

**REVISED AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**  
**July 11, 2019**  
**Business Meeting – 6:30 p.m.**  
**Education Service Center – Board Room**

- 1.00 Call to Order and Roll Call**
- 2.00 Welcome and Pledge of Allegiance**
- 3.00 Action of Agenda**
  
- 4.00 Consent Agenda**
  - 4.01 Action on Minutes of Regular Board of Education Meeting 6/13/2019 – **Garza**
  - 4.02 Action on Matters Relating to Administrative Personnel – **White**
  - 4.03 Action on Matters Relating to Professional/Technical Personnel – **Evans**
  - 4.04 Action on Matters Relating to Licensed Personnel – **White**
  - 4.05 Action on Matters Relating to Educational Support Personnel – **Evans**
  - 4.06 Approval of Minutes of Special Board of Education Meeting 6/26/19 – **Garza**
  
- 5.00 Board Update**
  - 5.01 Chief Officer Update**
  
- 6.00 Open Forum (3 minute time limit for each speaker)**
  
- 7.00 Action Items**
  - 7.01 Action on Resolution for Intent to Participate in Coordinated Election and Appointment of Designated Election Official – **Garza**
  - 7.02 Action on Resolution for Call for Nominations for Candidates – **Garza**
  - 7.03 Action on Policy and Procedure Review – **Garza**
    - a. AC Nondiscrimination/Equal Opportunity
    - b. BE School Board Meetings
    - c. DJD Cooperative Purchasing and “Piggybacking” Contracts
    - d. GBGGA Catastrophic Leave Bank
    - e. GCBC Professional Staff Supplemental Pay Plans-Overtime
    - f. GDG Substitute Support Staff
    - g. IHBEA English Language Learners
    - h. JFABE Students in Foster Care
    - i. JH Student Absences and Excused
    - j. JQ Student Fees, Fines and Charges
    - k. KEA Stakeholder Grievance Process
  - 7.04 Action on Charter School Applications – **Franko**
    - a. Mountain View Academy
    - b. Pioneer Technology & Arts Academy
    - c. Spacious Skies Charter School
  - 7.05 Action on Student Rights and Responsibilities Handbook – **Fletcher**
  - 7.06 Action on Revised Job Descriptions – **Whetstine**
    - a. Coordinator of Title Programs
    - b. Education Technology Technician
    - c. Title Programs Manager
  - 7.07 Action on Business Office Policy Revisions – **Ridgway**

- a. DB Annual Budget
- b. DBC Budget Planning - Preparation and Schedules;
- c. DBD 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
- k. GBGD Workers' Compensation
- 7.08 Action on Obligor Resolution for Bus Lease Purchase (5 minutes) **Ridgway/Rohr**
- 7.09 Action on Land Dedication Update and Next Steps (5 minutes) **Ridgway/Andrews**
- 7.10 Items Removed from Consent Agenda

#### **8.00 Information Items**

- 8.01 Process Improvement Update – **Garza**
  - a. AC-R Nondiscrimination/Equal Opportunity
  - b. DBC-E Deadlines in Budgeting Process set by Statute
  - c. DBD-R Determination of Budget Priorities
  - d. GBGD-R Workers' Compensation
  - e. GBGGA-R Catastrophic Leave Bank
  - f. GCBC-R Professional Staff Supplemental Pay Plans-Overtime
  - g. JFABE-R Students in Foster Care
  - h. JH-E-2, JH-R Student Absences and Excuses
  - i. JH-E-1 Truancy Process Flowchart
  - j. JQ-R Student Fees, Fines and Charges
  - k. KEA-R Stakeholder Grievance Process
- 8.02 Job Descriptions-Administrative Revisions – **Andersen**
  - a. Culturally & Linguistically Diverse Education K-12 Teacher
  - b. Coordinator of Culturally & Linguistically Diverse Education
- 8.03 Student Study Trips – **Seeley**
- 8.04 Current Legal Issues – **Ridgway/Hathaway**
- 8.05 Board Sub-Committee Minutes – **Garza**

#### **9.00 Discussions Items**

- 9.01 2016 3B Projects Update (10 minutes) **Lee/Willhelm**
- 9.02 Guest Teacher Program Recommendation (10 minutes) **Andersen**
- 9.03 New Job Description
  - a. Dean of Career & College Success (5 minutes) **Grose**
- 9.04 Board of Education Resolutions for Colorado Association of School Boards (10 minutes) **BOE**
- 9.05 Regulation CBI-R Evaluation of Chief Officers (5 minutes) **Chief Officers**
- 9.06 Policy and Procedure Review (5 minutes) **Garza**
  - a. GBD Vacation Leave and Holidays
- 9.07 Policy Revisions: DAA Continuing Financial Stability (10 minutes) **Ridgway**
- 9.08 Business Office Policy Revisions (5 minutes) **Ridgway**
  - a. DKC Expense Authorization Reimbursement

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**10.00   *Other Business***

**11.00   *Adjournment***

DATE OF POSTING: July 8, 2019

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Donna Garza  
Executive Assistant to the Board of Education

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

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Regular Board of Education Meeting  
6/13/19

**ACTION/INFORMATION/DISCUSSION:** Consent Agenda-Action

**BACKGROUND OR RATIONALE**

Board review and approval is required prior to posting minutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the June 13<sup>th</sup> regular board of education meeting.

**APPROVED BY:** Dave Cruson, Board Secretary

**DATE:** June 21, 2019



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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Melanie White, Human Resources Manager

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

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** June 21, 2019

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Nicole Evans, Human Resources Manager

**TITLE OF AGENDA ITEM:** Action on Matters Relating to Professional Technical Personnel

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** June 21, 2019

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Melanie White, Human Resources Manager

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

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** JUNE 21, 2019

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Nicole Evans, Human Resources Manager

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

**ACTION/INFORMATION/DISCUSSION:** Consent - Action

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** June 21, 2019

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

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Approval of Minutes of Special Board of Education Meeting  
6/26/19

**ACTION/INFORMATION/DISCUSSION:** Consent Agenda-Action

**BACKGROUND OR RATIONALE**

Board review and approval is required prior to posting minutes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the June 26<sup>th</sup> special board of education meeting.

**APPROVED BY:** Dave Cruson, Board Secretary

**DATE:** June 27, 2019

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Donna Garza, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Approval of Resolution for Official Notice of Intent to Participate  
in the Coordinated Election and Appointment of the Designated  
Election Official

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

A school district must officially notify the county clerk in writing that the school district will participate in the November election by July 26, 2019 and designate an election official. C.R.S. § 1-1-104(8); 1-1-106(5); 1-7-116(5) Participating in the Coordinated Election reduces the cost to the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Candidates for school board directors will be placed on the ballot for the regular biennial school election to be held on Tuesday, November 5, 2019. Three directors from director districts 2, 3 and 4 will be elected for a term of office of four years. The Board of Education designates Donna Garza to serve as the school-designated election official for the 2019 regular biennial school election.

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached resolution for Official notice of intent for School District 49 to participate in the Coordinated Election on November 5, 2019 and to appoint Donna Garza as the designated election official.

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

**DATE:** June 21, 2019



## RESOLUTION

**Official Notice of Intent for  
School District 49  
to Participate in the Coordinated Election  
on November 5, 2019**

The Board of Education of School District 49 in the County of El Paso, State of Colorado shall conduct its regular biennial school election on November 5, 2019, as provided by state law and participate in the election coordinated by the County Clerk and recorder of El Paso County. School District 49 shall contract with the County Clerk and Recorder of El Paso County for the administration of the regular biennial school election and enter into an intergovernmental agreement with El Paso County for this purpose. The County Clerk and Recorder shall serve as the coordinated election official for the November 5, 2019, coordinated election.

The Board of Education designates Donna Garza to serve as the school-designated election official for the 2019 regular biennial school election. The school-designated election official shall perform election duties on behalf of the Board of Education, including but not limited to accepting and verifying candidate packets as well as rendering all interpretations and making all initial decisions as to controversies or other matters arising in the conduct of the regular biennial school election to the extent that each of these responsibilities is consistent with the intergovernmental agreement.

A call for nominations for school directors to be elected at the regular biennial school election shall be published by School District 49 between August 7, 2019, and August 30, 2019.

The Board of Education directs the school designated election official to forward this notice of intent to participate in the November 5, 2019, to the coordinated election official by July 26, 2019, the deadline established in state law.

ADOPTED AND APPROVED this 11<sup>th</sup> day of July 2019.

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Marie La Vere-Wright, Board President  
School District 49

(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
School District 49

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Donna Garza, Executive Assistant to the BOE

**TITLE OF AGENDA ITEM:** Approval of Resolution for Call for Nominations for School Director Candidates

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**

The Board of Education must formally approve a Call for Nominations which enables the designated election official to provide notice by publication of a call for nominations for school director candidates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

On or before August 7, 2019, the designated election official shall publish a call for nominations for the school director election. The call shall state the school director offices to be voted upon at the election, where a nomination petition may be obtained, the number of signatures necessary for the nomination petition and the deadline for submitting the nomination petition. C.R.S. § 22-31-107(1.5)

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

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the resolution for Call for Nominations for School Director Candidates.

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

**DATE:** June 21, 2019





## RESOLUTION

### **CALL FOR NOMINATIONS FOR SCHOOL DIRECTORS SCHOOL DISTRICT 49 EL PASO COUNTY, COLORADO**

The Board of Education of School District 49 in the County of El Paso, State of Colorado, calls for nomination of candidates for school board directors to be placed on the ballot for the regular biennial school election to be held on Tuesday, November 5, 2019.

At this election, three directors will be elected representing director districts 2, 3 and 4 for a term of office of four years. To be qualified, a candidate must have been a registered elector in the school district for at least twelve consecutive months before the election and a resident of the director district which will be represented. A person is ineligible to run for school director if he or she has been convicted of committing a sexual offense against a child.

A person who desires to be a candidate for school board director shall file a written notice of intention to be a candidate and a nomination petition signed by at least fifty eligible electors who are registered to vote within your director district in the regular biennial school election.

Nomination petitions may be obtained at the Education Service Center of School District 49 located at 10850 East Woodmen Road, Peyton, CO, 80831, beginning August 7, 2019. Office hours are 7:30 a.m. to 4:00 p.m.

Completed petitions must be submitted to Donna Garza, the school district's designated election official, by no later than 4:00 p.m. on August 30, 2019.

IN WITNESS WHEREOF, the Board of Education of School District 49, in the County of El Paso and State of Colorado, has caused this call for nominations to be given this 11th day of July, 2019.

ADOPTED AND APPROVED this 11<sup>th</sup> day of July, 2019.

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Marie La Vere-Wright, Board President  
School District 49

(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
School District 49

**BOARD OF EDUCATION ITEM 7.03**  
**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                       |
|-------|-------------|---|---------------------------|---------------------------------------|
| 7.03a | AC          | Nondiscrimination/Equal Opportunity                 | L Fletcher                | Update to clarify current practice    |
| 7.03b | BE          | School Board Meetings                               | D Garza                   | Minor revisions                       |
| 7.03c | DJD         | Cooperative Purchasing and “Piggybacking” Contracts | J Rohr                    | Minor revisions                       |
| 7.03d | GBGGA       | Catastrophic Leave Bank                             | P Andersen                | Minor revisions                       |
| 7.03e | GCBC        | Professional Staff Supplementary Pay Plans          | P Andersen<br>B Ridgway   | Recommend repeal; content obsolete    |
| 7.03f | GDG         | Substitute Support Staff Employment                 | P Andersen                | Update to reflect current practice    |
| 7.03g | IHBEA       | English Language Learner                            | N Lemmond                 | Minor revisions                       |
| 7.03h | JFABE       | Students in Foster Care                             | N Lemmond                 | Minor revisions; CASB recommendations |
| 7.03i | JH          | Student Absences and Excuses                        | L Fletcher<br>A Whetstine | Minor revisions; CASB recommendations |
| 7.03j | JQ          | Students Fees, Fines and Charges                    | J Poulin                  | Minor revisions; CASB recommendations |
| 7.03k | KEA         | Stakeholder Grievance Process                       | P Andersen<br>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<br><b>Outer Ring</b> —How we treat our work |  |
|----------------|--|--|

BOE Regular Meeting July 11, 2019  
Item 7.03 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 #5</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> |
|----------|--|--|

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review, move to approve the eleven policy revisions in item 7.03 as recommended by the administration.

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

**DATE:** June 27, 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            | 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



## 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            | <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            | <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

|                  |                                   |
|------------------|-----------------------------------|
| 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            | 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

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

**BOARD MEETING OF:** July 11, 2019

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

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

**ACTION/INFORMATION/DISCUSSION:** Action

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

The founding members of the Mountain View Academy 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 complete charter application must be reviewed and an outcome must be determined.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The Mountain View Academy Charter School application received strong reviews from the internal, external, and DAAC evaluation committee members. The conditions outlined in the executive summary and resolution are identified to ensure the school can open successfully and sustain that success.

**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:?**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** By way of resolution and based on the recommendation of administration and charter application reviewers, I move to conditionally approve the Mountain View Academy charter application.

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

**DATE:** July 2, 2019



## RESOLUTION

### Regarding Mountain View Academy

The Board of Education is committed to Every Student by supporting the Mountain View Academy as an avenue of serving student needs, promoting high academic expectations, and embracing a culture of innovation; and

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with the Mountain View Academy liberal arts learning focus; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming matched with an emphasis on career and character education; and

The Board of Education is committed to building strong Community partnerships with community agencies; and

The Board of Education is committed to building Trust by offering a quality charter opportunity, which will attract and retain students in D49;

### **THEREFORE:**

We, the members of the board, resolve to support Mountain View Academy as approved conditionally on July 11, 2019 for a projected school opening in the Fall of 2020. This application, submitted by the founding board of the Mountain View Academy and endorsed by the iConnect Zone Superintendent, Chief Education Officer, Chief Operations Officer and Chief Business Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Provide evidence of a suitable facility with a Letter of Intent to D49 by September 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should MVA apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
  - Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
  - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2020.
- Secure Intent to Enroll forms needed to reach the sFTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Mountain View

Academy founding board or designee, will be responsible for continued implementation, oversight, monitoring, review, and accountability of the Mountain View Academy plan.

ADOPTED AND APPROVED this 11<sup>th</sup> day of July, 2019.

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Marie La Vere-Wright, Board President  
School District 49





(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
School District 49

## Overall Recommendation for *Mountain View Academy*

| Flatland  | Foothills  | Timberline  | Peak  |
|--|---|--|--|
| <b>Below 15</b>  | <input type="checkbox"/> 15-19  | <input type="checkbox"/> 20-24   | <b>Above 24</b>  |
| <b><i>Approval Not Recommended</i></b>   | <b><i>Recommended for future consideration</i></b>  | <b><i>Approval Recommended</i></b> with significant pre-opening conditions                     | <b><i>Approval Strongly Recommended</i></b> with minimal pre-opening conditions          |
| The district may consider a future application if the founders make major adjustments.     | We encourage the founders to submit an enhanced application in a future cycle.              |  |  |

| Enrollment | Budget | Facility | Market | Parents | Evaluation | CCSP | <b>Total</b> |
|------------|--------|----------|--------|---------|------------|------|--------------|
| 2          | 4      | 4        | 3      | 4       | 3          |      | <b>20</b>    |

### Comments:

This scorecard is used to inform the D49 BoE of the trends associated with charter applications and their success to opening. The scorecard is not intended to be the application rubric and should not be perceived as such.

Mountain View Academy applies to open a K-8 charter school in the Southeast section of District 49. The application was thorough and scored a 3.11 on the evaluation rubric. Promising details of the application include a sound financial plan, a proven educational model, and a detailed facility plan. The governance structure is localized to the Colorado Springs area and its current members are active in the community.

The MVA application includes a description of the intended partnership the charter board will establish with National Heritage Academy. If the application is approved, the Education Service Provider Guidelines will be considered during contacting.

The biggest concern of the MVA is the opening enrollment. The application projects a student count number of over 500 students in the first year. Historically speaking, that number is extremely aggressive. Liberty Tree Academy opened its doors with just over 300 – PTEC with 250. For this reason and the conditions outlined in the resolution, the administration recommends a conditional approval of the MVA charter application.



## Charter School Application: Administrative Recommendation Scorecard



|                                       |  |
|---------------------------------------|--|
| 1                                     | The applicant has verified <b>less than 25%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms. |
| <input checked="" type="checkbox"/> 2 | The applicant has verified <b>25-49%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| 3                                     | The applicant has verified <b>50-75%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| 4                                     | The applicant has verified <b>75% or more</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.   |

### Budget

|                                       |  |
|---------------------------------------|--|
| 1                                     | The application <b>does not include</b> a 5 year projected budget.   |
| 2                                     | The application <b>includes</b> a 5 year projected budget. The budget is <b>not sufficient</b> to meet the needs of starting the school. The budget <b>will not sustain</b> academic, operational, facility, and TABOR requirements. |
| 3                                     | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>sustain</b> academic, operational, facility, and TABOR requirements.                      |
| <input checked="" type="checkbox"/> 4 | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>surpasses</b> academic, operational, facility, and TABOR requirements.                    |

### Facility

|                                       |   |
|---------------------------------------|---|
| 1                                     | The application <b>does not identify</b> a specific school location and the founding board has not secured facility funding.  |
| 2                                     | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board has not finalized an agreement to acquire funding for the site or facility. |
| <input checked="" type="checkbox"/> 3 | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board can document an agreement for financing to acquire the site and facility.   |
| 4                                     | The founding board has <b>already acquired</b> a school facility that meets zoning requirements and provides a safe and secure learning environment.  |

**Market**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community <u>and</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| 2                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community, <u>or</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| <input checked="" type="checkbox"/> 3 | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, and <b>supports</b> the strategic priority of a Portfolio of Schools.  |
| 4                                     | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, <b>supports</b> the strategic priority of a <b>portfolio of schools</b> , and offers a <b>significantly different</b> educational model than those currently offered at schools already authorized or operated by District 49. |

**Parent Leadership**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The charter application describes a governance structure selected by non-parents. Parents are <b>excluded</b> from the board composition.   |
| 2                                     | The charter application describes a governance structure in which parents select <u>some</u> board members. <b>Non-parents</b> constitute a majority of board members.  |
| 3                                     | The charter application describes a governance structure in which parents select <u>some</u> board members and in which <b>parents</b> constitute a <b>majority</b> of board members.   |
| <input checked="" type="checkbox"/> 4 | The charter application describes a governance structure in which parents select <u>all</u> board members, the parents constitute a majority of board members, and the members of the founding board evidence a variety of governance skills. |

**Evaluation Average**

|                                       |  |
|---------------------------------------|--|
| 1                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>less than 2.0</b> , indicating the application <b>DOES NOT MEET</b> the standards outlined in the evaluation rubric. |
| 2                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>2.1 to 2.9</b> , indicating the application is <b>APPROACHING</b> standards outlined in the evaluation rubric.       |
| <input checked="" type="checkbox"/> 3 | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.0 to 3.6</b> , indicating the application <b>MEETS</b> the standards outlined in the evaluation rubric.            |
| 4                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.61</b> or higher, indicating the application <b>EXCEEDS</b> the standards outlined in the evaluation rubric.       |

Colorado Charter School Program (CCSP) Start-Up Grant Status

|   |  |
|---|--|
| 1 | The applicant did not apply for the CCSP grant, or applied for funds and was denied a review due to <b>non-compliance</b> with the grant criteria.           |
| 2 | The applicant <b>applied</b> for but was <b>not awarded</b> funds through the Colorado Charter School Program due to a <b>low</b> application <b>score</b> . |
| 3 | The applicant <b>applied</b> for and was <b>awarded</b> funds through the Colorado Charter School Program.   |
| 4 | The applicant <b>applied</b> for and has been <b>awarded</b> funds with <b>distinction</b> through the Colorado Charter School Program.                      |

### Application Summary

The district received a charter school application from the applicant team of Mountain View Academy on May 1, 2019. The application was reviewed by District 49 Administration, DAAC Charter School Subcommittee, and Charter School Solutions. The following is a list of highlights from that application:

- **Projected Opening:** August 2020
- **Grade Levels Served:** K-8 (K-5 start, adding one grade/year)
- **Opening Student Count:** 520 (K-5)
- **Fully Enrolled Student Count:** 772 students (year 5)
- **Education Model:** Liberal Arts

MVA will implement an educational program that centers around four pillars: academic excellence, student responsibility, parental partnerships, and moral focus. These pillars are also a major component of NHA's comprehensive model, and our mutual commitment to them will allow us to provide a high-quality choice from day one.

Academic excellence: A successful education provides a foundation that students need to thrive in high school, college, and beyond. Success will differ for individuals, but we will prepare all students for college. This starts with a culture focused on high care and high expectations for all students every day. Our curriculum, culture, and excellent teaching will help us meet or exceed standards and ensure students master skills and knowledge at each grade level.

Student responsibility: Students excel when they know what is expected of them and can take pride seeing results generated by their best effort.

Parental partnerships: To build strong parent engagement, we will actively engage parents in their children's learning and consistently communicate with them. A parent room will foster parent-teacher interactions.

Moral focus: To develop students' hearts as well as their minds, our moral focus curriculum will build and focus on core virtues. This initiative will help students build and maintain strong personal character and become good citizens.

- **Governance Structure:** Five-member, self-replicating board and a School Accountability Committee. The Board will contract National Heritage Academies to operate the school through a management agreement. NHA has two existing schools in operation in Colorado.
- **Proposed Founding Principal:** Not named
- **Proposed Location:** Within the Sand Creek Zone. The applicant is pursuing a privately-owned facility to be built with financial support from NHA in the Claremont Ranch neighborhood.
- **Community Interest:** 33 Letters of Intent received at the time of application. The applicant team did not disclose home locations of these prospective students.
- **Food Services:** Applicant is interested in partnering with Falcon Food Services.
- **Transportation:** provided by families choosing MVA.

### Application Review and Rating

The Evaluation Rubric is the final section of the District 49 Charter School Application. The Charter School Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado

Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). The Evaluation Rubric is intended as a tool for the District, reviewers, and the charter school applicant and planning team. The District's reviewers use the Rubric to determine the quality of applications and to make approval recommendation. Each main Application Section of the Rubric is mandated by state statute.



Each section of the application is rated and provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.

- **Comprehensiveness** – The new school proposal has all essential pieces of the school's plan.
- **Support** - All statements are backed up with data, citations, or expert testimony.
- **Mission Alignment** – All pieces of the plan are working towards the same purpose.
- **Cohesion** – All pieces of the plan are integrated together.

Evaluators provide a rating for each application section reviewed based on the following scale:

| Rating                         | Characteristics  |
|--------------------------------|--|
| <b>Fully Developed (4)</b>     | The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections. |
| <b>Mostly Developed (3)</b>    | The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.   |
| <b>Partially Developed (2)</b> | The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.  |
| <b>Not Developed (1)</b>       | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.   |

### Application Rating

|   |      |
|---|------|
| A. Executive Summary                                  |      |
| B. Vision and Mission                                 | 3.50 |
| C. Goals, Objectives, and Pupil Performance Standards | 2.83 |
| D. Evidence of Support                                | 2.17 |
| E. Educational Program                                | 2.83 |
| F. Plan for Evaluating Pupil Performance              | 3.00 |
| G. Budget and Finance                                 | 3.17 |
| H. Governance   | 3.67 |
| I. Employees  | 2.83 |
| J. Insurance  | 4.00 |
| K. Parent and Community Support                       | 2.43 |
| L. Enrollment Policy                                  | 3.00 |
| M. Transportation and Food Services                   | 2.57 |
| N. Facilities   | 3.00 |
| O. Waivers  | 3.67 |
| P. Student Discipline, Expulsion, or Suspension       | 3.00 |



|  |      |
|--|------|
| Q. Serving Students with Special Needs | 3.33 |
| R. Dispute Resolution Process          | 3.67 |
| S. School Management Contracts         | 3.40 |
|  |      |
| FINAL                                  | 3.11 |
| INTERNAL                               | 2.40 |
| DAAC                                   | 3.72 |

### Capacity Interview

The Mountain View Academy founding team participated in an interview with district administrators and representatives where the application was discussed in detail and questions that arose during the evaluation of the application were addressed. After the meeting, the founding team responded to questions that needed a written response. This documentation does not amend the application; however, it is additional clarifying information about the application.

Central concerns that dominated the capacity interview discussion were related to:

- Evidence that the proposed school opening enrollment is achievable.
- Evidence that the timeline in which the applicant indicates it can obtain land, build, and open its doors will meet the Fall of 2020 opening projection.
- The relationship MVA will hold with National Heritage Academy and how conflict will be resolved should it arise.
- The performance of other Colorado NHA schools.
- The MVA board's role and responsibilities within the Education Service Provider Agreement.

### Conclusion and Recommendations

- The application demonstrates effectiveness in meeting the needs of student learners through the National Heritage Academy instructional model.
- The application adequately addresses the content or strategies to be used in providing instruction to students, grades Kindergarten – 8<sup>th</sup>.
- The school will have curriculum support through the network of charter schools. Extensive professional development is available and implemented at the school level.
- A facility plan was described and has been executed by NHA in other situations. The facility plan does require a land lease agreement with the District, which will need to be considered should the application be approved.
- The application projects a student count number of over 500 students in the first year. Historically speaking, that number is extremely aggressive. Liberty Tree Academy opened its doors with just over 300 – PTEC with 250. For this reason and the conditions outlined in the resolution, the administration recommends a conditional approval of the MVA charter application.
- Enrollment assurance will need to move from Expressions of Interest to Letters of Intent with the clarification that Letters of Intent have a specific grade level and zip code identified.

Based on the review of the application conducted by the administration, District Accountability and Advisory Committee, and external charter review partners – it is recommended the Board of Education *approve* the Mountain View Academy application with conditions.



### **Contract Conditions and Provisions**

- Provide evidence of a suitable facility with a Letter of Intent to D49 by September 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should MVA apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
  - Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
  - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2020.
- Secure Intent to Enroll forms needed to reach the sFTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.

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

**BOARD MEETING OF:** July 11, 2019

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

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

**ACTION/INFORMATION/DISCUSSION:** Action

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

The founding members of the Pioneer Technology and Arts Academy Charter School 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 complete charter application must be reviewed and an outcome must be determined.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The Pioneer Technology and Arts Academy Charter School application received unfavorable reviews from the internal, external, and DAAC evaluation committee members. The findings outlined in the executive summary and resolution are identified to justify the recommendation to deny the application.

**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:?**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** By way of resolution and based on the recommendation of administration and charter application reviewers, I move to deny the Pioneer Technology and Arts Academy charter application.

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

**DATE:** July 2, 2019



## RESOLUTION

### Regarding Pioneer Technology and Arts Academy

The Board of Education is committed to Every Student by supporting and promoting high academic expectations, and embracing a culture of innovation; and

The Board of Education is committed to providing a Portfolio of Schools; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming matched with an emphasis on career and character education; and

The Board of Education is committed to building strong Community partnerships with community agencies; and

The Board of Education is committed to building Trust by offering a quality charter opportunity, which will attract and retain students in D49;

### **THEREFORE:**

We, the members of the board, resolve to deny the Pioneer Technology and Arts Academy charter application as presented on July 11, 2019. for a projected school opening in the Fall of 2020. This application, submitted by the founding board of the Pioneer Technology and Arts Academy steering committee and reviewed by the agents of the Board of Education, is denied based on the following:

- The application, capacity interview, interview written responses, and public hearing do not align.
- The application does not adequately address the content or strategies to be used in providing instruction grades Kindergarten – 12<sup>th</sup> grade. The information provided about the PTAA model in the capacity interview and public hearing was more informed than the application detail. The application itself becomes the basis for the charter contract. The written description of the educational model needs clarity to ensure the verbally expressed plan can be met. For example, the application needs detail to specific measures essential to Colorado like the READ Act. An academic focus on core literacy and math skills must be evident throughout all grades being served. Finally, the school must make a written commitment to the methodology in which the arts will be integrated into a “STEAM” educational model.
- The proposed budget in the application suggest PTAA Texas will be a financial “interest free” lender to PTAA Colorado. During the public hearing the applicant stated to the District’s board that PTAA Texas would not be a financial resource for PTAA Colorado. The clarity around the financial partnership or relationship is unclear as it was inconsistently described in capacity interview, written responses, and public hearing.
- The proposed budget does not meet the projected enrollment growth of the school in the proposed facility. The application’s proposed budget does not support a facility expansion within a timeframe that the school can meet its stated objectives.
- A facility plan does not meet the needs of the school. PTAA has committed to a comprehensive K-12 school setting. Community fliers and the public hearing describe a school setting with swimming pools and extensive extra and co-curricular opportunities. The proposed facility does not support this commitment.

- PTAA provided additional information post – capacity interview that materially changes the application submitted. The significance of the changes supports a recommendation to deny the application and ask the applicant to return in a future cycle.

ADOPTED AND APPROVED this 11<sup>th</sup> day of July, 2019.

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Marie La Vere-Wright, Board President  
School District 49





(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
School District 49

## Overall Recommendation for *Pioneer Technology and Arts Academy*

| Flatland    | Foothills   | Timberline                | Peak     |
|--|--|--|---|
| <input checked="" type="checkbox"/> <b>Below 15</b><br><b>Approval Not Recommended</b><br>The district may consider a future application if the founders make major adjustments. | <input type="checkbox"/> <b>15-19</b><br><b>Recommended for future consideration</b><br>We encourage the founders to submit an enhanced application in a future cycle. | <input type="checkbox"/> <b>20-24</b><br><b>Approval Recommended</b> with significant pre-opening conditions | <b>Above 24</b><br><b>Approval Strongly Recommended</b> with minimal pre-opening conditions |

| Enrollment | Budget | Facility | Market | Parents | Evaluation | CCSP | Total     |
|------------|--------|----------|--------|---------|------------|------|-----------|
| 2          | 2      | 3        | 3      | 2       | 2          |      | <b>14</b> |

### Comments:

This scorecard is used to inform the D49 BoE of the trends associated with charter applications and their success to opening. The scorecard is not intended to be the application rubric and should not be perceived as such.

Pioneer Technology and Arts Academy applies to open a K-12 charter school in the Northwest section of District 49. The application scored a 2.34 on the evaluation rubric, which is equates to a partially developed outcome.

## Charter School Application: Administrative Recommendation Scorecard



|                                       |  |
|---------------------------------------|--|
| 1                                     | The applicant has verified <b>less than 25%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms. |
| <input checked="" type="checkbox"/> 2 | The applicant has verified <b>25-49%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| 3                                     | The applicant has verified <b>50-75%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| 4                                     | The applicant has verified <b>75% or more</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.   |

### Budget

|                                       |  |
|---------------------------------------|--|
| 1                                     | The application <b>does not include</b> a 5 year projected budget.   |
| <input checked="" type="checkbox"/> 2 | The application <b>includes</b> a 5 year projected budget. The budget is <b>not sufficient</b> to meet the needs of starting the school. The budget <b>will not sustain</b> academic, operational, facility, and TABOR requirements. |
| 3                                     | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>sustain</b> academic, operational, facility, and TABOR requirements.                      |
| 4                                     | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>surpasses</b> academic, operational, facility, and TABOR requirements.                    |

### Facility

|                                       |   |
|---------------------------------------|---|
| 1                                     | The application <b>does not identify</b> a specific school location and the founding board has not secured facility funding.  |
| 2                                     | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board has not finalized an agreement to acquire funding for the site or facility. |
| <input checked="" type="checkbox"/> 3 | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board can document an agreement for financing to acquire the site and facility.   |
| 4                                     | The founding board has <b>already acquired</b> a school facility that meets zoning requirements and provides a safe and secure learning environment.  |

**Market**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community <u>and</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| 2                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community, <u>or</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| <input checked="" type="checkbox"/> 3 | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, and <b>supports</b> the strategic priority of a Portfolio of Schools.  |
| 4                                     | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, <b>supports</b> the strategic priority of a <b>portfolio of schools</b> , and offers a <b>significantly different</b> educational model than those currently offered at schools already authorized or operated by District 49. |

**Parent Leadership**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The charter application describes a governance structure selected by non-parents. Parents are <b>excluded</b> from the board composition.   |
| <input checked="" type="checkbox"/> 2 | The charter application describes a governance structure in which parents select <u>some</u> board members. <b>Non-parents</b> constitute a majority of board members.  |
| 3                                     | The charter application describes a governance structure in which parents select <u>some</u> board members and in which <b>parents</b> constitute a <b>majority</b> of board members.   |
| 4                                     | The charter application describes a governance structure in which parents select <u>all</u> board members, the parents constitute a majority of board members, and the members of the founding board evidence a variety of governance skills. |

**Evaluation Average**

|                                       |  |
|---------------------------------------|--|
| 1                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>less than 2.0</b> , indicating the application <b>DOES NOT MEET</b> the standards outlined in the evaluation rubric. |
| <input checked="" type="checkbox"/> 2 | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>2.1 to 2.9</b> , indicating the application is <b>APPROACHING</b> standards outlined in the evaluation rubric.       |
| 3                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.0 to 3.6</b> , indicating the application <b>MEETS</b> the standards outlined in the evaluation rubric.            |
| 4                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.61</b> or higher, indicating the application <b>EXCEEDS</b> the standards outlined in the evaluation rubric.       |

Colorado Charter School Program (CCSP) Start-Up Grant Status

|   |  |
|---|--|
| 1 | The applicant did not apply for the CCSP grant, or applied for funds and was denied a review due to <b>non-compliance</b> with the grant criteria.           |
| 2 | The applicant <b>applied</b> for but was <b>not awarded</b> funds through the Colorado Charter School Program due to a <b>low</b> application <b>score</b> . |
| 3 | The applicant <b>applied</b> for and was <b>awarded</b> funds through the Colorado Charter School Program.   |
| 4 | The applicant <b>applied</b> for and has been <b>awarded</b> funds with <b>distinction</b> through the Colorado Charter School Program.                      |

### **Application Summary**

The district received a charter school application from the applicant team of Pioneer Technology and Arts Academy on May 1, 2019. The application was reviewed by District 49 Administration, DAAC Charter School Subcommittee, and Charter School Solutions. The following is a list of highlights from that application:

- **Projected Opening:** August 2020
- **Grade Levels Served:** K-12 (K-8 start, adding one grade/year)
- **Opening Student Count:** 672 (K-8)
- **Fully Enrolled Student Count:** 1085 students (year 8)
- **Education Model:** P-TECH, Liberal Arts, STEM Focus  
PTAA Colorado plans to replicate the highly successful curriculum model of its Start-Up partner, PTAA Texas. PTAA Texas has successfully opened and implemented this curriculum model and best practices at its schools in Dallas and Hunt Counties in Texas. The PTAA curriculum model includes four key components:
  - Standards Aligned Curriculum (to the state in which the school is located).
  - Technology Integration: the best practices instructional strategies and methods utilized to teach the curriculum within the learning process
  - Data Driven Instruction Model: data analysis informs every decision
  - Constructivist – based instruction: long term, interdisciplinary, integrated real world instruction: hands-on, problem solving motivates and engages students
- **Governance Structure:** Five-member board – 3 at large, 2 parent elected board members.
- **Proposed Founding Principal:** Proposed leader is currently teaching at PTAA Texas
- **Proposed Location:** Within the Power Zone. The applicant is pursuing the purchase of a privately-owned facility in the Indigo Ranch neighborhood.
- **Community Interest:** 368 Letters of Intent received at the time of application. The applicant team did not disclose home locations of these prospective students.
- **Food Services:** Applicant is interested in partnering with Falcon Food Services.
- **Transportation:** provided by families choosing PTAA and is interested in partnering with D49 transportation.

### **Application Review and Rating**

The Evaluation Rubric is the final section of the District 49 Charter School Application. The Charter School Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). The Evaluation Rubric is intended as a tool for the District, reviewers, and the charter school applicant and planning team. The District's reviewers use the Rubric to determine the quality of applications and to make approval recommendation. Each main Application Section of the Rubric is mandated by state statute.



Each section of the application is rated and provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.



- Comprehensiveness – The new school proposal has all essential pieces of the school's plan.
- Support - All statements are backed up with data, citations, or expert testimony.
- Mission Alignment – All pieces of the plan are working towards the same purpose.
- Cohesion – All pieces of the plan are integrated together.

Evaluators provide a rating for each application section reviewed based on the following scale:

| Rating                         | Characteristics  |
|--------------------------------|--|
| <b>Fully Developed (4)</b>     | The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections. |
| <b>Mostly Developed (3)</b>    | The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.   |
| <b>Partially Developed (2)</b> | The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.  |
| <b>Not Developed (1)</b>       | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.   |

### Application Rating

|   |      |
|---|------|
| A. Executive Summary                                  |      |
| B. Vision and Mission                                 | 2.29 |
| C. Goals, Objectives, and Pupil Performance Standards | 2.00 |
| D. Evidence of Support                                | 2.00 |
| E. Educational Program                                | 2.14 |
| F. Plan for Evaluating Pupil Performance              | 2.00 |
| G. Budget and Finance                                 | 2.14 |
| H. Governance   | 2.29 |
| I. Employees  | 2.00 |
| J. Insurance  | 3.40 |
| K. Parent and Community Support                       | 2.00 |
| L. Enrollment Policy                                  | 2.71 |
| M. Transportation and Food Services                   | 2.50 |
| N. Facilities   | 2.17 |
| O. Waivers  | 2.86 |
| P. Student Discipline, Expulsion, or Suspension       | 2.50 |
| Q. Serving Students with Special Needs                | 2.00 |
| R. Dispute Resolution Process                         | 3.17 |
| S. School Management Contracts                        | 2.00 |
|   |      |
| FINAL   | 2.34 |
| INTERNAL  | 2.02 |
| DAAC  | 2.64 |



## **Capacity Interview**

The Pioneer Technology and Arts Academy founding team participated in an interview with district administrators and representatives where the application was discussed in detail and questions that arose during the evaluation of the application were addressed. After the meeting, the founding team responded to questions that needed a written response. This documentation does not amend the application; however, it is additional clarifying information about the application.

Central themes expressed during the capacity interview discussion were related to:

- The relationship between PTAA Texas and Colorado.
- The PTAA founding board's desire to locate in and serve the District 49 community.
- The PTAA founding board involvement in the District 49 community.
- Evidence that the education model proposed is indeed a K-12 model as the application is very secondary specific.
- Evidence that the education model will include an Arts focus and what that focus will look like K-12.
- Evidence that the proposed school opening enrollment is achievable.
- Evidence that the budget is viable.
- Evidence that the proposed school site can support the opening and the future growth projection of the school.

## **Conclusion and Recommendations**

- The application, capacity interview, interview written responses, and public hearing do not align.
- The application does not adequately address the content or strategies to be used in providing instruction grades Kindergarten – 12<sup>th</sup> grade. The information provided about the PTAA model in the capacity interview and public hearing was more informed than the application detail. The application itself becomes the basis for the charter contract. The written description of the educational model needs clarity to ensure the verbally expressed plan can be met. For example, the application needs detail to specific measures essential to Colorado like the READ Act. An academic focus on core literacy and math skills must be evident throughout all grades being served. Finally, the school must make a written commitment to the methodology in which the arts will be integrated into a “STEAM” educational model.
- The proposed budget in the application suggest PTAA Texas will be a financial “interest free” lender to PTAA Colorado. During the public hearing the applicant stated to the District's board that PTAA Texas would not be a financial resource for PTAA Colorado. The clarity around the financial partnership or relationship is unclear as it was inconsistently described in capacity interview, written responses, and public hearing.
- The proposed budget does not meet the projected enrollment growth of the school in the proposed facility. The application's proposed budget does not support a facility expansion within a timeframe that the school can meet its stated objectives.
- A facility plan does not meet the needs of the school. PTAA has committed to a comprehensive K-12 school setting. Community fliers and the public hearing describe a school setting with swimming pools and extensive extra and co-curricular opportunities. The proposed facility does not support this commitment.

- PTAA provided additional information post – capacity interview that materially changes the application submitted. The significance of the changes supports a recommendation to deny the application and ask the applicant to return in a future cycle.



Based on the review of the application conducted by the administration, District Accountability and Advisory Committee, and external charter review partners – it is recommended the Board of Education ***deny*** the Pioneer Technology and Arts Academy application.

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

**BOARD MEETING OF:** July 11, 2019

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

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

**ACTION/INFORMATION/DISCUSSION:** Action

**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 complete charter application must be reviewed and an outcome must be determined.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

The Spacious Skies Charter School application received mixed reviews from the internal, external, and DAAC evaluation committee members. The conditions outlined in the executive summary and resolution are identified to ensure the school can open successfully and sustain that success.

**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:?**

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** By way of resolution and based on the recommendation of administration and charter application reviewers, I move to conditionally approve the Spacious Skies Charter School application.

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

**DATE:** July 2, 2019



## RESOLUTION

### Regarding Spacious Skies Charter School

The Board of Education is committed to Every Student by supporting the Spacious Skies Charter School as an avenue of serving student needs, promoting high academic expectations, and embracing a culture of innovation; and

The Board of Education is committed to providing a Portfolio of Schools – to include a charter school with the Spacious Skies Charter School educational and project based learning focus; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through innovation and specialized programming matched with an emphasis on career and character education; and

The Board of Education is committed to building strong Community partnerships with community agencies; and

The Board of Education is committed to building Trust by offering a quality charter opportunity, which will attract and retain students in D49;

### **THEREFORE:**

We, the members of the board, resolve to support Spacious Skies Charter School as approved conditionally on July 11, 2019 for a projected school opening in the Fall of 2020. This application, submitted by the founding board of the Spacious Skies Charter School and endorsed by the iConnect Zone Superintendent, Chief Education Officer, Chief Operations Officer and Chief Business Officer, is approved with the following conditions and is subject to approval of the charter contract:

- Provide evidence of a suitable facility with a Letter of Intent to D49 by September 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should SSCS apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
  - Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
  - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2020.
- Secure Intent to Enroll forms needed to reach the sFTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.

The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Spacious Skies

Charter School founding board or designee, will be responsible for continued implementation, oversight, monitoring, review, and accountability of the Spacious Skies Charter School plan.

ADOPTED AND APPROVED this 11<sup>th</sup> day of July, 2019.

---

Marie La Vere-Wright, Board President  
School District 49





(SEAL)

ATTEST:

---

Dave Cruson, Board Secretary  
School District 49

## Overall Recommendation for *Spacious Skies Charter School*

| Flatland                                 | Foothills                                    | Timberline  | Peak  |
|---|---|--|--|
| Below 15  | <input type="checkbox"/> 5-19   | <input checked="" type="checkbox"/> 20-24  | Above 24   |
| <b>Approval Not Recommended</b><br>The district may consider a future application if the founders make major adjustments. | <b>Recommended for future consideration</b><br>We encourage the founders to submit an enhanced application in a future cycle. | <b>Approval Recommended</b> with significant pre-opening conditions                            | <b>Approval Strongly Recommended</b> with minimal pre-opening conditions                 |

| Enrollment | Budget | Facility | Market | Parents | Evaluation | CCSP | Total |
|------------|--------|----------|--------|---------|------------|------|-------|
| 3          | 3      | 1        | 3      | 4       | 3          | 3    | 20    |

### Comments:

This scorecard is used to inform the D49 BoE of the trends associated with charter applications and their success to opening. The scorecard is not intended to be the application rubric and should not be perceived as such.

This is the second iteration of the SSCS application. Some of the concerns from the first application were addressed, such as gaining more interest from the local D49 community. Other concerns, such as a viable facility plan, are still not resolved. The evaluation of the application reveals the school needs to build a more robust plan to lead the school. As stated in the application, the school will be led by the principal and teacher leaders will take on additional roles to meet the needs of the school. This plan is a reflection of a very tight budget that does not allow for essential room to staff at the leadership level. Given the school's intention to build curriculum, implement a consistent constructivist instructional approach, find land for a permanent facility and eventually build on the land – the staffing model is likely insufficient.

With a conditional approval, the D49 administration believes SSCS can successfully open if it can reach a reasonable facility option that is sufficient maintaining a positive fund balance. Also, SSCS will need to appropriately manage the operations of the school along with meeting the specific academic and student focus it describes in the application.



### Enrollment

|                                       |  |
|---------------------------------------|--|
| 1                                     | The applicant has verified <b>less than 25%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms. |
| 2                                     | The applicant has verified <b>25-49%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| <input checked="" type="checkbox"/> 3 | The applicant has verified <b>50-75%</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.        |
| 4                                     | The applicant has verified <b>75% or more</b> of year one enrollment as indicated by parent-signed District 49 - Commitment to Enroll forms.   |

### Budget

|                                       |  |
|---------------------------------------|--|
| 1                                     | The application <b>does not include</b> a 5 year projected budget.   |
| 2                                     | The application <b>includes</b> a 5 year projected budget. The budget is <b>not sufficient</b> to meet the needs of starting the school. The budget <b>will not sustain</b> academic, operational, facility, and TABOR requirements. |
| <input checked="" type="checkbox"/> 3 | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>sustain</b> academic, operational, facility, and TABOR requirements.                      |
| 4                                     | The application <b>includes</b> a 5 year projected budget. The budget is sufficient to <b>meet</b> the needs of starting the school and <b>surpasses</b> academic, operational, facility, and TABOR requirements.                    |

### Facility

|                                       |   |
|---------------------------------------|---|
| <input checked="" type="checkbox"/> 1 | The application <b>does not identify</b> a specific school location and the founding board has not secured facility funding.  |
| 2                                     | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board has not finalized an agreement to acquire funding for the site or facility. |
| 3                                     | The application <b>identifies</b> a site and a school facility that meets zoning requirements and provides a safe and secure learning environment. The founding board can document an agreement for financing to acquire the site and facility.   |
| 4                                     | The founding board has <b>already acquired</b> a school facility that meets zoning requirements and provides a safe and secure learning environment.  |

**Market**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community <u>and</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| 2                                     | The proposed school <b>does not meet</b> an identified need of the District 49 community, <u>or</u> does not <b>support</b> the strategic priority of a Portfolio of Schools, and is not significantly different than those currently offered at schools already authorized or operated by District 49.   |
| <input checked="" type="checkbox"/> 3 | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, and <b>supports</b> the strategic priority of a Portfolio of Schools.  |
| 4                                     | The proposed school provides an educational model that <b>meets</b> an identified need of the District 49 community, <b>supports</b> the strategic priority of a <b>portfolio of schools</b> , and offers a <b>significantly different</b> educational model than those currently offered at schools already authorized or operated by District 49. |

**Parent Leadership**

|                                       |   |
|---------------------------------------|---|
| 1                                     | The charter application describes a governance structure selected by non-parents. Parents are <b>excluded</b> from the board composition.   |
| 2                                     | The charter application describes a governance structure in which parents select <u>some</u> board members. <b>Non-parents</b> constitute a majority of board members.  |
| 3                                     | The charter application describes a governance structure in which parents select <u>some</u> board members and in which <b>parents</b> constitute a <b>majority</b> of board members.   |
| <input checked="" type="checkbox"/> 4 | The charter application describes a governance structure in which parents select <u>all</u> board members, the parents constitute a majority of board members, and the members of the founding board evidence a variety of governance skills. |

**Evaluation Average**

|                                       |  |
|---------------------------------------|--|
| 1                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>less than 2.0</b> , indicating the application <b>DOES NOT MEET</b> the standards outlined in the evaluation rubric. |
| 2                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>2.1 to 2.9</b> , indicating the application is <b>APPROACHING</b> standards outlined in the evaluation rubric.       |
| <input checked="" type="checkbox"/> 3 | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.0 to 3.6</b> , indicating the application <b>MEETS</b> the standards outlined in the evaluation rubric.            |
| 4                                     | The averaged evaluation score provided by the DAAC, internal, and external charter application team is <b>3.61</b> or higher, indicating the application <b>EXCEEDS</b> the standards outlined in the evaluation rubric.       |

Colorado Charter School Program (CCSP) Start-Up Grant Status

|                                       |  |
|---------------------------------------|--|
| 1                                     | The applicant did not apply for the CCSP grant, or applied for funds and was denied a review due to <b>non-compliance</b> with the grant criteria.           |
| 2                                     | The applicant <b>applied</b> for but was <b>not awarded</b> funds through the Colorado Charter School Program due to a <b>low</b> application <b>score</b> . |
| <input checked="" type="checkbox"/> 3 | The applicant <b>applied</b> for and was <b>awarded</b> funds through the Colorado Charter School Program.   |
| 4                                     | The applicant <b>applied</b> for and has been <b>awarded</b> funds with <b>distinction</b> through the Colorado Charter School Program.                      |

## Spacious Skies Charter School

### Executive Summary and Administration Recommendation



#### Application Summary

The district received a charter school application from the applicant team of Spacious Skies Charter School on May 1, 2019. The application was reviewed by District 49 Administration, DAAC Charter School Subcommittee, and Charter School Solutions. The following is a list of highlights from that application:

- Projected Opening: August 2020
- Grade Levels Served: K-8 (K-3 start, adding one grade/year)
- Opening Student Count: 226 (K-3)
- Fully Enrolled Student Count: 438 students (year 6)
- Education Model: Project Based Learning (PBL)
  - PBL is a teaching and cross-curricular method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem, or challenge. Students work collaboratively, using a variety of tools and technologies to actively construct knowledge as they investigate possible answers to real-world questions/problems.
- Governance Structure: Seven-member, self-replicating board and a School Accountability Committee. The board will evaluate the Principal each year. The current board president is Dr. Margret Scott.
- Proposed Founding Principal: Dr. Evelyn Cortez-Ford.
- Proposed Location: Within the Sand Creek Zone. The applicant is pursuing a privately-owned facility. The current facility plan is not established in that the applicant is still in search of a location and funding source.
- Community Interest: 180 Expressions of Interest with the 2019 application (163 were reported in the 2018 application). 79 (32%) EOI's are coming from 80915, 10, 16, 17, and 80922 zip codes.
- Food Services: Third-party vendor was submitted in the application, but applicant was interested in Falcon Food Services at the capacity interview.
- Transportation: provided by families choosing Spacious Skies.
- Teachers will develop the curriculum along with the Project Planning Team. The team will rely on Buck Institute for Education resources and training. The curriculum will align with Colorado Academic Standards.
- The school culture will embody 1) an enduring reverence for children and childhood; 2) a steadfast respect for parents as educational partners; 3) a profound trust in teachers as professionals; and 4) a deep understanding of how children learn.
- The Artisan Teaching Model of Professional Development will be used as a structure supporting the school's design principle to trust teachers as professionals.

#### Application Review and Rating

The Evaluation Rubric is the final section of the District 49 Charter School Application. The Charter School Rubric is the result of a collaborative effort that involved the Colorado Association of Charter School Authorizers, (CACSA) the Colorado Department of Education (CDE) Schools of Choice Unit, the Colorado Charter School Institute (CSI) and the Colorado League of Charter Schools (CLCS). The Evaluation Rubric is intended as a tool for the District, reviewers, and the charter school applicant and planning team. The

District's reviewers use the Rubric to determine the quality of applications and to make approval recommendation. Each main Application Section of the Rubric is mandated by state statute.



Each section of the application is rated and provides a holistic evaluation of the application that considers each indicator as well as the Applicant's ability to clearly and comprehensively present the proposed school. The following factors are considered in the evaluation of the application.

- Comprehensiveness – The new school proposal has all essential pieces of the school's plan.
- Support - All statements are backed up with data, citations, or expert testimony.
- Mission Alignment – All pieces of the plan are working towards the same purpose.
- Cohesion – All pieces of the plan are integrated together.

Evaluators provide a rating for each application section reviewed based on the following scale:

| Rating                         | Characteristics  |
|--------------------------------|--|
| <b>Fully Developed (4)</b>     | The response reflects a thorough understanding of key issues, such that the reviewer has essentially no unanswered questions about the section. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to implement the criteria; and inspires confidence in the applicant's capacity to carry out the plan effectively. Examples or evidence are provided for all appropriate sections. |
| <b>Mostly Developed (3)</b>    | The response addresses or meets an appropriate level of expectation for these criteria, leaving only a few clarifying questions for the reviewer. Examples or evidence are provided for all appropriate sections if available. If examples or evidence are unavailable, a timeline to include or submit this information is stated in the application.   |
| <b>Partially Developed (2)</b> | The response meets the criteria in some respects but has substantial gaps in several areas, leaving a number of questions remaining for the reviewer. Examples and evidence may be found in a few appropriate sections.  |
| <b>Not Developed (1)</b>       | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; or otherwise raises substantial concerns about the viability of the plan or the applicant's ability to carry it out. No examples or evidence are provided.   |

### Application Rating

|   |      |
|---|------|
| A. Executive Summary                                  |      |
| B. Vision and Mission                                 | 3.57 |
| C. Goals, Objectives, and Pupil Performance Standards | 3.29 |
| D. Evidence of Support                                | 3.29 |
| E. Educational Program                                | 2.71 |
| F. Plan for Evaluating Pupil Performance              | 3.14 |
| G. Budget and Finance                                 | 2.67 |
| H. Governance   | 3.00 |
| I. Employees  | 2.67 |
| J. Insurance  | 3.60 |
| K. Parent and Community Support                       | 3.14 |
| L. Enrollment Policy                                  | 3.43 |
| M. Transportation and Food Services                   | 2.57 |
| N. Facilities   | 2.67 |
| O. Waivers  | 1.71 |
| P. Student Discipline, Suspension, Expulsion          | 3.00 |
| Q. Serving Students with Special Needs                | 2.67 |
| R. Dispute Resolution Process                         | 3.33 |



|                                |      |
|--------------------------------|------|
| S. School Management Contracts | NA   |
| <b>FINAL RATING</b>            | 2.97 |
| <b>INTERNAL</b>                | 2.79 |
| <b>DAAC</b>                    | 3.57 |
| <b>EXTERNAL</b>                | 2.80 |

### Capacity Interview

The Spacious Skies founding team participated in an interview with district administrators and representatives where the application was discussed in detail and questions that arose during the evaluation of the application were addressed. After the meeting, the founding team responded to questions that needed a written response. This document does not amend the application; however, it is additional clarifying information about the application.

Central concerns that dominated the capacity interview discussion were related to:

- Evidence that the proposed school staffing model will be sufficient to meet the needs of students while also operating sufficiently.
- Designing, planning, and implementation of a multi-faceted custom curriculum by teachers who are also responsible for daily planning, lesson preparation, grading, communication, etc.
- Lack of facility plan and finance options for a facility.
- The vision for school facilities, both short-term and long-term.
- Designing, planning, and implementation of a multi-faceted custom curriculum by teachers who are also responsible for daily planning, lesson preparation, grading, communication, etc.
- The seat time requirement for secondary students.

### Conclusion and Recommendations

- The application demonstrates effectiveness for the Project Based Learning model in the targeted student population. This will, however, need thorough support, especially in the development years.
- The application adequately addresses the content or strategies to be used in providing instruction to at-risk students, grades Kindergarten – 8<sup>th</sup>. The secondary educational model is less developed than the primary. SSCS will need to address the secondary calendar to ensure it meets requirements of seat time and contact days.
- The curriculum has not been developed and the availability and expertise of a first-year staff to develop a comprehensive curriculum is questionable. Newly-hired staff will need intensive training. The training plan provided in the application will need to be delivered without exception to ensure a positive school opening.
- The applicant did not present a comprehensive facility option within D49 boundaries. Temporary, or start-up facility options presented require the applicant to locate land and provide modular buildings to open by Fall 2020. Additionally, the temporary location will need to be converted to the permanent site or a permanent site will need to be determined.

- The application specifies 70% of year one enrollment has been achieved. Enrollment assurance will need to move from Expressions of Interest to Letters of Intent with the clarification that Letters of Intent have a specific grade level and zip code identified.



Based on the review of the application conducted by the administration, District Accountability and Advisory Committee, and external charter review partners – it is recommended the Board of Education ***approve*** the SSCS with conditions.

### **Contract Conditions and Provisions**

- Provide evidence of a suitable facility with a Letter of Intent to D49 by September 1, 2019. Include information regarding the financial partner, building square footage, estimated annual cost through the term of the agreement, a detail of any escalating costs, project timeline, and estimated completion date.
- Verify the school site meets all requirements of the State of Colorado, City of Colorado Springs, and/or El Paso County.
- Should SSCS apply for the Colorado Charter School Program (CSP) grant funds as indicated in the proposed budget:
  - Develop and implement a financial plan ensuring “up front” funds required for CSP grant eligibility.
  - Submit a comprehensive enrollment policy that aligns to CSP requirements (if the proposed enrollment policy is deemed to be out of compliance with CSP requirements).
- Identify and hire a school leader (Principal) no later than January 1, 2020.
- Secure Intent to Enroll forms needed to reach the sFTE required to balance the Year 1 budget. Demonstrate 75% of year 1 enrollment projection by January 1, 2020, 85% by March 1, 2020, and 100% by June 1, 2020.
- Revise and submit a complete waiver request with rationale and replacement plans.
- Engage with the iConnect Zone and D49 administration in developing pre-opening milestones.
- Meet all timelines and details of pre-opening milestones.



**BOARD OF EDUCATION ITEM 7.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Dr. Lou Fletcher, Director of Culture and Services

**TITLE OF AGENDA ITEM:** Student Rights and Responsibilities Handbook

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

The student Rights and Responsibilities Handbook outlines the high expectations for citizenship in District 49. The 2019-20 version incorporates one update, the addition of compliance officer contact information as recommended by the Employment Practices Audit Report. The DAAC's Restorative Practices Subcommittee has evaluated the student code of conduct handbook since 2014 and makes recommendations as needed.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

An enduring understanding that students' rights come with an accompanying set of expected responsibilities.

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

Strict liability was adopted as a strategy to dispel the perception that a parent/guardian's refusal to sign the code of conduct handbook releases their student from accountability under the district's conduct and discipline policies.

|                 |  |  |
|-----------------|--|--|
| <b>Culture</b>  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   | Rights and responsibilities define the expectation for good citizenship in a civil community. If a community does not define expectations for its stakeholders, then community collaboration is at-risk.   |
| <b>Strategy</b> | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u> | Highlighting the district's respect for the rights and responsibilities fosters the community's trust. The DAAC has a statutory responsibility to foster community engagement; therefore, their participation brings the community's voice to the forefront of the process. Establishing a framework for civility and respect is the foundation of being the best choice to learn, work, and lead. The portfolio of schools is empowered to work with students to achieve a growth mindset, which leads to exceptional outcomes. Students who know the behavioral expectations of the district and understand that the district will respect their rights would be aligned to launch toward success. |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve revisions to the Students Rights and Responsibilities Handbook as presented by the administration.

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

**DATE:** June 20, 2019





# Rights and Responsibilities Handbook



## Waypoints: The Cultural Path to Conduct, Civility, and Respect

2019-2020

School District 49, an equal opportunity employer, will not discriminate in employment or education programs or activities based on race, creed, color, national origin, religion, ancestry, age, marital status, sexual orientation (known or perceived), gender identity expression (known or perceived), sex, handicap, nationality, citizenship, union membership, or limited English proficiency. This policy of non-discrimination extends to all other legally protected classification. Publication of this in this document is in accordance with the state and federal laws including Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, Title IX of the Education Amendments of 1972 and Sections 503 and 504 of the Rehabilitation Act of 1973. Inquiries should be directed to the Director of Culture and Services, 10850 E. Woodmen Road, Peyton, Colorado, (719) 495-1011.

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## Introduction

A waypoint is a physical reference used in navigation that marks routes for others to travel. In our lives we have used waypoints to get to the intended destination (e.g. “when you get to the red barn turn right”). Waypoints: The Cultural Path to Conduct, Civility, and Respect provides both rights and responsibilities as well as a policy-based code of conduct for District 49 that goes beyond a listing of “do’s and don’ts” to shape a district-wide culture of civility and respect.

As a public school system, District 49 is committed to preserving the rights of students to free and appropriate public education and further recognizes that rights also come with responsibilities. In support of the latter goal, District 49 recognizes that the rights of students, including rights to free expression, freedom of religion, and other civil liberties may be appropriately limited because the school is a special institution. For example, the school may place reasonable time, manner and place restrictions on the right of free expression to protect the unique educational mission of the school. If any student feels that their personal safety, civil liberties, or other rights are being violated, that student should immediately report the alleged violation to a teacher, administrator, or school resource officer. Students should not respond to personal violence by escalating the conflict, but should leave the location of the conflict immediately and report to a responsible adult.

Students, parents, guardians, caregivers, administrators, faculty, and staff should strive to know and follow the guidelines in Waypoints: The Cultural Path to Conduct, Civility, and Respect to ensure that their right to education and the educational rights of other students are respected and protected. If anyone encounters behaviors that do not honor this document please contact;

Dr. Lou Fletcher  
Director of Culture and Services  
(719) 495-1149 x3716



## About District 49



District 49 spans 133 square miles of urban and rural areas in Colorado, covering northeast Colorado Springs and the Falcon area of El Paso County.

As the fastest growing school district in the Pikes Peak region, we currently serve over 22,000 students within our robust [portfolio of schools](#).

Our *vision* is to be the best choice in public education. We envision a future when every time a student, parent, or educator chooses a school district, we are the **Best Choice** they can make. We have a *mission* to **Learn, Work, and Lead**. Our commitment is to be the

best place to learn, to work, and to lead. Every day, we create environments so that everyone associated with the district is always learning, working, and leading us to be the best.

We do not utilize the traditional management model of a single superintendent. Our chief education officer, chief business officer and chief operations officer work collaboratively together, and directly with, department directors who are staffed with activity coordinators and specialists.

Peter Hilts, CEO

Brett Ridgway, CBO

Pedro Almeida, COO

## Strategic Plan

District 49's [board-approved strategic plan](#) provides unified vision, goals and strategies to prepare students to achieve like never before. The strategic plan is organized around a big rocks metaphor, which comes from the work of Stephen Covey.

Covey illustrated that if you fill your life with the small things, trivial things, then you might not have room for what's really important, what he called the big rocks. But if you first fill your life with what's most important – the big rocks – and add other things around them, the medium-sized rocks, and finally work in the pebbles, everything better fits together.

We have applied this metaphor in our strategic plan, which identifies the district's Big Rocks. These strategic initiatives represent the district's commitment to community.

We use these five rocks as the foundation for building an excellent future with our staff, students and greater community.



Establishing  
Enduring Trust-

We endeavor to establish and maintain enduring trust throughout our community, not by telling our patrons that we're trustworthy, but by demonstrating it.

Engage Our  
Community-

The district has a lot to offer our community and we recognize that our community has a lot to offer back. That reciprocal relationship offers a powerful multiplier for student success.

Host a Robust  
Portfolio of  
Schools-

We commit to offer high quality, exceptional schools in all of our zones - schools that are different from each other and superior to the options students might have in neighboring districts and communities.

Build Firm  
Foundations-

The success of every student begins with a firm foundation of academic knowledge and mastery of skills that ensure a successful progression through school and beyond.

Launch Every  
Student to  
Success-

We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future.

## Our Cultural Compass

Edward T. Hall states that culture is primarily a system for creating, sending, storing and processing information. Communication underlies everything; therefore, culture encompasses any organization's values, mores, behaviors, and assumptions. Organizational culture shapes the context for new organizational members; how people and groups interact with each other and with stakeholders. It directly impacts how people think, perceive and feel about an organization.



A compass is an important navigational aid. It helps to find our heading; it guides in the right direction. When off course, it can be used to get back on track. District 49's [cultural compass](#) provides the intended bearing to students, parents, and staff; how we treat each other and our work. We use the compass to orient us as an organization and as individuals in our execution of the 'Five Big Rocks' of our strategic plan.

The heart of the compass rose guides our actions in how we relate to and treat each other.

|                 |   |
|-----------------|---|
| Respect -       | We respect others for their abilities, qualities and achievements           |
| Trust -         | We promote trust in our relationships through honest and open communication |
| Care -          | We provide a safe and caring environment for students and staff             |
| Responsibility- | We hold ourselves accountable for our actions                               |

The outer face of the compass rose guides us in how we treat our work.

|             |   |
|-------------|---|
| Learning -  | We model continuous learning to encourage lifelong learners                                 |
| Purpose -   | We ensure all decisions align with the 'Five Rocks'   |
| Innovation- | We encourage risk taking by supporting creative exploration of new ideas and strategies     |
| Teamwork-   | We embrace working together to achieve effective results for our students and our community |

As our guiding paradigm, the cultural compass creates an atmosphere of teamwork and camaraderie. Maintaining a principle-centered vector to relationships and work increases the cultural capacity of the organization, making District 49 the best district to learn, work and lead.





## Student Rights and Responsibilities

The District's mission is to put all students on pathways to become knowledgeable citizens of the twenty-first century and empower them to meet the challenges of a rapidly changing world. This can only occur in an environment that contributes to a culture of civility and respect. Students have the right to a classroom environment that encourages learning. Students, teachers, administrators, parents, and guardians should work together to create professional relationships based trust and mutual respect.

### Student rights

All students in Falcon District 49 have the following rights:

- **Students have the right of respect** from all teachers, administrators, and staff in District 49, regardless of the student's "race, creed, color, national origin, age, sex, disability, sexual orientation, gender identity, or any other protected classification".
- **Students have the right to expect certain practices of their teachers.** These include establishing clear lesson objectives and requirements through the use of the lesson plans, clearly stating grading scale and criteria, evaluating students fairly, holding timely parent-teacher conferences when issues arise, acknowledging positive student contributions to the class, and protecting students' academic freedom.
- **Students have the right to file grievances.** Grievances may concern inappropriate instructor conduct, incompetence in oral communication, punitive grading practices linked to behavior, failure to provide disability accommodations, grading appeals based on inequity of grading standards between students in the same class, and other such issues. Students should bring any grievances to the attention of the teacher, assistant

principal, and/or the principal **as soon as possible. Only in extraordinary cases may a procedure involving a grievance begin more than six months after the incident.**

**If you have a complaint about any other aspect of a course**, such as the classroom environment, the instructor, the course's grading system, or class activities (including online and out-of-class assignments), please take the following steps:

1. Talk with your teacher about the situation.
2. If you do not feel comfortable approaching the teacher directly or if the problem continues, you should next talk to the assistant principal (AP), or principal if an AP is not available.
3. Again, if the problem is not resolved or if you are not comfortable talking to the assistant principal, then you may go to the principal, or the district's compliance officer if the problem continues and all means of relief have been exhausted at the school level.
4. The student, parent, or guardian may then file a formal grievance through the District's website by citing the district policy or tenet of this bill of rights that is being violated.
5. In attempting to resolve your complaint, the principal or district compliance officer as appropriate may convene a special committee to recommend appropriate action. The principal or district compliance officer will notify the aggrieved party of the outcome of the grievance via District e-mail.

Students with grievances involving **harassment and discrimination** may also contact the Coordinator of Cultural Capacity once all means of relief are exhausted at the school.

Students with complaints about **disability accommodation** should notify the Director of Individualized Education in addition to the offices listed above, and may be counseled to file a grievance with the Coordinator of Cultural Capacity if reasonable accommodation is in question.

**If you have a concern about sexual harassment**, please immediately schedule an appointment with the Coordinator of Cultural Capacity to discuss District policy JBB and any other applicable state laws once all means for relief have been exhausted at the school level.

## Student responsibilities

- All students are expected to abide by JICDA (Student Code of Conduct) and all other published district policies.
- All students are expected to demonstrate **engagement during class time**. Students who sleep in class or read non-class materials during class disrupt the course, as do students who engage in other non-class activities such as using a smart phone and working on an assignment for another class. This behavior disrupts the learning environment for all involved and compromises the learning process.
- The use of **abusive or disrespectful language** also damages the classroom environment. Inappropriate or disruptive classroom behavior by students is a violation of the District's policies. Teachers may take immediate restorative or disciplinary action with students who are physically or verbally abusive or disrespectful in a class, or they may refer the matter to the assistant principal or principal for mediation or adjudication if the behavior cannot be resolved within classroom environment.
- Students are responsible for **seeking help** from teachers and staff and for using the provided resources to meet grade level completion requirements.



## District 49 Accountability Pledge

As a citizen of School District 49, I understand that I play a critical role in providing a safe and positive environment for all other citizens. I pledge to adopt the spirit of Waypoints: The Cultural Path to Conduct, Civility, and Respect, to honor others and myself, and to treat everyone in my school community with fairness and consideration. I commit to celebrate learning. I commit to support teaching and learning by creating and maintaining a safe, orderly, and engaging environment. I commit to promote respectful two-way communication with all school and community members. I pledge to apply Waypoints: The Cultural Path to Conduct, Civility, and Respect in a fair and consistent manner.

Signature: \_\_\_\_\_



## Responsible Technology Use Policy

### User Rights

As a digital citizen of District 49, you have the right to a safe virtual learning environment, which is free from harassment and discrimination.

- Students have a right to a web presence that is free from cyber-bullying, please see BOE policy JICDF.
- Students have a right to learn using modern tools that empowers learning.
- Students have a right to a managed internet on campus that filters obscene, pornographic, and harmful information.
- Students have the right to know that they have no expectation of privacy while using district computer and internet services.

- Students have the right to, and furthermore are encouraged to, find information that is related to district education objectives.
- Students have the right to a learning environment that includes a focus on digital citizenship and 21st century skills.
- Students have the right to a secure virtual environment and are expected to inform an administrator if they observe students or staff members ignoring their responsibilities.

## **User Responsibilities**

Students are expected to abide by BOE Policy JS and JS-R and all other published district policies concerning student behavior. As a digital citizen of District 49, all students are held to the same high standards of respectful, transparent behavior while using district accounts and services on the internet and/or district IT assets.

- No student shall access, create, transmit, retransmit or forward material or information: that promotes violence or advocates destruction of property including, but not limited to, access to information concerning the manufacturing or purchasing of destructive devices or weapons.
- No student shall create, access, or distribute content that is pornographic, obscene or other sexually oriented materials, either as pictures or writings.
- No student shall harass, threaten, demean, or promote violence or hatred against another person or group of persons with regard to race, color, sex, religion, national origin, age, marital status, gender identity, or disability.
- No student shall gain a personal profit, financial gain, advertising, commercial transaction or political purposes using district accounts or services.
- No student shall plagiarize the work of another or in violation of any federal or state law, including but not limited to copyrighted material and material protected by trade secret
- No student shall use inappropriate or offensive language to others.
- No student shall provide information that is knowingly false or could be construed as intending to purposely damage another person's reputation.
- No student shall transmit or retransmit information that contains personal information about themselves or others, including information protected by confidentiality laws.
- No student shall use or share another individual's Internet or electronic communications account or allow their account to be used by anyone, either intentionally or through inaction to protect log-in credentials.

No student shall download or install software, applications, proxies, or plugins for any reason without written authorization from purchasing and IT services.

## JICDA Code of Conduct

|                  |   |
|------------------|---|
| Title            | <b>Code of Conduct</b>                              |
| Designation      | <b>JICDA</b>  |
| Office/Custodian | <b>Education/Director of Culture &amp; Services</b> |

In accordance with applicable law and Board policy concerning student suspensions, expulsions and other disciplinary interventions, the principal or designee may suspend or recommend an expulsion hearing for a student who engages in one or more of the following specific activities while in school buildings, on school grounds, in school vehicles, or during a school-sponsored or district-sponsored activity or event and off district property when the conduct has nexus to school or any district curricular or non-curricular event. However; the principal or designee should also consider appropriate and consistent consequences that hold students accountable, while minimizing their time away from instruction. Restorative interventions (e.g., circles, conferences, etc.) may be used in conjunction with the restorative discipline matrix's consequences to allow students to verbalize the harm they caused, as a mechanism to mitigate future behavior. Restorative practices (RP) are not a panacea for every student's disruptive behavior, but should be considered strongly when addressing student conduct and discipline incidents. Finally, the principal or designee should address the support needs of the harmed party(ies); avoid the temptation to over focus on the intended consequences for the student who caused harm.

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.

14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.
22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

This is not an exhaustive list of activities that could result in consequences (suspension, expulsion, restorative intervention, etc.) for students. Following any period of suspension or expulsion, the principal or designee will ensure that a restorative approach is employed to reintegrate students into the school environment. The student, parent(s), and/or guardian(s) should conference to discuss behavioral expectations (codified in a signed behavior contract) and the student should be made aware of social-emotional support resources; any harmed party(ies) should also be made aware of the student's return.

- Adopted: May 19, 1994
- Revised: August 3, 1998
- Revised: September 3, 1998
- Revised: September 2, 1999
- Revised: August 14, 2003 (emergency)
- Revised: September 4, 2003
- Revised: July 8, 2010
- Revised: July 21, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013
- Revised: June 9, 2016

#### LEGAL REFS:

- C.R.S. 18-3-202 *et seq.* (offenses against person)
- C.R.S. 18-4-301 *et seq.* (offenses against property)
- C.R.S. 18-9-124 (2)(a) (prohibition of hazing)

- C.R.S. 22-12-105 (3) *(authority to suspend or expel for false accusations)*
- C.R.S. 22-32-109.1(2)(a)(I)(A) *(duty to adopt policies on student conduct, safety and welfare)*
- C.R.S. 22-32-109.1(2)(a)(I) *(policy required as part of safe schools plan)*
- C.R.S. 22-32-109.1(9) *(immunity provisions in safe schools law)*
- C.R.S. 22-33-106 (1)(a-g) *(grounds for suspension, expulsion, denial of admission)*

CROSS REFS:

- AC, Nondiscrimination/Equal Opportunity
- ADC, Tobacco-Free Schools
- ADD, Safe Schools
- ECAC, Vandalism
- GBGB, Staff Personal Security and Safety
- JBB, Sexual Harassment
- JIC, Student Conduct, and subcodes
- JICA, Student Dress Code
- JICC, Student Conduct on School Buses
- JICDD, Violent and Aggressive Behavior
- JICDE, Bullying Prevention and Education
- JICF, Secret Societies/Gang Activity
- JICH, Drug and Alcohol Involvement by Students
- JICI, Weapons in School
- JK, Student Discipline, and subcodes
- JKD/JKE, Suspension/Expulsion of Students





# Manual de derechos y responsabilidades del Distrito 49



Puntos de navegación: el trayecto cultural hacia la conducta,  
la cortesía y el respeto

2019-2020

El Distrito escolar 49, como empleador de oportunidades equitativas, no discriminará en el empleo ni en los programas o actividades educativos en cuanto a raza, credo, color, país de origen, religión, ascendencia, edad, estado civil, orientación sexual (conocida o percibida), expresión de identidad con un sexo (conocida o percibida), sexo, discapacidad, nacionalidad, ciudadanía, afiliación a un sindicato o dominio limitado del inglés. Esta norma de no discriminación se extiende a todas las demás clasificaciones protegidas por las leyes. La publicación de esta declaración en el presente documento se hace conforme a las leyes estatales y federales, incluso la Colo. Rev. Stat. Ann. §§ 24-34-301, 24-34-406, El Título IX de las enmiendas de educación de 1972 y las Secciones 503 y 504 de la Ley de rehabilitación de 1973. Las preguntas se deben dirigir al Director de cultura y servicios del Distrito, Director of Culture and Services, 10850 E. Woodmen Road, Payton, Colorado, (719) 495-1011.



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## Preámbulo de los puntos de navegación

Los puntos de navegación son referencias físicas que se usan en la navegación y marcan las rutas de viaje para los demás. En la vida usamos puntos de navegación para llegar al destino que deseamos (como: “cuando llegues al establo rojo, dobla hacia la derecha”). Puntos de navegación: El Trayecto cultural hacia la conducta, cortesía y respeto incluye tanto derechos como responsabilidades, así como un código de conducta basado en normas para el Distrito 49 que se extiende más allá de una lista de “qué hacer y qué no hacer” para determinar la cultura de cortesía y respeto en todo el distrito.



Como sistema de educación pública, el Distrito 49 se compromete a preservar los derechos de los alumnos a una educación gratuita y adecuada y además reconoce que esos derechos también incluyen responsabilidades. Para apoyar la segunda meta, el Distrito 49 reconoce que es adecuado limitar los derechos de los alumnos, como los derechos a la libre expresión, la libertad de religión y otras libertades civiles porque la escuela es una institución especial. Por ejemplo, la escuela puede imponer restricciones sobre los horarios, modos y lugares sobre el derecho a la libre expresión con el fin de proteger la misión educativa única de la escuela. Si cualquiera de los alumnos cree que su seguridad, libertades civiles o demás derechos personales han sido violados, dicho alumno debe delatar de inmediato dicha violación ante un maestro, administrador o agente de recursos escolares. Los alumnos no deben responder ante la violencia personal escalando el conflicto, sino que deben retirarse de inmediato del lugar del conflicto y presentarse ante un adulto responsable.

Los alumnos, padres de familia, tutores, cuidadores, administradores, facultad y personal deben esmerarse por conocer y cumplir las pautas de los puntos de navegación: el Trayecto cultural hacia la conducta, cortesía y respeto para asegurar que se respeten y se protejan su derecho a la educación y los derechos educativos de los demás alumnos. Si alguien se encuentra con comportamientos que no respetan este documento, póngase en contacto con;



Dr. Lou Fletcher  
Director de Cultura y Servicios.  
(719) 495-1149 x3716



## Sobre el Distrito 49



El Distrito 49 abarca 133 millas cuadradas de áreas urbanas y rurales en Colorado, que cubre el noreste de Colorado Springs y el área Falcon del Condado de El Paso.

Como el distrito escolar de más rápido crecimiento en la región de Pikes Peak, actualmente atendemos a más de 22,000 estudiantes dentro de nuestro robusto [nuestra sólida cartera de escuelas](#).

Nuestra visión es ser la mejor opción en educación pública. Visualizamos un futuro cuando cada vez que un estudiante, padre o educador elige un distrito escolar, somos la

mejor opción que pueden tomar. Tenemos la misión de aprender, trabajar y liderar. Nuestro compromiso es ser el mejor lugar para aprender, trabajar y liderar. Todos los días, creamos entornos para que todos los asociados con el distrito siempre aprendan, trabajen y nos lleven a ser los mejores.

No utilizamos el modelo de gestión tradicional de un solo superintendente. Nuestro director de educación, director de operaciones y director de operaciones trabajan en colaboración de manera conjunta y directamente con los directores de departamento que cuentan con coordinadores de actividades y especialistas.

Peter Hilts, CEO

Brett Ridgway, CBO

Pedro Almeida, COO

## Plan estratégico

[El plan estratégico aprobado por el consejo del Distrito 49](#) proporciona una visión unificada, metas y estrategias para preparar a los estudiantes para lograr como nunca antes. El plan estratégico está organizado en torno a una gran metáfora de rocas, que proviene del trabajo de Stephen Covey.

Covey ilustró que si llenas tu vida de cosas pequeñas, cosas triviales, entonces quizás no tengas espacio para lo que es realmente importante, lo que él llamó las grandes rocas. Pero si primero llenas tu vida con lo más importante -las rocas grandes- y añades otras cosas a su alrededor, las rocas de tamaño mediano, y finalmente trabajas en los guijarros, todo encaja mejor.



Hemos aplicado esta metáfora en nuestro plan estratégico, que identifica las Grandes Rocas del distrito. Estas iniciativas estratégicas representan el compromiso del distrito con la comunidad.

Usamos estas cinco piedras como la base para construir un futuro excelente con nuestro personal, estudiantes y una gran comunidad.

Establecer una  
confianza duradera-

Nos esforzamos por establecer y mantener una confianza perdurable en toda nuestra comunidad, no al decirles a nuestros clientes que somos dignos de confianza, sino al demostrarlo.

Involucrar a nuestra  
comunidad-

El distrito tiene mucho que ofrecer a nuestra comunidad y reconocemos que nuestra comunidad tiene mucho que ofrecer. Esa relación recíproca ofrece un poderoso multiplicador para el éxito del estudiante.

Organizar una sólida  
cartera de escuelas-

Nos comprometemos a ofrecer escuelas excepcionales de alta calidad en todas nuestras zonas, escuelas diferentes entre sí y superiores a las opciones que los estudiantes puedan tener en los distritos y comunidades vecinas.

Construir bases  
firmes-

El éxito de cada estudiante comienza con una base firme de conocimiento académico y el dominio de las habilidades que aseguran una progresión exitosa a través de la escuela y más allá.

Lanzar a cada  
estudiante al éxito-

Lanzamos a cada estudiante al éxito construyendo vías individualizadas que guíen a cada estudiante hacia un futuro valioso. Para el momento en que terminen su camino, cada estudiante estará preparado para aprender, trabajar y liderar a nuestras comunidades hacia el futuro.

## Nuestra brújula cultural

Edward T. Hall afirma que la cultura es principalmente un sistema para crear, enviar, almacenar y procesar información. La comunicación es la base de todo; por lo tanto, la cultura abarca los valores, las costumbres, los comportamientos y las suposiciones de cualquier organización. La cultura organizacional configura el contexto para los nuevos miembros de la organización; cómo las personas y los grupos interactúan entre sí y con las partes interesadas. Tiene un impacto directo en cómo las personas piensan, perciben y sienten acerca de una organización.



Una brújula es una ayuda importante para la navegación. Ayuda a encontrar nuestro rumbo; guía en la dirección correcta. Cuando está fuera de curso, se puede usar para volver a la pista. Distrito 49 [Nuestra brújula cultural](#) proporciona la orientación prevista a los estudiantes, padres y personal; cómo nos tratamos unos a otros y a nuestro trabajo. Usamos la brújula para orientarnos como organización y como individuos en nuestra ejecución de las 'Cinco Grandes Rocas' de nuestro plan estratégico.

El corazón de la rosa de los vientos guía nuestras acciones en la forma en que nos relacionamos y tratamos unos a otros.

|                   |  |
|-------------------|--|
| El respeto -      | Respetamos a los demás por sus habilidades, cualidades y logros                              |
| Confianza -       | Promovemos la confianza en nuestras relaciones a través de la comunicación honesta y abierta |
| Cuidado -         | Brindamos un ambiente seguro y afectuoso para los estudiantes y el personal                  |
| Responsabilidad - | Nos hacemos responsables de nuestras acciones  |

La cara exterior de la rosa de los vientos nos guía en cómo tratamos nuestro trabajo.

|                   |  |
|-------------------|--|
| Aprendizaje -     | Modelamos el aprendizaje continuo para alentar a los estudiantes de por vida                             |
| Propósito -       | Aseguramos que todas las decisiones se alineen con las 'Cinco Rocas'                                     |
| Innovación -      | Alentamos la toma de riesgos al apoyar la exploración creativa de nuevas ideas y estrategias             |
| Trabajo en equipo | Abrazamos trabajar juntos para lograr resultados efectivos para nuestros estudiantes y nuestra comunidad |

Como nuestro paradigma guía, la brújula cultural crea una atmósfera de trabajo en equipo y camaradería. Mantener un vector centrado en los principios de las relaciones y el trabajo aumenta la capacidad cultural de la organización, lo que convierte al Distrito 49 en el mejor distrito para aprender, trabajar y liderar.



## Derechos y responsabilidades de los alumnos

La misión del Distrito es encausar a todos los alumnos en trayectos para convertirse en ciudadanos de conocimientos en el Siglo XXI y brindarles el poder para enfrentar los retos de un mundo que cambia rápidamente. Esto solamente puede suceder en un entorno que contribuye a una cultura de cortesía y respeto. Los alumnos tienen el derecho a un entorno en el aula que estimula el aprendizaje. Los alumnos, maestros, administradores, padres y tutores deben colaborar entre sí para establecer relaciones profesionales basadas en confianza y respeto mutuos.

### Derechos de los alumnos

Todos los alumnos del Distrito 49 de Falcon tienen los siguientes derechos:

- **Los alumnos tienen derecho al respeto** de todos los maestros, administradores y personal del Distrito 49, sin tener en cuenta “la raza, credo, color, país de origen, edad, sexo, discapacidad, orientación sexual, identidad sexual y demás clasificaciones protegidas” del alumno.
- **Los alumnos tienen derecho a esperar ciertas prácticas de parte de sus maestros.** Entre estas están establecer objetivos y requisitos claros para las lecciones mediante el uso de planes de lección que indican con claridad la escala y los criterios para las calificaciones, una evaluación imparcial de los alumnos, la celebración de conferencias oportunas entre padres y maestros cuando surjan problemas, reconocer las contribuciones positivas de los alumnos a la clase y proteger la libertad académica de los alumnos.
- **Los alumnos tienen derecho a presentar agravios.** Los agravios pueden incluir conducta inadecuada de parte del instructor, incompetencia en la comunicación verbal, prácticas de calificaciones punitivas relacionadas con el comportamiento, no proporcionar adaptaciones para discapacidades, apelaciones de calificaciones basadas en injusticia con los estándares de calificación entre los alumnos de una misma clase y otros problemas como esos. Los alumnos deben presentar sus agravios ante el maestro, el director

auxiliar o el director, **tan pronto como sea posible. Solamente en casos extraordinarios puede un procedimiento relacionado con un agravio empezar más de seis meses después del incidente.**

**Si tiene una queja sobre algún otro aspecto de una clase**, como el entorno en el aula, el instructor, el sistema de calificaciones de la clase o las actividades en la clase (como asignaciones en línea y fuera de clase), se deben tomar las siguientes medidas:

1. Consulte con su maestro con respecto a la situación.
2. Si no se siente cómodo conversando directamente con el maestro, o si el problema continúa, debe consultar con el director auxiliar (AP) o el director si el AP no está disponible.
3. De nuevo, si no se resuelve el problema o si no se siente cómodo consultando con el director auxiliar, entonces puede dirigirse al director, o al funcionario de cumplimiento del distrito si el problema continúa y ya se han agotado todos los medios de resolución al nivel de la escuela.
4. El alumno, uno de sus padres o tutores pueden entonces presentar un agravio formal por medio del sitio web del Distrito haciendo referencia a la norma del distrito o principio de esta declaración de derechos que han sido violados.
5. Al intentar resolver su queja, el director o funcionario de cumplimiento del distrito, según sea adecuado, pueden convocar a un comité especial para que recomiende las medidas adecuadas. El director o el funcionario de cumplimiento del distrito notificarán a la parte dañada del resultado del agravio por medio de correo electrónico del Distrito.

Los alumnos con agravios que incluyan **acoso y discriminación** también se pueden comunicar con el Coordinador de capacidad cultural una vez que hayan agotado todos los medios de resolución a nivel de la escuela.

Los alumnos con quejas sobre **adaptaciones para discapacidades** deben notificar al Director de Educación personalizada además de las oficinas antes mencionadas, y se les puede recomendar presentar un agravio con el Coordinador de capacidad cultural, sin se trata de una adaptación razonable.

**Si tiene alguna inquietud sobre acoso sexual**, debe programar una cita de inmediato con el Coordinador de capacidad cultural para consultar sobre la norma JBB del Distrito y las demás leyes estatales correspondientes una vez que se hayan agotado todos los medios de resolución al nivel de la escuela.

## **Responsabilidades de los alumnos**

- Se espera que todos los alumnos acaten JICDA (Código de conducta estudiantil) y todas las demás normas publicadas del distrito.
- Se espera que todos los alumnos demuestren su **participación durante las clases**. Los alumnos que duerman en clase o que lean materiales no relacionados con la clase durante la misma interrumpen la clase, así como los alumnos que participan en otras actividades no relacionadas con la clase como usar un teléfono inteligente o trabajar en las tareas para otra clase. Este comportamiento interrumpe el entorno de aprendizaje de todos los involucrados y pone en peligro el proceso de aprendizaje.
- El uso de **palabras abusivas o que faltan al respeto** también perjudica el entorno de la clase. El comportamiento inadecuado o perturbador de parte de los alumnos es una infracción de las normas del Distrito. Los maestros pueden tomar medidas restaurativas o disciplinarias de inmediato con alumnos que son abusivos corporal o verbalmente o que faltan al respeto en clase, o pueden referir el asunto al director auxiliar o al director para su mediación o adjudicación si el comportamiento no se puede resolver dentro del aula.
- Los alumnos tienen la responsabilidad de procurar ayuda de los maestros y el personal y para utilizar los recursos a su disposición con el fin de alcanzar los requisitos para completar un grado.



## Promesa de responsabilidad del Distrito 49

Como ciudadano del Distrito escolar 49, comprendo que tengo una función indispensable en proporcionar un entorno seguro y positivo para todos los demás ciudadanos. Prometo adoptar el espíritu de los Puntos de navegación: El Trayecto cultural hacia la conducta, cordialidad y respeto, para respetarme a mí mismo y a los demás y para tratarlos a todos en la comunidad de mi escuela con imparcialidad y consideración. Me comprometo a celebrar el aprendizaje. Me comprometo a apoyar la enseñanza y el aprendizaje mediante la creación y mantenimiento de un entorno seguro, organizado y participativo. Me comprometo a fomentar la comunicación respetuosa y bilateral con todos los integrantes de la escuela y la comunidad. Prometo aplicar los Puntos de navegación: El Trayecto cultural hacia la conducta, la cordialidad y el respeto de manera constante e imparcial.

Firma: \_\_\_\_\_



## Uso responsable de la tecnología

### Derechos del usuario

Como ciudadano digital del Distrito 49, tiene el derecho a un entorno virtual de aprendizaje protegido, libre de acoso y discriminación.

- Los alumnos tienen el derecho a su presencia en la web libre de intimidación cibernética; consulte la norma JICDF de la Junta de educación o BOE.
- Los alumnos tienen el derecho a aprender mediante el uso de instrumentos modernos que facultan el aprendizaje.
- Los alumnos tienen el derecho a un internet administrado en el recito que filtra información obscena, pornográfica y perjudicial.
- Los alumnos tienen el derecho a saber que no deben esperar ninguna privacidad mientras usen los servicios de computadoras e internet del distrito.

- Los alumnos tienen el derecho a encontrar información relacionada con los objetivos de la educación del distrito, y además se les recomienda hacerlo.
- Los alumnos tienen el derecho a un entorno de aprendizaje que incluye una concentración en la ciudadanía digital y en aptitudes para el siglo XXI.
- Los alumnos tienen el derecho a un entorno virtual protegido y se espera que notifiquen a uno de los administradores si observan alumnos o integrantes del personal ignorando sus responsabilidades.

## **Responsabilidades de los usuarios**

Se espera que los alumnos acaten la Norma JS y la JS-R de la BOE y todas las demás normas publicadas del distrito relacionadas con el comportamiento de los alumnos. Como ciudadanos digitales del Distrito 49, es espera de todos los alumnos los mismos altos estándares de comportamiento respetuoso y transparente mientras usan las cuentas y servicios del distrito en internet o los bienes de TI del distrito.

- Ningún alumno deberá acceder, crear, transmitir, retransmitir o enviar de nuevo materiales o información: que fomenten la violencia, representen la destrucción de la propiedad, entre otros, acceso a información relacionada con la fabricación o compra de dispositivos de destrucción o armas.
- Ningún alumno deberá crear, acceder o distribuir contenido que es material de índole pornográfica, obscena o de orientación sexual, ya sea como imágenes o por escrito.
- Ningún alumno ha de acosar, amenazar, menospreciar o fomentan la violencia o el odio contra otra persona o grupo de personas con respecto a su raza, color, sexo, religión, país de origen, edad, estado civil, identidad sexual o discapacidad.
- Ningún alumno ha de obtener ganancia personal, ganancias financieras, publicidad, transacción comercial o fines políticos mediante el uso de las cuentas o los servicios del distrito.
- Ningún alumno ha de plagiar la labor de otro o en violación de las leyes federales o estatales, entre otros, los materiales con derecho de autor y materiales protegidos por secretos de fabricación.
- Ningún alumno ha de usar lenguaje inadecuado u ofensivo hacia otros.
- Ningún alumno ha de suministrar información que se sabe es falsa o que podría considerarse como con la intención de causar a sabiendas daño a la reputación de otra persona.
- Ningún alumno ha de transmitir o volver a transmitir información que contiene información personal sobre ellos mismos o sobre otros, incluso información protegida por las leyes de confidencialidad.
- Ningún alumno ha de usar o compartir la cuenta electrónica de internet o de comunicaciones de otro individuo ni permitir que nadie más use la cuenta, ya sea a sabiendas o por no hacer nada para proteger las credenciales de acceso.

Ningún alumno ha de descargar o instalar software, aplicaciones, datos indirectos, plugins por ningún motivo sin la autorización por escrito de adquisiciones y de Servicios de TI.

## JICDA, Código de conducta

|                   |  |
|-------------------|--|
| Título            | <b>Código de conducta</b>                        |
| Designación:      | <b>JICDA</b>                                     |
| Oficina/Custodio: | <b>Educación/Director de cultura y servicios</b> |

Conforme a las leyes correspondientes y a las normas de la Junta relacionadas con la suspensión, expulsión y demás intervenciones disciplinarias de los alumnos, el director o su designado pueden suspender o recomendar una audiencia para la expulsión de cualquier alumno que participe en una o más de las siguientes actividades específicas mientras se encuentre dentro de uno de los edificios escolares, en el recinto escolar, en vehículos escolares o durante una actividad o evento patrocinado por la escuela o el distrito, y fuera de las instalaciones del distrito cuando la conducta esté vinculada con la escuela o cualquier evento curricular o no curricular del distrito. No obstante, el director o su designado también deben tener en consideración consecuencias adecuadas y uniformes que hacen que los alumnos sean responsables, mientras reducen al mínimo el tiempo fuera de la instrucción. Las intervenciones de restauración (como, círculos, conferencias, etc.) se pueden usar en conjunto con las consecuencias de la matriz de disciplina restaurativa con el fin de permitir que los alumnos expresen el daño que han causado, como un mecanismo para mitigar mal comportamiento en el futuro. Las Prácticas restaurativas (RP, por sus siglas en inglés) no son una panacea para el comportamiento perturbador de todo alumno, pero se deben tener muy en cuenta al tratar los incidentes de conducta y disciplina estudiantiles. Por último, el director o su designado deberán tratar las necesidades de apoyo de las partes perjudicadas; evitar la tentación de concentrarse demasiado en las consecuencias deseadas para el alumno que ha causado el daño.

1. Causar o intentar causar daño a objetos e instalaciones del distrito o robar o intentar robar objetos de valor del distrito.
2. Causar o intentar causar daño a objetos e instalaciones privadas o robar o intentar robar objetos privados de valor.
3. La destrucción o desfiguración intencional de objetos o instalaciones del distrito.
4. Cometer cualquier acto que, si lo cometiera un adulto, se consideraría robo o asalto según la definición de la ley.
5. Cometer extorsión, coacción o chantaje, por ejemplo, obtener dinero u otros objetos de valor de una persona en contra de su voluntad o forzar a un individuo a actuar por medio del uso de fuerza o amenaza de fuerza.
6. Participar en abuso verbal, como, insultos, incluso étnicos o raciales, o declaraciones peyorativas hechas en público y dirigidas a otros de manera que precipiten una interrupción del programa escolar o inciten a la violencia.
7. Participar en actividades de “hazing”, es decir, forzar actividad física prolongada, forzar el consumo excesivo de cualquier sustancia, forzar la privación prolongada de sueño, alimentos o bebidas o cualquier otro comportamiento que ponga en peligro de manera imprudente la salud o seguridad de un individuo para fines de iniciación dentro de un grupo estudiantil.
8. La violación de la norma del distrito con respecto a la prevención y educación sobre la intimidación.
9. La violación de las leyes criminales de manera que afecte de inmediato a la escuela o la seguridad o el bienestar general de los alumnos o el personal.
10. La violación de las normas del distrito o las regulaciones del edificio.
11. La violación de la norma del distrito con respecto a armas en las escuelas. La expulsión es obligatoria por el uso o posesión de un arma de fuego, de conformidad con las leyes estatales.
12. La violación de la norma de la Junta sobre la conducta estudiantil con respecto a drogas y alcohol.
13. La violación de la norma de la Junta con respecto al comportamiento violento y agresivo.



14. La violación de la norma de la Junta con respecto a las escuelas libres de tabaco.
15. La violación de las normas de la Junta que prohíben el acoso sexual o de otra índole.
16. La violación de la norma de la Junta con respecto a la no discriminación.
17. La violación de la norma de la Junta con respecto al código de vestimenta.
18. La violación de la norma de la Junta con respecto a pandillas y a actividad parecida a la de las pandillas.
19. Arrojar objetos, a menos que sea parte de una actividad escolar supervisada, de manera que pueda causar o cause lesiones o daño a las instalaciones.
20. Dirigir profanidad, lenguaje vulgar o gestos obscenos a otros alumnos, personal escolar u otras personas.
21. Mentir o dar información falsa, ya sea oralmente o por escrito, a un empleado del distrito.
22. Participar en falta de honradez escolástica, lo que incluye, entre otros, hacer trampas en una prueba, plagio o la colaboración no autorizada con otra persona en la preparación de un trabajo escrito.
23. La falsa acusación ante las autoridades legales o el distrito de actividades criminales contra un empleado del distrito.
24. Comportamiento dentro o fuera de las instalaciones escolares que es perjudicial hacia el bienestar, la seguridad o la moral de otros alumnos o personal de la escuela, incluso comportamiento que establece una amenaza de lesión corporal hacia el alumno que exhibe el comportamiento o hacia uno o más de los otros alumnos.
25. Interferir repetidamente con la capacidad del distrito para proporcionar oportunidades educativas para los demás alumnos.
26. Desobediencia intencional continua o rebeldía abierta y constante hacia las autoridades correspondientes, incluso la negación deliberada a obedecerle a un integrante del personal del distrito.

Esta no es una lista a fondo de las actividades que pueden dar lugar a consecuencias (suspensión, expulsión, intervención restaurativa, etc.) para los alumnos. Después de un período de suspensión o expulsión, el director o su designado se asegurarán de que se emplee un método restaurativo en la reintegración de los alumnos al entorno escolar. El alumno y sus padres o tutores deben participar en una conferencia para analizar las expectativas de comportamiento (incluidas en un acuerdo de comportamiento firmado) y el alumno se debe informar sobre los recursos sociales y emocionales de apoyo; las partes perjudicadas también se deben informar sobre el regreso del alumno.

- Adoptada: jueves, 19 de mayo de 1994
- Modificado: lunes, 3 de agosto de 1998
- Modificado: jueves, 3 de septiembre de 1998
- Modificado: jueves, 2 de septiembre de 1999
- Modificado: 14 de agosto de 2003 (emergencia)
- Modificado: jueves, 4 de septiembre de 2003
- Modificado: jueves, 8 de julio de 2010
- Modificado: jueves, 21 de julio de 2011
- Modificado: viernes, 27 de julio de 2012
- Modificado: jueves, 12 de septiembre de 2013
- Modificado: 9 de junio de 2016

#### REFERENCIAS LEGALES:

- C.R.S. 18-3-202 *et seq.* (ofensas contra una persona)
- C.R.S. 18-4-301 *et seq.* (ofensas contra instalaciones)
- C.R.S. 18-9-124 (2)(a) (la prohibición de “hazing”)
- C.R.S. 22-12-105 (3) (autoridad para suspender o expulsar por acusaciones falsas)

- C.R.S. 22-32-109.1(2)(a)(I)(A) (responsabilidad de adoptar normas sobre la conducta, la seguridad y el bienestar de los alumnos.)
- C.R.S. 22-32-109.1(2)(a)(I) (norma obligatoria como parte del plan de escuelas seguras)
- C.R.S. 22-32-109.1 (9) (disposiciones de inmunidad en la ley sobre escuelas seguras)
- C.R.S. 22-33-106 (1)(a-g) (motivos para la suspensión, expulsión o denegación de admisión)

#### REFERENCIAS CRUZADAS:

- AC, No discriminación/Oportunidades equitativas
- ADC, Escuelas libres de productos de tabaco
- ADD, Escuelas seguras
- ECAC, Vandalismo
- GBGB, Seguridad y protección personal del personal
- JBB, Acoso sexual
- JIC, Conducta estudiantil y subcódigos
- JICA, Código de vestimenta estudiantil
- JICC, Conducta de los alumnos en los autobuses escolares
- JICDD, Comportamiento violento y agresivo
- JICDE, Prevención y educación sobre la intimidación
- JICF, Sociedades secretas/Actividades de las pandillas
- JICH, Implicación en drogas y alcohol por parte de los alumnos
- JICI, Armas en la escuela
- JIC, Disciplina estudiantil y códigos subsidiarios
- JKD/JKE, Suspensión o expulsión de alumnos



**BOARD OF EDUCATION ITEM 7.06**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

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

**ACTION/INFORMATION/DISCUSSION:** Action

**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 Regular Meeting July 11, 2019  
Item 7.06 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:** After discussion at the June work session, I move to approve the three job descriptions in item 7.08 as recommended by the administration.

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

**DATE:** June 27, 2019

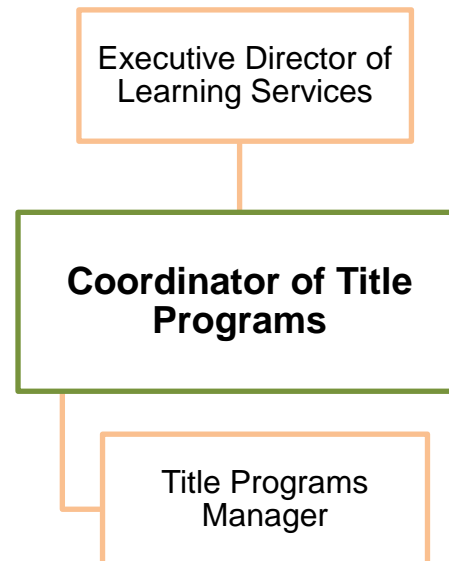
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## COORDINATOR OF TITLE PROGRAMS ~~COMPLIANCE~~

(~~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~~ Ensures 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.

•

## **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:**

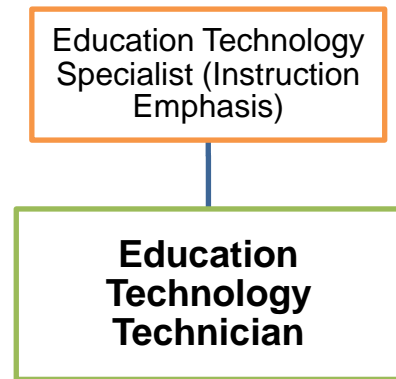
While performing the duties of this job, the employee is regularly required to communicate, coordinate, instruct, evaluate, use interpersonal skills, and compile. Frequently required to synthesize and analyze. Occasionally required to compare and copy.

*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 Chroma~~OS, 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]~~.
- ~~—~~
- PrSupports G Suite for Education on Apple devices.
- Provides asset management support for all Apple devices enrolled with the district.
- PrProvides 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.

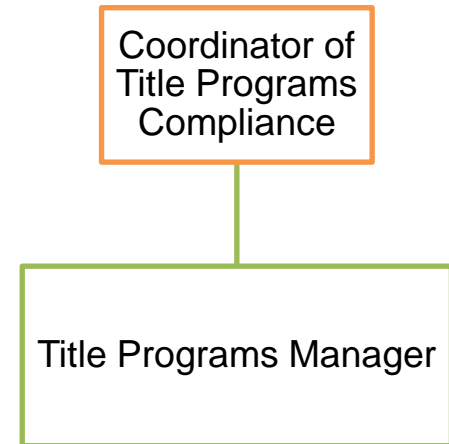
**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, analyze, coordinate, instruct, evaluate, and use interpersonal skills. Occasionally required to compile, copy, compute and negotiate.

*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 7.07**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Board Policy Review of selected Business Office Custody Policies

**ACTION/INFORMATION/DISCUSSION:** Regular Meeting Action

**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                           |
| DBD     | 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   |

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

|          |   |  |
|----------|---|--|
| Culture  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work                        |  |
|          |   |  |
| Strategy | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community                                      | <i>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</i> |
|          | <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:** Move to approve revisions to the eleven policies listed in item 7.07 as recommended by the Administration.

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

**DATE:** July 2, 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~~as to be understandable by ~~any~~a~~lay~~variety of persons ~~that would desire to review~~ing 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            | Budget Planning, Preparation and Schedules |
| Designation      | DBC  |
| Office/Custodian | Business/Director of Finance               |

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

|                  |                                    |
|------------------|------------------------------------|
| Title            | Determination of Budget Priorities |
| Designation      | DBD                                |
| Office/Custodian | Business/Director of Finance       |

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

|                  |   |
|------------------|---|
| Title            | Communication of Budget Recommendations/Budget Hearings and Reviews |
| Designation      | DBE/DBF   |
| Office/Custodian | Business/Director of Finance  |

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            | Budget Adoption              |
| Designation      | DBG                          |
| Office/Custodian | Business/Director of Finance |

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            | Budget Implementation        |
| Designation      | DBI                          |
| Office/Custodian | Business/Director of Finance |

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 annual budget as approved by the Board of Education 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 or designee 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 or designee 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



|                  |                              |
|------------------|------------------------------|
| Title            | Budget Transfers             |
| Designation      | DBJ                          |
| Office/Custodian | Business/Director of Finance |

Unencumbered money shall not be transferred from one fund to another unless authorized in advance by the Board of Education. When a ~~an exigency-contingency~~ 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~~ 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.~~

|                  |                              |
|------------------|------------------------------|
| Title            | Funds from Local Tax Sources |
| Designation      | DEA                          |
| Office/Custodian | Business/Director of Finance |

### 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 or designee shall be responsible for implementing this policy and its procedures.
2. The Chief Business Officer or designee 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 or designee shall analyze the need for financial advisory or investment banking, ~~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 or financial advisors, ~~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 in conjunction with the Chief Education Officer and Chief Operations Officer shall recommend to the Board whether to use a competitive bid or negotiated sale method for each transaction. All financing 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, 2019

### **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            | Loan Programs (Funds from Local Tax Sources) |
| Designation      | DEB  |
| Office/Custodian | Business/Director of Finance                 |

### **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

|                  |                                   |
|------------------|-----------------------------------|
| Title            | Insurance Program Risk Management |
| Designation      | EI                                |
| Office/Custodian | Business/Risk & Benefits Manager  |

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



|                  |                                  |
|------------------|----------------------------------|
| Title            | Workers' Compensation            |
| Designation      | GBGD                             |
| Office/Custodian | Business/Risk & Benefits Manager |

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 OF EDUCATION ITEM 7.08**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Brett Ridgway, Chief Business Officer  
Jim Rohr, Purchasing & Contracts Manager

**TITLE OF AGENDA ITEM:** Obligor Resolution for Bus Lease Purchase

**ACTION/INFORMATION/DISCUSSION:** Regular Meeting Action

**BACKGROUND OR RATIONALE** District 49 is in the middle of a strategic plan that addresses the age of our bus transportation fleet. This plan involves a combination of outright purchase of new busses as well as some via capital lease financing. Our financial partner in the capital lease transaction desires a formal resolution from the Board of Education to evidence District 49's consensus commitment to the capital lease program.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Six busses will be financed via capital lease with Kansas State Bank, a vendor recommended by the manufacturer and our local dealership. The busses will be leased for seven years with a purchase option at the end of the lease term.

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

|          |  |   |
|----------|--|---|
| Culture  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   | <i>Pursuing needed updates to the bus transportation fleet with purposeful and innovative strategies.</i> |
| Strategy | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u> |   |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached resolution for capital lease financing of busses as recommended by the Administration.

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

**DATE:** July 2, 2019

**EXHIBIT D**  
**OBLIGOR RESOLUTION**

**RE: Government Obligation Contract dated as of June 24, 2019, between KS StateBank (Obligee) and El Paso County School District No. 49 (Obligor)**

---

At a duly called meeting of the Governing Body of the Obligor (as defined in the Contract) held on \_\_\_\_\_ the following resolution was introduced and adopted:

BE IT RESOLVED by the Governing Body of Obligor as follows:

1. **Determination of Need.** The Governing Body of Obligor has determined that a true and very real need exists for the acquisition of the Equipment described on Exhibit A of the Government Obligation Contract dated as of June 24, 2019, between El Paso County School District No. 49 (Obligor) and KS StateBank (Obligee).
2. **Approval and Authorization.** The Governing Body of Obligor has determined that the Contract, substantially in the form presented to this meeting, is in the best interests of the Obligor for the acquisition of such Equipment, and the Governing Body hereby approves the entering into of the Contract by the Obligor and hereby designates and authorizes the following person(s) to execute and deliver the Contract on Obligor's behalf with such changes thereto as such person(s) deem(s) appropriate, and any related documents, including any Escrow Agreement, necessary to the consummation of the transaction contemplated by the Contract.

Authorized Individual(s):

Brett Ridgway, CBO

(Typed or Printed Name and Title of individual(s) authorized to execute the Contract)

3. **Adoption of Resolution.** The signatures below from the designated individuals from the Governing Body of the Obligor evidence the adoption by the Governing Body of this Resolution.

Signature: \_\_\_\_\_

(Signature of Secretary, Board Chairman or other member of the Governing Body)

Printed Name & Title: \_\_\_\_\_

(Printed Name and Title of individual who signed directly above)

Attested By: \_\_\_\_\_

(Signature of one additional person who can witness the passage of this Resolution)

Printed Name & Title: \_\_\_\_\_

(Printed Name of individual who signed directly above)



2627 KFB PLAZA, SUITE 202E | 785-587-4000  
MANHATTAN, KS 66503

SENT VIA EMAIL: JROHR@D49.ORG

June 21, 2019

Mr. Jim Rohr  
El Paso County School District No. 49

**Re: Financing for El Paso County School District No. 49 for Six (6) PB105 Integrated CE S School Buses, VIN: 4DRBUC8N0LB871919, 4DRBUC8N7LB871920, 4DRBUC8N9LB871921, 4DRBUC8N0LB871922, 4DRBUC8N2LB871923, 4DRBUC8N4LB871924**

---

Dear Mr. Rohr:

Thank you for choosing KS StateBank as your financing source. Attached hereto, please find the Contract and documentation for your review and completion. Included is a Documentation Instruction sheet to guide you through the process. ***All required documentation must be received by 3:00pm CST in order to fund the following business day.***

***The interest rate you have been quoted is valid through July 19, 2019.***

Please note that, depending on circumstances, we reserve the right to charge a reasonable fee to Obligor/broker, if this transaction is not funded. This fee is for expenses incurred and services performed related to the processing of the transaction. This fee will NOT be charged if the transaction is funded by Obligee.

If you have any questions regarding the documentation please feel free to contact me at (877) 587-4054.

Sincerely,

Ms. Jojo Bellinder  
Client Relations Specialist

## EXHIBIT B

## PAYMENT SCHEDULE

RE: Government Obligation Contract dated as of June 24, 2019, between KS StateBank (Obligee) and El Paso County School District No. 49 (Obligor)

Date of First Payment: At Closing  
 Original Balance: \$683,133.00  
 Total Number of Payments: Seven (7)  
 Number of Payments Per Year: One (1)

| Pmt No. | Due Date   | Contract Payment | Applied to Interest | Applied to Principal | *Purchase Option Price |
|---------|------------|------------------|---------------------|----------------------|------------------------|
| 1       | At Closing | \$110,127.46     | \$0.00              | \$110,127.46         | \$601,356.35           |
| 2       | 24-Jun-20  | \$110,127.46     | \$24,238.13         | \$85,889.33          | \$507,826.33           |
| 3       | 24-Jun-21  | \$110,127.46     | \$20,605.01         | \$89,522.45          | \$411,714.88           |
| 4       | 24-Jun-22  | \$110,127.46     | \$16,818.21         | \$93,309.25          | \$312,950.75           |
| 5       | 24-Jun-23  | \$110,127.46     | \$12,871.23         | \$97,256.23          | \$211,460.73           |
| 6       | 24-Jun-24  | \$110,127.46     | \$8,757.29          | \$101,370.17         | \$107,169.59           |
| 7       | 24-Jun-25  | \$110,127.46     | \$4,469.35          | \$105,658.11         | \$0.00                 |

El Paso County School District No. 49

Signature

Printed Name and Title

*Brett Ridgway*  
 Brett Ridgway - CBO

\*Assumes all Contract Payments due to date are paid

**BOARD OF EDUCATION ITEM 7.09**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

Melissa Andrews, Facility & Community Planning Manager

**TITLE OF AGENDA ITEM:** Land Dedication Transfer Request – Update and Next Step(s)

**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:** As written in the original board presentation for this topic on April 11 ,2019, Residential Developers are required to identify parcels land that will be used by the appropriate P-12 school district or be prepared to remit fees in-lieu-of land (FiLoL – usually for small, ‘infill’, projects) as part of their development plans.

When FiLoL is the appropriate avenue, those fees are simply paid as the lots are permitted for construction  
 When Land Dedication is the appropriate avenue, the developer/owner will hold the land for the school district until the district makes a formal request to transfer the parcel to the district.

As part of the District’s ongoing compilation of the Long-Term Capital Plan, one parcel has been clearly identified as the ‘next’ needed piece that a school would be built upon. That parcel is a ~25 acre site in the Forest Meadows area whose Northwest boundary is located at the intersection of Cowpoke Road and Forest Meadows Avenue

As per instructions from the motion approved in item 7.09 on April 11, 2019, District Administration has formally requested said parcel of land. In a reply dated June 19, 2019, the developer did not respond positively as would normally be expected and this update, with a proposed resolution describes next steps.

**RATIONALE:** D49 has traditionally waited until just before construction begins on a facility to request the associated land parcel for the site. We are contemplating a change in that practice and are using this clear opportunity to evaluate said practices.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Upon transfer, the land would come into the portfolio of properties owned by the district and we would then be responsible for maintenance and liability issues that come with owning real property. Conversely, we should be able to better protect the site from inappropriate dumping or squatting uses that could create unnecessary costs for site preparation when construction on a district facility is ready to begin.

Subsequent conversations with elected and employed representatives of the City of Colorado Springs, who is the responsible entity for the development plan of this area have indicated their agreement and support of the District 49 position, yet it is incumbent upon District 49 to both actively defend and project the need for completion of the land dedication transfer request approved in item 7.09 at the April 11, 2019 Board of Education meeting.

**INNOVATION AND INTELLIGENT RISK:** Contemplating a change to traditional practices is indicative of an organization that is appropriately self-reflective and never satisfied with a ‘that’s the way we’ve always done it’ type of answer to any question. This process timing will appropriately inform future processes.

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

**Cul**

|  |  |
|--|--|
| <b>Inner Ring</b> —How we treat each other |  |
|--|--|



BOE Regular Meeting July 11, 2019  
Item 7.09, continued

|                 |   |  |
|-----------------|---|--|
|                 | <b>Outer Ring</b> —How we treat our work  | <i>Purpose &amp; Teamwork have been and will be even more evident in this pursuit of appropriate behavior by the current owner of the land parcel in question.</i>           |
| <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        | <i>The community participation is wide with the City of Colorado Springs involved as well as members of the residential builder, development and construction community.</i> |
|                 | <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>                    | <i>Growing the portfolio is both a qualitative and quantitative pursuit. This additional site request serves both priorities.</i>  |
|                 | <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:** Unknown at this time as there may be specific legal costs associated with this action.

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached resolution regarding Land Dedication Transfer Request at Forest Meadows Avenue & Cowpoke Road and direct staff to take actions accordingly.

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

**DATE:** July 8, 2019



# Woodmen Heights

## Land Dedication Update

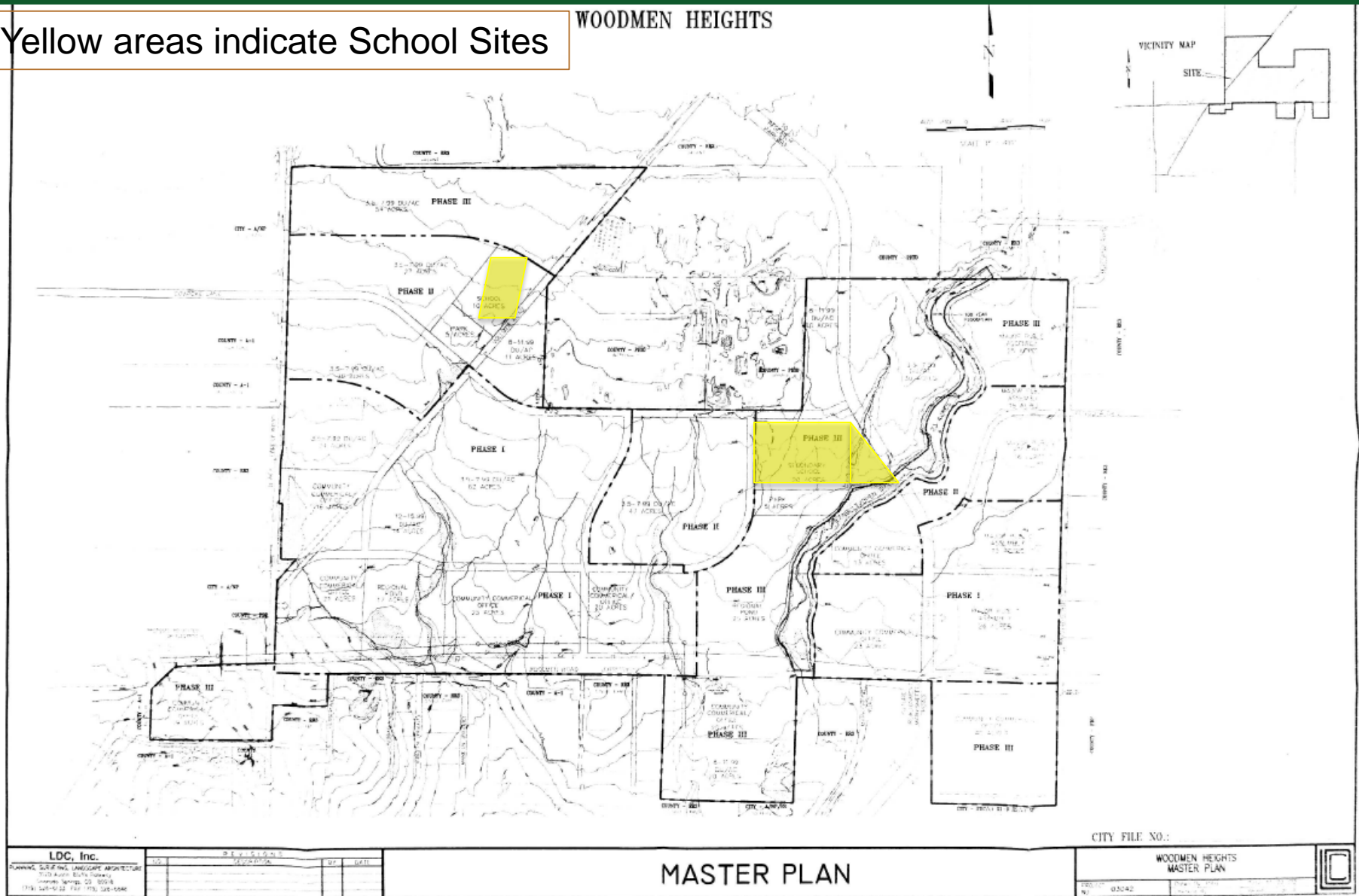
Melissa Andrews

Facility & Community Planning Manager

# Woodmen Heights Master Plan - 2003

Yellow areas indicate School Sites

## WOODMEN HEIGHTS



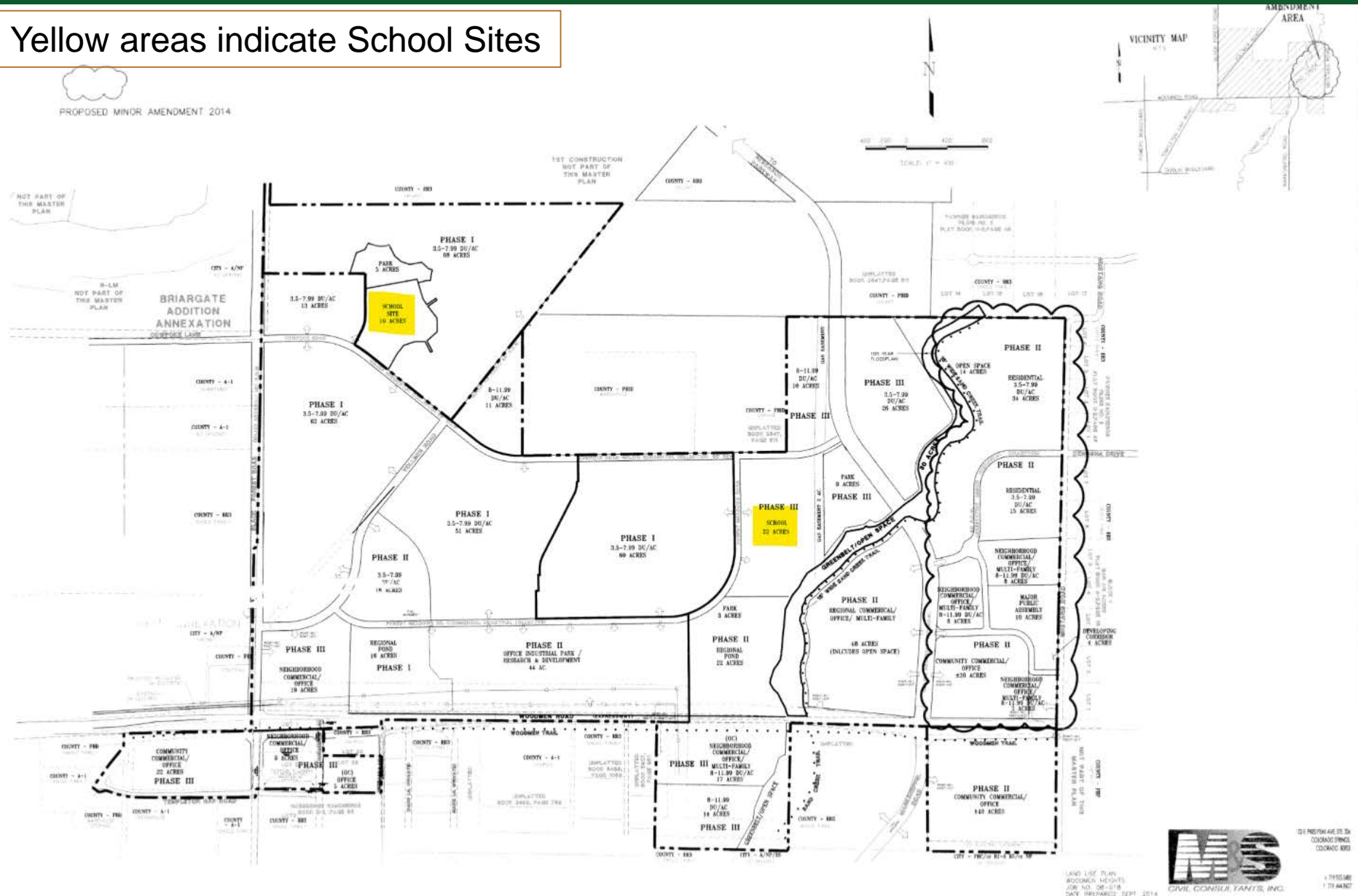
The Best Choice to Learn, Work and Lead





# Woodmen Heights Master Plan - 2014

Yellow areas indicate School Sites



The Best Choice to Learn, Work and Lead

Yellow areas indicate School Sites





10850 East Woodmen Road • Falcon, CO 80831  
Tel: 719-495-1100 • Fax: 719-494-8922 • [www.d49.org](http://www.d49.org)

*Providing stewardship, customer service and communication with and through our business team*

May 2, 2019

To Whom It May Concern,

In the masterplan for Woodmen Heights, a 22 acre school site was set aside for a school district 49 land dedication.

Location Description: 22 acres bound on the West by Forest Meadows Ave, on the North an extension of Cowpoke Rd., on the East by a gas easement and to the South by additional development.

Through extensive master planning, School District 49 has identified this site as the most appropriate location for a new middle school. The purpose in the selection of this site is to provide educational opportunities for a fast growth area in District 49 and to offset overcrowding at Falcon Middle School and Skyview Middle School.

School District 49 respectfully requests the land transfer from the Aspen View Development.

Thank you,

Melissa Andrews  
Community and Facilities Planning Manager  
719-491-4515  
[mandrews@d49.org](mailto:mandrews@d49.org)



## Land Dedication Request

Brett Ridgway, Chief Business Officer – Assistant Treasurer  
Paul Andersen, Director of Human Resources ~ Ron Sprinz, Finance Group Mgr ~ Jodi Poulin, Accounting Group Mgr  
Melissa Andrews, Community & Facility Planning Mgr ~ Jim Rohr, Purchasing Mgr ~ Shannon Hathaway, Risk & Benefits Mgr

# The Best Choice to Learn, Work and Lead





June 19, 2019

Melissa Andrews  
District 49 School District  
10850 East Woodmen Road  
Falcon, CO 80831

Dear Ms. Andrews:

Aspen View Homes, LLC is in receipt of your letter dated May 2, 2019 and while we can certainly understand the School District's desire/need to provide educational opportunities in a fast-growing area, we are unclear as to the nature of the request contained in your letter. Could you explain as to whether the nature of your request is an unsolicited offer to purchase the property or some form of notice of a governmental taking/eminent domain?

You should know that the property referenced in your letter is currently owned by RAO Investments, LLC and it is not, at this time, marketing or attempting to sell the property. Also, as I am sure you are aware, we have applied to amend the master plan with the City of Colorado Springs related to this property and are currently processing that application. Additionally, we are processing a separate application for a development plan and plat in this area, however, neither application would require a land dedication of this nature under current city code. I am sure you can understand our confusion about your request.

While it is our understanding that the school district and the City of Colorado Springs may have permitted others in this area to record plats and/or develop property without making the required land dedication or payment of school fees, please know that Aspen View Homes has paid all required school fees on its development/building. Finally, neither RAO Investments or Aspen View Homes has agreed to make land dedications or pay fees for others.

Once again, could you please clarify the nature of your request/offer at your earliest convenience.

Sincerely,



Kevin Hart

cc: Daniel Sexton, City of Colorado Springs Land Use Review



## Response to the Land Dedication Request



## **Land Dedication Transfer Request at Forest Meadows Avenue & Cowpoke Road**

**WHEREAS,** El Paso County Colorado School District 49 (D49) has been, and continues to be, the fastest growing school district in Colorado; and

**WHEREAS,** the Woodmen Heights (Forest Meadows) Master Plan identified two schools sites in this area going as far back as at least 2003; and

**WHEREAS,** the smaller, elementary school, site was requested and transferred appropriately by Challenger Homes on June 26, 2018; and

**WHEREAS,** the larger, middle school, site is currently owned by Aspen View Homes who has inherited the responsibility of transferring that site, upon request, to District 49; and

**WHEREAS,** the D49 Board of Education voted to request said parcel at the April 11, 2019 regular meeting from its current owner, that was formalized in a letter from staff on May 2, 2019; and

**WHEREAS,** in a reply from the current owner of said parcel, the current owner feigned ignorance on their responsibility to transfer the parcel and with conversations, written and verbal, with the City of Colorado Springs, have indicated their intention to not honor the dedication requirement; and

**WHEREAS,** despite having a strong preference to obtain the currently identified site, District 49, in previous written and verbal conversations have offered to entertain either a full payment for the equivalent amount of Fees in-lieu-of land, or a transfer a different comparably-sized, mutually agreeable, parcel of land and, and having received no valid response to such offer as of July 8, 2018;

**NOW, THEREFORE,** we, the District 49 Board of Education, direct the Chief Business Officer and staff to pursue transfer of the currently identified site with vigor and with strategies that are responsive to the lack of honorable participation from Aspen View Homes. Such pursuit may include, but not be limited to, withholding support to for requests to endorse permit, plat, and other requests from Aspen View Homes for this or any other project within the boundaries of District 49, obtaining separate, topically expert legal counsel to assist and represent District 49 in this matter, seeking guidance from and providing background to elected and employed persons related to the City of Colorado Springs, and similar action with other related-industry partners of District 49 including home builders, developers, contractors, etc., and other public entities that similarly have, do, or will need land dedication transfer requests, until such time that the full correct and appropriate transfer of the currently identified/dedicated parcel of land has occurred.

Approved and adopted this 11<sup>th</sup> day of July 2018.

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Marie La Vere-Wright, Board President  
El Paso County Colorado School District 49

(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
Falcon School District 49

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

**BOARD MEETING OF:** July 11, 2019  
**PREPARED BY:** D. Garza, Executive Assistant to the BOE  
**TITLE OF AGENDA ITEM:** Process Improvement Update  
**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

We seek to continuously improve our processes in the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

| No.   | Designation  | Title   | Reviewed by               | Recommendations                       |
|-------|--------------|---|---------------------------|---------------------------------------|
| 8.01a | AC-R         | Nondiscrimination/Equal Opportunity                 | L Fletcher                | Update to clarify current practice    |
| 8.01b | DBC-E        | Deadlines in Budgeting Process set by Statute       | B Ridgway                 | Routine update                        |
| 8.01c | DBD-R        | Determination of Budget Priorities                  | B Ridgway                 | Routine update                        |
| 8.01d | GBGD-R       | Workers' Compensation                               | B Ridgway                 | Routine update                        |
| 8.01e | GBGGA-R      | Catastrophic Leave Bank                             | P Andersen                | Minor revisions                       |
| 8.01f | GCBC-R       | Professional Staff Supplemental Pay Plans- Overtime | P Andersen<br>B Ridgway   | Recommend repeal; content obsolete    |
| 8.01g | JFABE-R      | Students in Foster Care                             | N Lemmond                 | Minor revisions; CASB recommendations |
| 8.01h | JH-E-2, JH-R | Student Absences and Excuses                        | L Fletcher<br>A Whetstine | Minor revisions; CASB recommendations |
| 8.01i | JH-E-1       | Truancy Process Flowchart                           | L Fletcher<br>A Whetstine | Minor revisions; CASB recommendations |
| 8.01j | JQ-R         | Students Fees, Fines and Charges                    | J Poulin                  | Minor revisions; CASB recommendations |
| 8.01k | KEA-R        | Stakeholder Grievance Process                       | P Andersen<br>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<br><b>Outer Ring</b> —How we treat our work |  |
|----------------|--|--|

|          |  |   |
|----------|--|---|
| 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 #5</b>— Customize our educational systems to <u>launch each student toward success</u></p> | Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district. |
|----------|--|---|

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only

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

**DATE:** June 27, 2019

|                  |  |
|------------------|--|
| 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            | 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            | Determination of Budget Priorities |
| Designation      | DBD-R                              |
| Office/Custodian | Business/Director of Finance       |

The District Advisory Accountability Committee (DAAC) ~~budget~~Budget-subcommitteeSubcommittee 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~~ch 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            | Workers' Compensation            |
| Designation      | GBGD-R                           |
| Office/Custodian | Business/Risk & Benefits Manager |

### **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

[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, partner in a civil union, 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

|                  |   |
|------------------|---|
| 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            | 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

## **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.

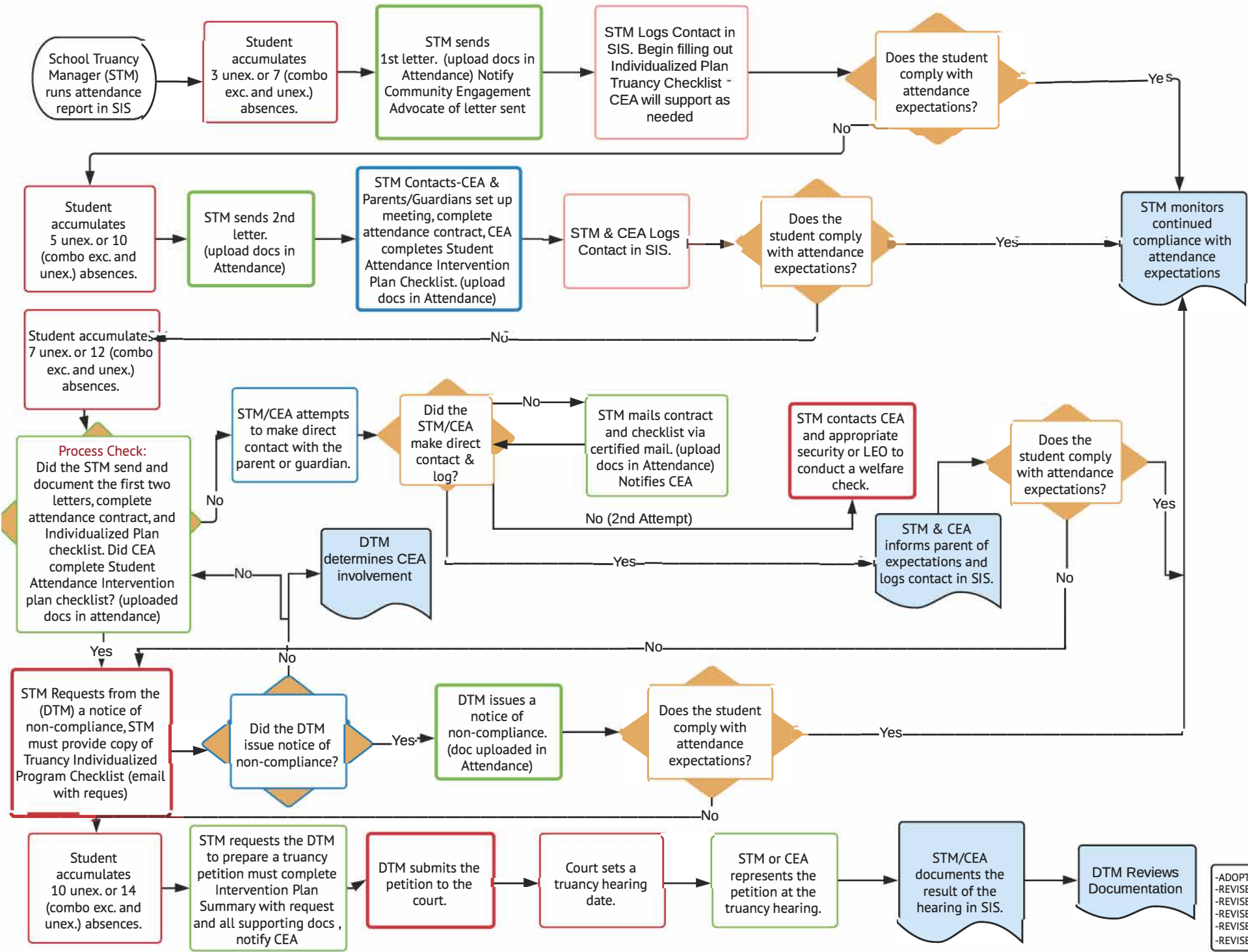
Adopted: October 5, 2000

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-R                              |
| Office/Custodian | Business/Accounting Group Manager |

~~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~~ 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, an miscellaneous fees shall be waived for students in out of home placements, as that term is defined by C.R.S. 22-32-139(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-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 8.02

|                                       |  |
|---------------------------------------|--|
| <b>BOARD MEETING OF:</b>              | July 11, 2019                              |
| <b>PREPARED BY:</b>                   | Paul Andersen, Director of Human Resources |
| <b>TITLE OF AGENDA ITEM:</b>          | Job Description Administrative Revisions   |
| <b>ACTION/INFORMATION/DISCUSSION:</b> | Information Item                           |

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Per policy GBJD, all positions in the district shall be established initially by the Board of Education. The Board delegates to the chief officers or designee(s) the task of writing job descriptions, which will include a statement of purpose, the essential functions of the position, requisite knowledge, skills and abilities, along with the physical demands and work environment factors required. The Board shall approve all job descriptions for new positions recommended by the chief officers.

**RATIONALE:** From time to time, the administration will identify the need to modify an existing job description. The Board delegates to the chief officers or designee(s) the authority to approve certain modifications to job descriptions. Other modifications require approval of the Board. Approval requirements for job description changes are as follows:

### **Changes Requiring Board Approval**

- Change in job title
- Change in FLSA status (exempt vs non-exempt)
- Move from one pay range to another pay range
- Move from one salary schedule to another
- Change in reporting relationships
- Change in budgeted calendar days
- Major modifications to essential duties and responsibilities, qualifications or other work factors



### **Changes Within Administrative Discretion**

- Formatting and template modifications
- Minor modifications to essential duties and responsibilities, qualifications, or other work factors
- Revisions to reflect shifts in the district's lexicon

All administrative revisions must be approved by the Director of Human Resources. The administrative revision date will be noted in the board-approved job description and will be notated as an "Administrative Revision".

**RELEVANT DATA AND EXPECTED OUTCOMES:** The presentation of administratively modified job descriptions serves to keep the board informed of changes and demonstrates transparency to stakeholders.

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

|                 |  |   |   |
|-----------------|--|---|---|
| <b>Culture</b>  | <b>Inner Ring</b> —How we treat each other   | Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork. |  |
|                 | <b>Outer Ring</b> —How we treat our work   |   |   |
| <b>Strategy</b> | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community                               | Our thoughtful, transparent job description development and approval process promotes trust with stakeholders.  |  |
|                 | <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>             |   |   |

BOE Regular Meeting July 11, 2019  
Item 8.02 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>               |  |

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information only; no action requested.

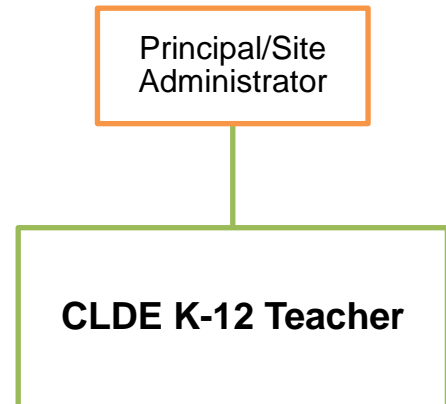
**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** June 27, 2019

## CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION (CLDE) K-12 TEACHER

|                      |   |
|----------------------|---|
| <b>Job Title:</b>    | Culturally and Linguistically Diverse Education (CLDE) K-12 Teacher |
| <b>Initial:</b>      | June 23, 2010   |
| <b>Revised:</b>      | <del>May 9, 2019</del> June 14, 2019 (Administrative Revision)      |
| <b>Work Year:</b>    | 182   |
| <b>Office:</b>       | Education   |
| <b>Department:</b>   | <del>Individualized Education/CLDE</del> Assigned School            |
| <b>Reports To:</b>   | Principal or Site Administrator                                     |
| <b>FLSA Status:</b>  | Exempt  |
| <b>Pay Schedule:</b> | Licensed Pay Schedule   |

### Related Organization Chart



**POSITION SUMMARY:** The Culturally and Linguistically Diverse Education (CLDE) Teacher is responsible for teaching English to non-English speaking students/English Learners (EL).

### 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.

- Develops lesson plans, instructional materials and provides individualized small group instruction in order to ensure EL's can access the curriculum.
- Ensures lesson plans turn into learning experiences that best utilize the available time for instruction.
- Demonstrates subject matter concepts and examples using models, realia, technology, or any other mode or approved teacher-prepared instructional aids materials.
- Prepares, teaches, and explains learning objectives/targets and student expectations to students.
- Provides opportunities for individualized small-group instruction to ensure access to the curriculum and the needs of the students.
- Differentiates instruction and curriculum to meet individual student needs.
- Provides opportunities for student goal setting, reflection and self-assessment regularly.
- Uses assessment to improve learning and guide instruction.
- Sets behavior expectations and consequences that are clear, consistent and follow building expectations.
- Utilizes grading patterns that are fair.
- Evaluates students' academic and social growth, keeps appropriate records, and prepares progress reports.

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

---

Maintains and submits accurate and complete records as required.

- Communicates with parents through conferences and other means to discuss students' progress and interpret the school program.
- Interacts with students, staff and parents in a positive and professional manner.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude, learning problems, and other issues that may arise.
- Establishes rapport with students and provides a pleasant, safe, and orderly climate conducive to learning.
- Maintains professional behavior.
- Other duties as assigned.

#### **Supervision & Technical Responsibilities:**

- This position does not supervise other employees.

#### **Budget Responsibility:**

- This position does not have any direct budget responsibility.

### **QUALIFICATIONS**

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

#### **Education & Training:**

- Bachelor's or Master's degree ~~required with an emphasis in~~ Culturally and Linguistically Diverse Education ~~required~~preferred, plus additional coursework required for certification or licensure.

#### **Experience:**

- 3-5 years<sup>2</sup> of successful teaching experience preferred.

#### **Knowledge Skills & Abilities:**

- Excellent oral and written communication and interpersonal relation skills.
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

#### **Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Valid Colorado Teaching License.
- Culturally and Linguistically Diverse Education endorsement.

*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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## 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.

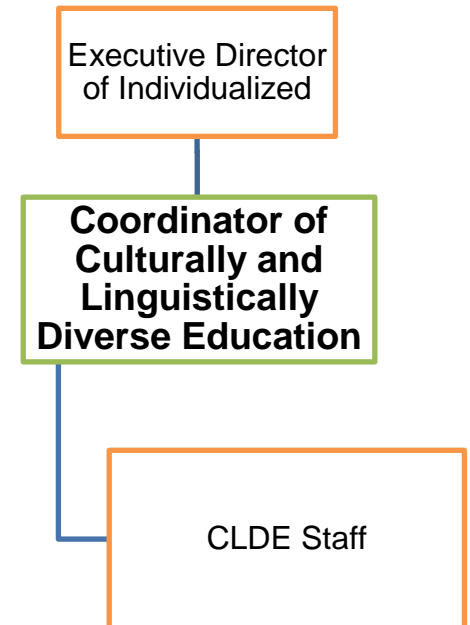
**Work Environment:** While performing the duties of this job, the employee will work primarily in a usual office or school environment.

**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.

## COORDINATOR OF CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

|                     |  |
|---------------------|--|
| <b>Job Title:</b>   | Coordinator of Culturally and Linguistically Diverse Education <u>(CLDE)</u> |
| <b>Initial:</b>     | August 28, 2013  |
| <b>Revised:</b>     | <del>May 9, 2019</del> June 14, 2019 (Administrative Revision)               |
| <b>Work Year:</b>   | 260 days   |
| <b>Office:</b>      | Individualized Education   |
| <b>Department:</b>  | Culturally and Linguistically Diverse Education <u>(CLDE)</u>                |
| <b>Reports To:</b>  | Executive Director of Individualized Education                               |
| <b>FLSA Status:</b> | Exempt   |
| <b>Pay Range:</b>   | Administrative   |

### Related Organization Chart



**POSITION SUMMARY:** The Coordinator of Culturally and Linguistically Diverse Education (CLDE) leads, plans, implements, evaluates and supports a comprehensive K-12 Culturally and Linguistically Diverse Education program/services.

### 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.

- Ensures compliance with ESSA/TITLE III/ELPA/OCR/CDE/local policies and regulations in regard to the needs of D49 English Learners (ELs).
- Models and reviews CLDE Mission/Vision/SOPI periodically.
- Provides professional development designed to meet the needs of ELs to principals, classroom teachers, CLDE staff, etc.
- Works collaboratively with district leadership, principals, CLDE Teachers, CLDE Coach/Specialist, classroom teachers to ensure the needs of ELs are met.
- Maintains, expends and monitors CLDE funds (Title III/ELPA/general funds) in accordance with established federal, state and local policies/procedures.
- Supports CLDE Technician with the maintenance of EL educational records (paper/electronic).
- Ensures all ELs have appropriate placement and each EL has an active ELP (English Language Plan).
- Supports and plans for ELs with various language extension opportunities - CLDE Summer Camp, READ Camp, GE Camp, etc.

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



- Collaborates with various departments/programs to meet the needs of the ELs.
- Plans and facilitates CLDE Parent Engagement Quarterly Meetings.
- Prepares an annual staff allocation for CLDE, subject to approval by the Executive Director of Individualized Education.
- Conducts routine audits of school-based CLDE services/programming to ensure compliance.
- Serves as a member of the Individualized Education Leadership Team.
- Serves as an advocate for the needs of the ELs in a professional and appropriate manner.
- Maintains positive relationships with all stakeholders.
- Performs other duties as assigned.

#### **Supervision & Technical Responsibilities:**

- This position directly supervises CLDE Technician, CLDE Coach(es) and CLDE Specialist(s).

**Budget Responsibility:** This position has ~~no~~ budget responsibilities [for Title III and ELPA](#).

#### **QUALIFICATIONS**

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

#### **Education & Training:**

- Bachelor's or Master's degree [required with emphasis](#) in Culturally and Linguistically Diverse Education ~~required~~[preferred](#).

#### **Experience:**

- A minimum of five years' experience in CLDE/ESL education.
- A minimum of five years of successful teaching and/or administrator experience.

#### **Knowledge Skills & Abilities:**

- Demonstrated ability to work effectively with others from diverse communities.
- Knowledge of cultural awareness and sensitivity.
- Excellent oral and written communication and interpersonal relation skills.
- Basic math skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Demonstrated ability to work as a member of a high performing team.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

#### **Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- Valid Colorado Principal/Administrator License.

*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.*

- 
- Colorado CLDE Endorsement.

## **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.

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

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** 8.03 Student Study Trips

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

**VRHS**

Ellsworth AFB CIA Trip

Depart-10/3/19 Return-10/5/19

50 Students will attend this trip.

Cost of this trip will be \$125 per students and includes transportation, meals, lodging and tours.

AFJROTC required Curriculum in Action Trip

Fundraising will not be part of this trip.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

|                 |  |   |
|-----------------|--|---|
| <b>Culture</b>  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   |   |
| <b>Strategy</b> | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u> | Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders. |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Information Only.

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

**DATE:** June 27, 2019

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Shannon Hathaway, Risk & Benefits Manager

**TITLE OF AGENDA ITEM:** Current Legal Issues

**ACTION/INFORMATION/DISCUSSION:** Information - Confidential

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

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

**DATE:** June 27, 2019

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

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Board Sub-Committee Minutes

**ACTION/INFORMATION/DISCUSSION:** Information Item

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

|          |  |  |
|----------|--|--|
| Culture  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   |  |
| Strategy | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><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:** Dave Cruson, Board Secretary

**DATE:** June 26, 2019



**Regular Meeting of Education reEnvisioned BOCES**

Held in Education reEnvisioned Office

4035 Tutt Blvd, Colorado Springs, CO 80922

Tuesday Evening, May 21, 2019 at 4:04 pm

Board President Don Griffin in the Chair, and Annette Ridgway acting as Secretary

**Guests/Staff in Attendance:** Annette Ridgway, Brad Miller, Ken Witt, Amy Attwood, Sarah Schuchard, Renae Roth

**Guest/Staff on Conference Call:** Bethany Drosendahl, Dan Snowberger, Kindra Whitmyre, Nicole Tiley

**Board of Directors Roll Call:**

|          | Drosendahl | Griffin | Harris | LaVere-Wright | Richard | Snowberger       |
|----------|------------|---------|--------|---------------|---------|------------------|
| Here     | X          | X       | X      | X             |         | X Arrived 4:11pm |
| NOT Here |            |         |        |               | X       |                  |

**Approval for the Agenda:**

Motion: LaVere-Wright, to approve the agenda

Second: Harris

Motion Passed: 4-0

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

**Approval for Consent Agenda:**

Motion: Harris, to approve minutes from April 16, 2019

Second: Drosendahl

Motion Passed: 4-0

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



**Approval for Agenda Action Items:**

**A. Request for Proposal Update**

Motion: LaVere-Wright, to authorize the BOCES to proceed with contract negotiations with ACA Homeschool Academy to open a homeschooling enrichment program in the Fall 2019 in D38 and to authorize the BOCES to proceed with contract negotiations with CREATE Success Academy to open a 6-11 in the Fall 2020, pending successful identification and acquisition of a location and facility prior to contract signing

Second: Harris

Motion Passed: 5-0

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

**B. K12 Contact Revision Status**

No Action

**C. School Calendars**

Motion: LaVere-Wright, to approve the Pikes Peak Online School and Colorado Preparatory School Calendars

Second: Harris

Motion Passed: 5-0

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





**D. Board of Directors Meeting Dates**

Motion: LaVere-Wright, to approve the proposed 2019-2020 BOD regular meeting schedule

Second: Drosendahl

Motion Passed: 5-0

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

**E. Executive Director Contract Update**

Motion: Snowberger, to continue the contract with the executive director, and to pay the earned performance bonus in the amount of \$12,000

Second: Drosendahl

Motion Passed: 5-0

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

Amended Motion: Harris, to continue the contract with the executive director, and to pay the earned performance bonus in the amount of \$12,000 by June 30, 2019

Second: LaVere-Wright

Motion Passed: 5-0

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



**Approval to Adjourn at 4:46 pm:**

Motion: LaVere-Wright

Second: Harris

Motion Passed: 5-0

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

Minutes Respectfully Submitted by: Annette Ridgway, Acting Secretary

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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Ron Lee, Director of 3B MLO

**TITLE OF AGENDA ITEM:** 3B MLO Project Update

**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

Discussion item, 3B project updates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

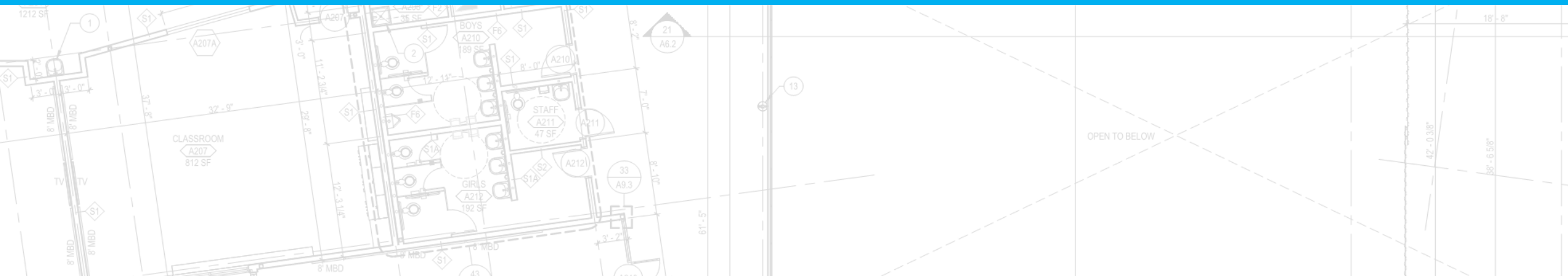
**APPROVED BY:** Pedro Almeida, Chief Operations Officer

**DATE:** June 27, 2019



# MLO 3B UPDATES

## July 11, 2019



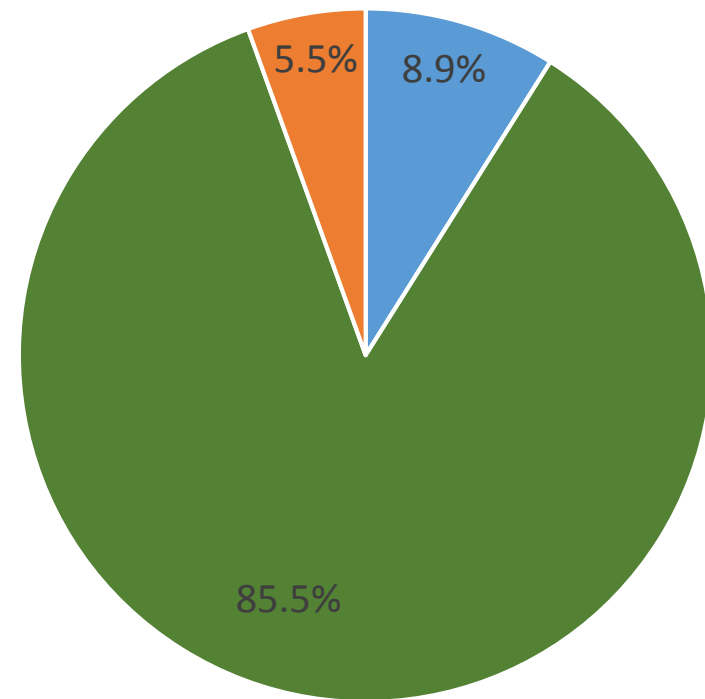


## P2 Projects

### Project Info:

- Projects are in progress with no project having any issues that may lead to not being completed on time or affecting school start.
- Projects are having budget fully reviewed and updates will be given to principal on what if any is remaining after this summer. Approx. half of the schools are complete at this time with the remainder being complete by Mid-July.
- Horizon Middle School is first school to be fully complete with the use of their funds.

District 49 P2 Projects



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)

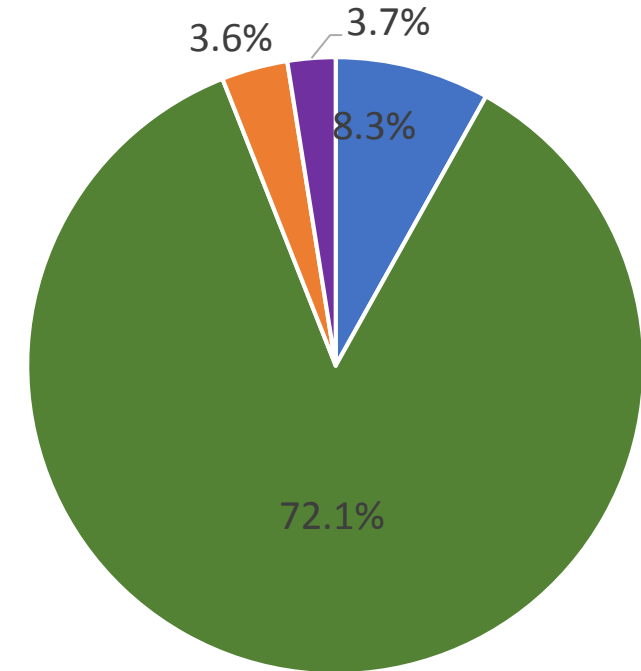


# Inspiration View Elementary

Inspiration View Elementary School

## Milestones

- Project received it's TCO. Only items to complete for CO is a modification to the bus drop off lane which is in progress now and will be complete by weeks end.
- Punchlist are complete and been tracking with contractor and Architect. Punch list is approximately 85% complete. It is expected they will be complete by mid-July.
- Furniture has been installed.
- Orders continue to come in. We expect all orders to be complete by mid-July.
- Project finances are in good shape. Project budget is being fully reviewed like all other projects.
- Grand Opening / Ribbon Cutting is scheduled for July 22<sup>nd</sup>.
- There is no issue that will interfere with school starting.



- Project Scope In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
- Project Scope in Planning (No PO or Encumbered Cost)
- Project Contingency





# Inspiration View Elementary



D49-VP

6/4/19, 1:42:09 PM



## Inspiration View Elementary



D49-IVE

5/23/19, 9:29:43 AM





## Inspiration View Elementary



D49-IVE

5/23/19, 9:27:14 AM



## Inspiration View Elementary



D49-IVE

5/23/19, 9:28:49 AM

## Project Update Report

**Project Name:**

Wember Inc. Project Number:

Issue Date:

**District 49 Schools – P2, P3 & P4 Projects**

2016.63

July 02, 2019

The purpose of this update is to report on the current status of the District 49 School P2, P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the projects at this point (information current through May 1, 2019).

### Budget Key

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

### Other Definitions

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



## Overall P2 Budget Summary

|   |                    |   | A<br>Initial<br>Budget | C<br>Current<br>Budget | G<br>Committed<br>Cost | I<br>Remaining<br>Funds | J<br>Incurred<br>Costs |
|---|--------------------|---|------------------------|------------------------|------------------------|-------------------------|------------------------|
| A | Falcon Zone        |   | \$6,124,500.00         | \$6,124,500.00         | \$6,013,171.92         | \$114,078.96            | \$5,521,644.42         |
|   | A.1                | FHS - Falcon High School                          | \$1,378,000.00         | \$1,378,000.00         | \$1,299,174.31         | \$78,825.69             | \$1,277,078.72         |
|   | A.2                | FMS - Falcon Middle School                        | \$2,441,000.00         | \$2,441,000.00         | \$2,443,750.88         | \$0.00                  | \$2,220,703.27         |
|   | A.3                | FES - Falcon Elementary School of Technology      | \$1,039,500.00         | \$1,039,500.00         | \$1,028,486.48         | \$11,013.52             | \$784,976.48           |
|   | A.4                | MRE - Meridian Ranch Elementary School            | \$571,000.00           | \$571,000.00           | \$561,985.45           | \$9,014.55              | \$561,985.45           |
|   | A.5                | WHE - Woodmen Hills Elementary School             | \$695,000.00           | \$695,000.00           | \$679,774.80           | \$15,225.20             | \$676,900.50           |
| B | Power Zone         |   | \$4,783,000.00         | \$4,783,000.00         | \$4,387,557.31         | \$395,442.69            | \$3,902,650.32         |
|   | B.1                | VRH - Vista Ridge High School                     | \$1,167,500.00         | \$1,167,500.00         | \$1,061,860.23         | \$105,639.77            | \$930,914.43           |
|   | B.2                | SMS - Skyview Middle School                       | \$1,549,500.00         | \$1,549,500.00         | \$1,440,917.86         | \$108,582.14            | \$1,181,937.23         |
|   | B.3                | OES - Odyssey Elementary School                   | \$384,000.00           | \$384,000.00           | \$381,300.79           | \$2,699.21              | \$381,300.79           |
|   | B.4                | RVE - Ridgeview Elementary School                 | \$680,500.00           | \$680,500.00           | \$653,086.82           | \$27,413.18             | \$650,212.52           |
|   | B.5                | SES - Stetson Elementary School                   | \$1,001,500.00         | \$1,001,500.00         | \$850,391.61           | \$151,108.39            | \$758,285.35           |
| C | Sand Creek Zone    |   | \$6,946,500.00         | \$7,546,500.00         | \$7,145,097.87         | \$401,402.13            | \$6,253,175.24         |
|   | C.1                | SCH - Sand Creek High School                      | \$2,711,500.00         | \$3,311,500.00         | \$2,964,081.38         | \$347,418.62            | \$2,531,610.18         |
|   | C.2                | HMS - Horizon Middle School                       | \$1,538,500.00         | \$1,538,500.00         | \$1,538,500.00         | \$0.00                  | \$1,519,902.00         |
|   | C.3                | EES - Evans International Elementary School       | \$1,230,500.00         | \$1,230,500.00         | \$1,223,935.95         | \$6,564.05              | \$793,401.12           |
|   | C.4                | RME - Remington Elementary School                 | \$791,500.00           | \$791,500.00           | \$781,571.11           | \$9,928.89              | \$774,126.81           |
|   | C.5                | SRE - Springs Ranch Elementary                    | \$674,500.00           | \$674,500.00           | \$637,009.43           | \$37,490.57             | \$634,135.13           |
| D | I Connect Zone     |   | \$1,154,000.00         | \$1,404,000.00         | \$1,381,725.79         | \$22,274.21             | \$1,375,613.79         |
|   | D.1                | SSAE - Springs Studio for Academic Excellence     | \$75,500.00            | \$75,500.00            | \$71,272.43            | \$4,227.57              | \$68,716.43            |
|   | D.2                | FLC - Falcon Legacy Campus                        | \$990,000.00           | \$1,240,000.00         | \$1,238,304.48         | \$1,695.52              | \$1,238,214.48         |
|   | D.3                | MOH -Mohawk (Home School Program)                 | \$88,500.00            | \$88,500.00            | \$72,148.88            | \$16,351.12             | \$68,682.88            |
| E | Charter Schools    |   | \$992,000.00           | \$1,037,000.00         | \$806,020.77           | \$230,979.23            | \$806,020.77           |
|   | E.1                | BLA - Banning Lewis Ranch Academy                 | \$399,000.00           | \$444,000.00           | \$249,339.77           | \$194,660.23            | \$249,339.77           |
|   | E.2                | ICA - Imagine Classical Academy                   | \$258,500.00           | \$258,500.00           | \$258,500.00           | \$0.00                  | \$258,500.00           |
|   | E.3                | PPS - Pikes Peak School or Expeditionary Learning | \$209,000.00           | \$209,000.00           | \$209,000.00           | \$0.00                  | \$209,000.00           |
|   | E.4                | RMCA - Rocky Mountain Classical Academy           | \$125,500.00           | \$125,500.00           | \$89,181.00            | \$36,319.00             | \$89,181.00            |
| F | Owner Requirements |   | \$0.00                 | \$186,400.00           | \$186,400.00           | \$0.00                  | \$175,511.00           |
|   | Total              |   | \$20,000,000.00        | \$21,081,400.00        | \$19,919,973.66        | \$1,161,426.34          | \$18,034,615.54        |

- All School and projects are being reviewed with summer work for clarification on final numbers remaining. This involves rectifying with the District Finance, confirming contracts are complete with Vendors and reviewing all current scopes. About half the schools are complete and all will be complete by mid-July and reports will be sent to Principals and District staff.

### **P3 & P4 Summary**

#### **Bennett Ranch Elementary**

- Work on some modifications and final floor and stage fixes are being done at the beginning of July. Work should be complete by end of the month.

#### **Inspiration View Elementary**

- Project received it's TCO. Only items to complete for CO is a modification to the bus drop off lane which is in progress now and will be complete by weeks end.
- Punchlist are complete and been tracking with contractor and Architect. Punch list is approximately 85% complete. It is expected they will be complete by mid-July.
- Furniture has been installed.
- Orders continue to come in. We expect all orders to be complete by mid-July.
- Project finances are in good shape. Project budget is being fully reviewed like all other projects.
- Project team will continue to meet throughout the summer to confirm everything is taken care of.
- Grand Opening / Ribbon Cutting is scheduled for July 22<sup>nd</sup>.
- There is no issue that will interfere with school starting.

#### **Falcon High School**

- Budget is being closed out on P3. Will be complete for final report to District in mid-July with rest of projects.

#### **Vista Ridge High School**

- Budget is being closed out on P3. Will be complete for final report to District in mid-July with rest of projects

#### **Sand Creek High School**

- Budget is being closed out on P3. Will be complete for final report to District in mid-July with rest of projects

It is expected final project finances will be presented at August Board Meeting for Bennett Ranch, Falcon High School, Vista Ridge High School and Sand Creek High School.

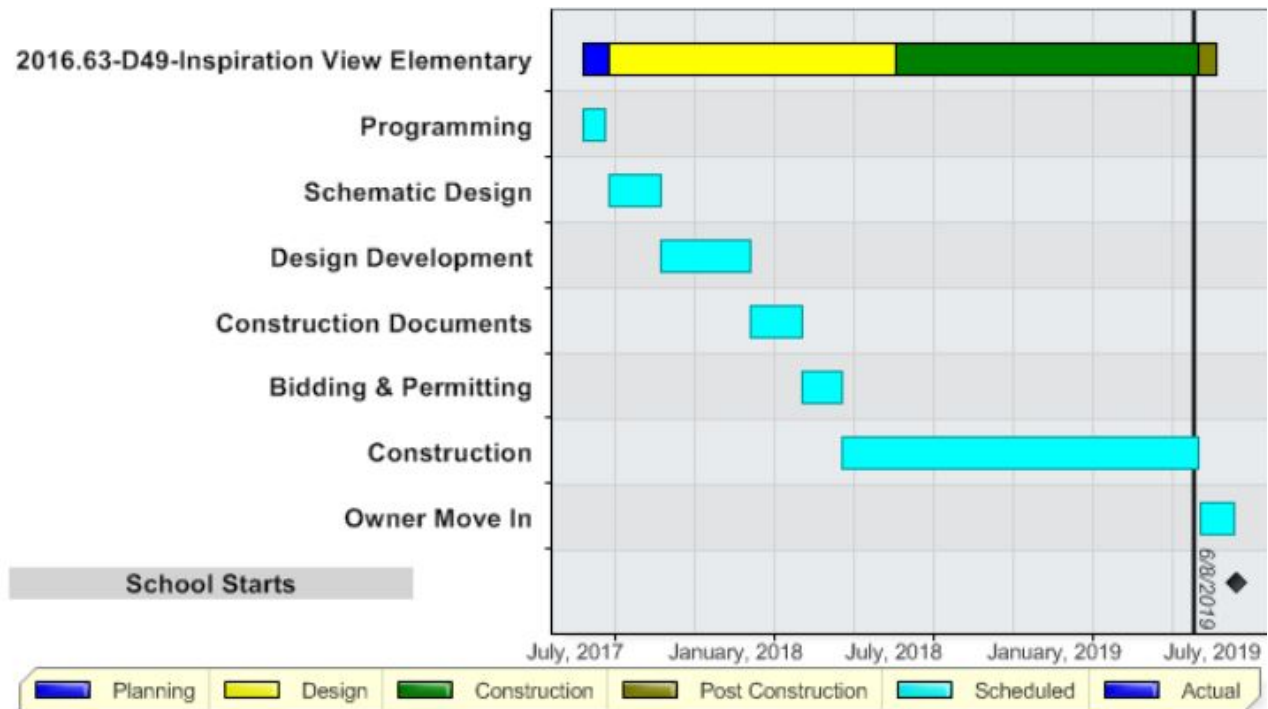
### **Overall Budget**

|   |                             | C<br>Current<br>Budget | G<br>Committed<br>Cost | H<br>Projected To<br>Complete | I<br>Projected<br>(Over)/Under | J<br>Incurred<br>Costs |
|---|-----------------------------|------------------------|------------------------|-------------------------------|--------------------------------|------------------------|
| A | Falcon High School          | \$23,300,000           | \$23,181,353           | \$50,053                      | \$68,594                       | \$22,736,090           |
| B | Bennett Ranch Elementary    | \$5,650,000            | \$5,517,697            | \$0                           | \$132,303                      | \$5,517,697            |
| C | Sand Creek High School      | \$24,400,000           | \$23,531,646           | \$168,700                     | \$699,654                      | \$21,503,289           |
| D | Inspiration View Elementary | \$4,850,000            | \$4,822,681            | \$4,000                       | \$23,319                       | \$4,794,942            |
| E | Vista Ridge High School     | \$7,000,000            | \$6,867,259            | \$0                           | \$132,741                      | \$6,859,495            |
|   | Total                       | \$65,200,000           | \$63,920,636           | \$222,753                     | \$1,056,611                    | \$61,411,514           |

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

### Inspiration View Elementary Schedule

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

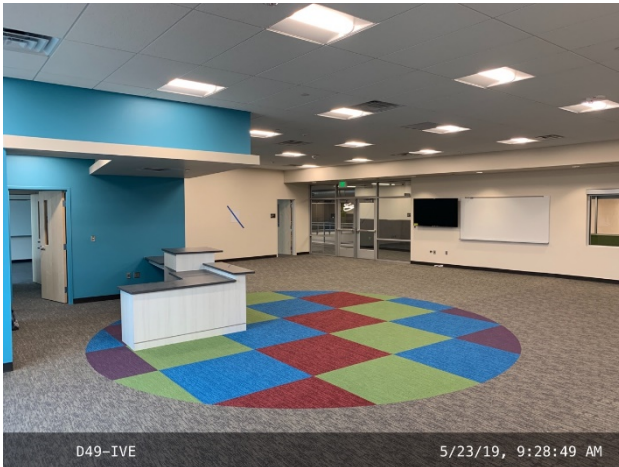


### Inspiration View Elementary Financials

|              |                                  | C<br>Current<br>Budget | G<br>Committed<br>Cost | H<br>Projected To<br>Complete | I<br>Projected<br>(Over)/Under | J<br>Incurred<br>Costs |
|--------------|----------------------------------|------------------------|------------------------|-------------------------------|--------------------------------|------------------------|
| A            | Land & Lease Cost                | \$1,000.00             | \$269.00               | \$0.00                        | \$731.00                       | \$269.00               |
| B            | Owners Requirements              | \$1,976,324.00         | \$1,969,903.00         | \$1,000.00                    | \$5,421.00                     | \$1,729,247.91         |
| C            | Construction                     | \$19,790,531.36        | \$19,790,531.36        | \$0.00                        | \$0.00                         | \$19,001,147.81        |
| D            | Permits, Utilities & Fees        | \$302,675.00           | \$241,004.53           | \$47,700.00                   | \$13,970.47                    | \$235,230.53           |
| E            | Furniture, Fixture and Equipment | \$1,207,000.00         | \$1,057,210.28         | \$0.00                        | \$149,789.72                   | \$302,885.83           |
| F            | Technology                       | \$493,000.00           | \$472,727.45           | \$0.00                        | \$20,272.55                    | \$234,508.27           |
| G            | Contingencies & Escalation       | \$629,469.64           | \$0.00                 | \$100,000.00                  | \$529,469.64                   | \$0.00                 |
| <b>Total</b> |                                  | <b>\$24,400,000.00</b> | <b>\$23,531,645.62</b> | <b>\$148,700.00</b>           | <b>\$719,654.38</b>            | <b>\$21,503,289.35</b> |

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

## Inspiration View Elementary Construction Progress





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

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Paul Andersen, Director of Human Resources

**TITLE OF AGENDA ITEM:** Guest Teacher Pilot Update

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We began the Tagg Education pilot at Horizon Middle School in December 2018 and expanded the pilot to five schools during the spring semester of 2019. It is anticipated that this report will increase board and stakeholder understanding of the third party approach to guest teachers and provide the opportunity for the board to ask questions about the Tagg pilot and the guest teacher strategy.

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

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

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

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

**DATE:** July 3, 2019





# Guest Teacher Program: Tagg System Pilot Update

Paul Andersen  
Director of Human Resources  
July 11, 2019

# Tagg Education Pilot Overview



- Tagg Education is a software platform designed to facilitate the filling of teacher vacancies with qualified independent contractor guest teachers
- The pilot began in the Sand Creek Zone in December 2018
- In April 2019, Falcon Zone schools were added to the pilot
- During the pilot, Tagg is serving as a supplement to our existing pool of guest teachers

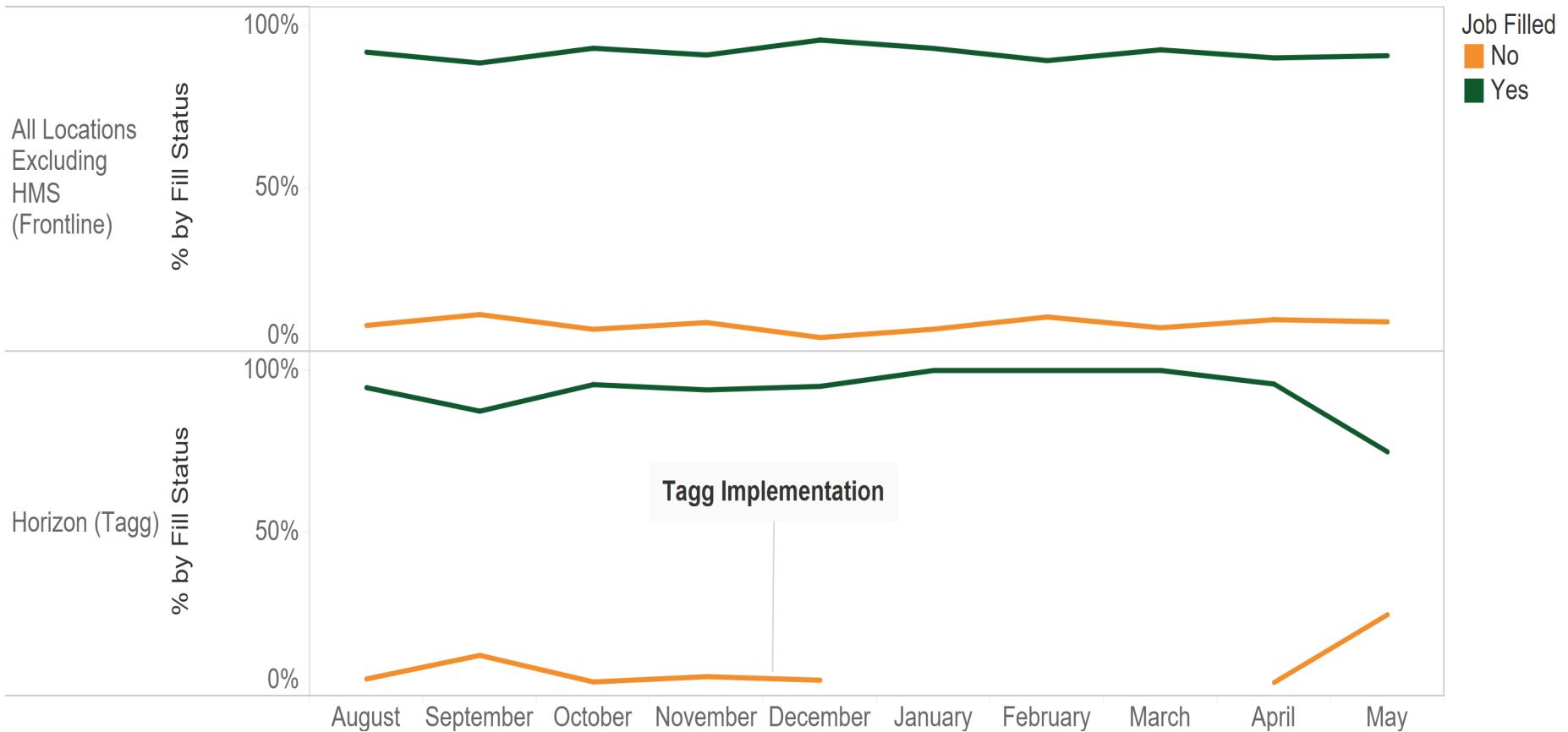
# Sand Creek Zone Pilot



- Horizon Middle started strong using Tagg for all absences except special education
- Service (fill rates) dropped after spring break
- Sand Creek High used Tagg on limited basis
- The addition of Springs Ranch Elementary and Falcon Zone schools negatively impacted Tagg fill rates

# Fill Rates at HMS by Month

(SY18-19)



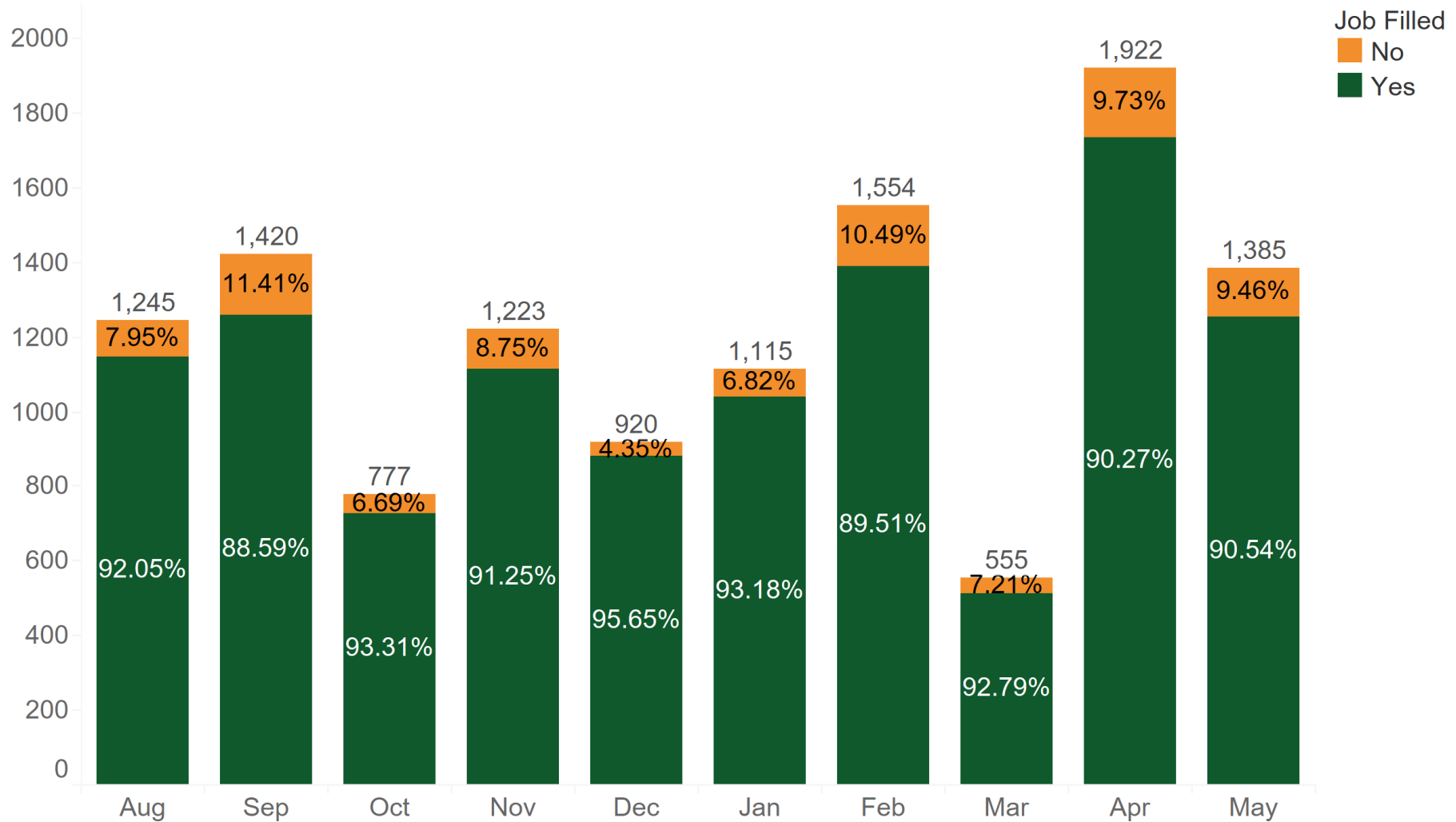
# Falcon Zone Pilot



- Pilot was expanded to Falcon Middle and Falcon High in April 2019
- Timing made it difficult for Tagg to recruit additional guest teachers, thus fill rates were below expectations
- Overall positive feedback about the quality of Tagg guest teachers

# Fill Rates by Month SY18-19

(All Teachers, All Locations)



The Best Choice to Learn, Work and Lead

# Tagg Fill Rate Performance



| Location                 | Period  | Total Jobs | Total Filled | Fill Rate |
|--------------------------|---------|------------|--------------|-----------|
| Horizon Middle School    | Dec-May | 184        | 153          | 83%       |
| Sand Creek High School   | Feb-May | 16         | 11           | 69%       |
| Springs Ranch Elementary | Apr-May | 61         | 40           | 66%       |
| Falcon Middle School     | Apr-May | 101        | 58           | 57%       |
| Falcon High School       | May     | 27         | 17           | 63%       |
| Total                    |         | 389        | 279          | 72%       |

The Best Choice to Learn, Work and Lead



# Tagg Pilot Learnings



- Guest teacher quality has been good
- Tagg platform (technology) is promising
  - User friendly
  - Good functionality
  - Reporting needs work
- Expansion of Tagg needs careful analysis and timing

# Next Steps with Tagg



- Continue pilot into 2019/20 with Tagg as the primary guest teacher provider at:

## **Sand Creek Zone**

- Springs Ranch Elementary
- Horizon Middle
- Sand Creek High

## **Falcon Zone**

- Falcon Elementary
- Falcon Middle
- Falcon High

- Continue to evaluate effectiveness and scalability
- Next formal checkpoint at fall break

# Concerns We Are Tracking



- Tagg System
  - Consistent training for Guest Teachers
  - Ability to scale up to meet full district needs
  - Requires dual systems for schools using Tagg
  - Tagg does not offer support subs – and doesn't plan to
- Current D49 Guest Teachers
  - Desire to stay in PERA
  - Potentially keep certain D49 guest teachers as FT subs
- Increasingly competitive market for guest teachers



# QUESTIONS / DISCUSSION

**BOARD OF EDUCATION ITEM 9.03**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Bruce Grose, Principal-Sand Creek High School

**TITLE OF AGENDA ITEM:** New Job Description: Dean of Career and College Success

**ACTION/INFORMATION/DISCUSSION:** Position Approval

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

Vista Ridge High School is requesting a corrected name change for our current position. The current position that is completing these same responsibilities is using the job title Dean of Concurrent Enrollment.

**RATIONALE:**

Vista Ridge High School has a person designated to assist parents and students in their effort to meet their post-secondary goals. This person makes certain that students are using their pathway and ICAP work to assist and support each student in their transition to their post-secondary goals. This leader is involved in scholarship applications, FAFSA applications, college visits, career and college fairs, and career and college visits to our campus.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Vista Ridge will track all senior scholarships as well as graduation rate success.

**INNOVATION AND INTELLIGENT RISK:**

This position is not a new position and provides no unexpected risks.

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

|          |   |  |
|----------|---|--|
| Culture  | Inner Ring—How we treat each other  | This position is founded on the ability to assist all students in the process of post-secondary accomplishments.   |
|          | Outer Ring—How we treat our work  | This person will stay current with all post-secondary changes, in order to better advise all students.   |
| Strategy | Rock #1—Establish enduring <u>trust</u> throughout our community                                      | We have developed tremendous trust with our community through this position. In this position, many students have been able to meet their post-secondary goals.        |
|          | Rock #2—Research, design and implement programs for intentional <u>community</u> participation        | By staying current in this position, we have been able to host multiple evening events for parents and students to participate in the process of reaching their goals. |
|          | Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>                    | This position has created an exciting opportunity to provide VRHS with opportunities that not every school offers.   |
|          | Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive |  |
|          | Rock #5— Customize our educational systems to <u>launch each student toward success</u>               | This provides a customized opportunity for all students.   |

BOE Regular Meeting July 11, 2019  
Item 9.03 continued

**BUDGET IMPACT:** There is no budgetary impact in this process. This position already exists; this process is providing the correct job description for the position.

**AMOUNT BUDGETED:** The amount already exists.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move the new job description for action at the August 2019 BoE Meeting.

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

**DATE:** 7-2-2019

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## DEAN OF CAREER AND COLLEGE SUCCESS

|                     |  |
|---------------------|--|
| <b>Job Title:</b>   | Dean of Career and College Success                             |
| <b>Initial:</b>     | July 11, 2019  |
| <b>Revised:</b>     |  |
| <b>Work Year:</b>   | Teacher Calendar plus days as determined by the administration |
| <b>Office:</b>      | Education  |
| <b>Department:</b>  | Assigned School  |
| <b>Reports To:</b>  | Building Administrator   |
| <b>FLSA Status:</b> | Exempt   |
| <b>Pay Range:</b>   | Licensed Salary Schedule + 5%                                  |

### Related Organization Chart



**POSITION SUMMARY:** As the leader of career and college success, the Dean of Career and College Success is first and foremost responsible for using the student's pathway and ICAP to assist and support that student in the transition from high school to career or college. Involved in scholarship applications, FAFSA applications, college visits, career and college fairs, and career and college visits to our campus.

### 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.

- Assure all students achieve the desired transition from high school to career or college.
- Understand and use ICAP's to guide planning.
- Connect students with college or career representatives.
- Promote community involvement with informational nights that include, but are not limited to FAFSA completion, Scholarship application, Military enlistment processes, and Career Certifications.
- Collaborate with departments to develop new classes to meet the needs of our students.
- Coordinate NCAA class approval.
- Performs other related duties as assigned.

### Supervision & Technical Responsibilities:

- This position does not directly supervise any other employees.

### Budget Responsibility:

- This position does not have any direct budget responsibility.

*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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## QUALIFICATIONS

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

### Education & Training:

- Bachelor's and or Master's Degree

### Experience:

- Successful experience working with diverse career interests.
- Knowledge of ICAP.

### Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

### Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- 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 regularly required to stand, walk, sit, use hands to finger, or feel. The employee frequently is required to talk or hear. The employee must occasionally lift and/or move up to 25 pounds. There are no special vision abilities required for this job.

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

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

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

**BOARD OF EDUCATION ITEM 9.04**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 2019

**PREPARED BY:** Marie La Vere-Wright, Board President  
Donna Garza, Executive Assistant

**TITLE OF AGENDA ITEM:** Board of Education Resolutions for Colorado Association of  
School Boards' Delegate Assembly

**ACTION/INFORMATION/DISCUSSION:** Discussion

**BACKGROUND OR RATIONALE**

CASB's Legislative Resolutions Committee submits resolutions annually as a slate for action by the delegates. The Delegate Assembly takes action on the resolutions and those adopted become what CASB staff will fight for, or against, at the state capitol and throughout the legislative session.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

Local boards are encouraged to submit resolutions to CASB. By submitting resolutions for consideration, the board can take an active role in establishing how CASB will approach crucial education issues that the legislature may take up in the next session and in highlighting those issues on which CASB should proactively lobby for legislative change that will benefit local school boards and the students those boards serve. To be considered for inclusion at the CASB Delegate Assembly, new resolutions must be submitted by August 30th.

Begin discussions on topics and ideas for legislative action, or suggested revisions or additions to current resolutions by reviewing final resolutions from CASB's 79th Annual Delegate Assembly.

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

|                 |  |   |
|-----------------|--|---|
| <b>Culture</b>  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   |   |
| <b>Strategy</b> | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u> | Legislative action can help or hinder action at local level due to determination of funding, regulatory hurdles, and mandates |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Board members and Chief Officers should prepare to share any suggestions for new or revised resolutions for submission to CASB at the August 8<sup>th</sup> regular meeting.

**APPROVED BY:** Marie La Vere-Wright, Board President

**DATE:** June 27, 2019

## RESOLUTIONS FOR CASB 8-28-18

### **#1 – LR14 from Final Resolutions for 78<sup>th</sup> Annual Delegate Assembly adopted October 20, 2018**

**#1 – CASB supports legislation requiring the Colorado Department of Education to collaborate with district and charter school boards of education and superintendents (as well as their professional associations, CASE and CASB respectively), to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.**

*#1 – Rationale – Adding a second enrollment count day in February would allow districts to make mid-term adjustments to aid when students come and go during the school year. Educating children isn't based on an annual decision. Month-to-month or day-to-day decisions are necessary which may require different resources. Many school districts recognize a significant amount of growth after the October count. Educational funding should be supported for those new students.*

### **#2 – LR6 from Final Resolutions for 78<sup>th</sup> Annual Delegate Assembly adopted October 20, 2018**

**#2 - CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when prescribed by a treating physician.**

*#2 Rationale - Students with significant medical needs are migrating to Colorado to pursue treatment with non-psychoactive cannabinoid oil for intractable medical conditions such as Dravet's syndrome.*

*HB16-1373 allows a student to use medical marijuana on school grounds, on a school bus, or at a school activity if the student's primary caregiver possesses and administers medical marijuana in a non-smokeable form to the student. The primary caregiver shall not administer the medical marijuana in a manner that is disruptive to the educational environment or causes exposure to other students. After the primary caregiver administers the medical marijuana, the primary caregiver shall remove any remaining medical marijuana from the grounds of the preschool or primary or secondary school, the school bus, or school sponsored event. The act allows a school district to adopt policies regarding who may be a primary caregiver and the permissible circumstances regarding the administration of the medical marijuana. Providing an exception would allow the schools to apply the same constraints used for the administration of all other medications during the school day which would increase overall student safety.*

**#3 – Reallocate revenue from marijuana retail sales to schools districts for high needs special education students.**

*#3 – Rationale – Most of the marijuana taxes collected go into the state general fund. Districts must pay a disproportionate share of special needs education expenses for students using cannabinoid products, which can wreak havoc with their budgets. Increasing funding for all students who receive special education services directly impacts those who are directly affected by the sale of these products.*

### **#4 – LR13 from Final Resolutions for 78<sup>th</sup> Annual Delegate Assembly adopted October 20, 2018.**

**#4 - CASB supports full federal funding and full funding of the state portion of the Individuals with Disabilities Education Act.**

*#4 - Rationale: The federal law requiring schools to meet the needs of students with disabilities offers current federal funding of approximately 16-17 percent of the actual cost. It is time to increase federal funding to the 40 percent standard set by the initial legislation.*



# **FINAL RESOLUTIONS**

## **78<sup>th</sup> Annual Delegate Assembly**

Adopted  
Saturday, October 20, 2018



Colorado Association of School Boards  
CASB.org

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# Standing Resolutions

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## Local Governance

- SR1** Colorado's Constitution acknowledges the diverse nature of Colorado school districts and establishes locally elected school boards vested with control of instruction as the guarantor of educational quality responsive to local needs.
- SR2** Control of instruction, including efforts to restructure and fund public education, must be guided by student needs, improved academic growth and achievement, with responsible use of financial resources as determined by the locally elected school board.
- SR3** Essential functions of the local board of education's constitutional authority include establishing the course of curriculum and instruction, the process for determining the terms and conditions of employment for school district employees, and the budget to be used to implement the local community's priorities.

## **Finance**

- SR4** The state must provide Colorado’s public schools with adequate and reliable funding pursuant to a formula that balances federal, state and local revenue sources and is intended to fully fund the legal requirements for and meet the educational needs of all Colorado students.
- SR5** New legislation must expressly consider cost at the state and local levels and be fully funded before it may be enforced by the state.
- SR6** Existing mandates that are ineffective or that have a larger cost than benefit must be rescinded so local boards may dedicate those financial resources to better use.

## **Student Academic Growth and Achievement**

- SR7** CASB supports a system of accountability that stresses local measures that inform instruction and separately acknowledges a need for a statewide system that allows measurement of school and district effectiveness and comparison between school districts.
- SR8** CASB opposes any state mandates beyond the federal minimums with respect to assessment and educator licensure to assure local boards’ flexibility to allocate instructional time and place the best teacher in every classroom.
- SR9** Colorado school boards’ constitutional authority includes the right to develop schools and programs to supplement current programs and ensure student access to diverse learning opportunities.



# 2019 Legislative Session Resolutions

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Submitted by local boards of education or CASB's Legislative Resolutions Committee, the following resolutions adopted in 2018 form the basis of the CASB Legislative Advocacy platform at both the state and federal levels.

## Local Governance

- LR1** CASB supports allowing local boards of education to meet in executive session with school district staff for the purpose of determining positions with respect to employee negotiations.
- LR2** CASB supports repeal of the Claire Davis School Safety Act.
- LR3** CASB supports elimination of the state required high school social studies exam.
- LR4** CASB urges the Colorado General Assembly, the Colorado Department of Education and the Colorado State Board of Education to support legislation that requires review and assessment of the effectiveness of existing K-12 education laws and programs to determine whether the laws and programs should be continued, revised, or rescinded. The scope of this review should include the effectiveness of the program, associated costs of the program and ultimately whether the program has advanced the educational outcomes of Colorado students. The review should include participation by school administrators and teachers.
- LR5** CASB supports the authority of local boards of education to hold accountable multidistrict online charter schools operating within their boundaries and to make decisions, including continued operation or closure, based on achievement standards that align with state law and the needs of the local community.
- LR6** CASB urges the United States Congress to amend the Drug Free Schools and Communities Act to include an exception for the administration of non-psychoactive cannabinoid oils to students on school grounds under medical supervision when recommended by a treating physician.

- LR7** CASB supports a change in existing law to provide that new oil and gas operations should be placed no closer than 1,000 feet from school outdoor activity areas. The local board of education should have control over whether to designate certain parts of its school properties as school outdoor activity areas.
- LR8** CASB encourages the Colorado General Assembly to eliminate portions of Colorado's Student Data Transparency and Security Act that are unduly burdensome and impractical for school districts and supporting organizations to implement.
- LR9** CASB urges the Colorado General Assembly to develop legislation that prohibits use of cell phones (both voice and text) while operating a motor vehicle in school zones unless in a legally parked vehicle or not in a vehicle (persons on foot in safe pedestrian areas).
- LR10** The Colorado Department of Education (CDE) should establish an office, with the directive and funding, to support the recruitment and hiring of teachers in small and rural school districts within the state. The current process of referring prospective teaching candidates to Teachers-Teachers.com may be cost-effective for the individual, but is often prohibitive for Local Education Agencies due to budgetary constraints, disproportional concentration of teachers in specific regions of the state, and a general lack of exposure for the communities in greatest need of new professionals to the marketplace. The advent of job hiring sites like Glassdoor, Indeed.com, ZipRecruiter, and others has been beneficial to the cause, however, a direct liaison between job seekers and the locations that need them the most is the next logical progression. Many administrators feel this connection should be augmented by CDE and its resource capability.
- LR11** CASB supports revising SB 191 teacher evaluation requirements to allow for evaluating non-probationary teachers in alternating years.

## Finance

**LR12** CASB recognizes that a structural change is needed in how the state funds K-12 education and other critical state and local programs. This structural change includes addressing the negative impacts of constitutional provisions like TABOR and Gallagher, which have put significant strain on the state budget. This has caused the Colorado General Assembly to subject K-12 education to significant budget cuts through the mechanism formerly known as the “negative factor.” Such budget cuts are contrary to the voters’ intent in passing Amendment 23, which called for the state to sustain K-12 education funding at a level equal to the growth in inflation plus enrollment. These budget cuts also significantly threaten the ability for K-12 educators to provide every Colorado child with a thorough and uniform education.

We therefore support actively advocating for the adoption of policies and legislation to provide the Colorado General Assembly with greater flexibility in setting the state budget.

Specifically, we support policies that address the structural imbalance within the state budget created by the current constraints of our state constitution.

**LR13** CASB supports full federal funding and full funding of the state portion of the Individuals with Disabilities Education Act.

**LR14** CASB supports legislation requiring the Colorado Department of Education to collaborate with district and charter school boards of education and superintendents (as well as their professional associations, CASE and CASB respectively), to develop a system for counting student enrollment that is more equitable than the current single-day “October-count” model.

**LR15** CASB believes the provisions in HB 17-1375, which create a so-called “mill levy equalization fund,” must be repealed or made subject to a new funding source approved by Colorado voters. HB 17-1375 uses general fund revenues to fund this “mill levy equalization fund.” The Budget Stabilization Factor (BSF) is above \$600 million and any general fund money diverted to benefit the students in the Charter School Institute (CSI) schools could and should be used to benefit all Colorado students through a buydown of the BSF. Moreover, about one-third of Colorado school districts also do not have any mill levy override (MLO) funding and providing funds only to CSI schools to

compensate for the lack of MLO funds is unfair and inequitable to the many public schools which do not have access to MLO funds.

- LR16** CASB urges the Colorado General Assembly, the Congress of the United States and the Colorado Department of Education to pursue funding to assist Colorado school districts with funds/programs to defray the costs associated with recycling of electronic equipment.
- LR17** CASB will advocate, upon the approval of Amendment 73 by Colorado voters, consideration for up to 50 percent of the first six months of the 2019 tax collections paid to districts based on per pupil count to be used for facilities to support desperately needed school capital construction projects.
- LR18** CASB will advocate for changes in state law to require that a minimum of an additional \$5 million per year be allocated during each of the next 10 budget years, from marijuana excise tax collections or other streams of revenue that may become available, to allow the Building Excellent Schools Today (BEST) program to continue multi-year financing of large-scale capital facilities improvement projects for schools and districts in dire need, thereby allowing the BEST program to continue awarding multi-year financed projects until current Certificates of Participation payments are made in full and such funds become available to continue the financing of projects.
- LR19** CASB advocates the Building Excellent Schools Today program be given authority to spend down all reserves in excess of their one-year requirement.
- LR20** CASB encourages the Colorado General Assembly to continue to fund and expand social-emotional health supports (preventative and reactive) within Colorado, specifically for P-12 school-age youth.
- LR21** CASB urges the Colorado General Assembly to continue the additional funding of rural schools that was approved in SB 17-267, called the “Sustainability of Rural Colorado.”
- LR22** CASB urges the Colorado General Assembly to continue to fund educator preparation programs as well as educator recruitment and retention programs in order to reduce and eventually eliminate current and future educator shortages. Additionally, CASB urges the Colorado General Assembly to implement financial incentives such as loan forgiveness to those educators choosing to teach in small and rural school districts.

## **Student Academic Growth and Achievement**

- LR23** CASB supports modernizing the seat time requirements for student funding to allow for a more streamlined approach for funding of blended learning (learning which takes place both in class and online).
- LR24** CASB urges the Colorado State Board of Education and Colorado Department of Education to change the School Performance Frameworks to implement a fairer school and district scoring system by recommending:
- Replacing “curve and percentile” based cut points with straight “percentage” based final assessment scoring.
  - Providing equity statewide for homogeneous and non-homogeneous student populations.
  - Modifying the definition of post-secondary success to account for traditional and non-traditional matriculation pathways.
- LR25** CASB encourages revisions in state law and rules to allow the Colorado Department of Education flexibility to adjust current timelines for Academic Standard Review. Currently, all 10 content areas are updated in one year, followed by a two-year implementation period; for a total of six years for the entire cycle.
- LR26** CASB believes that it is imperative for the state of Colorado to adopt an official definition of dyslexia as defined by the National Institute of Health in agreement with the International Dyslexia Association. We support early screening, professional development for educators, and additional funding to support the needs of these students.

## **Mission Statement**

*Advancing excellence in public education through effective leadership  
by locally elected boards of education.*

## **Vision Statement**

*The Colorado Association of School Boards through leadership,  
service, training and advocacy prepares local boards of education to  
advance a system of public schools where all students are challenged  
to meet their full potential.*



Colorado Association of School Boards

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**BOARD OF EDUCATION ITEM 9.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** CBI-R Evaluation of Chief Officers

**ACTION/INFORMATION/DISCUSSION:** Discussion/Action

**BACKGROUND OR RATIONALE** It is critical to formally provide employee feedback annually, in the form of an annual review. While virtually all employees of the district will receive this from a supervisor that is also an employee – and there is policy guidance for that, the Chief Officer Team reports directly to the Board of Education and so there is separate policy and regulation guidance established for that group. While D49 has always been intentional and appropriate in the evaluation of Chief Officers, the process does continue to evolve as things are learned and experienced over the years of the Chief Officer model. The prior version of CBI-R, for example, actually codified annual operational performance objectives. While the process of ensuring that objectives are identified, and that measurable results are provided, putting those objectives and measurable result definitions into the regulation means that the regulation has to be amended every single year. To have a regulation that better focuses on process, rather than details, we are suggesting an amendment that both establishes, and limits to, that priority.

**RELEVANT DATA AND EXPECTED OUTCOMES:** This and prior iterations to the policy and regulation are getting us to a better and better process, sequence of events, and better – more useful results. In the future, operational objectives should be considered with the proposed January Board action item regarding continued employment for each Chief Officer. Those operational objectives will be supplemented with strategic objectives that come out of the Annual Planning Summit, so that a combined, final, set of objectives for the next evaluation cycle is known by the beginning of March each year.

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

|         |  |  |
|---------|--|--|
| Culture | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work   | <i>Care &amp; Respect, Learning and Innovation are all supported with this process and this action.</i>  |
|         | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community<br><b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation<br><b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u><br><b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive<br><b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u> | <i>Not just executing an evaluation process, but maintaining and improving it in the public setting support the need for trust with our community.</i><br><br><i>All employees are also learners. Helping Chief Officers learn and improve through the evaluation process builds their firm foundation to Learn, Work, and Lead.</i> |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move regulation for action at the next regular board meeting.

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

**DATE:** June 26, 2019



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

### **Performance Review Cycle for the Chief Officers**

The Board shall review the chief officers according the following schedule:

|                          | <b>Performance<br/>Timeframe</b> | <b>Work Session</b> | <b>Regular Meeting</b> |
|--------------------------|----------------------------------|---------------------|------------------------|
| Chief Operations Officer | September - August               | August              | September              |
| Chief Education Officer  | October - September              | September           | October                |
| Chief Business Officer   | November - October               | October             | November               |

At its January regular meeting, the board shall consider continued employment of each chief officer in the next fiscal year. In the event that a January board meeting does not take place, the board shall consider the matter at its next regular meeting. The Action Item shall include for each officer for their next evaluation cycle, Operational Targets and set the structure for Strategic Priorities that will be defined from the Annual Planning Summit, in the format prescribed in this regulation. By approval of an action item, the Board may express its intent to continue employment. Such action is not a promise or guarantee of a contract for the next fiscal year. The board may delay consideration of continued employment for a chief officer who is new to the position or on a performance improvement plan.

## Chief Officer Performance Targets, Standards and Evidence Evaluation Plan

| Evaluation Domains                           | Target   | Standards   | Evidence   |
|--|--|---|--|
| Leadership<br>(Vision & Culture)             | The Officer shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of Goals.   | <ul style="list-style-type: none"> <li>Recognition and promotion for Office team members.</li> <li>Encourage sustainability and momentum in Office Departments &amp; major processes that is independent from personnel involved.</li> </ul>  | <ul style="list-style-type: none"> <li>Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.</li> <li>Intentional abandonment and/or reengineering of failing practices and programs (i.e. process improvement).</li> </ul>                     |
| Strategy<br>(Mission & Strategy)             | The Officer shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.  | <ul style="list-style-type: none"> <li>Concrete examples (narratives) of activities where the Officer emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.</li> </ul>   | <ul style="list-style-type: none"> <li>Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.</li> <li>Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.</li> </ul> |
| Customers<br>(Customer Engagement & Service) | The Officer shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in the Office departments, and at district events and programs. | <ul style="list-style-type: none"> <li>Identifying &amp; encouraging practices that invite and welcome individuals of many backgrounds, abilities, and perspectives; while identifying &amp; limiting barriers and deficits to those individuals so that our culture fosters learning, working, or leading to a person's best potential.</li> </ul> | <ul style="list-style-type: none"> <li>Supports for the District's Cultural Compass and individual points on the compass.</li> </ul>   |

Chief Officer Performance Targets, Standards and Evidence Evaluation Plan (cont.)

| Evaluation Domains   | Target  | Standards  | Evidence  |
|--|---|--|---|
| Measurement, Analysis & Knowledge Management<br><br>(Learning & Improvement) | The Officer shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.                         | <ul style="list-style-type: none"> <li>Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI).</li> <li>Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass.</li> </ul>  | <ul style="list-style-type: none"> <li>Communications that notes performance relative to District Vision, Mission as well as Office Statement of Purpose &amp; Intent (SOPI).</li> <li>Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.</li> </ul> |
| Workforce<br><br>(Workforce Service & Development)                           | The Officer shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.                             | <ul style="list-style-type: none"> <li>Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices.</li> <li>Identification of leadership strengths and leadership deficits for Office leaders to improve leadership practices in their areas of responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>Industry-wide and/or state-wide input to issues and/or presentations related to such.</li> </ul>   |
| Operations<br><br>(Efficient & Effective Management)                         | The Officer shall lead their relative piece of the district's strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media. | <ul style="list-style-type: none"> <li>Written messages, personal presentations, and multimedia content.</li> <li>Use of Communications Department and related resources to widen/deepen the understanding of business issues.</li> </ul>  | <ul style="list-style-type: none"> <li>Direct messages to district staff, parents, and other stakeholders.</li> <li>Specific feedback from recipients, including surveys, comments, and responses.</li> </ul>   |

Chief Officer Performance Targets, Standards and Evidence Evaluation Plan (cont.)

| <b>Evaluation Domains</b> | <b>Target</b>   | <b>Standards</b> | <b>Evidence</b> |
|---------------------------|---|------------------|-----------------|
| Results                   | A list of results for specifically measured, items<br>- Measurements that provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review. |                  |                 |

Adopted: September 11, 2014

Revised: April 12, 2018

Revised: August 22, 2018

Revised: July 11, 2019

# BOARD-APPROVED POLICY OF DISTRICT 49

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

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At its January regular meeting, the board shall consider continued employment of each chief officer in the next fiscal year. In the event that a January board meeting does not take place, the board shall consider the matter at its next regular meeting. The Action Item shall include, for each officer –for their next evaluation cycle, Operational Targets and set the structure for Strategic Priorities that will be defined from the Annual Planning Summit, in the format prescribed in this regulation . By[DG1] approval of an consent-agendaaction item, the Board may express its intent to continue employment. Such consent-action is not a promise or guarantee of a contract for the next fiscal year. The board may delay consideration of continued employment for a chief officer who is new to the position or on a performance improvement plan.

## Chief ~~Business~~ Officer Performance Targets, Standards and Evidence<sup>[DG2]</sup> Evaluation Plan

| <u>Evaluation Domains</u>  | <u>Target</u>   | <u>Standards</u>  | <u>Evidence</u>  |
|--|---|---|--|
| <b>Leadership</b><br>(Vision & Culture)<br><br><del>Former 01 – BUSINESS LEADERSHIP</del> <sup>[DG3]</sup> | The <del>CBO</del> - <u>Officer</u> shall direct a comprehensive and coordinated program that leads to systematic and measurable achievement of <del>Business and Financial</del> Goals.                                      | <ul style="list-style-type: none"> <li>Recognition and promotion for <del>Business</del>-Office team members.</li> <li>Encourage sustainability and momentum in <del>Business</del>-Office Departments &amp; major processes that is independent from personnel involved.</li> </ul>  | <ul style="list-style-type: none"> <li>Routine data analyses to identify areas of strong practices and programs as well as opportunities for improvement.</li> <li>Intentional abandonment and/or reengineering of failing practices and programs (i.e. process improvement).</li> </ul>                     |
| <b>Strategy</b><br>(Mission & Strategy)<br><br><del>Former 02 – STRATEGIC LEADERSHIP</del>                 | The <del>CBO</del> - <u>Officer</u> shall promote and embed the district's strategic priorities and initiatives into all decisions and actions.   | <ul style="list-style-type: none"> <li>Concrete examples (narratives) of activities where the <del>CBO</del>-<u>Officer</u> emphasized the strategic plan and caused other stakeholders to support and prioritize strategic initiatives.               <ul style="list-style-type: none"> <li><del>Presentation of cause &amp; effect underlying issues to state level legislation or initiatives.</del></li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Documents, decisions, or other artifacts from strategic planning sessions or implementation activities.</li> <li>Specific proposals, projects, routines, or other activity that leads to a measurable improvement in any of the five strategic priorities.</li> </ul> |
| <b>Customers</b><br>(Customer Engagement & Service)<br><br><del>Former 04-CULTURAL LEADERSHIP</del>        | The <del>CBO</del> - <u>Officer</u> shall identify and implement cultural practices that foster an invitational and welcoming atmosphere in <del>Business</del> -the Office departments, and at district events and programs. | <ul style="list-style-type: none"> <li>Identifying &amp; encouraging practices that invite and welcome individuals of many backgrounds, abilities, and perspectives; while identifying &amp; limiting barriers and deficits to those individuals so that our culture fosters learning, working, or leading to a person's best potential.</li> </ul>   | <ul style="list-style-type: none"> <li>Supports for the District's Cultural Compass and individual points on the compass.</li> </ul>   |

## Chief Officer Performance Targets, Standards and Evidence<sup>[DG4]</sup> Evaluation Plan Chief Business Officer Targets, Standards and Evidence<sup>[DG5]</sup> (cont.)

| Evaluation Domains  | Target  | Standards  | Evidence  |
|---|---|--|---|
| <b>Measurement, Analysis &amp; Knowledge Management</b><br><br>(Learning & Improvement)<br><br><del>Former 06-LEADERSHIP THROUGH PERSONNEL MANAGEMENT</del> | The <u>CBO-Officer</u> shall lead by developing and unifying a strong team of learners, workers, and leaders through high expectations, supportive supervision, and fair evaluation.  | <ul style="list-style-type: none"> <li>Activities to identify and unify leadership teams around the Strategy and Culture of Continuous Improvement (SCCI).</li> <li>Supportive communications that affirm excellent performance and support for our strategic plan and cultural compass.</li> </ul>  | <ul style="list-style-type: none"> <li>Communications that notes performance relative to District Vision, Mission as well as <u>Business</u> Office Statement of Purpose &amp; Intent (SOPI).</li> <li>Initiatives to optimize the workforce through clarified job descriptions, reporting relationships, and recruiting new talent to the district.</li> </ul> |
| <b>Workforce</b><br><br>(Workforce Service & Development)<br><br><del>Former 03-LEADERSHIP DEVELOPMENT</del>  | The <u>CBO-Officer</u> shall establish and improve a culture of leadership development that leads to increased clarity, accountability, and performance of all District leaders.  | <ul style="list-style-type: none"> <li>Direct participation in professional development sessions to improve district leaders' capacity to effectively embrace best business practices.</li> <li>Identification of leadership strengths and leadership deficits for <u>Business</u>-Office leaders to improve leadership practices in their areas of responsibility.</li> </ul> | <ul style="list-style-type: none"> <li>Industry-wide and/or state-wide input to issues and/or presentations related to such.</li> </ul>   |
| <b>Operations</b><br><br>(Efficient & Effective Management)<br><br><del>Former 05-LEADERSHIP THROUGH COMMUNICATION</del>                                    | The <u>CBO-Officer</u> shall lead <u>their relative piece of the</u> the district's <u>business</u> strategy by communicating clearly, regularly, and effectively to a variety of audiences through an assortment of methods and media. | <ul style="list-style-type: none"> <li>Written messages, personal presentations, and multimedia content.</li> <li>Use of Communications Department and related resources to widen/deepen the understanding of business issues.</li> </ul>  | <ul style="list-style-type: none"> <li>Direct messages to district staff, parents, and other stakeholders.</li> <li>Specific feedback from recipients, including surveys, comments, and responses.</li> </ul>   |





# **Chief Officer Performance Targets, Standards and Evidence** <sup>[DG6]</sup> **Evaluation Plan Chief Business Officer** **Targets, Standards and Evidence** <sup>[DG7]</sup> (cont.)

| Evaluation Domains   | Target  | Standards  | Evidence  |
|--|---|--|---|
| <p><b>Results</b></p> <p><del>Former—07—MEASURABLE PERFORMANCE TARGETS AND STANDARDS</del></p> | <p>A list of results for specifically measured, items - Measurements that provide the bulk of, if not all of, the Quantitative Performance Targets portion of the performance review.</p> | <p><del>1.—Demonstrate a consistent, or improved, employee engagement of the District's Vision, Mission &amp; Culture; and the Business Office's SOPI through:</del></p> <p><del>2.—Overall district financial performance</del></p> <p><del>3.—Audit result &amp; reflection on Business Office processes</del></p> | <p><del>a.—Completion of all seven direct reports' evaluations in a timely manner;</del></p> <p><del>b.—Business Office Team (BOT) Meetings—number scheduled &amp; number held vs. number of opportunities</del></p> <p><del>c.—Business Office Leader (BOL) Meetings—number scheduled &amp; number held vs. number of opportunities</del></p> <p><del>d.—General Fund spend managed to a window of 98.5% – 100.51% of appropriation; General Fund—Fund Balance within policy or budget expectations</del></p> <p><del>e.—All other funds within budget, financial and strategic, financial, and managerial priorities</del></p> <p><del>f.—Comparisons of financial performance with other districts, including direct neighbors, to evidence comparable or superior financial performance.</del></p> <p><del>g.—Overall audit opinion as reflected on Business Office performance</del></p> <p><del>h.—No more than 1-2 Business Office comments per year, no similar comments in consecutive years without a multi-year plan for mitigation/correction.</del></p> <p><del>i.—Presentations of Information—Board Meetings, Departments, IL, ZL Meetings, Schools, Constituents, Legislature, etc.—Avg. 3-4 presents/ participations per month</del></p> <p><del>j.—Group Participations—e.g.: FCBC, PPASBO, Colotrust Board, etc.—2-5 groups;</del></p> <p><del>k.—General Provision of Information, including financial transparency;</del></p> <p><del>l.—Financial Transparency Items—[all required ~50 items per year]</del></p> <p><del>m.—Presentation Versatility—develop "audience-</del></p> |

|  |  |   |  |
|--|--|---|--|
|  |  | <p>4. <del>Outward facing visibility and participation through:</del></p> | <p>friendly” materials (graphs, etc.) to enhance transparency and reach to a wider audience. Also, look for alternative distribution points for such materials and use those to reach that wider audience.</p> <p>n. <del>Issue identification and process distillation/ improvement.</del></p> <p>o. <del>Increased/improved preambles to significant publications, to include FAQ’s, Business mantras, etc.,</del></p> |
|--|--|---|--|

**Chief Education Officer Targets, Standards and Evidence**

| <b>Evaluation Domains</b>   | <b>Target</b>  | <b>Standards</b>   | <b>Evidence</b>   |
|---|--|--|---|
| <b><u>Leadership</u></b><br><b>(Vision &amp; Culture)</b>             | Increase the percentage of stakeholders agreeing that D49 is on the “right track.”   | Earn agreement from 75% of respondents   | <ul style="list-style-type: none"> <li>• VOW Annual Survey</li> <li>• VOC Surveys</li> <li>• MLO Election</li> </ul>  |
|   | Increase the percentage of BOE and SLT members engaged with the Baldrige framework.  | Ensure 100% of BOE and SLT demonstrate significant engagement with the Baldrige Criteria within the past 24 months.      | <ul style="list-style-type: none"> <li>• Attendance at a Baldrige regional or national event</li> <li>• Participation as a Baldrige or RMPEX examiner</li> </ul>              |
|   | Increase the percentage of Principals and Assistant Principals engaged with the Baldrige framework.                        | Ensure 60% of Principals and AP demonstrate significant engagement with the Baldrige Criteria within the past 24 months. | <ul style="list-style-type: none"> <li>• Attendance at a Baldrige regional or national event</li> <li>• Participation as a Baldrige or RMPEX examiner</li> </ul>              |
| <b><u>Strategy</u></b><br><b>(Mission &amp; Strategy)</b>             | Increase the percentage of workforce members who affirm D49 as a great place to learn, work, and lead                      | Increase rate of affirmation by 2% to<br>Learn—80%<br>Work—76%<br>Lead—67%   | <ul style="list-style-type: none"> <li>• VOW Annual Survey</li> </ul>   |
|   | Increase the percentage of Education Office Action Plans that include a learning and evaluation component.                 | Ensure 90% of Ed Office Plans incorporate learning or evaluation for continuous improvement.                             | <ul style="list-style-type: none"> <li>• Measure action plans in our cascading planning software system</li> </ul>  |
| <b><u>Customers</u></b><br><b>(Customer Engagement &amp; Service)</b> | Increase total participation in a targeted Voice of the Community performance review survey.                               | Increase participation to more than 500 respondents.   | <ul style="list-style-type: none"> <li>• Annual Report on Voice of the Customer (VOC).</li> </ul>   |
|   | Engage students and parents in <i>Pathways 2023</i> —an orientation event for 8 <sup>th</sup> -grade students and parents. | Establish 80% participation by 8 <sup>th</sup> -grade students across our operated portfolio.                            | <ul style="list-style-type: none"> <li>• Measure by attendance at the <i>Pathways 2023</i> event.</li> <li>• Measure by feedback collected at and after the event.</li> </ul> |

**Chief Education Officer Targets, Standards and Evidence (cont.)**

| <b><u>Evaluation Domains</u></b>  | <b><u>Target</u></b>   | <b><u>Standards</u></b>   | <b><u>Evidence</u></b>  |
|---|--|---|---|
| <b><u>Measurement, Analysis<br/>&amp; Knowledge<br/>Management<br/>(Learning &amp;<br/>Improvement)</u></b> | Develop basic monthly dashboards for each department in the education office.                          | Each department in the education office will produce quarterly dashboards with 5-7 KPI's.                                   | <ul style="list-style-type: none"> <li>• Creation of Dashboards using Cascade, Tableau, or equivalent software</li> </ul>   |
|   | Establish PowerSchool as an effective student information system in D49.                               | At least 65% of workforce members will affirm that they are confident using or teaching others to use PowerSchool.          | <ul style="list-style-type: none"> <li>• Conduct a post-transition survey of PS users</li> </ul>  |
|   | Establish Business Plus as an effective financial information system in D49.                           | At least 65% of workforce members will affirm that they are confident using or teaching others to use Business Plus.        | <ul style="list-style-type: none"> <li>• Conduct a post-transition survey of Business Plus users</li> </ul>   |
| <b><u>Workforce<br/>(Workforce Service &amp;<br/>Development)</u></b>                                       | Install and load peakview displays with content that recognizes workforce achievements.                | 100% of schools and offices will feature a peakview display, with 7 or more items of local recognition in regular rotation. | <ul style="list-style-type: none"> <li>• The Communications Team spring performance report will include an update on peakview display content.</li> <li>• The Communications Team will submit the peakview display initiative for COSPRA evaluation.</li> </ul> |
|   | VOW Compensation Teams will formalize specific, principled recommendations about compensation systems. | 100% of workforce segments will contribute meaningful perspectives to the VOW Compensation Teams.                           | <ul style="list-style-type: none"> <li>• Participation at VCT meetings.</li> </ul>  |
|   | Develop a Teacher Pro Day in the spring semester.  | 100% of teachers will participate in teacher-led professional learning experiences.   | <ul style="list-style-type: none"> <li>• Prior approval</li> <li>• Report of learning</li> </ul>  |
|   | Develop an ESP Pro Day in the fall semester.   | 80% of available ESP staff will participate in position-relevant professional learning experiences.                         | <ul style="list-style-type: none"> <li>• Attendance</li> <li>• Feedback reports</li> </ul>  |

**Chief Education Officer Targets, Standards and Evidence (cont.)**

| <b><u>Operations</u></b><br><b><u>(Efficient &amp; Effective Management)</u></b> | Support the COO and the Enhanced Security Initiative. | Facilitate quarterly meetings of the Enhanced Security Community Advisory Team  | • ESCAT recommendations presented to the BOE at the Annual Planning Summit                      |
|--|---|---|---|
|  | Facilitate and External Performance Review            | Compose and facilitate a site team of expert reviewers to examine D49's performance.  | • Present an external Site Visit Team Feedback Report to the BOE at the Annual Planning Summit. |
| <b><u>Evaluation Domains</u></b>   | <b><u>Target</u></b>                                  | <b><u>Standards</u></b>   | <b><u>Evidence</u></b>  |
| <b><u>Results</u></b>  | Primary Literacy                                      | Establish five or more schools with 90% of students meeting expectations for ELA  | • Measured by DIBELS, CMAS, and learning plans  |
|  | Graduation and Remediation                            | Complete a 5-year analysis of graduation, matriculation, and remediation rates at the operated high schools in our portfolio. | • Report presented to the BOE at the Annual Planning Summit                                     |

**Chief Operations Officer Targets, Standards and Evidence**

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

**Chief Operations Officer Targets, Standards and Evidence (cont.)**

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



**Chief Operations Officer Targets, Standards and Evidence (cont.)**

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

**Results** DG81

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

- Revised: August 22, 2018
- Revised: July 11~~ne 13~~, 2019

**BOARD OF EDUCATION ITEM 9.05**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** July 11, 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   |
|-------|-------------|------------------------------|-----------------------|---|
| 9.05a | CBI-R       | Evaluation of Chief Officers | P Andersen<br>D Garza | Revise to reflect chief officer performance targets, standards and evidence evaluation plan |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |
|       |             |                              |                       |   |

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

|          |   |   |
|----------|---|---|
| Culture  | <b>Inner Ring</b> —How we treat each other<br><b>Outer Ring</b> —How we treat our work                        |   |
|          |   |   |
| Strategy | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community                                      | Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district. |
|          | <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 #7</b> — Customize our educational systems to <u>launch each student toward success</u>               |   |

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review, move eleven policies in item 6 for action at the next regular board meeting.

BOE Regular Meeting July 11, 2019  
Item 9.05 continued

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

**DATE:** June 27, 2019

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Title                                  Vacation Leave and Holidays  
 Designation                        GBD  
 Office/Custodian                Business/Director of Human Resources

### **Vacations – Administrative Personnel**

All full-time administrative personnel working full year ~~(260/261 days per fiscal year)~~ shall be entitled to annual vacation leave of twenty (20) days per year.

Vacation leave for administrative personnel hired after the beginning of the fiscal year will be pro-rated. Vacation leave will be granted at the rate of 1.67 days per month for each month worked during the current fiscal year. Vacation leave must be used by June 30<sup>th</sup> in the fiscal year given. Administrative personnel forfeit any unused vacation leave remaining at the end of the fiscal year. Up to five (5) days of earned but unused vacation leave may be carried forward into the next fiscal year with the approval of the immediate supervisor and/or appropriate Chief Officer. Vacation leave carried forward must be used no later than September 1<sup>st</sup> of the following fiscal year. After September 1<sup>st</sup>, any unused prior year vacation will be forfeited.

### **Vacations – Educational Support and Professional-Technical Personnel**

All full-time educational support and professional-technical personnel working full year ~~(260/261)~~ days per fiscal year shall be entitled to vacation based on the following:

|  |                             |
|--|-----------------------------|
| Date of hire to end of first fiscal year     | .83 vacation days per month |
| One to three years                           | 10 vacation days            |
| Four years and up to and including ten years | 15 vacation days            |
| Eleven or more years                         | 20 vacation days            |

Employees hired between April 1 and June 30 will be considered first<sup>1<sup>st</sup></sup> year on July 1 of the following fiscal year.

Vacation days granted during a fiscal year must be used by June 30<sup>th</sup> of the following fiscal year. Unused vacation days are forfeited if not by used by the end of the second fiscal year.

### **Vacations – Administrative, Educational Support and Professional-Technical Personnel**

Vacation leave is granted and available for use to eligible personnel at the beginning of each fiscal year. However, vacation leave is earned as the year progresses on a monthly basis.

Employees eligible for 10 vacation days will earn leave at the rate of .83 days per month

Employees eligible for 15 vacation days will earn leave at the rate of 1.25 days per month

Employees eligible for 20 vacation days will earn leave at the rate of 1.67 days per month

~~At the time of separation from the district, any earned but unused vacation time will be paid to the employee at his/her per diem rate of pay. In the instance of separation where the entire fiscal year is not completed, any overused vacation time (used but not earned) will be deducted from the employee's final paycheck.~~

All requests for vacation leave require the preapproval of the employee's immediate supervisor.

Supervisors may establish vacation "blackout periods" during which time off will not be approved or will be approved on a limited case-by-case basis. Such period will be for the purpose of ensuring appropriate staffing and effective operation of departments and offices. Vacation leave may be taken in one-half day or full-day increments only.

At the time of separation from the district, any earned but unused vacation time will be paid to the employee at his/her per diem rate of pay. In the instance of separation where the entire fiscal year is not completed, any overused vacation time (used but not earned) will be deducted from the employee's final paycheck.

#### **Transfer Credit – ~~Educational Support Personnel~~**

For the purpose of vacation day computation, personnel working a ~~school year~~full year calendar who ~~subsequently~~ transfer to a full year ~~(260/261 day)~~ calendar position will be given credit for ~~the months and years of~~ service to the district on a month-for-month basis based on work calendar assignment.

#### **Holidays – Administrative, Licensed, Educational Support and Professional-Technical Personnel**

The district grants to all full-time/full year ~~(260/261 day)~~ personnel 15 paid holidays each year. Paid holidays shall include federal holidays and other days as approved by the board. The board approved calendar shall specify the paid holidays.

Should any one of the observed holidays occur during an employee's vacation period, the employee is not required to use a vacation day for the board approved holiday.

Holiday time is not counted as hours worked in the computation of overtime. Full-time/full-year, non-exempt employees who are authorized to work on a board approved holiday will be paid their regular pay for the holiday in addition to their hourly rate of pay for the hours worked.

Adopted: November 13, 2014

Revised: February 11, 2016

Revised: December 14, 2017

Revised: August 8, 2019

LEGAL REFS:

C.R.S. 22-1-112 (school year – national holidays)

**BOARD OF EDUCATION ITEM 9.07**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Board Policy Review Policy DAA – Continuing Financial Stability

**ACTION/INFORMATION/DISCUSSION:** Regular Meeting Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:** Board policy DAA is a non-standard policy of District 49 that focuses on appropriately conservative fiscal management as evidenced by a review of individual fund – fund balances. This policy generally applies to General Funds (plural). and this policy is written toward that end.

**RATIONALE:** It is rather easy to discern the general consensus of the District 49 constituent community to be one of conservative fiscal management. This history of this policy, and edits made to it over the years, easily support that conclusion. However, as D49's financial management has evolved to a more precise and more sophisticated style and approach, the policy details are in need of update to a current perspective.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The fund balance of The General Fund (singular) needs to be appropriate to manage cash flow needs of the fund and also be a good reflection of fiscal management values of the constituent community. District 49's General Fund is resourced primarily through the School Finance Act of 1994 that provides Program Formula Funding. The resource is based on the funded student count each year, which therefore clearly indicates that those monies (as much as possible) should be spent on the education of students in that same fiscal year. Accordingly, accumulating too much fund balance is little better than having too little fund balance. Other General Funds (plural) need to have different strategies and targets for fund balance performance.

**INNOVATION AND INTELLIGENT RISK:**

What District 49 strives for is a target window of fund balance rather than a simple, minimum, level of fund balance. This approach honorably recognizes the priority of educating students each year and balances that with the community constituent desire to have a fiscally-sound school district.

**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  | <i>Always looking to do and be the best. Operating with precision and purpose, in an innovative approach.</i> |
| Strategy | <b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community                                      | <i>Honoring the preference of the constituent community for sound fiscal management.</i>                      |
|          | <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 | <i>Sound fiscal management &amp; fund balance performance is a firm foundation for District 49 Business.</i>  |
|          | <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>               |   |

BOE Regular Meeting July 11, 2019  
Item 9.03, continued

**BUDGET IMPACT:** The Impact on any fund would be to effect the amount of resources that are available for expenditure each year vs. the amount of resources that need to be retained in fund balance. This is a year-to-year, fund-by-fund set of decisions.

**AMOUNT BUDGETED:** The 2019/20 adopted budget shows a fund balance target for The General Fund of \$11.85mm.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Consider the edits proposed and presented for this policy and move the policy forward for action item consideration at the next regular meeting.

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

**DATE:** July 2, 2019



|                  |  |
|------------------|--|
| Title            | Continuing Financial Stability                             |
| Designation      | DAA  |
| Office/Custodian | Business/ Director of Finance and Accounting Group Manager |

The Board of Education believes it has the duty to adequately finance current operations without jeopardizing the long-term financial condition of the District. A key measure of continuing financial stability is the dollar amount of the fund balance as presented in the audited financial statements. While that presentation may combine funds for its presentation, this policy is meant to apply to each distinct accounting fund that is established and managed in the district's financial accounting system. Many individual funds have specific guidance for fund balance, or strategy that is a simple extension of Revenue/Expenditure guidance for monies in that fund. Special Revenue, Internal Service and Fiduciary Funds normally have guidance and strategy that is fixed for their respective purposes. When such guidance or strategy does not exist (including General Funds [plural]), then the District shall establish a structure and strategy, unique to each fund, to ensure continuing financial stability.

### **General Funds - The General Fund**

The Board directs the Chief Business Officer, or designee, to annually report the status of the General Fund's year-end fund balance in two ways:

1. DAGR Measure: The simple ratio of fund balance to District Adjusted Gross Revenue (DAGR). This has been the traditional measurement with a desired target where fund balance = 10% of DAGR.
2. Cash Flow Measure: The amount of cash flow coverage established by the fund balance for the coming year's expected cash flow pattern, created by aggregation of monthly patterns of revenue and expense, in the coming year's budget.

Being informed by, and presenting the results of, those two measures, the Chief Business Officer, or designee, will provide analysis and opinion on the adequacy of the General Fund fund balance. As part of the review, the Chief Business Officer, or designee, will also provide proposals to increase, spend down, or maintain the General Fund - fund balance in the coming budget year, in a manner and an amount materially similar to the combined answer suggested by the DAGR and Cash-Flow measures.

### **General Funds - Mill Levy Override Funds**

The Board directs the Chief Business Officer, or designee, to annually report the status of the Mill Levy Override Funds year-end fund balance.

This report should demonstrate whether the fund balance reported adequately and honorably supports the intentions of the voters during previous Mill Levy Override (MLO) elections. As currently designed, MLO monies are managed as follows:

1. New Real Property tax revenue received each year is allocated as follows:
  - a. 76% of new money each year shall go to the MLO Financial Instrument Payment Fund. This fund makes financial instrument payments according to the structure of those instruments (e.g. Certificates of Participation) previously sold, and also accumulates fund balance for either:
    - i. A future offering of financial instruments that will be issued to fund future capital projects, or

- ii. A strategy to pre-pay/refinance financial instruments previously sold, according to terms established as part of the offering of that instrument to investors.
- b. 24% of new money received each year shall go to Mill Levy Override Operational Spend Fund(s) (MLO-Op), where annual operating spends are made that are consistent with priorities established in ballot language that was approved by constituent voters.
2. A minimum of \$1 million of new money, Specific Ownership Tax, revenue shall be contributed to supplement Real Property Tax revenue in MLO-Op Fund(s).
3. All new money allocated MLO-Op Fund(s) shall be further allocated for availability to all district schools (including charter schools) as follows:
  - a. 85% of new MLO-Op money shall be allocated to schools based on resident student headcount.
  - b. 15% of new MLO-Op money shall be allocated to schools based on total funded student count.
4. After the allocation of new MLO-Op money to district schools is determined, each amount is further divided into spend pools as follows:
  - a. A minimum of 25% of new MLO-Op money shall be spent on the compensation priority of “Attracting and Retaining highly effective teachers by offering salaries and benefits that are competitive with other districts in El Paso County” as spelled out in constituent voter-approved ballot language.
  - b. All new MLO-Op money not allocated to teacher compensation above, is available to be used by the individual schools/zones in any of the other priorities established in constituent voter-approved ballot language as follows:
    - i. Offering classes for students to receive college credits, earn career certifications, and prepare for academics and employment after high school;
    - ii. Securing the grounds, traffic flow, main entries, and classrooms at district schools while training and equipping safety personnel; and
    - iii. Providing students with technology to adapt and accelerate achievement, as well as teacher training and support to enhance and assess learning
5. All MLO-Op monies allocated to schools and priorities maintain their assignment through multiple annual budget and financial cycles. If a particular school/zone has not appropriately used monies allocated to them, then the Board of Education may re-allocate funds from previous budget years. This may occur only after considering recommendations from the Chief Business Officer, or designee; the Community Mill Levy Override Oversight Committee, and the District Accountability Committee; and after hearing from the school/zone in question as to why the situation exists and what their intentions were/are for that money.
6. MLO-Op Fund(s) year-end fund balance shall include all previously allocated, but unspent, monies. In addition, the year-end fund balance should be set at a level adequate to fund spend requests in the following year. Such adequacy is currently set at 75% of the just concluded fiscal year’s Real Property Tax revenue collected and Specific Ownership Tax revenue contributed to MLO-Op funds.
7. MLO-Financial Instrument Payment Fund(s) year-end fund balance shall include enough monies to meet the coming year’s payments that are due before tax receipts are collected, plus all additional monies accumulated according to #1 a. i & ii, above.

- Adopted: November 4, 1999
- Revised: September 10, 2009
- Revised: May 12, 2011
- Revised: January 26, 2012

- Reassigned Designation to DAA: March 22, 2018
- Revised: August 8, 2019



|                  |   |
|------------------|---|
| Title            | <b>Continuing Financial Stability</b>                             |
| Designation      | <b>DAA</b>  |
| Office/Custodian | <b>Business/ Director of Finance and Accounting Group Manager</b> |

Title Continuing Financial Stability

Designation DAA

Office/Custodian Business/ Director of Finance and Accounting Group Manager

The Board of Education believes it has the duty to adequately ~~fund-finance~~ current operations without jeopardizing the long-term financial condition of the District. ~~The best~~ A key measure of continuing financial stability is the dollar amount of the fund balance as presented in the audited financial statements. While that presentation may combine funds for its presentation, this policy is meant to apply to each distinct accounting fund that is established and managed in the district's financial accounting system. Many individual funds have specific guidance for fund balance, or strategy that is a simple extension of Revenue/Expenditure guidance for monies in that fund. Special Revenue, Internal Service and Fiduciary Funds normally have guidance and strategy that is fixed for their respective purposes. When such guidance or strategy does not exist (including General Funds [plural]), then the District shall establish a structure and strategy, unique to each fund, to ensure continuing financial stability. ~~An analysis of fund balance is enhanced by its relationship to revenue.~~

### **General Funds - The General Fund**

The Board, ~~therefore,~~ directs the Chief Business Officer, or designee, to annually report the status of the General Fund's year-end fund balance in two ways:

1. DAGR Measure: The simple ratio of fund balance to District Adjusted Gross Revenue (DAGR). This has been the traditional measurement with a desired target where fund balance = 10% of DAGR.
2. Cash Flow Measure: The amount of cash flow coverage established by the fund balance for the coming year's expected cash flow pattern, created by aggregation of monthly patterns of revenue and expense, in the coming year's budget.

Being informed by, and presenting the results of, those two measures, the Chief Business Officer, or designee, will provide analysis and opinion on the adequacy of the General Fund fund balance. As part of the review, the Chief Business Officer, or designee, will also provide proposals to increase, spend down, or maintain the General Fund - fund balance in the coming budget year, in a manner and an amount materially similar to the combined answer suggested by the DAGR and Cash-Flow measures.

### **General Funds - Mill Levy Override Funds**

The Board directs the Chief Business Officer, or designee, to annually report the status of the Mill Levy Override Funds year-end fund balance.

This report should demonstrate whether the fund balance reported adequately and honorably supports the intentions of the voters during previous Mill Levy Override (MLO) elections. As currently designed, MLO monies are managed as follows:

1. New Real Property tax revenue received each year is allocated as follows:

- a. 76% of new money each year shall go to the MLO Financial Instrument Payment Fund. This fund makes financial instrument payments according to the structure of those instruments (e.g. Certificates of Participation) previously sold, and also accumulates fund balance for either:
    - i. A future offering of financial instruments that will be issued to fund future capital projects, or
    - ii. A strategy to pre-pay/refinance financial instruments previously sold, according to terms established as part of the offering of that instrument to investors.
  - b. 24% of new money received each year shall go to Mill Levy Override Operational Spend Fund(s) (MLO-Op), where annual operating spends are made that are consistent with priorities established in ballot language that was approved by constituent voters.
2. A minimum of \$1 million of new money, Specific Ownership Tax, revenue shall be contributed to supplement Real Property Tax revenue in MLO-Op Fund(s).
3. All new money allocated MLO-Op Fund(s) shall be further allocated for availability to all district schools (including charter schools) as follows:
  - a. 85% of new MLO-Op money shall be allocated to schools based on resident student headcount.
  - b. 15% of new MLO-Op money shall be allocated to schools based on total funded student count.
4. After the allocation of new MLO-Op money to district schools is determined, each amount is further divided into spend pools as follows:
  - a. A minimum of 25% of new MLO-Op money shall be spent on the compensation priority of “Attracting and Retaining highly effective teachers by offering salaries and benefits that are competitive with other districts in El Paso County” as spelled out in constituent voter-approved ballot language.
  - b. All new MLO-Op money not allocated to teacher compensation above, is available to be used by the individual schools/zones in any of the other priorities established in constituent voter-approved ballot language as follows:
    - i. Offering classes for students to receive college credits, earn career certifications, and prepare for academics and employment after high school;
    - ii. Securing the grounds, traffic flow, main entries, and classrooms at district schools while training and equipping safety personnel; and
    - iii. Providing students with technology to adapt and accelerate achievement, as well as teacher training and support to enhance and assess learning
5. All MLO-Op monies allocated to schools and priorities maintain their assignment through multiple annual budget and financial cycles. If a particular school/zone has not appropriately used monies allocated to them, then the Board of Education may re-allocate funds from previous budget years. This may occur only after considering recommendations from the Chief Business Officer, or designee; the Community Mill Levy Override Oversight Committee, and the District Accountability Committee; and after hearing from the school/zone in question as to why the situation exists and what their intentions were/are for that money.
6. MLO-Op Fund(s) year-end fund balance shall include all previously allocated, but unspent, monies. In addition, the year-end fund balance should be set at a level adequate to fund spend requests in the following year. Such adequacy is currently set at 75% of the just concluded fiscal year’ s Real Property Tax revenue collected and Specific Ownership Tax revenue contributed to MLO-Op funds.

7. MLO-Financial Instrument Payment Fund(s) year-end fund balance shall include enough monies to meet the coming year's payments that are due before tax receipts are collected, plus all additional monies accumulated according to #1 a. i & ii, above.

~~The report will present the ratio of the prior year's fund balance to District Adjusted Gross Revenue (DAGR – total revenue less Charter School Allocated Revenue, as derived from in the audited financial statements. The ratio will also be given for each of the two (2) years preceding the prior year, as well as the projected ratio at the end of the current year. The information, thus presented, will allow any significant trends to be identified. The following format will be utilized:~~

|                           |                    |                    |            |              |
|---------------------------|--------------------|--------------------|------------|--------------|
| General Fund fund balance | 2nd preceding year | 1st preceding year | prior year | current year |
| ÷                         |                    |                    |            |              |
| General Fund revenue      | 2nd preceding year | 1st preceding year | prior year | current year |
| =                         |                    |                    |            |              |
| Resulting Ratio           | 2nd preceding year | 1st preceding year | prior year | current year |

~~In order to maintain financial stability, the Board believes the ratio should be at or above 10%, including the Tabor reserve. Such a "cushion" will allow the District time to react to decreased enrollment, decreased state funding, or a general downturn in the economy. If the ratio dips below 10%, the Chief Business Officer's annual report will state the reasons why and identify specific recommendations to ensure that it returns to 10% by the end of the current year.~~

~~General fund balance amounts above 11% at the close of the prior audited fiscal year are to be moved to the capital reserve fund to be spent according to State Laws and board policies FBC-R governing capital spending. Of the amount moved into the fund, each school will be allocated \$1,500 plus \$2.50 per FTE to be expended on capital projects identified by building administration. Priority shall be given to building fund allocations, in the event that there are not enough funds to cover the building fund allocations, the funds should be allocated proportionally based on student count at the individual school sites. The recommended capital spending plan for this additional revenue will be brought to the Board with the amended budget in January of each year. In the event the Colorado Department of Education is predicting decreased state funding or other District priorities are identified in a fiscal year, the Chief Business Officer will seek Board approval to re-appropriate the excess funds based on priorities in order to ensure financial stability for the District.~~

~~All projects will be identified and approved by the Board prior to entering into repairs, improvements, and/or other contractual obligations.~~

~~With Board approval, amounts may be rolled over from one fiscal year to the next.~~

- Adopted: November 4, 1999
- Revised: September 10, 2009
- Revised: May 12, 2011

- Revised: January 26, 2012
  - Reassigned Designation to DAA: March 22, 2018
  - ~~Revised: August 8, 2019~~
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**BOARD OF EDUCATION ITEM 9.08**  
**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** July 11, 2019

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

**TITLE OF AGENDA ITEM:** Board Policy Review Policy DKC – Expense Authorization  
Reimbursement

**ACTION/INFORMATION/DISCUSSION:** Regular Meeting Discussion

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:** Board policy DKC is a non-standard policy of District 49 that focuses on appropriately conservative fiscal management as evidenced by a set of rules and processes around reimbursable costs of employees and Board of Education members.

**RATIONALE:** It is rather easy to discern the general consensus of the District 49 constituent community to be one of conservative fiscal management. This history of this policy, and edits made to it over the years, easily support that conclusion. However, as D49's financial management has evolved to a more precise and more sophisticated style and approach, the policy details are in need of update to a current perspective.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The wording of policy DKC, as written currently, is too open ended and would inadvertently allow numerous, small and immaterial, expense reimbursement claims. This could especially occur with personal vehicle-use mileage reimbursement claims.

**INNOVATION AND INTELLIGENT RISK:** Recognizing a policy that is worded imprecisely and striving to correct that when identified.

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

|          |   |   |
|----------|---|---|
| Culture  | Inner Ring—How we treat each other  |   |
|          | Outer Ring—How we treat our work  | <i>Always looking to do and be the best. Operating with precision and purpose, in an innovative approach.</i> |
| Strategy | Rock #1—Establish enduring <u>trust</u> throughout our community                                      | <i>Honoring the preference of the constituent community for sound fiscal management.</i>                      |
|          | Rock #2—Research, design and implement programs for intentional <u>community</u> participation        |   |
|          | Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>                    |   |
|          | Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive |   |
|          | Rock #5— Customize our educational systems to <u>launch each student toward success</u>               |   |

**BUDGET IMPACT:** Little impact from an overall dollar perspective on historical spend patterns, but potential benefit from go-forward process perspectives.

**AMOUNT BUDGETED:** N/A



BOE Regular Meeting July 11, 2019  
Item 9.08, continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Consider the edits proposed and presented for this policy and move the policy forward for action item consideration at the next regular meeting.

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

**DATE:** July 2, 2019



|                  |  |
|------------------|--|
| Title            | Expense Authorization/Reimbursement (Mileage and Travel) |
| Designation      | DKC  |
| Office/Custodian | Business/Accounting Group Manager                        |

Title Expense Authorization/Reimbursement (Mileage and Travel)

Designation DKC

Office/Custodian Business/Accounting Group Manager

This policy shall apply to all district employees and Board members. Personnel and officials who incur excess expenses in carrying out their authorized duties shall be reimbursed by the district upon submission of a properly completed, approved mileage/expense form and all detailed receipts. Such expenses shall be approved and incurred in line with budgetary allocations for the specific type of expenses, Board Policy and applicable law. Personal vehicle travel that is incidental and/or infrequent is not eligible for mileage reimbursement, nor is travel that is incurred when other, timely and feasible, transportation options are available, such as car-pooling.

This policy ensures that:

- District employees and Board Members are reimbursed for the cost of approved, out-of-area official travel, or job-description district-related travel;
- Reimbursed travel costs are properly documented;
- Reimbursed travel costs are consistent with cost-effectiveness and efficiency principles;
- Reimbursed travel costs are within this policy's parameters and applicable state and federal law.

For purposes of this policy, travel costs shall mean the expenses for transportation, lodging, meals and related items incurred by district employees or Board members who are on district-out-of-area official travel or job-related description travel. Out-of-area official travel and job-description District-related travel is defined as attendance at conferences, seminars, meetings or other events related to district business, and that promote or benefit the district, held outside of the District 49 vicinity (generally described as the Colorado Springs metropolitan area and El Paso County school districts adjoining the District 49 boundary).

When district-related out-of-area or job-description travel is accomplished by using an employee's or Board member's personally owned vehicle, and has been authorized, a mileage reimbursement shall be made at the rate approved by the Board. Such mileage reimbursement rate shall not exceed the mileage rate established by the Internal Revenue Service for the period of time the travel occurred.

When a job-description indicates that travel around the district is routine and necessary (job-description travel), and a historical review validates that frequency and materiality, then the use of an appropriate 'mileage allowance' is encouraged so that neither the employee or employee supervisors spend undue time in logging and validating mileage reports on a regular basis.

Actual costs for meals, lodging and other allowable expense shall be reimbursed only to the extent they are reasonable and do not exceed the per diem limits established by the Internal Revenue Service.

Travel Costs not covered by the district:

- Alcohol
  - Expenses for non-employees (e.g. spouse, significant other, or guest)
  - ~~Gas Fuel~~ for personal ~~use of private~~ vehicles
  - Mini-bar and/or room service in hotel rooms
  - ~~Room service~~
  - Movie rentals (which includes in-room movies) and any other forms of entertainment
  - ~~Other forms of entertainment~~ Tolls when alternative, toll-free, routes are feasible and available.
  - Fines for parking or traffic violations incurred while on travel
- 
- Current practice codified: 1980
  - Revised: July 19, 1984
  - Revised: December 21, 1989
  - Revised: November 4, 1999
  - Revised: October 7, 2010
  - Revised: May 12, 2011
  - Revised: January 10, 2013
  - Revised: February 8, 2018
  - Revised: August 9, 2019

LEGAL REFS:

- 2 C.F.R.200.474(b) (travel reimbursement requirements under the federal Uniform Grant Guidance)
- C.R.S. 24-18-104 (3)(d),(e) (*Expense reimbursement*)