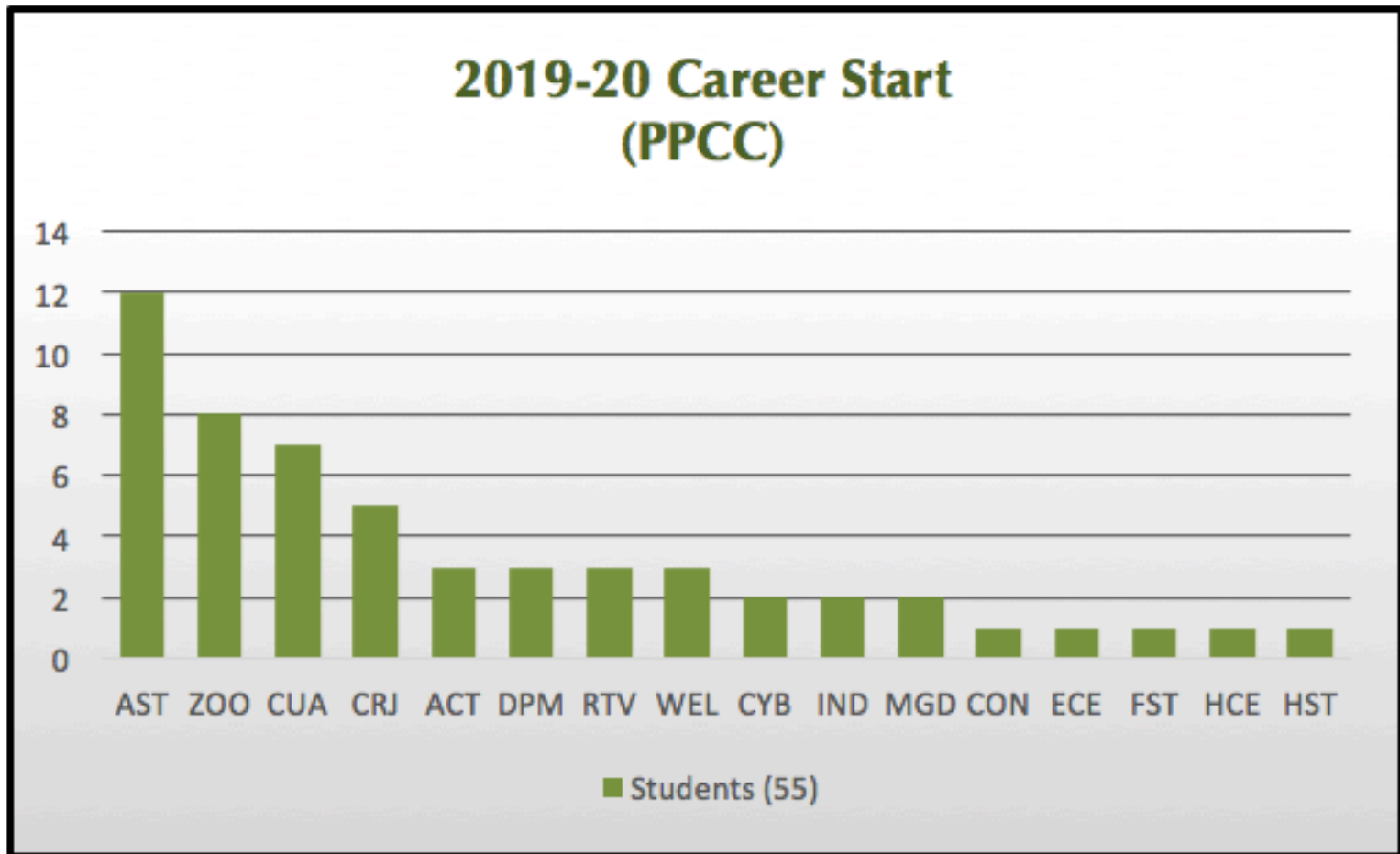


# College Course Participation



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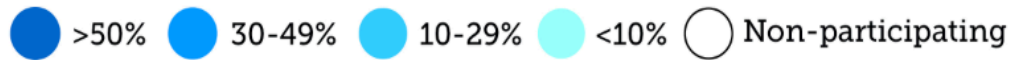
# Career Start Participation



## Across Region & State...

- SB19 - 176 CE Expansion Bill
- SO CE Taskforce - UCCS
- Colorado CE Conference (inaugural)
- PPBEA – Pikes Peak Bus & Ed Alliance

# Concurrent Enrollment 2017-2018



## CE Participation

2017 - 35%

2016 - 32%

2015 - 28%

2014 - 25%

2013 - 22%

2012 - 19%

● Charter School Institute

● Colorado Digital BOCES  
CO School for the Deaf & Blind  
Expeditionary BOCES

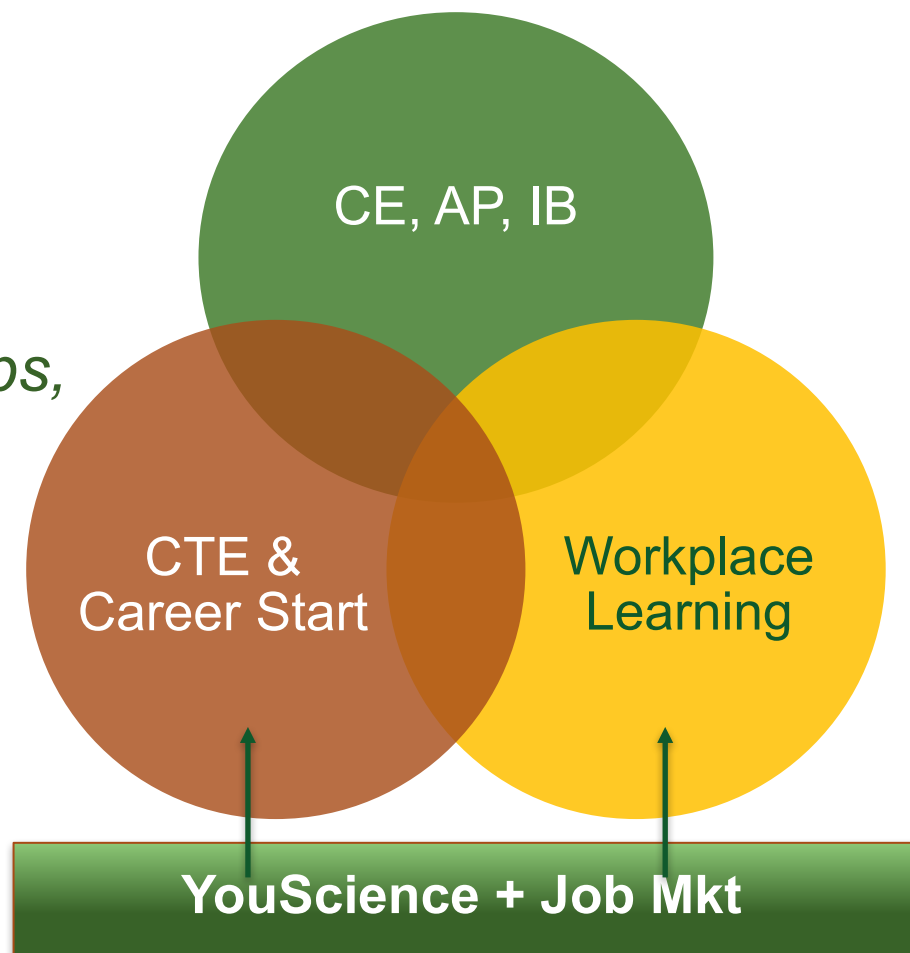
Produced by the Colorado Department of Education - February 2019  
Source: Colorado Department of Higher Education

# The Best Choice to Learn, Work and Lead

# Applied & Advance Learning



- **YouScience** - *Career Interest/Aptitude*
- **WPL** - *Field Trips, Classroom Visits, Job Shadows, Internships, Apprenticeships*
- **CTE** *courses & articulation*
- **Career Start** (*PPCC CTE*)
- **CE, AP, IB**



# 2019-20 Priorities



- AAL Communication & Information
- Alignment of CE, CTE, WBL w/ Student Interests & Aptitudes and Job Market
- Instructor Credentials & Courses
- Equity & Access



**BOARD OF EDUCATION ITEM 5**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** June 26, 2019

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

**TITLE OF AGENDA ITEM:** Monthly Financial Update

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2017-2018 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. These amounts are provided for comparison to the current year amounts.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

This report is to keep the BOE informed of spending. It is required to be provided to the BOE on a quarterly basis by law; however, the Business Office provides monthly reports to align with the Board's goal of financial transparency and fiscal responsibility. It is expected that the monitoring of expenditures will result in spending in line with the Board's goals and direction as budgeted.

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

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

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

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

**DATE:** June 18, 2019



# Monthly Financial Report

As of May 31, 2019

(Unaudited)

Brett Ridgway, Chief Business Officer

Jodi L. Poulin, Accounting Group Manager

Date: June 18, 2019

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

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

This financial package includes balance sheets as well as revenues and expenditures with prior year to date, current budget and actual expenditures for all funds within the School District. Expenditure reports for each zone and school, as well as grant information. Other analysis has also been included to help in the understanding of expenditures.

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

Sincerely,

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

Brett Ridgway, Chief Financial Officer

## Profile of the District

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

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

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

The charter schools are:

- Banning Lewis Ranch Academy and Prep established with D49 in 2006
- GOAL Academy established with D49 in 2014
- Imagine Classical Academy established with D49 in 2010
- Liberty Tree Academy established with D49 in 2018
- Pikes Peak School of Expeditionary Learning established with D49 in 2004
- Rocky Mountain Classical Academy established with D49 in 2015
- Power Technical Early College established with D49 in 2016

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

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

The District is divided into four zones. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts. Three zones cover a geographic area and one covers alternative

schools and charter schools. Each of the geographic zones contains three or four elementary schools, one middle, and one high school.

### Falcon Zone

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

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

### Sand Creek Zone

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

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

### Power Zone

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

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

### iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home

school and charter schools. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

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





## Executive Summary

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

### Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently \$7,873.36 for in-school students and \$7,451.56 for online students. This results in a blended PPR of \$7,776.42

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

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

As of May 31, 2019 General Funds (plural) net revenue is \$99,061,109 and expenditures total \$110,048,165. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget.

### Notes on Other Funds:

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

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

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

The Accounting Team has produced over 3,926 checks totaling over \$33,846,498 and 1,414 Electronic Payments to vendors for over \$27,407,602 for the current fiscal year. The Payroll Team successfully paid 2,152 employees for the month of May with a district gross total of \$6,995,485.

### Conclusion

In total, the district is in good financial condition. We continuously monitor the state budget to determine impacts to our budget in future planning cycles.

### Fund 10-18 - General Funds (plural)

For the period ending May 31, 2019, total net revenue is \$99,061,109 or 84.87% of total budget. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget at fiscal year-end.

Total expenditures are \$110,048,165 or 90.03% of total budget and are in line with expectations.

Revenue transfers from the General Fund 10 to General Fund 15 is done monthly and on a straight line basis for Capital Projects. These funds are mainly used to covered unexpected building repairs, bus leases, computer leases, and three capital leases on buildings. All are expected to be within budget at the end of the fiscal year.

Revenue transfers from the General Fund 10 to General Fund 18 is done monthly and on a straight line basis for Risk Management. These funds are mainly used to covered Property and Liability Insurances for the district.

Fund 17 holds activity for future Stetson Kitchen remodeling and a future Central Office building.

Funds 14 and 16 holds activity for Mill Levy Override projects related to 3A and 3B/Priority 1.

### Fund 39, 43 & 49 - COP Repayment Fund & Cash in Lieu of Land

For the period ending May 31, 2019, total revenue to date is \$9,194,803. The majority of revenue related to property taxes are collected from March to June and are expected to be within budget. Fund 43 revenue is generated from cell towers on District land and fees in lieu of land dedication. Mill Levy override monies are received via monthly El Paso County Treasurer's monthly payments. Certificates of Participation (COP's) were used to fund these projects and repayments to Zion's National Bank are paid on a semi-annual basis in December and June each year. This activity resides in Fund 39.

Expenditures are \$34,996,938 or 65.53% of total budget. Expenditures for district spending must be endorsed by the MLO committee and should be approved prior to spending of any funds. Charter schools are reimbursed after the funds are expensed. Readers of the financials are asked to look at spending in total, instead of by category. The timing of expenditures depends on schools identifying projects that meet specific criteria and are reviewed by the MLO committee.

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

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

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

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

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

For the period ending May 31, 2019, total revenue is \$7,393,318 or 39.43% of total budget. Total Expenditure are \$7,379,409 or 63.37%. Expenditures equal revenue as revenue cannot be greater than expenses for grant funds. The exception is for the Laptop buy back sales as that is local money.

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

### Fund 23 & 74 - Student Activity Fiduciary Funds

Fund 23 Activity Fees - For the period ending May 31, 2019, total revenue is \$1,527,656. Fees are based on participation in extracurricular activities and may fluctuate from year to year or even semester to semester. Expenditures year to date total \$1,004,969 or 68.74% of total budget. For those that qualify for free or reduced food services, the BOE supports those students with transfers on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 74 Fundraising - For the period ending May 31, 2019, total revenue is \$2,385,097. Expenditures year to date total \$1,394,492 or 66.50% of total budget.

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

### Fund 19 - Colorado Preschool Fund

For the period ending May 31, 2019, total revenue is \$458,247 or 91.67% of total budget. All revenue comes in the form of revenue transfers from the General Fund done on a monthly basis.

Expenses total \$479,500 or 95.92% of total budget. Expenses are expected to be in line with Supplemental budget at year end.

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

For the period ending May 31, 2019 total revenue is \$1,100,407 or 100.04% of budget and expenses year to date are \$912,570 or 79.59% of budget to date.

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

### Fund 21 – Food Services Fund

For the period ending May 31, 2019, total revenue is \$3,515,383 or 99.41% of total budget. The majority of revenue comes from student purchases and reimbursement from the School Lunch Program.

Total expenditures are \$3,542,061 or 100.43% of total budget. Overall expenses are higher than original budget, but will fall in line with Supplemental Budget at year end.

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

#### Fund 25 - Fee for Service Transportation Fund

For the period ending May 31, 2019, total revenue is \$763,859 or 59% of total budget. The transportation fund is not a self-sufficient fund, meaning it requires revenue from the general fund in order to break even on a yearly basis. For those that qualify for free or reduced food services, the BOE also supports those students with transfers done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Expenses total \$1,261,285 or 97.43% of budget. Expenses will fall in line with the Supplemental budget at year end.

#### Fund 64 – District Funded Health Insurance

For the period ending May 31, 2019, total revenue is \$2,688,517 or 27.58% of total budget. Expenses to date are \$3,302,696 or 33.88% of total budget.

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

#### Fund 73 - Dane Balcon Scholarship Fund

This fund serves as a place holder as the District is the Fiscal Agent for this scholarship fund. For the period ending May 31, 2019, total revenue from interest income is \$56. For the current fiscal year, no scholarships have been awarded and thus no expenses.

# School Spending General Fund

## Falcon Zone as of May 31, 2019

Overall Falcon Zone total expenses are \$22,872,813 or 91.22% of their anticipated budget.

Total Falcon zone level general fund expenditures are \$512,415 through May 31, 2019.



### *Bennett Ranch Elementary School*

Total Membership count per CDE is 286. Free and/or reduced is 29% of total membership. General fund expenditures were \$1,603,198 or 109.94% of their total budget. Personnel expenditures average 92.64%, which includes salary and benefits.

### *Falcon Elementary School of Technology*

Total Membership count per CDE is 299. Free and/or reduced is 42% of total membership. General fund expenditures were \$2,057,169 or 87.48% of their total budget. Personnel expenditures average 92.89%, which includes salary and benefits.

### *Meridian Ranch Elementary School*

Total Membership count per CDE is 655. Free and/or reduced is 17% of total membership. General fund expenditures were \$3,250,964 or 86.66% of their total budget. Personnel expenditures average 94.94%, which includes salary and benefits.

### *Woodmen Hills Elementary School*

Total Membership count per CDE is 552. Free and/or reduced is 21% of total membership. General fund expenditures were \$3,691,824 or 84.32% of their total budget. Personnel expenditures average 94.71%, which includes salary and benefits.

### *Falcon Middle School*

Total Membership count per CDE is 986. Free and/or reduced is 27% of total membership. General fund expenditures were \$5,334,206 or 91.77% of their total budget. Personnel expenditures average 92.42%, which includes salary and benefits.

### *Falcon High School*

Total Membership count per CDE is 1,286. Free and/or reduced is 21% of total membership. General fund expenditures were \$6,423,036 or 86.35% of their total budget. Personnel expenditures average 87.74%, which includes salary and benefits.

## Sand Creek Zone as of May 31, 2019

Sand Creek Zone total expenses are \$21,727,323 or 89.62% of their anticipated budget.

Total Sand Creek zone level general fund expenditures are \$869,061 or 87.08% of the total budget.



### *Evans International Elementary School*

Total Membership count per CDE is 658. Free and/or reduced is 60% of total membership. General fund expenditures were \$3,158,115 or 90.96% of their total budget. Personnel expenditures average 93.37%, which includes salary and benefits.

### *Remington Elementary School*

Total Membership count per CDE is 593. Free and/or reduced is 44% of total membership. General fund expenditures were \$3,283,129 or 88.88% of their total budget. Personnel expenditures average 94.41%, which includes salary and benefits.

### *Springs Ranch Elementary School*

Total Membership count per CDE is 549. Free and/or reduced is 25% of total membership. General fund expenditures were \$3,153,021 or 88.81% of their total budget. Personnel expenditures average 93.98%, which includes salary and benefits.

### *Horizon Middle School*

Total Membership count per CDE is 745. Free and/or reduced is 47% of total membership. General fund expenditures were \$4,563,038 or 92.94% of their total budget. Personnel expenditures average 92.66%, which includes salary and benefits.

### *Sand Creek High School*

Total Membership count per CDE is 1,191. Free and/or reduced is 38% of total membership. General fund expenditures were \$6,700,958 or 87.94% of their total budget. Personnel expenditures average 88.52%, which includes salary and benefits.



## Power Zone as of May 31, 2019

Overall Power Zone total expenses are \$25,143,613 or 90.79% of anticipated budget.

The Power zone level general fund expenditures are \$847,276 or 83.49% of their total budget.



### *Ridgeview Elementary School*

Total Membership count per CDE is 816. Free and/or reduced is 20% of total membership. General fund expenditures were \$3,744,246 or 87.75% of their total budget. Personnel expenditures average 94.22%, which includes salary and benefits.

### *Stetson Elementary School*

Total Membership count per CDE is 541. Free and/or reduced is 37% of total membership. General fund expenditures were \$3,231,000 or 90.38% of their total budget. Personnel expenditures average 93.811%, which includes salary and benefits.

### *Odyssey Elementary School*

Total Membership count per CDE is 453. Free and/or reduced is 42% of total membership. General fund expenditures were \$2,725,551 or 85.46% of their total budget. Personnel expenditures average 92.99%, which includes salary and benefits.

### *ALLIES*

Total Membership count per CDE is 114. Free and/or reduced is 27% of total membership. General fund expenditures were \$1,129,288 or 92.90% of their total budget. Personnel expenditures average 93.05%, which includes salary and benefits.

### *Skyview Middle School*

Total Membership count per CDE is 1,135. Free and/or reduced is 32% of total membership. General fund expenditures were \$5,748,511 or 92.65% of their total budget. Personnel expenditures average 93.66%, which includes salary and benefits.

### *Vista Ridge High School*

Total Membership count per CDE is 1,678. Free and/or reduced is 25% of total membership. General fund expenditures were \$7,717,740 or 93.79% of their total budget. Personnel expenditures average 90.99%, which includes salary and benefits.

## iConnect Zone as of May 31, 2019

iConnect Zone total expenses are \$5,626,260 or 93.80% of their anticipated budget.

This zone does not cover any specific geographical area within the district. Instead, it focuses on non-traditional learning including blended learning, home school and charter schools. Costs associated with helping manage the charter schools are paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers. iConnect zone level expenses are \$910,191 or 223.76% of their total budget.



### *Patriot High School*

Total Membership count per CDE is 91. General fund expenditures were \$1,371,220 or 75.74% of their total budget. Personnel expenditures average 79.66%, which includes salary and benefits.

### *Pikes Peak Early College*

Total Membership count per CDE is 175. General fund expenditures were \$1,059,229 or 115.20% of their total budget. Personnel expenditures average 53.39%, which includes salary and benefits.

### *Spirings Studio for Academic Excellence*

Total Membership count per CDE is 410. Free and/or reduced is 11% of total membership. General fund expenditures were \$1,773,390 or 82.67% of their total budget. Personnel expenditures average 77.15%, which includes salary and benefits.

### *Falcon Home School Program*

General fund expenditures were \$512,228 or 71.50% of their total budget. Personnel expenditures average 94.54%, which includes salary and benefits.

## **Internal Vendor Group**

District 49's Internal Vendor Group includes Transportation, Facilities, Food Services and Information Technology and Security. Expenses within the General Fund to date are \$8,084,253 or 88.38% of their total budget.

## **Internal Service Group**

District 49's Internal Service Group includes the Business Office, Board of Education, Education Office, and Communications. These all support the schools in the education of students. Expenses within the General Fund are \$15,615,897 or 100.18% of their total budget.



	ASSETS	LIABILITIES	BEGINNING FUND BALANCE 07/01/2018	REVENUE	EXPENSE	TOTAL	CLOSING FUND BALANCE 06/30/2019
<b>Governmental</b>							
<i>General Funds</i>							
Fund 10 General School Managed	\$ 22,199,688	\$ 19,157,838	\$ 10,243,558	\$ 93,527,404	\$ 100,729,112	\$ (7,201,708)	\$ 3,041,850
Fund 12 General Grant Related	-	1,238,441	(812,041)	1,156,805	1,584,483	(427,678)	(1,239,719)
Fund 13 General Contingency	-	129,665	(128,580)	-	1,085	(1,085)	(129,665)
Fund 14 Mill Levy Override (MLO) old	4,685,154	313,333	7,025,614	(481,394)	2,172,399	(2,653,792)	4,371,821
Fund 15 Short Term Capital	159,293	-	-	4,003,664	3,844,371	159,293	159,293
Fund 16 Mill Levy Override MLO18C	3,995,375	(2)	4,764,956	-	792,063	(792,063)	3,972,893
Fund 17 Long Term Capital	2,162,689	-	2,185,853	29,630	52,794	(23,164)	2,162,689
Fund 18 District Mandated Insurance	427,990	-	474,849	825,000	871,858	(46,858)	427,990
<i>Sub Total General Funds</i>	<b>\$ 33,630,189</b>	<b>\$ 20,839,275</b>	<b>\$ 23,754,209</b>	<b>\$ 99,061,109</b>	<b>\$ 110,048,165</b>	<b>\$ (10,987,055)</b>	<b>\$ 12,767,153</b>
<i>Fund 19 Preschool</i>	135,867	82,038	75,083	458,247	479,500	(21,254)	53,829
<i>Special Revenue</i>							
Fund 23 Student Fees	604,541	1,416	80,438	1,527,656	1,004,969	522,687	603,125
Fund 25 Transportation Fee For Service	189,553	686,979	-	763,859	1,261,285	(497,426)	(497,426)
Fund 22 State & Federal Grants	2,323,011	2,330,915	-	7,073,973	7,081,877	(7,904)	(7,904)
Fund 26 Local Grants	341,821	320,007	-	319,346	297,532	21,814	21,814
Fund 27 BASE 49	263,562	66,367	(0)	1,100,407	912,570	187,837	187,837
<i>Sub Total Special Revenue</i>	<b>\$ 3,858,354</b>	<b>\$ 3,487,722</b>	<b>\$ 155,521</b>	<b>\$ 11,243,487</b>	<b>\$ 11,037,733</b>	<b>\$ 205,754</b>	<b>\$ 361,274</b>



	ASSETS	LIABILITIES	BEGINNING FUND BALANCE 07/01/2018	REVENUE	EXPENSE	TOTAL	CLOSING FUND BALANCE 06/30/2019
<i>Fund 21 Food Service</i>	\$ 1,579,543	\$ 353,108	\$ 1,253,113	\$ 3,515,383	\$ 3,542,061	\$ (26,678)	\$ 1,226,435
<b>Proprietary</b>							
Fund 39 COP Repayments	11,701,611	-	7,568,784	12,284,722	8,151,896	4,132,827	11,701,611
Fund 43 Cash In Lieu of Land	1,522,577	-	1,080,205	442,196	(177)	442,373	1,522,577
Fund 49 Mill Levy Override P2 P3 P4	8,464,719	1,593,536	33,248,517	467,885	26,845,219	(26,377,334)	6,871,183
Fund 64 Self Funded Health Insurance	1,134,301	794,569	953,910	2,688,517	3,302,696	(614,179)	339,731
<b>Fiduciary</b>							
Fund 73 Dane Balcon Scholarships	4,778	-	4,722	56	-	56	4,778
Fund 74 Student Fundraising	933,900	-	(56,706)	2,385,097	1,394,492	990,605	933,900
<b>Totals</b>	<b>\$ 62,829,971</b>	<b>\$ 27,068,210</b>	<b>\$ 67,962,275</b>	<b>\$ 132,088,451</b>	<b>\$ 164,322,084</b>	<b>\$ (32,233,633)</b>	<b>\$ 35,728,642</b>



GOVERNMENTAL				
General Funds				
	Fund 10 General School Managed	Fund 12 General Grant Related	Fund 13 General Contingency	Fund 14 General Mill Levy Override (MLO)
<b>ASSETS</b>				
Cash*	\$ 17,734,232	\$ -	\$ -	\$ 4,685,154
Accounts Receivable	21,843	-	-	-
Due From Other Funds	4,443,612	-	-	-
Inventory	-	-	-	-
<b>Total Assets</b>	<b>\$ 22,199,688</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 4,685,154</b>
<b>Less LIABILITIES</b>				
Accounts Payable	\$ 176,458	\$ 44,025	\$ -	\$ (145)
Accrued Salaries	11,543,389	21,787	-	-
Due To Other Funds	7,329,702	1,172,630	129,665	313,477
Patron Balances	-	-	-	-
Unearned Revenue	108,289	-	-	-
<b>Total Liabilities</b>	<b>\$ 19,157,838</b>	<b>\$ 1,238,441</b>	<b>\$ 129,665</b>	<b>\$ 313,333</b>
<b>Net FUND BALANCE</b>				
Non Spendable / Committed at 6/30/2018	\$ 5,847,934	\$ -	\$ -	\$ -
Tabor / Restricted Reserve at 6/30/2018	3,455,000	-	-	7,025,614
Assigned / Unrestricted at 6/30/2018	940,624	(812,041)	(128,580)	-
<b>Fund Balance</b>	<b>\$ 10,243,558</b>	<b>\$ (812,041)</b>	<b>\$ (128,580)</b>	<b>\$ 7,025,614</b>
<b>2018-2019 Estimated Change in Fund Balance</b>	<b>\$ (7,201,708)</b>	<b>\$ (426,400)</b>	<b>\$ (1,085)</b>	<b>\$ (2,653,792)</b>

\*In past years, 93% of Cash due to Property Tax  
Collection happens from March to June



GOVERNMENTAL					
<i>General Funds</i>					
	Fund 15 General Short Term Capital	Fund 16 General Mill Levy Override MLO	Fund 17 General Long Term Capital	Fund 18 District Liability/Property Insurance	Fund 19 Preschool
<b>ASSETS</b>					
Cash*	\$ -	\$ 1,722,769	\$ 1,910,098	\$ -	\$ -
Accounts Receivable	-	-	-	-	-
Due From Other Funds	159,293	2,272,606	252,591	427,990	135,867
Inventory	-	-	-	-	-
<b>Total Assets</b>	<b>\$ 159,293</b>	<b>\$ 3,995,375</b>	<b>\$ 2,162,689</b>	<b>\$ 427,990</b>	<b>\$ 135,867</b>
<b>Less LIABILITIES</b>					
Accounts Payable	\$ -	\$ (2)	\$ -	\$ -	\$ 9,159
Accrued Salaries	-	-	-	-	72,879
Due To Other Funds	-	-	-	-	-
Patron Balances	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
<b>Total Liabilities</b>	<b>\$ -</b>	<b>\$ (2)</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 82,038</b>
<b>Net FUND BALANCE</b>					
Non Spendable / Committed at 6/30/2018	\$ -	\$ -	\$ -	\$ 474,849	\$ -
Tabor / Restricted Reserve at 6/30/2018	-	4,764,956	-	-	75,083
Assigned / Unrestricted at 6/30/2018	-	-	2,185,853	-	-
<b>Fund Balance</b>	<b>\$ -</b>	<b>\$ 4,764,956</b>	<b>\$ 2,185,853</b>	<b>\$ 474,849</b>	<b>\$ 75,083</b>
<b>2018-2019 Estimated Change in Fund Balance</b>	<b>\$ 159,293</b>	<b>\$ (769,579)</b>	<b>\$ (23,164)</b>	<b>\$ (46,858)</b>	<b>\$ (21,254)</b>

\*In past years, 93% of Cash due to Property Tax  
Collection happens from March to June





GOVERNMENTAL					GOVERNMENTAL	
<i>Special Revenue</i>			<i>Special Revenue</i>			
Fund 23	Fund 25	Fund 22	Fund 26	Fund 27	Fund 21	
Student Fees	Transportation Fee For Service	State & Federal Grants	Local Grants	BASE 49	Food Service	
<b>ASSETS</b>						
Cash*	\$ 205,433	\$ 45,146	\$ -	\$ -	\$ 134,299	\$ 258,817
Accounts Receivable	-	144,407	1,363,801	-	-	605,030
Due From Other Funds	399,108	-	959,210	341,821	129,263	715,696
Inventory	-	-	-	-	-	-
<b>Total Assets</b>	<b>\$ 604,541</b>	<b>\$ 189,553</b>	<b>\$ 2,323,011</b>	<b>\$ 341,821</b>	<b>\$ 263,562</b>	<b>\$ 1,579,543</b>
<b>Less LIABILITIES</b>						
Accounts Payable	\$ 1,416	\$ (285)	\$ 101,420	\$ 459	\$ (14)	\$ (386)
Accrued Salaries	-	83,071	25,838	-	66,381	161,926
Due To Other Funds	-	604,192	-	-	-	-
Patron Balances	-	-	-	-	-	191,568
Unearned Revenue	-	-	2,203,657	319,549	-	-
<b>Total Liabilities</b>	<b>\$ 1,416</b>	<b>\$ 686,979</b>	<b>\$ 2,330,915</b>	<b>\$ 320,007</b>	<b>\$ 66,367</b>	<b>\$ 353,108</b>
<b>Net FUND BALANCE</b>						
Non Spendable / Committed at 6/30/2018	\$ 80,438	\$ -	\$ -	\$ -	\$ -	\$ 110,857
Tabor / Restricted Reserve at 6/30/2018	-	-	-	-	-	1,142,256
Assigned / Unrestricted at 6/30/2018	-	-	-	-	(0)	-
<b>Fund Balance</b>	<b>\$ 80,438</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ (0)</b>	<b>\$ 1,253,113</b>
<b>2018-2019 Estimated Change in Fund Balance</b>	<b>\$ 522,687</b>	<b>\$ (497,426)</b>	<b>\$ (7,904)</b>	<b>\$ 21,814</b>	<b>\$ 197,195</b>	<b>\$ (26,678)</b>

\*In past years, 93% of Cash due to Property Tax Collection happens from March to June



PROPRIETARY	PROPRIETARY
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	Fund 39 COP Repayments	Fund 43 Cash In Lieu of Land	Fund 49 Mill Levy Override P2 P3 P4	Fund 64 Self Funded Health Insurance
<b>ASSETS</b>				
Cash*	\$ 11,701,611	\$ -	\$ 8,464,719	\$ 1,134,301
Accounts Receivable	-	-	-	-
Due From Other Funds	-	1,522,577	-	-
Inventory	-	-	-	-
<b>Total Assets</b>	<b>\$ 11,701,611</b>	<b>\$ 1,522,577</b>	<b>\$ 8,464,719</b>	<b>\$ 1,134,301</b>
<b>Less LIABILITIES</b>				
Accounts Payable	\$ -	\$ -	\$ 88,908	\$ -
Accrued Salaries	-	-	-	-
Due To Other Funds	-	-	1,504,629	794,569
Patron Balances	-	-	-	-
Unearned Revenue	-	-	-	-
<b>Total Liabilities</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,593,536</b>	<b>\$ 794,569</b>
<b>Net FUND BALANCE</b>				
Non Spendable / Committed at 6/30/2018	\$ -	\$ -	\$ 33,248,517	\$ -
Tabor / Restricted Reserve at 6/30/2018	7,568,784	-	-	-
Assigned / Unrestricted at 6/30/2018	-	1,080,205	-	953,910
<b>Fund Balance</b>	<b>\$ 7,568,784</b>	<b>\$ 1,080,205</b>	<b>\$ 33,248,517</b>	<b>\$ 953,910</b>
<b>2018-2019 Estimated Change in Fund Balance</b>	<b>\$ 4,132,827</b>	<b>\$ 442,373</b>	<b>\$ (26,377,334)</b>	<b>\$ (614,179)</b>

\*In past years, 93% of Cash due to Property Tax  
Collection happens from March to June



FIDUCIARY

Fund 73 Dane Balcon Scholarships      Fund 74 Student Fundraising

**ASSETS**

Cash*	\$	2,707	\$	787,622
Accounts Receivable		-		20,379
Due From Other Funds		2,071		125,899
Inventory		-		-
<b>Total Assets</b>	<b>\$</b>	<b>4,778</b>	<b>\$</b>	<b>933,900</b>

**Less LIABILITIES**

Accounts Payable	\$	-	\$	-
Accrued Salaries		-		-
Due To Other Funds		-		-
Patron Balances		-		-
Unearned Revenue		-		-
<b>Total Liabilities</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>


**Net FUND BALANCE**

Non Spendable / Committed at 6/30/2018	\$	-	\$	-
Tabor / Restricted Reserve at 6/30/2018		-		-
Assigned / Unrestricted at 6/30/2018		4,722		(56,706)
<b>Fund Balance</b>	<b>\$</b>	<b>4,722</b>	<b>\$</b>	<b>(56,706)</b>

2018-2019 Estimated Change in Fund Balance      \$      56      \$      990,605

\*In past years, 93% of Cash due to Property Tax  
Collection happens from March to June





	General Funds F10-18				Monthly Target	Preschool F19				Monthly Target
	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%
Local Sources										
Property Taxes	\$ 21,261,363	\$ 16,468,698	\$ 23,659,046			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	3,937,442	3,870,346	3,892,866			-	-	-		
Tuition & Fees	178,200	245,995	153,350			-	-	-		
Interest Earned	158,712	343,768	1,248,570			-	-	-		
Charter School Purchased Services	4,044,021	4,163,666	3,516,123			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	1,027,566	883,832	3,620,399			-	-	-		
Total Local Revenue	\$ 30,607,304	\$ 25,976,307	\$ 36,090,354	84.87%		\$ -	\$ -	\$ -	#DIV/0!	
State Sources										
State Equalization Revenue	\$ 158,726,239	\$ 145,625,272	\$ 129,312,178			\$ -	\$ -	\$ -		
Capital Construction	-	-	929,140			-	-	-		
Vocational Education	-	-	478,362			-	-	-		
Special Education	-	-	3,690,560			-	-	-		
ELL	-	-	556,885			-	-	-		
Gifted & Talented	-	-	213,292			-	-	-		
Transportation	-	-	480,540			-	-	-		
Other State Revenue	7,964,405	7,408,948	553,118			-	-	-		
Total State Revenue	\$ 167,064,458	\$ 153,034,220	\$ 136,214,076	91.60%		\$ -	\$ -	\$ -	#DIV/0!	
Federal Sources										
Impact Aid	\$ 544,217	\$ 703,806	\$ 364,306			\$ -	\$ -	\$ -		
IDEA	-	-	-			-	-	-		
DoDEA	-	-	-			-	-	-		
Other Federal Revenue	-	-	248,505			-	-	-		
Total Federal Revenue	\$ 544,217	\$ 703,806	\$ 612,811	129.32%		\$ -	\$ -	\$ -	#DIV/0!	
Transfers										
Transfers from Fund 10 to F15, F18, F19	\$ (499,905)	\$ (4,099,087)	\$ (432,503)			\$ 499,905	\$ 458,247	\$ 432,503		
Charter School PPR	(81,247,722)	(76,554,136)	(65,266,359)			-	-	-		
Total Revenue Transfers	\$ (81,747,627)	\$ (80,653,223)	\$ (65,698,863)	98.66%		\$ 499,905	\$ 458,247	\$ 432,503	91.67%	
NET REVENUE	\$ 116,468,352	\$ 99,061,109	\$ 107,218,379	85.05%		\$ 499,905	\$ 458,247	\$ 432,503	91.67%	



	Pupil Activity Fees F23				Monthly Target	Transportation Fee for Service F25				Monthly Target
	Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18		91.67%	Total Budget FY19	Actual to Date FY19	Previous Year to Date FY18		91.67%
<b>Local Sources</b>										
Property Taxes	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	-	-	-			-	-	-		
Tuition & Fees	-	-	-			-	-	-		
Interest Earned	-	-	-			-	113	284		
Charter School Purchased Services	-	-	-			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	-	1,527,656	1,387,080			824,618	649,591	309,220		
<b>Total Local Revenue</b>	<b>\$ -</b>	<b>\$ 1,527,656</b>	<b>\$ 1,387,080</b>		<b>#DIV/0!</b>	<b>\$ 824,618</b>	<b>\$ 649,704</b>	<b>\$ 309,503</b>		<b>78.79%</b>
<b>State Sources</b>										
State Equalization Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Capital Construction	-	-	-			-	-	-		
Vocational Education	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
ELL	-	-	-			-	-	-		
Gifted & Talented	-	-	-			-	-	-		
Transportation	-	-	-			-	-	-		
Other State Revenue	-	-	-			470,000	473,315	500,154		
<b>Total State Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ 470,000</b>	<b>\$ 473,315</b>	<b>\$ 500,154</b>		<b>100.71%</b>
<b>Federal Sources</b>										
Impact Aid	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
IDEA	-	-	-			-	-	-		
DoDEA	-	-	-			-	-	-		
Other Federal Revenue	-	-	-			-	-	-		
<b>Total Federal Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>
<b>Transfers</b>										
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -			\$ -	\$ (359,159)	\$ -		
Charter School PPR	-	-	-			-	-	-		
<b>Total Revenue Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ (359,159)</b>	<b>\$ -</b>		<b>#DIV/0!</b>
<b>NET REVENUE</b>	<b>\$ -</b>	<b>\$ 1,527,656</b>	<b>\$ 1,387,080</b>		<b>#DIV/0!</b>	<b>\$ 1,294,618</b>	<b>\$ 763,859</b>	<b>\$ 809,657</b>		<b>59.00%</b>



	Grants F22 & F26				Monthly Target	Base49 (Before/After Care) F27				Monthly Target
	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%
<b>Local Sources</b>										
Property Taxes	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	-	-	-			-	-	-		
Tuition & Fees	-	-	-			-	-	-		
Interest Earned	-	-	1,182			-	-	-		
Charter School Purchased Services	-	-	-			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	1,110,655	319,346	891,281			1,100,000	1,100,407	957,376		
<b>Total Local Revenue</b>	<b>\$ 1,110,655</b>	<b>\$ 319,346</b>	<b>\$ 892,462</b>	<b>28.75%</b>		<b>\$ 1,100,000</b>	<b>\$ 1,100,407</b>	<b>\$ 957,376</b>	<b>100.04%</b>	
<b>State Sources</b>										
State Equalization Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Capital Construction	-	-	-			-	-	-		
Vocational Education	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
ELL	-	-	-			-	-	-		
Gifted & Talented	-	-	-			-	-	-		
Transportation	-	-	-			-	-	-		
Other State Revenue	474,197	445,626	446,313			-	-	-		
<b>Total State Revenue</b>	<b>\$ 474,197</b>	<b>\$ 445,626</b>	<b>\$ 446,313</b>	<b>93.97%</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>	
<b>Federal Sources</b>										
Impact Aid	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
IDEA	3,145,361	2,785,776	1,847,841			\$ -	\$ -	\$ -		
DoDEA	1,481,516	1,111,261	216,273			-	-	-		
Other Federal Revenue	12,537,076	2,731,310	1,589,169			-	-	-		
<b>Total Federal Revenue</b>	<b>\$ 17,163,953</b>	<b>\$ 6,628,347</b>	<b>\$ 3,653,283</b>	<b>38.62%</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>	
<b>Transfers</b>										
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Charter School PPR	-	-	-			-	-	-		
<b>Total Revenue Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>		<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>	
<b>NET REVENUE</b>	<b>\$ 18,748,804</b>	<b>\$ 7,393,318</b>	<b>\$ 4,992,059</b>	<b>39.43%</b>		<b>\$ 1,100,000</b>	<b>\$ 1,100,407</b>	<b>\$ 957,376</b>	<b>100.04%</b>	





## Food Services F21

Monthly  
Target

	Total Budget FY19	Actual to Date FY19	Previous Year to Date	91.67%
<b>Local Sources</b>				
Property Taxes	\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-	
Tuition & Fees	-	-	-	
Interest Earned	-	7,604	-	
Charter School Purchased Services	-	-	-	
Cash In Lieu of Land	-	-	-	
Other Local Revenue	-	1,619,147	1,728,280	
<b>Total Local Revenue</b>	<b>\$ -</b>	<b>\$ 1,626,751</b>	<b>\$ 1,728,280</b>	<b>#DIV/0!</b>
<b>State Sources</b>				
State Equalization Revenue	\$ -	\$ -	\$ -	
Capital Construction	-	-	-	
Vocational Education	-	-	-	
Special Education	-	-	-	
ELL	-	-	-	
Gifted & Talented	-	-	-	
Transportation	-	-	-	
Other State Revenue	-	79,408	67,532	
<b>Total State Revenue</b>	<b>\$ -</b>	<b>\$ 79,408</b>	<b>\$ 67,532</b>	<b>#DIV/0!</b>
<b>Federal Sources</b>				
Impact Aid	\$ -	\$ -	\$ -	
IDEA	-	-	-	
DoDEA	-	-	-	
Other Federal Revenue	-	1,809,224	1,815,961	
<b>Total Federal Revenue</b>	<b>\$ -</b>	<b>\$ 1,809,224</b>	<b>\$ 1,815,961</b>	<b>#DIV/0!</b>
<b>Transfers</b>				
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -	
Charter School PPR	-	-	-	
<b>Total Revenue Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>
<b>NET REVENUE</b>	<b>\$ -</b>	<b>\$ 3,515,383</b>	<b>\$ 3,611,773</b>	<b>#DIV/0!</b>



	COP and Cash In Lieu of Land F39, F49 & F43			Monthly Target	Dane Balcon Scholarships F73			Monthly Target
	Total Budget FY19	Actual to Date FY19	Previous Year to Date	91.67%	Total Budget FY19	Actual to Date FY19	Previous Year to Date	91.67%
<b>Local Sources</b>								
Property Taxes	\$ 8,414,319	\$ 7,992,275	\$ 52,713		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	5,041		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	777,020	-		-	56	42	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	75,000	369,212	639,272		-	-	-	
Other Local Revenue	25,000	56,295	61,370		-	-	-	
<b>Total Local Revenue</b>	<b>\$ 8,514,319</b>	<b>\$ 9,194,803</b>	<b>\$ 758,395</b>	<b>107.99%</b>	<b>\$ -</b>	<b>\$ 56</b>	<b>\$ 42</b>	<b>#DIV/0!</b>
<b>State Sources</b>								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		-	-	-	
<b>Total State Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>
<b>Federal Sources</b>								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
<b>Total Federal Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>
<b>Transfers</b>								
Transfers from Fund 10 to F15, F18, F19	\$ 4,000,000	\$ 4,000,000	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
<b>Total Revenue Transfers</b>	<b>\$ 4,000,000</b>	<b>\$ 4,000,000</b>	<b>\$ -</b>	<b>100.00%</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>#DIV/0!</b>
<b>NET REVENUE</b>	<b>\$ 12,514,319</b>	<b>\$ 13,194,803</b>	<b>\$ 758,395</b>	<b>105.44%</b>	<b>\$ -</b>	<b>\$ 56</b>	<b>\$ 42</b>	<b>#DIV/0!</b>



	Pupil Fundraising F74				Monthly Target	District Funded Health Insurance F64				Monthly Target
	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%	Total Budget FY19	Actual to Date FY19	Previous Year to Date		91.67%
<b>Local Sources</b>										
Property Taxes	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	-	-	-			-	-	-		
Tuition & Fees	-	-	-			-	-	-		
Interest Earned	-	14,561	8,767			-	16,572	34,948		
Charter School Purchased Services	-	-	-			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	(639)	2,370,536	2,463,371			9,747,321	2,671,946	2,121,630		
<b>Total Local Revenue</b>	<b>\$ (639)</b>	<b>\$ 2,385,097</b>	<b>\$ 2,472,138</b>		<b>-373494.28%</b>	<b>\$ 9,747,321</b>	<b>\$ 2,688,517</b>	<b>\$ 2,156,578</b>		<b>27.58%</b>
<b>State Sources</b>										
State Equalization Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Capital Construction	-	-	-			-	-	-		
Vocational Education	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
ELL	-	-	-			-	-	-		
Gifted & Talented	-	-	-			-	-	-		
Transportation	-	-	-			-	-	-		
Other State Revenue	-	-	-			-	-	-		
<b>Total State Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>
<b>Federal Sources</b>										
Impact Aid	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
IDEA	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
DoDEA	-	-	-			-	-	-		
Other Federal Revenue	-	-	-			-	-	-		
<b>Total Federal Revenue</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>
<b>Transfers</b>										
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Charter School PPR	-	-	-			-	-	-		
<b>Total Revenue Transfers</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>		<b>#DIV/0!</b>
<b>NET REVENUE</b>	<b>\$ (639)</b>	<b>\$ 2,385,097</b>	<b>\$ 2,472,138</b>		<b>-373494.28%</b>	<b>\$ 9,747,321</b>	<b>\$ 2,688,517</b>	<b>\$ 2,156,578</b>		<b>27.58%</b>



## General Funds 10-18 (plural)

Monthly  
Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ 30,607,304	\$ 25,976,307	\$ 36,090,354	
State Revenue	166,690,644	153,034,220	136,214,076	
Federal Revenue	544,217	703,806	612,811	
Revenue Transfers	(81,747,627)	(80,653,223)	(65,724,606)	
<b>Total Revenues</b>	<b>\$ 116,094,538</b>	<b>\$ 99,061,109</b>	<b>\$ 107,192,635</b>	<b>85.33%</b>

### Instructional Spend

General Education	29,918,390	19,969,314	18,834,552
Other Instructional	30,092,031	28,013,125	25,955,929
Special Education	11,368,286	12,125,225	10,538,689
Athletic Extracurricular	1,058,385	1,064,762	864,797
Academic Extracurricular	236,003	244,177	197,471

### Support Services

Student Support Services	7,849,455	7,298,787	6,607,666	
Instructional Staff Support	5,838,531	4,744,114	4,697,817	
Board Administration	1,221,444	1,382,680	824,453	
School Administration	10,702,820	9,437,432	8,449,733	
Business Services	1,674,996	2,172,254	2,536,950	
Operations & Maintenance	10,751,685	10,370,682	9,033,293	
Student Transportation	2,485,344	3,597,012	2,103,631	
Central Support Services	5,154,626	5,526,471	5,166,001	
Risk Management	1,557,835	890,303	2,255,102	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	1,700	1,198	905	
Facilities Acquisition & Construction	1,196,751	1,494,411	3,590,385	
Other Use of Funds	1,592,964	1,716,016	1,564,651	
Operating RESERVES	(465,844)	203	(14,615)	
<b>Total Expenditures</b>	<b>\$ 122,235,401</b>	<b>\$ 110,048,165</b>	<b>\$ 103,207,410</b>	<b>90.03%</b>

**Net Change in Fund Balance**      \$ (6,140,863)      \$ (10,987,055)

Fund Balances, beginning at 7/1/18      22,397,775      22,397,775

**Fund balances, ending (estimated)**      \$ 16,256,912      \$ 11,410,720      \$ 22,397,775



## Preschool Fund 19

Monthly  
Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ -	\$ -	\$ -	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	499,905	458,247	432,503	
<b>Total Revenues</b>	<b>\$ 499,905</b>	<b>\$ 458,247</b>	<b>\$ 432,503</b>	<b>91.67%</b>

### Instructional Spend

General Education	-	-	-
Other Instructional	499,006	479,500	407,734
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-

### Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	900	-	1,463	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
<b>Total Expenditures</b>	<b>\$ 499,906</b>	<b>\$ 479,500</b>	<b>\$ 409,197</b>	<b>95.92%</b>

### Net Change in Fund Balance

	\$ (1)	\$ (21,254)	
Fund Balances, beginning at 7/1/18	75,083	75,083	
<b>Fund balances, ending (estimated)</b>	<b>\$ 75,082</b>	<b>\$ 53,829</b>	<b>\$ 75,083</b>



### Pupil Activities Fund 23

Monthly  
Target

#### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ -	\$ 1,527,656	\$ 1,387,080	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 1,527,656</b>	<b>\$ 1,387,080</b>	<b>#DIV/0!</b>

#### Instructional Spend

General Education	500,000	298,985	245,369
Other Instructional	300,000	218,006	233,590
Special Education	-	3,512	2,041
Athletic Extracurricular	450,000	415,274	333,763
Academic Extracurricular	100,000	47,301	67,019

#### Support Services

Student Support Services	12,021	1,470	65
Instructional Staff Support	100,000	30,541	23,400
Board Administration	-	-	-
School Administration	-	-	-
Business Services	-	-	-
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	-	-	-
Risk Management	-	-	-
Cocurricular Activities - non Athletic	-	(10,118)	4,561
Food Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-

<b>Total Expenditures</b>	<b>\$ 1,462,021</b>	<b>\$ 1,004,969</b>	<b>\$ 909,808</b>	<b>68.74%</b>
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#### Net Change in Fund Balance

	<b>\$ (1,462,021)</b>	<b>\$ 522,687</b>	
Fund Balances, beginning at 7/1/18	421,412	421,412	
<b>Fund balances, ending (estimated)</b>	<b>\$ (1,040,609)</b>	<b>\$ 944,099</b>	<b>\$ 421,412</b>



## Transportation Fund 25

Monthly  
Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ -	\$ 649,704	\$ 309,503	
State Revenue	-	473,315	500,154	
Federal Revenue	-	-	-	
Revenue Transfers	-	(359,159)	-	
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 763,859</b>	<b>\$ 809,657</b>	<b>#DIV/0!</b>

### Instructional Spend

General Education	-	-	-	
Other Instructional	-	-	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
<b>Support Services</b>				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	1,037	-	
Operations & Maintenance	-	-	-	
Student Transportation	1,294,618	1,260,248	1,517,516	
Central Support Services	-	-	-	
Risk Management	-	-	60,895	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
<b>Total Expenditures</b>	<b>\$ 1,294,618</b>	<b>\$ 1,261,285</b>	<b>\$ 1,578,411</b>	<b>97.43%</b>

### Net Change in Fund Balance

Fund Balances, beginning at 7/1/18	\$ -	\$ -	
<b>Fund balances, ending (estimated)</b>	<b>\$ (1,294,618)</b>	<b>\$ (497,426)</b>	<b>\$ -</b>





## Grant Funds 22, 26

## Monthly Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ 1,110,655	\$ 319,346	\$ 892,462	
State Revenue	474,197	445,626	446,313	
Federal Revenue	17,163,953	6,628,347	3,653,283	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ 18,748,804</b>	<b>\$ 7,393,318</b>	<b>\$ 4,992,059</b>	<b>39.43%</b>

### Instructional Spend

General Education	3,659,195	584,656	292,827
Other Instructional	1,253,709	1,085,029	499,725
Special Education	3,124,495	2,637,576	2,169,266
Athletic Extracurricular	-	-	-
Academic Extracurricular	4,124	4,979	5,254

### Support Services

Student Support Services	854,916	1,679,078	1,113,584
Instructional Staff Support	1,834,208	1,190,192	782,274
Board Administration	179,854	140,961	130,049
School Administration	-	45,286	182,526
Business Services	108,534	346	4,304
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	9,471	9,471	44,329
Risk Management	38,891	-	-
Cocurricular Activities - non Athletic	-	-	-
Food Services	1,640	1,836	-
Facilities Acquisition & Construction	575,072	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-

<b>Total Expenditures</b>	<b>\$ 11,644,109</b>	<b>\$ 7,379,409</b>	<b>\$ 5,224,137</b>	<b>63.37%</b>
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### Net Change in Fund Balance

	<b>\$ 7,104,695</b>	<b>\$ 13,910</b>	
Fund Balances, beginning at 7/1/18	-	-	
<b>Fund balances, ending (estimated)</b>	<b>\$ 7,104,695</b>	<b>\$ 13,910</b>	<b>\$ -</b>



## BASE49 (Before/After Care) Fund 27

Monthly  
Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ 1,100,000	\$ 1,100,407	\$ 957,376	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ 1,100,000</b>	<b>\$ 1,100,407</b>	<b>\$ 957,376</b>	<b>100.04%</b>

### Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	677,865	690,397	647,671

### Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	74,860	29,271	46,489	
Business Services	1,520	-	1,600	
Operations & Maintenance	102,240	73,846	102,649	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	7,415	-	3,121	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	142,162	119,056	139,968	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	140,548	-	72	
<b>Total Expenditures</b>	<b>\$ 1,146,610</b>	<b>\$ 912,570</b>	<b>\$ 941,571</b>	<b>79.59%</b>

**Net Change in Fund Balance** \$ (46,610) \$ 187,837

Fund Balances, beginning at 7/1/18 -

**Fund balances, ending (estimated)** \$ (46,610) \$ 187,837 \$ -



## Food Service Fund 21

**Monthly  
Target**

### Revenues

	<b>Total Budget FY19</b>	<b>Actuals to Date FY19</b>	<b>Previous Year to Date</b>	<b>91.67%</b>
Local Revenue	\$ -	\$ 1,626,751	\$ 1,728,280	
State Revenue	-	79,408	67,532	
Federal Revenue	-	1,809,224	1,815,961	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 3,515,383</b>	<b>\$ 3,611,773</b>	<b>#DIV/0!</b>

### Instructional Spend

General Education	-	-	-	
Other Instructional	-	(40)	-	
Special Education	-	-	-	
Athletic Extracurricular	-	-	-	
Academic Extracurricular	-	-	-	
<b>Support Services</b>				
Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	7,080	7,157	
Central Support Services	-	-	-	
Risk Management	-	-	55,567	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	3,466,572	3,535,021	3,166,983	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	60,241	-	-	
<b>Total Expenditures</b>	<b>\$ 3,526,813</b>	<b>\$ 3,542,061</b>	<b>\$ 3,229,707</b>	<b>100.43%</b>

### Net Change in Fund Balance

	<b>\$ (3,526,813)</b>	<b>\$ (26,678)</b>	
Fund Balances, beginning at 7/1/18	1,253,113	1,253,113	
<b>Fund balances, ending (estimated)</b>	<b>\$ (2,273,700)</b>	<b>\$ 1,226,435</b>	<b>\$ 1,253,113</b>



### COP and Cash in Lieu of Funds F39, F43, F49

#### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ 100,000	\$ 9,194,803	\$ 686,434	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	4,000,000	4,000,000	-	
<b>Total Revenues</b>	<b>\$ 4,100,000</b>	<b>\$ 13,194,803</b>	<b>\$ 686,434</b>	

#### Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-

#### Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	20,002	-	
School Administration	-	-	-	
Business Services	-	(177)	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	180,847.37	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	-	-	-	
Facilities Acquisition & Construction	42,178,547	26,845,219	33,072,193	
Other Use of Funds	11,306,763	8,131,894	10,034,016	
Operating RESERVES	(77,200)	-	-	
<b>Total Expenditures</b>	<b>\$ 53,408,110</b>	<b>\$ 34,996,938</b>	<b>\$ 43,287,057</b>	<b>65.53%</b>

#### Net Change in Fund Balance

Fund Balances, beginning at 7/1/18	\$ 41,897,506	\$ 41,897,506	
<b>Fund balances, ending (estimated)</b>	<b>\$ (7,410,604)</b>	<b>\$ 20,095,371</b>	<b>\$ 41,897,506</b>



### Dane Balcon Scholarships Fund 73

#### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date
Local Revenue	\$ -	\$ 56	\$ 42
State Revenue	-	-	-
Federal Revenue	-	-	-
Revenue Transfers	-	-	-
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 56</b>	<b>\$ 42</b>

#### Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-
<b>Support Services</b>			
Student Support Services	-	-	-
Instructional Staff Support	-	-	-
Board Administration	-	-	-
School Administration	-	-	-
Business Services	-	-	-
Operations & Maintenance	-	-	-
Student Transportation	-	-	-
Central Support Services	-	-	-
Risk Management	-	-	-
Cocurricular Activities - non Athletic	-	-	-
Food Services	-	-	-
Facilities Acquisition & Construction	-	-	-
Other Use of Funds	-	-	-
Operating RESERVES	-	-	-
<b>Total Expenditures</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>

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#### Net Change in Fund Balance

	\$ -	\$ 56
Fund Balances, beginning at 7/1/18	4,722	4,722
<b>Fund balances, ending (estimated)</b>	<b>\$ 4,722</b>	<b>\$ 4,778</b>



### Pupil Fundraising Fund 74

#### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ -	\$ 2,385,097	\$ 2,472,138	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ -</b>	<b>\$ 2,385,097</b>	<b>\$ 2,472,138</b>	

#### Instructional Spend

General Education	30,000	23,829	34,390
Other Instructional	424,570	276,959	285,282
Special Education	2,500	1,759	1,293
Athletic Extracurricular	600,000	396,862	532,695
Academic Extracurricular	1,000,000	664,806	639,342

#### Support Services

Student Support Services	6,000	5,512	5,519	
Instructional Staff Support	4,000	3,183	4,525	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	5,000	4,399	8,034	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	-	-	-	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic	25,000	17,182	13,979	
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	-	-	-	
<b>Total Expenditures</b>	<b>\$ 2,097,070</b>	<b>\$ 1,394,492</b>	<b>\$ 1,525,059</b>	<b>66.50%</b>

#### Net Change in Fund Balance

	\$ (2,097,070)	\$ 990,605	
Fund Balances, beginning at 7/1/18	872,470	872,470	
<b>Fund balances, ending (estimated)</b>	<b>\$ (1,224,600)</b>	<b>\$ 1,863,075</b>	<b>\$ 872,470</b>



## District Health Insurance Fund 64

Monthly  
Target

### Revenues

	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	91.67%
Local Revenue	\$ 9,747,321	\$ 2,688,517	\$ 2,156,578	
State Revenue	-	-	-	
Federal Revenue	-	-	-	
Revenue Transfers	-	-	-	
<b>Total Revenues</b>	<b>\$ 9,747,321</b>	<b>\$ 2,688,517</b>	<b>\$ 2,156,578</b>	<b>27.58%</b>

### Instructional Spend

General Education	-	-	-
Other Instructional	-	-	-
Special Education	-	-	-
Athletic Extracurricular	-	-	-
Academic Extracurricular	-	-	-

### Support Services

Student Support Services	-	-	-	
Instructional Staff Support	-	-	-	
Board Administration	-	-	-	
School Administration	-	-	-	
Business Services	-	-	-	
Operations & Maintenance	-	-	-	
Student Transportation	-	-	-	
Central Support Services	9,597,321	3,302,696	3,484,877	
Risk Management	-	-	-	
Cocurricular Activities - non Athletic				
Food Services	-	-	-	
Facilities Acquisition & Construction	-	-	-	
Other Use of Funds	-	-	-	
Operating RESERVES	150,000	-	-	
<b>Total Expenditures</b>	<b>\$ 9,747,321</b>	<b>\$ 3,302,696</b>	<b>\$ 3,484,877</b>	<b>33.88%</b>

### Net Change in Fund Balance

	\$ -	\$ (614,179)	
Fund Balances, beginning at 7/1/18	953,910	953,910	
<b>Fund balances, ending (estimated)</b>	<b>\$ 953,910</b>	<b>\$ 339,731</b>	<b>\$ 953,910</b>





## Falcon Zone

General Fund - School Managed F10

Monthly Target:

91.67%

School	Membership Count per CDE FY18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Falcon Elementary School of Technology	299	42%	\$ 6,880	\$ 2,351,456	\$ 2,057,169	\$ 1,931,211	87.48%
Meridian Ranch Elementary	655	17%	4,963	3,751,308	3,250,964	3,185,272	86.66%
Woodman Hills Elementary	552	21%	6,688	4,378,145	3,691,824	4,010,914	84.32%
Bennett Ranch Elementary	286	29%	5,606	1,458,301	1,603,198	-	109.94%
Falcon Middle School	986	27%	5,410	5,812,823	5,334,206	4,937,699	91.77%
Falcon High School	1,286	21%	4,995	7,438,228	6,423,036	6,422,963	86.35%
Falcon Zone Administration	-	-	-	(115,632)	512,415	303,078	-443.14%
<b>Falcon Zone Totals</b>	<b>4,064</b>	<b>26%</b>		<b>\$ 25,074,628</b>	<b>\$ 22,872,813</b>	<b>\$ 20,791,137</b>	<b>91.22%</b>

	Falcon Elementary School of Technology	Meridian Ranch Elementary	Woodman Hills Elementary	Bennett Ranch Elementary	Falcon Middle School	Falcon High School	Falcon Zone Administration
<b>General Fund Expenditures</b>							
Salaries	\$ 1,445,443	\$ 2,342,122	\$ 2,645,286	\$ 1,113,465	\$ 3,698,844	\$ 4,244,838	\$ 333,959
Employee Benefits	465,397	744,478	851,066	371,665	1,230,792	1,390,520	97,119
Purchased Prof & Tech Services	104	291	-	-	7,335	84,104	45,107
Purchased Property Services	42,846	51,726	53,717	23,506	109,821	191,772	-
Other Purchased Services	11,485	17,076	20,816	9,721	34,735	111,514	24,917
Supplies	79,865	88,438	114,728	80,856	235,445	374,864	10,070
Property	4,056	2,510	5,599	879	7,169	10,318	563
Miscellaneous	7,974	940	612	3,106	10,065	15,106	680
Other Use of Funds	-	3,384	-	-	-	-	-
<b>Total General Fund Expenditures</b>	<b>\$ 2,057,169</b>	<b>\$ 3,250,964</b>	<b>\$ 3,691,824</b>	<b>\$ 1,603,198</b>	<b>\$ 5,334,206</b>	<b>\$ 6,423,036</b>	<b>\$ 512,415</b>
Personnel Expenditures	92.89%	94.94%	94.71%	92.64%	92.42%	87.74%	84.13%
Implementation Expenditures	7.11%	5.06%	5.29%	7.36%	7.58%	12.26%	15.87%
<b>Other Fund Expenditures by School</b>							
Capital Funds (F15, F17)	1,854.75	25,914.24	7,374.00	-	-	-	-
Preschool (F19)	-	14,241.72	24,648.93	11,950.44	-	-	-
Food Services (F21)	76,994	77,147	86,267	61,219	181,023	208,773	44,270
Mill Levy Override Funds (F14, F16, F39, F49)	179,016	105,612	124,295	4,190,680	802,671	179,016	94,456
Grant Funds (F22, F26)	164,658	112,727	88,909	60,189	124,708	333,666	-
Pupil Activities (F23)	3,060	16,228	23,192	5,737	100,506	170,148	318
Pupil Fundraising (F74)	10,045	98,913	58,024	14,595	55,855	293,638	11,386
BASE 49 (F27)	41,373	88,975	62,910	(5,645)	-	-	-
<b>Total Fund Expenditures</b>	<b>\$ 2,534,170</b>	<b>\$ 3,790,721</b>	<b>\$ 4,167,443</b>	<b>\$ 5,941,923</b>	<b>\$ 6,598,969</b>	<b>\$ 7,608,277</b>	<b>\$ 662,845</b>



## Sand Creek Zone

General Fund - School Managed F10

Monthly Target:

91.67%

School	Membership Count per CDE FY18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Evans International Elementary	658	60%	\$ 4,800	\$ 3,471,904	\$ 3,158,115	\$ 3,107,901	90.96%
Remington Elementary	593	44%	5,536	3,693,848	3,283,129	3,107,758	88.88%
Springs Ranch Elementary	549	25%	5,743	3,550,255	3,153,021	3,078,055	88.81%
Horizon Middle School	745	47%	6,125	4,909,729	4,563,038	4,212,644	92.94%
Sand Creek High	1,191	38%	5,626	7,620,054	6,700,958	6,428,865	87.94%
Sand Creek Zone Administration	-	-	-	998,012	869,061	808,911	87.08%
<b>Sand Creek Zone Totals</b>	<b>3,736</b>	<b>36%</b>		<b>\$ 24,243,803</b>	<b>\$ 21,727,323</b>	<b>\$ 20,744,135</b>	<b>89.62%</b>

	Evans International Elementary	Remington Elementary	Springs Ranch Elementary	Horizon Middle School	Sand Creek High	Sand Creek Zone Administration	
<b>General Fund Expenditures</b>							
Salaries	\$ 2,214,155	\$ 2,359,645	\$ 2,229,144	\$ 3,158,385	\$ 4,507,798	\$ 494,406	
Employee Benefits	734,433	739,847	733,945	1,069,534	1,423,858	147,616	
Purchased Prof & Tech Services	(16)	-	4,307	17,294	161,129	156,985	
Purchased Property Services	30,614	34,915	39,478	82,812	122,230	982	
Other Purchased Services	27,252	21,122	20,630	31,544	55,505	17,586	
Supplies	119,657	116,256	119,766	178,816	385,126	50,536	
Property	7,194	4,390	5,244	16,193	3,562	-	
Miscellaneous	24,827	6,954	509	8,459	41,749	950	
Other Use of Funds	-	-	-	-	-	-	
<b>Total General Fund Expenditures</b>	<b>\$ 3,158,115</b>	<b>\$ 3,283,129</b>	<b>\$ 3,153,021</b>	<b>\$ 4,563,038</b>	<b>\$ 6,700,958</b>	<b>\$ 869,061</b>	<b>\$ 21,727,323</b>

Personnel Expenditures	93.37%	94.41%	93.98%	92.66%	88.52%	73.88%
Implementation Expenditures	6.63%	5.59%	6.02%	7.34%	11.48%	26.12%

### Other Fund Expenditures by School

Preschool (F19)	\$ -	\$ 54,502	\$ 86,340	\$ -	\$ -	\$ -
Food Services (F21)	84,690	84,189	66,704	193,047	171,351	41,589
Mill Levy Override Funds (F14, F16, F39, F49)	250,498	92,752	311,189	266,342	179,016	128,646
Grant Funds (F22, F26)	376,922	362,292	114,568	363,344	286,156	-
Pupil Activities (F23)	49,902	15,181	19,837	63,436	239,648	-
Pupil Fundraising (F74)	37,439	31,981	22,631	55,160	123,006	19,655
BASE 49 (F27)	81,366	71,381	133,247	-	-	-
<b>Total Fund Expenditures</b>	<b>\$ 4,038,932</b>	<b>\$ 3,995,407</b>	<b>\$ 3,907,537</b>	<b>\$ 5,504,366</b>	<b>\$ 7,700,135</b>	<b>\$ 1,058,951</b>



## Power Zone

General Funds - School Managed F10

Monthly Target:

91.67%

School	Membership Count per CDE FY18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Ridgeview Elementary	816	20%	\$ 4,589	\$ 4,266,965	\$ 3,744,246	\$ 3,685,434	87.75%
Stetson Elementary	541	37%	5,972	3,575,041	3,231,000	3,180,576	90.38%
Odyssey Elementary	453	42%	6,017	3,189,315	2,725,551	2,606,788	85.46%
IVES	-	-	-	-	-	-	0.00%
ALLIES	114	27%	-	1,215,612	1,129,288	689,277	92.90%
Skyview Middle	1,135	32%	5,065	6,204,364	5,748,511	5,483,788	92.65%
Vista Ridge High	1,678	25%	4,599	8,228,579	7,717,740	7,137,183	93.79%
Power Zone Administration	-	-	-	1,014,795	847,276	674,860	83.49%
<b>Power Zone Totals</b>	<b>4,737</b>	<b>23%</b>		<b>\$ 27,694,670</b>	<b>\$ 25,143,613</b>	<b>\$ 23,457,904</b>	<b>90.79%</b>

	Ridgeview Elementary	Stetson Elementary	Odyssey Elementary	ALLIES	IVES	Skyview Middle	Vista Ridge High	Power Zone Administration
<b><u>General Fund Expenditures</u></b>								
Salaries	\$ 2,697,801	\$ 2,271,632	\$ 1,890,548	\$ 813,708	\$ -	\$ 4,010,097	\$ 5,326,086	\$ 487,502
Employee Benefits	830,184	759,327	643,815	237,045	-	1,373,950	1,695,967	141,849
Purchased Prof & Tech Services	-	-	125	-	-	6,790	82,672	54,362
Purchased Property Services	42,528	34,645	31,801	6,418	-	84,621	86,522	6,710
Other Purchased Services	29,960	19,549	15,948	4,987	-	46,779	76,434	11,987
Supplies	126,879	134,623	104,813	66,195	-	205,001	362,003	133,377
Property	15,572	4,284	9,875	809	-	15,942	36,244	2,852
Miscellaneous	1,321	6,940	28,627	126	-	5,333	51,811	55
Other Use of Funds	-	-	-	-	-	-	-	8,582
<b>Total General Fund Expenditures</b>	<b>\$ 3,744,246</b>	<b>\$ 3,231,000</b>	<b>\$ 2,725,551</b>	<b>\$ 1,129,288</b>	<b>\$ -</b>	<b>\$ 5,748,511</b>	<b>\$ 7,717,740</b>	<b>\$ 847,276</b>
								<b>\$ 25,143,613</b>
Personnel Expenditures	94.22%	93.81%	92.99%	93.05%	-	93.66%	90.99%	74.28%
Implementation Expenditures	5.78%	6.19%	7.01%	6.95%	-	6.34%	9.01%	25.72%
<b><u>Other Fund Expenditures by School</u></b>								
Capital Funds (F15, F17)	\$ -	\$ 83,625	\$ -	\$ 975,812	\$ -	\$ -	\$ -	\$ -
District Insurance (F18)	-	-	-	-	-	-	-	-
Preschool (F19)	41,385.36	69,078.69	59,065.73	-	-	-	-	-
Food Services (F21)	86,189	88,553	79,624	-	-	258,253	229,551	40,930
Transportation (F25)	-	-	-	-	-	-	-	-
Mill Levy Override Funds (F14, F16, F39, F49)	194,613	263,707	421,625	8,114	15,049,295	291,363	179,016	25,188
Grant Funds (F22, F26)	120,578	49,700	231,172	2,985	-	235,029	99,279	122
Pupil Activities (F23)	28,142	17,096	10,382	4,056	-	47,313	174,449	-
Pupil Fundraising (F74)	48,210	18,535	38,902	2,980	-	51,691	315,294	24,021
BASE 49 (F27)	90,157	62,277	61,674	-	-	-	-	-
<b>Total Fund Expenditures</b>	<b>\$ 4,353,520</b>	<b>\$ 3,883,573</b>	<b>\$ 3,627,996</b>	<b>\$ 2,123,233</b>	<b>\$ 15,049,295</b>	<b>\$ 6,632,160</b>	<b>\$ 8,715,330</b>	<b>\$ 937,538</b>



## iConnect Zone

General Funds - School Managed F10

Monthly Target:

91.67%

School / Program	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Pikes Peak Early College	175	-	\$ 6,053	\$ 919,446	\$ 1,059,229	\$ 842,514	115.20%
Springs Studio for Academic Excellence	410	11%	4,325	2,145,082	1,773,390	1,767,895	82.67%
Patriot High School	91	-	15,068	1,810,510	1,371,220	1,469,556	75.74%
Falcon Home School	-	-	-	716,377	512,228	559,386	71.50%
iConnect Zone Totals	-	-	-	406,773	910,191	573,681	223.76%
<b><u>CHARTERED SCHOOLS</u></b>							
PPSEL	415	14%					
PTEC	267	21%					
BLRA	1,376	11%					
RMCA	1,632	15%					
ICA	705	14%					
LTA	318	-					
GOAL	4,153	60%					
<b>iConnect Zone Totals</b>	<b>9,542</b>			<b>\$ 5,998,188</b>	<b>\$ 5,626,260</b>	<b>\$ 5,213,032</b>	<b>93.80%</b>

	Pikes Peak Early College	Springs Studio for Academic Excellence	Patriot High School	Falcon Home School	iConnect Zone Totals	
<b><u>General Fund Expenditures</u></b>						
Salaries	\$ 420,576	\$ 1,040,479	\$ 834,552	\$ 377,090	\$ 553,821	
Employee Benefits	144,904	327,692	257,772	107,189	155,623	
Purchased Prof & Tech Services	1,157	4,515	(3,664)	-	156,861	
Purchased Property Services	3,921	16,234	36,056	1,755	2,911	
Other Purchased Services	422,711	69,003	13,060	5,075	12,223	
Supplies	55,966	184,277	137,932	20,361	25,297	
Property	9,785	64,225	89,802	(200)	300	
Miscellaneous	208	12,706	3,712	959	3,155	
Other Use of Funds	-	54,259	2,000	-	-	
<b>Total Expenditures</b>	<b>\$ 1,059,229</b>	<b>\$ 1,773,390</b>	<b>\$ 1,371,220</b>	<b>\$ 512,228</b>	<b>\$ 910,191</b>	<b>\$ 5,626,260</b>
Personnel Expenditures	53.39%	77.15%	79.66%	94.54%	77.94%	
Implementation Expenditures	46.61%	22.85%	20.34%	5.46%	22.06%	
<b><u>Other Fund Expenditures by School</u></b>						
Capital Funds (F15, F17)	\$ -	\$ 126,492	\$ 56,096	\$ -	\$ -	
Food Services (F21)	-	-	23,478	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	7,530	179,016	179,016	2,813	12,266	
Grant Funds (F22, F26)	2,386	124,163	161,539	2,508	-	
Pupil Activities (F23)	656	11,407	-	4,274	-	
Pupil Fundraising (F74)	702	14,653	18,426	151	727	
<b>Total Fund Expenditures</b>	<b>\$ 1,070,503</b>	<b>\$ 2,229,122</b>	<b>\$ 1,809,776</b>	<b>\$ 521,975</b>	<b>\$ 923,184</b>	



## Internal Vendor Group

General Funds - School Managed F10

Monthly Target:

91.67%

Department	Membership Count per CDE F18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Facilities		\$ 159.13	\$ 1,995,468	\$ 2,102,639	\$ 2,196,879	105.37%
Transportation		180	2,569,648	2,374,732	1,639,643	92.41%
Warehouse / Food Services		4	49,558	52,756	49,275	106.45%
IT		246	4,217,062	3,248,298	2,887,031	77.03%
Security		23	315,802	305,827	239,559	96.84%
Miscellaneous		-	-	-	640	#DIV/0!
<b>Internal Vendor Group Totals</b>	<b>13,213</b>		<b>\$ 9,147,538</b>	<b>\$ 8,084,253</b>	<b>\$ 7,013,027</b>	<b>88.38%</b>

	Facilities	Transportation	Food Services Warehouse	IT	Security	Miscellaneous	
<b>General Fund Expenditures</b>							
Salaries	\$ 1,382,603	\$ 1,756,374	\$ 32,709	\$ 63,584	\$ 202,572	\$ -	
Employee Benefits	471,927	661,080	13,737	20,541	63,685	-	
Purchased Prof & Tech Services	3,268	22,615	45	1,988,142	261	-	
Purchased Property Services	44,031	24,519	962	5,103	-	-	
Other Purchased Services	61,516	78,758	5,043	507,359	4,563	-	
Supplies	128,357	582,030	11	168,493	26,796	-	
Property	13,169	2,032	250	14,331	325	-	
Miscellaneous	(2,232)	(752,676)	-	1,299	7,625	-	
Other Use of Funds	-	-	-	479,448	-	-	
<b>Total Expenditures</b>	<b>\$ 2,102,639</b>	<b>\$ 2,374,732</b>	<b>\$ 52,756</b>	<b>\$ 3,248,298</b>	<b>\$ 305,827</b>	<b>\$ -</b>	<b>\$ 8,084,253</b>

Personnel Expenditures	88.20%	101.80%	88.04%	2.59%	87.06%	#DIV/0!
Implementation Expenditures	11.80%	-1.80%	11.96%	97.41%	12.94%	#DIV/0!

### Other Fund Expenditures by School

Capital Funds (F15, F17)	\$ 180,283	\$ 1,315,315	\$ -	\$ -	\$ -	\$ -
Food Services (F21)	-	-	1,119,299	-	-	-
Transportation (F25)	-	1,299,761	-	-	-	-
Mill Levy Override Funds (F14, F16, F39, F49)	174,328	-	-	36,340	214,002	-
Grant Funds (F22, F26)	-	250,707	-	-	-	-
Pupil Fundraising (F74)	-	11,537	-	-	-	-
<b>Total Fund Expenditures</b>	<b>\$ 2,457,250</b>	<b>\$ 5,252,052</b>	<b>\$ 1,119,299</b>	<b>\$ 3,284,638</b>	<b>\$ 519,829</b>	<b>\$ -</b>



## Internal Services Group

General Funds - School Managed F10

Monthly Target:

91.67%

School	Membership Count per CDE F18-19	Free Reduced % FY18-19	Per Pupil Spend FY18-19	Total Budget FY19	Actuals to Date FY19	Previous Year to Date	% used
Creekside			\$ 11.76	\$ 190,133	\$ 155,445	\$ 149,089	81.76%
Central Offices			871	11,327,807	11,503,226	10,999,030	101.55%
Board of Education			38	563,440	499,776	509,179	88.70%
Human Resources			69	1,030,487	911,185	922,168	88.42%
Community Relations			55	759,213	720,988	676,106	94.97%
Business Office			135	1,841,674	1,779,474	1,764,852	96.62%
District Wide			3	(125,380)	45,803	69,626	-36.53%

<b>Internal Services Group</b>	<b>13,213</b>	<b>-</b>	<b>\$ 15,587,374</b>	<b>\$ 15,615,897</b>	<b>\$ 15,090,050</b>	<b>100.18%</b>
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	Creekside	Central Offices	Board of Education	Human Resources	Community Relations	Business Office	District Wide	
<b><u>General Fund Expenditures</u></b>								
Salaries	\$ 71,196	\$ 5,311,968	\$ 360,219	\$ 588,992	\$ 370,077	\$ 1,199,622	\$ -	
Employee Benefits	27,660	1,715,902	99,648	180,390	115,399	366,461	-	
Purchased Prof & Tech Services	-	1,760,773	-	78,659	108,980	176,109	-	
Purchased Property Services	13,505	172,182	3,782	452	-	4,664	-	
Other Purchased Services	3,537	1,844,690	4,223	15,431	68,837	22,585	45,803	
Supplies	35,202	428,095	31,122	38,910	51,343	11,515	-	
Property	2,568	200,548	728	1,700	5,432	12,229	-	
Miscellaneous	1,778	69,068	53	6,650	920	(13,710)	-	
Other Use of Funds	-	-	-	-	-	-	-	
<b>Total Expenditures</b>	<b>\$ 155,445</b>	<b>\$ 11,503,226</b>	<b>\$ 499,776</b>	<b>\$ 911,185</b>	<b>\$ 720,988</b>	<b>\$ 1,779,474</b>	<b>\$ 45,803</b>	<b>\$ 15,615,897</b> (0)
Personnel Expenditures	63.60%	61.09%	92.01%	84.44%	67.33%	88.01%	0.00%	
Implementation Expenditures	36.40%	38.91%	7.99%	15.56%	32.67%	11.99%	100.00%	
<b><u>Other Fund Expenditures by School</u></b>								
Capital Funds (F15, F17)	\$ 280,369	\$ 36,714	\$ -	\$ 19,334	\$ 81,122	\$ 9,601	\$ 697,259	
District Insurance (F18)	-	-	-	-	-	-	871,858	
Preschool (F19)	-	118,288	-	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	-	91,297	68,470	-	-	-	8,206,206	
Grant Funds (F22, F26)	-	3,067,780	52,793	3,095	-	84,154	-	
Pupil Fundraising (F74)	-	28,718	-	-	-	(12,383)	-	
BASE 49 (F27)	-	224,856	-	-	-	-	-	
Self Funded Health Insurances (F64)	-	-	-	-	-	-	3,302,696	
<b>Total Fund Expenditures</b>	<b>\$ 435,814</b>	<b>\$ 15,070,878</b>	<b>\$ 621,040</b>	<b>\$ 933,615</b>	<b>\$ 802,110</b>	<b>\$ 1,860,846</b>	<b>\$ 13,123,822</b>	

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 495	\$ 547	\$ (52)	\$ 2,433	\$ 3,166	\$ (733)	\$ 2,872	\$ 1,282	\$ 1,591
2nd Grade - 0012	455	910	(455)	2,678	2,258	420	1,216	1,198	18
3rd Grade - 0013	536	153	383	2,800	1,360	1,440	4,092	3,775	317
4th Grade - 0014	238	600	(362)	3,875	3,065	810	2,449	2,151	299
5th Grade - 0015	35	280	(245)	2,005	1,668	337	2,220	2,195	24
Kidgergarten - 0019	-	570	(570)	4,008	2,573	1,435	3,592	3,676	(84)
Library - 0080	8	-	8	40	40	-	550	-	550
Field Trips - 0089	-	-	-	-	-	-	5,874	5,787	87
Art - 0210	-	-	-	-	-	-	1,011	1,000	11
Art Club - 0212	-	-	-	-	-	-	-	-	-
Painting - 0250	-	-	-	-	-	-	-	-	-
PE - 0800	14	-	14	5	-	5	11	-	11
Cupstacking - 0803	-	-	-	-	-	-	-	-	-
Dance - 0833	-	-	-	-	-	-	-	-	-
5th Grade Camp - 0843	-	-	-	-	-	-	-	-	-
Cooking Club - 0991	-	-	-	-	-	-	-	-	-
Music - 1210	4	-	4	100	100	-	28	-	28
Choir - 1241	-	-	-	4,243	723	3,520	6,034	1,564	4,471
Band - 1251	-	-	-	5,057	1,277	3,780	3,546	566	2,980
Technology - 1610	1,080	-	1,080	13	-	13	457	-	457
Computer Repair - 1640	-	-	-	-	-	-	-	-	-
Boys Basketball - 1845	-	-	-	-	-	-	-	-	-
CoEd Basketball - 1875	-	-	-	-	-	-	-	-	-
Boys Track & Field - 1890	-	-	-	-	-	-	-	-	-
Cocurricular Nonathletic - 1900	-	-	-	-	-	-	-	-	-
Yearbook - 1903	-	-	-	240	-	240	1,157	-	1,157
Makerspace - 1941	-	-	-	-	-	-	-	-	-
Walking Club - 1947	-	-	-	-	-	-	-	-	-
Garden Club - 1957	-	-	-	-	-	-	-	-	-
BoosterThon - 1969	-	-	-	-	-	-	-	-	-
Bobcat Sisterhood - 1979	-	-	-	-	-	-	-	-	-
STEAM - 1982	-	-	-	-	-	-	-	-	-
YMCA - 2001	-	-	-	-	-	-	-	-	-
Tshirts EES - 2002	-	-	-	-	-	-	-	-	-
Grant III - 2003	-	-	-	-	-	-	(1,157)	-	(1,157)
Battle of the Books - 2004	-	-	-	-	-	-	-	-	-
	\$ 2,864	\$ 3,060	\$ (196)	\$ 27,496	\$ 16,228	\$ 11,268	\$ 33,951	\$ 23,192	\$ 10,760



<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 1,156	\$ 1,003	\$ 153	\$ 4,949	\$ 4,276	\$ 673	\$ 3,898	\$ 3,642	\$ 256
2nd Grade - 0012	728	718	9	6,321	5,362	\$ 960	1,361	726	\$ 635
3rd Grade - 0013	1,127	927	200	7,547	4,240	\$ 3,307	2,819	1,021	\$ 1,798
4th Grade - 0014	1,202	1,065	138	10,455	4,508	\$ 5,948	3,414	1,885	\$ 1,529
5th Grade - 0015	916	670	246	51,059	36,359	\$ 14,700	3,005	1,775	\$ 1,230
Kidgergarten - 0019	952	674	278	5,137	5,313	\$ (176)	2,993	90	\$ 2,903
Library - 0080	196	-	196	3,839	864	\$ 2,975	-	-	\$ -
Field Trips - 0089	-	-	-	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	-	-	-	\$ -	2,475	1,678	\$ 798
Art Club - 0212	675	479	196	-	-	\$ -	4,369	2,249	\$ 2,120
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	549	-	\$ 549	-	-	\$ -
Cupstacking - 0803	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	4	-	\$ 4
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -	600	249	\$ 351
Music - 1210	-	-	\$ -	26	-	\$ 26	-	-	\$ -
Choir - 1241	310	202	108	104	-	\$ 104	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	1,747	609	\$ 1,138
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	840	-	\$ 840
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	-	-	\$ -	-	-	\$ -	1,055	-	\$ 1,055
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	1,258	1,258	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	(11,020)	(11,020)	\$ -	17	-	\$ 17
Tshirts EES - 2002	-	-	\$ -	111	-	\$ 111	-	-	\$ -
Grant III - 2003	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 7,261	\$ 5,737	\$ 1,524	\$ 79,079	\$ 49,902	\$ 29,177	\$ 29,854	\$ 15,181	\$ 14,673

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 3,013	\$ 2,557	\$ 456	\$ 3,865	\$ 3,845	\$ 20	\$ 2,872	\$ 1,282	\$ 1,591
2nd Grade - 0012	2,872	2,197	\$ 676	2,682	2,433	\$ 249	1,216	1,198	\$ 18
3rd Grade - 0013	4,170	2,724	\$ 1,446	3,276	2,317	\$ 959	4,092	3,775	\$ 317
4th Grade - 0014	3,426	3,057	\$ 369	4,810	4,115	\$ 695	2,449	2,151	\$ 299
5th Grade - 0015	6,431	1,891	\$ 4,540	2,926	2,837	\$ 90	2,220	2,195	\$ 24
Kidgergarten - 0019	3,692	3,551	\$ 142	3,601	2,868	\$ 733	3,592	3,676	\$ (84)
Library - 0080	335	85	\$ 250	431	88	\$ 343	550	-	\$ 550
Field Trips - 0089	-	-	\$ -	-	-	\$ -	5,874	5,787	\$ 87
Art - 0210	-	-	\$ -	383	383	\$ 0	1,011	1,000	\$ 11
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	1,260	515	\$ 745	-	-	\$ -
PE - 0800	(92)	-	\$ (92)	190	190	\$ -	11	-	\$ 11
Cupstacking - 0803	366	262	\$ 104	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	16,354	-	\$ 16,354	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	276	1,236	\$ (960)	28	-	\$ 28
Choir - 1241	2,357	575	\$ 1,782	6,381	6,677	\$ (296)	6,034	1,564	\$ 4,471
Band - 1251	-	-	\$ -	-	-	\$ -	3,546	566	\$ 2,980
Technology - 1610	-	-	\$ -	1,134	543	\$ 591	457	-	\$ 457
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	(30)	2,243	\$ (2,273)	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	4,480	220	\$ 4,260	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	958	-	\$ 958	-	-	\$ -	1,157	-	\$ 1,157
Makerspace - 1941	-	-	\$ -	15	13	\$ 1	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	1,406	476	\$ 930	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	180	83	\$ 97	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Grant III - 2003	-	-	\$ -	-	-	\$ -	(1,157)	-	\$ (1,157)
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 49,739	\$ 19,837	\$ 29,902	\$ 31,409	\$ 28,142	\$ 3,267	\$ 33,951	\$ 23,192	\$ 10,760

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 2,716	\$ 857	\$ 1,859	\$ -	\$ -	\$ -
2nd Grade - 0012	1,491	1,179	\$ 312	433	411	\$ 22
3rd Grade - 0013	2,047	2,271	\$ (224)	1,485	1,482	\$ 3
4th Grade - 0014	3,167	2,152	\$ 1,015	1,497	899	\$ 597
5th Grade - 0015	2,718	2,379	\$ 339	748	1,264	\$ (517)
Kidgergarten - 0019	1,425	1,518	\$ (93)	7	-	\$ 7
Library - 0080	-	-	\$ -	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -
Art Club - 0212	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	-	-	\$ -
Cupstacking - 0803	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -
Cooking Club - 0991	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	400	-	\$ 400
Choir - 1241	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -
Technology - 1610	30	-	\$ 30	279	-	\$ 279
Computer Repair - 1640	-	-	\$ -	1,620	-	\$ 1,620
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	44	-	\$ 44	-	-	\$ -
Yearbook - 1903	127	-	\$ 127	-	-	\$ -
Makerspace - 1941	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -
Grant III - 2003	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	140	27	\$ 113	-	-	\$ -
	<b>\$ 13,905</b>	<b>\$ 10,382</b>	<b>\$ 3,523</b>	<b>\$ 6,469</b>	<b>\$ 4,056</b>	<b>\$ 2,413</b>

<b><u>Student Fees by Program</u></b>	<b>Falcon Middle 220</b>			<b>Horizon Middle 225</b>			<b>Skyview Middle 330</b>		
	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>
6th Grade - 0016	\$ -	\$ -	\$ -	\$ 13,073	\$ 11,543	\$ 1,530	\$ -	\$ -	\$ -
7th Grade - 0017	-	-	\$ -	12,088	9,438	\$ 2,651	-	-	\$ -
8th Grade - 0018	-	-	\$ -	12,580	8,683	\$ 3,897	-	-	\$ -
Mini Course - 0020	18,733	18,733	\$ 1	-	-	\$ -	-	-	\$ -
6th Grade - 0026	37,412	35,088	\$ 2,324	3,344	1,998	\$ 1,346	5,716	3,247	\$ 2,469
7th Grade - 0027	6,283	4,686	\$ 1,596	5,190	1,813	\$ 3,377	6,020	5,667	\$ 353
8th Grade - 0028	4,686	3,869	\$ 817	3,281	1,377	\$ 1,904	18,352	11,135	\$ 7,217
G/T - 0070	-	-	\$ -	-	-	\$ -	243	243	\$ -
Library - 0080	730	366	\$ 364	75	-	\$ 75	1,107	-	\$ 1,107
ELL - 0091	-	-	\$ -	-	-	\$ -	243	195	\$ 48
Summer School - 0096	-	-	\$ -	-	-	\$ -	5	-	\$ 5
Textbook Fee - 0099	1,266	789	\$ 477	9	-	\$ 9	-	-	\$ -
Art - 0210	5,191	5,182	\$ 9	-	-	\$ -	4,824	1,387	\$ 3,437
Reading - 0500	-	-	\$ -	-	-	\$ -	501	39	\$ 461
Communications - 0553	-	-	\$ -	-	-	\$ -	243	166	\$ 77
Broadcasting - 0554	-	-	\$ -	-	-	\$ -	250	-	\$ 250
Drama - 0560	944	798	\$ 146	-	-	\$ -	1,038	788	\$ 249
Foreign Language - 0600	-	-	\$ -	-	-	\$ -	243	214	\$ 29
PE - 0800	-	-	\$ -	15,194	5,425	\$ 9,768	5,460	1,379	\$ 4,082
Intramural PE - 0801	-	-	\$ -	-	-	\$ -	243	-	\$ 243
Health & Wellness - 0819	-	-	\$ -	-	-	\$ -	50	-	\$ 50
Family/Consumer Science - 0900	3,470	2,523	\$ 947	-	-	\$ -	4,032	2,604	\$ 1,428
Engineering/Robotics - 1032	-	-	\$ -	-	-	\$ -	133	80	\$ 53
Woodshop - 1060	-	-	\$ -	5	-	\$ 5	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	876	958	\$ (82)
Choir - 1241	190	57	\$ 133	55	-	\$ 55	3,585	2,140	\$ 1,444
Show Choir - 1242	37	-	\$ 37	-	-	\$ -	-	-	\$ -
Solo/Ensemble - 1243	312	480	\$ (168)	-	-	\$ -	-	-	\$ -
Band - 1251	1,873	(385)	\$ 2,258	2,674	2,348	\$ 326	1,950	899	\$ 1,051
Orchestra - 1255	-	-	\$ -	1,412	1,963	\$ (551)	-	-	\$ -
Science - 1310	135	712	\$ (577)	-	-	\$ -	-	-	\$ -
Technology - 1610	3,166	3,047	\$ 119	290	-	\$ 290	1,970	1,035	\$ 935

<b><u>Student Fees by Program</u></b>	<b>Falcon Middle 220</b>			<b>Horizon Middle 225</b>			<b>Skyview Middle 330</b>		
	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>
Tech Insurance - 1640	-	-	\$ -	-	-	\$ -	8,260	-	\$ 8,260
SPED -1700	-	-	\$ -	-	-	\$ -	2,783	3,512	\$ (729)
General Athletic - 1805	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Basketball - 1815	2,542	2,696	\$ (154)	1,800	1,800	\$ -	3,121	1,497	\$ 1,624
Spirit Club - 1817	-	-	\$ -	-	-	\$ -	261	20	\$ 241
Softball - 1827	1,709	1,698	\$ 11	992	1,136	\$ (144)	1,054	443	\$ 611
Volleyball - 1832	1,975	2,028	\$ (53)	1,025	1,025	\$ -	2,106	790	\$ 1,316
Boys Basketball - 1845	1,804	2,872	\$ (1,068)	1,800	1,800	\$ -	2,819	1,706	\$ 1,113
Football - 1850	4,690	3,905	\$ 784	4,223	4,197	\$ 25	6,138	1,237	\$ 4,901
Wrestling - 1863	2,543	3,466	\$ (922)	2,025	1,663	\$ 362	4,204	2,020	\$ 2,184
Cross Country - 1878	3,116	3,075	\$ 41	708	708	\$ -	3,552	1,051	\$ 2,500
Track - 1890	3,931	2,669	\$ 1,262	5,813	6,134	\$ (321)	6,425	2,419	\$ 4,005
Principal Discretionary - 1900	702	287	\$ 415	-	-	\$ -	111	-	\$ 111
Yearbook - 1903	-	-	\$ -	440	-	\$ 440	8,005	-	\$ 8,005
Student Council - 1953	-	-	\$ -	-	-	\$ -	1,042	-	\$ 1,042
NJHS - 1954	415	385	\$ 30	555	385	\$ 170	726	-	\$ 726
FCCLA - 1961	-	-	\$ -	-	-	\$ -	628	441	\$ 187
Art Honor Society - 1965	259	603	\$ (344)	-	-	\$ -	-	-	\$ -
Lego Club - 1966	33	-	\$ 33	-	-	\$ -	-	-	\$ -
Grant 2 Pride - 2002	(4,233)	875	\$ (5,109)	-	-	\$ -	-	-	\$ -
	<b>\$ 103,914</b>	<b>\$ 100,506</b>	<b>\$ 3,408</b>	<b>\$ 88,650</b>	<b>\$ 63,436</b>	<b>\$ 25,214</b>	<b>\$ 108,317</b>	<b>\$ 47,313</b>	<b>\$ 61,004</b>

<u>Student Fees by Program</u>	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
PSAT -0030	\$ -	\$ -	\$ -	\$ 1,092	\$ 360	\$ 732	\$ -	\$ -	\$ -
Class fees - 0031	-	-	-	79	19	60	-	-	-
9th Grade - 0032	-	-	-	3,438	3,245	193	-	-	-
10th Grade - 0033	-	-	-	4,466	2,023	2,443	-	-	-
11th Grade - 0034	-	-	-	5,783	2,502	3,281	-	-	-
11th Grade - 0034	-	-	-	7,102	3,930	3,172	-	-	-
Library - 0080	1,275	1,046	228	388	-	388	40	-	40
Summer School - 0096	16,815	2,590	14,225	1,915	-	1,915	5,300	3,519	1,781
AP Exams - 0098	12,968	1,825	11,143	8,961	-	8,961	1,129	-	1,129
Textbook Fee - 0099	149	-	149	4,565	2,155	2,409	78	-	78
AP Art - 0200	-	-	-	15	-	15	1,114	17	1,097
IB Art - 0201	-	-	-	165	-	165	-	-	-
Art - 0210	3,582	54	3,528	169	164	5	122	-	122
Graphic Design - 0220	2,638	1,718	919	3,621	2,170	1,451	2,273	491	1,782
49 Design Fee - 0222	209	-	209	558	-	558	-	-	-
3D Art - 0225	11,384	6,289	5,095	5,466	4,554	912	4,583	1,783	2,800
3D Art - 0226	10,358	3,840	6,518	5,083	4,739	344	3,028	2,086	942
AMDED Printing - 0229	-	-	-	20	-	20	-	-	-
Art II - 0230	-	-	-	315	284	31	534	-	534
Ceramics - 0232	173	-	173	4,839	4,459	380	6,251	5,495	756
Ceramics II - 0233	-	-	-	2,205	1,253	952	-	-	-
Beginning Drawing - 0240	49	-	49	22	-	22	-	-	-
Diploma Project - 0249	-	-	-	277	150	127	-	-	-
Painting - 0250	-	-	-	56	48	8	1,305	1,441	(136)
Digital Photo - 0260	4,835	157	4,678	8,795	7,393	1,401	5,362	2,279	3,083
AP Art - 0290	1,533	50	1,483	5	-	5	221	94	127
2D Art - 0292	1,520	188	1,332	1,895	403	1,491	1,006	886	121
3D Art - 0293	-	-	-	420	307	113	-	-	-
Visual Art - 0294	-	-	-	835	245	590	-	-	-
English - 0500	24	-	24	528	-	528	18	16	3
AP English - 0519	-	-	-	-	-	-	1,992	262	1,731
AP Lit. - 0531	-	-	-	-	-	-	2,765	129	2,636
English Lit - 0532	-	-	-	-	-	-	260	259	1
American Lit. - 0539	-	-	-	-	-	-	1,011	298	713
AP Lang & Comp - 0549	-	-	-	-	-	-	6,765	44	6,721
One Act Play - 0560	943	240	703	192	-	192	1,250	849	401
Drama - 0564	4,082	601	3,481	-	-	-	-	-	-
Tech Theater - 0566	5,777	-	5,777	-	-	-	1,701	2,137	(436)
Foreign Lan - 0600	-	-	-	-	-	-	4,641	1,750	2,891
American Sign Lang - 0629	-	-	-	-	-	-	2,189	2,100	88

<u><b>Student Fees by Program</b></u>	<b>Falcon High</b>			<b>Sand Creek High</b>			<b>Vista Ridge High</b>		
	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>
Health Science - 0700	-	-	\$ -	-	-	\$ -	250	-	\$ 250
PE - 0800	15,441	6,169	\$ 9,272	-	-	\$ -	-	-	\$ -
Adventure PE - 0801	-	-	\$ -	-	-	\$ -	2,035	2,155	\$ (120)
Interior Design - 0927	-	-	\$ -	-	-	\$ -	2	-	\$ 2
Landscape Design - 1011	750	-	\$ 750	-	-	\$ -	-	-	\$ -
Film making - 1023	-	-	\$ -	-	-	\$ -	1,640	90	\$ 1,551
Engineering/Robotics - 1032	-	-	\$ -	5,405	197	\$ 5,208	20	-	\$ 20
Woodshop - 1060	-	-	\$ -	2,724	2,092	\$ 632	-	-	\$ -
IB Design Tech - 1090	-	-	\$ -	454	-	\$ 454	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	5,810	95	\$ 5,715
Music Theory - 1211	-	-	\$ -	15	-	\$ 15	396	-	\$ 396
Choir - 1241	60	112	\$ (52)	73	59	\$ 14	3,049	4,874	\$ (1,825)
Womens Select -1242	-	-	\$ -	1,396	708	\$ 688	30	-	\$ 30
Solo/Ensemble - 1243	475	182	\$ 293	250	80	\$ 170	-	-	\$ -
Concert Choir - 1244	2,402	2,538	\$ (135)	1,294	494	\$ 800	30	-	\$ 30
Women's Ensemble - 1245	138	60	\$ 77	3,682	3,344	\$ 338	13	4	\$ 9
Chamber Choir - 1246	557	160	\$ 397	563	190	\$ 373	-	-	\$ -
Mens Ensemble - 1247	-	-	\$ -	605	614	\$ (9)	-	-	\$ -
All State - 1249	-	-	\$ -	(80)	-	\$ (80)	-	-	\$ -
Concert Band - 1251	2,185	309	\$ 1,876	4,467	3,217	\$ 1,250	4,397	594	\$ 3,803
Marching Band - 1252	4,997	2,132	\$ 2,865	6,651	4,645	\$ 2,006	4,920	6,826	\$ (1,906)
Symphonic Band - 1253	1,300	971	\$ 329	-	-	\$ -	-	-	\$ -
Wind Ensemble - 1254	1,666	1,110	\$ 556	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1255	1,645	591	\$ 1,054	-	-	\$ -	-	-	\$ -
Strings -1256	1,609	1,609	\$ -	-	-	\$ -	-	-	\$ -
Jazz Band - 1257	719	-	\$ 719	-	-	\$ -	-	-	\$ -
Guitar - 1258	989	103	\$ 886	615	420	\$ 195	-	-	\$ -
Other Instrument - 1259	1,362	-	\$ 1,362	90	-	\$ 90	-	-	\$ -
Musical - 1270	-	-	\$ -	1,259	228	\$ 1,030	-	-	\$ -
Science - 1310	4,412	1,285	\$ 3,127	36	-	\$ 36	521	76	\$ 445
Environmental Science - 1324	-	-	\$ -	-	-	\$ -	243	-	\$ 243
Anatomy - 1325	628	-	\$ 628	-	-	\$ -	2,772	368	\$ 2,404
Biology - 1328	-	-	\$ -	-	-	\$ -	8,934	353	\$ 8,581
AP Biology - 1329	2,407	1,445	\$ 962	-	-	\$ -	2,155	172	\$ 1,983
Phys Sci - 1330	-	-	\$ -	-	-	\$ -	2,538	-	\$ 2,538
AP Chemisty - 1331	1,766	-	\$ 1,766	-	-	\$ -	2,796	156	\$ 2,640
Physics - 1332	-	-	\$ -	-	-	\$ -	152	-	\$ 152
AP Physics - 1333	-	-	\$ -	-	-	\$ -	63	-	\$ 63
Linear Physics - 1334	-	-	\$ -	-	-	\$ -	-	(61)	\$ 61
Astrophysics - 1335	-	-	\$ -	-	-	\$ -	-	-	\$ -
Other Physical Science - 1339	6,496	-	\$ 6,496	-	-	\$ -	22	-	\$ 22
Astronomy - 1341	-	-	\$ -	-	-	\$ -	8	378	\$ (371)



<u><b>Student Fees by Program</b></u>	<b>Falcon High</b>			<b>Sand Creek High</b>			<b>Vista Ridge High</b>		
	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>	<b>Revenue</b>	<b>Expenses</b>	<b>Balance</b>
Geology - 1342	(210)	-	\$ (210)	-	-	\$ -	-	-	\$ -
Aerospace Aviation- 1345	-	-	\$ -	-	-	\$ -	300	-	\$ 300
Forensics - 1390	2,295	-	\$ 2,295	64	149	\$ (85)	829	771	\$ 58
Bio med Science - 1392	863	-	\$ 863	-	-	\$ -	5,116	785	\$ 4,331
Bio Med Innovation - 1393	390	15	\$ 375	-	-	\$ -	-	-	\$ -
Human Body Systems - 1394	450	-	\$ 450	-	-	\$ -	-	-	\$ -
Social Studies - 1500	-	-	\$ -	-	-	\$ -	17,296	180	\$ 17,116
Tech Insurance - 1640	23,813	11,703	\$ 12,110	-	-	\$ -	-	-	\$ -
General Athletic - 1805	14,088	2,462	\$ 11,626	17,947	2,373	\$ 15,574	4,036	391	\$ 3,645
Concessions - 1809	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Basketball - 1815	8,285	11,934	\$ (3,649)	9,397	7,560	\$ 1,837	6,098	7,795	\$ (1,697)
Cheerleading - 1817	22,959	19,246	\$ 3,713	39,115	30,348	\$ 8,767	9,044	4,399	\$ 4,645
Girls Golf - 1821	1,788	876	\$ 912	2,061	1,459	\$ 602	(460)	2,358	\$ (2,818)
Girls Soccer - 1826	4,161	5,095	\$ (933)	9,177	5,892	\$ 3,285	4,233	3,959	\$ 274
Softball - 1827	5,950	6,894	\$ (944)	5,349	5,453	\$ (104)	458	4,016	\$ (3,558)
Girls Tennis - 1829	1,610	1,750	\$ (140)	4,588	4,435	\$ 153	-	-	\$ -
Dance Team - 1831	-	-	\$ -	675	-	\$ 675	-	-	\$ -
Volleyball - 1832	12,279	10,374	\$ 1,905	14,798	14,109	\$ 690	6,901	6,406	\$ 495
Baseball - 1844	6,420	7,890	\$ (1,470)	3,379	6,706	\$ (3,327)	9,887	7,345	\$ 2,543
Boys Basketball - 1845	13,659	8,751	\$ 4,908	15,360	8,557	\$ 6,803	9,727	13,839	\$ (4,112)
Football - 1850	17,818	10,423	\$ 7,395	30,915	12,428	\$ 18,487	21,810	21,810	\$ -
Boys Golf - 1851	1,978	1,711	\$ 267	4,031	2,427	\$ 1,604	767	767	\$ -
Boys Soccer - 1856	5,138	5,266	\$ (128)	13,087	5,457	\$ 7,630	9,489	10,419	\$ (930)
Boys Tennis - 1859	-	-	\$ -	3,698	3,593	\$ 106	-	-	\$ -
Wrestling - 1863	7,474	13,107	\$ (5,633)	5,610	5,318	\$ 293	(12,023)	18,560	\$ (30,583)
Dance - 1870	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cross Country - 1878	7,381	3,535	\$ 3,846	3,621	3,755	\$ (134)	3,089	3,089	\$ -
Track - 1890	5,265	7,398	\$ (2,133)	8,419	7,024	\$ 1,394	6,890	10,052	\$ (3,161)
Athletic Training - 1895	19	-	\$ 19	-	-	\$ -	1,608	747	\$ 861
Sports Medicine - 1898	880	-	\$ 880	-	-	\$ -	-	-	\$ -
ID Replacement - 1901	4,188	-	\$ 4,188	6,575	419	\$ 6,156	-	-	\$ -
Parking/Security - 1902	3,439	1,133	\$ 2,307	5,280	2,682	\$ 2,598	13,158	14,244	\$ (1,086)
Yearbook - 1903	635	-	\$ 635	20,676	15,111	\$ 5,565	29	-	\$ 29
Link - 1906	2,466	779	\$ 1,687	-	-	\$ -	-	-	\$ -
Class of 2016 - 1916	175	-	\$ 175	-	-	\$ -	-	-	\$ -
Class of 2020 - 1920	5,770	-	\$ 5,770	-	-	\$ -	-	-	\$ -
Class of 2017 - 1917	-	-	\$ -	-	-	\$ -	(16)	-	\$ (16)
Colorgaurd - 1942	-	-	\$ -	-	-	\$ -	85	-	\$ 85
FBLA - 1950	475	502	\$ (27)	3,230	2,930	\$ 300	-	502	\$ (502)
DECA - 1951	248	139	\$ 110	-	-	\$ -	-	-	\$ -
Knowledge Bowl - 1952	-	-	\$ -	56	-	\$ 56	-	-	\$ -
Student Council - 1953	473	349	\$ 124	1,207	2,789	\$ (1,582)	-	-	\$ -

<u>Student Fees by Program</u>	Falcon High			Sand Creek High			Vista Ridge High		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
NHS - 1954	270	-	\$ 270	873	905	\$ (32)	-	-	\$ -
Mock Trial - 1956	777	-	\$ 777	1,299	275	\$ 1,024	-	-	\$ -
Key Club - 1960	142	-	\$ 142	-	-	\$ -	-	-	\$ -
Forensic Club - 1965	-	-	\$ -	240	-	\$ 240	-	-	\$ -
NAHS - 1967	-	-	\$ -	1,699	108	\$ 1,591	-	-	\$ -
Environmental Club - 1973	-	-	\$ -	-	-	\$ -	13	-	\$ 13
Key Club - 1981	-	-	\$ -	-	-	\$ -	15	-	\$ 15
School Store - 1982	1	-	\$ 1	275	126	\$ 149	-	-	\$ -
Grant 1 Fees - 2001	-	-	\$ -	-	-	\$ -	470	-	\$ 470
Grant 2 II - 2002	90	-	\$ 90	-	-	\$ -	-	-	\$ -
Counseling - 2122	1,693	1,442	\$ 251	470	28	\$ 442	16	-	\$ 16
IB - 2213	-	-	\$ -	30,704	30,541	\$ 163	-	-	\$ -
	\$ 315,912	\$ 170,148	\$ 145,764	\$ 366,642	\$ 239,648	\$ 126,995	\$ 216,601	\$ 174,449	\$ 42,152

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

**BOARD MEETING OF:** June 26, 2019

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

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

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

No.	Designation	Title	Reviewed by	Recommendations
6.a	AC, AC-R	Nondiscrimination/Equal Opportunity	L Fletcher	Update to clarify current practice
6.b	BE	School Board Meetings	D Garza	Minor revisions
6.c	DJD	Cooperative Purchasing and “Piggybacking” Contracts	J Rohr	Minor revisions
6.d	GBGGA, GBGGA-R	Catastrophic Leave Bank	P Andersen	Minor revisions
6.e	GCBC, GCBC-R	Professional Staff Supplementary Pay Plans	P Andersen B Ridgway	Recommend repeal; content obsolete
6.f	GDG	Substitute Support Staff Employment	P Andersen	Update to reflect current practice
6.g	IHBEA	English Language Learner	N Lemmond	Minor revisions
6.h	JFABE, JFABE-R	Students in Foster Care	N Lemmond	Minor revisions; CASB recommendations
6.i	JH, JH-E-2, JH-R	Student Absences and Excuses	L Fletcher A Whetstine	Minor revisions; CASB recommendations
6.j	JH-E-1	Truancy Process Flowchart	L Fletcher A Whetstine	Minor revisions; CASB recommendations
6.k	JQ, JQ-R	Students Fees, Fines and Charges	J Poulin	Minor revisions; CASB recommendations
6.l	KEA, KEA-R	Stakeholder Grievance Process	P Andersen L Fletcher	Minor revisions; CASB recommendations

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
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BOE Work Session June 26, 2019

Item 6 continued

Strategy	<p><b>Rock #1</b>—Establish enduring <u>trust</u> throughout our community</p> <p><b>Rock #2</b>—Research, design and implement programs for intentional <u>community</u> participation</p> <p><b>Rock #3</b>— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p><b>Rock #4</b>— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p><b>Rock #7</b>— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review, move eleven policies in item 6 for action at the next regular board meeting.

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

**DATE:** June 24, 2019

Title	Nondiscrimination/Equal Opportunity
Designation	AC
Office/Custodian	Education/Director of Culture & Services

School District 49 is committed to providing a safe learning and work environment where all members of the school community are treated with dignity and respect. The schools in the district are subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, sex, sexual orientation, national origin, religion, ancestry or need for special education services. Accordingly, no otherwise qualified student, employee, applicant for employment or member of the public shall be excluded from participation in, be denied the benefits of, or be subjected to unlawful discrimination under any district program or activity on the basis of race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation (which includes transgender), military or veteran status, disability or need for special education services. Discrimination against employees and applicants for employment based on age, genetic information and conditions related to pregnancy or childbirth is also prohibited in accordance with state and/or federal law.

This policy and regulation shall be used to address all concerns regarding unlawful discrimination and harassment, except those regarding sexual harassment, which are addressed in policies GBAA and JBB.

In keeping with these statements, the following shall be objectives of this school district:

1. Promote the rights and responsibilities of all individuals as set forth in the state and federal constitutions, pertinent legislation and applicable judicial interpretation.
2. To encourage positive experiences in terms of human values for children and adults who have differing personal and family characteristics or who come from various socio-economic, racial and ethnic groups.
3. To consider carefully, in all decisions made which affect the schools, the potential benefit or adverse consequences that those decisions might have on the human relations aspects of all segments of society.
4. To utilize educational experiences to build each individual's pride in the community in which he or she lives.
5. To investigate and resolve promptly any complaint of unlawful discrimination and harassment.
6. To investigate and appropriately discipline staff and students found to be responsible for incidents of harassment or unlawful discrimination in violation of District policy.

**This policy applies to all employees, Board members, visitors, and other persons not affiliated with the district, regardless of their title, position, or gender. District 49 will take all reasonable measures to prevent unlawful harassment or discrimination and promptly and effectively respond to harassment or discrimination allegations.**

### Annual Notice

The district shall highlight the written notice on D49.org each school year that advises students, parents, employees and the general public that the educational programs, activities and employment opportunities offered by the district are offered without regard to race, color, sex (which includes marital status), sexual orientation (which includes transgender), religion, national origin, ancestry, creed, disability or need for special education services. With respect to employment practices, the district shall also issue written notice that it does not discriminate on the basis of age, genetic information or conditions related to pregnancy or

childbirth. The announcement shall also include the name, address, email address and telephone number of the person designated to coordinate Title IX and Section 504 and ADA compliance activities.

The notice shall appear on the district's website D49.org in both English and Spanish, but upon request, it could be translated into other languages if a bona fide need is identified. It shall also be made available in an appropriate format to persons who are visually or hearing impaired upon request.

The notice shall appear on a continuing basis in all district media containing general information, including: teachers' guides, school publications, the district's website, recruitment materials, application forms, vacancy announcements, student handbooks, school program notices, summer program newsletters and annual letters to parents.

### **Harassment is prohibited**

Harassment based on a person's race, color, national origin, ancestry, creed, religion, sex (which includes marital status), sexual orientation (which includes transgender), disability or need for special education services is a form of discrimination prohibited by state and federal law. Preventing and remedying such harassment in schools is essential to ensure a nondiscriminatory, safe environment in which students can learn, employees can work and members of the public can access and receive the benefit of district facilities and programs. All such harassment, by district employees, students and third parties, is strictly prohibited.

All district employees and students share the responsibility to ensure that harassment does not occur at any district school, on any district property, at any district or school-sanctioned activity or event, or off school property when such conduct has a nexus to the school, or any district curricular or non-curricular activity or event.

For purposes of this policy, harassment is any unwelcome, hostile and offensive verbal, written or physical conduct based on or directed at a person's race, color, national origin, ancestry, creed, religion, sex, sexual orientation (which includes transgender), disability or need for special education services that: (1) results in physical, emotional or mental harm, or damage to property; (2) is sufficiently severe, persistent, or pervasive that it unreasonably interferes with an individual's ability to participate in or benefit from an educational program or activity or creates an intimidating, hostile or threatening environment; or (3) substantially disrupts the orderly operation of the school. Board policy on sexual harassment will apply to complaints alleging sexual harassment.

Harassing conduct may take many forms, including but not limited to:

1. verbal acts and name-calling;
2. graphic depictions and written statements, which may include use of smart devices or social media;
3. other conduct that may be physically threatening, harmful or humiliating.

### **Reporting unlawful discrimination and harassment**

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, counselor, teacher or the district's compliance officer and file a complaint as set forth in the regulation, which accompanies this policy.

Any employee, applicant for employment or member of the public who believes he or she has been a victim of unlawful discrimination or harassment, or who has witnessed such unlawful discrimination or harassment, shall file a complaint with either an immediate supervisor or the district's compliance officer.

If the individual alleged to have engaged in prohibited conduct is the person designated as the compliance officer, the complaint shall be made to the Chief Education Officer who shall designate an alternate compliance officer to investigate the matter in accordance with this policy's accompanying regulation.

An alleged victim of discrimination or harassment is not required to directly confront any persons who are the source of the issue or closely associated with the person who is the source of such issue. Other various avenues of internal complaint may be used instead. A reasonable effort must be made to bring forward any allegations of unlawful discrimination or harassment so that District 49 may work to stop such wrongdoing and prevent future occurrences.

### **District action**

All district staff members who witness unlawful discrimination or harassment shall take prompt and effective action to stop it, as prescribed by the district.

The district shall take appropriate action to promptly and impartially investigate allegations of unlawful discrimination and harassment, to end unlawful behavior, to prevent the recurrence of such behavior and to prevent retaliation against the individual(s) who files the complaint and/or any person who participates in the investigation. When appropriate, the district shall take interim measures during the investigation to protect against further unlawful discrimination, harassment or retaliation.

To the extent possible, all reports of unlawful discrimination or harassment will be kept confidential. Students or employees who knowingly file false complaints or give false statements in an investigation shall be subject to discipline, up to and including suspension/expulsion for students and termination of employment. No student, staff member or member of the public shall be subject to adverse treatment in retaliation for any good faith report of harassment under this policy.

Upon determining that incidents of unlawful discrimination or harassment are occurring in particular district settings or activities, the district shall implement measures designed to remedy the problem in those areas or activities.

Any student or employee who engages in unlawful discrimination or harassment shall be disciplined according to applicable administrative policies and the district shall take reasonable action to restore lost educational or employment opportunities to the victim(s).

In cases involving potential criminal conduct, the compliance officer shall determine whether appropriate law enforcement officials should be notified.

District 49 will make every effort to ensure that those named in a complaint, or are too closely associated with those involved in the complaint, will not be part of the investigative team or efforts.

District 49 may utilize a neutral third-party investigator to address allegations of work-related discrimination, harassment, or other work-related misconduct.

### **Notice and training**



To reduce unlawful discrimination and harassment and ensure a respectful school environment, the administration is responsible for providing notice of this policy to all district schools and departments. The policy and complaint process shall be referenced in student and employee handbooks and otherwise available to all students, staff and members of the public through electronic or hard-copy distribution.

Students and district employees shall receive periodic training related to recognizing and preventing unlawful discrimination and harassment. District employees shall receive additional training related to handling reports of unlawful discrimination and harassment. The training will include, but not be limited to:

- awareness of groups protected under state and federal law and/or targeted groups;
- how to recognize and react to unlawful discrimination and harassment; and
- proven harassment prevention strategies.

The district's designated compliance officer is:  
Dr. Louis Fletcher, Director of Culture & Services  
10850 E. Woodmen Road  
Falcon, CO 80831  
719-495-1105

Current practice codified: 1980  
Adopted: date of manual adoption  
Revised: May 1994  
Revised: August 13, 1998  
Revised: April 28, 2008  
Revised: August 12, 2010  
Revised: June 27, 2012  
Revised: May 8, 2014  
Revised: September 11, 2014  
Revised: September 10, 2015  
Revised: October 13, 2016  
[Revised: July 11, 2019](#)

#### LEGAL REFS:

20 U.S.C. §1681 (Title VII, Education Amendments of 1972)  
20 U.S.C. §1701-1758 (Equal Employment Opportunity Act of 1972)  
29 U.S.C. §621 et seq. (Age Discrimination in Employment Act of 1967)  
29 U.S.C. §701 et seq. (Section 504 of the Rehabilitation Act of 1973)  
[38 U.S.C. 4331\(a\) Uniformed Services Employment and Reemployment Rights Act of 1994 \(USERRA\)](#)  
42 U.S.C. §12101 et seq. (Title II of the Americans with Disabilities Act)  
42 U.S.C. §2000d (Title VI of the Civil Rights Act of 1964, as amended in 1972)  
42 U.S.C. §2000e (Title VII of the Civil Rights Act of 1964)  
42 U.S.C. §2000ff et seq. (Genetic Information Nondiscrimination Act of 2008)  
34 C.F.R. Part 100 through Part 110 (civil rights regulations)  
C.R.S. 2-4-401 (13.5) (definition of sexual orientation, which includes transgender)  
C.R.S. 18-9-121 (bias-motivated crimes)  
C.R.S. 22-32-109 (1)(II) (Board duty to adopt written policies prohibiting discrimination)  
C.R.S. 24-34-301 et seq. (Colorado Civil Rights Division)

C.R.S. 24-34-301 (7) (definition of sexual orientation, which includes transgender)  
C.R.S. 24-34-401 et seq. (discriminatory or unfair employment practices)  
C.R.S. 24-34-402.3 (discrimination based on pregnancy, childbirth or related conditions; notice of right to be free from such discrimination must be posted “in a conspicuous place” accessible to employees)  
C.R.S. 24-34-601 (unlawful discrimination in places of public accommodation)  
C.R.S. 24-34-602 (penalty and civil liability for unlawful discrimination)

CROSS REFS:

GBA, Open Hiring/Equal Employment Opportunity and Affirmative Action  
GBAA, Sexual Harassment  
JB, Equal Educational Opportunities  
JBB, Sexual Harassment

Title	Nondiscrimination/Equal Opportunity
Designation	AC-R
Office/Custodian	Education/Director of Culture & Services

School District 49 is committed to providing a working and learning environment that is free from discrimination and harassment. The district shall promptly respond to concerns and complaints of unlawful discrimination and/or harassment; take action in response when unlawful discrimination and/or harassment is discovered; impose appropriate sanctions on offenders in a case-by-case manner; and, protect the privacy of all those involved in unlawful discrimination and/or harassment complaints as required by state and federal law. When appropriate, the complaint shall be referred to law enforcement for investigation.

The district has adopted the following procedures to promptly and fairly address concerns and complaints about unlawful discrimination and/or harassment. Complaints may be submitted orally or in writing.

### Definitions

1. "Compliance officer" means an employee designated by the relevant chief officer to receive complaints of alleged unlawful discrimination and harassment. The compliance officer shall be identified by name/title, address, and telephone number. See exhibit AC-E-1. If the designated individual is not qualified or is unable to act as such, the relevant chief officer shall designate another administrator to serve as compliance officer.
2. "Complainant" shall mean a student, the parents or guardians of a student under the age of 18 acting on behalf of a student, an employee of the district, or member of the public who is directly affected by and/or is witness to an alleged violation of district policies prohibiting unlawful discrimination or harassment.

### Compliance officer's duties

The compliance officer or designee shall be responsible for conducting an investigation and coordinating all complaint procedures and processes for any alleged violation of federal or state statute or administrative policy prohibiting unlawful discrimination or harassment. The compliance officer's duties shall include providing notice to students, parents/guardians of students, employees and the general public concerning the compliance process, providing training for district staff regarding the prohibition of discrimination/harassment in all district programs, activities and employment practices, disseminating information concerning the forms and procedures for the filing of complaints, ensuring the prompt investigation of all complaints, coordinating hearing procedures, and identifying and addressing any patterns or systemic problems that arise during the review of complaints. The compliance officer may delegate any or all of the foregoing responsibilities as necessary and/or appropriate under the circumstances.

### Complaint procedure

Any student who believes he or she has been a victim of unlawful discrimination or harassment as defined in Board policy, or who has witnessed such unlawful discrimination or harassment, shall immediately report it to an administrator, counselor, teacher or the district's compliance officer. A complainant is encouraged to promptly report the incident as provided in administrative policy and this regulation. All reports received by teachers, counselors, principals or other district employees shall be promptly forwarded to the compliance officer. If the compliance officer is the individual alleged to have engaged in the prohibited conduct, the complaint shall be forwarded to the relevant chief officer.

Any complainant may file with the compliance officer a complaint charging the district, another student or any school employee with unlawful discrimination or harassment. Complaints may be made orally or in writing. Persons who wish to file a written complaint shall be encouraged to use the form in AC-E-2.

All complaints shall include a detailed description of the alleged events, the dates the alleged events occurred and names of the parties involved, including any witnesses. The complaint shall be made as soon as possible after the incident.

The compliance officer or designee shall confer with the alleged victim of the unlawful discrimination or harassment as soon as is reasonably possible, but no later than five working days following the district's receipt of the complaint in order to obtain a clear understanding of the basis of the complaint. The compliance officer will designate an administrator to conduct the investigation and will inform the complainant who the designated investigator is.

At the initial meeting, the compliance officer shall explain the avenues for informal and formal action, provide a description of the complaint process, and explain that both the victim and the individual alleged to have engaged in prohibited conduct have the right to exit the informal process and request a formal resolution of the matter at any time. The compliance officer shall also explain that whether or not the individual files a written complaint or otherwise requests action, the district is required by law to take steps to correct the unlawful discrimination or harassment and to prevent recurring unlawful discrimination, harassment or retaliation against anyone who makes a report or participates in an investigation. The compliance officer shall also explain that any request for confidentiality shall be honored so long as doing so does not preclude the district from responding effectively to prohibited conduct and preventing future prohibited conduct.

Within five working days following the initial meeting involving the compliance officer and the complainant, the investigator shall attempt to meet with the complainant and with the individual alleged to have engaged in the prohibited conduct and, if a student, his or her parents/guardians in order to obtain a response to the complaint. Such person(s) shall be informed of all allegations that are necessary to achieve a full and accurate disclosure of material information or to otherwise resolve the complaint.

### **Informal action**

If the complainant and/or the individual alleged to have engaged in the prohibited conduct requests that the matter be resolved in an informal manner and/or the compliance officer believes that the matter is suitable to such resolution, the compliance officer or designee may attempt to resolve the matter informally through mediation, counseling or other non-disciplinary means. If both parties feel a resolution has been achieved through the informal process, then no further compliance action must be taken. No party shall be compelled to resolve a complaint of unlawful discrimination or harassment informally and either party may request an end to an informal process at any time. Informal resolution shall not be used to process complaints where the underlying offense involves sexual assault or other act of violence.

### **Formal action**

If informal resolution is inappropriate, unavailable or unsuccessful, the compliance officer shall assign an administrator to promptly investigate the allegations to determine whether and/or to what extent, unlawful discrimination or harassment has occurred. The compliance officer may consider the following types of information in determining whether unlawful discrimination or harassment occurred:

- a. statements by any witness to the alleged incident;

- b. evidence about the relative credibility of the parties involved;
- c. evidence relative to whether the individual alleged to have engaged in prohibited conduct has been found to have engaged in prohibited conduct against others;
- d. evidence of the aggrieved individual and/or alleged victim's reaction or change in behavior following the alleged prohibited conduct;
- e. evidence about whether the alleged victim and/or aggrieved individual took action to protest the conduct;
- f. evidence and witness statements or testimony presented by the parties involved;
- g. other contemporaneous evidence; and/or,
- h. any other evidence deemed relevant by the compliance officer.

In deciding whether conduct is a violation of law or policy, all relevant circumstances shall be considered by the investigator, including:

- a. the degree to which the conduct affected one or more student's education or one or more employee's work environment;
- b. the type, frequency and duration of the conduct;
- c. the identity of and relationship between the individual alleged to have engaged in the prohibited conduct and the alleged victim;
- d. the number of individuals alleged to have engaged in the prohibited conduct and number of victims of the prohibited conduct;
- e. the age of the individual alleged to have engaged in the prohibited conduct and the alleged victim;
- f. the size of the school, location of the incident, and context in which it occurred; and/or
- g. other incidents at the school.

The investigator shall prepare a written report containing findings and recommendations, as appropriate, and submit the investigation summary report to all parties within ten working days following the compliance officer's receipt of the complaint or ten working days following the termination of the informal resolution process.

If any party named in the complaint is not satisfied with the summary report, the dissenting party may seek relief from the relevant chief officer or designee within ten working days of receiving the response. The dissenting party will forward copies of all documents filed at the first formal step, including the investigator's summary report.

The relevant chief officer or designee shall review the information submitted by the dissenting party, including the findings of the investigators, and shall have the option of meeting with the affected persons, either separately or as a group. Within ten working days of receipt of the appeal, the relevant chief officer or designee shall issue a written report indicating the findings of his or her investigation.

If any party named in the complaint is not satisfied with the decision of the relevant chief officer or designee, a final appeal may be filed with the board of education within ten working days of receipt of the relevant chief officer's or designee's response. The board of education shall be the final determining body and shall decide the merits of the case based on the information contained in the formal complaint and results of the investigations at the previous two levels.

The board's consideration of the matter will occur at its next regular meeting occurring at least seven working days subsequent to the filing of the appeal. A decision shall be issued within 20 working days of the board's consideration. The decision of the board shall be final.

Nothing contained herein shall be interpreted to confer upon any person the right to a hearing independent of a board policy, administrative procedure, statute, rule, regulation or agreement expressly conferring such right. This process shall apply, unless the context otherwise requires and unless the requirements of another policy, procedure, statute, rule, regulation or agreement expressly contradicts with this process, in which event the terms of the contrary policy, procedure, law, rule, regulation or agreement shall govern.

### **Outside agencies**

Complaints regarding violations of Title VI, (race, national origin), Title IX (sex/gender), Section 504/ADA (handicap or disability), may be filed directly with the Office for Civil Rights, U.S. Department of Education, 1244 North Speer Blvd., Suite 310, Denver, CO 80204. Complaints regarding violations of Title VII (employment) and the ADEA (prohibiting age discrimination in employment) may be filed directly with the Federal Office of Equal Employment Opportunity Commission, 303 E. 17th Ave., Suite 510, Denver, CO 80202, or the Colorado Civil Rights Commission, 1560 Broadway, Suite 1050, Denver, CO 80202.

The district's designated compliance officer is:  
Dr. Louis Fletcher, Director of Culture & Services  
10850 E. Woodmen Road  
Falcon, CO 80831  
719-495-1105

Adopted: August 12, 201  
Revised: May 12, 2011  
Revised: January 10, 2013  
Revised: April 10, 2014  
Revised: May 8, 2014  
Revised: September 11, 2014  
Revised: August 13, 2015  
Revised: October 13, 2016  
Revised: October 12, 2017  
[Revised: July 11, 2019](#)

### **CROSS REFS:**

AC and AC-E-1, Nondiscrimination/Equal Opportunity

Title	School Board Meetings
Designation	BE
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

All meetings of three or more members of the Board, at which any public business may be discussed or any formal action taken, shall be open to the public at all times except for periods in which the Board is in executive session. All such meetings will be properly noticed, and minutes will be taken and recorded as required by law.

No business may be conducted unless a quorum is present. A quorum shall consist of a simple majority (more than half) of the members serving on the Board.

A recording shall be made of regular and special meetings ~~as~~<sup>are</sup> required by law and at a minimum, shall be an audio recording. Recordings shall be maintained for 90 days.

### **Regular meetings**

Regular meetings of the Board of Education shall be held at least one time each calendar month on such dates and at such times as the Board may establish in accordance with Colorado law. The schedule of regular meeting dates and times will be adopted for each calendar year prior to the end of the preceding year. All regular meetings will be held in the Board room of the Education Service Center, ~~central administration building~~, 10850 East Woodmen Road, Peyton.

### **Special meetings**

Special meetings of the Board may be called by the Board president at any time and shall be called by the president upon the written request of a majority of the Board members.

The Executive Assistant to the Board shall be responsible for giving email notice of any special meeting to each Board member at least 72 hours in advance of the meeting if mailed and 24 hours in advance if delivered. The notice must contain time, place, and purpose of the meeting.

Any member may waive notice of a special meeting at any time before, during, or after such meeting, and attendance at a special meeting shall be deemed to be a waiver.

No business other than that stated in the notice of the meeting shall be transacted unless the item is reasonably related to the subject matter on the notice or an exigency exists. In addition, all members must be present and cast a unanimous vote to amend the agenda.

### **Work sessions and retreats**

The Board, as a decision-making body, is confronted with a continuing flow of problems, issues and needs which require action. While the Board is determined to expedite its business, it is also mindful of the importance of planning, brainstorming and thoughtful discussion without action. Therefore, from time to time the Board may schedule work sessions or retreats, which shall be open to the public. No action shall be taken during such sessions. Public notice of the session, including the topics for discussion and study, shall be provided.

Adopted: April 21, 1977

Revised: September 1, 1977

Revised: November 1, 1979



Revised: May 21, 1998  
Reviewed: September 3, 1998  
Revised: June 5, 2003  
Revised: January 8, 2004  
Revised: November 3, 2005  
Revised: September 11, 2008  
Revised: October 8, 2009  
Revised: July 27, 2012  
Revised: November 13, 2014  
Revised: February 11, 2016  
Revised: September 14, 2017  
Revised: July 11, 2019

LEGAL REFS:

C.R.S. 22-32-108 (*board meetings*)

C.R.S. 24-06-401 et seq. (*open meetings law*)

CROSS REFS:

BEAA, Electronic Participation in School Board Meetings

BEC, Executive Sessions

BEDA, Notification of Board Meetings

Title	Cooperative Purchasing <u>and “Piggybacking” Contracts</u>
Designation	DJD
Office/Custodian	Business/Purchasing and Contracts Manager

The district shall take advantage of cooperative purchasing and piggybacking arrangements whenever such buying appears to be to the benefit of the district. The purpose of cooperative purchasing and piggybacking shall be to obtain the best materials at the lowest price with greater efficiency.

Piggybacking refers to utilizing another agency or vendor’s contract that has already gone through a competitive bidding process. In order to take advantage of a piggyback contract, these rules must be met:

1. Agency must provide copy of Bid Request, submitted response, and contract awarded.
2. Contract must be within the previous two years.

Adopted: July 19, 1984

Revised: November 4, 1999

Revised: February 11, 2010

Revised: January 12, 2017

Revised: July 11, 2019

LEGAL REF:

C.R.S. 24-110-201 et seq.

Title	Catastrophic Leave Bank
Designation	GBGGA
Office/Custodian	Education & Business/Director of Human Resources and Risk and Benefits Manager

~~Falcon School District #49~~The district shall maintain a voluntary Catastrophic Leave Bank (CLB) for its participating employees. The purpose of the CLB is to provide a source of income continuation for a participating employee who sustains a catastrophic illness or injury and has not yet qualified for disability benefits or for an employee who needs to care for a family member with a catastrophic illness or injury. For purposes of this policy, family member is defined as spouse, ~~civil or domestic partner~~ in a civil union, or dependent child.

Participants in a transitional retirement plan shall not be eligible for CLB.

The responsibility for the ~~CLB is~~ bank with regard to the allotment of days or benefits to those participating is not the responsibility of the ~~D~~district; this is an activity independent of ~~D~~district benefits and was established by those who wish to contribute to help members in the case of catastrophic illness or injuries. Membership under these guidelines is voluntary.

The CLB shall be available only for those contributing staff members who meet ~~with~~ the following definition of a catastrophic diagnosis: An illness of or injury to the employee or employee's family member, which requires hospitalization or the direct care of a physician, and which prevents the employee from working in any capacity. An illness or injury of such magnitude that the employee's or family member's life is endangered and/or his/her health is impaired to such an extent that he/she has no option but to seek immediate medical treatment that requires the employee to take extended time away from the job.

The following list is not exhaustive, but identifies some health conditions that are included and excluded as catastrophic under this definition.

Included:	Excluded:
<ul style="list-style-type: none"> <li>• <u>Cancer(s)/tumor(s)</u></li> <li>• <u>Heart Attack</u></li> <li>• <u>Aneurysm</u></li> <li>• <u>Stroke</u></li> <li>• <u>Non-elective surgery</u></li> <li>• <u>Debilitating/immobilizing injury or condition</u></li> <li>• <u>Acute illness/disease</u></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Elective Surgery</u></li> <li>• <u>Pregnancy/delivery without severe complications</u></li> <li>• <u>Recurring infection (cold, flu, etc.)</u></li> <li>• <u>Voluntary engagement in high risk activities (as specified in regulation GBGGA-R)</u></li> </ul>

An applicant for CLB payment will be required to provide certification by a physician stating that it would be impossible for the employee to perform the essential functions of his/her job.

Adopted: July 7, 1994

Revised: December 1, 1994

Revised: June 7, 2001

Revised: August 1, 2002 (*emergency approval*)

Revised: August 28, 2002

Revised: July 12, 2007

Revised: August 13, 2009

Revised: December 9, 2010

Revised: August 11, 2011

Revised: September 8, 2011

Revised: March 8, 2012

Revised: December 13, 2012

Revised: March 13, 2014

Revised: July 11, 2019

Title	Catastrophic Leave Bank
Designation	GBGGA-R
Office/Custodian	Education & Business/Director of Human Resources and Risk and Benefits Manager

#### A. General provisions

1. Days drawn against the Catastrophic Leave Bank (CLB) are not intended to cover all types of absences which could be covered with sick leave or other provisions of Board policy, but rather may only be used for catastrophic illness or injury not covered by a third party, to an individual employee ~~or to a Family Medical Leave Act (FMLA) qualified dependent/relative,~~ which prevents the employee from working for reasons beyond the employee's control. The CLB will not consider workers' compensation, illness or other incidents covered by disability insurance.
2. Bank days are intended only for when the qualifying condition requires the employee to be absent from work either due to the employee's own medical condition, or the need to serve as a caregiver for a family member with a catastrophic illness or injury. For purposes of this policy, family member is defined as spouse, civil or domestic partner or dependent child. FMLA qualified dependent/relative.
3. In making its determination of the validity of a member employee's request, the committee shall review information presented by the member employee and may consider information available from any other source, or request additional information and/or a second opinion from another physician at the employee's expense.
4. An employee who has been granted CLB days will be paid at the daily or hourly rate that he/she normally earns for the days and hours that he/she is normally scheduled to work.
5. Days contributed to the bank shall not be refunded or reimbursed to the contributing employee.
6. Membership in the CLB is voluntary and shall be open to all employees of the District who receive sick days excluding employees on Intent Not to Renew contracts.
7. A membership year shall coincide with the District's fiscal year.

#### B. Enrollment

1. Newly hired employees are eligible to apply for membership in the CLB by contributing one (1) sick leave day to the bank. To apply, the newly hired employee must complete and submit to Human Resources an "application for Catastrophic Leave Bank membership" form within five (5) working days of the employee's new hire orientation.
2. All other eligible employees may apply for membership by submitting an "application for Catastrophic Leave Bank membership" form during the bank's open enrollment period from August 1st through August 31st, at the beginning of each school year.

### C. Maintenance

1. Membership is maintained by contributing additional days to the bank when requested by the CLB committee. If at any time the value of available days in the bank drops below seventy-five thousand dollars (\$75,000.00) the leave bank will be considered at the 'bankruptcy threshold' and an opportunity to donate or re-donate a sick leave day will be extended to all eligible employees.
2. Members shall have 30 working days after receipt of such a request to make their contribution.
3. Members who choose not to contribute another day when asked to do so shall be deemed to have waived their right to continue as a member of the bank or to use bank days. In the event that a member does not have sick days available when the committee calls for additional days to be donated, that member may maintain membership if the CLB committee determines that he/she has shown good cause, in writing, for not being able to contribute an additional day.
4. Employees withdrawing ~~CLB catastrophic Leave Bank~~ days from the ~~B~~bank will be required to re-donate one (1) day at the beginning of the next open enrollment.
5. Employees who have utilized the CLB in the prior year and choose not to re-donate at the next available open enrollment period will have waived their right to continue as a member of the ~~B~~bank.
6. Members who have waived their right to remain members of the bank but choose in a subsequent open enrollment period to re-join, will be subject to the one-year waiting period. Upon successful completion of the one-year waiting period, the renewed members will be eligible for days based on the schedule for all newly joined employees which specifies for the second consecutive year of participation they are eligible for twenty (20) days and so forth. Consideration will not be given to membership eligibility prior to their lapse in renewal.

### D. Administration

1. A committee shall be established and maintained for the purpose of administering the provisions of this policy and making any determinations necessary.
2. The ~~CLB catastrophic Leave Bank~~ committee shall be composed of staff designated by the ~~Chief business Officer or designees representing each staff group including Support, Licensed, Administrative, and Professional / Technical and Benefits.~~

### E. Procedures and limits for withdrawal of days

1. Requests for bank days shall be limited to a catastrophic illness or injury to the employee or employee's ~~family members, spouse or dependent children~~, which requires hospitalization or the direct care of a physician, and which prevents the employee from working in any capacity. The request must be accompanied by physician's signed statement supporting the need for the employee's absence from work. In some cases a second opinion or additional information may be required at the employee's expense.

2. Requests for bank days shall be submitted on the CLB application form, to the CLB committee within thirty (30) calendar days of returning to work ~~and whenever it appears that the employee qualifies or qualified for the benefit.~~
3. A member must have 5 or more full days of consecutive docked absences to apply. Due to the fact that all leave is up fronted to staff, a member must exhaust all leave types and balances, prior to being granted days from the bank.
4. Days will be granted as follows:  
  
First year of participation        0 days  
(Or 1<sup>st</sup> year of enrollment after lapse in enrollment)  
Second consecutive year of participation-        20 days  
Third consecutive year of participation        30 days  
Fourth consecutive year of participation        40 days  
Fifth consecutive year of participation and beyond        60 days  
(The maximum number of days allowed is 60.)
5. No member shall be granted more than their maximum days that are allowed per the above matrix.
6. CLB days awarded will be reported to any insurance or third party coverage plan and any future benefits from said plan(s) may be offset by the days awarded.

#### F. High Risk Activities

High risk activities are defined as those activities having a higher potential for personal injury due to the level of competition, speed risk, or skills needed and requiring greater agility, stamina and dexterity. The list of activities considered high risk (not meant to be all-inclusive and should not be construed as such) includes:

- All-terrain vehicles (ATV)
- Auto racing
- Hot air ballooning
- Bicycle racing
- Boating
- Bungee jumping
- Cave exploring
- Dog sledding
- Dirt biking
- Go-kart racing/riding
- Hang gliding
- Horseback riding
- Hunting
- Ice climbing
- Jet skiing/Personal watercraft/Tubbing



- Motorcycle racing
- Mountain Bicycling/Climbing/Rappelling
- Paintball
- Parasailing/Parachuting
- Rodeo/Bull-riding/Bucking Events
- Sailing/Sail Boating
- Scuba and deep sea diving/snorkeling
- Snowmobiling/Snow skiing/Snow tubing
- Ski jumping
- Skydiving
- Soaring
- Trampoline
- White water rafting/canoeing/kayaking

#### GF. Workers' compensation

Members who are receiving workers' compensation for job-related illness or injury shall not be eligible to receive CLB days while they are receiving workers' compensation.

#### HG. Misrepresentation

Any misrepresentation or falsification of information, or failure to comply with provisions of the ~~CLBeatastrophic leave bank~~ stated herein, may result in disciplinary action that could include expulsion from the ~~CLBeatastrophic leave bank~~ and other appropriate actions up to and including termination.

Adopted: July 7, 1994

Revised: December 1, 1994

Revised: June 7, 2001

Revised: August 1, 2002 (*emergency approval*)

Revised: August 28, 2002

Revised: July 12, 2007

Revised: August 13, 2009

Revised: December 9, 2010

Revised: August 11, 2011

Revised: September 8, 2011

Revised: March 8, 2012

Revised: December 13, 2012

Revised: March 13, 2014

Revised: July 11, 2019



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Professional Staff Supplementary Pay Plans</b>
Designation	<b>GCBC</b>
Office/Custodian	<b>Business/Director of Human Resources and Finance</b>

~~The Board of Education shall adopt a schedule for extra pay for extra duties. This schedule shall be identified as the Schedule "B." The Schedule "B" will compensate individuals performing duties in the District's co-curricular program. Contracts will be issued for one (1) year of service after the building recommendation is approved by the Board.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Revised to conform with practice: date of manual adoption~~
- ~~• Revised: January 20, 1983~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: August 28, 2001~~
- ~~• Reviewed: May 13, 2010~~

### ~~LEGAL REFS:~~

- ~~• C.R.S. 22-63-206 (3)~~

Title	<b>Professional Staff Supplementary Pay Plans/Overtime</b>
Designation	<b>GCBC-R</b>
Office/Custodian	<b>Education and Business/Director of Human Resources and Finance</b>

Salary schedule "B" will cover co-curricular duties. The human resources department will make all salary placements. New positions can only be established by the Board of Education upon recommendation of the Superintendent. Building administrators will submit supplemental pay recommendations annually.

The following areas are included as part of the implementation of the pay schedule:

- ~~1. The Human Resources Department will maintain on-going positions, although some positions may go unfilled during certain years.~~
- ~~2. New positions will be requested by the building administration accompanied by justification.~~
- ~~3. Placement on the schedule will use the following determinants:~~
  - ~~a. Newly hired individuals coming to the Falcon school District will be allowed to bring the same amount of experience credit in coaching that is allowed for instruction. A written statement from the previous employing district must be on file.~~
  - ~~b. Experience placement will be determined by:~~
    - ~~(1) Out of district experience:~~
      - ~~Head coach to head coach—up to a maximum of 6 years~~
      - ~~Head coach to assistant coach—up to a maximum of 6 years~~
      - ~~Assistant coach to head coach—one half year for each year up to a maximum of 6 years~~
      - ~~Assistant coach to assistant coach—up to a maximum of 6 years~~
    - ~~(2) In district experience:~~
      - ~~Assistant coach to head coach—one half year for each year of total in district experience~~
      - ~~Assistant coach to assistant coach (middle school to high school)—full experience~~
      - ~~Head coach to assistant coach—full experience~~

When finishing calculations, all half years will be rounded up.

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: August 28, 2001~~
- ~~• Reviewed: June 10, 2010~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: August 28, 2001~~
- ~~• Reviewed: May 13, 2010~~

Title	<del>Part-Time and Substitute Education</del> Support Staff Employment
Designation	GDG
Office/Custodian	Business/Director of Human Resources

The Board of Education ~~shall maintain an authorized list of personnel to be used for substitute or part-time employment. The Board~~ authorizes the ~~chief officers~~ Chief Education Officer, Zone Innovation Leader, Chief Business Officer, Chief Operations Officer or designee to recruit and select individuals to perform substitute support staff roles including guest teaching ~~notify and direct persons on the list to perform such service for the District, as may be required on a temporary basis. The Board authorizes principals to notify and direct persons on the list to perform as substitute teachers on a temporary basis as needed.~~

The Board shall approve the hiring of substitute support staff ~~such action~~ at the next regular meeting following selection for hire. ~~Authorization by the Board to pay personnel performing services on a temporary basis shall constitute employment by the Board for services provided during the period of time covered by such payment.~~

Such payment shall not constitute any assurance or offer of continuing employment without specific Board action.

Prior to board approval for hiring, substitute support staff candidates shall submit a set of fingerprints and the district shall perform adding a person's name to the list, a background check ~~shall be carried out~~ in accordance with state law. ~~Part-time and substitute personnel also shall submit a set of fingerprints and a form with information about felony or misdemeanor convictions. Persons failing to provide this information shall not be added to the authorized list.~~

~~Every person placed on the authorized list shall be given a copy of this policy prior to performing services pursuant to this policy.~~

Substitute support staff employment, 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 substitute 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 substitute support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

Except where otherwise expressly noted, the board policies that apply to educational support personnel shall also apply to substitute support staff.

Adopted: April 18, 1985

Revised to conform with practice: date of manual revision

Revised: August 4, 1994

Reviewed: May 11, 2000

Revised: January 13, 2011

Revised: November 10, 2011

Revised: January 10, 2013

Revised: July 11, 2019

LEGAL REFS:

C.R.S. 22-32-109.7 (*Board of education-specific duties-employment of personnel*)

C.R.S. 22-32-109.8 (*Applicants selected for non-licensed positions-submittal of form and fingerprints-prohibition against employing persons failing to comply- department database*)

CROSS REF:

GDE/GDF, Support Staff Recruiting/Hiring

Title	English Language Learner
Designation	IHBEA
Office/Custodian	Education/Executive Director of Individualized Education

In keeping with the intention of the state of Colorado to offer educational opportunities to those children whose dominant language is other than English, the district shall provide suitable research-based language instructional programs for all identified English language learners in grades kindergarten through 12 in accordance with the requirements of state and federal statutes, Colorado State Board of Education rules and the Colorado Department of Education guidance.

The district shall identify students as English language learners using the state-approved assessment for English language proficiency. Identified students shall be assessed annually to determine their level of proficiency in the English language.

The district shall certify to the Colorado Department of Education each year those students identified as English language learners ~~who are eligible for funding pursuant to the English Language Proficiency Act.~~ The district shall provide additional information as required by the Colorado Department of Education to comply with federal law.

Adopted: September 2, 1999

Revised: July 10, 2003

Reviewed: July 8, 2010

Revised: March 12, 2015

Reviewed: July 12, 2018

Revised: July 11, 2019

#### LEGAL REFS:

20 U.S.C. 1703(f) (*denial of equal educational opportunity prohibited*)

20 U.S.C. 6801 *et seq.* (*language instruction for English language learners, including immigrant students*)

42 U.S.C. 2000d (*Title VI of the Civil Rights Act of 1964*)

C.R.S. 22-24-101 *et seq.* (*English Language Proficiency Act*)

1 CCR 301-10 (*State Board of Education rules for the Administration of the English Language Proficiency Act*)

Title	Students in Foster Care
Designation	JFABE
Office/Custodian	Education/Executive Director of Individualized Education

It is the Board's intent to promote educational stability for students in foster care in accordance with state and federal law. ~~Terms used in this policy and its accompanying regulation, such as "foster care," "school of origin," "child's best interest" and "child welfare agency" shall be as defined by applicable federal law.~~

The district shall coordinate with other districts and with local child welfare agencies and other agencies or programs providing services to students in foster care as needed.

At least one staff member shall be designated to serve as the child welfare education liaison and fulfill the duties set forth in state and federal law.

~~Duties-Designation~~ of the district's child welfare liaison and procedures for enrollment and transportation for students in foster care shall be made in accordance with the accompanying regulation and applicable law.

District 49 Child Welfare Liaison:  
Dr. Nancy Lemmond  
Executive Director of Individualized Education  
719.494.8933  
nlemmond@d49.org

Adopted: April 12, 2018

Revised: July 11, 2019

#### LEGAL REFS:

20 U.S.C. 1232g (Family Educational Rights and Privacy Act)  
20 U.S.C. 6311(g)(1)(E) and 6312(c)(5) (provisions in Every Student Succeeds Act (ESSA) regarding obligations to students in foster care)  
42 U.S.C. 671(a)(10) and 675(1)(G) (child welfare agency requirements related to supporting normalcy for children in foster care and ensuring educational stability of children in foster care)  
34 C.F.R. 200.30(f)(1)(iii) (ESSA's definition of "foster care")  
C.R.S. 22-32-138 (school stability, transfer, and enrollment of students in out-of-home placements)  
C.R.S. 22-33-103 through 22-33-110 (school attendance law)

#### CROSS REFS:

JF, Admission and Denial of Admission  
JH, Student Absences and Excuses  
JJJ, Extracurricular Activity Eligibility  
JLCB, Immunization of Students  
JQ, Student Fees, Fines and Charges



Title	Students in Foster Care
Designation	JFABE-R
Office/Custodian	Education/Executive Director of Individualized Education

### **Child welfare education liaison**

At least one district staff member shall be designated to serve as the child welfare education liaison. In lieu of designating a district employee, the district may contract with an individual or request that the district's Board of Cooperative Services (BOCES) designate a BOCES employee to serve as the district's child welfare education liaison. By August 15 of each year, the district shall report the name and contact information of the district's child welfare education liaison to the Colorado Department of Education.

The child welfare education liaison shall be responsible for working with child placement agencies, county departments of human services, and the state department of human services to facilitate the prompt and appropriate placement, transfer, and enrollment of students in foster care. ~~The specific duties of the child welfare education liaison shall include, but are not limited to:~~

- ~~• Working with social workers from county departments of human services, juvenile probation officers, and foster care parents to ensure the immediate school enrollment and prompt transfer of student's education information and records when students are required to change school enrollment due to changes in placement.~~
- ~~• Ensuring that the education information and records of a student in foster care are delivered to the student's new school within five school days after receiving a request for the transfer of the student's education information and records from a county department of human services.~~
- ~~• Participating and collaborating on best interest determinations with the local county department of human services; and~~
- ~~• Providing training to district staff on the Title I provisions and educational needs of students in foster care.~~

~~In addition to the liaison's duties pertaining to students in foster care, t~~The district's child welfare education liaison is also designated to receive notice of a student who is transitioning to public school from a state-licensed day treatment facility, facility school or hospital providing inpatient acute care or psychiatric services and who has been determined by that facility, facility school, hospital, or a court to be a risk to himself or herself or the community within the 12 months prior to the proposed transfer to a public school. Under certain circumstances, the child welfare education liaison may receive an invitation to participate in the development of a transition plan for such student.

### **Enrollment determinations**

In making enrollment determinations, the child welfare education liaison shall assist appropriate county department of human services representatives in making "best interest of the child" education decisions,

particularly the determination of whether or not it is in the best interest of the student in foster care to remain in his/her school of origin or to enroll in a new school.

### **Transfer of education records**

If a student in foster care transfers to another school, the sending district shall transfer the student's education information and records to the receiving school as soon as possible but not to exceed within five school days after receiving a transfer request. ~~from the county department of human services that has legal custody of the student.~~

The sending district may release the student's education information and records to an employee of the county department of human services for the sole purpose of transferring the education information and records to the student's new school. Such release shall be in accordance with applicable state and federal law, including the Family Educational Rights and Privacy Act.

If the request for a records transfer involves a student who is receiving special education services pursuant to an individualized education plan, the sending district shall notify its special education director of the records request.

The sending district shall not delay the transfer of education information and records of a student in foster care for any reason, including but not limited to the existence of any unpaid fines or fees.

### **Enrollment in a new school**

If it is determined that it is not in the student's best interests to remain in his/her school of origin and unless otherwise permitted by state law to deny enrollment, the district or new school shall immediately enroll a student in foster care in the new school regardless of whether:

The district or school has received the student's education records or certificate of immunization;

The student can comply with any requirements pertaining to the use of school uniforms or other clothing restrictions; or

The student can comply with any other pre-enrollment restrictions or requirements imposed by the District or new school.

If the district or new school enrolls a student in foster care without receiving the student's certificate of immunization, the district or school shall notify the applicable county department of human services ~~student's legal guardian~~ that, unless the district or school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the student in foster care shall be suspended until such time as the district or school receives the certificate of immunization or authorization.

### **Transfer of credits**

When a student in foster care transfers from one school to another school, the sending school shall certify to the receiving school or district the coursework that the student fully or partially completed while enrolled. The receiving school or district shall accept the student's certified coursework as if it had been completed at the receiving school.

The receiving school or district shall apply all of the student's certified coursework toward completion of the student's requirements for ~~the grade level~~ promotion in which the student is enrolled at the receiving school or for graduation from the receiving school if the student is enrolled in 12th grade. The receiving school or district may award elective credit for any portion of the student's certified coursework that is not aligned with the curriculum of the receiving school or district.

## Transportation

~~Applicable federal law requires the district to develop procedures to ensure that students in foster care who need transportation to their respective schools of origin promptly receive that transportation, and to ensure that such transportation is arranged and provided in a cost-effective manner. Accordingly,~~  
When the district is notified that a student in foster care needs, or may need, transportation to a district school, the child welfare education liaison will take steps to establish an individualized plan that addresses how transportation to maintain the student in his/her school of origin will be arranged, provided and funded for the duration of time that the student ~~is in foster care~~ and is attending his/her school of origin.

In establishing such a plan, the child welfare education liaison and other district staff shall follow any existing transportation procedures, systems-level plan or agreement that the district, acting in collaboration with one or more relevant departments of human services, has adopted or otherwise expressly agreed to implement for the cost-effective transportation of the student. ~~in foster care. If there are additional costs in providing transportation to the school or origin, the district will provide such transportation if:~~

- ~~• The local county department of human services agrees to reimburse the district for the cost of such transportation;~~
- ~~• The district agrees to pay for the cost; or~~
- ~~• The district and local county department of human services agree to share the cost.~~

Adopted: April 12, 2018

Revised: July 11, 2019

Title	<u>Student Absences and Excuses</u> <del>Student Attendance</del>
Designation	JH
Office/Custodian	Education/Director of Culture & Services and Executive Director of Learning Services

One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: 1) satisfy all academic requirements and 2) exhibit good attendance habits as stated in this policy.

### **Excused absences**

The following shall be considered excused absences:

~~4.—1. A student who is temporarily ill or injured or whose absence is approved by the administrator of the school of attendance on a prearranged basis. Prearranged absences shall be approved for appointments or circumstances of a serious nature only which cannot be taken care of outside of school hours. A student who is temporarily ill or injured.~~

~~2.~~1. A student who is absent for an extended period due to physical, mental or emotional disability.

~~3.~~2. A student who is pursuing a work-study program under the supervision of the school.

~~4.~~3. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.

~~5.~~4. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. [22-32-138\(1\)\(eh\)](#)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's

assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

### **Unexcused absences**

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused. Penalties may include a warning, school detention or in-school suspension. Academic penalties, out-of-school suspensions or expulsion shall not be imposed for any unexcused absence.

The administration shall develop regulations to implement appropriate penalties.- The school administration shall consider the correlation between course failure, truancy and a student dropping out of school in developing these procedures and shall implement research-based strategies to re-engage students with a high number of unexcused absences.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is 10 days during any calendar year or school year.

### **Prearranged absences**

Family vacations during school time are strongly discouraged, as they are counted towards total student absences which may exceed the specified limit and may become unexcused absences. Vacations should be planned for times when school is not in session. Parents are encouraged to follow the District approved calendar for scheduled breaks.

A written request for a prearranged absence should be made at least a period of time equal to the length of time the student will miss school and presented to the school's administration. For example, a ~~one~~ five-day absence would require ~~a one~~ five days of notice. All assignments are due ~~prior to~~ following the period of absence unless otherwise ~~specified~~ negotiated with by a teacher. Excused/prearranged absences ~~in excess of District designated number of allowable absences may become unexcused; could generate 1<sup>st</sup> and/or 2<sup>nd</sup> notices of concern, if alone or in combination with unexcused absences, they exceed ten days.~~

### **Weather**

Parents/guardians will be expected to take the responsibility for determining whether it is safe to send their child to school during to severe weather conditions. If parents/guardians opt to keep students out of school due to severe weather conditions affecting their immediate residential area and the school

district remains open, the parent must notify each student's school, preferably the same day, to have their students(s) marked as excused without any truancy penalty due to local weather conditions.

When the District makes the decision to close school, ~~or~~ have a delayed start to the school day, or close schools early due to severe weather, the student will not be penalized for the duration of the closure. The notification of the aforementioned modifications will be available on the district's website, through the district's social media presence, or through local news media outlets.

### **Exempt Absences**

There are situations when a student is absent from school or class, but that absence is considered exempt, which means the student is neither marked as excused nor unexcused and the student's absence is not counted for truancy purposes (See JH-E-2).

### **Chronic absenteeism**

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has ~~106.8~~ total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Hence a student who averages 2 absences (excused or unexcused) a month is at-risk of being chronically absent for the year; therefore, the principal or designee should discuss truancy consequences with students who meet or exceed this absentee rate during 4 or more months consecutively or exceed 8 absences in the 1<sup>st</sup> semester. If a student attained 16.8 or more total absences in the previous school year the principal or designee should discuss truancy consequences with the student and family, and strongly consider putting the student on an attendance contract to start the year. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student's attendance. The plan shall include best practices and research-based strategies to address the reasons for the student's chronic absenteeism, including but not limited to interventions with the zone's Community Engagement Advocate (CEA). When practicable, the student's parent/guardian shall participate in the development of the plan.

Nothing herein shall require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

### **Make-up work**

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class. There shall be at least 2 days allowed for make-up work for each day of absence unless more time is allowed by the teacher. Make-up work is not a punitive

measure and teachers will work with the student to mitigate the student's instructional gaps in a timely manner.

Make-up work shall be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student's expulsion. Rather, the district shall offer alternative education services to the expelled student in accordance with state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

### **Tardiness**

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, appropriate penalties shall be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

Adopted: May 19, 1994

Revised: August 4, 1994

Revised: October 5, 2000

Revised: September 8, 2016

Revised: July 11, 2019

#### LEGAL REFS:

C.R.S. 22-32-109 (1)(n) *(length of school year, instruction & contact time)*

C.R.S. 22-14-101 et seq. *(dropout prevention and student re-engagement)*

C.R.S. 22-32-109.1 (2)(a) *(conduct and discipline code)*

C.R.S. 22-32-138 (6) *(excused absence requirements for students in out-of-home placements)*

C.R.S. 22-33-101 et seq. *(School Attendance Law of 1963)*

C.R.S. 22-33-105 (3)(d)(III) *(opportunity to make up work during suspension)*

C.R.S. 22-33-108 *(judicial proceedings to enforce school attendance laws)*

C.R.S. 22-33-203 *(educational alternatives for expelled students and determination of credit)*

1 CCR 301-78 Rules 1.00 et seq. *(standardized calculation for counting student attendance and truancy)*

#### CROSS REFS:

IC/ICA, School Year/School Calendar/Instruction Time

JEA, Compulsory Attendance Ages



[JE-R](#), Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)

[JEC](#), Student Withdrawal from School/Dropouts

JHB, Truancy

JK, Student Discipline

JKD/JKE, Suspension/Expulsion of Students

JLIB, Student Dismissal Precautions

## **Student Absences and Excuses**

**Designation: JH-E-2**

**Office/Custodian: Education/Director of Culture & Services and Executive Director of Learning Services**

The following codes are used in our Student Information System to define an absence:

### **Excused Absences:**

APR - Approved per parent

EOT - Early out

EXA - Excused absence

ILL - Illness

PRE - Prearranged

WEA - Weather related

### **Unexcused Absences:**

A - Absent

CUT - Truant/Cut

UXEOT - Unexcused early out

UNX - Unexcused

### **Tardy:**

APRT - Approved per parent tardy

ETDY - Excused tardy

UXTDY - Unexcused tardy

### **Exempt Absences:**

ACT - Activity

COFC - Counseling

NOFC - Nurses office

ISS - In school suspension

OSS - Out of school suspension

WAI - Waiver

INV - Intervention

UPU - Late Pick up

Title	Student <u>Absences and Excuses</u> <del>Attendance</del>
Designation	JH-R
Office/Custodian	Education/Director of Culture & Services and Executive Director of Learning Services

The following criteria is set forth to maintain established protocol regarding the number of unexcused absences a student has and is aligned with the procedures that are enacted accordingly. Parents are encouraged to review their child's attendance on a regular basis.

Absences are measured and recorded at the secondary level in period absence increments while absences at the elementary school level are measured and recorded in half-day increments.

The set number of absences varies according to the level of the school (i.e. elementary, middle and high school). However, the procedures set forth are aligned with the same number of "days" regardless of the school level. For example, due to the block schedule at a high school, a student may miss sixteen (16) periods (i.e. four (4) days) with unexcused absences before their parents receive a letter, yet an elementary student may miss eight (8) half-days (i.e. 4 days) of unexcused absences before their parents receive a letter.

**The following criteria will require the associated district response:**

3 "days"	> Letter of Concern is <del>issued</del> <u>initiated</u>
5 "days"	> 2 <sup>nd</sup> Letter of concern is issued and <u>an Attendance Contract is completed by the Building Administrator or Designee</u> <del>completes an attendance contract</del>
7 "days"	> Notice of Non-Compliance is issued; <u>this is requested by the Building Administrator or Designee along with a completed Truancy Individualized Program checklist.</u>
10 "days"	> A Truancy Petition is completed, and Building Administrator or Designee completes a Truancy Intervention Summary; in accordance with terms of Notice of Non- Compliance

**Tardiness**

Students with excessive tardies to class or who habitually leave school early for reasons other than those listed under reasons for excused absences, may be placed on an attendance contract and/or referred for truancy proceedings. A student who has excessive tardies may be designated as "Habitually Tardy" and the administration may impose penalties associated with such designation.

General procedures for penalties for tardiness and/or leaving school early as defined as an "early out" are as follows:

1. On the fourth tardy/early out, the teacher will contact the parent/guardian.
2. On the fifth tardy/early out, or an accumulation of five tardies for any/all classes, a referral may be written, the student may have an administrative conference and may receive disciplinary

consequences, and the parent will be notified. At that time, the student will be notified of the consequence for further incidences of tardiness.

3. Upon accumulation of ten (10) tardies/early outs, the student will have an administrative conference and may receive further disciplinary consequences. At that time parents/guardians will be called and an administrative conference will be held to establish an attendance contract.
4. The contract will include the consequences for further occurrences of tardiness, including a possible designation of being "Habitually Tardy". After this conference, the behavior will be considered "insubordination," and consequences will be assigned accordingly including a referral for truancy.

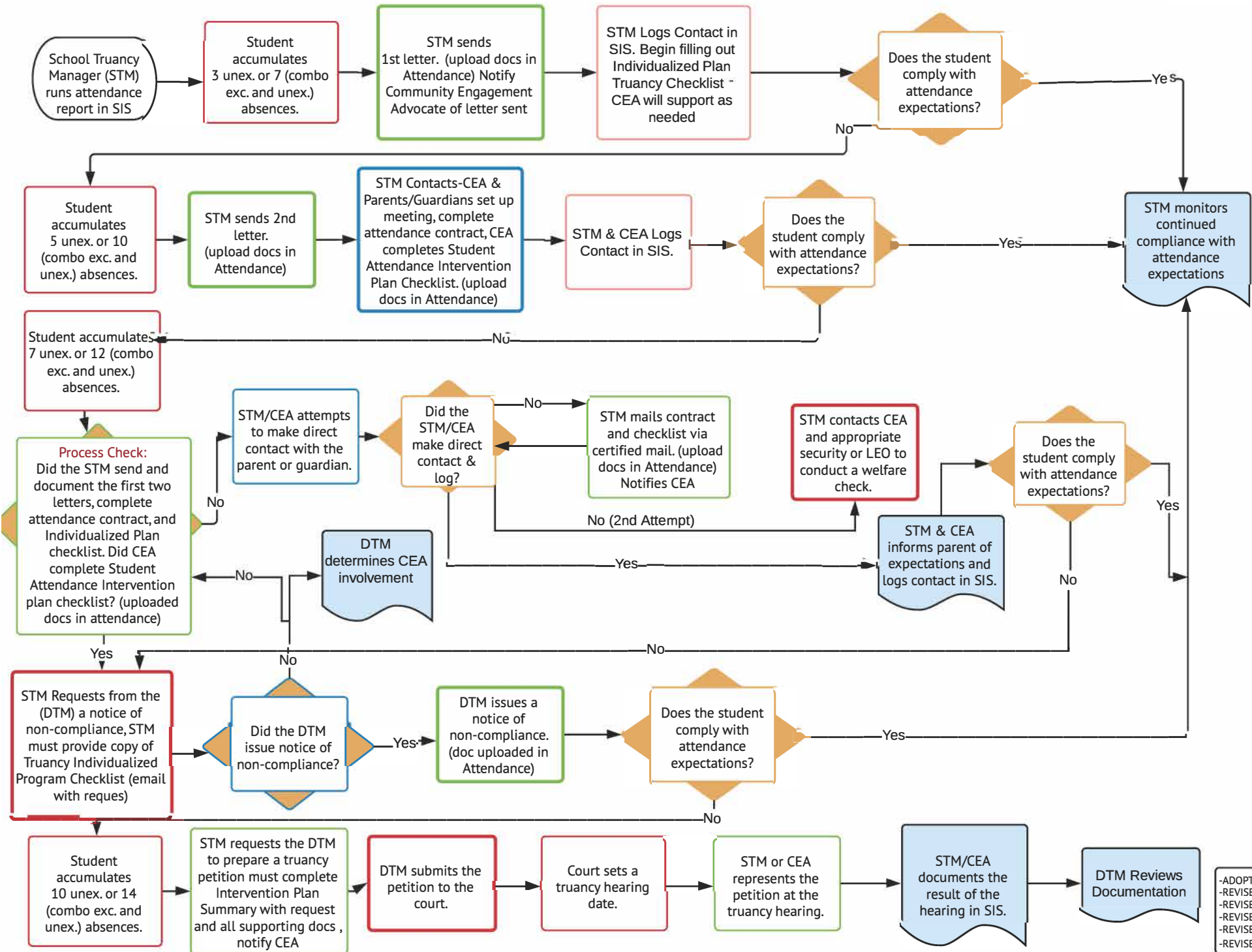
Adopted: October 5, 2000

Revised: July 8, 2010

Revised: September 8, 2016

Revised: July 11, 2019

# JH-E-1 Truancy Process Flowchart



Title	Student Fees, Fines and Charges
Designation	JQ
Office/Custodian	Business/Accounting Group Manager

Students shall not be charged an instructional fee as a condition of enrollment in school or as a condition of attendance in any class that is considered part of the academic portion of the district's educational program except tuition when allowed by law. However, the district may require students to pay textbook fees, fees for expendable materials, and other miscellaneous fees as more fully set forth in this policy.

All student fees and charges shall be approved by the Board of Education. The fees shall remain in place until modified or removed by Board resolution. All Student fees adopted by the Board shall be used for the purposes set for the in motion and shall not be spent for any other purpose.

When publicizing any information concerning any fee authorized to be collected by this policy, the school shall specify whether the fee is voluntary or mandatory and the specific activity from which the student will be excluded if the fee is not paid.

Adopted: November 3, 1977

Revised to conform with practice: date of manual adoption

Revised to conform with practice: date of manual revision

Revised: July 12, 2001

Revised: August 14, 2003 (emergency)

Revised: September 4, 2003

Revised: November 10, 2005

Revised: July 8, 2010

Revised: July 13, 2017

Revised: September 14, 2017

Revised: July 11, 2019

#### LEGAL REFS:

C.R.S. 22-32-109(1)(u) *(free textbooks to indigent students w/o deposit)*

C.R.S. 22-32-110(1)(o) *(textbooks for free or reasonable rental fee)*

C.R.S. 22-32-110(1)(ji) *(board power to assess fines or fees for the return or replacement of textbooks, library resources or other school property)*

C.R.S. 22-32-113 (5) *(transportation of pupils and imposition of fee for excess transportation costs)*

C.R.S. 22-32-117 *(fees)*

C.R.S. 22-32-118 *(summer school fees)*

C.R.S. 22-32-138(7) *(waiver fees for students in out-of-home placements)*

C.R.S. 22-45-104 *(disposition of moneys collected from fines and fees)*

#### CROSS REFS:

EEA, Student Transportation

EFC, Free and Reduced Price Food Services

JFABE, Students in Foster Care

~~JF-R Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)~~

JJJ, Extracurricular Activity Eligibility

Title	<b>Student Fees, Fines and Charges</b>
Designation	<b>JQ-R</b>
Office/Custodian	<b>Business/Accounting Group Manager</b>

~~These regulations specify the conditions under which the district may charge and collect fees and/or fines.~~ Among the fees which the Board of Education may authorize are the following:

### **Textbooks, library resources, and other school property**

Textbooks shall be provided on a loan basis. Students may be asked to pay a nonrefundable rental fee reasonably related to the actual cost of some or all of the textbooks provided for the student. The rental fee and corresponding depreciation schedule shall be adopted by the Board of Education prior to the textbook's introduction into the classroom. No rental fee will be assessed for textbooks and workbooks used in the classroom for reference.

It is expected that students shall return textbooks, library resources, and other school property to the school in good condition except for ordinary wear. Students shall be assessed fines for lost, damaged, or defaced books (including those checked out from the library), materials, or equipment. The fines will be for the amount equal to the replacement cost of the item.

If the district has made a reasonable effort to obtain payment for lost or damaged textbooks, library resources or other school property and, ~~if a the~~ student is graduating, the district may deny the privilege of participation in the graduation ceremony if the student has failed to return or replace a textbook, or library resource or other school property by the date of the ceremony. Alternative payment methods, such as installment plans shall apply to students who are unable to pay.

A student shall not be refused use of textbooks based on failure to pay the requested fees.

### **Fees for expendable supplies and materials**

Teachers shall determine a basic course for each class which can be completed with materials furnished by the school. However, students may be charged a fee for expendable supplies and materials used in the course. Fees for expendable supplies and materials shall relate directly to the actual cost of providing these materials to the student. Students shall be required to pay for materials that go into shop, crafts, or art projects that are above the basic requirements for the course and are to be retained by the student.

### **Miscellaneous fees**

Students may be asked to pay miscellaneous fees on a voluntary basis as a condition of attending, participating in, or obtaining materials/clothing/equipment used in a school-sponsored activity or program not within the academic portion of the educational program.

Rental fees for the use of items such as choral robes, band uniforms and school- owned instruments shall be approved by the Board upon the recommendation of the Chief Education Officer/Innovation Leaders.

Students participating in activities which are not required by the teacher or used in the determination of a grade may be required to pay charges covering the cost of the activity. Such charges may include but are not limited to admission fees, food costs, and transportation costs on activity trips.



However, it is incumbent upon the teacher and principal to make every effort to be sure no student is denied the right to participate in trips or other enrichment activities because of lack of funds.

The district may impose and collect a fee for the payment of excess transportation costs in accordance with state law. Only those students who use the district's transportation services shall be required to pay any transportation fee.

**Waiver of fees**

All fees, fines, and charges for textbooks and expendable supplies and materials required for classes within the academic portion of the educational program and any transportation fee shall be waived for indigent students. For purposes of determining if a student is able to pay, an indigent student is defined as any child who is eligible for a free or reduced price lunch under the federal poverty income guidelines. Students qualifying for a fee waiver will receive it without unnecessary embarrassment or public exposure of their need.

All fees for textbooks, expendable supplies and materials, and miscellaneous fees shall be waived for students in out of home placements, as that term is defined by C.R.S. 22-32-138 (1).

**Fee schedule**

The district shall prepare and make available upon request a complete list of student fees, describing how the amount of each fee was derived and the purpose of each fee.

Parents shall be informed of any fees and how to apply for a waiver of fees, whether fees are voluntary or mandatory, and the specific activity from which the student will be excluded if the fee is not paid.

- Adopted: July 8, 2010
- Revised: June 30, 2011
- Revised: July 13, 2017
- Revised: September 14, 2017
- Revised: July 11, 2019

Title	Stakeholder Grievance Process
Designation	KEA
Office/Custodian	Business and Education/Director of Human Resources and Director of Culture & Services

District 49 values all its stakeholders, including students, parents, staff and community members, and endeavors to earn their trust. The district seeks to serve all stakeholders with fairness and respect.

The district recognizes that there will be times when stakeholders disagree with a classroom or administrative decision and sincerely desire to partner with stakeholders in resolving issues, concerns or grievances. To that end, the Board of Education has established this stakeholder grievance policy as a formal process by which stakeholders may present and seek resolution to problems, issues, or concerns (generally referred to in this policy and procedure as “grievances”) related to matters of policy.

This policy does not modify, delegate, limit, or extend the rights of the school board to act or make decisions under applicable state and federal law.

### **Good faith efforts**

It is inevitable that conflicts will occur. How the parties handle conflict plays a major role in defining the culture of our district. When adults work together to resolve conflicts with civility, they model skills for students that will enable them to effectively resolve conflict.

The district expects all stakeholders to treat others with respect and courtesy, and to strive for the following with regard to grievance resolution:

1. Seek to address issues at the appropriate level. For example, a concern about the classroom should be addressed first with the teacher. School-wide issues should be addressed with the school principal.
2. While the district seeks to support and assist individual families, recognize that all decisions must factor in the impact on other students and staff.
3. Understand that the district expects school administrators to make judgment calls. Generally speaking, judgment calls will not be overturned at a higher level unless there are compelling grounds based on policy issues.
4. Accept that privacy laws or other confidentiality requirements may expressly prohibit the administration from disclosing discipline measures taken with staff or with other students. The district recognizes that this limitation on open communication can be very frustrating for both parents and administrators.

### **Access to the grievance policy**

The grievance process is available to parents or those with custodial rights of district students, to residents of the district and to district employees, who will be referred to as a “stakeholder” for purposes of this policy and its associated regulations.

### **What may be grieved**

The Board established this grievance policy for resolution of grievances that involve one or more approved Board policies or approved procedures. It does not exist to resolve simple disagreements, personality differences or disputes over a classroom teacher’s or an administrator’s legitimate decision or actions. Staff

may not use the grievance process to dispute a performance evaluation or corrective action.

In bringing a grievance forward for resolution, the stakeholder will be required to specify the policy or procedure in question and whether s/he:

1. Alleges the policy or procedure was violated; or
2. Alleges that the policy or procedure was misapplied or inequitably applied; or
3. Is requesting that the policy or procedure be changed; or
4. Is requesting that an exception to policy or procedure be made.

In the event that a board policy doesn't already exist, the stakeholder may assert that the district should consider adding a policy or procedure to cover the matter.

### **Regulations and exhibits**

District administration will establish procedures that will accomplish the following goals:

- Encourage resolution at the lowest possible level.
- Ensure a well-documented process.
- Specify time frames for the filing of and responding to grievances.
- Provide a clear process for appealing a decision to the next level of review.
- Provide general guidelines for the grounds upon which a person might base an appeal.

District administration shall provide an opportunity for the stakeholder to provide feedback once there is complete resolution at any level to a grievance. The results of this feedback will be used to inform improvement of the grievance resolution process.

District administrators and the Board will not consider complaints about staff members that have not been formally addressed using the appropriate grievance forms and appeals procedures. In order to satisfactorily address each grievance and to avoid confusing the issues, stakeholders must address them separately in writing, beginning with the appropriate grievance form. If, while working through the grievance process, a stakeholder becomes concerned with the behavior or conduct of a district staff member, that concern then becomes a new matter for resolution, which must be addressed as a completely separate grievance.

The regulations, exhibits and forms associated with this policy shall be made available on the district website or in paper format upon request.

### **Urgent matters**

While the grievance procedures designate timelines and sequence for raising concerns and receiving feedback, if a concern involves imminent danger to a student, staff member, or other member of our community, or if there is an urgent need for immediate resolution to the matter, the stakeholder is expected to immediately notify a district administrator regarding the matter and request an expedited review by a chief officer or his appropriate designee.

If the chief officer or designee determines that the concern does not involve imminent danger, the stakeholder will be directed back to the procedures described herein.

### **Timelines**

The district desires to respond to grievances in a timely manner. The timelines established in the associated regulations and exhibit, at the discretion of the staff member designated at each level, may be altered to allow for an appropriately thorough review of the grievance or to allow for an outside

investigation, (e.g. Office of Civil Rights, Law Enforcement, etc.). Any needed time extensions should be communicated to the concerned party as soon as practical.

### **Independent review mechanism**

At the outset of a grievance, a process facilitator will be assigned to facilitate the process. Normally, when an employee files a grievance, the Director of Culture & Services will serve as the process facilitator. Normally, when the grievance is initiated by any other stakeholder, the Director of Human Resources will serve as the process facilitator. In assigning the facilitator, the district will review and attempt to mitigate potential conflicts of interest resulting from the facilitators' relationships to the parties and the situation in question.

District 49 will make every effort to ensure that those named in a complaint or who are too closely associated with those involved in the complaint will not be part of the investigative team or efforts. The district can, at its discretion, utilize a neutral third-party investigator to address allegations of workplace wrongdoing or other conflict.

A chief officer or the Board of Education may request an internal review of a grievance. When this happens, the Chief Education Officer will direct either the Director of Human Resources or the Director of Culture & Services to perform a review of the particular grievance matter and provide a report to the requestor.

### **Recordkeeping**

The district shall maintain records associated with grievance proceedings for a minimum of three (3) years.

### **False Allegations**

Employees should recognize that making false or bad faith accusations of wrongdoing can have serious consequences for those who are wrongly accused. The district prohibits deliberately making false and/or malicious allegations of wrongdoing, as well as deliberately providing false information during an investigation. Any employee who violates this rule is subject to disciplinary action, up to and including termination.

- Adopted: October 9, 2014
- Revised: September 10, 2015
- Revised: May 11, 2017
- Revised: July 11, 2019

Title	Stakeholder Grievance Process
Designation	KEA-R
Office/Custodian	Business and Education/Director of Human Resources and Director of Culture & Services

The grievance process procedures contained herein are intended to provide a clear, well-defined means of articulating and bringing forth concerns.

If you have a concern, please communicate directly with the staff member with whom you have the concern, with the goal of resolving the matter informally. Communication is essential to resolving concerns and conflicts. It is important that the staff member understands your concern so they may fully address and resolve it. It is important to explain your concerns, the resolution you are seeking and your suggested remedy.

You are not required to directly confront the person who is the source of your report, question, or complaint before notifying any of those individuals listed. Nevertheless, you are required to make a reasonable effort to bring forward a report or complaint so conflict may be resolved.

If the concern is not resolved to your satisfaction, you may submit a Stakeholder Grievance Form (found online at [www.d49.org/grievance](http://www.d49.org/grievance)) within twenty working days of receipt of the original response. Please fill out the form thoroughly. Your submitted form will be sent to the district administrators designated as grievance facilitators, one of whom will be assigned to facilitate your grievance. The assigned facilitator will contact you to confirm receipt and review the grievance process.

#### **Admin Level I: School Administrator**

The school administrator or his/her designee will review the Stakeholder Grievance Form and contact you within three working days of receipt of the appeal to arrange a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff member who provided the original response will be invited to attend the meeting. The staff member may opt to not attend.

Within five working days after the meeting the administrator shall communicate the decision in writing. This decision shall include the school administrator's findings, conclusions, and recommendations.

#### **Admin Level II: Zone Leader/Executive Director Level Procedure**

If you are not satisfied after receiving the School Administrator's written decision, you may appeal the matter to the zone leader/executive director level within twenty working days. To do this, you will need to initiate an appeal using the online Stakeholder Grievance Form. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level.

The zone leader/executive director or his/her designee will contact you within three working days of receipt of the appeal to schedule a meeting. The purpose of this meeting is to gain a full understanding of the situation. The staff members involved in the previous levels will be invited to attend this meeting. The staff members may opt not to attend.

Within five working days after the meeting, the zone leader/executive director or his/her designee shall communicate to you his/her written decision. This decision shall include the zone leader's/executive

director's findings, conclusions, and recommendations.

### **Admin Level III: Chief Officer Level Procedure**

If you are not satisfied after receiving the zone leader's/executive director's decision, you may appeal the matter to the chief officer level within twenty working days. To do this, you will need to initiate a new online Stakeholder Grievance Form. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level. The chief officer may designate another individual to hear the matter.

After an appropriate review of the Stakeholder Grievance Form and previous decisions, the chief officer or his/her designee will within ten working days of receipt of the appeal contact you to arrange a meeting.

The meeting will include the staff members who provided the decisions at the previous levels (unless they opt not to attend) and the chief officer or his/her designee. The meeting shall be limited to those grounds specified in the written concern submitted by the stakeholder.

Within ten working days of the hearing meeting, the chief officer or his/her designee shall communicate his/her decision to you in writing. The decision shall include the findings and conclusions of the chief officer or his/her designee.

### **Board Level Procedure**

If you are not satisfied with the decision at the chief officer level, you may, within twenty working days, submit an appeal using the online Stakeholder Grievance Form to request a hearing before the Board. Because new or expanded concerns will not be considered in an appeal, your appeal should simply specify that you are appealing the decision made at the previous level.

1. In considering whether to hear the grievance, the Board as a body will consider: Whether a board policy is implicated;
2. The facts and findings at the earlier levels;
3. Whether a board policy or approved procedure was possibly violated, misapplied, or inequitably applied;
4. Whether a new board policy or procedure may be needed or an existing policy or approved procedure needs to be changed or have an exception made; and
5. Whether the policy and approved procedure were followed in the previous levels.

The Board shall respond to the request for a hearing no later than its next scheduled regular meeting. If the board decides not to hear the appeal, the Board will communicate its decision to you in writing within five working days of its decision. In such instances, the decision from the chief officer level shall be final.

If the Board agrees to hear the appeal, the hearing shall be held at the next scheduled Board work session

The hearing will include the staff members who provided decisions at any previous levels (unless a staff member opts to not attend). The hearing will be open to the public, unless there is a lawful reason to hold the hearing in executive session. The meeting shall be limited to those grounds specified in your original, level 1 Stakeholder Grievance Form.

The Board shall render its written decision not later than fifteen working days after hearing the appeal.

### **Constraints Imposed During School Breaks and Between School Years**

If a grievance is filed when school is not in session or spans a period when school will not be in session, then a reasonable effort will be made to honor timelines established by this regulation. However, the

availability of persons of interest or witnesses could extend the resolution process.

**Timeliness**

The accuracy of the investigation is directly related to the investigator's ability to conduct interviews with persons of interest and/or witnesses; therefore, incidents should be addressed at the appropriate level without delay. Incidents that happened more than six months ago require approval by a chief officer before the district will activate this process. The chief officer will decide whether or not to accept a grievance outside the standard time frame. In the case of ongoing or recent harassment and discrimination to include Title IX violations it would be best if reports were made immediately; however, reports of this nature will routinely be accepted beyond 6 months.

**Appellate Timelines**

It is the complainant's right to appeal the decision of each level until the process terminates with the Board of Education (BOE). Our district procedure provides 20 work days allowable between each level to file the next appeal. If no appeal is filed during that timeframe and no reasonable extension is requested, then a letter will be filed indicating that the grievance is considered closed. The complainant may request a copy of the closure letter for their personal records.

Adopted: October 9, 2014

Revised: May 11, 2017

Revised: July 11, 2019



**BOARD OF EDUCATION ITEM 7**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Amber Whetstine, Executive Director of Learning Services

**TITLE OF AGENDA ITEM:** New and Revised Job Descriptions

**ACTION/INFORMATION/DISCUSSION:** Discussion

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

The following new and revised job descriptions are proposed to increase program efficiency and effectiveness:

- Coordinator of Title Programs (Grant-Funded) (Revised)
- Title Programs Manager (Grant - Funded) (New)
- Education Technology Technician (Revised)

**RATIONALE:**

The proposed revisions allow for consolidation of responsibilities, increased time for supporting school needs and re-alignment of workforce segments to reflect appropriate levels of classification based on responsibilities assigned.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Proposed revisions include combining currently existing part-time Coordinator and Teacher on Special Assignment positions to allow for a full-year equivalent position encompassing the responsibilities of the two. Incorporating these two positions into one allows for higher quality hiring potential and availability to complete responsibilities year-round. Proposed revisions also included changing the title of Title Programs Specialist to Title Programs Manager to align with assigned responsibilities and similar positions in the district. Extending the number of days for the Education Technology Technician from 220 to 260 days allows for more continuous support throughout the year.

**INNOVATION AND INTELLIGENT RISK:**

Minimal risk is associated with the proposed revisions. Both Title Program positions are fully grant-funded and necessary for compliance with managing Federal Title Program dollars. The additional days proposed for the Education Technology Technician have minimal budget impact and are intended to support increased efficiency and effectiveness of device management.

**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	Ensuring job descriptions are accurate and current and consider optimization of efficiency and effectiveness to accomplish the work of the organization, builds trust with community and staff.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	

BOE Work Session June 26, 2019  
Item 7 continued

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

**BUDGET IMPACT:** Additional days annually for Education Technology Technician = 7,340.80

**AMOUNT BUDGETED:** 7,340.80

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approval.

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

**DATE:** June 14, 2019

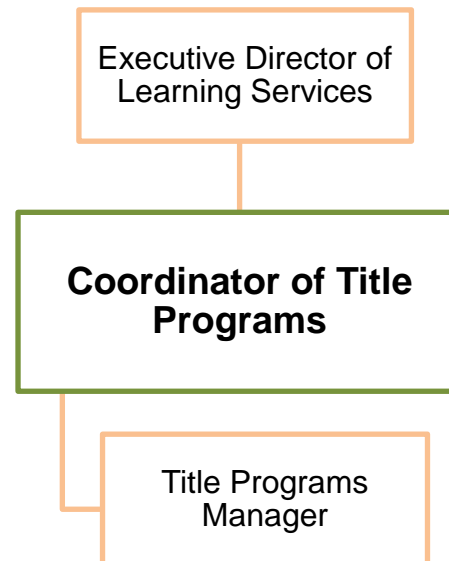
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## COORDINATOR OF TITLE PROGRAMS ~~COMPLIANCE~~

(~~TITLE GRANT-FUNDED POSITION~~)

<b>Job Title:</b>	Coordinator of Title Programs <del>Compliance</del>
<b>Initial:</b>	March 2015
<b>Revised:</b>	<u>July 11, 2019</u>
<b>Work Year:</b>	<del>120-260</del> days <del>annually</del>
<b>Office:</b>	Education
<b>Department:</b>	Learning Services
<b>Reports To:</b>	Executive Director of Learning Services
<b>FLSA Status:</b>	Exempt
<b>Pay Schedule:</b>	Administrative

### Related Organization Chart



**POSITION SUMMARY:** The Coordinator of Title Programs ~~Compliance~~ shall provide leadership ~~to and is responsible~~ for all aspects of development, implementation and evaluation of Title ~~I, H and III~~ programs and related ESEA ~~p~~Programs. The Coordinator facilitates program compliance, implementation, evaluation and all related state and federal reporting ~~requirements~~. The Coordinator ~~facilitates and~~ oversees the Consolidated Grant Application process and provides professional development for ~~Title I, H and III~~ principals and program leaders. The Coordinator also supports schools with parent engagement in compliance with state guidelines and federal law.

### ESSENTIAL DUTIES & RESPONSIBILITIES:

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

- Provides leadership for Title ~~I, H, and III~~ programs and related ESEA programs including the development, management and revision of the District Consolidated Grant Application.
- Coordinates planning, fund allocation, evaluation and reporting with Title I principals and program leaders to ensure effectiveness of programming and compliance with state and federal guidelines to include set-aside activities (i.e. homeless, migrant, private schools and parent engagement).
- ~~Facilitates planning, fund allocation, evaluation and reporting with Title I principals and program leaders to ensure effectiveness of programming and compliance with state and federal guidelines.~~
- ~~Coordinates planning, funding allocations, evaluation and reporting for set aside activities including: Homeless, Supplemental Services, School Choice, Migrant, Private Schools and Parent Engagement.~~
- ~~Leads~~ Facilitates Title I principal meetings; and provides professional development related to program improvement, evaluation and compliance with federal Title ~~P~~ programs.

*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.*

- ~~Supervises Title Programs Specialist and other Title I, II and III funded staff as directed.~~
- Stays abreast of Colorado Department of Education (CDE) guidelines and federal legislative changes and communicates with district leadership regarding policies and procedures related to ESEA.
- ~~Communicates understanding and knowledge of state guidelines and federal regulations to ensure compliance by attending CDE Title I Regional Trainings, Title I Director's Meetings, and Title I National Conferences.~~
- Develops, reviews and renews district policies and procedures to comply with federal Title I program expectations.
- ~~Coordinates Title Program audits.~~
- Supports the District Unified Improvement Planning process and reviews Title I School Unified Improvement Plans to ensure alignment with Title Program plans and budgets.
- ~~Monitors and provides guidance to principals on the development and distribution of Title I Compacts and~~  
~~eEnsures~~ federal compliance is met for parent involvement.
- Develops and oversees data collection for program evaluation and needs assessments for program planning and improvement.
- Serves as district family and community engagement liaison.
- Provides professional development related to family and community engagement.
- Coordinates with community agencies to support families needing assistance.
- Provides assistance to Title I schools in identifying possible funding sources for parent engagement activities.
- Develops a plan to increase parent engagement in Title I schools.
- Collects and monitors parent engagement data and participation rates.
- Researches and facilitates community partnership opportunities.
- Presents on parent engagement topics and provides assistance to Title I school principals in planning and facilitating Title I parent engagement events.
- Coordinates and facilitates workshops to support increased student achievement and parent engagement.
- Ensures compliance oversight and implementation of the McKinney-Vento Act.
- Provides information to schools to support families with available resources such as food, clothing, shelter, and medical treatment.
- Provides direct support, training and counsel to school-based family liaisons.
- Coordinates and oversees all District Managed Title I program activities.
- Performs other related duties as assigned.

**Supervision & Technical Responsibilities:** This position supervises and evaluates the Title Programs Specialist and other Title staff, as directed.

**Budget Responsibility:** Solely responsible for developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.

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## **QUALIFICATIONS**

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

### **Education & Training:**

~~EDUCATION & TRAINING:~~

- Master's degree in curriculum and instruction, educational leadership or related field plus additional coursework required for certification or licensure.

### **Experience: EXPERIENCE:**

- A minimum of five (5) years of teaching and/or building level administrative experience.
- Experience coordinating Federal Title I programs and grants.

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.

- Experience with curriculum, policy and procedure, program management, accounting, interpersonal relations, evaluation, negotiation and technology.

### **Knowledge Skills & Abilities:**

#### **SKILLS & KNOWLEDGE:**

- General working knowledge of Title ~~I, II and III programs,~~ ~~experience with~~ compliance requirements and grant-funded programs.
- Knowledge of effective programming to increase student achievement with high-poverty and at-risk populations.
- Ability to work well with others in a diverse educational community.
- Advanced written and oral communication skills.
- Strong organizational and time-management skills.
- Ability to effectively facilitate learning among adults.
- Ability to work in a self-directed way and work independently.
- Demonstrated knowledge of personal computers and computer application skills.

### **Certificates, Licenses, & Registrations:**

#### **CERTIFICATES, LICENSES, & REGISTRATIONS:**

- Colorado Department of Education Principal or Administrator License.
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.

### **OTHER WORK FACTORS**

#### **SUPERVISION & TECHNICAL RESPONSIBILITIES:**

~~Supervises and evaluates the Title Programs Specialist and other Title I, II and III staff, as directed.~~

#### **BUDGET & RESOURCE RESPONSIBILITY:**

~~Solely responsible for developing, administering, monitoring and coordinating assigned budgets and initiating requisitions.~~

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

~~The physical demands, work environment factors and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.~~

#### **Physical Demands: PHYSICAL DEMANDS:**

While performing the duties of this job, the employee is frequently required to communicate to individuals and groups. The employee is occasionally required to stand, walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

#### **Work Environment: WORK ENVIRONMENT:**

Work is generally performed in a typical school or office environment.

#### **Mental Functions: MENTAL FUNCTIONS:**

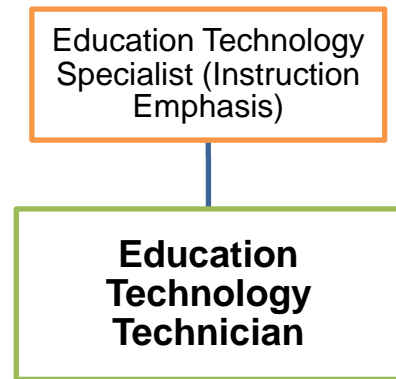
While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.

*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.*

## EDUCATION TECHNOLOGY TECHNICIAN

<b>Job Title:</b>	Education Technology Technician
<b>Initial:</b>	June 16, 2015
<b>Revised:</b>	<del>April 2017</del> July 2019
<b>Work Year:</b>	<del>220 Day</del> Full Years
<b>Office:</b>	Education
<b>Department:</b>	Learning Services
<b>Reports To:</b>	Education Technology Specialist (Instruction Emphasis)
<b>FLSA Status:</b>	Non-exempt
<b>Pay Range:</b>	Educational Support Personnel Range 16

### Related Organization Chart



**POSITION SUMMARY:** The Education Technology Technician (ETT) supports a variety of educational systems, and supports technology training for educators including the use and management of software for mobile devices. The ETT provides front-end expertise for iPads, Apple TVs and Chromebook educational use.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Supports advanced Apple ~~OSX, iOS and ChromacOS~~, iOS & tvOS me hardware, operating systems, ~~software applications~~ apps, and peripherals to include analysis, documentation, testing, training, and troubleshooting, to support educators in utilizing technology to enhance instruction.
- Provides support to educators to improve implementation of technology in instruction.
- Serves as a technical expert for Apple ~~and Chrome~~ hardware, providing on-going training, support and demonstration with educators at all levels to maximize the impact of technology in instruction.
- Conducts JSS (JAMF Software Server) training for users on the management ~~of software~~ and distribution of apps for mobile devices and macs in each building. ~~(i.e. JAMF, Google, Meraki, etc.)~~
- Supports schools in their deployment of mobile device management.
- Manages the Device Enrollment Program and Apple School Manager ~~[BB1]~~.
- Supports G Suite for Education on Apple devices.
- Provides asset management support for all Apple devices enrolled with the district.
- Provides support in all aspects of educational technology by assisting Education Technology Specialists.

*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.*

- 
- Performs other related duties as assigned

**Supervision & Technical Responsibilities:**

- This position has no supervisory responsibilities ~~at this time~~.

**Budget Responsibility:**

- This position has no budgetary responsibility ~~at this time~~.

**QUALIFICATIONS**

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

**Education & Training:**

- High School Diploma or equivalent required
- Associate's degree in computer science or related field. Two (2) years additional relevant experience may be substituted for this educational requirement.

**Experience:**

- Minimum of three (3) years desktop technical support experience
- iOS Mobile Device Management experience required
- Experience in Mac OS X and Google Dashboard required
- Mac OS X shell scripting experience desirable

**Knowledge Skills & Abilities:**

- Ability to solve problems without direction to meet the needs of a diverse organization
- Ability to work collaboratively in a team-oriented environment
- Ability to maintain confidentiality in all aspects of the job
- Advanced operating knowledge of personal computers and peripherals
- Operating knowledge of network test and diagnostic equipment
- Skilled in productivity software suites such as Google Drive and Microsoft Office
- Expert knowledge in network imaging ~~and restoring macOS computers and iOS devices (iPads)~~ ~~Mac OS X and Google Chrome computers~~
- Strong knowledge of network applications
- Excellent oral and written communication and interpersonal relation skills
- Basic math and accounting skills
- Customer service ~~and public relations~~ skills
- Critical thinking and problem solving skills
- Organizational skills
- Ability to manage multiple priorities and tasks with frequent interruptions
- Ability to communicate effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Ability to adapt in a quickly changing technology environment
- Ability to perform responsibilities without the necessity of close supervision
- Must be proficient in the use of personal computers and common software applications including Google Apps, Adobe Creative Suite, Microsoft Word, Excel, Outlook, and Power Point

**Certificates, Licenses, & Registrations:**

*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.*



- 
- JAMF CMA or equivalent within one year of hire
  - Criminal background check required for hire
  - Valid Colorado driver's license required for hire

### **OTHER WORK FACTORS**

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

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

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

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

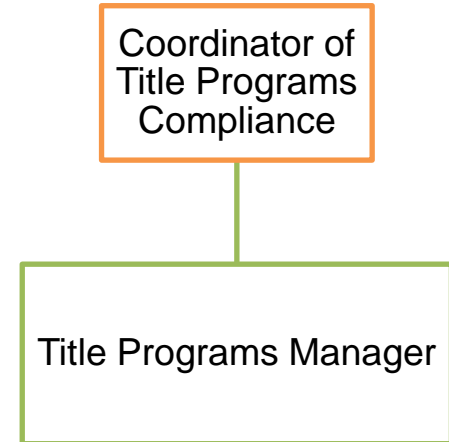
*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*



## TITLE PROGRAMS MANAGER

<b>Job Title:</b>	Title Programs Manager
<b>Initial:</b>	July 11, 2019
<b>Revised:</b>	
<b>Work Year:</b>	Full Year
<b>Office:</b>	Education
<b>Department:</b>	Learning Services
<b>Reports To:</b>	Coordinator of Title Programs Compliance
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Professional Technical Range 2

### Related Organization Chart



**POSITION SUMMARY:** The Title Programs Manager ensures compliance with all aspects of federal programs to include ESEA programs and competitive grants. The Title Programs Manager assists senior leaders and building principals with budget planning, allocation and accounting for Title program grant funds. The Title Programs Manager monitors and maintains accurate records in compliance with state and federal fiscal record keeping requirements.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Manages all district ESEA grant budgets and related competitive grants.
- Establishes and manages fiscal record keeping systems for all Title programs and related competitive grant programs.
- Supports Coordinator of Title Programs Compliance with preparing for and leading principal meetings, and conducting research and development for program improvement.
- Compiles, processes and submits state reports to comply with state and federal requirements of Title programs.
- Supports preparation and submission of consolidated application annually.
- Ensures compliance with state and federal laws, regulations and board policies. Maintains knowledge of legal and regulatory changes.
- Monitors school and program-level budgets to assure funds are received and spent appropriately.
- Attends conferences and training sessions to keep current on changes in state and federal regulations

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

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and provide training for schools and departments.

- Supports district program leaders and principals with creating budgets, coordinating costs and tracking outcomes of programs.
- Facilitates knowledge of requirements to district program leaders and building principals with Title programs, related competitive grant programs, budgeting, and revision process.
- Serves as McKinney-Vento Homeless Assistance Act liaison for the district.
- Ensures updates to district / school procedural manuals / online information related to Title program processes.
- Maintains inventory systems for Title and equipment and resources (i.e. technology).
- Coordinates, collects and prepares time and effort forms; oversees payroll / stipend disbursement of payment for Title programs staff.
- Coordinates and tracks grant spending toward substitute teachers, and assures proper payment is allocated.
- Manages travel arrangements, accommodations and conference registration for Title program trainings and recruiting activities.
- Supports principals with family involvement monitoring including Title I family events, collection of attendance and evaluation.
- Manages support for translation and interpretation services for families.
- Supports Coordinator of Title Programs to ensure district policies are updated and maintained in compliance with state and federal laws.
- Ensures school parent compacts are reviewed and updated annually.
- Performs other duties as assigned.

**Supervision & Technical Responsibilities:** This position does not supervise other employees.

**Budget Responsibility:** Manages all Federal Program Title budgets. Supports school staff with budgeting, allocation and accounting of allocated funds related to these grants.

## 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.

### Experience:

- A minimum of three years of experience in related field.
- Knowledge of Colorado laws, and regulations related to federal programs.

### Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Accounting skills.
- Customer service skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.

*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.*

- 
- Ability to perform responsibilities without the necessity of close supervision.
  - Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Google, and Power Point.

**Certificates, Licenses, & Registrations:**

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

**OTHER WORK FACTORS**

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

**Physical Demands:** While performing the duties of this job, the employee is occasionally required to stand, walk and sit; the employee may occasionally lift and/or move up to 20 pounds.

**Work Environment:** While performing the duties of this job, the employee will work primarily in a usual office or school environment. Frequently required to travel to schools, professional development sites and 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.

## BOARD OF EDUCATION ITEM 8

### BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

**BOARD MEETING OF:** June 26, 2019

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

**TITLE OF AGENDA ITEM:** Board Policy Review of selected Business Office Custody Policies

**ACTION/INFORMATION/DISCUSSION:** Work Session Discussion

**BACKGROUND OR RATIONALE** This is presented as a normal, 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. Policies considered in this item are:

DB	Annual Budget
DBC	Budget Planning - Preparation and Schedules
DBC-E	Deadlines in Budgeting Process set by Statute
DBD	Determination of Budget Priorities
DBD-R	Determination of Budget Priorities
DBE/DBF	Communication of Budget Recommendations - Budget Hearings and Reviews
DBG	Budget Adoption
DBI	Budget Implementation
DBJ	Budget Transfers
DEA	Funds from Local Tax Sources
DEB	Loan Programs
EI	Insurance Program - Risk Management
GBGD	Workers' Compensation
GBGD-R	Worker's Compensation

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move policies for action at an upcoming regular meeting.

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

**DATE:** June 19, 2019

Title	Annual Budget
Designation	DB
Office/Custodian	Business/Director of Finance

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and ~~translates into~~ represents, in financial terms, the educational programs and objectives of the District.

### Five-year budget plan

The Chief Business Officer, Chief Education Officer and Chief Operations Officer are directed to develop a five-year budget plan that assures the future financial viability of the District and achievement of the District's objectives and takes into account future revenue, including tax and non-tax revenue, and future increases in operating expenses.

### Budget process

Public school budgeting is regulated and controlled by statutes and by requirements of the State Board of Education, which shall prescribe the form of District budgets in order to ensure uniformity throughout the state.

The budget shall be presented in ~~a summary~~ various formats ~~which is so as to be~~ understandable by ~~any lay~~ variety of persons that would desire to reviewing the District's budget. The budget format shall itemize expenditures of the District by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year and the amount budgeted for the ensuing fiscal year. ~~When budgeting for any enterprise funds, the District shall use the full accrual basis of accounting.~~ The budget shall summarize revenues by revenue source and expenditures by location, function, fund and object ~~– whichever perspective is appropriate for each fund to increase transparency and clarity.~~

The budget shall include a uniform summary sheet for each fund administered by the District that details:

1. ~~the beginning fund balance and anticipated ending fund balance for the budget year~~
2. ~~the anticipated fund revenues for the budget year~~
3. ~~the anticipated transfers and allocations that will occur to and from the fund during the budget year;~~
4. ~~the anticipated expenditures that will be made from the fund during the budget year; and the amount of reserves in the fund.~~

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds. The Chief Education Officer, Chief Business Officer and Chief Operations Officer shall direct the development and administration of the annual budget for presentation to the Board and community.

Insofar as possible, the budget adopted by the Board shall be sufficient to implement all programs and policies that have had Board approval.

- Adopted: September 1, 1977
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: August 4, 1994

- Revised: November 4, 1999
- Revised: February 11, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- [Revised: July 11, 2019](#)

**LEGAL REFS:**

- C.R.S. 22-11-302 (1)(a) (*district accountability committee budget recommendations*)
- C.R.S. 22-11-402(1)(a) (*school level accountability committee budget recommendations*)
- C.R.S. 22-32-109 (1)(b)
- C.R.S. 22-44-101 through 117 (*school district budget law, Board shall cause a proposed budget to be prepared and shall adopt a budget for each fiscal year*)
- C.R.S. 22-44-106 (*operating reserve*)
- C.R.S. 22-44-301 et seq. (*Public School Financial Transparency Act*)
- C.R.S. 22-45-103 (1)(c) (*authorized expenditures from capital reserve fund*)
- C.R.S. 29-1-103 (3) (*budget to reflect lease-purchase payment obligations*)

**CROSS REF:**

- DAB, Financial Administration
- DB sub codes (all relate to the budget)

*NOTE: The CDE "Financial Policies and Procedures Handbook" must be used by all school districts in the development of the budget. [C.R.S. 22-44-204 (3)]*

Title	<b>Budget Planning, Preparation and Schedules</b>
Designation	<b>DBC</b>
Office/Custodian	<b>Business/Director of Finance</b>

The Board of Education encourages all employees to continually plan and strive for ~~the~~ improvement in the effectiveness and efficiency of the District's operations ~~at all times~~, and to include the financial impacts of those improvements ~~these plans~~ in the budget preparation process. With limited resources, it is difficult to implement new and/or expanded programs without prior planning, and that planning should be reflected in the District's annual budget.

Each year, the Chief Business Officer, or designee, shall create a schedule to ensure that all deadlines established by law for budget presentation, hearings, and adoption and for certification of amounts to be raised by school tax levies are met by the District.

The budget schedule shall take into consideration the possible need to submit a request to raise additional local revenue to a vote by the District's electorate, and initiated at previous Annual Planning Summits held by the Board of Education.

The Board of Education encourages involvement in the budget process from all levels of the school organization and expects all responsible administrators to involve their ~~subordinates~~ staffs in the budget preparation process. The Board directs the Chief Business Officer or designee to provide a system process which ~~requires~~ allows participation from administrators, staff members, and District patrons ~~to participate in the process~~. All individuals involved in the process should make recommendations for budget allocations based on budget priorities.

The Chief Business Officer, or designee, shall prepare, or cause to be prepared, the annual budget in sufficient time to allow the Board to review and modify the budget in conformance with the Board's goals and objectives.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: July 19, 1984
- Revised: August 7, 1986
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: February 11, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised July 11, 2019

#### LEGAL REFS:

- See citations on page coded DBC-E



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Deadlines in Budgeting Process Set by Statute
Designation	DBC-E
Office/Custodian	Business/Director of Finance

*NOTE: The Colorado Department of Education annually notifies each district of critical dates in accordance with statutory requirements below.*

By December 15	Board of Education must certify to Board of County Commissioners the separate amounts necessary to be raised by taxes for the District's general, bond redemption, transportation, and special building funds [C.R.S. 22-40-102 (1); C.R.S. 39-5-128].
By June 1	Proposed budget must be <del>submitted to</del> <u>received by the</u> Board of Education <del>for tentative approval</del> [C.R.S. 22-44-108 (1)].
Within 10 days of above	Notice of proposed budget must be published; budget must be made available for public inspection [C.R.S. 22-44-109 (1)].
Before final adoption	Public hearings must be held [C.R.S. 22-44-110 (1)].
Before end of fiscal year (June 30)	Board must adopt official budget and appropriations resolution [C.R.S. 22-44-103 (1), 22-44-107 (1), 22-44-110 (4)].
Before January 31	Board may review and change the budget with respect to both revenues and expenditures [C.R.S. 22-44-110 (5)].

*Additional deadlines if district seeks authorization to raise additional local revenues at an election.*

At least 55 days prior to election	Ballot question must be delivered to county clerk and recorder [C.R.S. 1-1-110 (3)].
First Tuesday in November in odd-numbered years; general election in even-numbered years	District may request authorization to raise numbered years; additional local revenues subject to limitations set forth in state law [Colorado Constitution, Article X, Section 20; C.R.S. 22-54-108].
Following election	If the District is authorized to raise and spend additional local revenues, Board may adopt a supplemental budget [C.R.S. 22-44-110 (6)].

- Adopted: August 4, 1994
- Revised: November 4, 1999
- Revised: February 11, 2010
- Revised: July 11, 2019



Title	<b>Determination of Budget Priorities</b>
Designation	<b>DBD</b>
Office/Custodian	<b>Business/Director of Finance</b>

The Chief Business Officer, Chief Education Officer, and Chief Operations Officer will annually recommend a set of budget priorities based on the goals and objectives of the Board of Education, after considering input from ~~the District administration~~ Administration, ~~and~~ the District Accountability Committee (DAC), and individual School Advisory Committees.

The 3% Emergency Reserve required by Article X Section 20 of the Colorado Constitution shall be fully funded and recorded in the General Fund of the District.

The preliminary budget shall be prepared using the Generally Accepted Accounting Principles (GAAP) basis of accounting to ensure full funding of salary, benefit and early retirement liabilities.

- Adopted: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: March 11, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: July 11, 2019
- LEGAL REFS:
- C.R.S. 22-11-302 (1)(a) (district accountability committee budget recommendations)
- C.R.S. 22-11-402 (1)(a) (school-level accountability committee budget recommendations)
- C.R.S. 22-44-105 (1.5) (budget parameters regarding expenses not exceeding revenue and use of beginning fund balance)

#### CROSS REF:

- AE, Accountability/Commitment to Accomplishment



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Determination of Budget Priorities</b>
Designation	<b>DBD-R</b>
Office/Custodian	<b>Business/Director of Finance</b>

The District Advisory Accountability Committee (DAAC) ~~- budget-Budget subcommittee-Subcommittee~~ is an important sub-committee of DAAC and as such provides input to the DAAC regarding prioritization of expenditures and the district's budget. The role of the DAAC budget subcommittee is to assist DAAC in meeting its legal requirement to advise the administration and the Board regarding the prioritization of expenditures.

The subcommittee will be created from members of DAAC each year.

- Members will be appointed by the chairman of the DAAC.
- Members will meet monthly, at a minimum, twice monthly during the months of February, March and April to discuss current budget assumptions and requirements. Members will also review and consider previously submitted, but not implemented, recommendations of the budget subcommittee.
- Upon receipt of the proposed budget before the May Board meeting, members will review the proposed budget and make recommendations to the DAAC, who then presents their observations directly to the Board of Education, in a public meeting, ich can be forwarded to the Board prior to budget adoption. The DAAC shall evaluate regarding the budget's support of District goals, the District improvement plan and expenditure priorities.
- ~~The members may meet one final time in June before the June Board meeting to discuss any changes that may have been made to the proposed budget.~~

- Adopted: November 11, 2010
- Revised: July 11, 2019

Title	<b>Communication of Budget Recommendations/Budget Hearings and Reviews</b>
Designation	<b>DBE/DBF</b>
Office/Custodian	<b>Business/Director of Finance</b>

Within 10 days of ~~submission of~~[presenting](#) the proposed budget to the Board of Education, a notice shall be published in a newspaper having general circulation within the District and on the District website that:

1. The proposed budget is available for inspection by the public at the central administrative office during business hours.
2. The Board will consider the adoption of the proposed budget at a hearing to be held at the date, time and place specified in the notice.
3. Any taxpayer may file or register any objections thereto at any time prior to final adoption of the budget by the Board.

At the budget hearing specified in the notice, the Board and its representatives will present and explain the proposed budget, inviting questions and discussion from the audience. The proposed budget shall be reviewed and may be modified by the Chief Business Officer in conjunction with the Chief Education Officer, Chief Operations Officer and the Board [of Education](#). If the budget is to be adopted at a future meeting, the date, time, and place of such meeting shall be entered in the minutes of the hearing.

- Current practice codified: 1980
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: November 4, 1999
- Revised: February 11, 2010
- Revised: May 12, 2011
- [Revised: January 10, 2013](#)
- [Revised: July 11, 2019](#)

#### LEGAL REFS:

- C.R.S. 22-44-109 (*Notice of budget-publication*)
- C.R.S. 22-44-110 (*Budget-consideration-adoption*)

Title	<b>Budget Adoption</b>
Designation	<b>DBG</b>
Office/Custodian	<b>Business/Director of Finance</b>

Following consideration of the budget proposal presented by the administration, the Board of Education shall approve a proposed budget and so notify the public.

The proposed budget shall be available for inspection [on the district website as well as](#) in the office of the Chief Business Officer, and public notices shall be published to that effect.

The Board also may conduct one or more public hearings on the budget proposal, at which time any member of the public may comment.

The Board shall officially adopt the budget and an accompanying appropriations resolution prior to the end of the fiscal year.

After adoption of the budget, the Board may review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which adopted. By February each year, the administration shall present to the Board a midyear budget update that will incorporate October certified pupil counts, final audited fund balances and revised revenue and expenditure estimates. Appropriation levels shall be adjusted for these revisions.

If money for a specific purpose other than *ad valorem* taxes becomes available to meet a contingency after January 31, the Board may adopt a supplemental budget for expenditures not to exceed that amount.

The adopted budget and appropriation resolution shall be placed on file [on the district's website as well as](#) in the [District Administration](#) building.

If the District is authorized to raise and expend additional local property tax revenues at an election, the Board may adopt a supplemental budget and appropriation resolution to cover the remainder of the fiscal year following the election based on the additional dollar amount authorized.

- Current practice codified: 1980
- Revised: July 19, 1984
- Revised: December 21, 1989
- Revised: August 4, 1994
- Revised: November 4, 1999
- Revised: February 11, 2010
- Revised: May 12, 2011
- [Revised: January 10, 2013](#)
- [Revised: July 11, 2019](#)

#### LEGAL REFS:

- C.R.S. 22-44-103 (*Budget and appropriation-required*)
- C.R.S. 22-44-107 (*Appropriation resolution-required*)

- C.R.S. 22-44-108 (*Preparation of budget*)
- C.R.S. 22-44-110 (*Budget-consideration-adoption*)
- C.R.S. 22-44-111 (Budget-filing)
- C.R.S. 22-44-115 (No obligation in excess of appropriation)
- C.R.S. 22-44-115.5 (Fiscal emergency-effect on budget)

**CROSS REFS:**

- DBE/DBF, Communication of Budget Recommendations/Budget Hearings and Reviews
- DBK, Fiscal Emergencies

Title	<b>Budget Implementation</b>
Designation	<b>DBI</b>
Office/Custodian	<b>Business/Director of Finance</b>

The annual budget<sub>2</sub> as approved by the Board of Education<sub>2</sub> shall be implemented as of the first day of the fiscal year.

Upon adoption of the annual budget, building and central office administrators shall be responsible for the control of their area's budgets with the Chief Business Officer<sub>2</sub> or designee<sub>2</sub> having the responsibility of insuring that all areas of the budget remain in a fiscally sound position.

All employees who control areas of the budget shall review the status of their budget areas at least monthly.

The Chief Business Officer<sub>2</sub> or designee<sub>2</sub> shall monitor the expenditure of funds in all areas of the budget and shall report concerns to the administrator in control, their supervisor(s), when applicable, -and to the Board of Education when the impact is material and appropriate.

- Adopted: July 19, 1984
- Revised: December 21, 1989
- Reviewed: November 4, 1999
- Reviewed: April 28, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: July 11, 2019



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Budget Transfers</b>
Designation	<b>DBJ</b>
Office/Custodian	<b>Business/Director of Finance</b>

Unencumbered money shall not be transferred from one fund to another unless authorized in advance by the Board of Education. When ~~a contingency~~ an exigency occurs, the Board by resolution may transfer any unencumbered money from the contingency reserve account, which is within the general fund, to any other fund or function.

The Board shall not transfer money from the bond redemption fund, the special building fund, or the transportation fund.

### **School budget accounts**

Principals, and their designees, are responsible for budget funds ~~budgeted-allocated~~ to that school, and may transfer money between their discretionary accounts. The Chief Business Officer shall be notified of such transfers. However, money in school staffing salary and benefit accounts cannot be transferred to a non-salary and benefit account without ~~Board-the~~ approval of their respective Chief Officer.

### **Program budget accounts**

Program managers, and their designees, are responsible for budget funds ~~budgeted-allocated~~ to that program, and may transfer discretionary money, according to procedures established by the ~~program manager~~ Business Office. Transfers between programs must have the approval of each program manager's immediate supervisor ~~and: The-the~~ Chief Business Officer shall be notified of such transfers.

The Board may transfer specific ownership revenues received in any fund to any other fund which receives ad valorem taxes.

- Current practice codified: 1992
- Revised: August 4, 1994
- Revised: November 4, 1999
- Revised: May 13, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: July 11, 2019

### **LEGAL REFS:**

- C.R.S. 22-32-107 (*duties of treasurer*)
- C.R.S. 22-44-102 (3) (*definition of contingency*)
- C.R.S. 22-44-112 (*transfer of moneys*)
- C.R.S. 22-44-113 (*borrowing from funds*)
- C.R.S. 22-45-103 (1)(a)(II) (*general fund*)
- C.R.S. 24-10-115 (*authority for public entities to obtain insurance*)

*NOTE: C.R.S. 22-44-113 permits a board to borrow unencumbered moneys in certain funds to use temporarily for another fund.*



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Funds from Local Tax Sources</b>
Designation	<b>DEA</b>
Office/Custodian	<b>Business/Director of Finance</b>

### Mill Levies

If the Board of Education is of the opinion that revenues in excess of those provided through equalization program funding are necessary to provide for the needs of the District, the Board may seek authorization at an election to raise additional local property tax revenues. The district shall cooperate with district charter schools regarding any such election in accordance with the requirements of state law. ~~The requested amount shall not exceed twenty five (25) percent of the District's total program funding for the budget year in which the limitation was reached or \$200,000, whichever is greater.~~

The Board shall call an election to raise additional local revenues if an initiative petition containing signatures of at least five percent of the registered electors in the District is properly submitted to the Board. An initiative petition shall be submitted at least ninety (90) days prior to the election date in order to be valid.

Such elections shall be held in the County Coordinated Election, on the first Tuesday in November in odd-numbered years in conjunction with the regular biennial school election, or on general election day in even-numbered years. The election shall be conducted by the county clerk and recorder in accordance with applicable law.

### Transportation mill levies

The Board may submit the question of whether to impose a mill levy for the payment of excess transportation costs at an election held in conjunction with the regular biennial election in odd-numbered years or with the general election in even-numbered years. The term "excess transportation costs" is defined in state law and generally means the District's operating and capital expenditures for the transportation program that are not reimbursed by the state.

If the measure passes, the District shall deposit the resulting revenue in the transportation fund.

### ~~Kindergarten mill levy~~

~~The Board may submit the question of whether to impose a mill levy for the additional local property tax revenues to provide funding for excess full-day kindergarten program costs. The Board may include a question of whether to impose an additional mill levy of a stated amount and limited duration to meet the initial capital construction needs of the District associated with a full-day kindergarten program. "Excess full-day kindergarten program costs" are defined in state law as the costs that exceed the revenues the District receives from the school funding formula for kindergarten.~~

### Bonded indebtedness

Upon the approval of the electorate, the Board may incur a bonded indebtedness, which does not exceed amounts specified by law.

The Board may authorize the issuance of debt to achieve the following goals and objectives:

1. To provide capital improvements which satisfy the District's physical plant needs.
2. To provide the capability of financing District equipment needs.
3. To refinance existing debt when it is in the best interest of the District.

To accomplish these goals the Board has developed the following guidelines for managing the District's debt.



1. The Chief Business Officer<sub>2</sub> or designee<sub>2</sub> shall be responsible for implementing this policy and its procedures.
2. The Chief Business Officer<sub>2</sub> or designee<sub>2</sub> shall serve as the District's liaison with the investment banking community and will keep the Board informed about investment banking activities, changes in laws which affect the issuance or debt, and any topics which bear on the District's financial activities and needs.
3. When developing the District's financial plan, the Chief Business Officer<sub>2</sub> or designee<sub>2</sub> shall analyze the need for financial advisory<sub>2</sub> or investment banking<sub>2</sub> ~~assistance in~~ services when defining the District's financial goals and objectives, establishing its financial plan and preparing for the issuance of debt or the refinancing of existing debt. Based on that analysis, the Chief Business Officer may recommend that the District secure the services of financial advisory and/or investment bankers.
4. The type of financial advisory or investment banking services and the method of selecting the firms or firms to provide such services shall be determined by the Board.
5. All investment banking firms<sub>2</sub> or financial advisors<sub>2</sub> ~~employed~~ engaged by the District shall comply with the provisions and rules of the Municipal Securities Regulatory Board when performing services for the District.
6. The Chief Business Officer<sub>2</sub> in conjunction with the Chief Education Officer and Chief Operations Officer<sub>2</sub> shall recommend to the Board whether to use a competitive bid or negotiated sale method for each transaction. All financings<sub>2</sub> completed by the District shall be conducted in compliance with state and federal statutes and regulations.

### Notice to public

At least twenty (20) days prior to any election wherein the Board has submitted a ballot issue concerning the creation of any debt or other financial obligation, the District shall post on its website, and at the District's main administrative office, a notice regarding financial information as specified in state law. This notice is in addition to other notices required by law.

- Adopted: September 9, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: September 10, 2015
- Revised: July 11, 2109

### LEGAL REFS:

- Constitution of Colorado, Article X, Section 20
- C.R.S. 1-1-101 through 1-13-108 et seq. (*Uniform Election Code of 1992*)
- C.R.S. 1-7-908 (*financial information district must post prior to any financial election*)
- C.R.S. 1-45-117 (*Fair Campaign Practices Act*)
- C.R.S. 22-30.5-118 (*inclusion of charter schools in district mill levy elections*)
- C.R.S. 22-30.5-119 (*mill levy for charter school operating revenues*)
- C.R.S. 22-42-101 et seq. (*bonded indebtedness*)
- C.R.S. 22-54-108 (*authorization of additional local revenues*)

- C.R.S. 22-54-108.5 (*mill levy to fund full-day kindergarten*)

**CROSS REFS:**

- DBG, Budget Adoption
- EEA, Student Transportation
- FA, Facilities Development Goals/Priority Objectives
- FB, Facilities Planning
- FBC, Prioritization of Facility Improvement
- FD, Facilities Funding
- FDA, Bond Campaigns

Title	<b>Loan Programs (Funds from Local Tax Sources)</b>
Designation	<b>DEB</b>
Office/Custodian	<b>Business/Director of Finance</b>

**Short-term borrowing**

The Chief Business Officer shall notify the Board of Education when it becomes evident, early in the fiscal year before substantial tax moneys have been received, that cash balances will not meet anticipated obligations. Under such circumstances the Board may negotiate, under the provisions of Colorado statutes, for a loan in such amounts as may be required to meet such obligations. Such a loan may not be obtained without prior approval of the Board.

The Board may authorize the president and the secretary to execute promissory notes on behalf of the District from time to time as such borrowing of funds becomes necessary and may further authorize them to execute any and all other documents necessary or incidental to the borrowing of funds. By law, these short-term loans are liquidated within six months of the close of the fiscal year from moneys received by the District for general fund.

**State interest-free or low interest loan program**

When it becomes evident that a general fund cash deficit will occur in any month, the Chief Business Officer shall notify the Board. The notice shall explain the need for a loan and the requested amount. Under such circumstances the Board may elect to participate in an interest-free or low-interest loan program through the state treasurer's office by adopting a resolution approving the amount of the loan prior to the loan being made. The loan may not exceed the amount certified by the Chief Business Officer. However, the Chief Business Officer may not apply for such a loan without a resolution of the Board. The state treasurer shall determine the method for calculating cash deficits and appropriate reporting mechanisms.

If, in order to receive an interest-free loan, the District seeks to have tax and revenue anticipation notes issued on its behalf pursuant to state law, the notice to the Board shall not only explain the District's anticipated cash flow deficit for the upcoming year, but also the total amount of tax and revenue anticipation notes needed to cover the deficit.

All loans shall be repaid by June 25 of the fiscal year in which they were made or an alternate date determined by the state treasurer.

**Lease purchase agreements with state**

Under certain conditions the District may sell real property to the state treasurer if the District has been denied a loan or is unable to pay a loan made by the state pursuant to the interest-free loan program.

**Tax anticipation notes**

The Board may issue tax anticipation notes without an election, if it determines that taxes due the District will not be received in time to pay projected budget expenses. Tax anticipation notes shall mature on or before August 31 of the fiscal year immediately following the fiscal year in which the tax anticipation notes were issued.

The state treasurer is authorized to issue tax anticipation notes for school districts pursuant to terms and conditions negotiated by the state treasurer and the District.

Tax anticipation notes issued by the District shall not exceed seventy-five (75) percent of the taxes the District expects to receive in the current fiscal year as shown by the [current approved](#) budget [for that year](#).

**Loans for renewable energy or energy efficiency projects**

The Board may authorize the Chief Business Officer to apply to the state's energy office for a loan to fund renewable energy projects or energy efficiency projects. Prior to applying for a loan from the state for this purpose, the District shall establish a renewable energy project team in accordance with state law.

- Adopted: September 9, 2010
- Revised: May 12, 2011
- Revised: January 10, 2013
- Revised: September 10, 2015
- [Revised: July 11, 2019](#)

**LEGAL REFS:**

- C.R.S. 22-40-107 (*short term loans*)
- C.R.S. 22-45-112 (*sale of assets*)
- C.R.S. 22-54-110 (*loans to alleviate cash flow problems*)
- C.R.S. 22-54-110(2)(d) (*loans in form of lease-purchase agreements with state treasurer if fiscal emergency*)
- C.R.S. 22-92-101 et seq. (*Renewable Energy and Energy Efficiency for Schools Loan Program Act*)
- C.R.S. 29-15-101 et seq. (*Tax Anticipation Note Act*)
- 1 CCR 301-85 (*State Board of Education rules governing the renewable energy and energy efficiency for schools loan program*)

**CROSS REFS:**

- DBK, Fiscal Emergencies



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Insurance Program Risk Management</b>
Designation	<b>EI</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

The Board of Education has the responsibility for maintaining an adequate insurance program covering its ~~investments in buildings and grounds, vehicles, physical assets, as well as liability protection for~~ and employees and volunteers carrying out official duties for the District. In addition, the Board of Education may authorize health and well-being insurance programs for employees and students. The Chief Business Officer or designee shall annually review its insurance program and shall designate specific insurance companies to underwrite the various insurance plans approved by the Board.

The insurance programs shall be administered by the Risk & Benefits Manager, under the general supervision of the Chief Business Officer. The administration shall make every effort to obtain insurance at the best available rates, consistent with required coverage and service, through obtaining quotations or bids.

- Adopted: September 1, 1977
- Revised: February 4, 1999
- Revised: November 11, 2010
- Revised: January 10, 2013
- Revised: April 14, 2016
- Revised: July 11, 2019

### LEGAL REFS:

- C.R.S. 8-44-110 (*notice of cancellation of insurance coverage*)
- C.R.S. 22-32-110 (1)(s),(t),(u),(v) (*board to procure insurance coverage*)
- C.R.S. 22-45-103 (1)(c),(e) (*risk management reserves*)
- C.R.S. 22-54-105 (2) (*funding requirements*)
- C.R.S. 24-10-115 (*authority to obtain insurance*)
- C.R.S. 24-10-115.5 (*self-insurance pool*)
- C.R.S. 29-13-101 *et seq.* (*insurance on property*)

### CROSS REF:

- BID/BIE, Board Member Compensation and Expenses/Insurance/ Liability

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Workers' Compensation</b>
Designation	<b>GBGD</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

An employee is eligible for workers' compensation leave from the District during the period of time he/she is temporarily disabled as a direct result of an injury arising out of and in the course of his/her employment which qualifies for an indemnity payment from the workers' compensation division of the Colorado Department of Labor and Employment.

Workers' compensation leave shall be available only to those persons who sustain a temporary total disability or a temporary partial disability, and are unable to perform all or part of their regularly assigned duties.

The source of compensation for an employee on workers' compensation leave shall be the indemnity payment from the workers' compensation section of the division of the Colorado Department of Labor and Employment. The rate of compensation will be 66 and 2/3% of his/her average weekly wage.

The employee is required to use three days of sick leave after the disability occurs. After that point, the employee will receive compensation from the workers' compensation section of the Colorado Department of Labor and Employment. During the period of compensated leave, the District shall not charge any time from vacation, sick, or personal leave. Likewise, the employee will have no access to vacation, sick, Catastrophic Leave Bank, or personal leave while he/she is eligible for workers' compensation leave.

The District may, at ~~their~~[its](#) discretion, place the employee in a "modified duty - return to work" program. The employee may not refuse the "modified duty." The employee will receive their rate of pay for the time worked, any hours less than their regular assignment will be compensated by the Colorado Department of Labor and Employment at a rate of 66 and 2/3% of his/her average weekly wage.

Employees shall continue to have District insurance while the employee is under a temporary total or partial disability. The employee shall be responsible for their share of the monthly premium if applicable.

- Adopted: March 4, 1993
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 10, 2009
- Revised: August 11, 2011
- [Revised: April 14, 2016](#)
- [Revised: July 11, 2019](#)

### LEGAL REFS:

- 29 U.S.C. 2601 et seq. (Family and Medical Leave Act of 1993)
- P.L. 111-148 (Patient Protection and Affordable Care Act)
- C.R.S. 8-40-101 et seq. (Workers' Compensation Act of Colorado)

### CROSS REFS:

- GBD, Vacation Leave and Holidays
- GBGG, Staff Sick Leave
- GBGGA, Catastrophic Leave Bank

- GBGI, Staff Leaves and Absences



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Workers' Compensation</b>
Designation	<b>GBGD-R</b>
Office/Custodian	<b>Business/Risk &amp; Benefits Manager</b>

### **Medical provider**

The District will select at least four medical providers authorized to perform workers' compensation evaluations. These providers must be acceptable to the insurance carrier for which the District contracts for services.

Emergency after hours care is available through [UC Health](#)/Memorial or [Penrose](#) St. Francis Hospitals.

### **Incident review**

All accidents should be reported on a first report of injury form. A follow-up investigation will be done. If the investigation shows a need for action, appropriate steps will be taken by the Department/School leader and documented by the Risk & Benefits Manager and/or the Director of Human Resources, as appropriate.

- Adopted: April 18, 1985
- Revised: March 2, 1989
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: January 11, 2001
- Revised: December 10, 2009
- Revised: April 14, 2016



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

**BOARD MEETING OF:** June 26, 2019

**PREPARED BY:** Chief Officers

**TITLE OF AGENDA ITEM:** Monthly Chief Officer Reports

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

To provide timely information to the board.

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

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

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

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

**DATE:** June 14, 2019



# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 06/26/19

### COO SUMMARY

Summer break is a key work period for two Operations departments, which have significantly ramped up their activity during the summer months, as always. The Facilities Department is working multiple priority initiatives this summer, to include coordinating the preparation for and execution of a large number of office moves into the Creekside Success Center and conducting summer maintenance projects district wide. They are also coordinating the construction of the Construction Trades building at Patriot High School, which is coming along nicely and will be a great addition to the capacity at the school. The Mill Levy Override (MLO) 3B team is managing and supervising the final big push of Priority 2 projects across D49, as well as putting finishing touches on Inspiration View Elementary School for its grand opening this summer.

In addition to running 16 daily summer bus routes and working hard on recruiting and training new drivers for our expanded route system in August, the Transportation team continues to excel in local and state bus driving competitions. In the Pikes Peak Area Road-e-o on May 4, 2019, D49 was selected as the best district all around, took 1st place in GENED driving skills (driver Autumn Jansen), and 2nd place in special needs skills (Driver Darryl Hess and Para Misty DeMaria). We also took 3rd place in special needs skills at the Colorado Road-e-o held in Aurora at Cherry Creek School District (Driver Darryl Hess, Para Misty DeMaria).

Nutrition Services expanded the professional development of 43 team members in sending them to the Colorado School Nutrition Association conference. Additionally, the support NUTS is providing to at risk children by running the summer food program is a key community support initiative, with deep impact on the families supported.

Our Technology Quality Assurance Manager is overseeing major IT capacity improvement projects this summer with the upgrading of wireless access points and the installation of Cat 6 cabling at our secondary schools as the major effort. He is also leading the district's efforts to revise our IT support contract and we will have a Request for Proposal (RFP) prepared no later than the end of August for release to vendors.

The main effort of the Safety and Security team this summer includes installation of the Blue Point Alert System into our high schools and middle schools, coordinating reinforcing window film installation in key points in the district, and planning for and coordinating the implementation of our D49 Armed Security Officers capacity.

Finally, across Operations an additional key focus point this summer is learning how to best leverage the Envisio strategic planning tool for the Operations strategic and operational planning and tracking.

Regards

Pedro Almeida  
Chief Operations Officer

### DEPARTMENT SUMMARIES



# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 06/26/19

### NUTRITION SERVICES

- 43 Nutrition staff members attended the two day Colorado School Nutrition Association conference
- Summer meal program is up and running at Evans serving till the end of June.

### MAINTENANCE & GROUNDS

- Parking lot sweeping has started. (Annual storm water required compliance)
- Parking lot repairs have started and are on schedule
- FLC - Irrigation Well replaced due to probably lightning damage
- FLC - Construction Trades Building has the roof installed and the utilities have been run to the new building
- FLC - ADA bathroom project has started
- Creekside - Move scheduled for 6/24. Walls are currently under construction, Elec/ Data is being installed.
- CO - Boardroom flood repairs were completed in time for board meeting
- Grounds Tech has been hired and started 6/10

### INFORMATION TECHNOLOGY

- Moving forward with the Wireless Access Point upgrade. (On schedule)
- Cable Upgrade project (Replace Cat 5 with Cat 6) is on schedule
- RFP is now under review for approval by the Chief Officers
- We are getting a list of all computers that not able to be upgraded to Windows 10 as they will need to be replaced before support ends in January 2020
- UPS replacement project has started, we are hopeful that we will be able to replace most of the ones that are at the end of life.
- Working with CCS to reconfigure the RADIUS server to remove student access from the staff environment. (This is one of my top priorities before the school year starts)
- Meeting with AP Truex and Dr. Bonds at FHS to discuss the Kindle issue (6/28/2019)

### SECURITY & SAFETY

- Summer training plans for security, admin and new teacher orientation
- New document creation and procedural change for number of drills required by schools
- Policy creation for armed security staff
- Creating partnerships with external agencies for firearms related training and range use
- Just a few Safe2Tell's since the end of the school year
- Mobile and foot patrols of school campuses during summer months
- ESCAT planning

### TRANSPORTATION

- 11 applicants currently start driver training 6/17th
- We are projecting 15 route driver positions needed for the start of next school year.
  - That includes employees who left and new routes.
- Continuing active recruiting and job fairs, to start a second group for training before school starts.
- We are training 3 employees from the cultural services dept. to get their CDL's for their rolling classroom grant. (Lea Holland, Mary Velasquez and Deb Hall)



# CHIEF OPERATIONS OFFICER REPORT

## OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 06/26/19

- We are currently running 16 daily ESY routes
- We took 1st place in gened driving skills and best district all around, also 2nd place in special needs skills in the Pikes Peak Area Road-e-o on May 4th . ( Driver, Autumn Jansen 1st gened , special needs team Driver, Darryl Hess and Para, Misty DeMaria 2nd )
- We took 3rd place in special needs skills at the state Road-e-o held in Aurora at Cherry Creek School District. ( Driver Darryl Hess, Para Misty DeMaria)
- We had 15 of our employees participate in the state Road-e-o this year.
- On-Time Arrival Average Percentages per zone:
  - Power Zone - 100%
  - Sand Creek Zone - 98.6%
  - Falcon Zone - 99.9%
  - iConnect Zone - 97.4%

ATTENDANCE STATISTICS YTD 2018-2019

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
August	97	22	4.7%	47.5	3	23	7.5	10.5	9				100.5
September	97	19	9.3%	60	7	55	10.5	14.5	22	1	0.5	0	170.5
October	106	12	6.1%	24.5	0	21	3.5	10	15	3		0.5	77.5
November	106	17	7.6%	45	2	40	11	11	27	0	0	1.5	137.5
December	110	15	8.8%	20.5	3	41.5	10	16.5	48.5	0	4	1	145
January	103	17	5.4%	42.5	0	17	3.5	21	10	0	0	0	94
February	103	18	5.1%	56.5	6	0	8.5	18.5	3	2	0	0.5	95
March	104	10	3.3%	12	3.5	3	4	11.5	0	0	0	0	34
April	104	22	4.4%	30.5	0	0	12.5	56	0	1	0	0	100
May	101	17	5.4%	27.5	1	7.5	11	23.5	17	1	4.5	0.5	93.5
	AVG												
Totals YTD	115	169	6.1%	366.5	25.5	208	82	193	151.5	8	9	4	1047.5

### KEY STATISTICS

Number of Working Day for 18-19	169		Number of Dock Days	193	1.0%
Number of Sick Days	366.5	1.9%	Number of Dock FMLA Days	151.5	0.8%
Number of Bereavement Days	25.5	0.1%	Number of LWOP Days	8	0.0%
Number of Sick FMLA Days	208	1.1%	Number of LWP Days	9	0.0%
Number of Personal Days	82	0.4%	Number of Jury Days	4	0.0%



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May 2019

This month's Business Office Report presents with input from most BOLT members. The conversion of the ERP system (Electronic Records Processing) from Widenhammer-Alio to PowerSchool-BusinessPlus is sliding toward a regular focus item for the Human Resources and Financing & Accounting departments (down from an overwhelming focus). Business+ went live for Accounts Payable and General Ledger processing on July 1 2018. The first payroll for the system processed on August 15 that same year, and second significant payroll processed on September 15. The crescendo of effort hit its peak over these milestones, transitioned into the 'early implementation' phase, that is now a customary implementation phase. Our finds of loose ends and unanticipated nuances that need to be addressed has started to slow. We will be getting closer to a 'normal busy' in the coming months – especially after kicking off 'year 2'.

At this point of the year, from a business perspective, we already working hard for plans and budgeting for the coming school and fiscal years. While no fundamental change is happening in P-12 funding this year, there are several material changes that will make an impact like full day kindergarten funding, added upon a still robust economic forecast for 'normal' growth in per-pupil revenue.

This months report includes recent economic data that I receive as part of my participation on the Board of Directors for Colotrust – the state's largest Liquid Government Investment Pool, as well as information from the Kiplinger Letter that has long been one of my preferred sources of clear, concise perspectives on political & economic issues both nationally and globally.

Sincerely,

Brett Ridgway  
Chief Business Officer

Brett Ridgway, Chief Business Officer – Assistant Treasurer  
[bridgway@d49.org](mailto:bridgway@d49.org) 719.495.1130

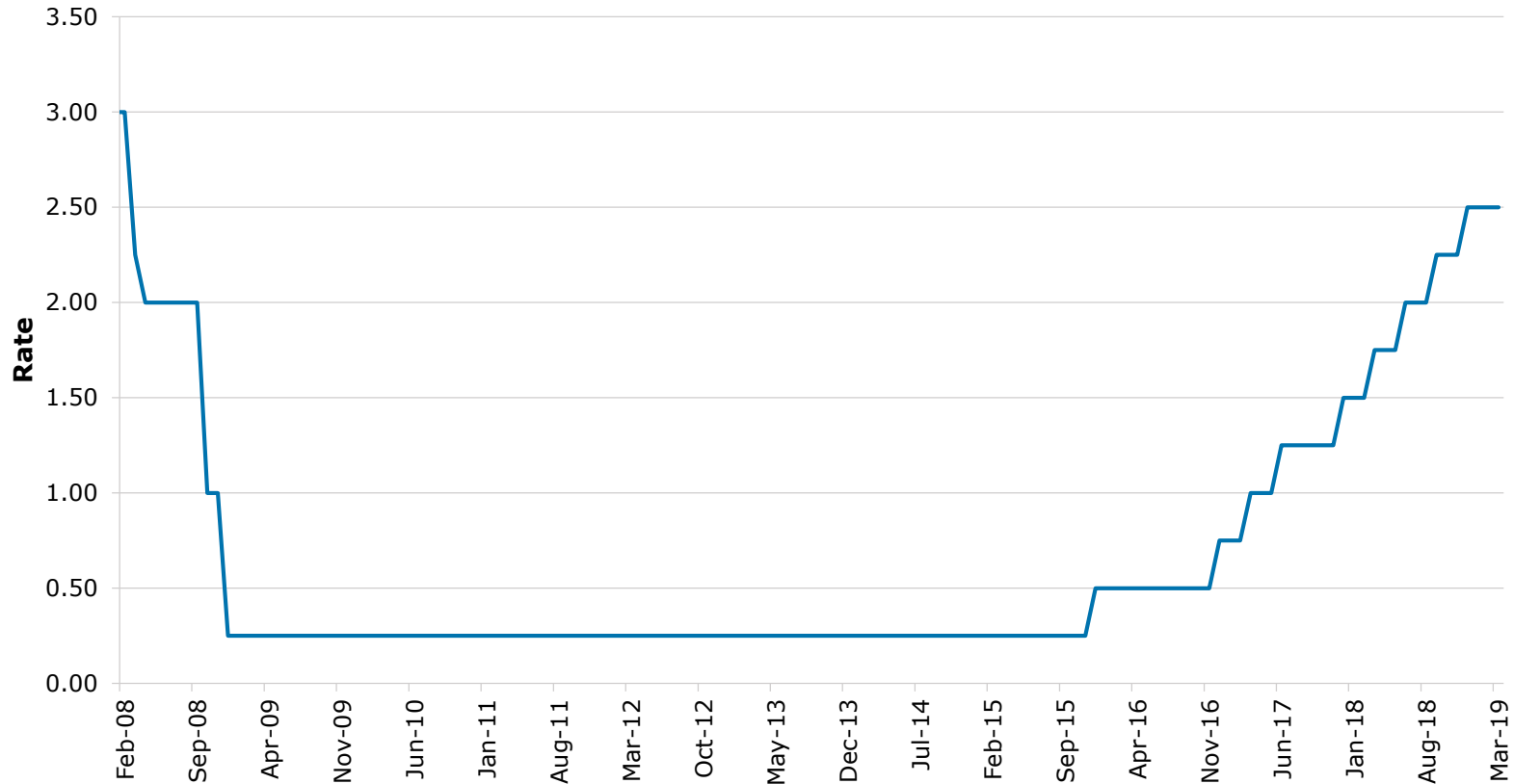


COLOTRUST Economic Update

May 3, 2019



## Fed Funds Target Rate



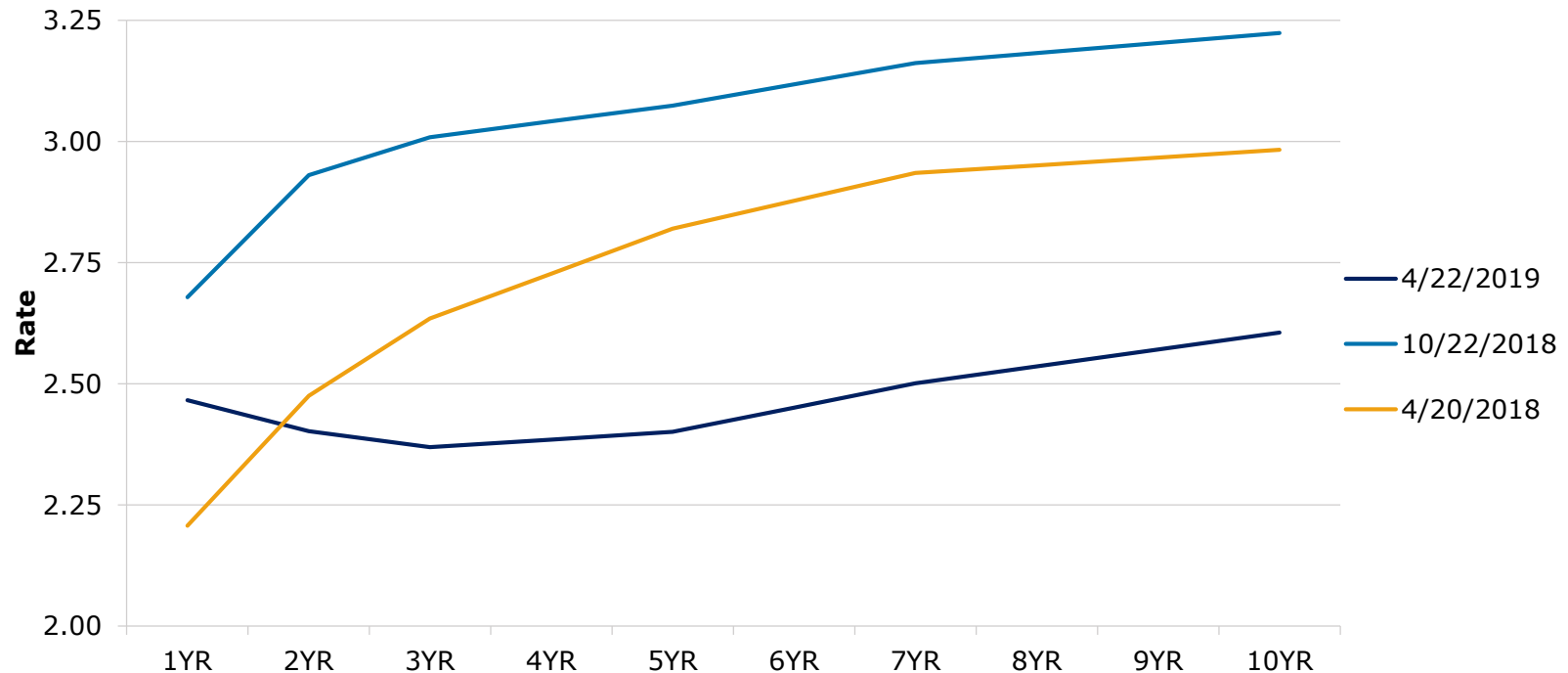
- The Federal Reserve increased the target rate to a range of 2.25% to 2.50% on December 19, 2018. The FOMC has now adopted a “patient” approach to monetary policy instead of the measured increases of the past two years.
- The Federal Reserve will likely cease reducing its balance sheet at the end of September 2019.
- The Federal Reserve will reinvest the maturities of Mortgage-Backed Securities into Treasury securities in the secondary market.

## FOMC Dot Plot – March 2019



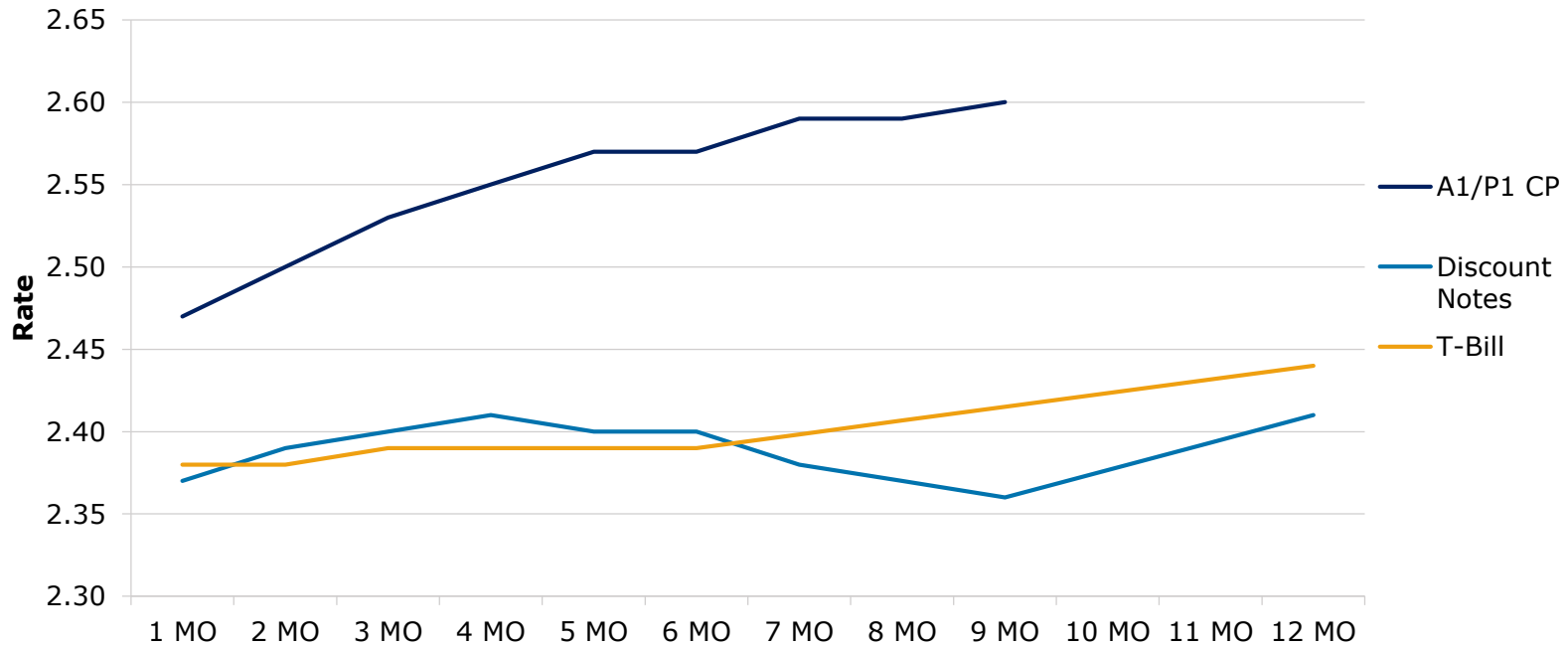


## Comparative Historical Yield Curves



- The yield curve continues to flatten as the front-end remains anchored to the FOMC target rate while intermediate rates (3YR-10YR) have decreased over the last six months due to low inflation and a deceleration in economic activity.

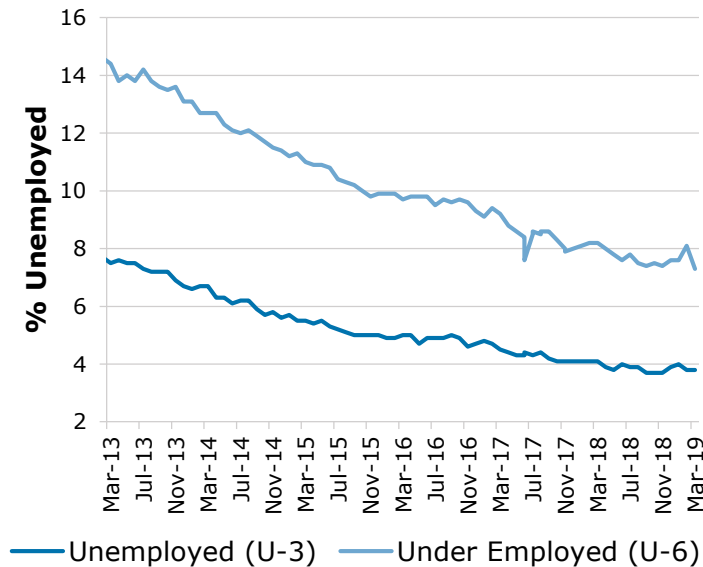
## Money Market Yield Curves



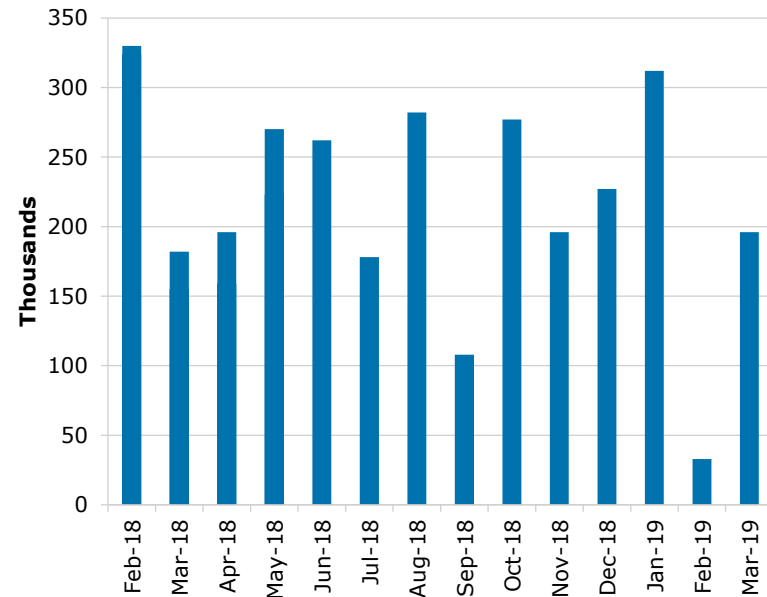
- The yield spread between short-term Treasuries and agency discount notes remains at very tight levels with T-bills often out yielding discount notes.
- Adding credit in the form of commercial paper enhances the yield of the portfolio.

## Unemployment and Hourly Earnings

### U.S. Unemployment Rate

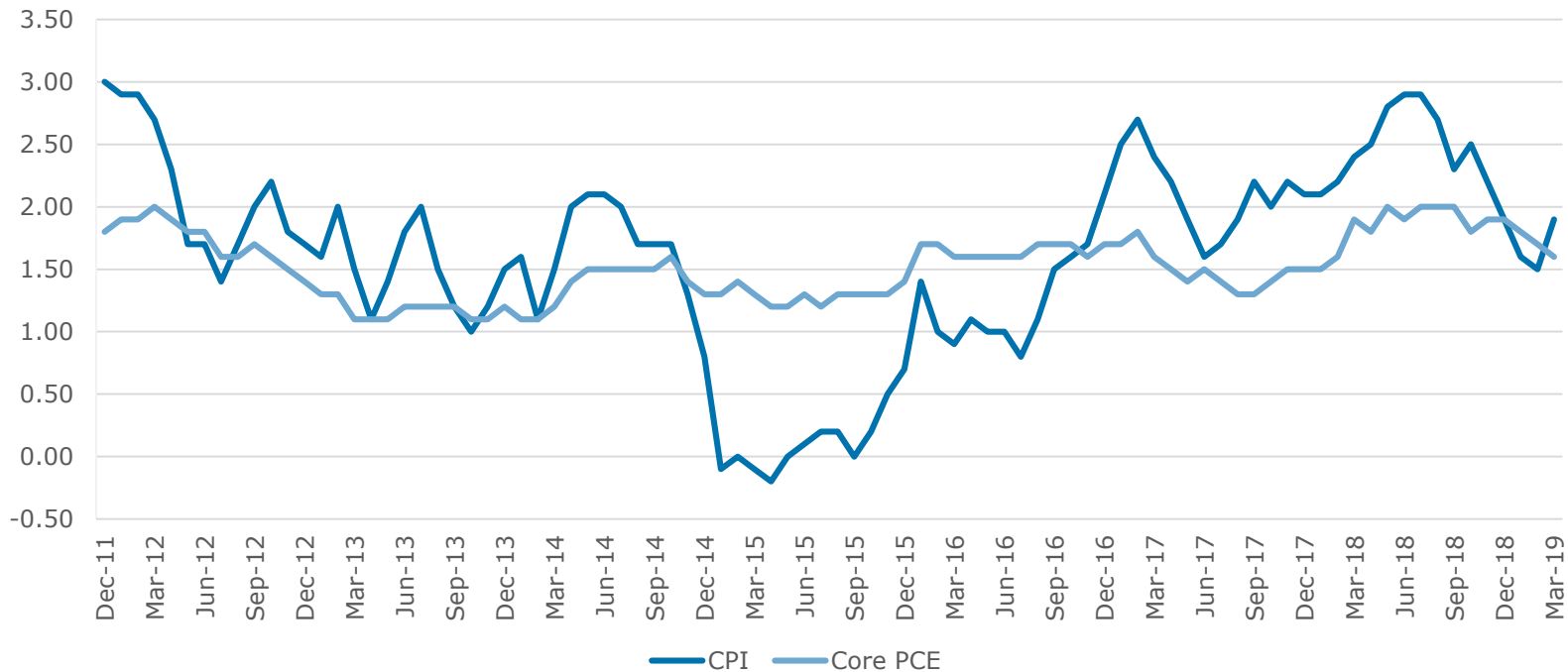


### Non-Farm Payrolls



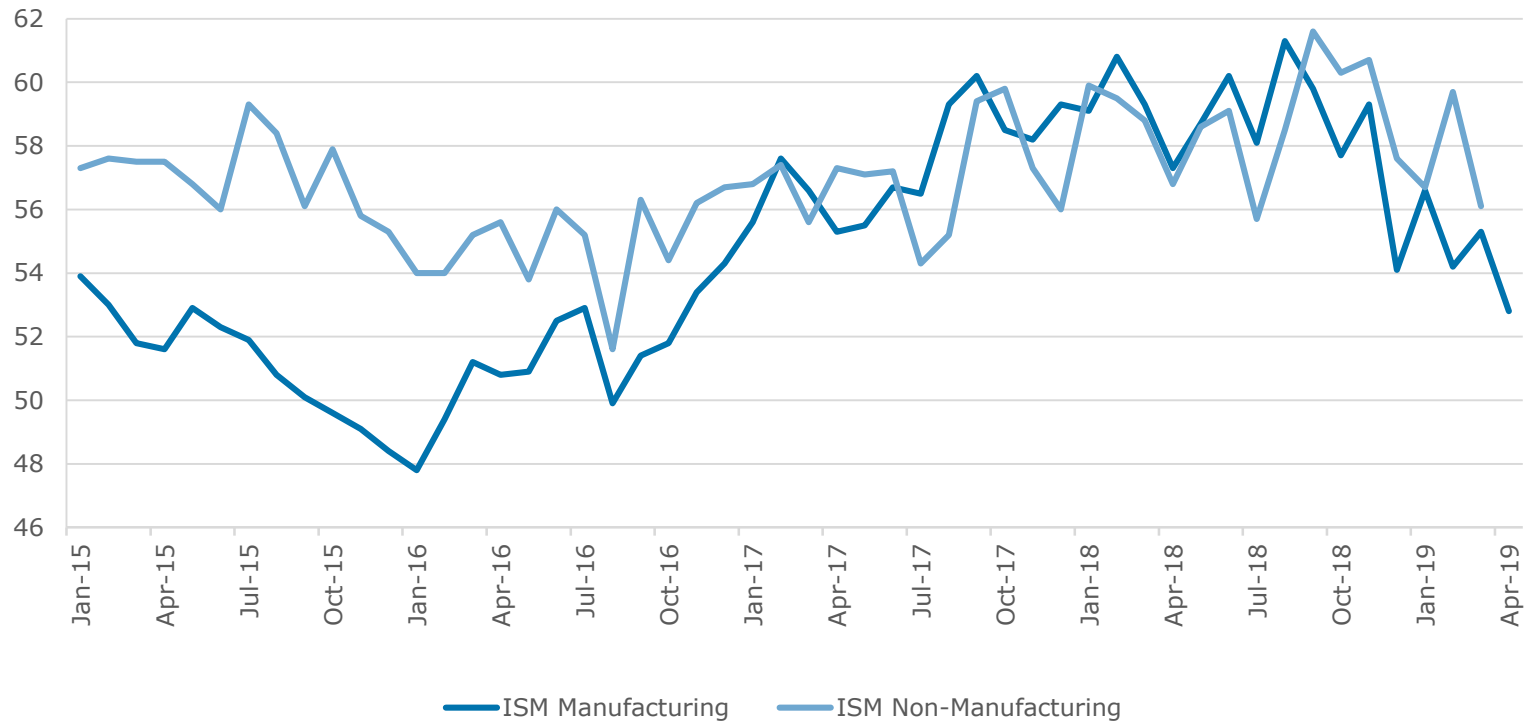
- The March unemployment rate held steady at 3.8%. The November unemployment rate of 3.7% matched the lowest level dating back to December 1969.
- March payrolls increased by 196,000 compared to 33,000 reported in February and above the median forecast of 177,000.
- Average hourly earnings increased at an annualized rate of 3.2% on a year-over-year basis in March.

## Inflation



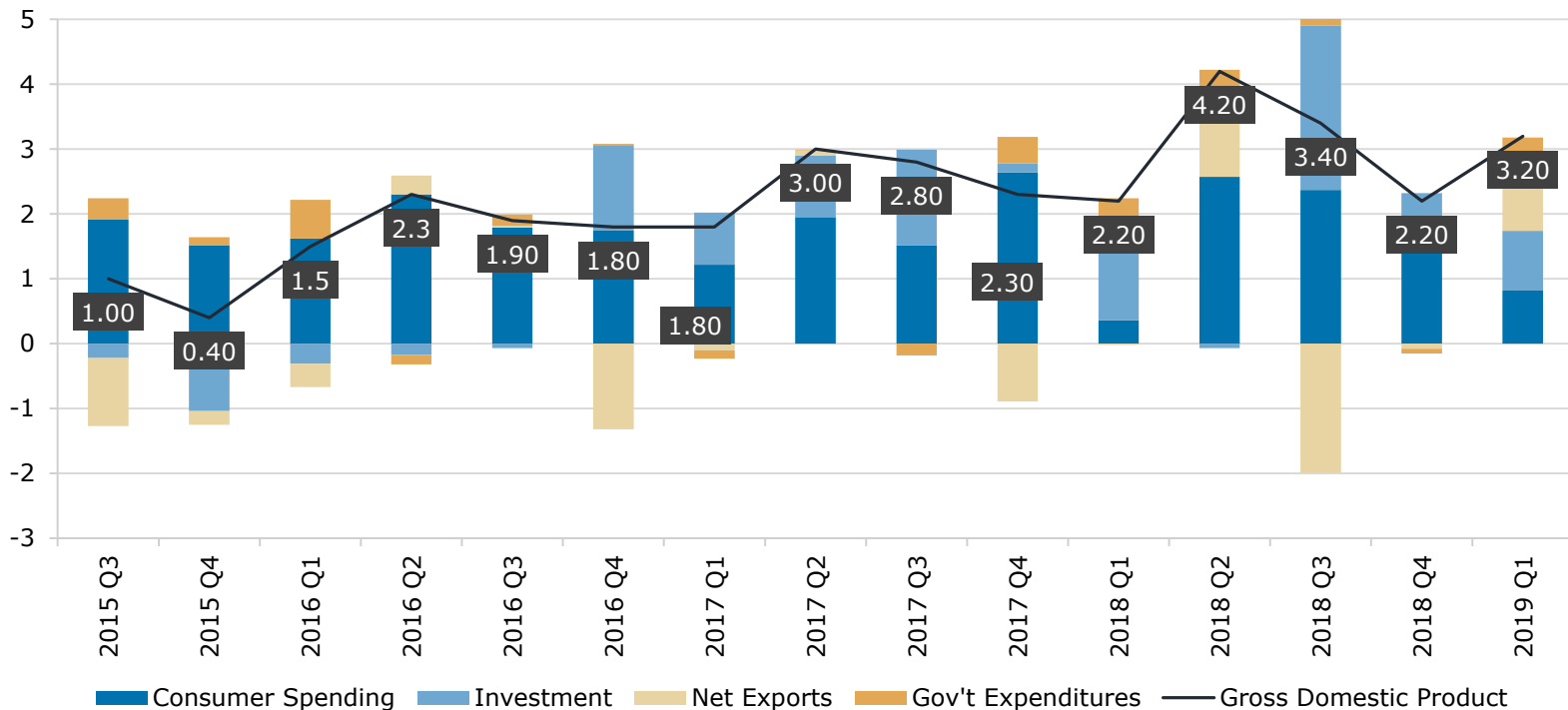
- Headline CPI for March rose 1.9% on a year-over-year basis. Core CPI (less food and energy) increased at a 2.0% year-over-year pace.
- The Fed's preferred measure of inflation, core PCE, was reported at 1.6% in March, well below the Fed's target of 2.0%.
- Inflation has declined largely as a result of lower energy prices. Inflation for items other than food and energy remains near 2 percent.

## Institute for Supply Management



- ISM Manufacturing for April ticked down to 52.8 from 55.3 in March and below the forecasted 55.0.
- ISM Non-Manufacturing (service) was reported at 56.1 in March versus 59.7 in February and 58.0 expected.
- Although these indexes have recently declined, both remain above 50, signaling continued expansion in the U.S. economy.

## Contributions to Percent Change in Real Gross Domestic Product



- The U.S. economy expanded at a 3.2% annualized pace during the first quarter of 2019 after climbing 2.2% in the previous quarter.
- The U.S. economy grew 3.1% in 2018, the most for a calendar year in more than a decade.
- Consumer spending, the biggest part of the economy, rose 1.2%. GDP growth came in stronger than anticipated due to inventory build-up and net exports.

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# The Kiplinger Letter

## FORECASTS FOR EXECUTIVES AND INVESTORS

1100 13th Street NW, Washington, DC 20005 • kiplinger.com • Vol. 96, No. 24

Dear Client:

Washington, June 14, 2019

The economy is on the brink of a record:  
The longest expansion ever, a milestone  
the U.S. will hit in July...10 years with no recession.  
Can it keep going, or is a downturn near?

### U.S. ECONOMY

There's cause for concern, but not alarm.  
That's our judgment after conversations  
with economists and business people, plus studies  
of the latest economic data. Recent drops in stocks,  
Treasury yields and commodity prices are worrisome  
for the economic outlook but don't raise red flags yet.  
Growth this year still looks OK at 2.5%.  
Next year is the worry. Even if all goes well  
in 2020, GDP growth will still come in under 2%.  
But it wouldn't take much to drop that to about 1%.

Manufacturing is clearly a trouble spot.  
After thriving in 2018, industrial output is flattening  
because of trade fights and slower capital spending.  
Actual and potential trade disputes are a reason  
for many firms to rethink expansions or new plants.

Exporters face a dismal overseas picture.  
Europe is beset by economic troubles...recession  
in Italy, weakness in Germany and the U.K., etc. China is slowing, with ripple effects  
for Asia's other economies. The best that can be said is next year looks a tad better.

A lot is riding on the outcome of the U.S.-China trade talks. An agreement  
would give both countries' economies a shot in the arm and cheer financial markets.  
A breakdown that leads the White House to act on its threat of levying 25% duties  
on everything China exports to the U.S. would hit hard on both sides of the Pacific.  
The cost to U.S. consumers and businesses would offset much of the 2017 tax cuts.

Other risks loom, too: A stock sell-off that could ding consumer confidence.  
Or an ugly showdown in Washington over spending. Come autumn, Congress  
and the president must agree on funding federal agencies and lifting the debt ceiling.  
And several possible geopolitical worries...most recently, in the Persian Gulf.

All that aside, there is still a lot that is going right with the economy:  
Ultralow unemployment...the lowest in 50 years. More folks are working,  
earning a paycheck and spending relatively freely, which is key for the economy.  
Solid business confidence, except for manufacturers. Most small firms  
still feel good about their prospects and want to expand, if they can find the workers.  
Low inflation and, by extension, reduced interest rates. The Federal Reserve  
can afford to cut rates a bit to support the economy, since inflation is fairly benign.

The bottom line: The economy is slowing, but gradually, not nose-diving.  
Plan for slower growth. Be alert to the risks ahead. But don't overreact, either.

### Global Forecasts

GDP growth	2019	2020
World	3.2%	3.3%
United States	2.5%	1.8%
Eurozone	1.2%	1.4%
China	6.2%	6.0%
Japan	0.7%	0.5%
United Kingdom	1.2%	1.2%
Brazil	1.5%	2.4%
Russia	1.4%	1.9%
Canada	1.5%	1.8%
India	7.0%	7.3%
South Korea	2.2%	2.2%
Mexico	1.4%	1.8%



**TRADE**

Not even Canada can get away from the U.S.-China trade war. The squeeze is coming from both sides. Canadian GDP growth will slow if the U.S. economy suffers from a tariff-induced slowdown...the U.S. is Canada's largest trading partner.

China wants Canada to pay a price for supporting U.S. initiatives on trade.

One major point of dispute: A detained Chinese executive. In 2018, Canada seized the chief financial officer of the tech giant Huawei on a U.S. arrest warrant. China has since retaliated by blocking imports and arresting three Canadian citizens.

Ottawa fears further retaliation from Beijing if U.S. and Chinese officials can't bury the hatchet at the upcoming G-20 summit in Japan later this month.

Chinese tariffs are pinching Maine's lobster industry. Lobster exports to China are down 84% since Beijing imposed retaliatory duties in 2018. In 2017, Chinese customers bought nearly \$130 million of the state's iconic crustacean.

Canada has stepped in to satisfy China's growing appetite for lobster. U.S. lobstermen fear clawing back business lost to their competitors north of the border will prove difficult, even if the tariffs are eventually lifted. Lobsters are big business in Maine. The industry's economic effect on the state is a sizable \$1.5 billion.

Maine's congressional delegation is asking for help, but the White House appears unlikely to act anytime soon. Lobstermen are not eligible for the \$16 billion in aid recently announced by the administration for farmers hurt by the trade war.

**GLOBAL ECONOMY**

Brazil isn't at risk of recession. But future growth will depend on reforms proposed by the country's new government, led by firebrand Jair Bolsonaro. His main priority: Fixing Brazil's bloated pension system, which allows workers to retire at any age, with some stipulations. A minimum retirement age of 65... Bolsonaro's proposal...could result in \$310 billion in savings over the next decade.

Latin America's largest economy is still staggering under a heavy debt load, now equal to 77% of the country's annual economic output. A recession in 2015-16 and slow growth in the following two years left government finances in rough shape.

**AG**

Ongoing flooding is obstructing barge traffic on the Mississippi River. Even more bad news for farmers, who rely on Old Man River to ship grain out for export. The contiguous U.S. had the wettest Jan.-May on record this year. Many places along the Mississippi are experiencing their worst flooding in decades.

So far, 200 miles of the river have been shut down, stranding hundreds of barges. The number of grain barges unloaded at ports on the lower Mississippi is down 15% from last year, with rail and road transport also hurt by the flooding.

Worst-case scenario: The logjam stretches into the fall, delaying shipments of new grain and forcing transporters to work through a backlog of old orders.

**SMALL BUSINESS**

While Wall Street frets over signs that the U.S. economy may be slowing... On Main Street, hiring remains robust. Some 25% of small-business owners say a scarcity of skilled workers is the greatest problem they face...a record high. Contrast that with major firms like Ford, which plans to slash 7,000 jobs this year.

More smalls will increase pay and compensation to attract needed workers, which should help bolster consumer spending and support wider economic growth. More than half of small business owners report a dearth of qualified applicants.

**FINANCE**

Banks are still closing branches faster than they are opening new ones, as changing technology and consumer preferences shake up the industry. U.S. bank branch closings reached an all-time annual high of 3,023 in 2018.

Expect the trend to persist. U.S. Bancorp will shutter 10%-15% of branches by 2021. Wells Fargo wants to reduce its number of branches to below 5,000 by 2020.

But banks will continue to open more branches in key locations... areas where they can get more bang for their buck. Cities will likely be the main targets.



**CONGRESS**

House leaders have scrapped a plan to up pay for lawmakers and staffers. A bipartisan group of rank-and-file members opposed the salary increase, saying it's unseemly when gridlock prevents Congress from conducting business in a routine manner and when the national debt has ballooned to \$22 trillion.

But the campaign for a \$4,500 cost-of-living increase isn't over yet. The raise has bipartisan support. Members say it's difficult to maintain residences in both their home states and Washington. Some sleep in their offices to economize. Pay for rank-and-file members has been frozen at \$174,000 annually since 2009. Leaders make more, but haven't received a once-routine COLA since then.

Senators and House members have always received the same pay amount. Backers of higher pay say they have a hard time attracting and keeping top staffers, who can't make more than their bosses. They can do better in the private sector.

**REGS**

The Securities and Exchange Comm. has finalized rules of conduct for brokers. They will have to act in their clients' best interest starting in June 2020. They will have to disclose any conflicts of interest and consider an investment's cost when determining whether it's best for a client. The rule also bans sales contests.

The rule is a big industry win. It isn't as strict as the Labor Dept.'s version, which was overturned after a legal challenge. Consumer advocacy groups oppose it, saying it doesn't stop brokers from steering clients into investments whose main effect is to boost their own pay. For example, the SEC standard doesn't define "best interest."

Expect federal investigations into major technology firms to last for years. Don't look for them to result in a breakup of the biggest companies.

New regulation is a good bet as potentially anticompetitive behavior is probed. Among the practices that could be deemed unfair: Google favoring its own services on its Android mobile phone system. Facebook blocking smaller competing services from its social media site. Amazon competing with other sellers by selling its own goods in its marketplace. And the way Apple manages its hugely popular app marketplace.

One clear beneficiary of the probes: Big Law, which will cash in big-time. Tech firms will need plenty of outside help to navigate the complex legal minefield.

**WHITE HOUSE**

Environmental deregulation will top the White House's summer agenda. June alone could see progress on two items: An auto emissions rollback that eventually freezes fuel economy standards put in place under President Obama. The Obama rule would have required automakers to find 5% annual improvements in fuel efficiency fleetwide, reaching 54.5 miles per gallon by 2025. President Trump, by contrast, wants to freeze planned fuel efficiency increases after 2020 and take aim at Calif.'s right to set its own tailpipe emissions standards under the Clean Air Act.

And a less stringent version of the Clean Power Plan, another Obama-era rule to regulate greenhouse gas emissions, aimed at power plants. Trump's version... the Affordable Clean Energy rule, or ACE, aims to give states flexibility in setting limits for emissions at existing coal-fired power plants, rather than strict federal targets.

Both rules will face intense legal opposition from environmental groups and Democratic attorneys general...18 states are challenging the auto rollback.

**HEALTH CARE**

Premium hikes for individual Obamacare plans will be modest next year. In some states, premiums may even go down. This year's modest increases indicate that the markets may finally be stabilizing ahead of Nov.'s open enrollment. Now that insurers are making a profit, look for some to expand in the marketplace. Some national companies that pulled out of Obamacare earlier may even return. Enrollment is unlikely to grow, however. And a lawsuit could still kill Obamacare.



**PRIVACY**

International firms are gearing up for the next phase of global privacy regs. Heftier fines are all but certain as regulators beef up enforcement efforts.

The European Union's strict privacy regime, the General Data Protection Regulation, or GDPR, has been in force since May 2018, giving consumers a slew of new rights, such as the ability to request personal data, have data deleted or ask for corrections. In the first year, GDPR led to fines of more than \$60 million, with Google taking a hit of \$57 million. Going forward, expect smaller companies to face heightened scrutiny.

More countries will roll out or consider strict data rules similar to GDPR.

In the past year, Brazil, China, India, Japan, Thailand and South Korea have done so.

That's ramping up pressure on firms to prepare for more-costly compliance.

**DEFENSE TECH**

The Pentagon's efforts to shore up key tech supply chains are slow going... But still a priority...especially as fears rise that China is closing the gap.

The Defense Dept. has offices in cities with lots of tech firms, hoping to sign more deals with cutting-edge companies in fields such as artificial intelligence and robotics.

Defense officials are exploring ways to streamline the procurement process.

One method is to use OTAs...other transaction agreements...which are exempt from traditional procurement rules. OTAs expand the list of firms the Defense Dept. can do business with. Talks are also under way with Australia, the United Kingdom and Canada to liberalize export controls and enable more tech and research sharing.

Obstacles to reform are hard to overcome, including a dysfunctional Congress and a tradition-bound Defense Dept., which often stand in the way of improvements.

**SOCIAL MEDIA**

The government now requires social media info from all visa applicants,

including foreign workers applying for U.S. visas from abroad. Applicants, both nonimmigrants and immigrants, will have to disclose their social media history for the last five years, including all the platforms they have used and all usernames. The change stems from a March 2017 memo from President Trump to enhance vetting.

Employers should allow more time for visa processing, as increased scrutiny could result in delays in obtaining visas. Expect more outright visa refusals, too.

**HIGHER ED**

Student borrowers will get a small break in the coming academic year.

Interest rates will dip around half a percentage point for new federal loans made on or after July 1, 2019, the first drop since 2016. For undergraduate loans, rates will fall to 4.53%, down from 5.05%. For graduate and professional students, rates will drop to 6.08%, from 6.6%. For PLUS loans for parents and grad students... 7.08%, from 7.6%. The average federal student loan borrower owes \$33,653.

**RETAIL**

It's not easy for retailers to build a successful subscription business,

despite the proliferation of services that send customers razors, meal kits, trendy outfits and more. Many efforts have failed. For example, JCPenney and Gap had to give up their clothing delivery plans after profits failed to materialize.

Among the challenges: Customers are wary of long-term commitments.

Churn rates are high, at about 40%. One-third of users cancel after three months.

The most successful services focus on personalization and flexibility,

giving customers leeway to pick the kinds of products and the delivery frequency.

Yours very truly,

*Knight/Kiplinger*  
THE KIPLINGER WASHINGTON EDITORS

June 14, 2019

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# Human Resources Monthly Report

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## Employee Relations Process Improvements

Paul Andersen, Director of Human Resources  
June 18, 2019

# What is Employee Relations?



“Employee Relations” refers to an employer’s efforts to create and maintain a positive relationship with its employees. Through positive employee relations, employers seek to build workforce loyalty and engagement. Employee relations activities may include:

- Creating employment policies and practices that are fair and consistent for everyone in the workplace.
- Ensuring consistent application of employment policies and practices.
- Facilitation, mediation and resolution strategies for workplace conflict.
- Facilitating communications between employees and supervisors.
- Advising supervisors in managing employee performance.
- Investigating employee concerns and complaints.

# Employee Relations in District 49



Employee relations (ER) is one of the disciplines within the HR profession. While some organizations have dedicated ER staff, most employers assign ER functions to human resources professionals. In District 49, ER duties are carried out by the HR managers, Nicole Evans and Melanie White.

Applying their extensive experience and expertise in employee relations, D49's HR managers invest many hours working directly with building and department leaders to respond to reports of misconduct and manage employee performance. This work requires skill and often involves providing guidance to supervisors, conducting investigations, mediating conflict, assessing risk and recommending solutions to very complex problems.



# ER Process Improvements



Since 2016, D49 Human Resources has implemented several improvements to our process for managing employee performance and misconduct. Key improvements include:

1. Implementation of the Termination Summary\*, a template that serves as a consistent way of documenting the termination recommendation.
2. Introduction of the Performance Concern Notice\* (PCN), a tool for documenting performance concerns. A replacement for the FRISK model, the PCN is a simpler and more consistent process for performance documentation. In SY18/19, HR assisted supervisors in drafting approximately 100 PCNs.

*(\*Templates shown on next two slides)*

## SCHOOL DISTRICT 49 TERMINATION SUMMARY

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**Employee Name:**

**Position:**

**Date of Hire:**

**Date of Separation:**

**Reason for Separation:**

**Summary of the Final Incident:**

**Policy or Expectation Violation:**

**Impact:**

**Previous Concern(s):**

**Reason for Separation:**

---

Summary prepared by (insert name and title)



## PERFORMANCE CONCERN NOTICE



<b>Employee Name:</b>		<b>Employee's Job Title:</b>	
<b>Presented By:</b>		<b>Date Presented:</b>	

### Reason for Concern. Place an "X" in the applicable box.

<input type="checkbox"/> Work Performance	<input type="checkbox"/> Violation of District Policy or Procedure
<input type="checkbox"/> Conduct/Behavior	<input type="checkbox"/> Attendance/Tardiness
<input type="checkbox"/> Other (describe):	

### Current Concern. Describe the who, what, when, and where. What role did the employee play? Include the employee's response to the current concern.

--

### Previous Concerns. Identify concerns previously documented and discussed with employee, if any.

--

### Impact. What was the impact or outcome of the employee's action or inaction?

--

### Deficiency. List the performance expectation, essential function, policy or procedure that the employee did not fulfill as it relates to the current concern.

--

### Required Correction or Improvement. Specify how the employee's performance or behavior needs to change to meet expectations.

--

### Employee Acknowledgement

By my signature below, I acknowledge that I have reviewed this information and have received a copy. I understand that a copy of this notice will be permanently placed in my personnel file. I understand that I may submit a written response to this notice within 10 business days of the date on which I received this notice.

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

### Supervisor Signature

\_\_\_\_\_  
Supervisor Signature/Title

\_\_\_\_\_  
Date

# ER Process Improvements



An additional improvement is the requirement that all recommendations for administrative leave with pay and termination have prior approval from a chief officer. This has helped maintain consistency in the application of policies and procedures, which reduces risk for the district.

Looking ahead, HR hopes to provide more training for building and department leaders on best practices in performance management. Better trained supervisors will foster stronger employee relations and decrease risk for the organization.

# Risk & Benefits

Shannon Hathaway



## Work Comp - Historical Claims Data:

	<u>2012/13</u>	<u>2013/14</u>	<u>2014/15</u>	<u>2015/16</u>	<u>2016/17</u>	<u>2017/18</u>	<u><b>2018/19</b></u>	
Claim - Total	122	138	119	121	103	125	<b>119</b>	ytd
Claims - Open	0	0	0	0	2	0	<b>19</b>	ytd
Claim Pd \$	\$173,497	\$222,745	\$234,781	\$327,011	\$653,453	\$328,037	<b>\$168,232</b>	ytd
Reserve \$	\$0	\$0	\$0	\$0	\$115,412	\$0	<b>\$74,485</b>	ytd
Experience Mod	1.00	0.86	0.82	0.87	0.72	0.73	<b>0.84</b>	

(as of 5/31/19)

18/19 mod rate was increased due to high 2016/17 claims & reserves \*

UPDATE - **Good News:** mod rate for 19/20 changed to **.84** after initially expected to be .87 \*\*\*

The Best Choice to Learn, Work and Lead

# Purchasing and Contract Management



## In Progress

Uploading contracts into new MS Access database. We currently have 300 contracts valued at over \$35 million. See attachments

CO Quonset hut remodel

Vending Machine Contract with Pepsi

Student Data Privacy compliance process

SCHS Theater Upgrades AV/Lighting

Gym floor resurface at FHS and VRHS (Summer)

Gym Bleachers for SCHS (Summer)

District Asphalt Repair

FMS carpet and cabinet project for summer

Evans bathrooms remodel

Blue Point for SCHS

FES Bathroom and cabinet upgrades

## In Planning

Scheduling Summer MLO projects

RFQ for Architects and Engineers

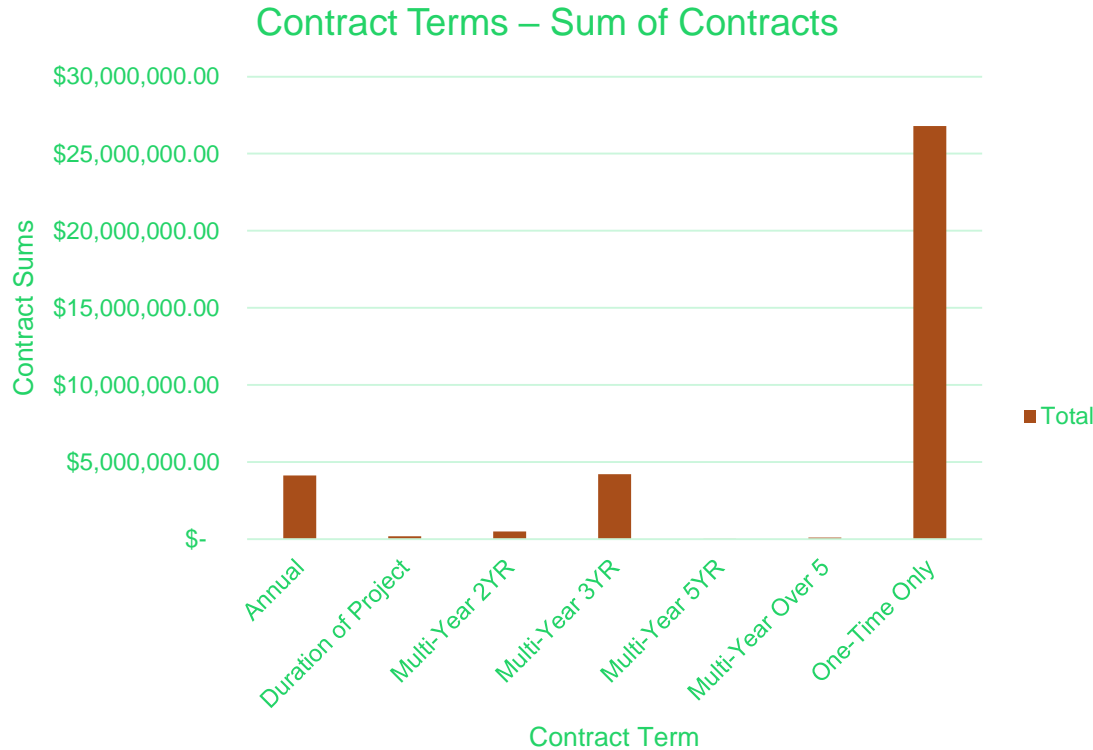
GOAL MOU for FLC

Greenhouse for FHS

Boiler RFP for HMS

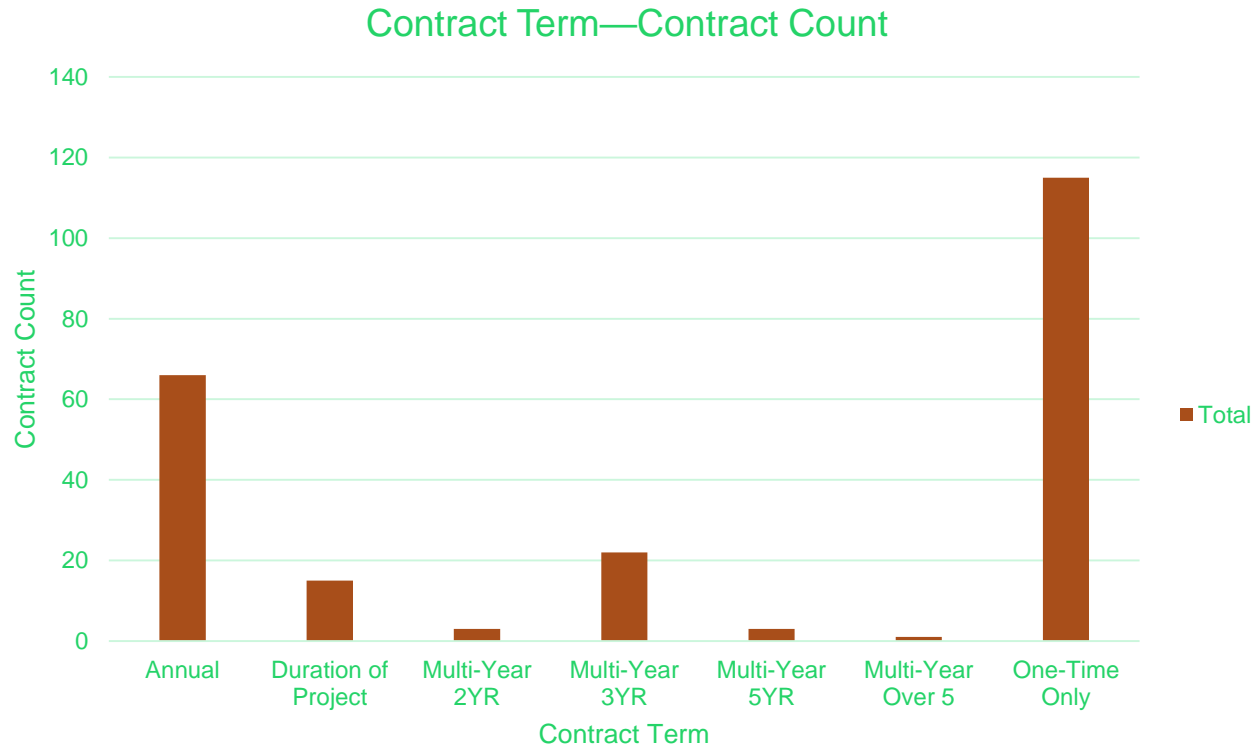
Armored Car Service for CO

# Purchasing and Contract Management



- Most contracts are one-time only (construction project, professional development, equipment, etc)
- Annual contracts are contracts we have each year (trash service, IT Support or service, phone service, etc)
- Duration of Project are contracts that are for SPED consultants or other consultant work.

# Purchasing and Contract Management





**SCHOOL DISTRICT 49**  
**INVESTMENT / CASH SUMMARY**  
Balances & Earnings as of:

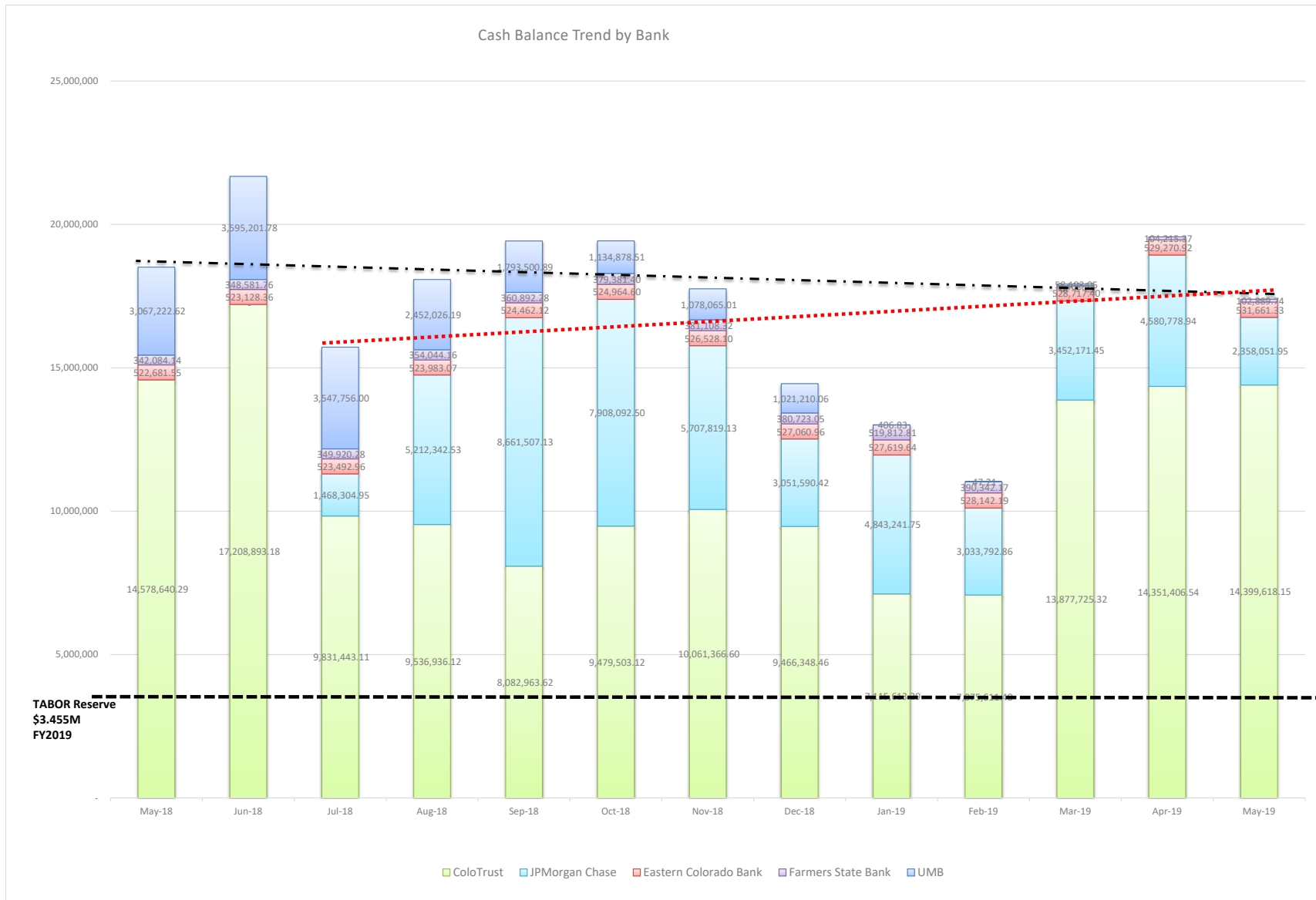
May 31, 2019

Please note that public entity funds (like school districts) are regulated to a point beyond normal FDIC insurance limits. This is part of The Public Deposit Protection Act (PDPA) (C.R.S., 11-10.5-101), which exists "... to ensure that public funds held on deposit in banks are protected in the event that the bank holding the public deposits becomes insolvent. The PDPA protects only public funds placed in bank deposit accounts. Bank deposit accounts include: checking, savings, money-market deposit, and certificate of deposit (CD) accounts."

	2017-18			2018-19			Full Year Trend (Interest Annualized)					Average Daily Balance Chg%
	End of Year Balance	End of Year Interest	End of Year Yield	Year to Date Balance	Year to Date Interest	Year to Date Yield	Projected Balance Over Prior Year	Interest / Total Days	Increase (Decrease) over Prior Year	Rate / Vol / Mix Var		
General Funds (Plural 10-18)												
ColoTrust	\$ 17,783,966	\$ 159,959	1.91%	\$ 16,309,716	\$ 219,757	2.86%	(8.29%)	\$ 239,437	\$ 79,478	99 / -39 / 20	(19.71%)	
JPMorgan Chase Operating	-	-	-	2,358,052	86,168	2.81%	-	93,884	93,884	n/a	110.04%	
UMB Operating	3,595,202	37,839	1.13%	-	14,728	0.00%	(100.00%)	16,047	(21,792)	n/a	(86.53%)	
Eastern Colorado Bank	680,281	32,948	0.91%	531,661	10,033	0.30%	(21.85%)	10,931	(22,016)	-3 / 28 / -47	593.05%	
First Bank	246,015	3,295	0.59%	260,121	6,968	1.36%	5.73%	7,592	4,297	3 / 1 / 0	40.61%	
Farmer's State Bank	348,582	4,558	1.34%	102,890	6,115	1.96%	(70.48%)	6,662	2,105	2 / 0 / 0	(3.31%)	
Petty Cash	500	-	-	500	-	-	-	-	-	n/a	n/a	
Total Cash & Investments	\$ 22,654,546	238,597	1.28%	\$ 19,562,941	343,768	2.02%	(13.65%)	14,254	6,402	116 / 36 / -145	17.55%	
MLO and COP Repayments												
ColoTrust	\$ 60,346,752.30	1,151,627	3.42%	23,112,084	724,922	2.35%	(61.70%)	789,840	(361,787)	-812 / -1432 / 1882	(55.43%)	
Eastern Colorado Bank	-	-	-	3,111,406	67,357	0.40%	-	73,389	73,389	0 / 0 / 73	n/a	
Bank of New York	-	14,207	-	-	-	-	-	-	(14,207)	n/a	(100.00%)	
Chase/UMB Pooled Cash	-	-	-	-	-	-	-	-	-	n/a	n/a	
Total Cash & Investments	60,346,752	1,165,835	3.47%	26,223,490	792,279	2.57%	(56.55%)	863,229	(302,606)	-726 / -1632 / 2056	(58.34%)	
Insurance Reserve & Transaction Funds (Fund 18 & 64)												
COLOTRUST	71,244	36,536	4.79%	1,068,078	16,572	2.37%	+ 1,000%	18,056	(18,480)	-61 / -84 / 127	(69.79%)	
Chase/UMB Pooled Cash	-	-	-	-	-	-	-	-	-	n/a	n/a	
Total Cash & Investments	71,244	36,536	4.79%	1,068,078	16,572	2.37%	+ 1,000%	18,056	(18,480)	-62 / -86 / 130	(70.30%)	
All Other Funds (Fund 21, 22, 25, 26, 43, 73, 74 )												
1st Bank (BASE49)	21,973	-	n/a	190,068	-	n/a	765.02%	-	-	n/a	n/a	
1st Bank (Fees)	21,931	-	n/a	294,799	-	n/a	+ 1,000%	-	-	n/a	n/a	
Farmer's State Bank (NutraSvc)	55,561	-	-	(343,722)	7,604	2.03%	- 100%	8,285	8,285	9 / 0 / 0	(3.04%)	
Deposits in Process (NutraSvc)	-	-	-	602,538	-	n/a	-	-	-	n/a	n/a	
Farmer's State Bank (Trans)	50,599	310	0.51%	63,169	113	0.20%	24.84%	123	(187)	0 / 0 / 1	(56.32%)	
Deposits in Process (Trans)	-	-	-	490	-	n/a	-	-	-	n/a	n/a	
COLOTRUST	646,099	9,901	(971.40%)	87,829	-	n/a	(86.41%)	-	(9,901)	n/a	n/a	
Activity Accts (CT)	-	-	-	572,831	14,561	2.43%	-	15,865	15,865	16 / 0 / 0	1.98%	
Other (Cash Drawers & F43 CT)	44,791	54	0.15%	40,398	56	0.17%	(9.81%)	61	7	0 / 0 / 0	(38.77%)	
Total Cash & Investments	840,954	10,265	0.70%	1,508,401	22,334	1.67%	79.37%	24,334	14,069	16 / -1 / -1	(12.32%)	
Total Cash & Investments by Institution												
1st Bank	289,919	3,295	0.42%	744,988	6,968	0.96%	156.96%	7,592	4,297	4 / 0 / 0	4.86%	
COLOTRUST	78,848,061	1,358,023	3.12%	41,150,538	975,812	2.45%	(47.81%)	1,063,198	(294,825)	-605 / -1428 / 1737	(51.25%)	
Bank of New York	-	14,207	n/a	-	-	-	-	-	(14,207)	n/a	(100.00%)	
Farmer's State Bank	454,742	4,868	0.59%	425,366	13,832	1.82%	(6.46%)	15,070	10,202	12 / -1 / -1	(11.69%)	
Eastern Colorado Bank	680,281	32,948	0.90%	3,643,067	77,389	2.29%	435.52%	84,320	51,372	81 / -19 / -10	(36.24%)	
JPMorgan Chase	-	-	n/a	2,358,052	86,168	2.03%	-	93,884	93,884	n/a	n/a	
Chase/UMB Pooled Cash	3,595,202	37,839	n/a	-	14,728	-	(100.00%)	16,047	(21,792)	n/a	n/a	
Other (Petty Cash, DiP)	45,291	54	0.10%	643,436	56	0.12%	+ 1,000%	61	7	0 / 0 / 0	9,581.80%	
Total Cash & Investments	83,913,496	1,451,233	2.67%	48,965,447	1,174,952	2.35%	(41.65%)	1,280,172	(171,061)	-317 / -1235 / 1381	(45.98%)	

<https://www.colorado.gov/pacific/dora/public-deposit-protection-act-pdpa>

Colotrust is not a bank but is regulated by *The Investment Funds - Local Government Pooling Act* (CRS Part 7, Article 75, Title 24), which prescribes specific investment policies, organizational & management structures. Colotrust is the largest provider of LGIP products and services in Colorado, in business since 1985. CBO Brett Ridgway serves on the volunteer Board of Directors for Colotrust. District 49's relationship with Colotrust predates his service on the Colotrust board and there is no monetary benefit to either the District or Mr. Ridgway through his participation.





**Chief Education Officer**

\* The Falcon Zone continues their EmpowerFZ work as they achieve Stage 4! The zone is anxious to continue the Tagg Guest Teacher Pilot in the fall. New FHS principal Darryl Bonds is already hard at work. P. 3

\* The iConnect Zone received five charter submissions during their Request for Proposals. Three of those applications were deemed complete and moved forward to the charter capacity interview process. The applicants are: Mountain View Academy, Pioneer Technology and Arts Academy and Spacious Skies Charter School. The potential charter schools will be presenting to the D49 board on June 26. Public comment will be heard on July 11, concluding with the board vote. P.4

\* The zone is excited to start a new academic year with our 7th school coming on board this Fall! The following are some year end local and state data updates for the POWER Zone. P.5

\* The Sand Creek Zone enjoyed unique opportunities in our community to enhance student learning. Students have been visited by firefighters, scientists, and wolves. Our zone has also been rolling out parent survey results and collaborating with staff to celebrate successes and develop straight forward actions to address opportunities for improvement. P.6

\* Over the summer months, the Learning Services team is busy preparing for the upcoming school year by rolling over student data files from academic systems, completing year-end state reports for Alternative Education Campuses, READ collection and student assessment verification for the upcoming year's District and School Performance Frameworks. Additionally, the team is preparing the annual Consolidated Grant Application due June 30 and Educator Effectiveness Annual Assurances. A variety of student and staff activities are also underway over the summer include professional development sessions for teachers and leaders, READ Camp the annual community Book Fair scheduled for the last week in June. P.7-9

\* Individualized Education sent out surveys on special education to parents and on department Directors and Coordinators to building administration. We continue to seek input and feedback as an on-going effort to improve all departments. Beginning July 1, Frontline Education will be the platform for ALPs, ELPs and 504 plans in addition to currently hosting our IEPs. The morning of July 29th is set aside for discipline-focused training which will include training on the new Frontline platform. P. 10-12

\* The D49 Communications Department is a six-person team comprised of individual managers for both digital and internal content, as well as specialists for marketing and video production. The department is supported by an administrative assistant and overseen by the Director of Communications. Working together, the department strives to keep customers (external and internal) current with the district's activities, programs, leaders, students and initiatives. P. 13

\* CE closed the year with a solid plan for more on-campus college courses in English, Literature, Public Speaking, History, Mathematics, Psychology, CNA, EMT, and Ethics. D49 now has 9 CE credentialed instructors.

## REPORT OF THE EDUCATION OFFICE

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CE, ASCENT, Career Start performance and enrollment for 2019-20 will be reported at the June 26 BOE meeting.

P. 14

\* The RP Team presented 2 breakout sessions and a poster session at the IIRP Europe Conference 15-17 May in Kortrijk, Belgium. The conference was an amazing learning opportunity where the D49 team benefitted from networking with RP advocates from all over the world. The 3<sup>rd</sup> Annual Military Appreciation Day was held at Sand Creek High School April 27th. Increasing charter school support needs are being addressed with the potential addition of a new registrar.

P.15

### **Falcon Zone**

#### **New Leadership**

New Falcon High School Principal Darryl Bonds has been a familiar face at the school during the past few weeks. He and Principal Cheryl DeGeorge have spent many hours talking about various aspects of the school in order to ensure a strong transition in leadership. Darryl has been involved in all of the hiring of personnel for next year's school staff. Darryl officially begins work on June 19.

#### **Empower<sup>FZ</sup> (Firm Foundations, Every Student, Learning and Working)**

Our Empower<sup>FZ</sup> steering committee consists of all principals, Firebird Nation Campus technology coach Tim Scheck (thanks to Mission: Innovation), District Education Technology Specialist Melissa Riggs, and me. Our accomplishments within the Modern Teacher platform moved us to Stage 4. We are 1 of 6 districts in the nation who have achieved Stage 4. Our work has laid a strong foundation and begun transforming our classrooms into classrooms of modern teaching.

Firebird Nation Campus Principal Brian Smith and I represented the Falcon Zone as the featured district in the Modern Teacher webinar "Instructional Transformation at Scale: The Key Strategic Milestones."

Our work continues during our leadership retreat in July which will have a large focus on next steps in our Empower<sup>FZ</sup> journey and acclimating Darryl Bonds to our Empower<sup>FZ</sup> and where we are in our journey.

#### **Tagg Guest Teacher Pilot**

Falcon Middle School and Falcon High School were part of a Tagg guest teacher pilot during the last few weeks of May. Both schools will continue the pilot during the fall. Falcon Elementary School of Technology will also participate in the pilot. Our hope is that vacancy fill rates will be improved. Because of our location, the Falcon Zone typically has the lowest guest teacher fill rates in the district.

### **iConnect Zone**

#### **Current and Ongoing Activity**

Power Technical Early College celebrated their first ever graduation ceremony on May 23. The eight seniors were honored at the Pinery @ the Hill during a family oriented, dinner celebration.

The largest graduating class in GOAL Academy history walked stages across the state over the weekend of June 6. Over 800 students received their diplomas.

Two charter school buildings are taking shape across the zone. Both Grand Peak Academy and Liberty Tree Academy are working hard toward fall openings in their new locations.

Rocky Mountain Classical Academy concluded 2018-19 with an all time high staff retention rate.

We are pleased to announce that Theresa Klinitzki was hired as D49 Portfolio of Schools Specialist, under the iConnect Zone. She will be working on a database to help families navigate the D49 choice options. Her research of the charter schools will help students find their best fit.

On May 18, four of our Falcon Homeschool Program students were presented with certificates of completion awards by family members at the Creekside Success Center.

Pikes Peak Early College honored graduates and continuation students with a ceremony on May 20, at the Antler's Hotel. 45 students officially graduated, with 22 continuing completion of their own unique pathway.

Patriot High School Class of 2019 celebrated their commencement ceremony on May 17, at Hotel Eleganté. Thirty-one graduates achieved this milestone achievement.

Over 712 cheered the graduating class of Springs Studio for Academic Excellence. The 74 graduates in the class of 2019 gathered at the Doubletree Hotel on May 17, with friends, families, D49 administration and the Board of Education directors.

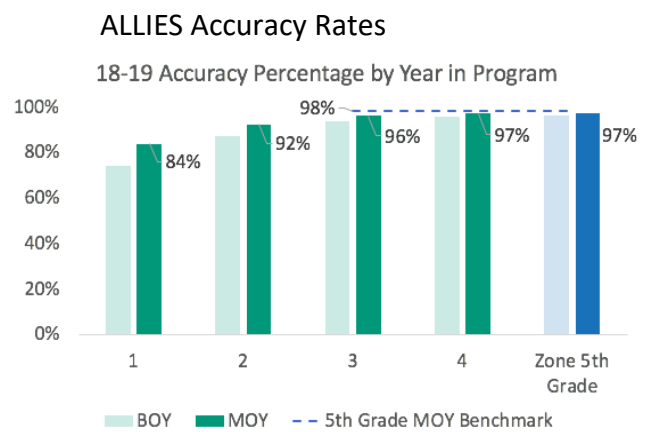
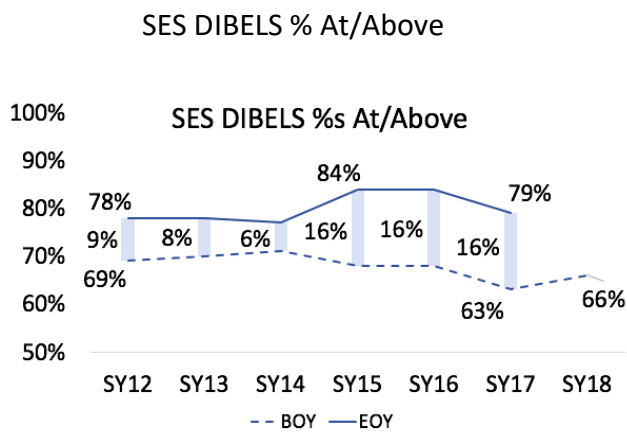
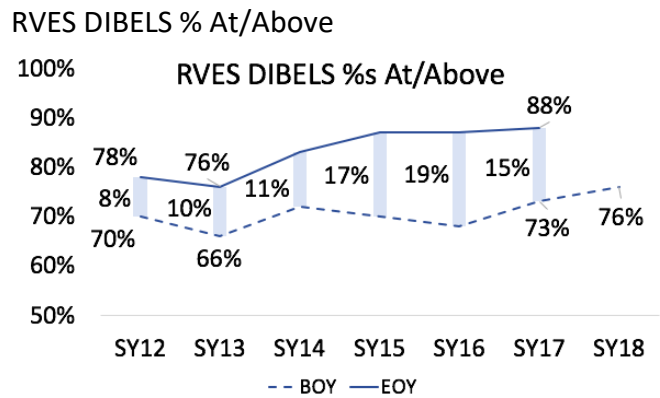
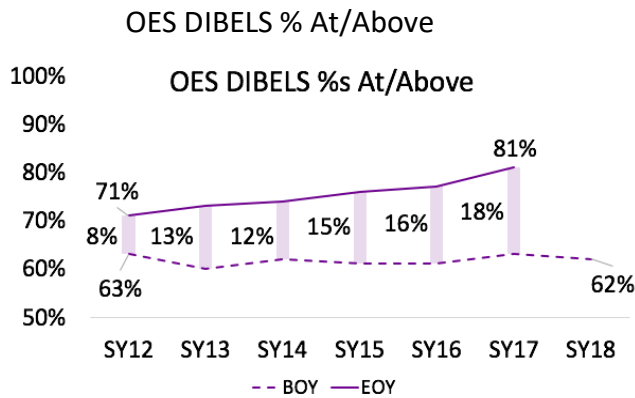
#### **Upcoming Activity**

The iConnect Zone Excellence team will be hosting 4 New Teacher Academies for deeper staff training during the 2019-20 school year. Description of the classes and sign up are available on the Aha! network.

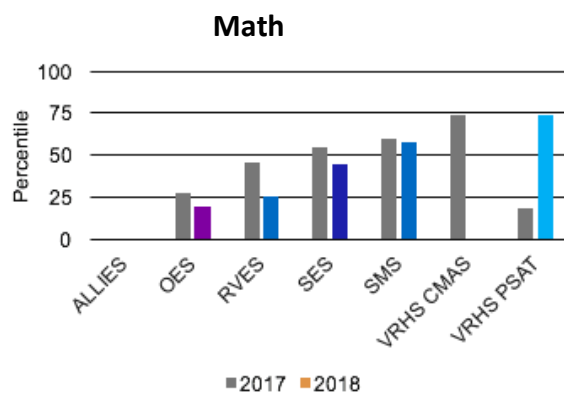
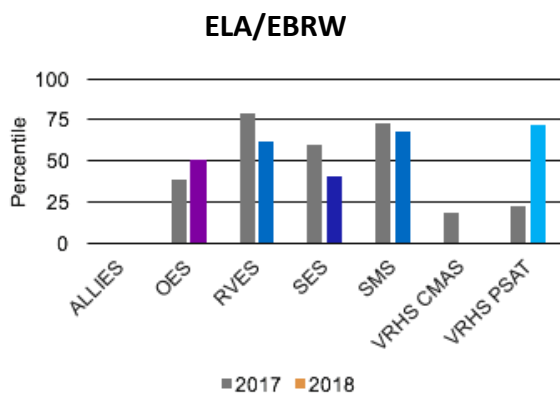
**POWER Zone**

**Current and Ongoing Activity**

**Elementary Year End Data Updates**



**Zone Wide Achievement Percentile Growth for Students w/ Disabilities (State Assessments)**



### **Sand Creek Zone**

#### **Current and Ongoing Activity**

The Sand Creek Zone had 540 parents who took time out of their hectic lives to provide us valuable feedback. School leaders rolled out the results to staff. The roll-out process allows building staff to develop straight forward actions to address opportunities for improvement. Below are the bright spots (highest average scores) and opportunities for improvement (lowest average scores) based on the Parent Satisfaction Survey results:

#### **Bright Spots**

1. The school is clean and well-maintained.
2. My family is treated with respect at this school.

#### **Opportunities for Improvement**

1. I receive positive phone calls, emails, or notes about my child from the school.
2. I regularly receive feedback from school staff on how well my child is learning.

Our Zone will continue to capitalize on our bright spots while we work to address our opportunities for improvement.

Springs Ranch had a terrific end to the school year. The 5th graders had a snowy and successful Camp Elim Trip, students celebrated their growth and achievement through School Pride assemblies, and staff, students, and parents said their goodbyes for the summer.

Springs Ranch is hosting the District 49 English Language Learners Summer Camp for K-12 ELL students and getting the school ready for a new school year. In July, we will welcome our new crop of Kindergartners by doing some home visits to welcome them as our newest Bobcats!

Preschool students at Evans International Elementary School in District 49 met three firefighters from the Cimarron Hills Fire Department. While they dug into topics of fire safety, the underlying point was to introduce the children to firefighters in a safe situation

Dr. Ron Furstenau amazed 6th grade students at Horizon Middle School with his Chemistry Show! Dr. Furstenau has entertained Horizon students for over a decade with his humor and passion of chemistry. Students were part of the show and learned some hard concepts of rocket fuel with ease and smiles. He would have students help him pour liquids into beakers while being astonished of what was created right in front of them! Students learned at the end of this that they too can be a chemist and things that look like water is not always water!

Mark Johnson with the Rocky Mountain Wildlife Foundation in Guffy, CO came to Horizon Middle School to share about wolves in the wild and in captivity. Students learned about wolf populations and how they change an ecosystem for the better since they have been introduced back to the wilderness. Students learned about genetic information about wolves and dogs alike. Mark expressed the importance that humans have in keeping wolves safe for future generations. All were amazed by Thor who was the ambassador for Mark Johnson's facility in which everyone could pet him and take "Wolfies" with him.

### **Learning Services**

#### **Current and Ongoing Activity**

**Assessment and Data:** Kathleen Granaas, Coordinator of Academic Performance, will represent District 49 serving on the state District Assessment Coordinator focus group. The goal of the group is to provide the Colorado Department of Education (CDE) information about specific needs of districts to include resources, communication, and professional development that can best meet educator needs during the 2019-2020 school year.

The assessment team with school assessment coordinators (SACs) has completed the review of state assessment files to ensure accuracy. D49 should receive student assessment results in July. Upon receiving the scores, the team will begin data validation preparation for in-district release. Anticipated publication of aggregate school and district scores is mid-August with presentation to the D49 Board of Education soon after.

Members of the Learning Services team are supporting Alternative Education Campus schools with verifying optional measures for submission to CDE for inclusion in the 2019 School Performance Frameworks reports. Josh Johnson, Data Analyst, is working with the team to submit state-reporting for READ Act and Student Biographical Data as required

**Educator Effectiveness:** Amber Whetstine, Executive Director of Learning Services, and Dr. Kathy Pickering, Coordinator of Professional Learning, attended Evaluator Certification Training led by CDE May 1. This training focused on changes to the principal rubric as well as upcoming changes to the Special Services Provider (SSP) rubric for the 2019-20 school-year.

**Professional Learning:** Dr. Kathy Pickering, Coordinator of Professional Learning, coordinated a workshop for guest teachers held on May 6. This workshop focused on topics relevant to guest teachers including safety, classroom management, instructional strategies, professional conduct, and technology. Kathy also facilitated a district lead mentor meeting on May 9. Author Dr. Tina Boogren joined via webinar, allowing lead mentors an opportunity to collaborate and share resources for providing emotional, physical, institutional, and instructional support for beginning teachers. On May 10, Kathy attended the UCCS collaborative meeting which focused on embedding Culturally and Linguistically Diverse Education (CLDE) content into the principal licensure program and social-emotional learning. The final session of Principal Induction Leadership Academy was held on May 15. The session focused on meeting the demands of instructional leadership and featured zone leaders as guest presenters. Kathy coordinated a Summer Learning Series (SLS) May 30 – 31 for staff to engage in relevant professional development prior to launching into summer break. The SLS included 10 in-person courses and workshops held over two days with 153 educators participating.

As a result of the work of the induction steering committee, five subcommittees have been formed to enhance our induction program. Kathy Pickering and Annette Romero, Professional Learning Specialist, met with these groups throughout the month of May. The teams worked on developing differentiated pathway courses for beginning teachers, a D49 inductee notebook that includes a great deal of pertinent district information, revamping new teacher orientation (Base Camp), developing a welcome guide that lead mentors and administrators can use to make their new team members feel welcome and updating the mentor activities calendar.

During the month of May, Annette Romero conducted end of year induction meetings. 64 teachers and special service providers completed their induction requirements and are now eligible for a professional license.

**Grants and Research:** Katherine Hochevar, Senior Data Analyst, directed the work of an intern in completing a grants spreadsheet, which provides an efficient way for staff to search available grant opportunities. Katherine is currently working to support district leaders with upcoming data presentations on primary literacy, supporting human resources leaders with analyzing staff retention rates and supporting the Director of Applied and Advanced Learning to streamline ongoing tracking and reporting of concurrent enrollment.

During the fourth quarter, Katherine facilitated the ongoing work of D49's research committee to facilitate with researchers access to data for approved projects by both the committee and the schools of interest. Katherine also continues to support the zones with the assessment onboarding process.

**Leadership Development:** Amber Whetstone, Executive Director of Learning Services and Sue Holmes, Falcon Zone Leader are teaching two classes over the summer months for D49's principal licensure cohort program in conjunction with the University of Colorado, Colorado Springs. Sixteen students will complete their certification over the summer after completing the Human Resources and Professional Development Course and submission of a professional portfolio.

**Primary Proficiency:** DIBELS Next assessments were completed mid-May in preparation for the Zone Level Primary Literacy Meetings. READ Camp staff participated in training at the beginning of summer. Summer READ Camp is underway at Bennett Ranch, Ridgeview and Remington Elementary Schools June 3 - 28, 2019. Stacey Franklin, Coordinator of Literacy Performance and Wendi Sidney, Administrative Assistant to Learning Services, are providing on-going support for Summer READ Camp staff throughout June.

Stacey Franklin secured Odyssey, Remington and Stetson Elementary Schools with full funding as Cohort 2 Early Literacy Grant recipients for the purpose of year 4 sustainability. The year 4 awards total \$45,000 to support funding of a literacy coach in each of the three buildings.

Stacey also supported Pati Montgomery, Early Literacy Grant Consultant for Evans International Elementary School, with two planning days for the implementation of Year 2 of Evans' ELG prior to the end of year. Lori McCoy, fifth-grade teacher at Remington Elementary, has been hired to serve as Evans Literacy Coach. A Lead Reading Interventionist will also be hired prior to the start of year 2. The Evans Elementary School Leadership Team (SLT) participated in a day of training in preparation for the adoption of Core Knowledge Language Arts (CKLA) Curriculum.

Sixteen teachers in the Math Certificate Cohort are taking classes throughout the summer. Kathleen Granaas is teaching the Geometry course. Upon completion of summer courses, the cohort will have completed over half of the program requirements in the certificate program, which started in fall of 2018. Participants will have the opportunity to take the Praxis to receive the new state middle school math endorsement.



## REPORT OF THE EDUCATION OFFICE

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Several elementary schools used DIBELS Math again this year to progress monitor students' foundational math skills. Schools tested 4,400 students district-wide over the course of the year. Students meeting benchmark increased from 43% to 66%.

**2018-19 DIBELS Math Percentage of students at benchmark**

	BOY % Proficient	EOY % Proficient	Change
K	47	71	+24
1	47	63	+16
2	44	63	+19
3	41	61	+20
4	41	67	+26
5	36	71	+35
District-Wide	43	66	+23

**Title Programs:** Lorretta Grimaldo, Title Programs Specialist, is facilitating the submission of the district's annual Consolidated Grant application process. Lorretta is currently reviewing program plans and budgets submitted by Title I schools and departments to compile information for the June submission.

**Wellness:** Rachel Duerr, Health and Wellness Specialist, coordinated a Playworks Group Management workshop May 10 to provide professional development for recess monitors. Wellness success stories for the 2018-19 school year have been posted on all district operated school websites.

### Upcoming:

**Primary Proficiency:** District-wide professional development in Structured Writing Instruction will take place during the 2019-20 school year. Leslie Laud, keynote speaker from the 2019 Leaders in Literacy Summit will instruct a cohort of 120 teachers (K-5). Three days of professional learning will take place in August, September, and January.

**Professional Learning:** Base Camp, our new teacher orientation event will be held July 23rd-25 at Vista Ridge High School. The event will begin with a district orientation July 23 to introduce new staff to our district vision, mission and values. New staff will also have an opportunity to learn about their individual zones and attend sessions focused on school safety, ethics, and communication. Two additional days will follow with training on curriculum, assessment, and enrichment for special educators. Lead mentors will also facilitate sessions within their buildings to onboard new teachers and special service providers.

**Leadership Development:** Our third annual Leadership Launch will take place on July 11-12 from 8-12 at the Creekside Success Center. Keynote topics include school law, business and operations office updates. Additional breakout sessions will focus on school safety, culturally and linguistically diverse education, special education, human resource updates and other leadership topics for school administrators.

## **Individualized Education**

### **Special Education**

#### **Current and Ongoing Activity**

- **Intervention spreadsheet of what programs/tools/curriculum is being utilized in the Tier 3 Intensive intervention by our Special Education Staff**
  - Through this spreadsheet it was determined that the Special Education teams were lacking tools of instruction for math, higher levels of reading material, targeted interventions for math and specific reading components. The Special Education Department purchased the following resources for interventions to be utilized by the Special Education teachers:
    - IXL-an interactive, analytical program for math, language arts, science and social studies aligned to the Colorado Standards and pinpoints students' needs more effectively and develops targeted instruction for teachers
    - Rewards-decoding multisyllabic words
    - Razzle Dazzle Writing
- **Development and Delivery of professional learning on areas of concern**
  - The following PowerPoints of instruction were developed for the Special Education staff. All of the PowerPoints were presented and some have had added voice-over and are available in Schoology for individual use and review.
    - The Golden Thread-developing and writing a comprehensive and quality Individual Education Program
    - Special Education Reference Guide
    - Understanding the WJ-IV assessment and results
    - Auditory Processing Disorders
    - Indicator 13
    - Writing and Utilizing the Prior Written Notice
    - Manifestation Determination
    - Special Education Advisory Council
    - Student Led IEP's
- **Student led IEP's for our high schools**
  - A few of our secondary Special Education teachers supported their students in leading their own IEP meeting to enhance their understanding of the program that would guide their education.

### **Gifted Education (GE)**

#### **Current and Ongoing Activity**

**Goal #1:** Continue efforts to identify underrepresented populations as gifted.

- In May, The department in collaboration with the CLDE Department assessed 10 English Language Learners at Skyview Middle School. Two students scored high enough and will be identified as general intellectually gifted. Additional data points will be sought to move students to identification in a specific academic aptitude.

**Goal #2:** Provide relevant training to all Gifted Education Facilitators on developing Advanced Learning Plans (ALPs) using the Enrich System.

### Upcoming Activity

- Natalie Brown, Coordinator of Gifted Education, will facilitate training as the ALPs will be transitioned into the Enrich System. Training scheduled for July 26th in the Excellence Lab

### Culturally and Linguistically Diverse Education

#### Current and Ongoing Activity

- Goal #1: Increase relevant and meaningful communication between parents, students, community, CLDE staff, and D49 staff concerning rights, student achievement, department initiatives, and enrichment opportunities.
- Goal #2: Increase student language development as measured by WIDA ACCESS by 10% from comparable data from 2018 ACCESS using best practices.

### Upcoming Activity

#### Goal #1-

- Parent Advisory group and Parent Engagement day led to meaningful feedback on budget priorities for the 2019-2020 SY. Parents want increased opportunities for tutoring in math and reading, as well as increased opportunities to explore college and careers through field trips and guest speakers.
- ACCESS 2.0 scores for English language proficiency were shared out to parents through CLDE teachers and mail.

#### Goal #2-

- Data is still being reviewed to determine district overall growth in English language proficiency. When data analysis is complete, it will be shared out district-wide.
- Common Formative Assessment development workshops scheduled for the month of June. CLDE office will pay teachers to develop 4 common assessments in speaking and writing across all grade levels, with a focus on social language and academic language in math, science, language arts, and social studies.
- CLDE Summer camp is occurring at Springs Ranch Elementary school from June 3rd to June 14th. The camp services K-12 language learners and is focusing on zoology (K-6) and college/career readiness (7-12) while supporting the development of reading, writing, speaking, and listening. Field trips to Cheyenne Mountain Zoo and Metropolitan State University, Denver will enhance student interaction with content learned in the classroom.

### Community Care

#### Current and Ongoing Activity

- Provide 8 Counselor Meetings/Trainings throughout the school year
  - Completed all 8 meetings/trainings
- Community Engagement Advocates will run monthly truancy and suspension reports for district operated schools and provide ongoing data on their interventions.
  - This was attempted each month but had great difficulty. We are hoping that PS will better support our efforts next school year. CEA's did work with truancy and behavior students in their zones throughout the school year.

- BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
  - BCBA's reported serving approximately 90 students as well as the PEAK program and out of district placements.
- Care & Support Team will provide end of quarter reports for suicide assessments, threat assessments and abuse reporting.
  - Suicide Assessments- 358 Total for the school year
  - Threat Assessments- 151 Total for the year
  - Abuse Reports- 188 Total for the year
  - I plan to provide a breakdown of the information in a report by Friday.

### **Upcoming Activity**

- Scheduled 13 Youth Mental Health First Aid trainings for next school year
- Working on community presentations for next year
- Updating the Threat Assessment Manual and trainings for staff

### Communications

#### External Recognition


**COSPRA Awards of Excellence:** Every year the Colorado School Public Relations Association recognizes excellence among the network of school public relations across our state. Communications departments from school districts are encouraged to submit work from the previous year in categories including writing, photography, special purpose video, marketing campaigns and more. The D49 communications department submitted content and received a state-leading 14 individual awards for excellence, including a COSPRA Golden Achievement Award for the D49 Peakview Displays. The Golden Achievement award submission requires a written explanation of need, planning, execution as well as results, and is judged by an external school public relations association. The team is very excited about the recognition and energized to continue a pursuit of excellence during the upcoming year for D49.

#### Internal Recognition

**#D49TeachersShine:** For the second consecutive year, the communications department organized a recognition campaign for teacher appreciation week. The comms team opened up a nomination process using the hashtag #D49TeachersShine on the district social media platforms. Students, staff and other stakeholders could name a teacher, explain how the teacher makes an impact and attach the hashtag to the comment to complete the nomination. At the conclusion of the nomination period the names were randomized and five, were selected to receive a small gift basket. The comms team fanned out to deliver the baskets, and has learned this is a well-received way to celebrate our teachers as a school year comes to a close.

#### Telling the D49 Story

**Innovative Learning Featured on D49.org:** The communications department is committed to supporting our schools by sharing innovations and successes with our community of stakeholders. Evans International Elementary School invited the comms team to cover Pioneer Movement Day, an outside-the-classroom learning experience supported by the United States Air Force Academy. Classroom lessons in science and social studies come to life through the “Movement Method,” a philosophy based on allowing children to move and apply what they’ve learned by doing as much as possible in nature. This style of learning, incorporating movement and nature, is designed to trigger interest and emotional health for students. Digital Communications Manager Sam Dosen accompanied EIES to the USAF to share the story with photos and an article on D49.org, highlighting 10 interactive lessons brought to life – including shelter-building and the westward expansion-- on the grounds of the Air Force Academy.

 **Samantha Dosen**  
May 16 at 12:00 PM · 🌐

Our #D49TeachersShine winners have been selected! Out of the social media nominations, five random winners were selected and received their gift baskets valued at \$100 each. The lucky winners are: Jon Cody, Meridian Ranch Elementary School, Carol Hooley, Springs Ranch Elementary, Kathleen Cutler, Falcon High School, Keri Ellen White, Ridgeview Elementary School and Samantha Tabb, Stetson Elementary School.

Congratulations and Happy Teacher's Week, we appreciate all you do for our students!



#### EIES Pioneer New Learning Methods

Evans International Elementary School fifth-graders had the opportunity to explore social studies and science units at the USAFA Equestrian Center on May 6 for Pioneer Movement Day. Students were able to review units in a Movement Method based way with ten stations to learn more about animal adaptation, Native American history, art expression, shelter building and much more.

Volunteers from the USAFA community manned the ten stations, fostering the connection between our military community and schools, by reviewing materials and allowing for exposure to movement and nature to trigger interest and emotional health for students.

"Movement method is a framework for teachers to allow true integration, help students reconnect with nature and develop problem solving skills," explained Bianca Rimbach, fifth-grade teacher at EIES. "The philosophy is based on allowing children to move, and do as much as possible in nature. This field trip was an innovative idea by Emilee Huff to integrate our training and understand to allow students the most effective access to learning and growth!"



#### Comms Department Staff

**New Admin Named:** The communications department is once again fully staffed with the addition of a new administrative assistant. A mid-May candidate search produced a pool of strong potential hires with wide-ranging experience and expertise. The pool included Lara Murdzia, a retired service member with more than 20 years in the United States Air Force. In her time with the military Murdzia fulfilled many roles including public affairs as well as performing as a vocalist with USAF musical groups. We are pleased to welcome Lara Murdzia to the team!

## Concurrent Enrollment (CE)

### Portfolio of Schools

- 2019-20 CE College Course Offerings on D49 Campuses:

Intra-Campus Pathways Courses at D49				Fall 2019
Campus	Course	Days	Period	Instructor
VRHS	PSY101	TR	6th	Prince
	ENG 121	MW, F*	2nd	Fenicle
	ENG121	TR, F*	5th	Hoffman
	LIT 115	MW	3rd	Fenicle
	MAT121	MW, F*	2nd	Rogers
PPEC	CP1-ENG121	MW	N/A	Sutter
	CP2-ENG121	MW	N/A	Sutter
	ENG122	TR	N/A	Peters
	LIT115	TR	N/A	Peters
	COM115	MW	N/A	Karcher
SCHS	ENG121	MW, F*	2C	Karwin
	ENG121	TR, F*	6N	Karwin
	ENG121	MW, F*	TBD	Karwin
	COM115	TR, F*	7N	Fischer
	COM115	MW, F*	1C	Fischer
FHS	ENG121	MW, F*	2nd	Lopez
	ENG121	TR, F*	6th	Lopez
	ENG121	MW, F*	3A	Lopez
	ENG122	MW, F*	4th	Peters
	ENG122	MW, F*	3A	Peters
BLPA	ENG121	MW, F*	2nd	Lowe
	ENG121	TR, F*	6th	Lowe

Intra-Campus Pathways Courses at D49				SPRING 2020
Campus	Course	Days	School Period	Instructor
VRHS	LIT115	MW	2nd	Fenicle
	ENG122			Fenicle
	PSY102?	TR	6th	Prince
	ENG121	TR, F*	5th	Hoffman
	MAT121	MW, F*	2nd	Rogers
PPEC	MAT107	TBD	7th	Rogers
	PHI112 Hybrid	W	4th	Finch
	PHI112	TR	N/A	PPCC Prof
	HIS236	TR	N/A	Shawkins
	PSY101	MW	N/A	Prince
SCHS	MAT121	TBD	N/A	Beadles
	LIT115	MW or TR	2C or 6N	Karwin
	ENG122	MW or TR	TBD	Karwin
	COM115	TR, F*	7N	Fischer
	ENG121	MW or TR	TBD	Karwin
FHS	HIS236	MW, F*	3A	Baun
	ENG121	TR, F*	6th	Lopez
	LIT115	MW, F*	2nd	Lopez
	PHI112 Hybrid	M	4th	Finch
	HIS 236	TR	6th	PPCC Prof

- PPCC adjuncts are shaded in blue (Paul Finch will return to teach PHI112 Ethics!)
- FHS Kiera Coffin will complete Biology graduate courses in Fall 2019.
- ASCENT 12+1** – Submitted ASCENT requests to CDE; finished ASCENT advising - 22 D49 high school students will participate in ASCENT for 2019-20; prepared coding and data to roll to 2019-20 calendar.
- CLDE** – Collaborated to inform CLD families about free postsecondary, CTE, and WPL options.
- YouScience** – Analytic reporting for D49 high schools to see student career pathway results.

### Trust

- Spring 2019 final grades confirmed and posted into PowerSchool by CE instructors and D49 registrars.
- Interviewed candidates for CE Coordinator – Cheryl DeGeorge accepted the position.
- Participated in AAL Storyboarding session.
- Proposed 2019-20 MLO request to MLO Oversight Committee for CE and CTE programs.

### Best Choice to Learn, Work, and Lead

- CE Support** – Supported HS counselors/registrars with EOY CE, ASCENT, Career Start questions.
- CE Instructor Observation/Mentoring** – Conducted CE instructor observations and feedback.
- CE Legislation** – HB19-176 passed. Intent of the law is to expand CE in Colorado. Districts awaiting CDE interpretation of legislation.
- Colorado CE Conference** – serving on planning committee with CCCS members to plan our first state concurrent enrollment conference, to be hosted in November 2019 at PPCC.
- CE Think Tank** – UCCS College of Ed sponsored meeting to address/collaborate on CE issues such as offering online graduate courses at an affordable tuition price; HB19-176 discussions; using NACEP standards as guidelines for secondary partners building CE programs.

### Culture and Services

### Current and Ongoing Activity

### **Cultural Framework**

The RP Team is presented 2 breakout sessions and a poster session at the IIRP Europe Conference 15-17 May in Kortrijk, Belgium. The conference was an amazing learning opportunity where the D49 team benefitted from networking with RP advocates from all over the world. A half day executive RP flipped-course was offered on April 17, 2019; Dr. Fenderson led a thought-provoking training for D49 leaders.

### **Community Outreach**

The 3<sup>rd</sup> Annual Military Appreciation Day was held at Sand Creek High School April 27<sup>th</sup>. The latter D49 signature event was a fitting culmination to the month of the military child celebrations, which also included the district's wear purple day recognition on April 25<sup>th</sup>.

### **Upcoming Activity**

1) 2019 RMRPC Prep 2) MCEC Nat'l Training Symposium 3) IGNITE School Bus Debut

### **Central Registration (CR) and Student Information (SI)**

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

### **Current and Ongoing Activity**

#### **Registration Metrics**

The Central Registration (CR) team continues to conduct next school year's registration. Increasing charter school support needs are being addressed with the potential addition of a new registrar.

### **Upcoming Activity**

#### **SIS System Implementation**

The SIS team is readying for their first PS school year rollover. They SIS team will attend the National Power School Users Group (PSUG), along with a large contingent of D49 PS users, in July.

### **BASE49**

BASE49 is District 49's wholly owned and operated before and aftercare provider, which supports the early arrival and/or late departure requirements of families with elementary school students.

### **Current and Ongoing Activity**

#### **Childcare Operations**

The BASE49 team is running summer camps, which run from May 30<sup>th</sup> to July 29<sup>th</sup>.

### **Upcoming Activity**

#### **Childcare Management**

Base49 is expanding the capacity of every operating location to accommodate 60 students, which should significantly decrease the number of families on waiting lists for BASE49 services. The application for low income family subsidies should be approved for the upcoming school year.