

MINUTES
REGULAR BOARD OF EDUCATION MEETING
November 7, 2019
6:30 p.m.
Education Service Center – Board Room

1.00 Call to Order and Roll Call

A regular meeting of the Board of Education was called to order at 6:32 p.m. by the President, *Marie La Vere-Wright*. The following board members were present: Mr. *Butcher*, Mr. *Cruson*, Mr. *Fry*, Mr. *Graham* and Mrs. *La Vere-Wright*.

2.00 Welcome and Pledge of Allegiance

President *La Vere-Wright* welcomed those in attendance. The Pledge of Allegiance was recited during Fantastic 49.

3.00 Approval of Agenda

It was moved by *Cruson*, seconded by *Fry* to approve the agenda.

The motion was put and carried with Butcher, aye; Cruson, aye; Fry, aye; Graham, aye, La Vere-Wright, aye. Motion carried 5-0.

4.00 Consent Agenda – see attachments

4.01 Action on Minutes of Regular Board of Education Meeting 10/23/2019 – 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 Action on Matters Relating to Extra Curricular Personnel –Evans

5.00 Board Update

Cruson: I was able to represent D49 at the Mountain View Electric Cooperative Association Lamplighters meal, an opportunity to get together. I met the CEO, rub shoulders with some important people and stakeholders but also learn more about Mountain View's work throughout our region and includes many of our schools. I was able to participate and enjoy that evening.

Fry: I will be speaking on a panel next week for leadership Pikes Peak Education Day to discuss what it's like to be a board member, enrollment and safety and security items. I am looking forward to that.

Graham: I would like to let everyone know I went to the CASB legislative conference and we were able to successfully advocate three out of our four positions. We were able to advocate and pass a more detailed resolution for being proponents of local control. I was went as Dr. Fletcher said, the Department of Defense Education Activity conference and it was very good to be there. I was the only board member there. Getting to talk to the people who run that program. We have three grants with that program to the tune of a triple million dollars and that is doing great things for us here. I was able to put in a pitch for our team district and how we are moving forward with other things. They were enthusiastic about D49 is accomplishing with the grant money that we have received, so that was good. I also today attended the Rocky Mountain Restorative Practices conference. I learned a lot about restorative practices and restorative justice, social/emotional learning and stuff like that. I have so many great ideas to bombard Peter with later on. I wanted to thank Miss Padilla, who is a school counselor and Miss Ansel who is the assistant principal of Remington. I wanted to call them out because they gave such a fantastic presentation on measurable implementation of restorative practice at this conference. I would like to discuss adding their data to be presented here to the board and to our community because they have gotten over the last 3 years, significant results and go on

from 274 office referrals down to 70. They have gone from 27 suspensions down to 10 using restorative practices. They have also been able to increase their CMAS ELA scores along with the reading interventions that is the pride of D49. To me that is a success story utilizing the grants we have got from DODEA and I would just like to call them out. I know they did not anticipate this but also want to call out Kim Boyd for a very educational class on SEL as well. I learn a lot from these things. I wish that I would see more of our leadership there. I did see you guys there so that is great but to me, this is definitely important. I would like to talk more about it later on about getting that on the agenda.

La Vere-Wright: In addition to it being the month in which we recognize and honor our vets and military connections, it is also National Adoption Awareness month. Adoption has all kinds of implications for families. As most folks are aware, my family is formed by adoption but there are lots of different kinds of adoption and lots of ways in which those differences can create really awesome opportunities and some challenges too. As you are going around, make sure you are thinking of people you know and recognizing those families as well in our community.

Graham: Thank you to all the vets and I wanted to wish my fellow marines and veterans happy Marine Corps birthday, 244 years come the 10th of November.

5.01 **Chief Officer Update**

Hills: I started off the year in the education office meeting with student groups. If it were not for the snow days, I would have completed that already in the month of October. I have one elementary school group left to meet with. Learning a whole lot. It is enriching our conversations not only at the student board but also as we work with the zones and programming. The Voice of the Students learning tour has gone really well. We also have our Voice of the Workforce learning tour and you are going to hear a little bit about the Voice of Workforce annual survey results. We just kicked off our Voice of the Workforce learning tour. We will invest over 80 hours of chief officer time between now and the end of January sitting with small groups of 8-12 staff members at all of our schools and all of our departments and programs within the district. It is tremendous learning for us that leads to better actions and better strategies for the district. Good things going on there. We are getting better at learning how to listen.

Ridgway: I was excited to start off the VoW learning tours this week as well with our first one. We had to shake some rust off. Good stuff coming there. We had the Colorado School Business Officials conference in October. I spoke on a couple of different panels supporting nutrition services and with capital investment and maintenance. Pedro and I went to the Baldrige fall conference in Nashville and that helps get us reenergized and focused again for continuing that pursuit where it is getting closer and closer for us. I do continue my work with members of the interim committee and members of the interim committee. I met with every single member of the interim committee now at least once, several of him or her more than one time. Good seeds are being planted. I am hopeful that something good will come in this coming legislative session.

Almeida: First, in case folks did not know, winter arrived early. Please keep in your thoughts the teams that are out there getting the schools ready every single time we have one of these snow events. They did a great job over here with the Facilities team clearing the school grounds as we had two snow days already once school was back in session. Note to the entire population out there to be patient with decisions because it is always a challenge for us to make sure that we are making the right decision with a district as large as ours. We have the best interest of district, and the students, and the staff, and the families in mind as we are looking at those decisions and weighing those options. We are going to have a little bit more discussion on IT and armed security, so I am going to hold off on both of those. I do want to put in a plug for the team while working with the restorative practices conference as John has already mentioned. A nod to Lou Fletcher, Kim Boyd, Dave Watson and

some of the key leaders, Dave Nancarrow, one of the key organizers of that and then all of the staff and everyone that is supporting that effort. It is a key effort as John mentioned and it is definitely being very well run. It is well worth attending and seeing. As Brett mentioned, both the Baldrige and the CASBO conferences were good events that we both had a chance to attend. I will not reiterate any more from there.

La Vere-Wright: To the transportation, I would like to point out that they were out at 1:45 this morning checking the roads to make sure that we could get kids to school. I said goodbye to our Director of Transportation and I hope he gets some sleep before he has to check them again. They are out there checking and literally driving at 1:45 to 3:00 in the morning to make sure that they are making the right decision or the best decision they can with the information that we can tell at that time. I appreciate all the effort they are doing and the lack of sleep they end up with to keep us all safe.

5.02 Student Board of Representatives Update

Lee: We are from Sand Creek High School and we would just like to note how involved we are becoming in our community. Right now Future Business Leaders of America just finished our Socktober where we received donations of socks and gave them to local homeless shelters.

Love: Through the National Honor Society, we started doing Harvest of Love where we collect cans and money to give to care and share. The way that we collect these donations is through classes. We have class competitions to raise the money.

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

7.00 Action Items - see attachments

7.01 Action on New Course Proposal at Springs Studio for Academic Excellence

a. Architecture Studio - Knoche

7.02 Action on New/Revised Course Proposals at Falcon High School

a. Treble Choir and Tenor/Bass Choir – Meyer

b. Plant Science and Greenhouse Management – Kranz

c. Physics 1 and Physics 2 – Cerniglia

d. World War II Literature – Mertz

e. English Editing and Revision – Lopez

f. Partners in Physical Education – Brockberg/Murphy

g. Senior Capstone - Murphy

7.03 Action on Policy and Procedure Review – Garza

a. GBEA Staff Ethics/Conflict of Interest

7.04 Action on American Education Week Resolution – Hilts

7.05 Action on Resolution for Alternative Forms of Transportation for Events – Pietraallo

7.06 Action on Board Policy Revisions – Concurrent Enrollment - Perez

a. IHCD, IHCD-R1 Concurrent Enrollment

b. IHCD-R2 ASCENT

c. IKCA Weighted Grading

7.07 Action on Liberty Tree Academy School Readiness Waiver – Franko

7.08 Action on Contract for Information Technology Services – Chief Officers Team

7.09 Items Removed from Consent Agenda

8.00 Information Items – see attachments

8.01 Process Improvement Update - Garza

- a. GBEA-R Staff Ethics/Conflict of Interest
- 8.02 Expulsion Information - Lemmond
- 8.03 Board Sub-Committee Minutes – Garza
- 8.04 Current Legal Issues – Ridgway/Hathaway

9.00 Discussions Items – see attachments

- 9.01 Education reEnvisioned Board of Cooperative Educational Services Report (10 minutes) K Witt
- 9.02 Operations Performance Report: Information Technology (10 minutes) Tanner
- 9.03 New Job Description: Armed Security Guard (10 minutes) Watson
- 9.04 Enrollment Update (10 minutes) Sprinz
- 9.05 Communications Department Performance Report (10 minutes) Nancarrow
- 9.06 Review of Post-Election Scheduling (10 minutes) Board
- 9.07 BOE Evaluation - 360° Survey (10 minutes) Board

10.00 Other Business

- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Business Officer evaluation and review

It was moved by Cruson, seconded by Fry to go into Executive Session pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Business Officer evaluation and review. *The motion was put and carried with Butcher, aye; Cruson, aye; Fry, aye; Graham, aye, La Vere-Wright, aye. Motion carried 5-0.*

The Board took a ten-minute break at 7:53 p.m.

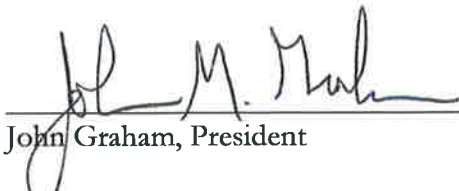
The Board went into Executive Session at 8:05 p.m. with the following people present: Marie La Vere-Wright, President; John Graham, Vice-President; Joshua Fry, Director; Dave Cruson, Secretary; Kevin Butcher, Treasurer; Brett Ridgway, Chief Business Officer and Donna Garza, Executive Assistant.

It was moved by Cruson and seconded by Fry to return to regular session at 8:26 p.m. *The motion was put and carried with Butcher, aye; Cruson, aye; Fry, aye; Graham, aye, La Vere-Wright, aye. Motion carried 5-0.*

11.00 Adjournment

It was moved by Cruson, seconded by Fry to adjourn at 8:26 p.m. *The motion was put and carried with Butcher, aye; Cruson, aye; Fry, aye; Graham, aye, La Vere-Wright, aye. Motion carried 5-0.*

Respectfully submitted by Donna Garza,


John Graham, President


Rick Van Wieren, Secretary

November 7, 2019 Regular Board of Education Meeting

OPEN FORUM

"Please provide your name, relation to the district and the topic of comment for this open forum. Just as we hold our students to high standards of speech and respect for others, we expect your comments to follow these same standards. **Please limit your comments to three minutes.** Thank you."

Name	Please indicate your Relation to the district	Please indicate the relevant topic or agenda item.	Please indicate your position on the issue, if any.
1.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
2.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
3.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
4.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
5.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
6.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
7.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
8.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
9.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other

November 7, 2019 Regular Board of Education Meeting

10.	<input type="checkbox"/> Employee <input type="checkbox"/> Community <input type="checkbox"/> Parent <input type="checkbox"/> Student		<input type="checkbox"/> Support <input type="checkbox"/> Inform <input type="checkbox"/> Oppose <input type="checkbox"/> Other
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OPEN FORUM STATEMENT

Open Forum Statement: "We appreciate and welcome comments on school operations and programs in District 49 as part of tonight's open forum. Please speak into the microphone and state your name before beginning. We ask that your comments be made in a respectful and orderly manner. Personal complaints against any individual connected with the school system are prohibited. Follow-up action items may be assigned to the appropriate chief officer depending on the nature of the comments. In accordance with Board policy BEDH, public participation is limited to three (3) minutes per person. Thank you for participating in our open forum."

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

BOARD MEETING OF: November 7, 2019

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

TITLE OF AGENDA ITEM: Approval of Minutes of Special Board of Education Meeting
10/23/19

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE

Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the consent agenda, including the minutes from the October 23rd special board of education meeting.

APPROVED BY: Dave Cruson, Board Secretary

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

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

BOARD MEETING OF: November 7, 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:

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

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

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

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

El Paso County Colorado School District 49
Approval of Matters Relating to Administrative Personnel
November 7, 2019

Be it resolved, that the following matters relating to administrative personnel be approved as recommended by the Chief Officers:

Retirements:

Name	Position	Location	Effective Date
Lee, Ronald	Director of 3B Projects	ESC/Facilities	December 31,2019

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

BOARD MEETING OF: November 7, 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:

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

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

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

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

El Paso County Colorado School District 49

**Approval of Matters Relating to Professional/Technical Personnel
November 7, 2019**

Be it resolved, that the following matters relating to Professional/Technical personnel be approved as recommended by the Chief Officers:

Appointments to Existing Positions:

Name	Position	Location	Effective Date
Trapp, Randal	Budget Analyst	Finance	October 3, 2019

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

BOARD MEETING OF: November 7, 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:

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

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

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

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

El Paso County Colorado School District 49
Approval of Matters Relating to Licensed Personnel
November 7, 2019

Be it resolved, that the following matters relating to licensed personnel be approved as recommended by the Chief Officers:

Appointments to Existing Positions:

Name	Position	Location	Effective Date
Rushing, Rachel	INR 2nd Grade Teacher	Odyssey Elementary School	October 11, 2019
Jones, Andrea	INR 5th Grade Teacher	Ridgeview Elementary School	October 28, 2019
Swaim, Erin	INR Special Education Generalist Teacher	Sand Creek High School	November 4, 2019

Transfers:

Name	Position	Location	Effective Date
Bingman, Shanna	Special Education Teacher Affective Needs	PEAK Program	November 18, 2019

Resignations:

Name	Position	Location	Effective Date
Chaney, Lisa	Speech Language Pathologist	District Wide	November 1, 2019
Jeon, Chloe	2nd Grade Teacher	Evans International Elementary School	December 23, 2019
Busby, Sarah	Social Studies Teacher	Falcon High School	November 1, 2019
Cretsinger, Sierra	Math Teacher	Falcon Middle School	October 11, 2019
Triplett, Rebecca	5th Grade Teacher	Ridgeview Elementary School	October 11, 2019

Newly Hired Support Substitutes:

Name	Effective Date
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Name	Effective Date
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Lowe, Jessica	October 11, 2019		
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BOARD OF EDUCATION ITEM 4.05 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 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:

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

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

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

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

El Paso County Colorado School District 49

**Approval of Matters Relating to Educational Support Personnel
November 07, 2019**

Be it resolved, that the following matters relating to Educational Support Personnel be approved as recommended by the Chief Officers:

Appointments to Existing Positions:

Name	Position	Location	Effective Date
Blackburn, Roy	Temporary Small Engine - Equipment Mechanic	Facilities	September 16, 2019
Bodine, Tia	Special Education Para Educator - Generalist	Inspiration View Elementary School	October 03, 2019
Bonilla, Alvar	Grounds Technician	Facilities	October 03, 2019
Dougherty, Ben	Building Custodial Technician	Falcon Middle School	October 03, 2019
Earle, Margaret	Crossing Guard	Remington Elementary School	October 28, 2019
Espinoza Perez, Crystal	Special Education Para Educator - Program Based SSN	Falcon Middle School	October 07, 2019
Frusetta, Jane	Bus Driver	Transportation	September 18, 2019
Gentry, Yajaira	Nutrition Services Assistant	Vista Ridge High School	October 28, 2019
Gordon, Martin	Campus Security Officer	Horizon Middle School	October 10, 2019
Heck, Deborah	Special Education Para Educator - Program Based AN	Horizon Middle School	October 28, 2019
Holland, Holly	Special Education Para Educator - Program Based AN	Falcon Middle School	October 03, 2019
Kemp, Alicia	Special Education Para Educator - Program Based Generalist	Falcon Elementary School of Technology	October 07, 2019
Knight, Natalie	Crossing Guard	Stetson Elementary School	October 28, 2019
Landrum, Richard	Building Custodial Technician	Falcon High School	October 17, 2019
Pribble, Geri	School Secretary, Counseling	Vista Ridge High School	November 11, 2019

Redford, Roberta	Special Education Para Educator - Program Based CSN	Falcon Middle School	October 03, 2019
Rizk, Barry	Campus Security Officer	Falcon High School	November 04, 2019
Rowe, William	Special Education Para Educator - Program Based SSN	Falcon Middle School	October 28, 2019
Russell, Sadie	Family Engagement Community Liaison	Remington Elementary School	October 03, 2019
Suliman, Tanzania	Special Education Para Educator - Generalist	Inspiration View Elementary School	October 07, 2019
Webster, Jacob	Special Education Para Educator - Program Based SSN	Falcon Middle School	October 03, 2019
Wedde, Trinity	Special Education Para Educator - Program Based SSN	Odyssey Elementary School	September 26, 2019
Wilhelmy, Kathleen	Lunch Monitor	Inspiration View Elementary School	October 03, 2019

Appointments to New Positions:

Name	Position	Location	Effective Date
Boudreaux, Benjamin	Bus Driver	Transportation	July 22, 2019
Diaz Monreal, Juan	Area Project - Maintenance Coordinator	Facilities	October 07, 2019
Frost, Seth	Temporary Grounds Technician	Facilities	October 07, 2019
Goslin, Rhonda	Special Education Para Educator - Program Based Generalist	Sand Creek High School	October 10, 2019
Laser, Stephanie	Special Education Para Educator - Program Based Generalist	Falcon High School	October 28, 2019
Stuber, Heather	Special Education Para Educator - Program Based Generalist	Sand Creek High School	October 28, 2019

Transfers:

Name	Transfer From	Transfer To	Effective Date
Appel, Miranda	Special Education Para Educator - Program Based Generalist at Pikes Peak School of Expeditionary Learning and Banning Lewis	Special Education Para Educator - Program Based Generalist at Grand Peak Academy and Pikes Peak	September 10, 2019

	Ranch Academy	School of Expeditionary Learning	
Crespin, Valerie	Bus Driver at Transportation	Transportation Driver/Router at Transportation	September 23, 2019
Croney, Nicole	Preschool Para Educator at Woodmen Hills Elementary School	Special Education Para Educator - Program Based Generalist at Woodmen Hills Elementary School	November 01, 2019
Duncan, Karen	Preschool Para Educator at Remington Elementary School	Special Education Para Educator - Program Based Generalist at ALLIES	November 01, 2019
Haby, Ingrid	BASE49 Site Leader at Odyssey Elementary School	BASE49 Site Leader at Woodmen Hills Elementary School	July 01, 2018
Long, Elizabeth	Special Education Para Educator - Program Based Generalist at Woodmen Hills Elementary School	School Secretary, Attendance at Woodmen Hills Elementary School	August 19, 2019
Long, Margaret	School Secretary, Counseling at Vista Ridge High School	Secretary, School Support at Vista Ridge High School	November 01, 2019
Loos, Mark	Building Custodial Technician at Ridgeview Elementary School	Building Manager at Ridgeview Elementary School	November 01, 2019
Ruddick, Sherry	Crossing Guard/Lunch Monitor at Horizon Middle School	Crossing Guard/Nutrition Services Assistant at Horizon Middle School	November 01, 2019
Sanchez, Louise	Special Education Para Educator - Program Based SSN at Falcon High School	Special Education Para Educator - Program Based AN at Stetson Elementary School	October 07, 2019

Re-classifications:

Name	Reclassify From	Reclassify To	Effective Date
Ackley, Aaron	Special Education Para Educator - Student-Based SSN at Falcon High School	Special Education Para Educator - Program Based SSN at Falcon High School	September 01, 2019
Carder, Nancy	General Education Para Educator at Falcon Homeschool Enrichment Program	General Education Para Educator and Registrar at Falcon Homeschool Enrichment Program	August 01, 2019
Gentlemark-Heckel, Sandra	Receptionist/Health Room Paraprofessional at Falcon	Home Based Education Specialist at Falcon	August 01, 2019

	Homeschool Enrichment Program	Homeschool Enrichment Program	
Smith, Elliot	Special Education Para Educator - Program Based SSN at Vista Ridge High School	Special Education Para Educator - Program Based CSN at Vista Ridge High School	September 01, 2019

Resignations:

Name	Position	Location	Effective Date
Butkus, Gary	Building Custodial Technician	Stetson Elementary School	October 11, 2019
DeWalle, Denise	Nutrition Services Assistant	Horizon Middle School	October 31, 2019
DiLuzio, Jennifer	Health Room Paraprofessional	Evans International Elementary School	August 20, 2019
Hjelmstad, Misty	Crossing Guard	Springs Ranch Elementary School	October 9, 2019
Holland, John	Elevates Job Coach	Special Services	October 10, 2019
Long, Pamela	Special Education Para Educator - Generalist	Inspiration View Elementary School	October 4, 2019
Lowe, Jessica	Special Education Para Educator - Program Based AN	Horizon Middle School	October 9, 2019
Morris, Billy	Bus Driver	Transportation	October 31, 2019
Murphy, Liani	Campus Security Officer	Vista Ridge High School	May 23, 2019
Nelson, William	Bus Driver	Transportation	October 10, 2019
Nelson, Yvonne	Bus Paraprofessional	Transportation	October 10, 2019
Penafiel, Mirta	Special Education Para Educator - Program Based SSN	Woodmen Hills Elementary School	October 31, 2019
Roche, Mikayla	Special Education Para Educator - Student-Based Generalist	Falcon Middle School	October 10, 2019

Ruffalo, Heather	Nutrition Services Assistant	Skyview Middle School	October 8, 2019
Sennett, Derek	Bus Driver	Transportation	October 10, 2019
Silva, Kyleigh	Special Education Para Educator - Program Based SoCo	Remington Elementary School	September 27, 2019
Simpson, Susan	Health Room Paraprofessional	Stetson Elementary School	October 9, 2019
Skrzypek, Joseph	Building Custodial Technician	Bennett Ranch Elementary School	September 27, 2019

110 Transition Retirements:

Name	Position	Location	Effective Date
Townsend, Paula	Payroll Technician	Finance	July 31, 2020

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Nicole Evans, Human Resources Manager

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

ACTION/INFORMATION/DISCUSSION: Consent - Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

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

DATE: October 25, 2019

Cruson moved to approve the consent agenda; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

El Paso County Colorado School District 49

**Approval of Matters Relating to Extra-Curricular Personnel
November 07, 2019**

Be it resolved, that the following matters relating to Extra-Curricular personnel be approved as recommended by the Chief Officers:

Appointments:

Name	Position	Location
Fletcher, Jessica	Assistant Softball Coach	Falcon High School
Block, William	Assistant Boys Soccer Coach	Sand Creek High School
Bies, Michael	Assistant Support Boys Soccer Coach	Vista Ridge High School
Dooley, Christopher	Assistant Support Football Coach	Vista Ridge High School
Harris, Kori	Advance Support Softball Coach	Vista Ridge High School
Holmes, Michael	Assistant Football Coach	Vista Ridge High School
Johnson, Andrew	Assistant Support Football Coach	Vista Ridge High School
Lintz, Jason	Assistant Support Football Coach	Vista Ridge High School
Loeffler, Christian	Assistant Support Boys Soccer Coach	Vista Ridge High School
Lucchesi, Robert	Assistant Support Football Coach	Vista Ridge High School
Richardson, Mallory	Advance Support Volleyball Coach	Vista Ridge High School
Tomkins, Jesse	Assistant Support Football Coach	Vista Ridge High School
Zielinski, John	Assistant Boys Golf Coach	Vista Ridge High School

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Josh Wixom

TITLE OF AGENDA ITEM: Springs Studio Proposal for Architecture Studio Course

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Currently, Springs Studio offers Intro to Architecture as a foundation for a project-based CTE pathway, and collaborate with Judson University to host a summer Architecture camp. Students who take this course will be prepared to take college-level courses such as Revit or Architecture History through concurrent enrollment.

ARCHITECTURE STUDIO

Grade Level: 9-12

Length: 1 semester

In this one-term course, students will build upon skills and techniques learned in the Introduction to Architecture course, exploring design in greater depth. Students will maintain a sketchbook throughout the course and conduct a variety of case studies as they immerse themselves in history and concepts applied in great architectural works. The final project is based on a real design opportunity with a real or imagined client where students will present their final work in front of a panel of experts for critique.

RATIONALE:

Adding Architecture Studio to the already approved Intro to Architecture will allow students to be immersed in a year-long Architecture experience, improve their college readiness through skill development, and improve program completion rates. The addition of this course will provide the second half of the pathway necessary for students to become completers of the Architectural CTE pathway.

RELEVANT DATA AND EXPECTED OUTCOMES:

The expected outcome is to create a pathway for Architecture in which students develop applicable skills that will increase their chance of success in college or when pursuing an Architecture degree or a degree in the design field. Architects can expect growth at a rate of about 4 percent into the year 2024, according to the U.S. Department of Labor, Bureau of Labor Statistics. Architects with green or sustainable design skills will be in unusually high demand, says the agency. The median annual wage for architects was \$78,470 on May 2017. Also, students with Architecture backgrounds can flex into other fields such as fine arts, construction, green design, urban planning, or engineering.

INNOVATION AND INTELLIGENT RISK:

There are no perceived risks in adding this additional course. The course is a chance for students to explore their creative nature and gain access to authentic learning experiences and connections with professionals in the architectural field.

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

The addition of this course addresses **Rock #5**—Customize our educational systems to launch each student toward success. Students have identified through our You Science career inventories that Architecture is an area that is a strongly desired career field. In order to prepare students for a career in architecture, we must establish a rigorous and relevant career pathway. There is not another architectural CTE pathway in D49, which creates opportunities for students throughout the district who would like to pursue this career field.

Culture	Inner Ring —How we treat each other	Students immersed in a studio culture are dedicated learners and work to improve the lives of others through design.
	Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Community-based projects reinforce our relationship in the community and helps students connect with professionals in the field.
	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>	Approval of career preparation courses help define an academic pathway for students interested in design and architecture related careers. Students will be introduced to skills that could lead to earning professional certificates and provides students with career and college readiness skills that can be applied immediately following graduation.
	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: There will be an approximate building budget expenditure of \$1000 year until all supplies purchased. Once the non-consumables are purchased after a two-year distribution the costs will drop to under \$500 in the future. Drafting supplies and modeling supplies are consumables included in the yearly cost. All costs are potentially reimbursable through CTE.

AMOUNT BUDGETED: Sufficient funds are budgeted and allocated for this course.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approval of the addition of a one-semester course titled Architecture Studio.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the addition of a one-semester course titled Architecture Studio; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02A MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Bethany Meyer, FHS Choir Director

TITLE OF AGENDA ITEM: Course Additions: Treble Choir and Tenor/Bass Choir
(beginning/intermediate-level ensembles)

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The FHS Vocal Music Program would like to add a course named “**Treble Choir.**” Course objectives for this choir will remain the same as those for “Concert Choir” except that the choral literature learned will be literature written for soprano/alto voices (in vocal music, “treble” is a term that refers to music performed on the treble clef, which typically includes soprano and alto singers).

The FHS Vocal Music Program would like to add a course named “**Tenor/Bass Choir.**” Course objectives for this choirs will remain the same as those for “Concert Choir” except that the choral literature learned will be literature written for tenor/bass voices.

RATIONALE:

There has been a growing interest in choir participation at FHS over the past few years. Several students have expressed interest in learning in a choir that focuses on their specific voice part (soprano/alto or tenor/bass). With these course options, teaching can focus on challenges—and can build skills—that are specific to each voice part.

Gender-inclusive language: Many choirs use the terms “Women’s Ensemble” and “Men’s Ensemble” to refer to their treble ensembles and tenor/bass ensembles. By simply naming the courses for the repertoire they will be singing (treble and tenor/bass), gender can be excluded from the course names. Attire assigned to these choirs will be flexible and gender-inclusive, as well.

By offering a treble choir and a tenor/bass choir, FHS will have course offerings that more closely mirror those of other secondary choir programs in the school district: In addition to their mixed choirs, Vista Ridge High School offers a Men's Ensemble (tenor/bass), Women's Ensemble (treble), and a Select Ladies Ensemble (treble). In addition to their mixed choirs, Sand Creek High School offers a Men’s Ensemble (tenor/bass), Women’s Ensemble (treble), and a Women’s Select Choir (treble). This school year, Falcon high school is not offering any of these options, and to see alignment in this area would be progress and would put forth a more unified vision from our secondary vocal music departments.

The benefit of having three beginning-level groups is to allow two potential groups where each student can be placed for ease of counselor scheduling. The options also give students choice regarding what sort of choral education they would like to have—a “mixed” setting (SAB or SATB music) in Concert Choir or a more voice-part-specific setting (Treble Choir or Tenor/Bass Choir).

Please see attached Proposed 2020-2021 FHS Choir syllabus for further proposed course details and descriptions.

RELEVANT DATA AND EXPECTED OUTCOMES:

There are currently 179 students in the FHS Choir program. Out of these students, 29 are enrolled in more than one choir, with a total of 209 seats taken in all combined choirs. FHS choir students are looking to grow their skills and experience more than one choir setting. This proposition will provide students with more learning opportunities that are tailored to their voice part in the FHS choir program while still providing beginning students the opportunity to sing in a mixed vocal setting.

BOE Regular Meeting November 7, 2019
Item 7.02a continued

INNOVATION AND INTELLIGENT RISK:

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	Increasing the variety of beginning/intermediate course offerings provides varying opportunities for students to grow through the program.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	The arts enrich the community beyond the school by producing cultural and artistic events at a minimal, or free, ticket price.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This is a step in moving a program, school, and district forward.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	A thriving vocal music program is an asset to the school, creating publicity opportunities in addition to school pride.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This broadens opportunities for participation in the program and growth throughout the program.

BUDGET IMPACT: No

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02B MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Dave Kranz, FHS Agriculture Teacher and FFA Advisor

TITLE OF AGENDA ITEM: New Course Proposals: Plant Science and Greenhouse Management

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Falcon High School Ag program would like to add the following new classes:

- Plant Science: Falcon High School will be getting a new greenhouse. There is currently no class or program that covers introductory plant sciences (other than a small unit in the Introduction to Agriculture class) that would be beneficial in the use of the new greenhouse. This will be the class that will then lead to the next class, Greenhouse Management. This class will be a prerequisite for the Landscape Installation, Design and Irrigation class.
- Greenhouse Management: Falcon High School will be getting a new greenhouse. The greenhouse industry in Colorado is one of the fastest growing industries and the demand for qualified employees is in high demand. This class will be a prerequisite for the Landscape Design, Installation and Irrigation class.

RATIONALE:

The new greenhouse that is going in at Falcon High School will require classes to be taught so students have the general knowledge of how to use the new facility. Upper level students are wanting more classes in the ag business pathway to round out their education and also be able to participate in FFA.

RELEVANT DATA AND EXPECTED OUTCOMES:

Participation in the FHS Agriculture program has increased tremendously since it began just a short 5 years ago. There were 18 students in the first FHS ag class and now the program is approaching 120 students. Many of these students are looking to grow their skills and become involved in agriculture in the coming years. These classes will provide students with other advanced opportunities in the FHS agriculture program. Additionally, by having two new courses, counselors and administrators will enjoy easier scheduling of students and accommodation in the master schedule. Students will also be able to participate in FFA by having classes that are aligned to their pathway.

INNOVATION AND INTELLIGENT RISK:

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	Adding new course offerings provides equal opportunities for students to grow through the program.
	Rock #2—Research, design and implement programs for intentional <u>community</u> participation	The agriculture programs has begun to enrich the community beyond the school by producing marketable employees for a growing industry.
	Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This is a step in moving a program, school, and district forward.

BOE Regular Meeting November 7, 2019
Item 7.02b continued

Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	A thriving agriculture program is an asset to the school, creating publicity opportunities in addition to school pride.
Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This broadens opportunities for participation in the program and growth throughout the program.

BUDGET IMPACT: This will require me to budget my money as such that I will be conscientious of the new classes in the program

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02C MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Tim Cerniglia, FHS Physics Teacher

TITLE OF AGENDA ITEM: Course Revision: Physics 1

New Course: Physics 2

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The FHS Science Department would like to change the name of “Physics” to “**Physics 1.**” Course objectives for “Physics 1” will remain the same as “Physics.”

The FHS Science Department would like to add the course “**Physics 2**” with associated extensions of course objectives to cover typical Physics 2 material.

RATIONALE:

“Physics” is the name of the class offered to students who are interested in learning about the physical sciences discipline of physics. Due to the coverage of the course and time required, the current class is able to cover standard Newtonian physics – Kinematics, Newton’s laws of motion, conservation of energy and momentum, and circular motion and gravitation. These are excellent introductory physics topics found in most school introductory physics courses. However, this is only half of the picture in physics. For example, a typical student pursuing a post-secondary education in the STEM fields can expect to study physics topics which also include electromagnetics, thermodynamics, solids and fluids, optics and light, special relativity and nuclear/quantum physics. The addition of a Physics 2 course will help students better prepare for academic and trades pursuits having learned a more complete picture of physics. This applies not only to college-bound students, but also students pursuing their interests in trades ranging from electricians (electromagnetics), to HVAC technicians (thermodynamics), to radiology specialists (radiation and nuclear physics of MRIs and x-rays).

There has been a growing interest in physics at FHS over the past few years. Class sizes have increased and we have seen a big jump this year in students identifying “physics” as their first or second choice science class. We anticipate needing to offer additional classes in 2020, while also providing an opportunity for interested students to continue their study of physics the following year. Additionally, of the 13 seniors who enrolled in physics in 2018-19, all are currently pursuing STEM degrees at CU, Mines, USAFA, and a host of other engineering schools around the country. A survey of this year’s students indicates a similarly high percentage are planning to pursue either a STEM-related degree after high school, or a trade involving high technology physics-related fields like radiology (medicine). Finally, our experience is that many if not most high schools in our area offer a physics 1 / physics 2 / AP physics type of course structure. This change would help FHS provide its students with competitive learning opportunities.

A clear course track for physics will give students a better understanding of the flow of physics, help counselors provide students with guidance related to physics and STEM pursuits, better align the physics curriculum at FHS with the typical physics tracks in other schools/districts, and better align FHS physics with Colorado state standards in the physical sciences.

Please see attached FHS Physics 1 and Physics 2 proposed syllabi for further proposed course details and descriptions.

RELEVANT DATA AND EXPECTED OUTCOMES:

Participation in the FHS physics course has increased by 30% in the past school year, from 26 to 34. Course enrollment was limited by our only being able to offer a single first-period physics class which prevented interested students from enrolling who might otherwise have done so. We believe this change will better support current

BOE Regular Meeting November 7, 2019
Item 7.02c continued

physics students pursuing their post-secondary goals in STEM fields and trades, provide a clearer picture to parents and students of the opportunities for careers in physics and engineering, expand opportunities for FHS students to study physics (more course options), and ensure FHS is able to comprehensively address physical sciences state standards as they apply to the physics curriculum.

INNOVATION AND INTELLIGENT RISK:

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	Adding physics 2 course offerings provides opportunities for students to grow through the program.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Physics 2 enhances our ability to engage our high technology aerospace community with students and graduates better prepared for careers in local industries.
	Rock #3 — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Adding Physics 2 and extending our physics course offerings provides competitive learning opportunities for students.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	A thriving physics program enhances student foundations in STEM fields so they can thrive beyond high school
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	A physics 1-2 structure helps us customize student learning towards fields students wish to pursue after graduation building a solid foundation for future success in science and technology fields.

BUDGET IMPACT: No

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting November 7, 2019
Item 7.02c continued

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02D MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Dawn-Eve Mertz, English Teacher Falcon High School

TITLE OF AGENDA ITEM: New English Course: “World War II Literature”

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Seeking approval for a new English course at FHS titled “World War II Literature” as a year long elective English course.

RATIONALE:

There is a lack of educational courses offered that focus on the history of World War II, especially from a literary perspective; the topic is under-represented in public education. Increasing the awareness of the atrocities that define World War II will reduce similar anti-semitism and hateful rhetoric seen in communities today and may prevent future injustices such as the ones committed during World War II. “World War II Literature” will serve as an alternative to upper level English courses.

RELEVANT DATA AND EXPECTED OUTCOMES:

In 2017 the Anti-Defamation League reported a 57% increase in anti-semitic violence in the United States from the previous year. Meanwhile, many young adults and teenagers are not learning about the violence of the Holocaust in particular, nor are they learning about ways to avoid events such as the slaughter of 11 Jewish people at Temple in Pittsburg in 2018, for no other reason than hate.

The expected outcomes of the course are as follows:

- a. Students will be able to examine basic moral lessons from the material of the Holocaust; the American internment of Japanese, German and Italian born citizens; the Soviet invasion of Eastern European countries, and the Japanese conflicts in Asia.
- b. Students will be able to examine basic human rights violations from all of the aforementioned material, and understand the roots of these injustices.
- c. Students will understand that silence and indifference to injustices perpetuates the injustices.
- d. Students will be able to understand that the events in World War II were not by accident, and they were not a secret. Students will also notice that the same injustices happen over and over throughout history, to all kinds of people, but importantly that it happens to the Jewish population more often.
- e. Students will understand the huge injustices the Nazis inflicted upon the Jewish population of Europe to include: the scientific experiments conducted on innocent people, the “brain-washing” of entire nations, the systematic segregation and dehumanization of the Jewish population, and the industrialization of the concentration camps.
- f. Students will be able to examine the current social climate and *hopefully* when enough students are taught about the history of World War II, the atrocities will end.

INNOVATION AND INTELLIGENT RISK:

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

Culture	Inner Ring—How we treat each other Treating each other (and all people) with respect, kindness, and tolerance. This course helps to eliminate prejudice, hate, and intolerance, by teaching them at their core and the impact they have on society.
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	Outer Ring —How we treat our work	Creating a culturally aware and kind environment between staff and students wherein all members treat each other equally and kindly, and accept the diversity seen in the workplace without prejudices and intolerance.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	By expanding the breadth of World War II knowledge in young citizens, we are thereby creating more knowledgeable and understanding citizens of the community rather than continuing a community of uninformed individuals that may perpetuate the hateful rhetoric that transpires from being ill-educated in a topic.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	This provides students with opportunities to make connections with others in the community who have fundamental differences such as race or creed to bridge the gaps that often lead to hateful rhetoric.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	This is a step in moving the district forward with World War II education so that the younger generations may help to eliminate the possibility of repeating the past.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Adding this course would help establish D49 as a progressive district which offers unique and relevant courses that not only help students get the English credit needed, but will help students become more informed active participants in community justice.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This would provide students with core English Literature knowledge that is applicable to the real world, and prepares the students to be accepting of the diversity they will see in the community and work place.

BUDGET IMPACT: Absorbed in the English department budget.

AMOUNT BUDGETED: Absorbed in the English department budget.

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

BOE Regular Meeting November 7, 2019
Item 7.02d continued

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02E MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Kirsta Lopez, FHS English Teacher and Department Chair

TITLE OF AGENDA ITEM: New Elective English Course
New Course: English Editing and Revision

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Due to poor student ability and knowledge in the form of analysis, explanation, comprehension, it is necessary for students to write a minimum of 2 days per 3-day week. Students entering high school are showcasing significant gaps in textual analysis (how, why, so what); they are unable to explain their ideas with detail, and they are struggling to show an age-appropriate depth of knowledge in literature. Students need to practice writing every day. They need to be given feedback immediately, every day, and they need to use that feedback to re-write the original pieces in order to practice a concept correctly before engaging in a deeper knowledge of that concept, and/or a building up of that concept.

Students giving the feedback get lessons on how to give appropriate feedback for various writing styles, as dictated by the Colorado Department of Education (narrative, expository, persuasive, and research). Students are given reminder lessons on the styles at the specific time a particular style is being taught. During plan time, teachers are assessing the student feedback and, in turn, are giving feedback to the student assessor. Additionally, this course helps student assessors become better writers. Research (studies listed below) indicates that when a person teaches another how to proceed, they have a better understanding of that concept and can use it more effectively than they could before.

RATIONALE:

Students need constant feedback in order to be able to improve their work. In order to maximize effective growth and close learning gaps, teachers need to be given a reasonable expectation of work; however, students need constant, meaningful feedback on their writing. It is nearly impossible for a teacher to provide this for over 150 texts on a weekly basis, and a daily expectation of such feedback is simply not feasible. It is impossible to keep up with that feedback load every day. Teachers would get behind and students would suffer. Writing improvement would suffer.

In order to ensure students get timely and appropriate feedback, having aides who are already better writers and are also being taught exactly how to give appropriate and helpful feedback are able to do this. Teachers can then spot check the feedback being given to ensure it is appropriate.

Because teachers are giving short reminder lessons and feedback to Student Assessors, the assessors are also able to continually improve their own writing as exemplified by current writing grades in multiple courses.

RELEVANT DATA AND EXPECTED OUTCOMES:

Board Meeting Outcome: Approval of year-long English course for full grade possibility; Class will occur every period, rather than all students in one class period. The instructors will be those English teachers who have a plan period. Teachers will take 10-15 minutes to give reminder lesson about full unit, once at the beginning of a new unit; then five minutes to give daily reminders. Students will get weekly feedback from freshmen teachers based on their feedback.

Freshmen Outcome: Freshman understanding of writing and literature and composition will cause them to use knowledge in most courses and pass those courses.

Student Assessors/Aides Outcome: Student assessors will become better writers; this will be shown in writing from their classes. Their feedback to others and practice with general writing assessment will help them to build their own revision awareness skills and further accomplish this task.

Relevant Data:

Davari Torshizi, Davari Mehdi and Mostafa Bahraman. “I explain, therefore I learn: Improving students’ assessment literacy and deep learning by teaching”. *Studies in Educational Evaluation*, Volume 61, 2019.

Fiorella, Logan and Richard E. Mayer. “Role of expectations and explanations in learning by teaching”. *Contemporary Educational Psychology*, Volume 39, Issue 2, 2014, pp. 75-85.

Jarrett, Christian. “Learning by teaching others is extremely effective-a new study tested a key reason why”. The British Psychology Society: Research Digest. The British Psychology Society, 4 May 2018.
<https://digest.bps.org.uk/2018/05/04/learning-by-teaching-others-is-extremely-effective-a-new-study-tested-a-key-reason-why/>

Park, SeungWon and ChanMin Kim. “Boosting learning-by-teaching in virtual tutoring”. *Computers & Education*, Volume 82, 2015, pp. 129-140.

Walter, James M. and Thomas C. Corbridge. “Learning Through Teaching”. *Chest*, Volume 153, Issue 4, 2018, pp. 1081-1082.

INNOVATION AND INTELLIGENT RISK:

As a district, our commitment is to provide the best place to learn and lead. This course provides students to do both through their previously demonstrated mastery of English Composition skills. Instead of signing these students up for another course where they out skill their peers and feel bored, this course gives students the opportunity to not only improve their own writing craft, but provide a service of helping younger students improve their writing, and in turn, their academic confidence. Student in this course will find this role gives them the opportunity to apply their student mastery, grow in their knowledge, and lead through example.

If the district does not approve this course, they run the risk of allowing persistent writing gaps at the underclassmen writing level. These gaps continue to be showcased, not only in their standardized test scores, but also in their inability to find maximum success in their courses where writing is required. While any new course poses potential minor risks or unforeseen consequences, the real risk is to not take action, and to continue to allow sub-par writing to be the norm. This course enables teachers to create a learning environment that is truly conducive to maximize students’ writing potential. This course minimizes potential risk through implementation; instead of only having one large class, students will be scheduled in small groups spread throughout multiple periods during the day. These students will meet with available English teachers during their planning periods and during advisory. This setup is critical because it enables the students to collaborate in small teams, and it negates the requirement for a new FTE.

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

Culture	Inner Ring—How we treat each other	This is a service these students are providing of their mastery of writing to teach their peers. The feedback given to underclassmen is designed to increase confidence and willingness to make mistakes and correct them.
	Outer Ring—How we treat our work	This course enables teachers to build the curriculum they feel is most effective for improving writing, and to be able to create a collaborative learning environment with students and other teachers.

Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	Adding advanced course offerings provides equal opportunities for students to grow through the program.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	See the attached studies for proof of efficacious implementation of course requirements.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Falcon High School is already a school of innovation, and is known for its high academic achievement. This course is in alignment with District 49's rigorous educational goals.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The students who are enrolled in this course will have a greater understanding of their own writing. In addition, their interaction with a variety of writing styles and texts will give them a firm foundation for analysis.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	This broadens opportunities for participation in English courses and growth throughout the program and beyond.

BUDGET IMPACT: No additional FTE is required.

AMOUNT BUDGETED: N/A

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

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02F MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Sarah Brockberg & Lauren Murphy

TITLE OF AGENDA ITEM: New Course Proposal for Falcon HS: Partners in P.E.

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Most of our special needs students participate in elective classes, P.E. in particular. These classes are designed around general education students and our special needs students are included to the degree possible. This class is being developed in partnership with the adaptive PE teacher, designing the class around the needs of students with disabilities. General education students will learn about adaptive PE, the impact of various disabilities on students, and how sports and other activities can be adapted to allow participation by all.

RATIONALE:

Partners in PE will be an advanced PE class designed for general education students with a firm grasp on basic sports skills and students with disabilities that are desiring to learn those skills. Our goal in D49 is to meet the needs of each and every student. In most cases our students with disabilities attend traditional general education PE classes where they participate in the things they are able, with some adaptations to meet their needs. This class will be designed as an adaptive PE course where general education students work along side their disabled peers to participate in physical activity and sports. Engaging in physical activity and sport along side peers with and without disabilities fosters important social relationships within the school culture and our community. General education students will learn about conditions like Angelman Syndrome, Autism, Cerebral Palsy, and many others through research and from their disabled peers.

RELEVANT DATA AND EXPECTED OUTCOMES:

Partners in PE surveys will be completed by all students and parents in the program. A concerted effort will be made to include others from our community as we have many parents that are involved with many activities outside of school, i.e. sitting volleyball leagues, and our students with and without disabilities would benefit from that exposure as well. A focus will be placed on true inclusion, promoting social relationships between all of our students, and the improvement of the school culture as a whole. The desired outcomes:

- Create an inclusive Partners program which exudes teamwork, sportsmanship and integrity
- Promote an environment of respect, understanding and unity district wide
- Expand physical literacy and personal wellness
- Learn and display sportsmanship and class
- Demonstrate team work and leadership skills necessary to educate others and serve as a positive role model in the community
- Develop further understanding of civic and personal responsibility
- Apply appropriate communication skills in a variety of situations
- Exhibit life management skills
- New friendships among teammates/classmates
- Improved self-esteem for all students
- Positive changes in attitude, confidence, behavior, and performance
- Provide opportunities for academic and social support in the classroom, hallways and the overall school environment and community

INNOVATION AND INTELLIGENT RISK:

Partners in PE is designed as a balanced inclusion program. Whenever possible, approximately half of the students in this class will be students with disabilities and half without. We want all students to be able to access this class.

We do however want our students without disabilities to be committed to learning and relating to their disabled peers. The impetus of special education is to provide the least restrictive environment (LRE) to students who qualify for special education. Because of the laws governing LRE, there are numerous options for physical education for students with special needs depending on the type and severity of their disabilities. Many students with special needs are enrolled in general physical education classes. Some of these students participate in physical education with the benefit of assistance from a paraprofessional; however, many with only mild or moderate disabilities participate in physical education independently. Finally, some schools with an extensive self-contained special education population (especially schools at the secondary level) have an adapted physical education class that is designed specifically for students with special needs. In such a class, the concept of Reverse Inclusion can be incorporated to benefit students both with and without disabilities. Students in general education become peer tutors in order to model skills and assist students who have disabilities with physical and motor activities in the physical education environment. In this type of program, peer tutors must be trained to coach and educate the students with special needs. The course would utilize the Partners in Physical Education; A Program for Training Secondary General Education Students To Educate Students with Unique Abilities (2017) curriculum. Counselors will work with students and the adaptive PE teacher to develop a process for vetting our students without disabilities to ensure that they have the maturity and skills to successfully participate in the class.

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	We have heard from many of our community member with students with disabilities that we do not do enough to ensure that students with disabilities have true opportunities to form more than superficial relationships with their peers. They have expressed concerns that students rarely know about the disabilities that make their students unique. This class is designed to bridge that gap.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Members of the community who are related to or work with individuals with disabilities can be included in the training to provide relevant information to the Partners. Many of these parents/community members often feel like they have little opportunity to participate in school activities.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	The Partners In PE Course at Falcon High School will continue to add to the innovative options that the Falcon School District offers students in the Colorado Springs Region that are not available in other schools and locations.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	The knowledge and skills learned by general education students of their peers with disabilities will and the experiences that students with disabilities have with their non-disabled peers will bring a lifetime of understanding and knowledge and appreciation for one another.

<p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Our goal in D49 is to meet the needs of each and every student. In most cases our students with disabilities attend traditional general education PE classes where they participate in the things they are able, with some adaptations to meet their needs. This class will be designed as an adaptive PE course where general education students work along side their disabled peers to participate in physical activity and sports. Engaging in physical activity and sport along side peers with and without disabilities fosters important social relationships within the school culture and our community.</p>
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BUDGET IMPACT: No additional funding will be required. This class would fit within the existing PE/APE budget. Depending on the number of enrolled students for this course, it may impact class size for other PE classes.

AMOUNT BUDGETED: \$0.00

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discussion followed by Board Approval of the proposed course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.02G MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Lauren Murphy

TITLE OF AGENDA ITEM: New Course Proposal for Falcon HS: Senior Capstone

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Starting with the Class of 2021, we, as a district and school, need to provide a menu of options for students to demonstrate competency for graduation. Capstone was identified by CDE and the district as a one pathway for meeting the graduation requirements. A Guiding Coalition of 5 educators and an administrative facilitator developed the Senior Capstone to provide Falcon High School students with an alternative pathway to demonstrate competency in the various mastery demonstration areas.

RATIONALE:

The state of Colorado has required the district, and therefore Falcon High School to provide a capstone pathway for students to demonstrate competency in the various mastery demonstration categories, including English, mathematics, science, etc. Senior Capstone will enable students to align standards in these subjects and develop projects providing them the opportunity to validate their competency.

CDE has identified essential skills for all Colorado high school graduates through the Colorado Essential Skills. These new standards replace the required 21st Century Skills starting in the 2020-2021 academic year. The Senior Capstone course is designed to provide direct instruction and support to enable students to demonstrate these standards. We believe these standards are vital for success in post-secondary pursuits. Some examples are:

- Personal skills (self-awareness, personal responsibility, etc.)
- Entrepreneurial skills (critical thinking, creativity, etc.)
- Civic/interpersonal skills (collaboration, communication, etc.)
- Professional skills (time management, information literacy, etc.)

While students may develop these skills in high school, many are not explicitly taught leaving a gap in our students' preparedness for their chosen post-secondary endeavors. Through the capstone project the Senior Capstone course will provide the necessary opportunities for students to exhibit these skills.

RELEVANT DATA AND EXPECTED OUTCOMES:

This course was developed in line with CDE's recommendations and the exemplar districts they identified throughout the state. Senior Capstone will be iterative and will be refined based on student and teacher feedback, in order to provide the best experience for our students to explore their passions and still have the structures and supports to demonstrate competency in the standards aligned to their self-selected projects.

The course will be evaluated by feedback, student engagement in the course through formative and summative assessments, and their final products/final course grade. The aim is that all students would be successful and demonstrate competency in the standards aligned to their courses.

INNOVATION AND INTELLIGENT RISK:

Senior Capstone is a culmination of students' high school experience. They will leverage the skills and knowledge they have gained over the course of their high school career to complete their project. Senior Capstone embodies the EmpowerFZ instructional model by providing students with enhanced opportunities, elevated instruction, and engaging environments. Students have the choice to pursue any interest or passion through their capstone project and the options are endless and could entail internships, research, and/or hands-on experiences. The design of this course is new to the district and Falcon High School therefore, we will be taking some risk in providing this innovative course. However, we will mitigate that risk by adapting the course and supports with the aim that all

students are successful in demonstrating competency in the student-selected standards aligned to their project. The Capstone Guiding Coalition has thoroughly developed the course which supports the students and teachers with the necessary components to be successful. We will identify teachers whose beliefs align with the course vision so we can launch it successfully and provide teachers who are dedicated to student success and innovation.

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	As we cultivate relationships with the community through our intentional community engagement strategies and integration, trust will be established as community members can see and experience our school’s dedication to student-driven, personalized education and its importance in students’ educational success.
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	Senior Capstone is designed to integrate the community throughout the capstone project process. We will reach out to community partners to request participation through advisement, internships, and as members of our evaluation panels. We will also host a community night where students will present their final capstone projects to the community.
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Senior Capstone differentiates Falcon High School from the other high schools through a comprehensive student-choice driven option for capstone. This adds to the innovative pathways at Falcon High School and provides families with a different option for their children.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Senior Capstone will provide direct instruction and opportunities for students to develop and demonstrate the Essential Skills CDE has identified as foundational for all Colorado graduates. The Senior Capstone project is a culmination of students’ high school careers and will create the venue for students to synthesize the foundation of knowledge and skills they developed through their education to demonstrate competency.
	Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Senior Capstone is customized to student-choice, while providing the systems and structures for students to demonstrate competency in academic standards. Students will also develop and exhibit the essentials skills CDE identified as necessary for all Colorado graduates to be successful in post-secondary pursuits.

BUDGET IMPACT: No additional funding will be necessary for this new course.

AMOUNT BUDGETED: \$0.00

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discussion followed by Board Approval of the proposed course.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the proposed courses listed in item 7.02 a through g as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.03 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
7.03a	GBEA	Staff Ethics/Conflict of Interest	P Andersen	Update conflict of interest language

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review at the previous work session, move to approve revisions to policy GBEA as recommended by the administration.

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

DATE: October 25, 2019

Cruson moved to approve revisions to policy GBEA as recommended by the administration; seconded by Fry. The motion passed 5-0.

BOE Regular Meeting November 7, 2019
Item 7.03 continued

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 7.04 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2018

PREPARED BY: Peter Hilts, Chief Education Officer

TITLE OF AGENDA ITEM: Approval of American Education Week Resolution

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

The Board of Education would like to recognize the efforts of all the District 49 staff members for their commitment to providing an excellent education for every student in the district. American Education Week presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference ensuring that each child receives a quality education.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	As part of the larger state and national educational community, it is appropriate for the leaders of District 49 to celebrate our shared commitment to educators and education.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the attached resolution celebrating American Education Week from November 18-22, 2019.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

Cruson moved to approve the attached resolution celebrating American Education Week from November 18-22, 2019; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					



RESOLUTION
American Education Week
November 18-22, 2019

WHEREAS, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

WHEREAS, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

WHEREAS, education employees, be they substitute educators, custodians, teachers, bus drivers, or librarians, work tirelessly to serve our children and communities with care and professionalism; and

WHEREAS, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise;

NOW, THEREFORE, we, the District 49 Board of Education, do hereby support the annual observance of American Education Week in District 49 and urge all community members to recognize those who provide our young people with an excellent education.

Approved and adopted this 7th day of November 2019

Marie La Vere-Wright, Board President
District 49

(SEAL)

Attest:

Dave Cruson, Board Secretary
District 49

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Jack Pietraallo, Director of Transportation

TITLE OF AGENDA ITEM: Action on Resolution for Alternative Forms of Transportation for Events

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

On April 30, 2015, Colorado Department of Education adopted an update to the “Colorado Minimum Standards Governing School Transportation Vehicles.” One of the updates concerns a school district’s use of motor coaches. It states, in essence, that if a school district desires to either buy a used motor coach or attain a short term rental, the board of education must pass a resolution authorizing such. The Board of Education decision shall be reviewed annually.

RELEVANT DATA AND EXPECTED OUTCOMES:

Recommend the board re-approve the previously adopted attached resolution to allow such rental within the restrictions, if any, set forth by the resolution.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the attached resolution for the use of charter buses to transport district students to and from school events which complies with the annual resolution review requirement.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: October 30, 2019

Cruson moved to approve the attached resolution for the use of charter buses to transport district students to and from school events which complies with the annual resolution review requirement; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					



**RESOLUTION APPROVING THE USE OF CHARTER BUSES
TO TRANSPORT DISTRICT STUDENTS TO AND FROM SCHOOL EVENTS**

WHEREAS, pursuant to C.R.S. § 22-32-122 El Paso County School District 49 (the District) has the power to contract for services that it is authorized by law to undertake;

WHEREAS, pursuant to C.R.S. § 22-32-110(l)(w) the District has the power to contract for the transportation of students and to require any such contractor operating a bus or motor vehicle for such purpose to procure liability and property damage insurance on such bus or motor vehicle and pay all premiums for such insurance, without the right of contribution from the school district to the insurer;

WHEREAS, pursuant to C.R.S. § 22-32-113(1)(a) & (d) the District has elected to provide transportation to and from public schools of the District and to and from certain school-sponsored activities within or without the territorial limits of the District, and whether or not occurring during school hours;

WHEREAS, pursuant to 1 CCR 301-25 § 2251-R-4.01 (a) allows for the short-term rental of a motor coach bus from a contract carrier for the transportation of students to school related events but not to and from school or school to school; and

WHEREAS, the Board of Education of El Paso County School District 49 (the Board) has given consideration to the standards of safety to promote the welfare of students, including recommendations of national transportation organizations, and finds that it is in the best interests of pupils, the District and the community to allow the short-term rental of motor-coach buses on an as-needed basis.

NOW, THEREFORE, BE IT RESOLVED by the El Paso County School District 49 Board of Education that the short-term rental of motor coach buses for the transportation of students to and from school related events, including school related events at other schools, on an as-needed basis is hereby authorized and approved, and that all transportation of students be in accordance with applicable federal and state law.

BE IT FURTHER RESOLVED that the Chief Operations Officer shall develop procedures so the District exercises appropriate diligence in selecting contract carriers and only contracts with those that are properly licensed, permitted, registered and insured.

BE IT FURTHER RESOLVED that this resolution shall be re-considered on an annual basis by the Board. Should any material factor arise while this resolution is in effect that may cause the Board to re-consider this resolution, the Chief Operations Officer may at any time bring the factor to the Board's attention.



ADOPTED AND APPROVED this 7th day of November 2019.

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

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
El Paso County School District 49

BOARD OF EDUCATION ITEM 7.06 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Mary Perez, Director of Applied & Advanced Learning

TITLE OF AGENDA ITEM: Board Policy Revisions – Concurrent Enrollment

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE

Concurrent Enrollment policies have been revised in response the SB19-176 and for minor clarifications: IHCD A Concurrent Enrollment, IHCD A-R1 Concurrent Enrollment, IHCD A-R2 ASCENT, and IKCA Weighted Grading.

RELEVANT DATA AND EXPECTED OUTCOMES:

Beginning in 2020-21 and forward, D49 will communicate to parents Concurrent Enrollment costs, deadlines, and college transfer resources. CE course enrollment will be prioritized: (1) on-HS-campus, (2) 2-year college campus, then (3) 4-year college campus; online courses will be authorized on a case-by-case basis. Students/parents will be responsible for following up with IHE Accessibility Services. D49 will pay for scholarship texts and fees for FRL students. PPCC Career Start Program high school credits will be based on a standard 4.0 grade scale.

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

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

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

APPROVED BY: Peter Hilts, CEO

DATE: OCTOBER 25, 2019

Cruson moved to approve revisions to the four policies listed in item 7.06 as recommended by the administration; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA	M. LEE	
COMMENTED				X	

BOARD OF EDUCATION ITEM 7.07 MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Andy Franko, iConnect Zone Leader

TITLE OF AGENDA ITEM: Liberty Tree Academy – Preschool Individualized Readiness Plan
 Waiver Request, Rationale, and Replacement Plan

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

The Charter School Act provides charter schools the opportunity to apply for and be granted waivers from state statutes that are not automatically waived. As statutes change and District 49 authorized charter schools age, waivers of certain statutes need reconsideration and revision.

RATIONALE:

It is appropriate for the District 49 BoE to consider waiver requests from charter schools and determine if the rationale and replacement plan for such waivers is sufficient and appropriate to meet local expectations. If approved by the local board of education, the waivers are then sent to the Colorado Department of Education and presented to the State Board of Education. Should the SBoE confirm the BoE's approval of the waivers and rationale/replacement plan (RRP), the waiver is in effect and is valid for the duration of the charter contract.

RELEVANT DATA AND EXPECTED OUTCOMES:

Liberty Tree Academy is requesting a waiver from C.R.S. §22-7-1014(2)(a) and C.R.S. §22-7-1019(4): Preschool individualized readiness plans – school readiness – reporting.

INNOVATION AND INTELLIGENT RISK:

The request to waive C.R.S. §22-7-1014(2)(a) and C.R.S. §22-7-1019(4): Preschool individualized readiness plans – school readiness – reporting, is sought to allow charters who have autonomous School Readiness assessments, to remove the obligation to report using the state reporting system. If granted, the school will have to report on all domains of school readiness, but will do so in alignment with the assessment that is provided at the school.

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

Culture	Inner Ring —How we treat each other	Shows respect for the autonomy granted to charter schools.
	Outer Ring —How we treat our work	Responds to charter schools' desire to serve students through their educational model.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	
	Rock #2 —Research, design and implement programs for intentional <u>community</u> participation	
	Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Reinforces school's opportunity to be innovative and serve a community within a specific educational model.
	Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	

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Rock #5 — Customize our educational systems to launch each student toward success	
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BUDGET IMPACT: None

AMOUNT BUDGETED: None

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the Liberty Tree Academy – Preschool Individualized Readiness Plan Waiver Request, Rationale, and Replacement Plan as presented by way of resolution.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 31, 2019

Cruson moved to approve the Liberty Tree Academy – Preschool Individualized Readiness Plan Waiver Request, Rationale, and Replacement Plan as presented by way of resolution; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					



RESOLUTION

We, the members of the board, resolve to approve the modification of the Liberty Tree Academy Charter Contract originally signed and dated January 2018 to include the listed waivers and rationale listed below:

Attachment 5 Liberty Tree Academy Waiver Request Appendix

AUTOMATIC WAIVERS

State Statute Citation	Description
<i>22-32-109(1)(f), C.R.S.</i>	Local board duties concerning selection of staff and pay
<i>22-32-109(1)(t), C.R.S.</i>	Determine educational program and prescribe textbooks
<i>22-32-110(1)(h), C.R.S.</i>	Local board powers-Terminate employment of personnel
<i>22-32-110(1)(i), C.R.S.</i>	Local board duties-Reimburse employees for expenses
<i>22-32-110(1)(j), C.R.S.</i>	Local board powers-Procure life, health, or accident insurance
<i>22-32-110(1)(k), C.R.S.</i>	Local board powers-Policies relating the in-service training and
<i>22-32-110(1)(ee), C.R.S.</i>	Local board powers-Employ teachers' aides and other non-certificated personnel
<i>22-32-126, C.R.S.</i>	Employment and authority of principals
<i>22-33-104(4)</i>	Compulsory school attendance-Attendance policies and excused absences
<i>22-63-301, C.R.S.</i>	Teacher Employment Act - Grounds for dismissal
<i>22-63-302, C.R.S.</i>	Teacher Employment Act-Procedures for dismissal of teachers
<i>22-63-401, C.R.S.</i>	Teacher Employment Act-Teachers subject to adopted salary
<i>22-63-402, C.R.S.</i>	Teacher Employment Act-Certificate required to pay teachers
<i>22-63-403, C.R.S.</i>	Teacher Employment Act-Describes payment of salaries
<i>22-1-112, C.R.S.</i>	School Year-National Holidays

NON-AUTOMATIC WAIVERS

State Statute Citation	Description
C.R.S. § 22-9-106 C.R.S. § 22-9-107	Local boards of education—duties—performance evaluation system—repeal and School district personnel performance evaluation council's duties.
C.R.S. § 22-2-112(1)(q)(I)	Commissioner-Duties (reporting performance evaluation ratings)
C.R.S. § 22-32-109(1)(n)(I)	Local Board Duties Concerning Teacher-Pupil Contact Hours
C.R.S. § 22-32-109(1)(n)(II)(A)	Teacher-pupil contact hours
C.R.S. § 22-32-109(1)(n)(II)(B)	Adopt district calendar
C.R.S. §22-63-201	Teacher Employment Act – Compensation & Dismissal Act – Requirement to hold a certificate

C.R.S. § 22-63-202	Teacher Employment Act - Contracts in writing, damage provision
C.R.S. § 22-63-203	Teacher Employment Act-Requirements for probationary teacher, renewal &
C.R.S. § 22-63-206	Teacher Employment, Compensation and Dismissal Act
C.R.S. § 22-63-204	Employment – Interest prohibited
C.R.S. § 22-63-103 (10)	Teacher Employment, Compensation, and Dismissal
C.R.S. § 22-32-109.8	Fingerprinting
C.R.S. § 22-32-109.9	Fingerprinting
C.R.S. § 22-32-109(1)(b)	Local Board duties concerning competitive bidding
C.R.S. § 22-32-110(1)(y)	School Accepting gifts, donations, grants
C.R.S. § 22-7-1014(2)(a)	Preschool individualized readiness plans
C.R.S. § 22-60.5-301	HR Management: applicants’ qualifications to work in school
C.R.S. § 22-32-134.5	Healthy beverages policy
C.R.S. § 22-32-136	Children’s nutrition- healthful alternatives
C.R.S. § 32-136.3	Children’s nutrition- no trans fats in school foods
C.R.S. § 32-110(1)(r)	Local board powers- Exclude library materials
C.R.S. § 32-119	Kindergarten
C.R.S. § 22-1-110	General provision- teaching alcohol and controlled substances
C.R.S. § 22-1-128	General provisions- comprehensive human sexuality

Liberty Tree Academy – Waiver Request, Rationale, and Replacement Plan

10. C.R.S. Section 22-7-1014(2)(a) and C.R.S. Section 22-7-1019(4): Preschool individualized readiness plans

Rationale: LTA should have the authority to implement relevant curriculum and assessments that ensure students success in higher learning. The domains of physical well-being and motor development; social-emotional development; language and comprehension development; and cognition and general knowledge are assessed daily through LTA’s current curriculum assessments. Support is readily available through numerous avenues throughout LTA’s program. Within the first 60 calendar days of the school year, LTA will be responsible for proper assessment of the readiness of all incoming kindergarten students in the following domains:

- Physical well-being and motor development
- Social and emotional development
- Language and comprehension development
- Cognition
- General knowledge -math
- General knowledge -literacy

The assessment will be research-based, valid, and reliable, and will be used to develop individualized plans for meeting the needs of those incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals. Additionally, because LTA is using an assessment of its choosing, the data will not be generated in the same manner as the school readiness data generated by a State Board approved readiness assessment.

Replacement Plan: LTA has a Kindergarten program utilizing the Core Knowledge curriculum that aligns to the Colorado Academic Standards (CAS).

1. Physical well-being and motor development:

- Students participate weekly in a structured recess that encourages gross motor development. Students are assessed on motor-development skills acquired throughout the year by our elementary physical education teacher.
 - Students participate weekly in Art education meeting or exceeding state standards. Development of fine motor skills is achieved through drawing, painting, and creating projects. Students are assessed on fine motor skills acquired throughout the year.
 - Students participate weekly in Music education meeting or exceeding state standards. Students participate in a variety of movement and rhythm exercises. Students are assessed throughout the year.
 - Students participate in daily writing exercise learning how to hold and manipulate a pencil and form their letters and numbers properly. Students are assessed throughout the year.
 - Assessment information is gathered by observation protocols based on appropriate developmental guidelines and State Standards in the area of physical well-being and motor development.
2. Social-emotional development (based on the CAS)
- Students are instructed in the positive behavior support system designed by the school. This includes classroom, cafeteria, recess, and hallway expectations. Students are rewarded for the positive behavior they demonstrate.
 - Positive behavior in the classroom is reinforced and negative behavior is redirected and refocused, as well as individual behavior charts, and whole class rewards. This is to strengthen self-regulation and executive-functions that help students pay attention, remember directions, and control their behavior.
 - Instruction in good character and virtue is integrated in the curriculum on a daily basis. This helps students develop social-emotional skills such as making friends, managing emotions and solving problems to set them on the path for social success and academic readiness.
 - Assessment information is gathered by observation protocols by the classroom teacher based on appropriate developmental guidelines and Colorado State Standards.
3. Language and comprehension development (based on the CAS)
- Students receive 65 minutes of instruction each day in the Riggs phonics language arts curriculum. This is a comprehensive program for writing, spelling, reading, listening, and speaking that builds vocabulary and knowledge. Students master the basic phonetic components of the English language in order to decode and encode fluently. Students are also taught vocabulary through daily reading, language arts skills that are essential for comprehension. Each skill is assessed weekly. An overall assessment of reading fluency is administered monthly.
 - The *DIBELS* assessment is administered three times per year. Any student who does not achieve benchmark is progress monitored every two to three weeks. Students who are Well Below in their composite score for benchmark are assessed with *DIBELS Deep* to determine the literacy area most in need of improvement and then placed on a READ Plan. After identifying the areas needed for growth, they are placed in reading groups that will provide them with the support they need.
4. Cognition and general knowledge (based on the CAS)
- Students receive 45 minutes of math instruction using Singapore's math curriculum. This curriculum is aligned to the Colorado Academic Standards for math. Assessments are given every two weeks to monitor progress. Students who fall behind are given additional time with a teacher aide.
 - Science - Students are instructed on various topic including: Plants; Animals and their Needs; the Human Body (five senses, taking care of your body - exercise, cleanliness, health diet, and rest); Magnets; Seasons and Weather; and Conservation. Assessments are given regularly to monitor progress.
 - History and Geography - Students are instructed on various topics including: Geography - Spatial Sense (working with maps and globes students recognize rivers, lakes, mountains, Atlantic and Pacific Oceans, North and South Pole); an overview of the seven continents including landmarks and animals, Native American Peoples; Early Exploration and Settlement (including the voyage of Columbus, the Pilgrims, and Independence Day) Presidents Past and Present (including Washington, Jefferson, Lincoln, Theodore Roosevelt and the current United States President); and United States Symbols (including the American Flag, Statue of Liberty, Mount Rushmore, and the White House). Assessments are given regularly to monitor progress.
 - Assessment information is gathered from formal curriculum assessments and classroom teacher observations based on appropriate developmental guidelines and State Standards.

Any student not making adequate growth in any of the above areas receive Response to Intervention (RtI) strategies in small groups or 1:1 instruction. RtI plans are developed and reviewed with our Student Services Department quarterly. The information reviewed includes results of formal assessments, informal assessments, and developmental checklists. This information is housed in an internet based data management system of the school's choosing, to bring together achievement data from many sources, generate student and summary reports, and allow for distribution to appropriate RtI personnel.

If students do not respond with adequate growth following this intervention they may be referred to a Physical/Occupational Therapist; Psychologist; Speech/Language Therapist; Special Education Teacher; Counselor or Mental Health Therapist for further assessment. These assessments results are held in Enrich.

Methods and assessments used are clear and relevant and have the goal of improving student academic growth and meet the intent of the quality standards established in C.R.S § 27-7-1014(2)(a).

Financial Impact: LTA anticipates that the requested waiver will have no financial impact upon D49's budget or LTA's budget.

How the Impact of the Waivers Will Be Evaluated: The impact of these waivers will be measured by the performance appraisal criteria and assessments that apply to LTA, as per the charter contract.

Expected Outcome: If granted, the waiver will enable LTA to instruct, assess, and monitor incoming students in a manner that is consistent with its overall principles, curriculum, and educational goals in order to ensure school readiness and student success in all domain areas.

Duration of the Waiver: LTA requests that the waiver be for the duration of its contract with D49. Therefore, the waiver is requested for five academic operating years, through June 30, 2023.

ADOPTED AND APPROVED this 7th day of November, 2019

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

(SEAL)

ATTEST:

Dave Cruson, Board Secretary
El Paso County Colorado School District 49

BOARD OF EDUCATION ITEM 7.08 MINUTES
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Jim Rohr, Purchasing & Contracts Manager

TITLE OF AGENDA ITEM: New IT Support Contract

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

New contract with IT support vendor that will be replacing CCS on January 1, 2020.

RATIONALE:

To ensure D49 was receiving the best value for our growing IT support needs, we posted a Request for Proposals. A new firm was selected out of 10 applicants.

RELEVANT DATA AND EXPECTED OUTCOMES:

Ten vendors submitted bids for the IT service support. A diverse team of D49 personnel reviewed each proposal using mutually agreed upon criteria. Six vendors were selected to go thru an on-site interview process. The interviewees were evaluated using scoresheet aimed to find a vendor that would deliver the best value for the price. Sentinel Technologies was the clear winner. The selection committee is recommending Sentinel for this contract.

INNOVATION AND INTELLIGENT RISK:

Bringing Sentinel on as the new IT support vendor will provide us with a more experienced team of IT experts that are better equipped to handle our expected growth in students and tech devices.

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

Impact on the rings and rocks were considered during the evaluation of the vendors. The selection committee felt that the outer ring would be impacted because we are recommending a company that will hopefully provide better customer support to our students and teachers. Trust is the most impacted Rock as we were able to select a more experienced vendor at less cost than what we were paying our current vendor.

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

BOE Regular Meeting November 7, 2019
Item 7.08 continued

BUDGET IMPACT: The contract will be for \$1,800,000. This will be a savings of around \$400,000.

AMOUNT BUDGETED: Funds are already budgeted.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: It is our recommendation that Sentinel be approved as our new IT support vendor.

APPROVED BY: Brett Ridgway, Pedro Almeida, and Peter Hilts

DATE: 10/31/2019

Cruson moved to approve Sentinel as the district's new IT support vendor as recommended by the administration; seconded by Fry. Cruson amended the motion to also direct the CBO to sign and approve the contract. The motion to amend the motion passed 5-0. The amended motion to approve Sentinel as the district's new IT support vendor as recommended by the administration and to direct the CBO to sign and approve the contract; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED		X			

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

BOARD MEETING OF: November 7, 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	GBEA-R	Staff Ethics/Conflict of Interest	P Andersen	Updated conflict of interest language

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 8.02 Minutes
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

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

TITLE OF AGENDA ITEM: Expulsion Information

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

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

BOARD MEETING OF: November 7, 2019

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

TITLE OF AGENDA ITEM: Board Sub-Committee Minutes

ACTION/INFORMATION/DISCUSSION: Information Item

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Dave Cruson, Board Secretary

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Shannon Hathaway, Risk & Benefits Manager

TITLE OF AGENDA ITEM: Current Legal Issues

ACTION/INFORMATION/DISCUSSION: Information - Confidential

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Ken Witt, Executive Director

TITLE OF AGENDA ITEM: Education reEnvisioned Board of Cooperative Educational Services Report

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Education reEnvisioned BOCES update to the D49 Board of Education.

RELEVANT DATA AND EXPECTED OUTCOMES:

Keeping the D49 Board of Education informed on the objectives and initiatives the Education reEnvisioned BOCES.

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

Replace this text with an overview of the implications/impacts of the proposed action.

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N/A

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

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED	X			X	X
	HILTS	RIDGWAY	ALMEIDA	K WITT	
COMMENTED				X	

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Jim Tanner ITQAM

TITLE OF AGENDA ITEM: IT update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

APPROVED BY: Pedro Almeida, Chief Operations Officer

DATE: October 25, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED		X			X
	HILTS	RIDGWAY	ALMEIDA	TANNER	
COMMENTED				X	

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: David Watson, Director of Safety & Security

TITLE OF AGENDA ITEM: Armed Security Officer

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

In an effort to enhance current safety and security posture, and to further fulfill D49's commitment to maintain safe learning environments, adding armed security officers to secondary school locations and one rover position.

RATIONALE:

Throughout the last year, district leadership has led the Enhanced Security Community Advisory Team (ESCAT) through a process to assess numerous safety and security improvement topics. The topic of placing armed security officer's in D49 schools received a high-level approval from the group, with a recommendation to move this initiative forward. In addition, a survey was sent to community members, soliciting their thoughts on adding armed security officers to district schools. The survey received an approximately 75% approval rating for continuing with the initiative.

RELEVANT DATA AND EXPECTED OUTCOMES:

The presence of armed security staff in our schools will add to the overall mission of providing a safe learning environment for students, staff and community. In addition, DOSS will provide an overview of future safety and security department outlook.

INNOVATION AND INTELLIGENT RISK:

D49 has a commitment that students will be safe in their learning environment. Through this security initiative, students and their parents can be ensured that D49 is fulfilling the commitment to respond to potential acts of violence with an armed response.

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	A safe environment, fosters a caring and educationally sound environment for all, and inspires confidence in our staff and community.
Strategy	Rock #1—Establish enduring <u>trust</u> throughout our community	Families send their children to school, expecting they will receive an excellent education, to that end, in order to fulfil that commitment, our families must be ensured their student will be safe while receiving that education.
	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>	To obtain and maintain exceptional status, our students must be educated in safe learning environments. This measure will help ensure and provide another layer of protection for our staff, students and community.

BOE Regular Meeting November 7, 2019
Item 9.03 continued

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

BUDGET IMPACT: First year impact, approximately \$430,000. Will seek Mil funding for implementation.

AMOUNT BUDGETED: N/A

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approval of job description for Armed Security Officer

APPROVED BY: Pedro Almeida, COO and Brett Ridgway, CBO

DATE: October 25, 2019

With board consensus, move this item forward for action at the November 20, 2019 special board meeting.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED		X		X	X
	HILTS	RIDGWAY	ALMEIDA	WATSON	M. LEE
COMMENTED			X	X	X

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: Brett Ridgway, Chief Business Officer
 Ron Sprinz, Finance Group Manager

TITLE OF AGENDA ITEM: Enrollment Update

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE”

Under current statute, Colorado school districts’ program formula funding is largely based on the ‘October Count’ of full time equivalent students (sFTE). Like many districts, we monitor how enrollment is trending as compared to the adopted budget. sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school.

RELEVANT DATA AND EXPECTED OUTCOMES:

The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2020. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i> <i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: N\A

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: October 31, 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					X
	HILTS	RIDGWAY	ALMEIDA	SPRINZ	
COMMENTED		X		X	

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

BOARD MEETING OF: November 7, 2019

PREPARED BY: David Nancarrow, Director of Communications

TITLE OF AGENDA ITEM: Communications Department Performance Report

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Twice a year the director of communications provides an update to the Board of Education on the performance of the communications department through key metrics and a review of strategy.

RELEVANT DATA AND EXPECTED OUTCOMES:

Key metrics on the performance of District 49 communications tools and platforms is presented. Brand coverage and performance in the earned media space is also presented, overall long-term and process improvement strategy for the department is presented. The board will hear reports and get this information from the director of communications.

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

Culture	<p>Inner Ring—How we treat each other</p> <p>Outer Ring—How we treat our work</p>	<p>Inner- The unique culture of District 49 helps make us the best choice to learn, and work. The comm. department strives to include our culture in our coverage.</p> <p>Outer- The approach to our work of District 49 helps make us the best choice to learn, work and lead. The comm. department strives to include our culture in our coverage.</p>
Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Trust – Continue non-biased communication school and zone initiatives and any challenging issues that develop in the district.</p> <p>Community – All district communications support the community rock. Each communication platform targets unique community segments. Examples include advertising and the District 49 Dispatch.</p> <p>Portfolio of Schools – We’ll continue to use a “show” versus “tell” philosophy in highlighting the firm foundations being built through our educational programs.</p> <p>Every Student – We’ll continue to use a “show” versus “tell philosophy in highlighting how students are launching to success.</p>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Any support and guidance from Board Directors is appreciated.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: October 25 , 2019

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED		X		X	X
	HILTS	RIDGWAY	ALMEIDA	NANCARROW	DOSEN
COMMENTED				X	X
	K. LOVE				
COMMENTED	X				

BOARD OF EDUCATION ITEM 9.06 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Review of Post-Election Scheduling

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE:

Each candidate elected must take the oath of office no later than 10 days after he or she receives the certificate of election. The incumbent board president administers the Oath of Office to newly elected directors at the organizational meeting on November 20, 2019. Once the newly elected director take the oath of office, he or she is a seated board member and the term of his or her predecessor ends.

Following the swearing in of the newly elected Board members, the following officers, in order, shall be elected or appointed: president, vice president, secretary and treasurer. The incumbent president of the Board shall preside until a successor is elected, whereupon the successor will assume the chair. Nominations for each office shall be made from the floor and voting shall be by roll call.

Under state law (C.R.S. 22-31-129), a school director's office is deemed to be vacant if for any reason a school director is not elected at the regular biennial election. At the next board meeting immediately following the condition above, the board must adopt a resolution declaring a vacancy in the office. Once a vacancy has occurred, the board has sixty days to appoint a person to fill the vacancy. If the board fails to appoint within this 60-day period, the board president is required to make the appointment.

RELEVANT DATA AND EXPECTED OUTCOMES:

- Designated Election Official receives official abstract of voters and notifies candidates
- November 20 Special BOE Meeting – Oath of Office and Election of BOE Officers
- BOE declares vacancy in Director District 4 on 11/20

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Presuming the official abstract of voters is received prior to November 20, the board holds a special meeting on 11/20/19 to swear in newly elected board directors, elect board officers and declare a vacancy in Director District 4.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: October 24, 2019

The board is made aware of procedures required following a biennial election.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED	X			X	X
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 9.07 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: BOE Evaluation – 360 Survey

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE:

In accordance with policy BAA Board of Education Evaluation and Professional Development, one of the board commitments is to seek 360° feedback annually.

RELEVANT DATA AND EXPECTED OUTCOMES:

Review 360° questions and participant list for 2019 survey proposed to run from Monday, December 2 through Monday, December 16.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Board consensus to direct Donna Garza to contract with third party to administer 360° feedback for 2019 with approved questions and participants.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: October 24, 2019

Board consensus to direct Donna to contract with third party to administer 360 feedback survey for 2019 with approved questions and participants.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
COMMENTED					X
	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					

BOARD OF EDUCATION ITEM 10.01 MINUTES
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: November 7, 2019

PREPARED BY: Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: October 25, 2019

Cruson moved to enter into executive session pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review; seconded by Fry. The motion passed 5-0.

	BUTCHER	CRUSON	FRY	GRAHAM	LA VERE-WRIGHT
VOTED AYE	X	X	X	X	X
VOTED NAY					
COMMENTED					

	HILTS	RIDGWAY	ALMEIDA		
COMMENTED					