

**AGENDA  
REGULAR BOARD OF EDUCATION  
MEETING**

November 7, 2019

**Fantastic 49 - 6:00 p.m.**

**Business Meeting – 6:30 p.m.**

**Education Service Center – Board Room**

**Fantastic 49**

**• Honoring Military Partnerships**

**1.00 Call to Order and Roll Call**

**2.00 Welcome and Pledge of Allegiance**

**3.00 Approval of Agenda**

**4.00 Consent Agenda**

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**

**5.01 Chief Officer Update**

**5.02 Student Board of Representatives Update**

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

**7.00 Action Items**

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

a. Architecture Studio (5 minutes) **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**

BOE Regular Meeting November 7, 2019

Agenda – Page 2

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

7.09 Items Removed from Consent Agenda

**8.00 Information Items**

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**

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

**11.00 Adjournment**

DATE OF POSTING: October 31, 2019

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Donna Garza

Executive Assistant to the Board of Education

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

**BOARD MEETING OF:** 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:**

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

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

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

**DATE:** October 25, 2019

**BOARD OF EDUCATION ITEM 4.02**  
**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:**

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

**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

**BOARD OF EDUCATION ITEM 4.03**  
**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:**

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

**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

**BOARD OF EDUCATION ITEM 4.04**  
**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:**

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

**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

**BOARD OF EDUCATION ITEM 4.05**  
**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:**

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

**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

**BOARD OF EDUCATION ITEM 4.06**  
**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:**

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

**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



**BOARD OF EDUCATION ITEM 7.01**  
**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

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**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.

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**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.

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**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.

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**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.

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**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.

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BOE Regular Meeting November 7, 2019  
Item 7.01 continued

Culture	<b>Inner Ring</b> —How we treat each other	Students immersed in a studio culture are dedicated learners and work to improve the lives of others through design.
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<p>Community-based projects reinforce our relationship in the community and helps students connect with professionals in the field.</p> <p>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.</p>

**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



## Proposed Spring 2020 Course Syllabus

### Course Description

In this one term course, students will build upon skills and techniques learned in the Introduction to Architecture course, exploring design in greater depth. Concepts will include construction methods, structures, patterns and balance. Learners will apply elements of architectural practice to create multiple projects with real or imagined clients. 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 will be 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.

### Mr. Wixom's Info

Email: [jwixom@d49.org](mailto:jwixom@d49.org)

Phone: (719) 208-4178

Twitter: [@jwixom\\_edu](https://twitter.com/jwixom_edu)

### Office Hours

In Building on Wednesday/Friday from 8:30 - 11:30

### Grading

Sketchbook - 10%

Activities - 20%

Architecture Skills Project - 20%

Design Project - 50%

### Course Overview

## Sketchbook

Students will maintain and regularly use their sketchbook to develop designs, record ideas, and document instant challenges/activities for the class or related to their personal interest in design.

## Activities

In architecture it is critical to be able to clearly convey ideas through design presentation drawings. In this project, students will research a great work of architecture and its designer. Then, students will generate a design drawing of the building using multiple media and create a storyboard with their drawings and their research.

## Architecture Skills Project

Students will visit and analyze a local architectural masterpiece to conduct a case study. This will include learning the history of the building, understanding the methodology of the architect and the construction methods used, and identifying key details and features. Students will then create a section drawing to dissect one of the key details that they identified to understand the underlying construction method.

### Example of Colorado Springs Field Trip Case Studies

- Fine Arts Center
- Pioneer Museum
- The Abbey

### Example of Denver Field Trip Case Studies

- Denver Museum of Nature and Science
- History Colorado Center
- Museum of Contemporary Art
- Denver Art Museum
- Tryba Architects

## Final Design Project

Students will get to choose from one of the following design projects, or create their own (with parameters).

- East Colorado Springs Public Library
- Habitat for Humanity House
- Container Cabin
- Event Center
- School of the Future
- West Side Estate
- Student Housing
- Neighborhood of the Future
- Downtown Diner
- Student Choice

## Main Standards

Competency	CompetencyDesc	Skill	SkillDesc	Outcome	OutcomeDesc

	Report Title:	Architecture Standards			
STC O.01	Understand and demonstrate the characteristics, scope and core concepts of technology.	STCO.01.01	Understand and apply tools, materials and processes.	STCO .01.01 .a	Apply and create an appropriate process for an assigned situation to solve a real world problem, using tools and materials.
				STCO .01.01 .b	Interpret of results of a study, including inferences and predictions. - Define and explain the meaning of significance (both practical and statistical).
		STCO.01.03	Use the appropriate technology to determine scope.	STCO .01.03 .a	Demonstrate the ability to formulate results by the collection and interpretation of data.
		STCO.01.04	Identify and apply the core concepts of technology.	STCO .01.04 .a	Demonstrate the ability to characterize a plan and identify the necessary tools that will produce a technical solution when given a problem statement.
				STCO .01.04 .b	Describe the elements of good engineering practice (e.g. understanding customer needs, planning requirements, analysis, using appropriate tools and materials, prototyping, test, evaluation and verification.

				STCO .01.04 .c	Effectively use project management techniques (including, but not limited to, time management practices, effective organizational skills, conduct analysis of cost, resources, and production capability and quality practices with continuous improvement
				STCO .01.04 .d	Apply knowledge of scientific development to solve real world technical applications.
STC O.02	Understand and demonstrate the relationships among technologies and the connections between technology and other fields of study.	STCO.02.01	Understand and apply tools, materials and processes.	STCO .02.01 .a	Apply invention as a process of connecting science, technology and math, along with materials, tools and innovation to create breakthrough devices, tools and systems.
		STCO.02.02	Synthesize and apply technological knowledge and advances of science and mathematics.	STCO .02.02 .b	Use mathematical principals to analyze the application of an existing material or system with the goal of improving and modifying it.
				STCO .02.02 .e	Use appropriate computation methods that encompasses estimation, calculation, and degree of precision.
				STCO .02.02 .f	Find solutions to equations involving power and exponential functions; solve these equations graphically or numerically or algebraically using calculators, graphing

					utilities or other.
STC O.03	Understand and demonstrate the cultural, social, economic, political and environmental effects of technology.	STCO.03.01	Understand and apply tools, materials and processes of technology.	STCO .03.01 .a	Understand why the management of waste produced from technological systems is an important societal issue.
				STCO .03.01 .b	Explain how humans devise technologies to reduce the negative consequence of other technologies. (e.g. expanded use of recycling and new processes such as deconstruction vs. demolition).
		STCO.03.02	Demonstrate an understanding of the environmental consequences of technology.	STCO .03.02 .a	Explain how making decisions about the use of technology involves weighing the trade-offs between the positive and negative effects.
				STCO .03.02 .b	Develop an appreciation for the vast relationships in technology and how future developments and society's well being is dependent on how well technology is understood, developed, used and restricted.
		STCO.03.03	Understand the impact of technology on cultural, social, economic, and political changes.	STCO .03.03 .a	Apply the knowledge of natural science and mathematics gained by study, experience and practice applied with creativity and judgment.

				STCO .03.03 .b	Think critically, analyze evidence, read graphs, understand logical arguments, detect logical fallacies, test conjectures, evaluate risks, and appreciate the role mathematics plays in the modern world, i.e., be quantitatively literate.
STC O.04	Understand and demonstrate the influence of technology on history and the societal role in the development and use of technology.	STCO.04.01	Understand and apply tools, materials and processes of technology.	STCO .04.01 .a	Develop an understanding of the factors that drive technological development (e.g. social and cultural priorities as well as the acceptance and use of products and systems).
		STCO.04.02	Explain the evolution of techniques, measurement, and resources.	STCO .04.02 .a	Understand that the design and construction of structures have evolved from the development of techniques for measurement, controlling systems, and the understanding of special relationships.
				STCO .04.02 .b	Understand that just as the Iron Age was defined by the use of iron, the information age is evolving the use of information as a resource.
		STCO.04.03	Understand how development is driven by demands, values, and interests.	STCO .04.03 .a	Chronicle technology development throughout history and the forces that were apparent during the historical timeline from the Iron Age to the Information Age.



				STCO .04.03 .b	Identify factors that contribute to the design and demand for various technologies (e.g. economy, fads, and advertising).
		STCO.04.04	Explain the acceptance and use of products and systems.	STCO .04.04 .a	Learn that most technological development has been evolutionary, the result a series of refinements to a basic invention.
		STCO.04.05	Apply the process of inventions and innovations.	STCO .04.05 .a	Identify changes in society and the creation of new needs and wants to the process of invention and innovation.
STC O.05	Develop and demonstrate an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.	STCO.05.01	Understand and apply tools, materials and processes of technology.	STCO .05.01 .a	Recognize the multidisciplinary approach in solving technological problems.
				STCO .05.01 .b	Gather, analyze and interpret data on the quantity of energy in a system or object using appropriate measurements, equations and graphs.
				STCO .05.01 .c	Develop an understanding of counting techniques to solve problems in real world contexts.
		STCO.05.02	Implement trouble shooting techniques in problem solving.	STCO .05.02 .a	Gather knowledge to correct issues relevant to use and preventative maintenance. (the noisy belt, leaking window,

					screws to repair human joints, Hubble telescope).
				STCO .05.02 .b	Analyze and interpret prior knowledge of tools, materials and processes to create a plan of action.
				STCO .05.02 .c	Gather, analyze and interpret data and graphs regarding position, velocity and acceleration of moving objects.
				STCO .05.02 .d	Develop new ideas to solve and eliminate recurring issues.
		STCO.05.03	Apply research and development in problem solving.	STCO .05.03 .a	Apply a specific problem solving approach that is used intensively in business and industry to prepare devices and systems for the marketplace.
				STCO .05.03 .b	Utilize research in solving technological problems.
				STCO .05.03 .c	Evaluate the efficiency of a variety of energy transformations.
				STCO .05.03 .d	Demonstrate the relationship between all representations of linear functions using point-slope, slope-intercept, and standard form of a line through tables, graphs, symbols, text, and geometric models.

				STCO .05.03 .e	Categorize sequences as arithmetic, geometric, or neither and develop formulas for the general terms related to arithmetic and geometric sequences using tables, graphs, symbols, text, and geometric models.
		STCO.05.04	Clarify the meanings of invention and innovation.	STCO .05.04 .a	Understand community and environmental needs and their long-term impact. (i.e., not in my back yard vs. imminent domain).
				STCO .05.04 .b	Understand the definitions of invention and innovation. (i.e., Invention is a process of turning ideas and imagination into devices and systems and Innovation is the process of modifying an existing product or system to improve it).
STC O.06	Understand and demonstrate the attributes of design by applying the design process and assessing the impact of bringing a product to market.	STCO.06.01	Understand and apply tools, materials and processes of technology.	STCO .06.01 .a	Use tools to manipulate materials through the design cycle.
				STCO .06.01 .b	Apply criteria and constraints of materials, processes and tools to a design.
		STCO.06.02	Use the attributes of design.	STCO .06.02 .a	Understand that design is a creative planning process that leads to useful products and systems.

				STCO .06.02 .b	Explain how the requirements of a design, such as criteria, constraints, and efficiencies sometimes compete with each other.
		STCO.06.03	Utilize the design process.	STCO .06.03 .a	Demonstrate the design process by defining a problem, brainstorming, researching and generating ideas, identifying criteria and specifying constraints, and exploring possibilities.
				STCO .06.03 .b	Select an approach, develop a design proposal, make a model or prototype, test and evaluate the design using specifications, refine the design, create or make it, and communicate processes and results.
				STCO .06.03 .c	Understand that the design needs to be continually checked and critiqued, and the ideas of the design must be redefined and improved.
		STCO.06.04	Understand the impact of products.	STCO .06.04 .a	Synthesize data, analyze trends, and draw conclusions regarding the effect of technology on the individual, society, and environment.
				STCO .06.04 .b	Use assessment techniques, such as trend analysis and experimentation, to make decisions about

					the future development of technology.
STC O.07	Understand and demonstrate engineering design by applying the design process and assessing the impact of systems.	STCO.07.01	Understand and apply tools, materials and processes of technology.	STCO .07.01 .a	Use tools to evaluate and select materials and processes for the design cycle.
		STCO.07.02	Use engineering principles.	STCO .07.02 .a	Understand that modeling, testing, evaluating, and modifying are used to transform ideas into practical solutions.
				STCO .07.02 .b	Explain that it involves the knowledge of the mathematical and natural sciences that are gained by study, experience and practice.
		STCO.07.03	Understand the engineer's role in the design process.	STCO .07.03 .a	Understand the engineering profession has developed well tested sets of rules and design principles that provide a systematic approach as well as an ability to quantify the design process in order to improve efficiency.
				STCO .07.03 .b	Demonstrate the ability to collaborate and work effectively with others.
				STCO .07.03 .c	Use teamwork and leadership skills effectively.

		STCO.07.04	Understand the impact of systems.	STCO .07.04 .a	Evaluate final solutions and communicate observation, processes, and results of the entire design process, using verbal, graphic, quantitative, virtual, and written means, in addition to three-dimensional models.
				STCO .07.04 .b	Use verbal and non verbal techniques to communicate information.
STC O.08	Apply tools, materials and processes to manipulate and connect our designed world through the technology areas.	STCO.08.03	Understand and demonstrate the knowledge and skills required in Power and Energy.	STCO .08.03 .a	Differentiate among the major forms of power to determine the optimal source for solving a real world application (thermal, radiant, electrical, mechanical, chemical, nuclear, renewable and non renewable).
				STCO .08.03 .b	Understand that power systems must have a source of energy, a process and loads.
		STCO.08.07	Understand and demonstrate the knowledge and skills required in Construction.	STCO .08.07 .a	Distinguish and explain how buildings and structures generally contain a variety of subsystems as well as a subsystem of large infrastructures
				STCO .08.07 .b	Explain the interchangeable systems of structural innovations.
				STCO .08.07 .c	Demonstrate sustainable practices used in modern construction.

STC O.09	Understand and demonstrate the importance of health, safety and environmental management systems in organizations and the importance of professional ethics and legal responsibilities.	STCO.09.01	Develop an awareness of and apply safety, health and environmental practices using ethical and legal standards.	STCO .09.01 .a	Apply appropriate safety and health practices when developing plans, projects, processes, or solving complex problems (e.g., OSHA, Fire Codes, Hazmat, etc).
				STCO .09.01 .b	Identify existing or potential hazards to existing or assigned plans, projects or processes
				STCO .09.01 .c	Apply ethical and legal standards as they pertain to projects.

**BOARD OF EDUCATION ITEM 7.02A**  
**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

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**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.

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**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.

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**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.

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BOE Regular Meeting November 7, 2019  
Item 7.02a continued

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**INNOVATION AND INTELLIGENT RISK:**

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Increasing the variety of beginning/intermediate course offerings provides varying opportunities for students to grow through the program.
	<b>Rock #2</b> —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.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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.
	<b>Rock #5</b> — 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

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# **FHS Choir Syllabus 2020-2021**

**Mrs. Bethany Meyer**

**(719) 495-5520 x 2021**

**bmeyer@d49.org**

**Course Description:** In choir, students will sing a variety of pieces from different time periods and genres. Students will also study elements of music theory, composition, sight singing, ear training, performance, and aesthetic valuation. *Every choir at FHS is a year-long course that requires the commitment of the full school year.*

**Course Objectives:** Students will demonstrate mastery of the Colorado State Standards in the High School Performance Pathway.

**Texts:**

- Sight singing exercises and warm ups
- Choral octavos
- Rehearsal tools, listening activities, discussions, and assignments will be posted on Schoology (Use Kindles for access)
- All in-class written assignments will also be posted on Schoology along with the date assigned

**Colorado State Standards Addressed:**

1. *Expression of Music*
2. *Creation of Music*
3. *Theory of Music*
4. *Aesthetic Valuation of Music*

**Classroom Materials Needed in Class Every Day:**

- **Pencil**
- **2-Pocket Folder** (provided)
- **Choral Octavos** (provided) – *Students in Chamber Choir, Show Choir, and Advanced Show Choir will be financially responsible for any lost or damaged music. (Students in Concert Choir will not, as their music is shared among students in three sections of classes.) These fees will be applied to the student's account at the end of the school year.*

## **Rules and Procedures:**

**Preparation:** Be on time with materials to every class. If you are not on time and prepared, this will affect your participation and will affect the success of the class as a whole.

**Respect:** Mutual respect is key to the solid foundation of a performing group. You will be expected to respect the teacher and your peers when they are speaking or performing.

## **Grading Policy:**

Please see the Falcon High School website for information on the Competency-Based Grading System. Students will self-assess their rehearsal practices weekly using a rubric based on the Colorado state music standards. Kindles may be required for this self-assessment. Late assignments will not be accepted after one week past the due date.

### **Communication:**

In addition to in-class communication and communication via student email addresses (student ID number @d49.org), the “Remind” app will also be used to help communicate course information, opportunity information, and trip reminders to choir classes. Performance and trip opportunities and reminders will also be sent to parent/guardian email addresses as listed in PowerSchool. Additional updates and reminders can be found on the FHS Choir Facebook page, Instagram page, and Snapchat page. On field trips, the **Remind** app will *exclusively* be used for communication between Mrs. Meyer and students.

### **Concert Attendance Policy:**

If a concert absence is not excused by a *parent/guardian* before the concert, this will negatively impact the student’s grade. In the case of an excused absence, the alternate assignment can be found on Schoology. If your child is unable to attend due to an emergency situation, a *parent/guardian* must notify Mrs. Meyer in order for this absence to be excused. You can email Mrs. Meyer at bmeyer@d49.org. On the four concert days, students are welcome to stay with Mrs. Meyer in the choir room between the end of the school day and the beginning of the concert. Being scheduled for work is not an excuse for a student missing the concert, as the concert dates are provided on this syllabus well in advance. If a concert date needs to be changed, every effort will be made to communicate this to students and parents/guardians with as much notice as possible.

### **2020-2021 FHS Choirs:**

**Concert Choir** (non-auditioned) – up to 49 singers – beginning/intermediate level. This group will sing in SAB and SATB formats in a variety of styles of music from renaissance, classical, world, pop, and gospel/spiritual styles. Depending on the readiness of the group, this group may perform at the annual CHSAA Choral Festival. Students will be expected to learn beginning/intermediate level music theory and sight singing. Students will be expected to wear concert attire (see below) for performances.

**Treble Choir** (non-auditioned) – up to 49 singers – beginning/intermediate level. This group will sing in SA and SSA formats in a variety of styles of music from renaissance, classical, world, pop, and gospel/spiritual styles. Depending on the readiness of the group, this group may perform at the annual CHSAA Choral Festival. Students will be expected to learn beginning/intermediate level music theory and sight singing. Students will be expected to wear concert attire (see below) for performances.

**Tenor/Bass Choir** (non-auditioned) – up to 49 singers – beginning/intermediate level. This group will sing in TB and TTB formats in a variety of styles of music from renaissance, classical, world, pop, and gospel/spiritual styles. Depending on the readiness of the group, this group may perform at the annual CHSAA Choral Festival. Students will be expected to learn beginning/intermediate level music theory and sight singing. Students will be expected to wear concert attire (see below) for performances.

**Show Choir** (auditioned) – 20 to 49 singers – beginning/intermediate level. This group will sing in SAB, SATB, SSA, or TB along with choreography for concerts and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, intermediate ear training, and music theory. Students will be expected to purchase concert attire (see below) for performances.

**Advanced Show Choir** (auditioned) – 20 to 28 singers – advanced level. This group will sing in SATB, SSA, and TTB along with choreography for concerts, competitions, and for the annual CHSAA Show Choir Festival. Students will be expected to learn choreography, more advanced ear training, and music theory. Students will be expected to purchase concert attire (see below) for performances.

**Chamber Choir** (auditioned) – 25 to 40 singers – advanced level. This group will sing SATB and higher “chamber” music, a cappella pieces, world music, gospel/spiritual, high level contest music, and may be combined with other ensembles for masterworks. This group will perform at the annual CHSAA Choral Festival. Students will be expected to learn more advanced sight singing, ear training, and music theory. Students will be expected to purchase concert attire (see below) for performances.

## **Sample FHS 2020-2021 Choir Calendar\*\***

<b>Event</b>	<b>Date</b>	<b>Time</b>	<b>Involved</b>	<b>Location</b>
All-State Registration Deadline	Mid-Sept.	n/a	Interested Juniors & Seniors	FHS
*Q1 Concert	Sept 26	6:00 pm & 7:00 pm	All Choirs	FHS Auditorium
*Nat'l Anthem-FHS Homecoming	Oct 11	Approx. 6:30 pm	Chamber Choir	FHS Stadium
All State Auditions	Oct 24-26	TBA	Interested Juniors & Seniors	Vista Ridge H.S.
*CU Madrigal Festival	Nov. 5	All Day (evening return)	Chamber Choir	CU - Boulder
Adam's State & Western Slope Honor Choir Auditions	TBA (Fall)	Various	Interested Students	FHS Choir Room
*Q2 Concert	Dec 11	6:00 pm & 7:00 pm	All Choirs	FHS Auditorium
Adam's State Honor Choir	Feb 6-8	Itinerary TBA	Accepted Students	Alamosa, CO
All-State Honor Choir	Feb 20-22	Itinerary TBA	Accepted Students	Denver, CO
Western Slope Honor Choir	Mar 5-7	Itinerary TBA	Accepted Students	Gunnison, CO
*Q3 Concert	March 10	6:00 pm & 7:00 pm	All Choirs	FHS Auditorium
Solo and Ensemble	TBA, March	All Day	Interested Students	TBA
*CHSAA Performance	TBA, Early April	During School Day	Chamber Choir (Optional for Concert Choir)	TBA
Winter Park Ski-Music Festival	April 3-5	TBA	Advanced Show Choir	Winter Park, CO
*CHSAA Show Choir Performance	April 16	Afternoon & Evening	Show Choir & Adv. Show	Cheyenne Mtn. HS
Senior Spotlight Night	May 4	6:00 pm	Interested Choir Seniors	FHS Commons
*Q4 Concert	May 14	6:00 pm & 7:00 pm	All Choirs	FHS Auditorium
*D49 Graduation	May 23	1:00 pm	Chamber & Adv. Show	World Arena

**\*Indicates a MANDATORY graded performance (one per quarter + additional for Show Choirs & Chamber Choir)**

**\*\*THIS SCHEDULE IS BASED OFF OF A PREVIOUS SCHOOL YEAR. DATES ARE NOT ACCURATE. Concert dates are subject to change, due to major conflicts with FHS events (sporting & other). \*\*Performance/trip opportunities may be added as the year progresses. These opportunities will be announced as early as possible to aid in your planning. For Chamber Choir: Anticipated National Anthem at Vibes game in fall and caroling at Great Wolf Lodge in December**

I have read through the syllabus and understand the course expectations.

Student Name (printed) \_\_\_\_\_ Class Period(s) \_\_\_\_\_

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Please sign, detach at the dotted line, and return for credit. (Do not return entire sheet! Attire info on this side & schedule on reverse side.) If you have any questions, please do not hesitate to contact Mrs. Meyer at bmeyer@d49.org.

**BOARD OF EDUCATION ITEM 7.02B**  
**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

<b>Rock #4</b> — 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.
<b>Rock #5</b> — 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

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## Plant Science

2020-21

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org  
Office Hours: See below  
You can always email me if you have a question...please see email procedure

### I. Course Description

Students in Plant Science will cover topics such as plant classification, physiology, reproduction, plant breeding, and landscape planning. They will also be exposed to soil, water, and pest management.

### II. Course Content

- \*Plant classification principles
- \*Safety in plant science
- \*Cell biology
- \*Plant Physiology and growth principles
- \*Sexual and asexual plant reproduction
- \*Pest problems and management
- \*Soils and plant production
- \*Effective tillage and soil conservation management practices
- \*Effective water management practices
- \*Landscaping planning

### III. Required Materials

1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!  
\*\*\*\*\* PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

### Four Standards of Classroom Protocol:

1. **Be Responsible**
  - Behavior in the classroom is the individual student's responsibility.
  - Turn in all homework completed on time especially if you want a redo on the assessment.
2. **Be Respectful.**
  - Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
  - Respect both people and their property, including school equipment.
  - Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

### 3. ***Be Ready to Learn***

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. **No cheating will be tolerated.** Cheating will result in a phone call/email home AND no redo/retake opportunity.

### 4. ***No food or drink is permitted in the classroom***

- **Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.**
- **Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.**

## IV. Grading Procedures

### Assessments:

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual assessment and NOT on Power School.

**If a student "skips/unexcused absence" the day of an assessment or when a project is due**

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

### Coursework:

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade. Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received.

Please look for feedback on the actual coursework and NOT on Power School.

### Absence/Make-up Policy:

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

### Late Coursework Policy:

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*



#### Assessment and/or Coursework Redo/Retake Policy:

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. \*. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the student (Don't procrastinate). After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above)).
- 2) Turned in either when due (i.e. on-time) or within the three-day late period.

If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake*.

#### \*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, PROJECTS, etc.).
- The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

#### FINAL EXAM EXEMPTION!

If a student has scored a mid-level "solid" C in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative work turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

#### V. ATTENDANCE & MAKE-UP WORK POLICY

Students are **strongly** encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! **If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments.** If absent for a test, you will take the test in the classroom the day you come back to class.

#### VI. Academic Integrity

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

**If a student is cheating they will receive an "I" for the initial assessment/assignment.**

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

## **VII. Email procedure**

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"

## **VIII. Office Hours**

I will be available on most days **BEFORE SCHOOL** and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

## **IX. Miscellaneous**

**ELECTRONIC DEVICE:** No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

**CLASS WEBSITE:** Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

# Greenhouse Management

2020-21

Instructor: Mr. Dave Kranz Room K104 dkranz@d49.org  
Office Hours: See below  
You can always email me if you have a question...please see email procedure

## I. Course Description

Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life.

## II. Course Content

Unit 1: Intro to Economics: markets, supply and demand, futures market  
Unit 2: Intro to Marketing: marketing, research and strategies  
Unit 3: Intro to Business: types and start ups  
Unit 4: Personal Financial Literacy: money matters and taxes

## III. Required Materials

1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!
- \*\*\*\* PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

## Four Standards of Classroom Protocol:

1. **Be Responsible**
  - Behavior in the classroom is the individual student's responsibility.
  - Turn in all homework completed on time especially if you want a redo on the assessment.
2. **Be Respectful.**
  - Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
  - Respect both people and their property, including school equipment.
  - Bullying, laughing at others, discriminatory comments, and/or inappropriate language (i.e. profanity) will not be tolerated.

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.

### 3. **Be Ready to Learn**

- Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
- Be in your seat and ready to work on the bell work question when the bell rings.
- Be prepared for all tests and quizzes. **No cheating will be tolerated.** Cheating will result in a phone call/email home AND no redo/retake opportunity.

### 4. **No food or drink is permitted in the classroom**

- **Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.**
- **Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.**

## IV. Grading Procedures

### **Assessments:**

Assessments (e.g. unit exams, unit projects, etc.) will constitute 85% of the student's overall achievement grade. Upon return to the student, all assessments will contain both a grade as well as clear and concise teacher feedback in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual assessment and NOT on Power School.

**If a student "skips/unexcused absence" the day of an assessment or when a project is due**

- Student receives an "I" recorded in the grade book for assessment
- Is expected to complete/turn-in upon return to class (no extension)
- Student forfeits the opportunity of a retake
- The highest grade they can receive is a "C"
- Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

### **Coursework:**

Coursework (e.g. assignments, quizzes, etc.) will comprise 15% of a student's overall achievement grade. Upon return to the student, all summative coursework will contain both a grade as well as clear and concise teacher feedback, in order to inform both student and parent of the justification for the grade received. Please look for feedback on the actual coursework and NOT on Power School.

### **Absence/Make-up Policy:**

Students are allowed TWO class days to complete coursework items for each class day in which an absence occurs. In the event the assessment/coursework was assigned prior to and ultimately due the class period in which the absence occurred, the student will be expected to make up the assessment/coursework the day upon his/her return to class.

### **Late Coursework Policy:**

Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. *In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!*

### **Assessment and/or Coursework Redo/Retake Policy:**

Students will be allowed ONE redo/retake for any given assessment and/or coursework item, *if that assessment is granted a redo/retake*. \*. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the student (Don't procrastinate). After the five-day deadline has passed, the opportunity to "retake" ends for that specific assessment and/or coursework item. *Please plan accordingly!*

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:

- 1) Must be completed at a satisfactory level (C or higher (refer to description above).
  - 2) Turned in either when due (i.e. on-time) or within the three-day late period.
- If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, *if that assessment is granted a redo/retake*.

\*Notes:

- Not all assessments and/or coursework items are eligible for a redo/ retake (e.g. final assessments, mid-term assessments, PROJECTS, etc.).
- The teacher will clearly communicate if an assessment and/or coursework item does not qualify for a redo/retake prior to and/or during the assigning of the assessment and/or coursework item.
- If the student chooses to redo/retake an assessment and/or coursework item, the higher of the two scores received (original or redo/retake) will be the final grade earned on that specific assessment and/or coursework item.

### **FINAL EXAM EXEMPTION!**

If a student has scored a mid-level "solid" C in the class at the end of the semester, they will be qualified for an exemption from the final exam. Usually the only way to do this is to have your formative work turned in on time and at a satisfactory level so that you can qualify for a redo on the unit assessment. Also, to work on the projects and finish them in the allotted time given in class.

### **V. ATTENDANCE & MAKE-UP WORK POLICY**

Students are **strongly** encouraged to be in class every day, as many learning experiences (i.e. classroom discussion, activities, etc.) cannot be duplicated with make-up work. TEST DAYS AND PROJECTS ARE IMPORTANT TO BE HERE FOR! **If absent, it is the responsibility of the student to check with the teacher the day he/she returns for any and all missed assignments.** If absent for a test, you will take the test in the classroom the day you come back to class.

### **VI. Academic Integrity**

Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.

**If a student is cheating they will receive an "I" for the initial assessment/assignment.**

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

## **VII. Email procedure**

Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)

! Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"

! Use full sentences with proper capitalization and punctuation.

! Sign-off with a proper closing: e.g. "Sincerely, John Doe" "Have a good weekend"

## **VIII. Office Hours**

I will be available on most days **BEFORE SCHOOL** and on some Thursdays and Fridays after school, however, I come to school early in the morning to accommodate students. Redoes/retakes for tests are done M/W/F morning from 6:30-7:15. I do not use the testing center!!! You must contact me to receive a pass to get past the front office in the morning. Emailing me and you having the email on your phone is the easiest procedure.

## **IX. Miscellaneous**

**ELECTRONIC DEVICE:** No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don't make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!

**CLASS WEBSITE:** Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.

**BOARD OF EDUCATION ITEM 7.02C**  
**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

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**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.

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**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.

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**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

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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.

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**INNOVATION AND INTELLIGENT RISK:**

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

Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Adding physics 2 course offerings provides opportunities for students to grow through the program.
	<b>Rock #2</b> —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.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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
	<b>Rock #5</b> — 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

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# SYLLABUS

## Physics 1

### INSTRUCTIONAL GOALS

This course is designed to give students an introduction to physics and physics principles. The course is algebra based. The course will focus largely on Newtonian mechanics applied to linear and circular motion, gravity, and waves as well as basic principles of electricity.

### NEEDS AND RESOURCES

#### Required Background

To successfully complete this course, you must have successfully completed Algebra 1, Geometry and Algebra 2.

- Basic integer operations, linear and quadratic equations, geometry and trigonometry
- Willingness to ask when concepts are not understood
- Prepared to do the assigned work

#### Required Materials

To successfully complete this course, you will need to always have:

- Pencil/Notebook/Extra paper (college ruled)
- Scientific Calculator (e.g. TI-30X-IIS or better)
- Drawing tools (straight edge/rule, compass, protractor)
- *Textbook: "Physics, 6<sup>th</sup> Edition" Willson/Bufa/Lou, available in FHS library.*

#### Required Laboratory Materials

In order to participate in, and complete, relevant physics lab experiments, students will require a basic composition book, a balsa wood glider (see below) and at least one matchbox-style toy car of the student's choice.



*The Guillow's "Sky Streak" balsa wood glider is recommended, and the 2-pack will provide the student with spare parts. This is the specific model the teacher uses in class. It can be found in many stores like Hobby Lobby or online at places like Amazon for about \$5-\$10.*

### COURSE SCHEDULE

There will be assessments given at the end of each unit to assess the student's level of mastery of the concepts. Exams are summative in nature, and account for 85% of the student's grade.

Assignments are graded based on correct answers, thoroughness of work, quality of work, and meeting due-dates. Regardless of whether the student ultimately produces the correct answer, sloppy, careless, or otherwise poor quality homework will receive a reduced grade.

# SYLLABUS

There will be 2-3 laboratory reports and a term paper each semester. These papers are equivalent to an exam. Students will be provided a grading rubric specifying the required outline format, content, and points for each section. Lab reports at a minimum are to be typed and submitted electronically in pdf form.

**Final Exam:** The final exam is a comprehensive exam consisting of problems adapted from prior exams and homework given during the term (with the values changed). Students who maintain a letter grade of “C” or higher AND who miss three or fewer days of class (unexcused) are exempt from the final exam.

Unit Number / Name	Description	Estimated Exam Date
1 – Introduction	Measurements and problem solving, units conversion,	August
2 – One dimensional kinematics	Motion, velocity, acceleration, in one dimensions, vectors	Sep
3 – Two dimensional kinematics	Motion, velocity, acceleration in one and two dimensions	Oct
Kinematics Lab	Basic physics lab experiment involving kinematics. Lab report.	Oct
4 – Force and Motion	Newton’s laws of motion	Nov
Forces and Motion Lab	Basic physics lab experiment involving Newton’s laws using the air track machines. Lab Report	Nov
5 – Work and Energy	Work, Conservation of Energy, KE, PE, Power, Hooke’s law	Dec/Jan
Term Paper	Term Paper summarizing key first-semester principles applied to the balsa wood glider experiments	Dec/Jan
6 – Conservation of Momentum	Conservation of Momentum	Jan/Feb
7 – Circular Motion and Gravitation	Angular measure, uniform circular motion, Newton’s law of gravitation, torque, rotational dynamics	Mar/Apr

## POLICIES AND PROCEDURES

### General Rules:

Students are expected arrive to class on time and be prepared to learn. When instruction is occurring it will be expected that students are actively engaging in the learning process. The best way to learn Physics is to learn how to “do the math”. Much of our classroom time will be spent solving many applications problems to help students turn concepts into physics equations and solutions.

### Grading Policies:

Grading will be on a Competency Based Grading scale. Scores will be given based of mastery of a concept. 85% of the grade will be from the unit assessments, lab reports and term papers, 15% from the assigned course work.

# SYLLABUS

**Grading Scale:**

A	Exceptional
B	Advanced
C	Satisfactory
D	Marginal
F	Unsatisfactory
I	Insufficient Evidence

**CONTACT INFORMATION**

- Mr. Tim Cerniglia
- [tcerniglia@d49.org](mailto:tcerniglia@d49.org)

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

Parent/Guardian Signature: \_\_\_\_\_

# SYLLABUS

## Physics 2

### INSTRUCTIONAL GOALS

This course is designed to give students an opportunity to study advanced concepts in Physics. The course is algebra based. The course will focus on solids and fluids, electricity and magnetism, thermodynamics, optics and light, special relativity, and the quantum and nuclear physics of the standard model of particle physics.

### NEEDS AND RESOURCES

#### Required Background

To successfully complete this course, you must have successfully completed Physics 1, Algebra 2 and Pre-calculus.

- Choose an item.

#### Required Materials

To successfully complete this course, you will need to always have:

- Pencil/Notebook/Extra paper (college ruled)
- Scientific Calculator (e.g. TI-30X-IIS or better)
- Drawing tools (straight edge/rule, compass, protractor)
- Textbook: *"Physics, 6<sup>th</sup> Edition"* Willson/Bufa/Lou, available in FHS library.

### COURSE SCHEDULE

There will be assessments given at the end of each unit to assess the student's level of mastery of the concepts. Students may re-take an examination if their homework for the unit is completed and turned in. It is the student's responsibility to complete the retake within one week of receiving their exam results. Exams are summative in nature, and account for 85% of the student's grade.

Assignments are graded based on correct answers, thoroughness of work, quality of work, and meeting due-dates. Regardless of whether the student ultimately produces the correct answer, sloppy, careless, or otherwise poor quality homework will receive reductions in the grade.

There will be 2-3 laboratory reports and a term paper each semester. These papers are equivalent to a summative exam. Students will be provided a grading rubric specifying the required outline format, content, and points for each section. Lab reports at a minimum are to be typed and submitted electronically in pdf form.

**Final Exam:** The final exam is a comprehensive exam consisting of problems adapted from prior exams and homework given during the term (with the values changed). Students who maintain a letter grade of "C" or higher AND who miss three or fewer days of class (unexcused absences) are exempt from the final exam.

Unit Number / Name	Description	Estimated Exam Date
9 – Solids and Fluids	Pascal's Principle and Bernoulli's equation	August

# SYLLABUS

12 – Thermodynamics	Temperature, Heat and the Laws of Thermodynamics	Sep
13 – Vibrations and Waves	Simple Harmonic Motion and properties of physical waves (sound, water, etc.)	Oct
15 – Electricity	Electric fields potential energy, currents and circuits	Nov
19 – Magnetism	Magnets, poles, fields, and forces	Dec
24 – Optics and Light	Reflection and refraction, mirrors and lenses, wave nature of light	Jan
26 – Relativity	Classical relativity and special relativity	Feb
27 – Quantum Physics	Planck's Hypothesis, quantum particles, Schrodinger Wave equation	Mar
29 – Nuclear Physics	The standard model of particle physics	Apr

## POLICIES AND PROCEDURES

### General Rules:

Students are expected arrive to class on time and be prepared to learn. When instruction is occurring it will be expected that students are actively engaging in the learning process. The best way to learn Physics is to learn how to "do the math". Much of our classroom time will be spent solving many applications problems to help students turn concepts into physics equations and solutions.

### Grading Policies:

Grading will be on a Competency Based Grading scale. Scores will be given based of mastery of a concept. 85% of the grade will be from the unit assessments, lab reports and term papers, 15% from the assigned course work.

### Grading Scale:

A	Exceptional
B	Advanced
C	Satisfactory
D	Marginal
F	Unsatisfactory
I	Insufficient Evidence

## CONTACT INFORMATION

- Mr. Tim Cerniglia
- tcerniglia@d49.org

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

Parent/Guardian Signature:\_\_\_\_\_

**BOARD OF EDUCATION ITEM 7.02D**  
**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:**

<b>Culture</b>	<b>Inner Ring—How we treat each other</b>  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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	<b>Outer Ring</b> —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	<b>Rock #1</b> —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.
	<b>Rock #2</b> —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.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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.
	<b>Rock #5</b> — 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

# World War II Literature Curriculum

Instructor: Dawn-Eve Mertz

dmertz@d49.org

H213

## Course Description

As an English literature elective this course is available to students who need to earn an English credit or elective credit. As a standards based course, it is designed to improve student abilities in the areas of reading, writing, and speaking.

The course focuses on literature from World War II, with a significant focus on the Holocaust. Subjects covered are: pre-war and post-war Germany, the effects and intricacies of the Holocaust, British and US involvement, Japanese involvement, Soviet involvement and long-term effects, and American internment camps. Students will also investigate modern social injustice issues on a comparative level. The literature covered will be all non-fiction and memoirs with the exception of film study; films will be used as supplemental “texts” for students to analyze.

## English Language Arts Standards

**Standard 1: Speaking and Listening** 1: Content that is gathered carefully and well organized successfully influences an audience.

2: Effectively operating in small and large groups to accomplish a goal requires active listening.

**Standard 2: Reading For All Purposes** 1: Literary and historical influences determine the meaning of traditional and contemporary literary texts.

2: The development of new ideas and concepts within informational and persuasive manuscripts.

3: Context, parts of speech, grammar, and word choice influence the understanding of literary, persuasive, and informational texts.

**Standard 3: Writing Composition** 1: Literary or narrative genres feature a variety of stylistic devices to engage or entertain and audience.

2: Organizational writing patterns inform or persuade an audience.

3: Grammar, language usage, mechanics, and clarity are the basis or ongoing refinements and revisions within the writing process.

**Standard 4: Research and Reasoning** 1: Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions.

2: An author’s reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy.

## Required Reading Material

Books all students must read: *Because of Romek*, *Auschwitz: A doctor’s Eyewitness Account*, and a choice book in unit 3.

\*\*\*The 4 books needed for purchase are class copies of *A Doctor’s Eyewitness Account*, *Irena’s Children*, *The Zookeeper’s Wife*, and *Hitler’s Forgotten Children*.

Books that only selections should be read from in class or photocopied: *Surviving the Angel of Death*, *Operation Paperclip*, *Escape from Sobibor*, *Human Smoke*, *The Nazi Doctors*, *Doctors from Hell*, *German Boy*



Student Choice (Non-Fiction Essay Project) one of the following is required: *Irena's Children*, *Hitler's Forgotten Children*, *The Zookeeper's Wife*

Movies for Film Studies: *Schindler's List* (accompanying constructed response), *Life is Beautiful* (accompanying constructed response), *The Boy in the Striped Pajamas* (accompanying character development essay)

Educational Documentaries: *Hitler's Bodyguard*, *The Last Nazis*

### **Daily Classroom Expectations**

1. Be present when the bell rings.
2. Be respectful - to others, the instructor, and yourself
3. Be responsible - bring all materials every day.
4. Cell phones are silenced.
5. Follow directions the first time they are given.
6. Participation will be a daily occurrence.

### **Classroom Consequences**

**Good/Responsible behavior is a CHOICE, so be sure to make positive choices!**

Good/Responsible behavior includes respectful listening, speaking, and learning. Should you choose to be irresponsible with your behavior, action will be taken to assist you.

1. Verbal/nonverbal reminders and/or change in your seating location.
2. One-on-one conversation about behavior with a suggested course of action.
3. Contact made with parent/guardian.
4. Removal from classroom with a formal referral to administration, contact to your counselor, as well as your parents.

### **Classroom Passes**

Students will have a total of four bathroom passes per quarter in my class. We have ten-minute passing periods, please be responsible during that time.

### **Schoology**

All class content will be accessible off campus via Schoology. FHS has the expectation that students will use this for acquiring materials, absent work, resources, etc. You will be required to access this on a regular basis.

### **Electronics Policy**

You are required to bring your Kindle EVERY DAY with a charge. Cell phones and music will be allowed at appropriate times ONLY. Lecture, presentation (teacher or student), group work, and reading (class/group/individual) are times in which phones and music WILL NOT be allowed. Individual time such as in-class time to complete class work, project work, essay work-phones and music are allowed. Excessive use of phones and/or music outside of the allowed time will result in the device being taken for the class period.

### **Grades**

Students will be assessed based on a combination of class participation, daily work, homework, writing assessments, quizzes/tests, and midterm/semester exams. Falcon High uses a Standards Based Grading system. **For this class, a passing grade will be A, B, C's only.** Students with an F at the end of the semester(s) will not receive the graduation credit attached to this course. Please see the FHS Student Handbook if you have any further questions. The handbook can be accessed via our school website.

### **Make-Up Work Policy/Absent Work**

Students will have two days for every one **excused absence** in order to make up work. If a student is absent on a due date, the assignment will be due the moment of their return unless otherwise specified or agreed upon. **If a student is absent from class, it will be the student's responsibility to access Schoology and access the lessons for that day.** If there are any notes or prep work, that can be easily done at home.

### **Retake Policy**

A retake can be taken on any assessment approved by the teacher, formative or summative. The window for this opportunity is two weeks from receiving the assignment back. When taking a retake, the higher grade will stand.

For this class, any formative homework may be retaken. Formative classwork cannot be retaken if the student is present in class and does not turn it in when it is due. Formative work leading up to a summative assessment must all be done in order to turn in the summative for that project.

### **Late Work Policy**

FHS allows a two-day grace period for all assignments; though, assignments turned in late will not be eligible for a redo/retake.

**Please be aware that long-term assignments/assessments WILL NOT have a late period. They must be turned-in on the assigned date or they will be marked as an 'I' and remain as such.**

### **Plagiarism and Cheating**

With so many resources available to students today, the temptation to plagiarize or cheat has reached a new level. In an effort to receive original, quality work (and avoid lawsuits), students that choose to be unprepared and cheat or plagiarize on an assignment will receive a zero on the assignment **AND** will be required redo and complete the assignment correctly. Instances of plagiarism and cheating will also be reported to the front office with a behavior referral in accordance with school policy.

## **COURSE OUTLINE**

### Unit 1: Introduction

Several lessons on the causes of WWII, life in concentration camps and Jewish ghettos  
Holocaust survivor memoirs: *Because of Romek*, *Surviving the Angel of Death*, *Escape from Sobibor* (selections)

*The Boy in the Striped Pajamas* film study

Diagnostic: in-class essay on prior knowledge of WWII and the Holocaust

Summative Assessment: film study character development essay, quizzes accompanying survivor memoirs

### Unit 2: Rise of the Nazi party/modern community injustice project

Several lessons on Nazi ideologies and politics, student choice project for researching a modern issue of injustice similar to the Holocaust

*Hitler's Bodyguard* docu-series as supplemental material

Summative Assessment: Individual research and speeches on key figures in the Nazi Party, a modern injustice research project

### Unit 3: Non-Fiction reading groups about rescuers/Nazi experiments

Lessons on a few important rescuers, genetic experiments, science experiments, euthanasia, and the Lebensborn program

Choice books - essay project: *The Zookeeper's Wife*, *Irena's Children*, *Hitler's Forgotten Children*

Selections from *Doctor's from Hell*, *The Nazi Doctor's Schindler's List* film study

Summative assessments: film study, essay on the choice book project

### Unit 4: Japanese/US involvement

Lessons on Japanese involvement in the war, US and Japanese conflict, Pearl Harbor

Selections from *The Train to Crystal City*, Pearl Harbor documentary

Summative assessment: Synthesis essay on *Train to Crystal City* and documentary

### Unit 5: The end and the aftermath

Lessons on Soviet involvement, US and Soviet relations, concentration camp liberations, the Nuremberg trials, and the Soviet take-over

Selections from *Operation Paperclip*, *Human Smoke*, *German Boy*, and the manuscript *Young Men Go West*

*The Last Nazis* - 3 episode documentary

*Life is Beautiful* film study

Summative assessment: Film study, Final typed research essay with the following prompt:

“Hitler was not the most evil mastermind in the Holocaust. In your essay you will defend this statement using evidence from *any* of the readings and analyze who was actually the most evil.”

Options: Hermann Goering, Joseph Mengele, Josef Goebbels, Adolf Eichmann, Reinhard Heydrich, or Heinrich Himmler.”

### Optional short unit: Famous pieces about the Holocaust

Film Study: *Schindler's List*

Selections from *The Diary of Anne Frank*

Summative Assessment: typed essay on “Why *Anne Frank* is not the ideal Holocaust memoir” and constructed response on *Schindler's List*

**BOARD OF EDUCATION ITEM 7.02E**  
**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	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	Adding advanced course offerings provides equal opportunities for students to grow through the program.
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	See the attached studies for proof of efficacious implementation of course requirements.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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.
	<b>Rock #5</b> — 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

## **English Syllabus/Course Overview**

**Instructor:** Kirsta Lopez **E-mail:** klopez@d49.org  
**Phone:** 719-571-0074 (cell)

**Course Description:** English Editing and Revision is an innovative accelerated course for Juniors and Seniors who are capable of positive, informative and beneficial feedback of writing modes in Language Arts and Literature. The course requires that students have a strong background in reading, writing, and grammar skills.

**Course Objectives:** 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 to lower-classmen. Teachers will assess the student feedback and, in turn, will give feedback to the student assessor. This course will encourage students to further develop advanced reading, writing, and grammar, skills introduced and practiced in any upper-level English course.

### **Essential Questions:**

- What specific information about a text type do I need to make sure student entails?
- How do I make sure my feedback is understandable and clear?
- How can the students use the knowledge and skills they will learn as specialized student aides to increase their future success?
- What are the specific skills that the specialized student aides will acquire while in this program? Why is it imperative that students have access to a specialized student aides' course?
- How can I effectively speak to underclassmen in order to ensure they improve writing?

**Teacher Contact:** Please never hesitate to contact me if any questions or concerns arise. I am here for you and your child and I'd love to hear from you! I will respond to all forms of contact with 24 hours of receiving it. The fastest way to get in touch with me is through email, but please feel free to contact me in whatever way is most convenient for you.

**Text:** Writer's Inc., MLA Handbook, 6-Traits of Writing

### **Supplemental Texts:**

These will include various excerpts from novels, short stories, poems and articles that lowerclassmen are assigned to be used as reference points alone.

Hand-outs created by FHS English, Social Studies and Science teachers

**Grades:** Students will be assessed based on a combination of written and oral feedback and explanation. Falcon High School uses a Standards Based Grading system, and has assigned grade values as follows. Please read the information regarding grade expectations and equivalencies carefully.

### **Falcon High School Grading Model and Guidelines**

(effective Jan. 1, 2013)

*Rubric and Constraints*

### **Achievement Level designations and Constraints for Summative Assessments**

**A** = Exceptional (No D, F, or I marks)  
**B** = Advanced (No F, or I marks)  
**C** = Satisfactory (No I marks)  
**IP** = Unsatisfactory (This is not even to standard, and therefore, a Failing grade)  
**F** = Unsatisfactory

**I** = Insufficient Data/Missing

**A (Exceptional) – Significantly Exceeds Standards; Superior Ability and Skills** (In addition to meeting the “Advanced” criteria: Student applies concepts and ideas and utilizes them in new or unfamiliar situations. Student interprets and shows relationships between parts, components, and elements of a concept. No inaccuracies or gaps in knowledge, processes, applications, solutions, conclusions, or inferences.)

**B (Advanced) – Surpasses Standards; Highly Developed Ability and Skills** (In addition to meeting the “Satisfactory” criteria: Student applies abstract ideas to concrete problems. Student analyses and makes informed judgments supported by set standards or principles. No inaccuracies or gaps in knowledge, process, applications and solutions, with inconsequential gaps in drawing conclusions and making inferences.)

**C (Satisfactory) – Adequately Meets Standards; Sufficient Ability and Skills** (In addition to meeting the “Marginal” criteria: Student comprehends and summarizes concepts and ideas. Student relates concepts, shows understanding and uses skill sets in novel or new situations. Inconsequential inaccuracies or gaps in knowledge, process, applications and solutions occur with minor gaps in attempts to draw conclusions or make inferences.)

**IP (Unsatisfactory) – Nominally Meets Standards; Peripheral Ability and Skills** (Student recalls, recognizes, retrieves or understands information, ideas, principles and concepts within the context of what they have learned. Inaccuracies or gaps in knowledge, processes, applications and solutions occur with gaps in attempts to draw conclusions or make inferences.)

**F (Unsatisfactory) – Infrequently or Never Meets Standards; Incomplete, Unfinished, or Minimal Ability or Skills** (Student does not meet the Marginal criteria. Student demonstrates only partial recall, recognition or retrieval of information, ideas and principles with little to no understanding of concepts. Significant inaccuracies or gaps in knowledge, processes, applications and solutions are the norm with substantial errors in or no attempts made to draw conclusions or make inferences.)

**I (Insufficient Data) – Missing** (Student has not generated adequate data to determine an accurate achievement level due to missing assessments.)

### **Grade Book Construction and Documentation of Assessments**

#### **Summative Assessments**

All summative assessments will be documented and dated in the grade book and will be distinguished by a separate category. Formative assessments are necessary for completion of summative assessments and cannot be missing in order to submit a summative assessment.

Each Common Core Standard or State Standard (whichever is most appropriate for the content area) will be documented using separate and well-defined categories: one for summative assessments and the other for formative assessments – corresponding data will be documented in the appropriate category.

All assessments will be disclosed to students as summative or formative prior to being given. This designation will not change once the teacher has made the initial disclosure.

Summative Assessments will be given once per unit.

#### **Formative Assessments**



Formative assessments are only a small consideration in establishing a running category mark or student's running or final achievement level; however, associated summative assessments may NOT be submitted until the formative assessment is submitted.

Applicable formative assessments will be documented and dated in the grade book and will be distinguished by a separate category.

Formative Assessments will occur once or twice per week, based on feedback assessments.

**Methodology for Reporting Student Achievement**

If only one mark exists in any given standard or benchmark category, that mark will be the student's running or final achievement level for that category.

The constraints of the grading rubric apply to all grading scenarios.

**Teaching Techniques:** The instructor for this course will implement and review a variety of techniques that students can use in an attempt to reach all types of learners and to ensure students in lowerclassmen courses understand course content. In writing instruction, the teacher will emphasize techniques from different writing courses for varying levels of writing.

**Common Core, State Standards Addressed:**

1. Oral Expression and Listening	1. Effective speaking in formal and informal settings requires appropriate use of methods and audience awareness; 2. Effective collaborative groups accomplish goals;
2. Reading for All Purposes	2. Interpreting and evaluating complex informational texts require the understanding of rhetoric, critical reading, and analysis skills
3. Writing and Composition	1. Style, detail, expressive language, and genre create a well-crafted statement directed at an intended audience and purpose; 2. Ideas, evidence, structure, and style create persuasive, academic, and technical texts for particular audiences and specific purposes; 3. Standard English conventions effectively communicate to targeted audiences and purposes;
4. Research and Reasoning	1. Collect, analyze, and evaluate information obtained from multiple sources to answer a question, propose solutions, or share findings and conclusions; 2. An author's reasoning is the essence of legitimate writing and requires evaluating text for validity and accuracy

**Course Overview:**

During any given quarter, students may be assigned to complete a Literary Analysis (w/ citation) of an individually-chosen novel. Please see the calendar on my website for more details regarding each unit.

**1<sup>st</sup> Semester:** Feedback for Narrative Writing, Expository Writing, Persuasive Writing, Research Writing, Grammar

- Formal and Informal Writing Assignments: To develop student writing skills, several feedback formatives will be assigned. Short analytic writing assignments will be required. Many formatives will come in the form of short pieces aimed at targeting specific writing skills. Students will be required to provide feedback for timed writing assignments, for which they must use strategies that help others develop ideas, organize ideas into a logical format, use interesting word choices, implement voice, use proper conventions and grammar, and ensure the writing has fluency.
- Grammar: Students will be expected to demonstrate proficiency in English grammar on all feedback assignments. These students should already be familiar with the following grammar concepts: complete sentences, fragments, run-ons, comma-splices, and subject-verb agreement. Instead, students will concentrate on "troublesome" areas of grammar, including the most common grammar misconceptions and mistakes: pronoun-antecedent agreement, infinitives, frequently confused words, etc.

**2<sup>nd</sup> Semester:** Feedback for analysis of plays, poetry, short stories, novels, and news articles, grammar.

- Formal and Informal Writing Assignments: To develop student writing skills, several feedback formatives will be assigned. Short analytic writing assignments will be required. Many formatives will come in the form of short pieces aimed at targeting specific writing skills. Students will be required to provide feedback for timed writing assignments, for which they must use strategies that help others develop ideas, organize ideas into a logical format, use interesting word choices, implement voice, use proper conventions and grammar, and ensure the writing has fluency.
- Grammar: Students will be expected to demonstrate proficiency in English grammar on all feedback assignments. These students should already be familiar with the following grammar concepts: complete sentences, fragments, run-ons, comma-splices, and subject-verb agreement. Instead, students will concentrate on "troublesome" areas of grammar, including the most common grammar misconceptions and mistakes: pronoun-antecedent agreement, infinitives, frequently confused words, etc.

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Print and sign the following page (page 5) and return in the next class.

## Necessities for All Sophomore English Classes

### Classroom Rules Contract

1. Have all appropriate materials and supplies at your desk and be seated when class begins.
2. Respect the people, equipment and furnishings of room J215.
3. Adjust your voice level to suit the activity.
4. Follow directions the first time they are given.
5. Observe all rules in the student handbook.
6. Do not sleep in class.

### Other Procedures for English I

1. I have read the Auto Revision List contract and understand that within final writing pieces, I am subject to the letter grade of I for Standard 3 if I violate any of the rules laid out in the contract.
2. I understand that I need to have a thumb drive (USB drive) in order to complete computer work at school.
3. I understand that I am expected to bring in my school distributed Kindle to every class.
4. I understand that I am required to sign in to Turnitin.com for submission of writing projects throughout the year.
5. I understand that I can sign up for text/email reminders from Ms. Lopez through remind.com.
6. I know that Ms. Lopez' cell phone number is 719-571-0074 and I may text her with any questions or concerns I have about class or school between the hours of 7am-9 pm.
7. I understand that much of the work I will complete for this course is located on schoology.com
8. I understand that should I miss class for any reason, I am to go onto Schoology and check the calendar for work and complete it for the next class.
9. I understand that I will have to complete work, located on Schoology, when the district assigns E-Days.

**Students:** I have read this form and have asked and gotten answers to any questions I have about this course. I have read and understand what is expected of me during this course and will comply with these requirements; I understand that my failure to meet these expectations may warrant an alternative placement. Parent signature indicates permission for student to watch unit-aligned movies: *To Kill A Mockingbird* and *Othello*, time-permitting.

Print Name: \_\_\_\_\_ Period: \_\_\_\_\_

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

**Parents:** My child has discussed the classroom procedures and syllabus with me. I understand them and will support both.

Print Name: \_\_\_\_\_

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

Email: \_\_\_\_\_ Phone #: \_\_\_\_\_

**(Please print legibly exactly as it should be seen on the computer)**

**Do you want to receive class emails?** \_\_\_\_\_ **(Please mark Y or N)**

\*\*\* Please make and keep a copy of this page. \*\*\*

**BOARD OF EDUCATION ITEM 7.02F**  
**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

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**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.

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**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.

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**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

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**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.

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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.

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

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Culture	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	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.
	<b>Rock #2</b> —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.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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.

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<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	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.
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**BUDGET IMPACT:** No additional funding will be required. This class would fit withing 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

## **Partners in PE**

### *Falcon High School*

#### **What is Partners in PE?**

Partners in PE is a Physical Education class that focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities fosters important social relationships which includes respect, trust, responsibility, life-long learners, community involvement and teamwork.

#### **Who is Partners in PE?**

Partners in PE is a fully inclusive program. Whenever possible, approximately half of the students in this course should be students with a disability; the other half should be students without a disability. The Partners in PE course should never be comprised solely of individuals with disabilities, nor should the course be comprised of primarily individuals without disabilities.

Quite often there will be more general education students interested in joining the class than can be accommodated. For these reasons, it is best practice to use a “targeted approach” when recruiting class members, versus advertising the opportunity to the entire school. Working with guidance counselors and other teachers is a good first step in getting referrals for students who may be a good fit. Participating in this course should be an esteemed privilege, not a right for any student.

#### **Course Goals:**

- Increase in physical fitness and sport-specific skills
- Deepen understanding of sports rules and strategies
- Reinforce positive habits and reasoning to make better health and lifestyle choices
- Foster new friendships and social inclusion amongst classmates
- Provide opportunities for general education students to learn about various disabilities and to provide students with disabilities to share and provide insight into the impact of their disabilities.
- Advance social and leadership competencies

#### **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.
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## Partners in PE Syllabus

### Course Description:

Partners in PE is an advanced PE class designed for students with a firm grasp on basic sports skills who are interested in developing leadership skills, have compassion for and/or pursuing a career working with individuals with disabilities. Partners in PE focuses on the physical, intellectual and social growth of all participants. Engaging in physical activity and sport alongside peers with and without disabilities fosters important social relationships within the school culture and also in the community.

### Participation:

Partners will be graded on their daily participation and leadership role. This grade will be 50% of their final grade for the class.

**A-4** = Dressed out, full participation with or attempted to get buddy involved, leadership aspects - leading by example

**C-2** = Expectation wasn't met for 1 of the 3 areas above

**F-0** = Expectations were not met for 2-3 of the 3 areas above

*Excused and Unexcused makeup work will be provided according to Falcon High School's policy.*

### Required Course Work:

This area will consist of 30% of the final grade for the class and will be assessed in light of the Colorado PE Standards.

- Partners in PE survey
- List of students and activities to show leadership through portfolio
- Plan and execute an activity - teaching activity, lesson plan and reflection
- Assisting partner with fitness testing
- Community research for fitness activities with partner

### Student-Driven Choice Course Work:

This area will consist of 20% of the final grade for the class and will be assessed in light of the Colorado PE Standards. Pick 3 from the list to complete by semester end:

- Interview
- Job research
- Disability research project
- Film review
- Attend at least one District 49 Adapted PE event (Ex. Fishing event, Special Olympics Track and Field)

## COLORADO PE STANDARDS:

### Standard 1: Movement Competence and Understanding

1. Participate at a competent level in a variety of lifelong physical activities
2. Understand the cognitive impact of movement
3. Apply rules, principles, problem-solving skills, and concepts to traditional and nontraditional movement settings

### Standard 2: Physical and Personal Wellness

1. Establish goals based on fitness assessment data, and develop, implement, achieve, and monitor an individual health and fitness plan
  2. Identify community resources to maintain lifelong physical activity
  3. Participate regularly in health-enhancing and personally rewarding physical activity outside of physical education
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**Standard 3: Emotional and Social Wellness**

1. Demonstrate respect for individual differences in physical activity settings
2. Demonstrate collaboration, cooperation, and leadership skills
3. Demonstrate responsible behavior in group settings
- 4.

**Standard 4: Prevention and Risk Management**

1. Understand the risks and safety factors that may affect participation in physical activity
  2. Demonstrate knowledge of safety and emergency response procedures
-

**BOARD OF EDUCATION ITEM 7.02G**  
**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

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**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.

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**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 21<sup>st</sup> 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.

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**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.

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**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

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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.

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

<b>Culture</b>	<b>Inner Ring</b> —How we treat each other	
	<b>Outer Ring</b> —How we treat our work	
<b>Strategy</b>	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	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.
	<b>Rock #2</b> —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.
	<b>Rock #3</b> — 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.
	<b>Rock #4</b> — 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.
	<b>Rock #5</b> — 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

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BOE Regular Meeting November 7, 2019  
Item 7.02g continued

**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



# **FALCON HIGH SCHOOL SENIOR CAPSTONE PROJECT**

# SENIOR CAPSTONE PROJECT OVERVIEW

The purpose of the Senior Project is to give students a chance to choose an area of study, to combine different disciplines, to explore new avenues in a productive manner, and, at the same time, to help others and contribute to the community. Each student needs to address a challenging issue that will stretch his/her intellectual and personal growth. In essence, the project will provide a **significant learning stretch**. It should be relevant to the community at large and/or give insight to a field that he/she may want to pursue as a career.

## BENEFITS OF THE SENIOR PROJECT

Once the graduating senior has completed the Senior Capstone Project, he or she will have completed a task that has brought maturity, organization, service, learning, and public speaking skills to fruition. It is also important to note that students will be creating and completing these types of projects in their post-high school careers as well. Any student planning to attend a college or university will have to complete major projects like this as a part of the university experience. Most careers also require employees to complete similar projects. Students will have experience in real-world tasks.

These projects can, and should be, creative and unique. There is no limit to what a student can do to challenge himself or herself, to learn and help others in the process.

Any of the projects described in this booklet show that the student has used a host of skills that will set him or her apart from other seniors.

## STEPS OF THE SENIOR CAPSTONE PROJECT PROCESS

1. Write and submit a letter of intent for approval by Capstone teacher(s)
2. Create project poster
3. Develop a project blueprint, including checkpoints and deadlines
4. Secure a project advisor, if appropriate for your project
5. Document work through progress weekly reflections
6. Practice presentation to peers
7. Reflect on your learning journey and project process
8. Develop a cover letter and resume
9. Complete project, including creating project product/artifacts
10. Present project and demonstrate learning stretch to panel of evaluators

# SENIOR CAPSTONE PROJECT GUIDELINES

The Senior Capstone Project is different from most other forms of research because it directs students away from books and out into the world for some hands-on experience. The Senior Capstone Project must demonstrate a learning stretch. It should push the student to develop new talents, abilities, or interests. The Senior Capstone Project cannot be something previously attempted. **The student must have an end product!** If the purpose of research is to apply the knowledge in a personal way, then the projects will be as diverse, unique, and varied as the students who design them.

*A project will:*

- Demonstrate a learning stretch through a well-designed project
- Demonstrate competency in English and mathematics through student identified alignment with the Colorado academic standards.
- Develop and demonstrate the essential skills identified for all Colorado graduates, including:
  - 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.)
- Require evidence (artifact or physical product) of capstone project

## NOTE TO STUDENTS WHO WANT THE EASY WAY OUT:

Some students think that it is a cinch to choose what they think is an easy project. They think to themselves, "I'll just choose something that won't take much time or effort, just to get it done. I'll take my C and see you later." Without exception, the students who have done this found several things to be true:

- 1) Easy wasn't true because there wasn't much to the project in the first place.
- 2) There was no challenge or risk; therefore, the whole experience was unsatisfying.
- 3) They did not feel proud of their accomplishment because there was none.
- 4) They wasted their time.

# SENIOR CAPSTONE SEMESTER PLAN

Week	Assignments	Grading	Notes
1	Procedures & Classroom Norms		
2	Letter of Intent	<b>Summative</b>	No progress without passing
3	Research, Reaching out, Viability Planning		
4	Commitment Poster	<b>Summative</b>	
5	Create Blueprint	<b>Summative</b>	No progress without passing
6	Individual Conferences on Progress		
7	Research and Draft		
8	Research, Draft, and Peer Review		
9	Mock Presentation: Progress so far	<b>Summative</b>	
10	Progress Report: Reflection	<b>Summative</b>	No weekly reflection
11	Cover Letter, continue implementation	<b>Summative</b>	
12	Resume, continue implementation	<b>Summative</b>	
13	Work time: Implementation		
14	Work time: Implementation		
15	Progress Report: Reflection	<b>Summative</b>	No weekly reflection
16	Work time: Finish Implementation		
17	Wrap Up: Thank you notes, finalizing arrangements		
18	Gallery Walk: Final Product	<b>Summative</b>	No weekly reflection



# SENIOR CAPSTONE GRADING

## SUMMATIVE

1. Letter of Intent
2. Commitment Poster
3. Project Blueprint
4. Mock Presentation (Small Group)
5. Progress Report 1
6. Cover Letter
7. Resume
8. Progress Report 2
9. Final Product Presentation (Gallery Walk)

## FORMATIVE

1. Self-Assessment & Reflections
  - a. 1 per week for 15 weeks (not required in week 9, 15, 18)
  - b. 12-15 for A
  - c. 7-11 for C
  - d. Less than 7 receives an F (cannot receive an A on the final project)

## TOPIC SELECTION

### POINTS TO CONSIDER CONCERNING SENIOR PROJECT

1. Which project will I most likely be able to use after senior year?
2. Which choice will challenge me the most and provide a learning stretch?
3. Which area will enable me to find the most resources?
4. Do I have a person who is willing to serve as my advisor?
5. Which project is realistic in terms of time for me, a busy senior?
6. What are my talents?
7. Is there an area that a college admissions representative or an employer will look at with interest?
8. Is there a budget concern for me?
9. Is there a concern about transportation?

## BRAINSTORMING SHEET FOR STUDENTS

Contemplate all the areas of interest in your life. Where do you see yourself in ten years? Where do you see your project in relationship to one or any of the ideas listed below?

1. Social Studies (historical study, cultural study)
2. Space (exploration, extraterrestrial theory)
3. Specialized Hobbies or Collections (coins, cars, dolls)
4. Philosophy (comparative studies, certain theorists or leaders)
5. Art (fashion design, designing a stained glass window)
6. Education (developing a campaign for advocacy, developing a unit for social emotional learning for elementary students)
7. Technology (wood, metal, cars, computers, graphics, electronics)
8. Writing and/or Literature (writing and illustrating a children's book in English or a foreign language, compiling a poetry book)
9. Math and Science (exploring certain math theories, pursuing an ozone study or starting a recycling program)
10. Photography/Film (making a movie, video production for local agency)
11. Social Concerns (homelessness in Denver or the Front Range, aging, youth violence)
12. Career Path (internship - journalist, doctors, physical therapists, researchers)
13. Volunteer/Community Service Extension (volunteer project at a local hospital)
14. Travel (languages, working during a break in another country)
15. Health and Fitness (physical program for youth, teaching/ coaching others)
16. Performing Arts (music, dance, drama)
17. Business (trends, stocks, computers)
18. Sports-Related Project (teaching children a new sport skill, volunteering at the YMCA)

## SENIOR PROJECT IDEAS

This is not a definitive list of all possible project topics. It is not intended to limit student creativity or initiative. This list is provided to promote student formulation of a meaningful, personal choice that reflects the philosophy of the project. **Students may not use a project that will count as a class credit. They can, however, create an extension of a class project for which they received credit.**

Students may present their final project in many forms including, but not limited to:

- a portfolio/work sample
- a video
- a prototype/model

**Some projects may naturally lend themselves to a unique final product that may be acceptable in a case-by-case basis.**



# COLORADO ACADEMIC STANDARDS

## All Students, All Standards

# Colorado Essential Skills



**COLORADO**  
Department of Education

## CDE Competencies and Skills Internal Support Team

- Floyd Cobb, Executive Director, Teaching and Learning Unit
- Melissa Colsman, Associate Commissioner, Division of Student Learning
- Karol Gates, Director, Office of Standards and Instructional Support
- Nancie Linville, Retired Director of the Office of Early Learning and School Readiness
- Roseyn Hood, Special Assistant to the Commissioner
- Scott Ross, Director, Office of Learning Supports
- Robin Russel, Graduation Guidelines Manager, Office of Postsecondary and Workforce Readiness
- Misti Ruthven, Director, Office of Postsecondary Readiness
- Becky Russell, School Library/Digital Literacy Instructional Specialist, State Library
- Sharon Triolo-Moloney, Retired P-3 Alignment Director

## Purpose

In 2008, Colorado passed legislation (Senate Bill 212, also known as CAP4K) that requires the State Board of Education to adopt content standards that prepare students for the 21st century workforce and for active citizenship upon receiving a high school diploma. In addition to the requirement that students meet those content standards, students must also (to the extent practicable) develop and demonstrate skills (Fig. 1) essential for success in professional life. The same law also requires a revision to the Colorado Academic standards by July 1, 2018, and every six years thereafter.

During the 2008-10 standards development process, these skills were referred to as “21<sup>st</sup> Century Skills.” However, the standards review and revision process created an opportunity for these skills to be revisited and clarified. In an effort to update Colorado’s 21<sup>st</sup> Century Skills and better align these skills from preschool through postsecondary, the Colorado Department of Education brought together a cross-unit team of specialists to create this Essential Skills Guidance Resource document that would serve as a supplement to the revised Colorado Academic Standards. The intention of this guiding document is to clearly identify how these statutorily identified skills manifest in early childhood and continue through their postsecondary pursuits leading to in-demand employment skills. Developmentally appropriate support for these skills should occur in all subject areas throughout students’ academic careers. Understanding the importance of these skills is the first step in achieving life-long success for all students.

Figure 1: Essential Skills Required in the Colorado Academic Standards

- creativity and innovation skills;
- critical-thinking and problem-solving skills
- communication and collaboration skills; social and cultural awareness; civic engagement
- initiative and self-direction;
- flexibility;
- productivity and accountability;
- character and leadership;
- the ability to use the information and communications technologies to find, evaluate, create and communicate information

## Essential Skills Framework Development

The framework for the Essential Skills document was influenced by the groundwork laid by the in-demand skills identified in the 2015 [Colorado Talent Pipeline Report](#). The Pipeline report was authored by the Colorado Workforce Development Council in partnership with a number of state agencies.<sup>1</sup> The goal of this publication was to explore Colorado jobs that have high growth rates in an effort to better align student skills with behaviors necessary for successful employment in Colorado. To that end, the group “... identified 20 core skills necessary to enter the workforce or continue education beyond high school; these include skills such as critical thinking, creativity, self-direction, cultural awareness, time management and self-advocacy” (CWDC, 2016, p. 5). These skills were grouped under four core categories of Entrepreneurial, Personal, Civic/Interpersonal and Professional skills to add greater clarity to the dispositions that all graduates should demonstrate. This Essential Skills document uses these core skills categories to group the essential P – 12 academic skills from CAP4K to enable focus on the development of postsecondary and workforce skills that Colorado graduates should demonstrate.

As this document was in the process of refinement, CDE sought feedback from the public and other statewide participants in business and industry, education, non-profit organizations and government sectors. This process occurred throughout 2017, helping to improve the final version of this resource guide.

The Essential Skills resource document has been developed to ensure that the core skills can be meaningfully applied regardless of age/grade. The framework relies upon the Dreyfus model (Dreyfus & Dreyfus, 1980, 2005) which delineates the acquisition of skills from Novice, Advanced Beginner, Competent, Proficient and Expert. The model “... describes changes in skill performance as moving from reliance on rules, to analysis, toward intuition based on past experience” (Maine Department of Education (n.d.), p.iii).

With the understanding that these skills must incorporate developmental stages relevant for a preschool-12 audience, the Dreyfus model has been modified to **Novice**, **Advanced Beginner**, **Strategic Learner**, and **Emerging Expert**, which are also found in a similar document produced by the Maine Department of Education (Maine Department of Education (n.d.), p.iii). The demonstration of each of these essential skills are cumulative as indicated by the word and that resides at the beginning of each subsequent indicator. For example, an advanced beginner in the informed risk-taking category under personal skills should be able to “demonstrate a willingness to try new things, *and* demonstrate flexibility, imagination and inventiveness in taking on tasks and activities.”

<sup>1</sup> Department of Higher Education; Department of Education; Department of Labor and Employment; Office of Economic Development and International Trade; Office of State Planning and Budgeting; State Demography Office at the Department of Local Affairs.

## Personal Skills<sup>2</sup>

A Colorado graduate demonstrates personal skills through self-awareness, initiative and self-direction, personal responsibility and self-management, adaptability and flexibility, and perseverance and resilience. A student with these skills can:

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Self-Awareness	Accurately recognize one’s own emotions, thoughts and values and how they influence behavior	... and appropriately express one’s own emotions, thoughts and values and identify how they influence behavior	... and assess personal strengths and limitations, with a well-grounded sense of confidence, optimism and a ‘growth mindset’	... and adapt to environments with appropriate emotions and behaviors, demonstrate personal awareness through the development of positive relationships
Initiative/ Self-Direction	Recognize personal characteristics, preferences, thoughts and strengths	... and pursue opportunities to engage and learn interests	... and apply knowledge to set goals, make informed decisions and transfer to new contexts	... and make responsibility for and pursue opportunities
Personal Responsibility	Handle impulses and behavior with minimal direction	... and discern differences of effective and ineffective processes, communication and tasks	... and regulate one’s emotions, thoughts and behaviors in different situations	... and develop, plan and organize self-behavior
Adaptability/ Flexibility	Recognize emotional response to ideas that differ from one’s own	... and regulate reactions to differing perspectives	... and look for and value in different perspectives expressed by others	... and demonstrate ways to adapt and reach workable solutions
Perseverance/ Resilience	Resist distractions, maintain attention, and continue the task at hand through frustration or challenges	... and set goals and develop strategies to remain focused on learning goals	... and focus on learning goals by employing motivation and familiar strategies for engagement and evaluate progress, making necessary changes to stay the course	... and work effectively in a climate of ambiguity and changing priorities

<sup>2</sup> The Personal Skills chart draws heavily from The Partnership for 21st Century Skills (2009) and Maine Department of Education (n.d.).

# Entrepreneurial Skills<sup>3</sup>

A Colorado graduate demonstrates entrepreneurial skills through critical thinking and problem-solving, creativity and innovation, inquiry and analysis, and risk-taking. A student with these skills can:

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Critical Thinking/ Problem Solving	Recognize that problems can be identified and possible solutions can be generated	... and define the problem using a variety of strategies	... and make connections between information gathered and personal experiences to apply and/or test solutions	... and “interpret information and draw conclusions based upon information gathered to formulate a new problem.” <sup>4</sup>
Creativity/ Innovation	Demonstrate curiosity, imagination and eagerness to learn more	... and build on personal experience to specify a challenging problem to investigate	... and engage in novel approaches, moves, directions, ideas and/or perspectives	... and synthesize ideas in original and surprising ways
Inquiry/ Analysis	Recognize and describe cause-and-effect relationships and patterns in everyday experiences	... and investigate to form hypotheses, make observations and draw conclusions	... and test hypotheses/prototype with planned process for getting feedback	... and make predictions and design data/information collection and analysis strategies
Informed Risk Taking	Demonstrate a willingness to try new things	... and demonstrate flexibility, imagination and inventiveness in taking on tasks and activities	... and innovate from failure, connect learning across domains and recognize new opportunities	... and act on creative ideas to make a tangible and useful contribution

<sup>3</sup> The Entrepreneurial Skills chart draws heavily from The Partnership for 21st Century Skills (2009) and Maine Department of Education (n.d.).

<sup>4</sup> The Partnership for 21st Century Skills (2009). P21 framework definitions. Retrieved from [http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf).

# Civic/Interpersonal Skills<sup>5</sup>

A Colorado graduate demonstrates civic/interpersonal skills through collaboration and teamwork, strong communication skills, global and cultural awareness, civic engagement and strong character. A student with these skills can:

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Collaboration/ Teamwork	Recognize how personal actions have had a positive or negative impact on others with feedback as needed	... and recognize how members of a community rely on each other, considering personal contributions as applicable	... and “follow a process identified by others to help generate ideas, negotiate roles and responsibilities, and respects consensus in decision making” <sup>6</sup>	... and use interpersonal skills to learn and work with individuals from diverse backgrounds
Communication (using information and communications technologies)	Articulate personal strengths and challenges using different forms of communication to express oneself	... and consider purpose, formality of context and audience, and distinct cultural norms when planning content, mode, delivery and expression	... and “establish goals for communication and plan out steps accordingly” <sup>7</sup>	... and articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts (including multi-lingual)
Global/ Cultural Awareness	Compare attitudes and beliefs as an individual to others	... and identify and explain multiple perspectives (cultural, global) when exploring events, ideas and issues	... and plan and evaluate complex solutions to global challenges that are appropriate to their contexts using multiple disciplinary perspectives (such as cultural, historical and scientific)	... and apply knowledge and skills to implement sophisticated, appropriate and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others
Civic Engagement	Identify and reflect upon personal connections to community systems	... and connect knowledge (facts, theories, etc.) from personal ideas and understandings to civic engagement	... and participate in social or community activities	... and “participate effectively in civic life” <sup>8</sup>
Character	Demonstrate an understanding of cause and effect related to personal decisions	... and state a position and reflect on possible objections to, assumptions and implications of the position	... and apply ethical perspectives/ concepts to an ethical question/ situation/ scenario	... and “apply a fundamental understanding of the ethical/legal issues in many context including the access and use of information” <sup>9</sup>

<sup>5</sup> The Civic/Interpersonal Skills chart draws heavily from The Partnership for 21st Century Skills (2009) and Maine Department of Education (n.d.).

<sup>6</sup> Maine Department of Education (n.d.). Understanding Maine’s Guiding Principles report, p.22.

<sup>7</sup> Ibid, p. 3

<sup>8</sup> The Partnership for 21st Century Skills (2009). P21 framework definitions. Retrieved from [http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf).

<sup>9</sup> Ibid p. 2



## Professional Skills<sup>10</sup>

A Colorado graduate demonstrates professional skills through task and time management, career awareness, information literacy, productivity and accountability, self-advocacy and leadership. A student with these skills can:

	Novice	Advanced Beginner	Strategic Learner	Emerging Expert
Task/ Time Management	Articulate task requirements and identify deadlines	... and develop and utilize basic task and time-management strategies effectively	... and demonstrate task-management attributes associated with producing high-quality products including the abilities to: <ul style="list-style-type: none"><li>• Work positively and ethically</li><li>• Manage time and projects effectively</li><li>• Multi-task</li><li>• Clearly communicating with others</li></ul>	... and set personal goals and take responsibility for those goals through reflection upon prior outcomes
Career Awareness	Ask questions and learn more about careers and other life pursuits	... and connect careers and other life pursuits to personal interest	... and “pursue a path of inquiry initiated by personal connections to careers and other life pursuits” <sup>11</sup>	... and demonstrate knowledge, understanding and personal awareness of how one’s dreams and interests translate into career fulfillment and career pathways available in local, regional, national and global arenas
Information Literacy	Articulate the most effective options to access information needed for a specific purpose	... and identify and evaluate key attributes of a variety of information sources (e.g., books, newspapers, online or print articles, social media) for validity	... and “examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors” <sup>12</sup>	... and “analyze both how and why media messages are constructed and for what purposes,” <sup>13</sup> and use information accurately, ethically and creatively for the issue or problem at hand
Use Information and Communications Technologies	Find information through the use of technologies	... and communicate information through the use of technologies	... and evaluate information through the use of technologies	... and create information through the use of technologies
Self-Advocacy	Appropriately express a range of emotions to communicate personal ideas/needs	... and ask questions to develop further personal understanding	... and demonstrate confidence in sharing ideas/feelings	... and demonstrate an accurate and clear sense of goals, abilities, needs and know how to request and/or acquire them
Leadership	Model positive behaviors for others	... and demonstrate leadership skills (e.g., organizing others, taking initiative, team-building)	... and demonstrate confidence while recognizing that personal actions impact others	...and educate and inspire others to realize their potential

<sup>10</sup> The Professional Skills chart draws heavily from The Partnership for 21st Century Skills (2009) and Maine Department of Education (n.d.).

<sup>11</sup> Maine Department of Education (n.d.). Understanding Maine’s Guiding Principles report, p.26.

<sup>12</sup> The Partnership for 21st Century Skills (2009). P21 framework definitions, p.5. Retrieved from [http://www.p21.org/storage/documents/docs/P21\\_Framework\\_Definitions\\_New\\_Logo\\_2015.pdf](http://www.p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf).

<sup>13</sup> Ibid p. 5

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**BOARD OF EDUCATION ITEM 7.03**  
**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:**

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

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After board review 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

## ~~BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49~~

<del>Title</del>	<del>Staff Ethics/Conflict of Interest</del>
<del>Designation</del>	<del>GBEA</del>
<del>Office/Custodian</del>	<del>Business/Director of Human Resources</del>

Title                      Staff Ethics/Conflict of Interest  
Designation           GBEA  
Office/Custodian      Business/Director of Human Resources

District employees are expected to perform the duties of the position to which they are assigned and to observe rules of conduct and ethical principles established by state law and ~~d~~District policies and regulations.

### Financial Interests

No employee shall engage in or have a financial interest, directly or indirectly, in any activity that conflicts or raises a reasonable question of conflict with the employee's duties of the position to which the employee is assigned.

An employee shall not sell any books, instructional supplies, musical instruments, equipment, or other supplies belonging to the ~~d~~District to any student or to the parents/guardian of a student who attends the school served by the employee unless prior approval has been obtained from the Board of Education.

In addition an employee may not audit, verify, receive or be entrusted with moneys received or handled by a closely related person (see Close Relationships).

### Confidential Information

It shall be understood that all confidential information to which an employee is privy as a result of ~~D~~district employment shall be kept strictly confidential. In addition, employees shall not utilize information solely available to them through school sources to engage in any type of work outside of the ~~D~~district. This includes information concerning current or potential ~~potential customers~~ students or; employees, or other stakeholders. ~~clients or employers.~~

### Close Relationships

To minimize the perception of conflicts of interest and prevent any actual inappropriate activity, this portion of the policy aims to:

1. Prevent either the appearance or the reality of preferential hiring where a senior leader member of leadership or of one of the sensitive offices including Safety, Human Resources, Business, and Communications might influence the hiring process in favor of a closely related person.
2. Prevent either the appearance or the reality of preferential treatment within the supervision and evaluation system of the district.
3. Prevent either the appearance or reality of financial oversight by one person over the budgets, expenses, or transactions of the other closely related person.
4. Prevent either the appearance or the reality of any breach of confidential information between two closely related persons, where one might have access to confidential or sensitive information and might inappropriately share that information with the other closely related person.

To minimize conflict of interest concerns, the ~~D~~district prohibits the following regarding close relationships:

1. No employee may exercise supervisory, evaluative, appointment, dismissal, or disciplinary authority over another employee when they share a close relationship (family member, life partnership such as a common-law marriage or a business partnership).

2. The Chief Officers may not recommend employment of any person who shares a close relationship with a current: Director of the Board of Education, Chief Officer, Director of Human Resources, or any of their administrative assistants.
3. The Chief Officers may not recommend employment or reassignment of any closely related person of a Zone Leader, Executive Director, Director, [Manager](#), [Supervisor](#), Principal, or Assistant Principal (“program leader”) to a position under the supervision and authority of that program leader.
4. No staff member employed in the central offices for Human Resources, Communications, Business, or Safety shall exercise any access to information about or activity by another employee when they share a close relationship.

For purposes of this policy, “close relationship” and “closely related persons” refer to relationships that could cause a conflict of interest and include individuals related by biology, adoption, marriage, domestic partnership or business partnership. Close relationships also refer to sexual or romantic relationships or those sharing a household.

The Chief Officers shall develop regulations to prevent, mitigate, or remedy any prohibited condition during the next contract cycle following the discovery or creation of the conflicted relationship.

The close relationships portion of this policy became effective August 15, 2014 and apply to employment decisions and practices thereafter, not retroactively.

### **Gifts**

Employees shall not accept gifts from students except as such gifts represent tokens. Token gifts from parents or students may be received by staff, but must not be solicited. The [District](#) considers letters from students expressing gratitude and appreciation to be appropriate.

Individual employees shall refrain from giving gifts to staff members who exercise any administrative or supervisory jurisdiction over them either directly or indirectly. The collection of money for group gifts shall be discouraged except in special circumstances such as bereavement, serious illness or mementos at retirement.

Employees are prohibited from accepting gifts of other than minimal value from companies or organizations doing business with the [District](#). An employee shall not accept a gift from any company or organization if the acceptance of the gift would unduly influence the employee in the performance of [District](#) duties. The acceptance of minor items, which are generally distributed by the company or organization through its public relations program, is appropriate for employees to receive. Gifts offered to all employees through the [District](#)’s approved programs are appropriate.

To ensure all students have reasonable assistance without charge from their own teachers and to avoid placing a teacher in a position where he or she may have a conflict of interest, teachers shall not be permitted to receive money from parents or any source other than the [District](#) for tutoring any student they have in class or upon whose evaluation or assignment they will be called on to pass.

### **Conflicts of interest - federally funded transactions**

Separate from state law and the Board's policies concerning district employees' standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of district employees whenever the transaction in question is supported by federal funds subject to the Uniform Grant Guidance (UGG).

Under the UGG, a district employee shall not participate in the selection, award or administration of a contract supported by a federal award if the employee has a conflict of interest as defined by the UGG.

A conflict of interest arises under the UGG when the employee, any member of his or her immediate family, his or her business partner, or an organization which employs or is about to employ any of the aforementioned parties has a substantial financial or other interest in or would obtain a substantial tangible personal benefit from a firm considered for a contract.

In addition, the UGG prohibits district employees from soliciting or accepting gratuities, favors, or anything of monetary value from contractors or parties to subcontracts that are federally funded, unless the gift is an unsolicited item of nominal value.

For purposes of this policy section only, "immediate family" means the employee's spouse, partner in a civil union, children and parents. In determining whether a financial or other interest is "substantial," or whether anything solicited or accepted for private benefit is of "nominal value," district employees shall follow the standards of conduct and corresponding definitions applicable to local government employees under state law.

These minimum federal requirements are not waivable in connection with any transaction or contract to which they apply.

An employee who violates the standards of conduct set forth in this policy's section may be subject to disciplinary action, in accordance with applicable law and Board policy.

Adopted: April 21, 1977

Revised: February 12, 1990

Revised to conform with practice: date of manual revision

Revised: February 12, 2009

Revised: May 9, 2013

Revised: August 14, 2014

Revised: April 12, 2018

[Revised: November 7, 2019](#)

#### LEGAL REFS:

2 C.F.R. 200.318(c) (Uniform Grant Guidance- written standards of conduct covering conflicts of interest required concerning the selection, award and administration of contracts supported by federal funds)

Constitution of Colorado, Article X, Section 13 (felony to make a profit on public funds)

C.R.S. 14-15-101 et seq. (Colorado Civil Union Act)

C.R.S. 22-63-204 (teachers receiving money for items sold to students/parents without written consent from Board)

C.R.S. 24-18-109 (government rules of conduct)

C.R.S. 24-18-110 (voluntary disclosure)

C.R.S. 24-18-201 (standards of conduct - interests in contracts)

C.R.S. 24-18-202 (standards of conduct - interests in sales)

C.R.S. 24-34-402 (1) (discriminatory and unfair employment practices)

C.R.S. 24-34-402 (1)(h) (nepotism provisions)

#### CROSS REFS:

DKC, Expense Authorization/Reimbursement (Mileage and Travel)

GBEB, Staff Conduct (And Responsibilities)

GCF, Professional Staff Recruiting/Hiring

GCQF, Discipline, Suspension and Dismissal of Professional Staff (And Contract Nonrenewal)

GDF, Support Staff Recruiting/Hiring

GDQD, Discipline, Suspension and Dismissal of Support Staff

**BOARD OF EDUCATION ITEM 7.04**  
**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:**

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





**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 7<sup>th</sup> day of November 2019

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Marie La Vere-Wright, Board President  
District 49

(SEAL)

Attest:

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Dave Cruson, Board Secretary  
District 49



**BOARD OF EDUCATION ITEM 7.05**  
**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	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

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



**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 7<sup>th</sup> day of November 2019.

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

(SEAL)

ATTEST:

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Dave Cruson, Board Secretary  
El Paso County School District 49

**BOARD OF EDUCATION ITEM 7.06**  
**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:**

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

## **~~BOARD-APPROVED POLICY OF DISTRICT 49~~**

<u>Title</u>	<u>Concurrent Enrollment</u>
<u>Designation</u>	<u>IHCDA</u>
<u>Office/Custodian</u>	<u>Education/Director of Applied &amp; Advanced Learning</u>

The Board believes that students who wish to pursue postsecondary level work while in high school should be permitted to do so in accordance with this policy and accompanying graduation requirements for successful completion of approved postsecondary courses offered by institutions of higher education.

This policy and accompanying regulation do not apply to students seeking to enroll in postsecondary courses pursuant to the Accelerating Students through Concurrent Enrollment (ASCENT) program or a “dropout recovery program” pursuant to the Concurrent Enrollment Programs Act (the Act). Students seeking to enroll in the ASCENT program or a dropout recovery program shall work with district administrators and meet the Act’s applicable requirements.

### **Definitions**

For purposes of this policy and accompanying regulation, the following definitions shall apply:

“Concurrent enrollment” means the simultaneous enrollment of a qualified student in a district high school and in one or more postsecondary courses, [including academic or Career and Technical Education courses, and may include work related to internship or apprenticeship programs](#) at an institution of higher education.

“Qualified student” means a person who is less than 21 years of age and is enrolled in the 9<sup>th</sup> grade or higher grade level and demonstrates both college readiness and personal readiness for postsecondary coursework.

“Postsecondary course” means a course offered by an institution of higher education and includes coursework resulting in the acquisition of a certificate; an associate degree of applied sciences, general studies, arts, or science; and all baccalaureate degree programs.

“Institution of higher education” means:

- A state university or college, community college, junior college, or area vocational school as described in title 23, C.R.S.;
- A postsecondary career and technical education program that offers postsecondary courses and is approved by the state board for community colleges and occupational education pursuant to applicable state law; and
- An educational institution operating in Colorado that meets the Act’s specified criteria.

### **Eligibility**

Qualified students seeking to enroll in postsecondary courses at the district’s expense and receive high school credit for such courses shall follow the procedure(s) accompanying this policy.

### **Academic Credit**

Academic credit granted for postsecondary courses successfully completed by a qualified student shall count as high school credit or mastery demonstrations toward graduation requirements. High school credit shall be granted for postsecondary courses that meet or exceed the district’s academic standards. High school credit may be denied for a postsecondary course substantially similar to a course offered by the district unless the qualified student’s enrollment in the postsecondary course is approved due to reasons deemed legitimate by the district.

Concurrent enrollment is not available for summer school.

### **Agreement with institution of higher education**

When a qualified student seeks to enroll in postsecondary courses at an institution of higher education and to receive high school credit for such courses, the District and the participating institution shall enter into a written cooperative agreement in accordance with the Act.

### **Payment of tuition**

The district shall pay the tuition for up to 60 credit hours of postsecondary courses successfully completed by a qualified student and for which the qualified student receives high school credit. ~~A Q~~qualified students may enroll in ~~up to no more than~~ 15 credit hours of postsecondary courses per academic term, unless prior written authorization has been obtained from the ~~P~~school principal or Concurrent Enrollment designee.

The tuition paid by the district for ~~the qualified student's successful completion of an~~ approved postsecondary courses shall be in accordance with the Act and the district's cooperative agreement with the institution of higher education. The institution of higher education may assess additional charge fees additional tuition and/or associated fees to the qualified student or the student's parent/guardian in addition to the tuition paid by the district.

Prior to paying the tuition for any qualified student, the District shall require the student and student's parent/guardian to sign an agreement stating if the student fails (with a final grade of D or F) or otherwise does not complete the postsecondary course for any reason without consent of the principal of the high school in which the student is enrolled, the student and/or the student's parent/guardian shall repay the amount of tuition paid by the District on the student's behalf.

### **Transportation**

The District shall not provide or pay for the qualified student's transportation to the institution of higher education.

### **Notification**

Information about concurrent enrollment, including costs to parents, deadlines, and course transfer options shall be made available to high school students and their parents/guardians on a ~~an~~ bi-annual basis.

The District shall not be responsible for the costs of room and board, fees, books, uniforms, lab manuals, testing fees, or equipment, or other course materials.

- Adopted: November 7, 1991
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: August 10, 2000
- Revised: January 8, 2004
- Revised: May 13, 2010
- Revised: October 9, 2014
- Revised: October 12, 2017
- Revised: November 7, 2019

### **LEGAL REFS:**

- C.R.S. 22-32-109 (1)(nn) *(discussion of the requirements for and benefits of ~~C~~oncurrent ~~E~~nrollment must be part of ~~ICAP~~ process of the student Academic Plan of Study)*
- C.R.S. 22-35-101 *et seq.* (~~C~~oncurrent ~~e~~nrollment ~~P~~rograms ~~A~~ct)
- 1 CCR 301-86 *(State Board of Education rules regarding the Administration of the Concurrent Enrollment Program)*

**CROSS REFS:**

- IHBK, Preparation for Postsecondary and Workforce Success
- IHCDA-R Concurrent Enrollment
- IHCDA-R-2 ASCENT (Accelerating Students through Concurrent Enrollment)
- IKCA Weighted Grading
- IJNDAB, Instruction through Online Courses
- IKF, Graduation Requirements
- IFK, Graduation Requirements, Courses, and Credits
- JFC, Student Withdrawal from School/Dropouts

Title Concurrent Enrollment  
 Designation IHCD-A-R-1  
 Office/Custodian Education/Director of Applied & Advanced Learning  
~~Concurrent Enrollment~~

The qualified student shall establish, in consultation with the counselor or teacher advisor, an academic plan of study that describes all of the courses (including postsecondary courses) the student intends to complete to satisfy the Board's high school graduation requirements. Prior to the qualified student's enrollment in a postsecondary course, the Principal, Counselor or Teacher Advisor shall review and approve the student's academic plan of study in accordance with applicable State Board of Education rules.

Postsecondary Concurrent Enrollment courses requested by the student must align with the student's academic plan of study and may include general education, elective, and career and technical education coursework. The Principal or Concurrent Enrollment designee ~~must~~ authorizes concurrent enrollment course selections and confirms course alignment with the student's academic plan of study. The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus.

A student intending to enroll in Concurrent Enrollment must provide written notice to    the high school Principal or Concurrent Enrollment designee by the following deadlines:

Concurrent Enrollment Application Deadlines	
Fall Semester Enrollment	1 <sup>st</sup> Friday in February
Spring Semester Enrollment	<del>Frid</del> Day after Labor Day

Concurrent Enrollment Student Request Forms are publicly available on the District website and in high school counseling offices.

The Principal or Concurrent Enrollment designee will determine whether the student is eligible for concurrent enrollment based on academic and personal readiness, including, but not limited to student conduct, attendance, and other personal readiness factors. The Principal or Concurrent Enrollment designee may request a meeting with the student and family to discuss the student's eligibility for concurrent enrollment and may delay concurrent enrollment until the student is deemed college ready. The Principal or Concurrent Enrollment designee may also ~~delay subsequent~~ concurrent enrollment for a period of time if the student is unable to successfully complete postsecondary courses and will determine if additional support is necessary for successful completion of future concurrent enrollment courses. The student is expected to comply with the policies and procedures in the Institution of Higher Education's Student Code of Conduct.

All Concurrent Enrollment applicants will take a college entrance exam as part of the application process. If a student's college entrance exam scores indicate that the student is at risk of being unable to demonstrate postsecondary and workforce readiness prior to or upon high school graduation, the Principal, Counselor, or Concurrent Enrollment designee shall work with the student and parent/guardian to create an intervention plan. If the student is in the twelfth grade, the intervention plan may include enrollment in basic skills (developmental education) courses at an institution of higher education through Concurrent Enrollment.

In considering applications, the Principal or Concurrent Enrollment designee shall give priority



consideration to qualified students who, by the time they concurrently enroll: (1) will have completed high school graduation requirements and are applying for concurrent enrollment to begin earning credits toward a postsecondary degree or certificate; or (2) if required to complete basic skills courses, will enroll in basic skills courses during the remainder of the student's twelfth grade year. C.R.S. 22-35-104(2)(b).

~~The student, parent, and Principal or Concurrent Enrollment designee must sign a Concurrent Enrollment Agreement (CEA) prior to postsecondary course registration each semester.~~ The student must register for all college course options that apply to their post-secondary plan, offered on the high school campus, before taking courses on the 2-year college campus. College courses on the 4-year university campus are permitted once all 2-year college transferable course options have been exhausted. Online college courses will be the exception and only taken if a student is unable to attend a traditional college class due to extenuating circumstances. Remedial (developmental education) courses are permitted for seniors only, as authorized by the Principal or CE designee. Any exceptions must be approved by the Principal or Concurrent Enrollment designee prior to registration.

The student, parent, and Principal or Concurrent Enrollment designee must sign a Concurrent Enrollment Agreement (CEA) prior to postsecondary course registration each semester. All postsecondary course/schedule changes must be communicated in writing immediately and directly to the Concurrent Enrollment designee. All course/schedule changes must be updated on the CEA prior to the semester Drop Date at the Institution of Higher Education.

**Note:** *College courses taught on high school campuses typically begin a few weeks earlier than courses taught on college campuses and therefore have earlier Drop Dates.*

For students in need of accommodative services, the Counselor or Concurrent Enrollment designee will provide information to, ~~and will follow up with,~~ the parent and student regarding the coordination of an accommodative services intake appointment at the institution of higher education prior to the concurrent enrollment semester in which services are needed. The student and parent will be responsible for follow up and verification of accommodations each semester.

The District shall be responsible for the payment of scholarship textbooks and fees for students qualifying for Free and Reduced Lunch (FRL) through the D49 Meal Assistance Program, or the Family Economic Survey. Scholarship textbook requests must be made at least two weeks prior to the start of the Concurrent Enrollment course.

CHSAA eEligibility requirements as published by the Colorado High School Activities Association (~~CHSAA~~) shall be observed by all high school students. Concurrent enrollment students shall be responsible for reporting in-progress college grades directly to the school athletic director or designee to retain eligibility.

~~A record of postsecondary attendance for concurrent enrollment students is required for students exclusively attending postsecondary classes at the institution of higher education; concurrent enrollment students are required to complete and submit an attendance form, with postsecondary instructor signature, for one postsecondary course each semester.~~

For online postsecondary courses, parents are responsible for online fees, digital texts or access codes, lab kits, and other associated costs. The District shall not be responsible for course supplies, tools, materials, software, uniforms, consumables, or other course related costs.

If the student receives a final grade of "D" or "F," withdraws, or does not successfully complete the postsecondary course after the Institution of Higher Education Drop Date, the student's parent or guardian will be required to pay the school district for the postsecondary course tuition that was paid by the district on the student's behalf.

High school credit will be granted for postsecondary courses based on the course credits, according to the following guidelines:

Course worth 3+ college credits	= 2 semesters of high school credit (1.0 credit)
Course worth 0.5-2 college credits	= 1 semester of high school credit (0.5 credit)

If the Principal or Concurrent Enrollment designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer's office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

- Adopted: November 7, 1991
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: August 10, 2000
- Revised: May 13, 2010
- Revised: October 27, 2011
- Revised: October 9, 2014
- Revised: February 9, 2017
- [Revised: October 12, 2017](#)
- [Revised: November 7, 2019](#)

#### LEGAL REF:

- 1 CCR 301-81 (*State Board of Education Rules Governing Standards for Individual Career and Academic Plans*)
- 1 CCR 301-86 (*State Board of Education Rules for the Administration of the Concurrent Enrollment Program*)
- [C.R.S. 22-35-101 Concurrent Enrollment Programs Act](#)

#### CROSS REF:

- IKF, Graduation Requirements
- IKF-R-1 Graduation Requirement, Courses, and Credits
- IHCD A Concurrent Enrollment
- IHCD A-R-2 ASCENT
- IKCA Weighted Grading
- IHBK Preparation for Postsecondary and Workforce Success
- JJJ Extracurricular Activity Eligibility

Title	ASCENT (Accelerating Students through Concurrent Enrollment)
Designation	IHCDA-R-2
Office/Custodian	Education/Director of <del>Concurrent Enrollment</del> Applied & Advanced Learning

ASCENT is Concurrent Enrollment that extends the opportunity for postsecondary enrollment one year beyond the 12<sup>th</sup> grade year for qualified applicants.

Students who wish to enroll in ASCENT must:

1. be on track to complete high school graduation requirements by the end of the 12<sup>th</sup> grade year;
2. complete 12 college credits of transcribed postsecondary coursework prior to the completion of the 12<sup>th</sup> grade year (this postsecondary coursework does not include International Baccalaureate (IB), Advanced Placement (AP), or College Level Education Program (CLEP) credits);
3. be identified by the Principal or Concurrent Enrollment designee as a qualified ASCENT candidate with a current/updated Academic Plan of Study;
4. be less than 21 years of age;
5. be accepted into a postsecondary degree/certification program;
6. not have previously participated in ASCENT;
7. not have been a retained 5<sup>th</sup> year senior in previous year;
8. satisfy the minimum prerequisites for ASCENT postsecondary courses
9. require no remediation courses for the student's pathway.

ASCENT students will be selected by the Principal or Concurrent Enrollment designee based on the number of allocated ASCENT slots, students' course completion history of postsecondary courses, and other academic and personal readiness factors. The Principal or Concurrent Enrollment designee will confirm ASCENT selections no later than February 1 of the student's 12<sup>th</sup> grade year.

ASCENT postsecondary concurrent enrollment courses requested by the student must align with the student's Academic Plan of Study and degree plan or professional certification course requirements. The Principal or designee must authorize ~~Concurrent enrollment~~ Enrollment course selections, ~~and confirm course alignment with the student's ICAP.~~ The student must meet the same course prerequisites and course expectations as noted in the current postsecondary course catalog and course syllabus. The student is expected to comply with the policies and procedures in the Student Code of Conduct of the Institution of Higher Education.

Full-time ASCENT students must enroll in at least 12 postsecondary credits each semester of the ASCENT year. Part-time ASCENT students must enroll in 3-11 postsecondary credits each semester of the ASCENT year. High school diplomas will be retained until the end of the ASCENT year and will be dated the end of the ASCENT year.

The student, parent, Principal, and Concurrent Enrollment designee must sign an ASCENT Concurrent Enrollment Agreement prior to postsecondary course registration each semester. All course/schedule changes must be updated on the ASCENT Concurrent Enrollment Agreement prior to the Institution of Higher Education Drop Date.

~~A record of postsecondary attendance for ASCENT Concurrent Enrollment is required; ASCENT students are required to complete and submit an attendance form, with postsecondary instructor signature, for one postsecondary course, each semester of the ASCENT year.~~

If the student receives a final grade of “D” or “F,” withdraws, or does not successfully complete the postsecondary course after the Institution of Higher Education Drop Date, the student’s parent or guardian will be required to pay the school district for the postsecondary course tuition that was paid by the district on the student’s behalf.

If the Principal or Concurrent Enrollment designee denies credit toward graduation for any of the requested courses, the student will be notified in writing of the reason within 10 working days of receipt of the enrollment notice. The student will have the ability at that time to appeal to the Chief Education Officer or designee.

If the student decides to appeal to the Chief Education Officer or designee, the appeal must be filed in the Chief Education Officer’s office within 10 working days after receiving notice of denial of credit.

The Chief Education Officer or designee must notify the student in writing of his/her decision within 30 working days of the filing of the appeal. The decision of the Chief Education Officer regarding approval or denial of high school credit will be final.

- Adopted: October 9, 2014
- Revised: October 12, 2017
- Revised: November 7, 2019

#### LEGAL REF:

- 1 CCR 301-81 (*State Board of Education Rules Governing Standards for Individual Career and Academic Plans*)
- 1 CCR 301-86 (*State Board of Education Rules for the Administration of the Concurrent Enrollment Program*)
- C.R.S. 22-35-101 Concurrent Enrollment Programs Act

#### CROSS REF:

- IHCD Concurrent Enrollment
- IKF Graduation Requirements
- IHBK Preparation for Postsecondary and Workforce Success
- IKCA Weighted Grading

Title	Weighted Grading
Designation	IKCA
Office/Custodian	Education/Director of Applied & Advanced Learning <del>Concurrent Enrollment</del>

The Board of Education believes that all high school students should pursue the most challenging and rigorous course of instruction which their individual skills and abilities will allow them to master. At the same time, the Board believes that students who are engaged in the most demanding course work offered in the curriculum should be recognized in a manner which makes them highly competitive with their peers for admission to selective colleges and universities and for scholarships and financial aid.

The term “weighted grading” is used to describe the process of assigning additional strength or numerical value to a grade which a student earns in certain courses designated as “weighted” courses. This additional numerical value will be used to compute a student’s grade point average (GPA) and class rank. Courses selected for weighting are those which are determined to be rigorous, require prerequisites, and are considered college preparation or college level courses.

All Advanced Placement (AP), CU Succeed, International Baccalaureate (IB), and college level Concurrent Enrollment courses will be given credit on a 5.0 weighted grade scale, with the exception of the following college courses:

1. AAA Academic Achievement Skills
2. PED Physical Education
3. OUT Outdoor Studies
4. Developmental Education courses (ex: CCR092/094, ENG092/094, MAT050/055)
5. UCCS GPS1010/1110

Career and Technical Education courses with confirmed articulated college credit will be given credit on a 5.0 weighted grade scale if the following three criteria have been met:

1. Successful completion of the high school Career and Technical Education course with a final course grade of A or B.
2. College credits have been articulated and recorded on an official college report.
3. A copy of the college report has been provided to the high school registrar or equivalent, who will authorize a grade adjustment based on a 5.0 weighted grade scale.

~~3.~~

Designated honors courses will be given credit on a 4.5 weighted grading scale. Any student taking a weighted class who does not earn a passing grade will not be awarded class credit.

When students transfer into the District with credit in courses that meet the stipulations outlined, district staff will adjust those grades to the appropriate weighted grade scale. Students must provide college transcripts to justify the weighted grade.

All courses approved for weighted grades will follow a District approved curriculum and require the course final exam. Honors courses will be weighted once the curriculum has been developed to meet specific standards.

[PPCC Career Start courses will be awarded credit based on a standard 4.0 grade scale.](#)

Mastery demonstrations may also be awarded credits based on a 5.0 weighted grade scale when evidence of postsecondary level competency is verified through the design, implementation, and presentation of rigorous learning projects and college or career-ready demonstrations guided by an instructional mentor.

- Adopted: April 4, 2002
- Reviewed: July 8, 2010
- Revised: February 2, 2012
- Revised: April 8, 2012
- Revised: February 13, 2014
- Revised: October 9, 2014
- Revised: March 12, 2015
- [Revised: July 12, 2018](#)
- [Revised: November 7, 2019](#)

**BOARD OF EDUCATION ITEM 7.07**  
**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	<b>Inner Ring</b> —How we treat each other	Shows respect for the autonomy granted to charter schools.
	<b>Outer Ring</b> —How we treat our work	Responds to charter schools' desire to serve students through their educational model.
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community	
	<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
	<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Reinforces school's opportunity to be innovative and serve a community within a specific educational model.
	<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	

BOE Regular Meeting November 7, 2019  
Item 7.07 continued

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

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

<b>C.R.S. § 22-63-202</b>	Teacher Employment Act - Contracts in writing, damage provision
<b>C.R.S. § 22-63-203</b>	Teacher Employment Act-Requirements for probationary teacher, renewal &
<b>C.R.S. § 22-63-206</b>	Teacher Employment, Compensation and Dismissal Act
<b>C.R.S. § 22-63-204</b>	Employment – Interest prohibited
<b>C.R.S. § 22-63-103 (10)</b>	Teacher Employment, Compensation, and Dismissal
<b>C.R.S. § 22-32-109.8</b>	Fingerprinting
<b>C.R.S. § 22-32-109.9</b>	Fingerprinting
<b>C.R.S. § 22-32-109(1)(b)</b>	Local Board duties concerning competitive bidding
<b>C.R.S. § 22-32-110(1)(y)</b>	School Accepting gifts, donations, grants
<b>C.R.S. § 22-7-1014(2)(a)</b>	Preschool individualized readiness plans
<b>C.R.S. § 22-60.5-301</b>	HR Management: applicants’ qualifications to work in school
<b>C.R.S. § 22-32-134.5</b>	Healthy beverages policy
<b>C.R.S. § 22-32-136</b>	Children’s nutrition- healthful alternatives
<b>C.R.S. § 32-136.3</b>	Children’s nutrition- no trans fats in school foods
<b>C.R.S. § 32-110(1)(r)</b>	Local board powers- Exclude library materials
<b>C.R.S. § 32-119</b>	Kindergarten
<b>C.R.S. § 22-1-110</b>	General provision- teaching alcohol and controlled substances
<b>C.R.S. § 22-1-128</b>	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 7<sup>th</sup> day of November, 2019

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

(SEAL)

ATTEST:

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

## **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.

**BOARD OF EDUCATION ITEM 7.08**  
**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

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**BOARD OF EDUCATION ITEM 8.01**  
**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:**

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

# ~~BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49~~

<del>Title</del>	<del>Staff Ethics/Conflicts of Interest</del>
<del>Designation</del>	<del>GBEA -- R</del>
<del>Office/Custodian</del>	<del>Business/Director of Human Resources and Risk and Benefits Manager</del>

Title Staff Ethics/Conflicts of Interest

Designation GBEA - R

Office/Custodian Business/Director of Human Resources ~~and Risk and Benefits Manager~~

The following regulations exist to provide implementation guidance regarding the Close Relationships portion of Policy GBEA Staff Ethics/Conflict of Interest.

<b>Tier 1 Senior Leadership <u>and Human Resources Staff</u></b>	<ul style="list-style-type: none"> <li>• Board of Directors</li> <li>• Chief Officers</li> <li>• <u>Director of Human Resources department staff</u></li> <li>• <u>Designated Compliance Officer</u></li> </ul>
<p>When a person who is closely related to an individual in senior leadership <u>or the human resources department</u> is employed in the district, that employment constitutes a conflict of interest.</p> <p>For existing employees, this conflict of interest is managed by:</p> <ol style="list-style-type: none"> <li>1. Requiring disclosure by both individuals.</li> <li>2. Strict avoidance of any supervisory or financial benefit from the senior leader to the employee.</li> <li>3. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li> </ol> <p>For potential employees the conflict of interest is preempted because the immediate family member of any senior leader must disclose the conflict during the hiring process. The relationship disqualifies the candidate from employment in District 49.</p>	

<b>Tier 2 Program Leadership</b>	<ul style="list-style-type: none"> <li>• Executive Directors</li> <li>• Central Program Directors</li> <li>• Zone Leaders</li> <li>• School Administrators</li> </ul>
<p>When a person who is closely related to an individual in program leadership is employed in the district, that employment constitutes a conflict of interest.</p> <p>For existing employees, this conflict of interest is managed by:</p> <ol style="list-style-type: none"> <li>1. Requiring disclosure by both individuals.</li> <li>2. Strict avoidance of any supervisory or financial benefit from the senior leader to the related employee.</li> <li>3. Reassignment of the subordinate relative to a zone, program, or school not led or influenced by the program leader during the contract year following the disclosure of the conflict.</li> <li>4. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li> </ol> <p>For potential employees, immediate family members of any senior leader must disclose the conflict during the hiring process. The conflicted relationship is managed <u>d</u> by:</p>	

1. Assignment of the subordinate relative to a zone, program, or school not led or influenced by the program leader during the contract year following the disclosure of the conflict.
2. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.

<b>Tier 3 Situational Leadership</b>	<ul style="list-style-type: none"><li>• <b>Finance Professionals</b></li><li>• <del>HR Professionals</del></li><li>• <b>Other professionals with access to financial or confidential information</b></li></ul>
<p>When a person who is closely related to an individual in situational leadership is employed in the district, that employment may constitute a conflict of interest.</p> <p>For existing and potential employees, this conflict of interest is managed by:</p> <ol style="list-style-type: none"><li>1. Requiring disclosure by both individuals.</li><li>2. Written acknowledgment by both individuals that any act of favoritism or any breach of confidentiality arising from the conflicted relationship will result in termination (of the employees) or censure of the elected official.</li></ol>	






Adopted: August 14, 2014

Revised: -April 12, 2018

[Revised: November 7, 2019](#)

**BOARD OF EDUCATION ITEM 8.02**  
**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:**

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

**BOARD OF EDUCATION ITEM 8.03**  
**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:**

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

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

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

**DATE:** October 25, 2019

**SBOR Meeting**  
October 9th, 2019  
Creekside

**Attendance:** Mr. Peter Hilts (CEO), Mrs. Lauren Stuart (SCHS), KiArey Love (SCHS), Mikayla Lee (SCHS), Rachel Washburn (SCHS), Hailee Duke (SCHS), Isaac George (PHS), Sam Nguyen (VRHS), Emily Miller (VRHS), Jude Almacen (VRHS), Dakota Warren (VRHS), Rylee Carroll (SSAE), Abigail Wiegmann (FHS), Shoncire Graham (FHS), Justin Gilpan (PPEC), Jocelyn Mullen (PPEC), Mercy Kibet (BLPA), Colton Walker (BLPA)

1. Introductions
2. Rationale for the Student Board
3. How SBORs are selected
4. Work Session vs. Board Meeting
5. Structure of Meetings and Areas on the Agenda
6. Scheduling of Board Reps for 10/10: Mikayla Lee (SCHS), Colton Walker (BLPA)
7. Scheduling of Board Reps for 10/23: Rylee Carroll (SSAE), Jocelyn Mullen (PPEC)
8. Ideas for Future Topics:
  - a. Safety & Security
  - b. Mental Health
  - c. Care of School Property by Students
  - d. Facilities Management
  - e. Staff having the proper training with medical issues
  - f. Athletic Directors

## **District Accountability Advisory Committee (DAAC) Agenda**

September 24, 2019

Boardroom-Education Service Center: 6p-8p

### **Purpose of D.A.A.C.**

The law mandates that each school district has a District Accountability Advisory Committee to set and oversee goals and to address concerns about schools and the district as a whole. The DAAC meets monthly in the Boardroom with representatives from each school, the district and the Board of Education.

District Initiatives for 2019-2020: Community Care, Equip and Encourage, Keep the Peak in View, Climb with Community, Portfolio Performance, Primary Proficiency, and 49 Pathways.

### **Call Meeting to Order: 6:00 P.M.**

#### **Introductions:**

**Approval of Agenda:** It was suggested and accepted that after approval of agenda that we jump to new business before moving forward with the remaining adjustment.

**Administration Update:** Louis Fletcher - Mr. Fletcher is working on setting up BASE 49 to be available during SAC meetings.

**Board Update:** Joshua Fry - no news to share.

#### **Presentations:** Amber Whetstine, School Accreditation Update

- School Accreditation is based off of state testing. High School uses CMAS, PSAT, & SAT.
- Information presented by Amber Whetstine is included in the attached powerpoint.
- ALLIES, G.O.A.L. and Patriot High School, as charter and specialized school, all have met performance level.
- Springs Studio had a low participation rate in state testing. Due to this their accreditation was docked down to needs improvement.
- Evans & Sand Creek High School were scored as not a performing school. The district is working with the schools to help move them to performance.
- Next steps, schools are putting together their school improvement plan.

#### **Subcommittee updates:**

- Budget/MLO: (meets 4:30 before DAAC):
  - Met September 24. 3B priority 2 (refresh/refurbish) are pretty much wrapped up. Decision was made to allow schools with less than \$5000 remaining in the 3B can be rolled into their budget. Two schools used all of their 3B funds. 3B priority 4, there is still some money left over and it will be looked at being consolidated into future middle/elementary schools.
  - 3A - security improvements. Cameras at Vista Ridge and doors at Falcon High School.
  - Looking at a clearing house - this would give an option to schools to take materials/curriculum that they do not want to a place where others can access if they need it.
  -

**Next meeting: October 29, 2019 at the Education Service Center in the Board Room**



- Bylaws: (4:15 after agenda setting meeting):
  - The committee will be proposing a bylaw change Article V, Section 1.c.1.
  - **Currently:** “Members will serve a two year term and need to be approved again at the conclusion of the term if they wish to continue to serve on DAAC. The two year term begins upon BOE approval of the application.”
  - **With:** “Members will serve an indefinite term until replaced by nominating SAC or upon resignation, abandonment, or removal in accordance with Section 5 and 6 of this Article. The term begins upon BOE approval of the application.”
  - Next meeting in October we will vote on this proposed change.
- Charter: Will not be meeting until around April.
- Parent Engagement: (meet at 5:15 prior to DAAC)
  - They discussed how to boost SAC participation. Personally invite people to SAC meeting.

Maybe promote by saying parent engagement committee.

- Restorative Practices: (October 9<sup>th</sup>, November 13<sup>th</sup>, February 12<sup>th</sup>, May 13<sup>th</sup>) 4:00pm  
Creekside, 3850 Pony Tracks Drive, Room 122
  - Registration is currently open for Restorative Practice conference.
- Continuous Improvement Planning: October 28<sup>th</sup>, December 2<sup>nd</sup>, February 24<sup>th</sup>, March 9<sup>th</sup>, April 20<sup>th</sup>, 4:00pm – 5:00pm Creekside Room, 3850 Pony Tracks Drive, Room 203
  - No new business

#### **Unfinished Business:**

- SAC/DAAC CDE Training, Recap
  - Great training. Additional training can be looked at as SAC/DAAC gets more interest and growth.
  - Suggestion given was to do provide this training quarterly, so that everyone interested can have access to the training.
  - A concern by a parent that attended, is that parents who were in attendance did not know where they needed to go during the breakouts. In the future, let parents and community members know where they need to go during the breakouts.

#### **New Business:**

- Nomination for new DAAC Secretary, Amanda won't be back, they are moving.
- The chair asked for volunteers. Lauren Stuart nominated herself for Secretary. 2nd by John Newbill. It was voted unanimously to have Lauren as secretary.

#### **SAC Reports:**

- It is perfectly okay to say you have no new information to report, this is an opportunity to update the DAAC about what your SAC is doing, in terms of voting and special initiatives.
- **ALLIES:** Experiencing dyslexia night last week open to the parents. Principal Thompson was part of a committee as how to approach dyslexia. First SAC meeting September 25.  
Representative: Mary Ellen McCluggage      Subcommittee: Parent engagement
- **Bennett Ranch:** Reviewed by laws and appointed officers. Reviewed CMAS results. There was improvement for FMS and both schools were performance. Reviewed sources of strength that we received a grant for. Cell phone policy for students was reviewed. Pie with the principal with be the encouragement for parent engagement. Representative: Christy Kennedy  
Subcommittee: MLO
- **Banning Lewis Ranch:** Topic of discussion was electing officers and reviewing bylaws. Especially with the addition of the new preparatory school. Representative: Guin Leader  
Subcommittee: Charter

**Next meeting: October 29, 2019 at the Education Service Center in the Board Room**

- **Evans Elementary:** NSTR Representative: Subcommittee:
- **Falcon Elementary:** NSTR Representative: Melanie Holts Subcommittee: CIP
- **Falcon Middle:** Reviewed by laws and appointed officers. Reviewed CMAS results. There was improvement for FMS and both schools were performance. Reviewed sources of strength that we received a grant for. Cell phone policy for students was reviewed. Pie with the principal with be the encouragement for parent engagement. Representative: John Newbill  
Subcommittee: MLO/Bylaws
- **Falcon High School:** Reviewed bylaws and MLO update. Heart rate monitors, greenhouse and secured doors. Dr. Bonds discussed graduation capstone project requirements, which would go into effect 2020 - 2021 year. Went over performance frameworks. PTSA has increased membership. Homecoming parade is October 11 at 1:30pm, followed by carnival and football game. There will be food trucks. Representative: Katie Newbill Subcommittee: Parent Involvement
- **GOAL:** NSTR Representative: Subcommittee:
- **Grand Peak Academy:** October 25 ribbon cutting ceremony. First day of school will be October 28. November 1st, is Fall Festival opened to community. Representative: Gabe Cardenas  
Subcommittee: MLO
- **Horizon Middle:** Parent Academy October 3rd 5:30 - 8:30; trauma, anxiety, vaping, self-harm and cyber bullying are topics that will be covered. They have 107 participants signed up. Food and childcare will be provided. Representative: Windy Hart Subcommittee: Charter
- **Inspiration View Elementary:** NSTR Representative: Subcommittee:
- **Liberty Tree Academy:** NSTR Representative: Subcommittee:
- **Meridian Ranch Elementary:** Discussed performance framework.  
Representative: Shawn Healy Subcommittee: MLO
- **Odyssey Elementary:** NSTR Representative: Subcommittee:
- **Patriot High School:** Attempted to have SAC meeting, did not have enough participation to be a quorum. They will reschedule. Tentative ribbon cutting ceremony October 10th at 2:00 for construction CTE building. Representative: Kari Cvar Subcommittee: Parent Engagement
- **Pikes Peak Early Colleges:** Reviewed PPEC assessment data and frameworks. Discussed priorities and how they will address in the ICONNECT Zone  
Representative: Wayne Beadles Subcommittee: Charter
- **PPSEL:** NSTR Representative: Subcommittee:
- **PTEC:** NSTR Representative: Subcommittee:
- **Remington Elementary:** The zone met as a whole SAC then split into individual school. Remington reviewed their CMAS data. Teachers did a data dig day to review CMAS. Three representatives went to CDE SAC training. Representative: Janna Colburn  
Subcommittee: Charter/MLO
- **Ridgeview Elementary:** Three representatives attended district SAC/DAAC training.  
Representative: Maria Cortez Subcommittee: Parent Engagement
- **RMCA:** Discussed bylaws. Welcomed four new members to the SAC. Trunk or Treat next month. Representative: Beverly Oliver Subcommittee: Charter
- **Sand Creek High School:** Lauren will be talking to the board about math capstone. Last SAC meeting budget was approved. Added new security cameras, bleachers in gym, auditorium refreshed and getting a paved parking lot in the back of the school. Reviewed school performance framework. Representative: Lauren Stuart Subcommittee: Parent Engagement

**Next meeting: October 29, 2019 at the Education Service Center in the Board Room**

- **Skyview Middle School:** Attended district SAC/DAAC meetig. October 10th will be next SAC meeting. Representative: Dave Rex Subcommittee: Bylaws
- **Springs Ranch Elementary:** NSTR Representative: Subcommittee:
- **Springs Studio:** NSTR Representative: Subcommittee:
- **Stetson Elementary:** Reviewed student performance framework. Principals held pastries with principals to engage parents. Representative: Gina Bodenhausen Subcommittee:
- **Vista Ridge High School:** Reviewed bylaws & teacher evaluation process. Will be doing a new traffic flow for parking lot that will start after Fall break. New math lab is a pilot program and they are discussing how this math lab will be utilized. SAT scores were discussed. Homecoming is this weekend. Representative: Sharon Smith Subcommittee: Parent Engagement
- **Woodmen Hills Elementary:** Reviewed bylaws and filled some SAC positions. Reviewed assessment results and school performance framework. Representative: Mary Hopper Subcommittee: CIP
- **Community Member:** NSTR Representative: Subcommittee:
- **Admin. Rep. Charter:** Board packet mentions an upcoming charter application. Representative: Kathleen Tavernier Subcommittee: Charter
- **Admin. Rep. Elementary:** NSTR Representative: Chris Linski Subcommittee: MLO/Bylaws
- **Admin. Rep. Homeschool:** NSTR Representative: Subcommittee:
- **Admin. Rep. High School:** SBOR first meeting is October 9. Representative: Lauren Stuart Subcommittee: Parent Engagement
- **Admin. Rep. Middle School:** NSTR Representative: Patty Gioscia Subcommittee: MIL/CIP

**Approval of Minutes:** The minutes were motioned for approval 1st by Sharon Smith, 2nd by Chris Linski. Unanimous vote approval.

### **Adjournment:**

NOTE: DAAC meeting dates: October 29<sup>th</sup>, (No November Mtg), December 3<sup>rd</sup>, January 21<sup>st</sup>, February 25<sup>th</sup>, March 10<sup>th</sup>, April 21<sup>st</sup>, May 12<sup>th</sup> with agenda setting meeting: October 8<sup>th</sup>, November 12<sup>th</sup>(for Dec), January 7<sup>th</sup>, February 11<sup>th</sup>, February 25<sup>th</sup>(for March), April 7<sup>th</sup>, April 28<sup>th</sup>(for May)

**Next meeting: October 29, 2019 at the Education Service Center in the Board Room**

**BOARD OF EDUCATION ITEM 8.04**  
**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	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	<i>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</i>
S t r a t e g y	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<i>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

**BOARD OF EDUCATION ITEM 9.01**  
**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	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N/A

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

**DATE:** October 25, 2019



# Education reEnvisioned BOCES District 49 Board Update

October 10, 2019

# Vision and Mission



**VISION** We believe that better education methods and formats continue to emerge, and so resolve that the Education reEnvisioned BOCES will be a welcoming host to innovative, exceptional programs and schools and a wellspring of better education models, encouraging proliferation through partnerships with other districts and BOCES.

**MISSION** The Education reEnvisioned BOCES will develop and deliver services to BOCES, districts and authorized schools to expand availability and access to quality, innovative public education programs Colorado parents and students seek.

# Our Operation Norms



**Con Ganas:** The work we do is challenging, but every challenge is seen as an opportunity and we do not easily give up.

**The High Road:** We do the right thing and we treat one another with respect and dignity.

**Joy Factor:** We work to create a joyful and optimistic governance environment that values kindness and humor.

**Accountable Action:** We hold clear, high expectations for our work, and we are appropriately held accountable to those expectations by ourselves and others.



# Our Operation Norms (cont'd.)

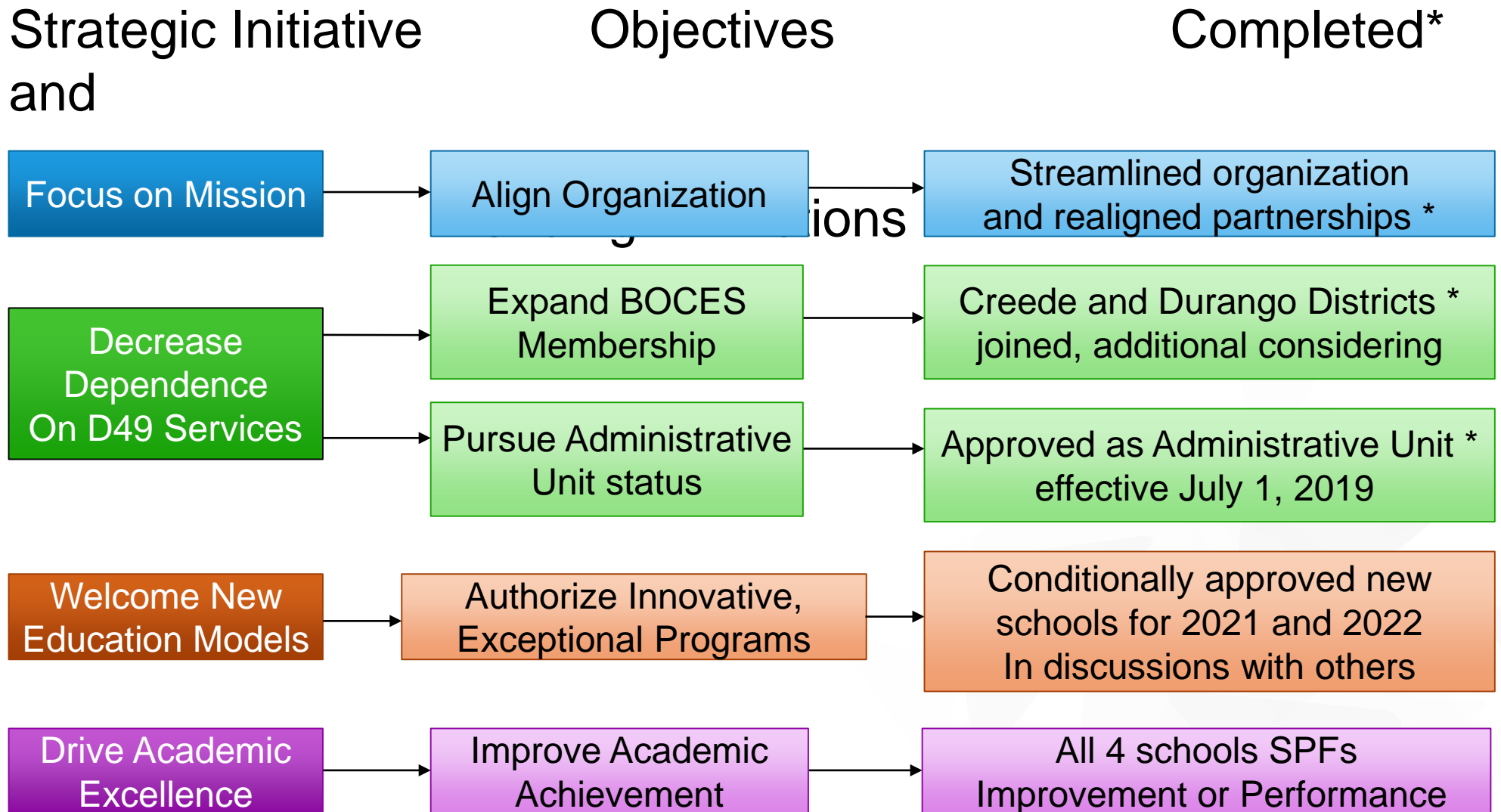


**Growth Mindset:** We continue to develop professionally, and ensure our organization operates with a growth mindset in order to create the best and improving education possible for our students and families.

**Lean In:** We communicate with one another professionally, appropriately, honestly, and transparently, both in person and in writing.

**We Serve:** Every day is an opportunity to partner with and learn from our member districts, our schools and their students and families, whom we serve with grace and humility.

# Execution of New Vision/Mission



# Strong Partnership with D49



**Challenging the norm:** We continue to challenge educational assumptions that have become institutionalized. Member districts benefit from observation with separation.

**Sandboxing:** We have worked closely with our members to consider new educational models and agree on how they are best hosted to prove out success.

**We Serve:** Every day is an opportunity to partner with, learn from, and share ideas with our member districts. This is in our DNA, as part of our organization norms.

**BOARD OF EDUCATION ITEM 9.02**  
**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:**

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



# Information Technology Update

Jim Tanner ITQAM



# Wireless Access Point (WAP) Upgrade Project

# Identifying the Problem

- D49 experiencing technology challenges which impact our ability to fully leverage technology to educate students and improve the staff experience.
- Core Causes
  - Insufficient strategic infrastructure planning
  - Lax infrastructure management, monitoring, support, and security
  - Wireless Network not designed or configured for high density environments
  - Wireless Network needed to be mapped, tuned, and secured with the correct hardware

# The Solution

## Major Summer 2019 Project



- RF Mapping completed before the end of the last school year: ensured “hot spots” were accurately identified
- Coordinated with the facilities to insure that any low voltage issues are coordinated and scheduled properly
- Coordinated with facilities to schedule times in the appropriate schools to avoid any conflicts with any other projects over the summer break
- Sequencing as follows
  - High Schools resourced with new MR55’s (Meraki Wireless Routers)
  - Middle Schools resourced with a mix of MR55’s and MR52’s “trickled down” from the High Schools.
  - Elementary Schools are in progress as the schedule allows using remaining high density access points





# Vendor Selection for Information Technology

# RFP Schedule



## Schedule for Proposals and Evaluation Process

- RFP Released Aug 15, 2019
- Pre-Proposal Conference (Mandatory) Aug 29, 2019, 1pm
- Deadline for RFP questions Sept 6th, 2019, 3pm
- Deadline for D49 response to questions Sept 13th, 2019, 4pm
- Proposal Submission Deadline Sept 23rd, 2019, 2pm
- Contractor Interviews (Invitation only) Sept 24-27, 2019
- Selection of Sentinel Technologies October 9, 2019
- Contract negotiations begin October 16, 2019

# Current Project Highlights



- Access Control List (ACL) is being implemented at Vista Ridge High School
- Active Directory clean up - in the assessment stage (this will be district wide)
- Redesign of the Radius Servers - this will improve security and remove student access to the staff environment
- Database clean up for the Phone system
- UPS replacement program
- Transition to Securely for our content filtering application

# Future Projects

- Managing Contract Transition
- Technology Master Plan Revision
- Assets Inventory
- Security Improvements
  - Policy Review
  - Employee Training
  - Network Configuration



Any Questions

The Best Choice to Learn, Work and Lead

## BOARD OF EDUCATION ITEM 9.03

### 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

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

**BUDGET IMPACT:** 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

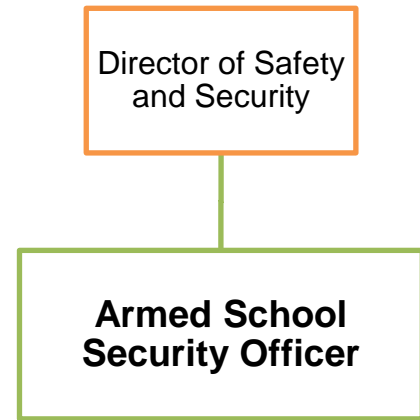
**DATE:** October 25, 2019

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## ARMED SCHOOL SECURITY OFFICER

<b>Job Title:</b>	Armed School Security Officer
<b>Initial:</b>	November 20, 2019
<b>Revised:</b>	
<b>Work Year:</b>	172 days
<b>Office:</b>	Operations
<b>Department:</b>	Safety and Security
<b>Reports To:</b>	Director of Safety and Security
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support Personnel Range 19

### Related Organization Chart



**POSITION SUMMARY:** The Armed School Security Officer maintains safety and security of people, property and facilities at the assigned school campus and serves as the safety and security liaison to the assigned school. Serving as a positive security presence, the Armed School Security Officer assists building leaders with school safety and security, including law enforcement investigations of criminal incidents and/or discipline code violations.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Establishes and maintains positive and productive relationships with student, parents, supervisors, coworkers, administrators, departments, other agencies, and the general public.
- Conducts vehicle and foot patrols of district campuses and other property to ensure safety and security of students, visitors, staff, buildings, and property.
- Assists administrators with student disciplinary matters as requested.
- Assists building administration, school safety and security personnel, and law enforcement with the investigation of criminal incidents or discipline code violations.
- Assists in the coordination of action to be taken concerning threats of violence against students or district personnel, and assists in implementation of safety plan recommendations.
- Assists responding police officers who are conducting investigations by contacting necessary district personnel, unlocking doors, turning off/on alarm systems, etc.
- Checks the security of premises and provides assistance to responding police officers and/or district personnel.
- Watches for and responds to disturbances, fights, unauthorized visitors, or criminal activity.

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



- 
- Responds to alarms and other calls for security assistance.
  - Intervenes to halt or prevent fights, disturbances, or other incidents, and defuses threatening or confrontational situations.
  - Assesses danger and calls for backup or assistance if necessary.
  - Investigates and documents criminal events on district owned property.
  - Issues warnings, reports misconduct, and requests assistance from appropriate personnel as required.
  - Ensures students, staff, and visitors adhere to school board policies and regulations while on campus or at district sponsored events.
  - Maintains familiarity with and enforces Student Conduct and Discipline Code and other school rules and regulations.
  - Makes notifications via telephone, radio, or written report of incidents requiring documentation.
  - Completes necessary reports to document criminal events or discipline code violations.
  - Monitors alarm systems, camera systems, and other security devices.
  - Requests appropriate response from other security officers, other district personnel, and/or public safety and police personnel as needed.
  - Provides armed patrol of district owned property to enforce laws and district regulations; detects and/or interdicts vandalism, theft, burglary, and other criminal activity.
  - Provides student supervision for athletics, activities, and other school/district-related functions.
  - Renders appropriate first aid to injured persons and follows established protocol for reporting injuries.
  - Provides armed escort for funds transfers.
  - Performs other duties as assigned.

**Supervision & Technical Responsibilities:**

- This position does not directly supervise other employees. However, the Armed School Security Officer provides leadership and direction for assigned school unarmed security officers.

**Budget Responsibility:**

- This position does not have any direct budget responsibility.

**QUALIFICATIONS**

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

**Education & Training:**

- High school diploma or equivalent.
- Post-secondary education in criminal justice is preferred.
- Completion of Post Officer Standards Training (POST) academy, post-certification training, or similar police or military training is preferred.

**Experience:**

- Experience in physical security, military service, law enforcement or a related field.
- Experience working with children in grades K-12 is preferred.

**Knowledge Skills & Abilities:**

- Ability to establish and maintain effective working relationships with supervisors, coworkers, administrators, departments, other agencies, and the general public.
- Ability to greet and interact with the public in a courteous and professional manner.

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

- 
- Ability to intervene in physical conflict and physically restrain persons to protect property or other persons.
  - Ability to effectively manage conflict and to defuse and manage volatile and stressful situations.
  - Ability to demonstrate and maintain a positive attitude, citizenship, compassion, courage, discernment, excellence, honesty, hope, integrity, patience, perseverance, reliability, respect, responsibility, and trustworthiness.
  - Ability to maintain confidentiality in all aspects of the job.
  - Ability to manage multiple priorities and tasks with frequent interruptions.
  - Ability to perform responsibilities without the necessity of close supervision.
  - Ability to understand and follow complex oral and written instructions.
  - Ability to work cooperatively with supervisors, school staff and coworkers.
  - Ability to work with students with diverse backgrounds and abilities.
  - Basic math skills.
  - Critical thinking and problem solving skills.
  - Ability to demonstrate and maintain proficiency with firearms.
  - Excellent oral and written communication, listening and interpersonal relation skills.
  - Proficiency in the use of personal computers and common applications including Gmail/G Suite and Microsoft Office.
  - Ability and willingness to be on call and/or respond to calls 24/7.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.

**Special Requirements:**

- This is an armed position. Employee must have ability to complete a firearms training course and maintain an annual standard qualification as outlined in board policy and procedure.
- Must be available during off duty time for call-back due to emergencies or other unforeseen circumstances and perform essential duties.
- Candidate must qualify for position by passing additional extensive background checks, psychological evaluation, and range qualification.
- May be required to be available to work shift work, including evening hours, weekends and holidays.
- This position is subject to reasonable suspicion and post-incident drug screening.

**OTHER WORK FACTORS**

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

**Physical Demands:** While performing the duties of the position, the Armed School Security Officer may be required to engage in contact with violent youth and/or adults; physical intervention in assaults and/or fights, or physical restraint of students and/or adults. The following are some of the physical demands commonly associated with this position. While performing duties of this position, the employees is regularly required to:

- Sit, stand, stoop, kneel, crouch/squat, climb, bend, twist, and reach.
- Use oral and auditory capacity to enable clear interpersonal communication in person and/or through communication devices.
- Use eye, hand, and finger coordination enabling the use of vehicles, equipment and writing utensils.
- Lift/push/pull or carry up to 50 pounds.
- Enter and exit vehicle.

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

- 
- Walk extensively and occasionally run.

**Work Environment:** While performing the duties of this job, the employee will work in various conditions including a typical office or school environment, outdoors and in a district vehicle. Therefore, the work environment includes exposure to outdoor weather conditions and vehicle vibration, and the noise level in the work environment may alternate among quiet, moderate, and loud. While the work environment is mostly clean and comfortable, the employee may experience exposure to dirt, dust, temperature extremes, and noise. Since the employee will work outdoors at times, they may experience exposure to adverse climate and weather conditions. In addition to the employee's assigned work schedule, the employee may be required to work extended school/work hours and/or days as directed.

**Mental Functions:** While performing the duties of this job, the employee is regularly required to communicate, compare, coordinate, instruct, compile, analyze, evaluate, negotiate, and use interpersonal skills. The employee is frequently required to interact in person and communication with students, staff, parents, and members of the public.



# Armed Security Officer Position Description and Future Department Structure

David Watson  
Director of Safety and Security

# Armed Security Officer Duties Summary



- Maintains safe and secure environment for staff, students and visitors
- Provides armed response to imminent threats
- Initially assigned to high school and middle school campuses
- School-year schedule
- Monitors district security systems
- Collaborates with other security officers, admin teams and law enforcement

# Armed Security Equipment



- Standardized, identifiable uniform
- Firearm
- Ballistic Vest, Tourniquet, Restraints, etc.

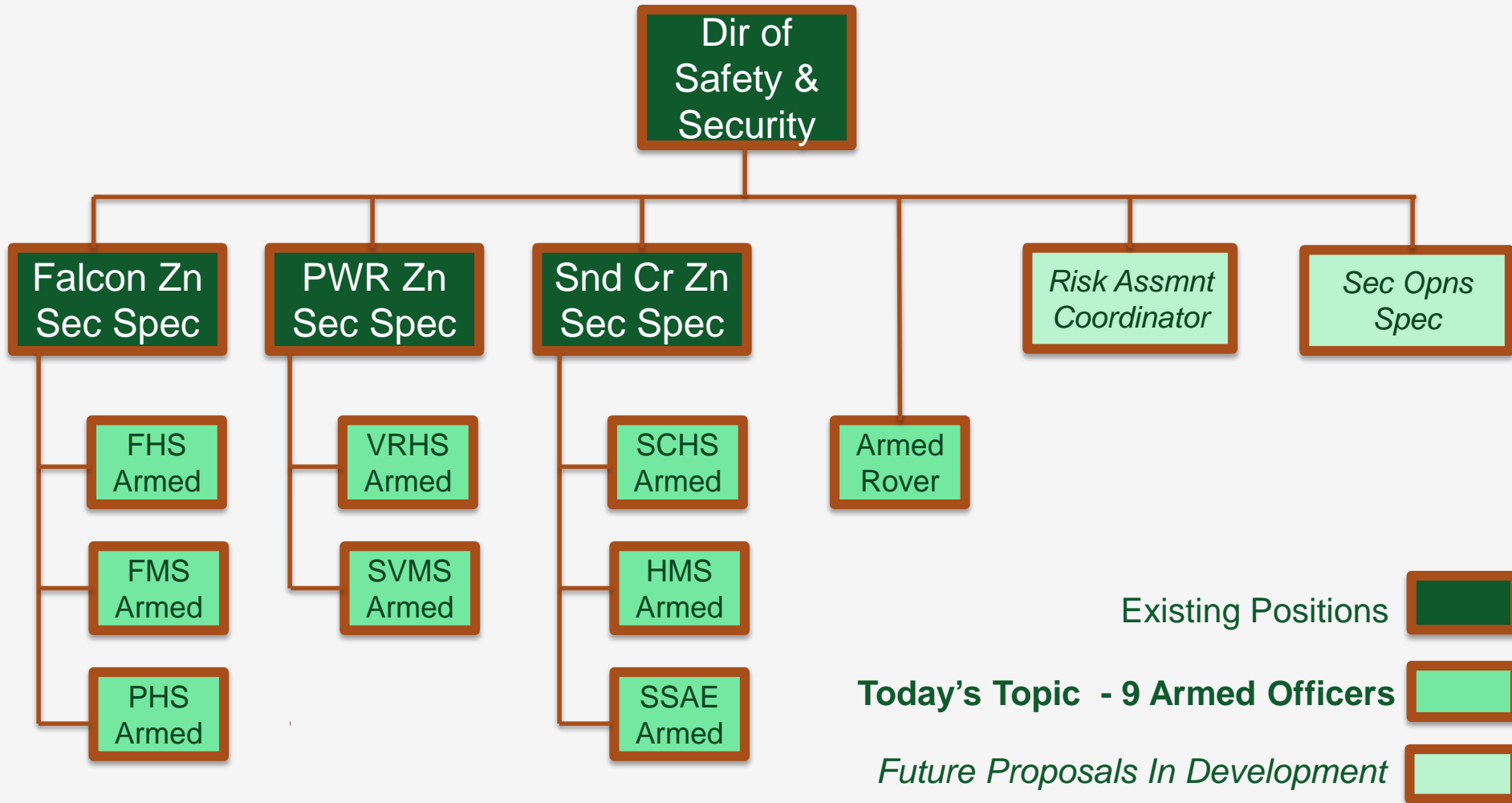
# Timeline for Armed Security



- Nov 4, 2019 BOE Discussion
- Nov 20, 2019 BOE Approval
- Nov-Jan 2020 Hiring Process
- Feb 2020 Background Checks
- Feb-Mar 2020 Training Academy (1 week)

Upon completion, start in schools in late Spring (SY19/20)

# Proposed Department Structure





# Information Only: Future Consideration



## Risk Assessment Coordinator (**Final Title TBD**)

- Collaborates with school admin teams
- Risk Assessment Trainer
- Tracks all district Risk Assessments
- Compiles data and suggests mitigative processes
- Participates on state and local threat assessment committees

# Information Only: Future Consideration



## Security Operations Specialist **(Final Title TBD)**

- Logistics Support/Training Coordination
- Record Keeping/Tracking
- Incident Communications Support
- Supply Management
- Budget Monitoring
- General Administrative Support
- Data entry support to Dir, Care and Support

# Current Action



Request BOE Approval for Armed Security  
Officer position description



# Questions

**BOARD OF EDUCATION ITEM 9.04**  
**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:**

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

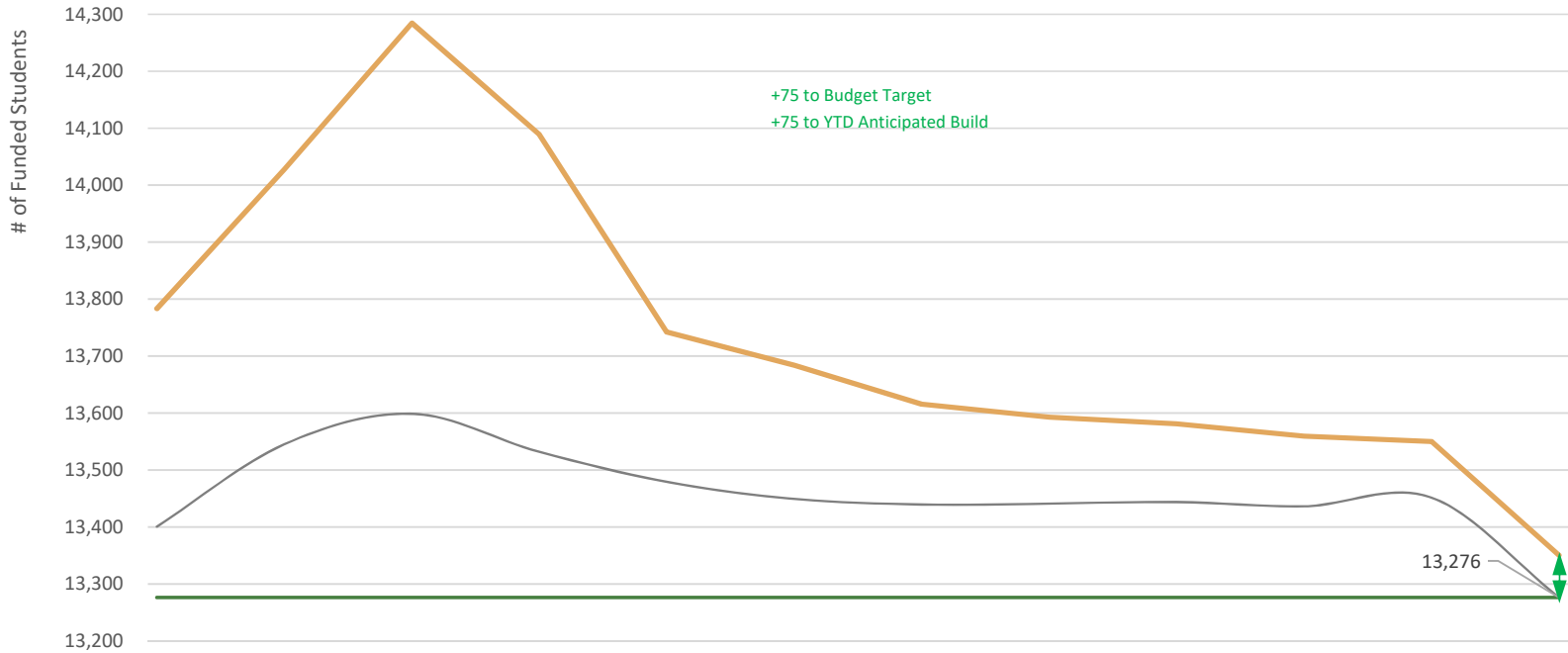
**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** N\A

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

**DATE:** October 31, 2019

# District Wide

Total District Operated Portfolio - Student Count Summary

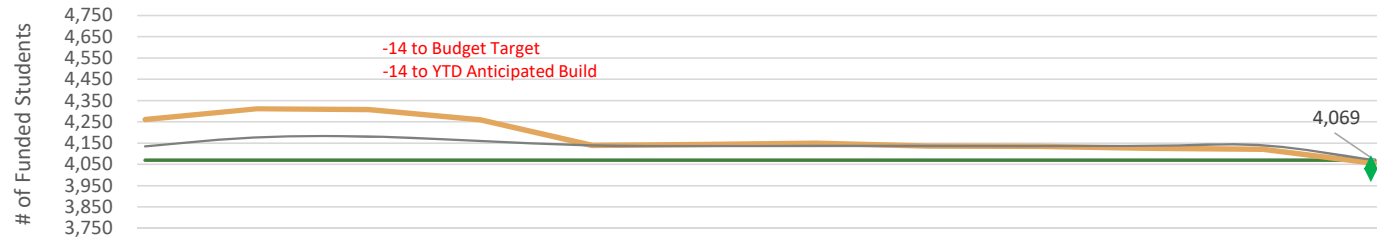


	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total Operated Budget	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276	13,276
Total Operated Actual	13,784	14,028	14,285	14,090	13,742	13,684	13,616	13,593	13,581	13,560	13,550	13,351
District Anticipated Build #	13,401	13,545	13,599	13,532	13,479	13,449	13,440	13,441	13,444	13,436	13,452	13,276

# Falcon Zone



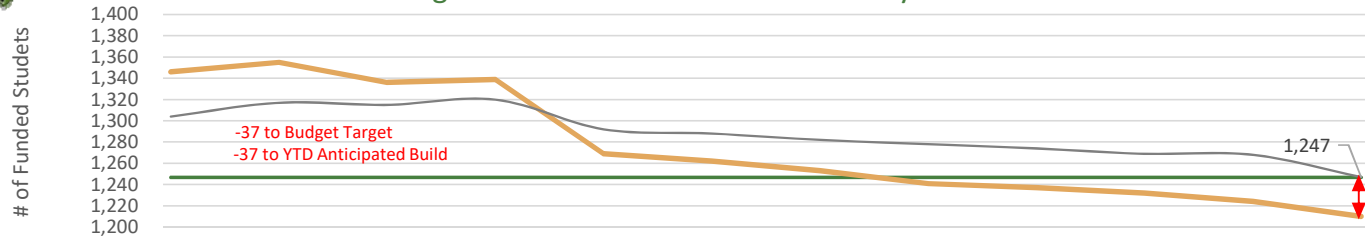
## Total Falcon Zone - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total - Falcon Zone - Budget	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069	4,069
Total - Falcon Zone - PS Count	4,261	4,311	4,307	4,259	4,140	4,144	4,150	4,137	4,135	4,126	4,121	4,055
Falcon Zone Anticipated Build #	4,135	4,177	4,181	4,160	4,139	4,136	4,137	4,137	4,136	4,137	4,140	4,069



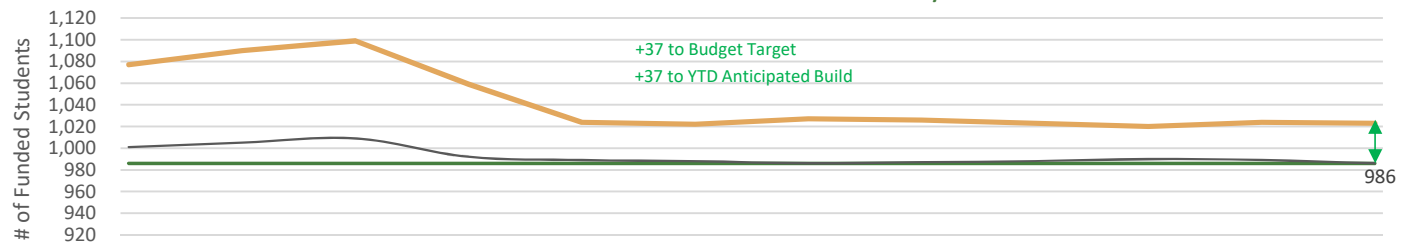
## Falcon High School - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Falcon High Budget	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247	1,247
Falcon High - PS Count	1,346	1,355	1,336	1,339	1,269	1,262	1,253	1,241	1,237	1,232	1,224	1,210
Falcon High Anticipated Build #	1,304	1,317	1,315	1,320	1,292	1,288	1,282	1,278	1,274	1,269	1,268	1,247

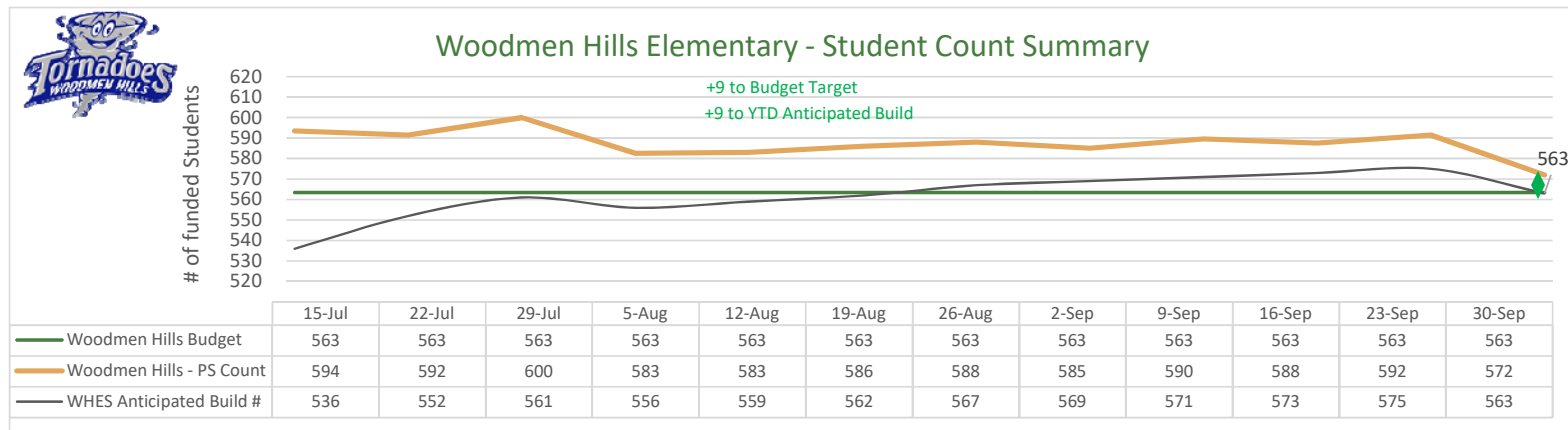
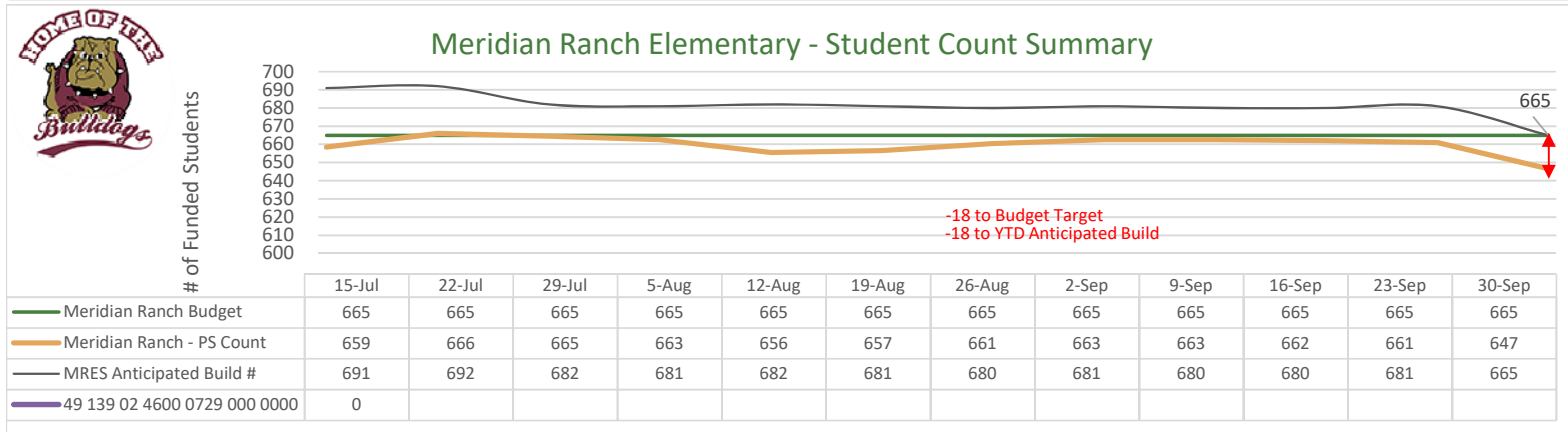
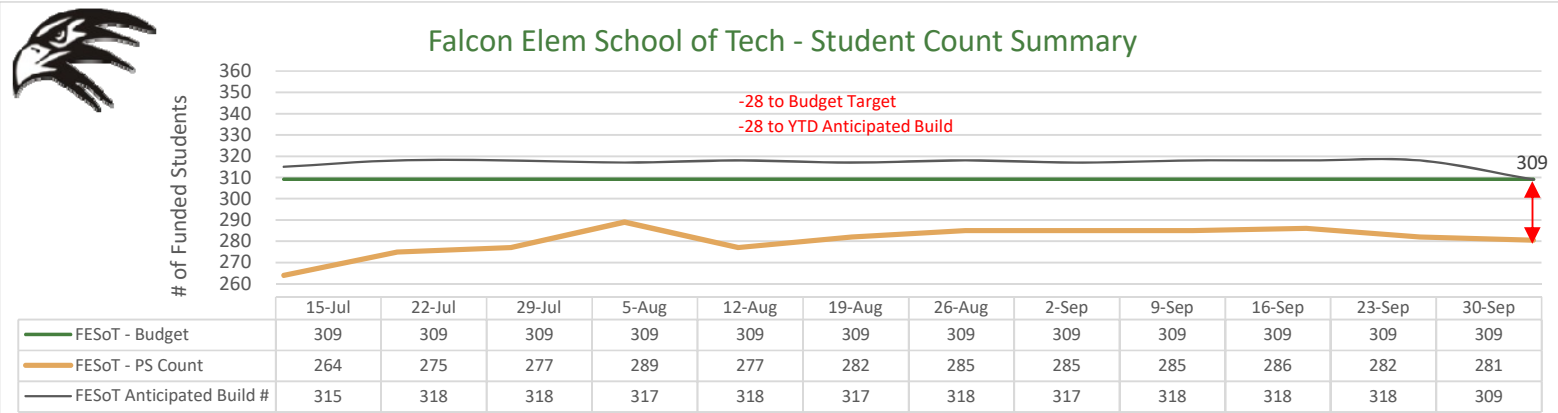


## Falcon Middle School - Student Count Summary



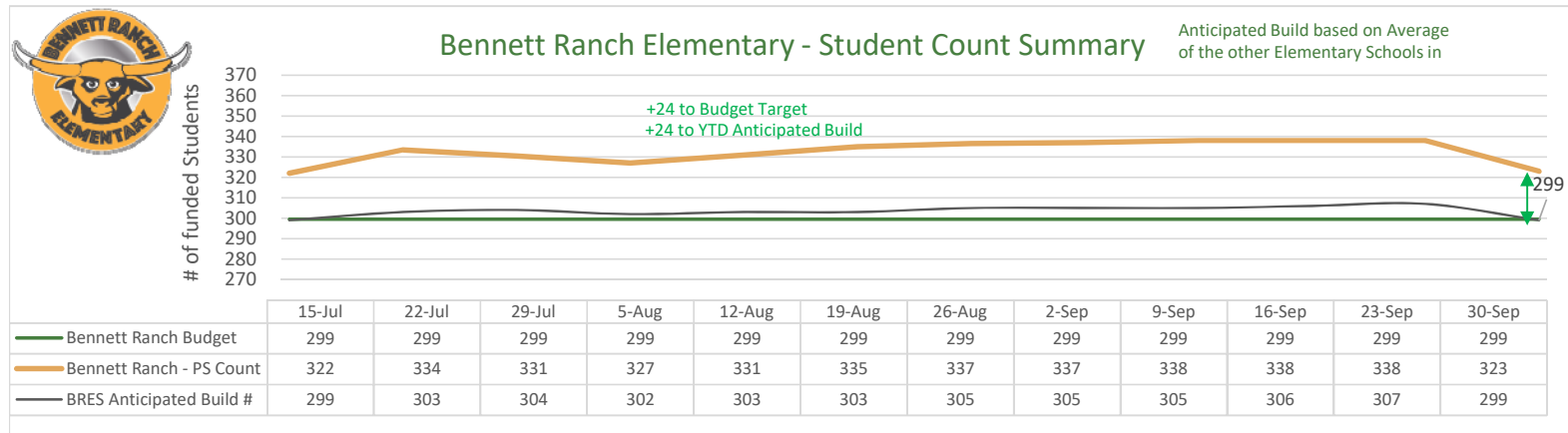
	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Falcon Middle Budget	986	986	986	986	986	986	986	986	986	986	986	986
Falcon Middle - PS Count	1,077	1,090	1,099	1,059	1,024	1,022	1,027	1,026	1,023	1,020	1,024	1,023
Falcon Mid Anti Build #	1,001	1,005	1,009	992	989	988	986	987	988	990	989	986

# Falcon Zone

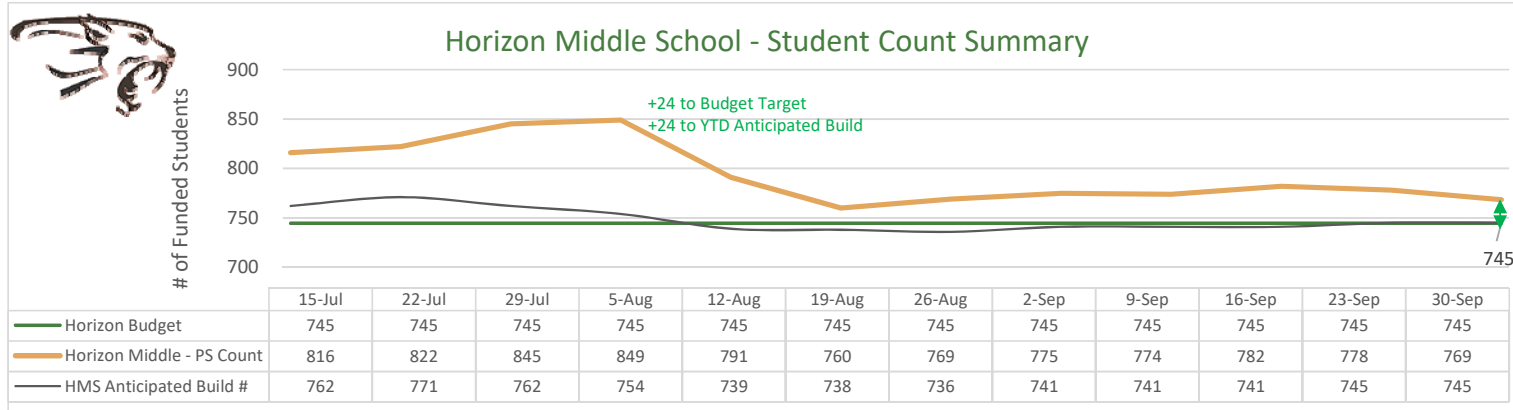
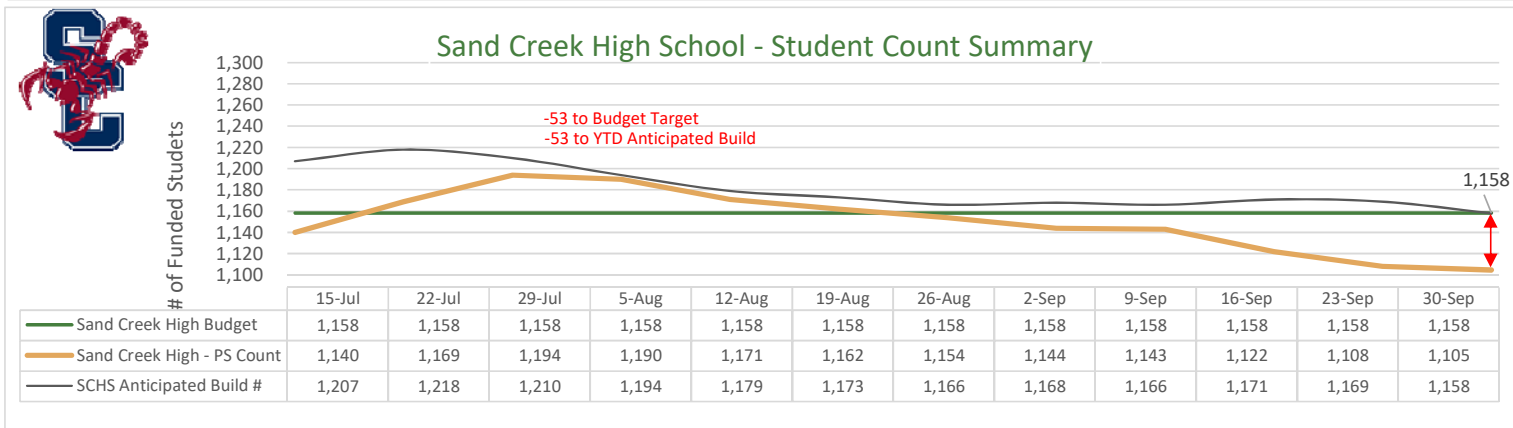
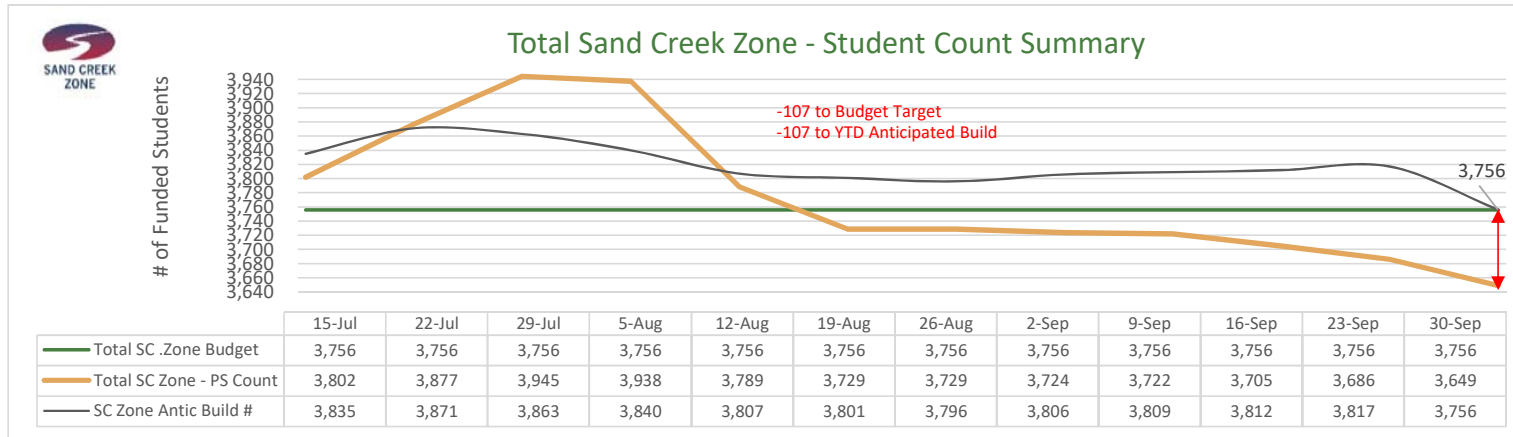




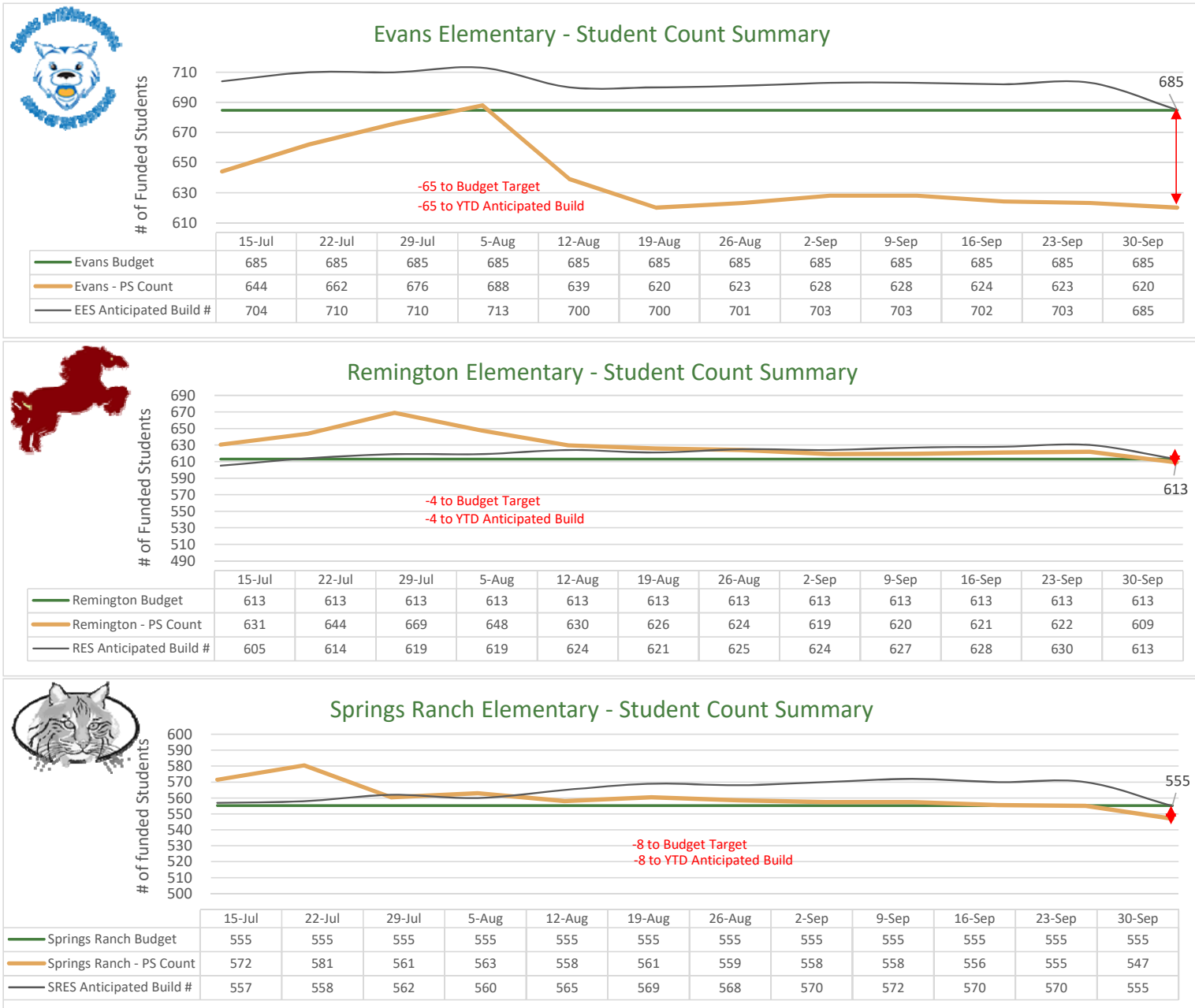
# Falcon Zone



# Sand Creek Zone



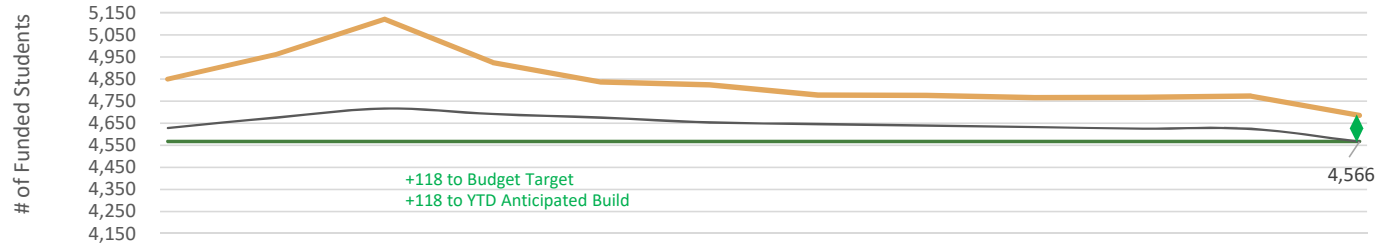
# Sand Creek Zone



# POWER Zone



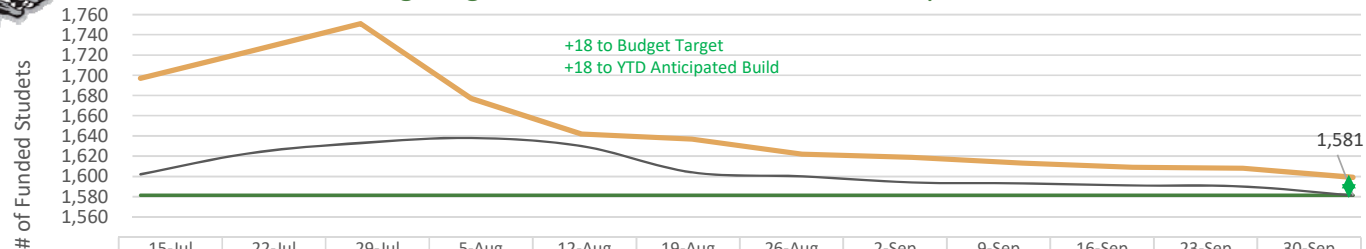
## Total POWER Zone - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Total Power Zone Budget	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567	4,567
Total Power Zone - PS Count	4,849	4,961	5,121	4,925	4,837	4,823	4,777	4,775	4,766	4,767	4,772	4,685
PZone Anticipated Build #	4,628	4,675	4,716	4,691	4,675	4,653	4,646	4,639	4,632	4,625	4,624	4,566



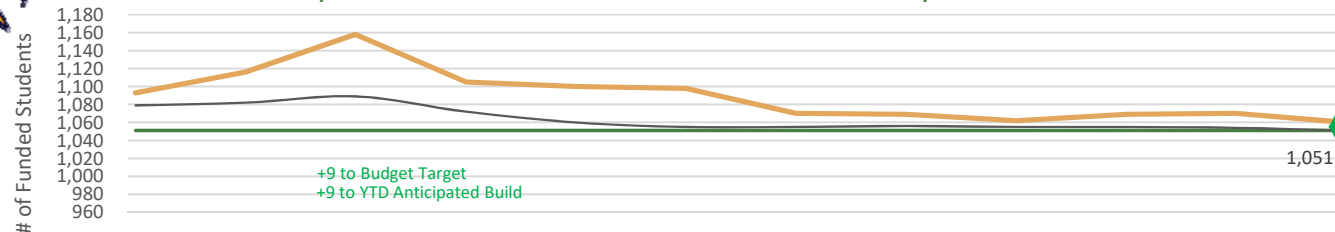
## Vista Ridge High School - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Vista Ridge High Budget	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581	1,581
Vista Ridge High - PS Count	1,697	1,724	1,751	1,677	1,642	1,637	1,622	1,619	1,613	1,609	1,608	1,599
VRHS Anticipated Build #	1,602	1,623	1,633	1,638	1,630	1,604	1,600	1,594	1,593	1,591	1,590	1,581

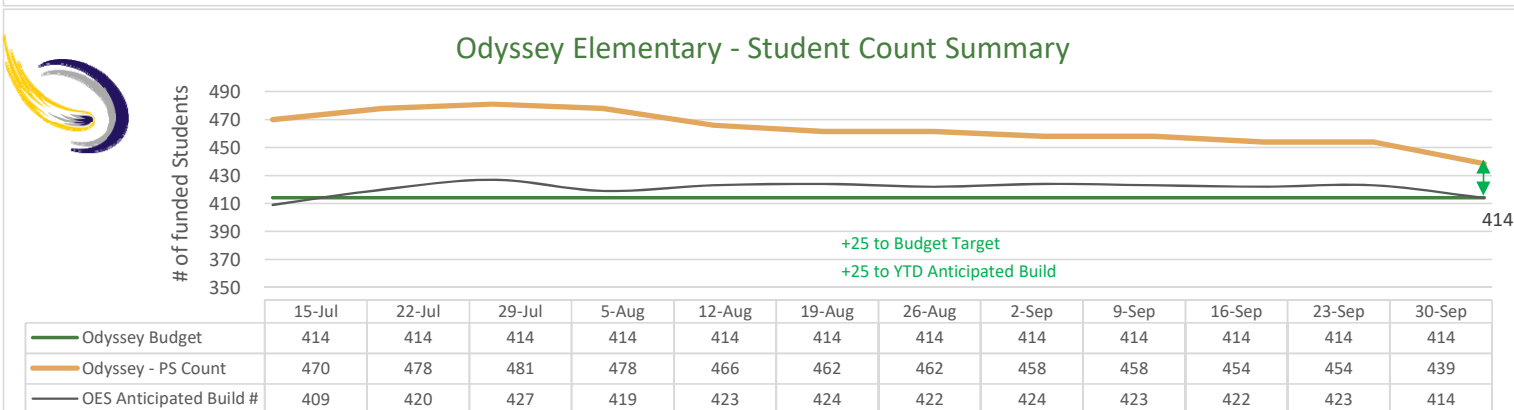
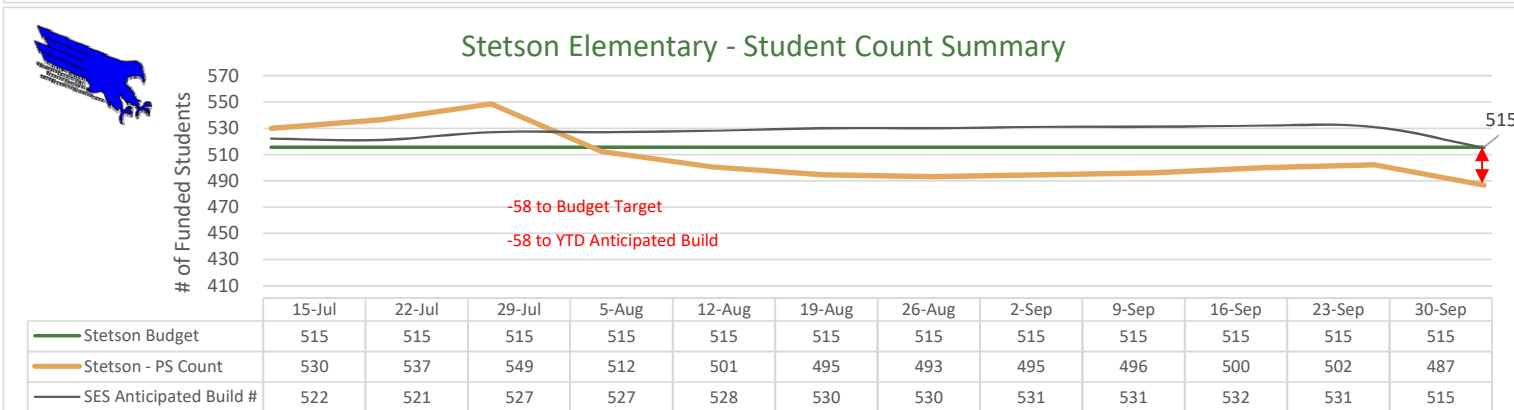
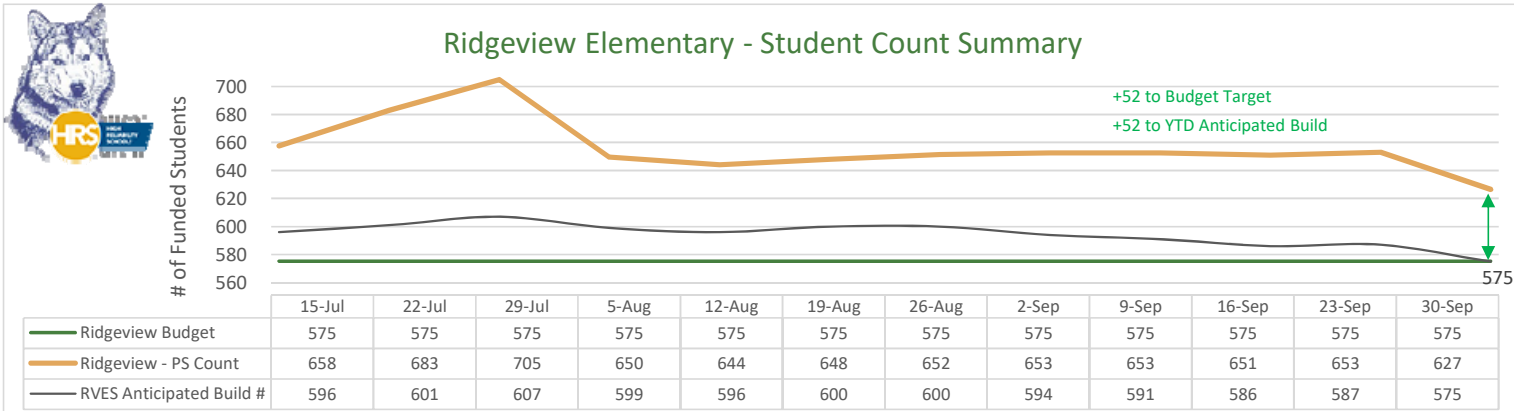


## Skyview Middle School - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
Skyview Budget	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051	1,051
Skyview Middle - PS Count	1,093	1,116	1,158	1,105	1,100	1,098	1,070	1,069	1,062	1,069	1,070	1,060
SMS Anticipated Build #	1,079	1,082	1,089	1,072	1,060	1,055	1,055	1,056	1,055	1,055	1,054	1,051

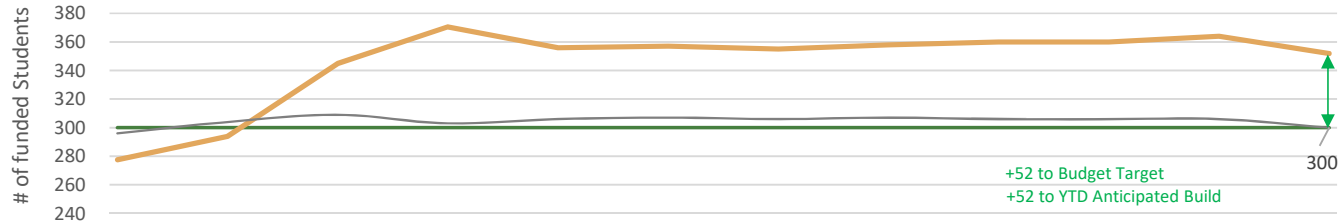
# POWER Zone



# POWER Zone



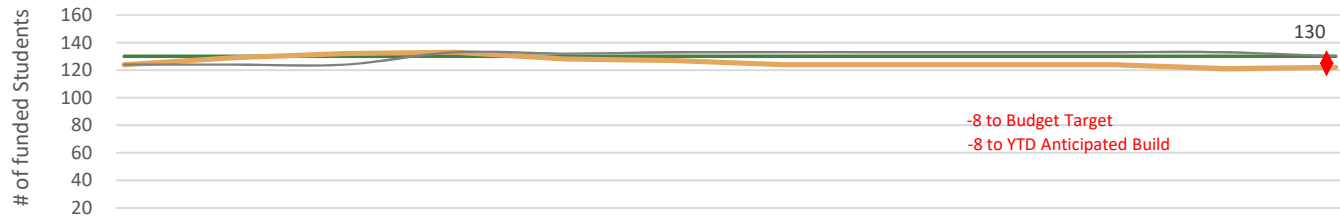
## Inspiration View Elementary - Student Count Summary



	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
— Inspiration Budget	300	300	300	300	300	300	300	300	300	300	300	300
— Inspiration - PS Count	278	294	345	371	356	357	355	358	360	360	364	352
— Ives Anticipated Build #	296	304	309	303	306	307	306	307	306	306	306	300

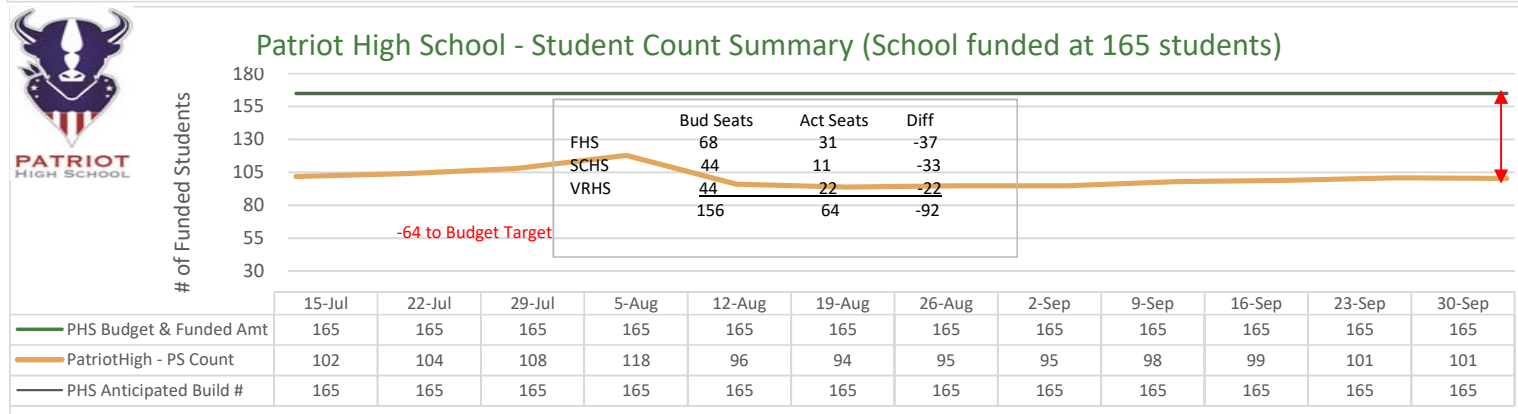
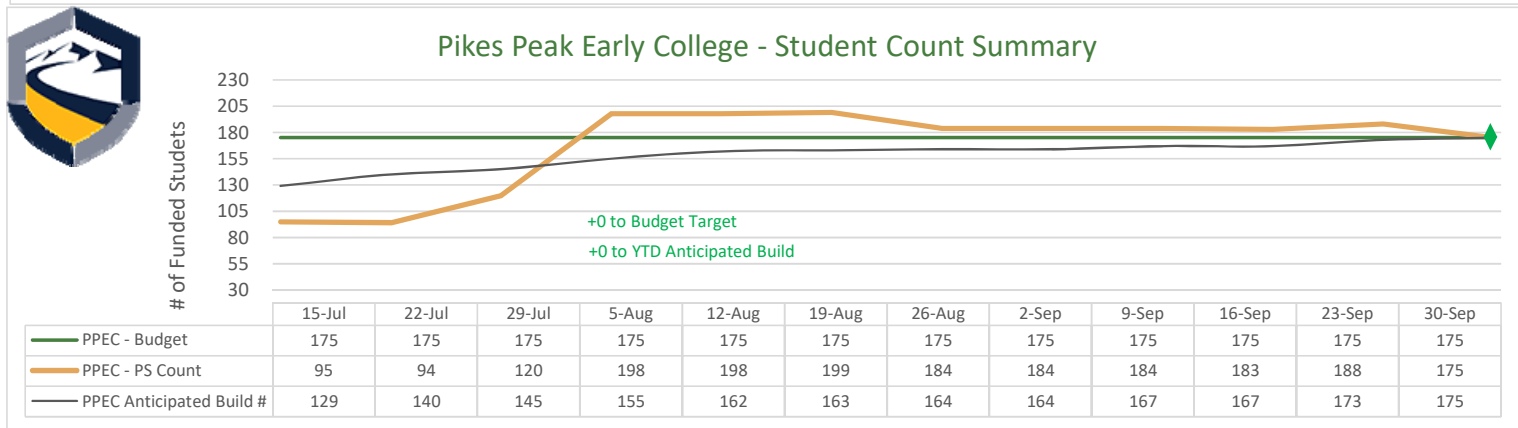
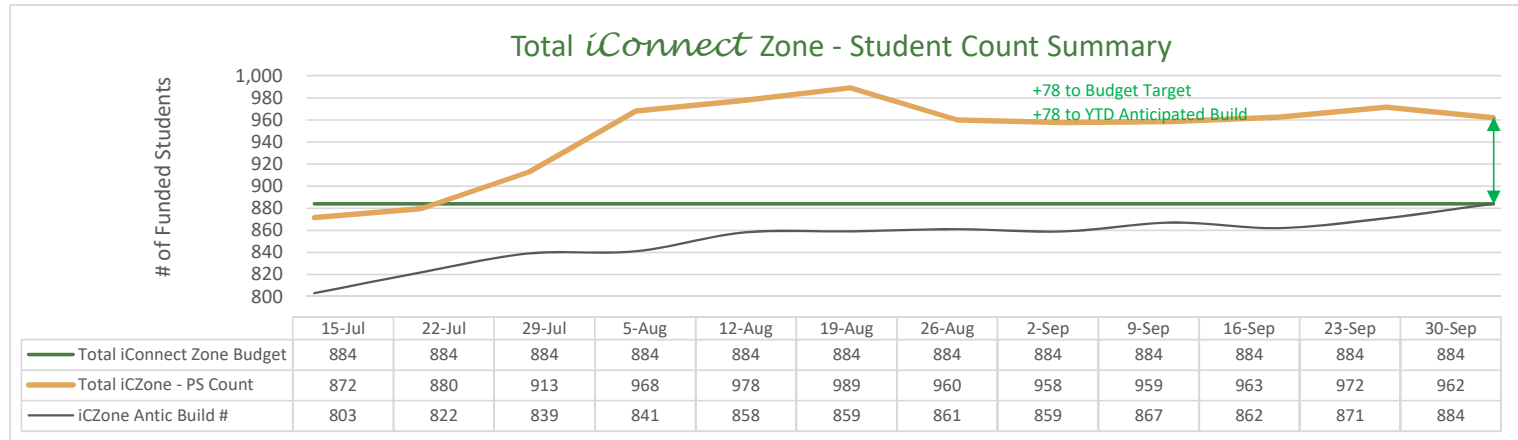


## ALLIES Elementary - Student Count Summary

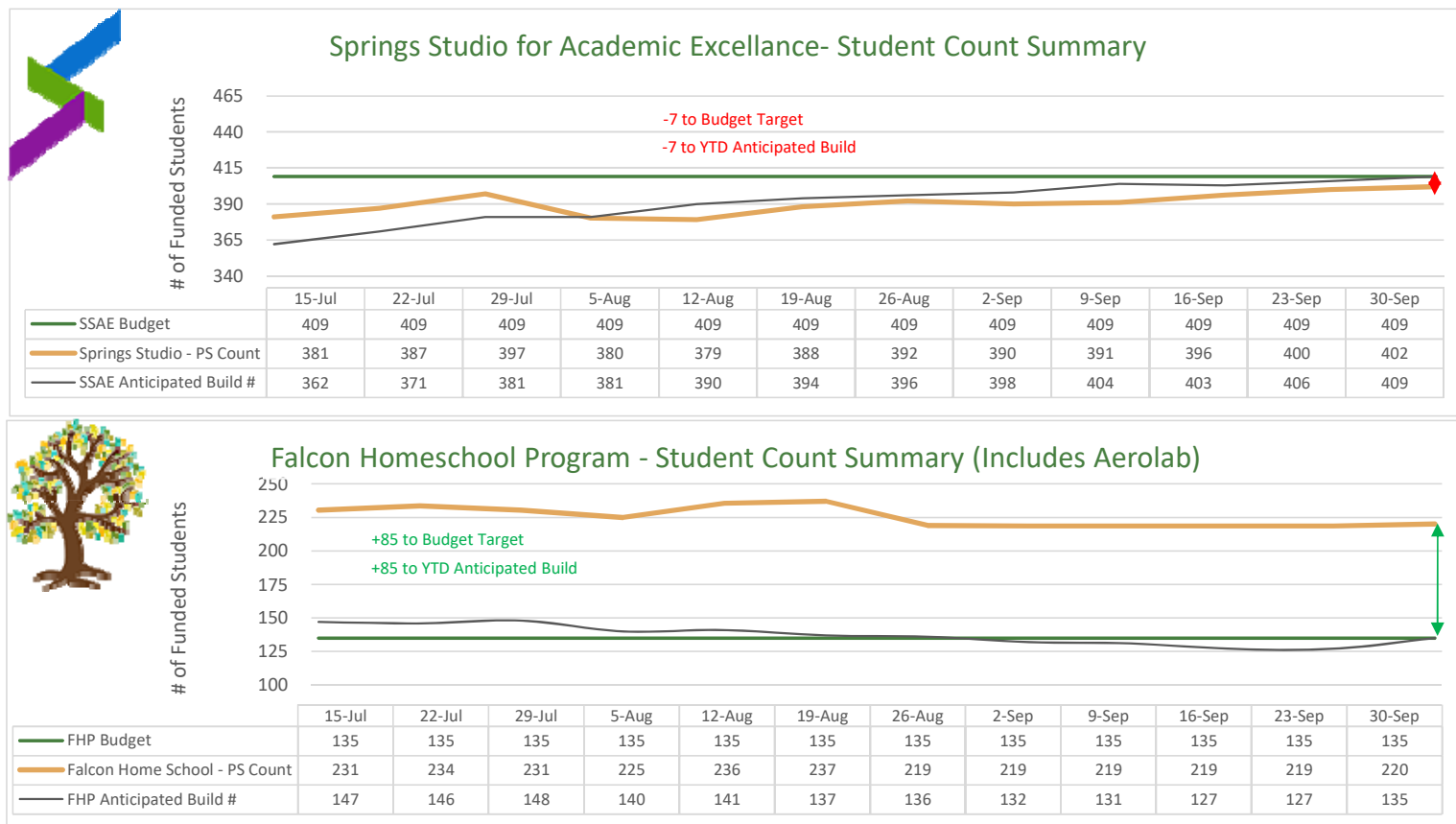


	15-Jul	22-Jul	29-Jul	5-Aug	12-Aug	19-Aug	26-Aug	2-Sep	9-Sep	16-Sep	23-Sep	30-Sep
— ALLIES Budget	130	130	130	130	130	130	130	130	130	130	130	130
— ALLIES - PS Count	124	129	132	133	128	127	124	124	124	124	121	122
— ALLIES Anticipated Build #	124	124	124	133	132	133	133	133	133	133	133	130

# iConnect Zone



# iConnect Zone




## Falcon Homeschool Program - Student Count Summary (Includes Aerolab)

# of Funded Students



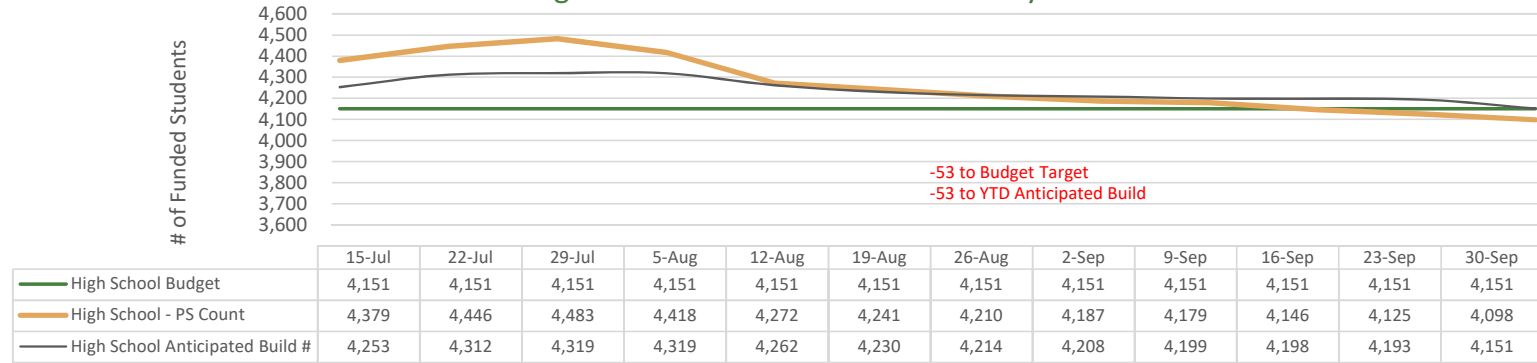
+85 to Budget Target

+85 to YTD Anticipated Build

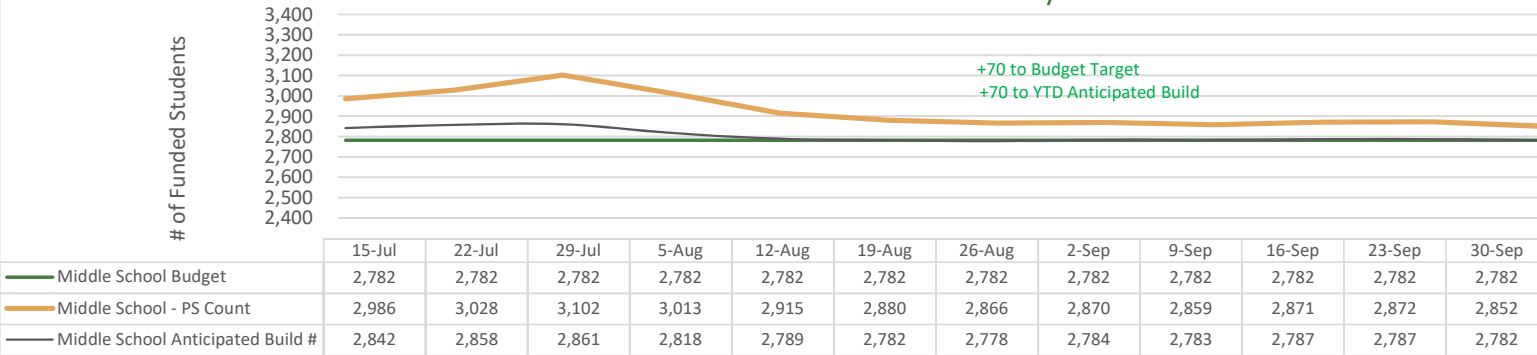


# Primary/Secondary School Level

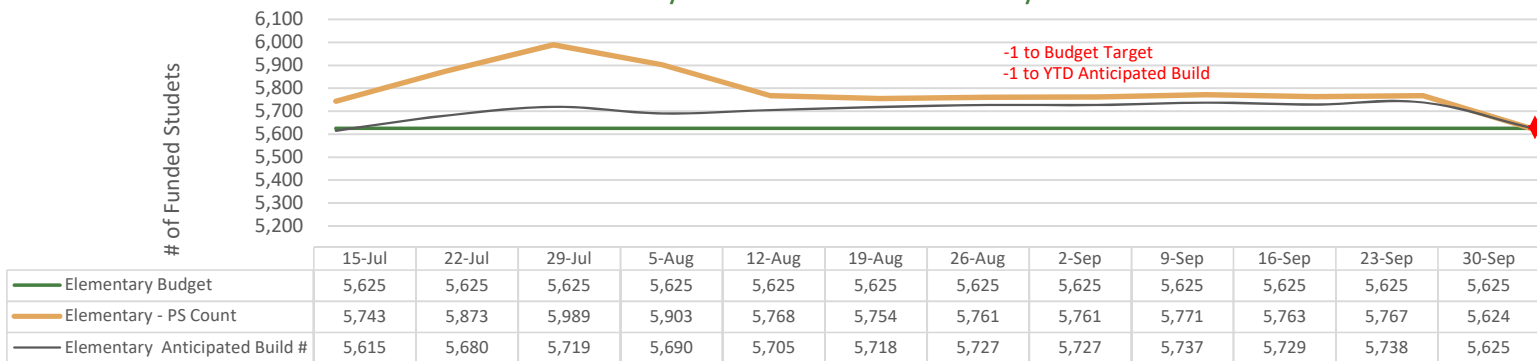
## High School - Student Count Summary



## Middle School - Student Count Summary



## Elementary - Student Count Summary



**BOARD OF EDUCATION ITEM 9.05**  
**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:**

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






# Communications Department Performance Report

D49 Communications Department  
David Nancarrow  
&  
Samantha Dosen-Himelrick

# By the Numbers: \*From 06/5/19 Update\* SY 19 - 20



Stories/posts	Total	FZ	PZ	SCZ	iConnect	District
D49.org 	21	5	5	5	1	4
Facebook 	64	16	14	12	2	20
Instagram 	20	6	2	5	2	5

# Peakview: D49 Storytelling SY 18-19



- Earned Media - News Stories:  
6/1/19 – To Date \*Results: website  
search – 10/29/19

SY 19-20	Appearances in Local Media
KOAA	3
KKTV	5
KRDO	4
KXRM	3
CSG	13
NFH	17

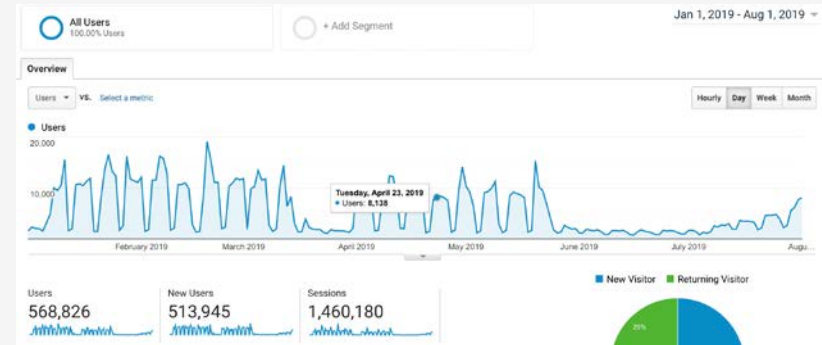
# Peakview: D49 Storytelling SY 18-19 - Overall





- Overall: Good
- Improvements in major comms platforms
- OFIs:
  - Continue to expand social media reach
  - Earned media presence
  - Other metrics for KPI tracking

# D49 Communications: Digital



- D49.org – 2019
  - New Users: Jan. – Aug. 513,000
  - Sessions: 1.5 million
- Facebook
  - 14,300 likes
  - Second most among neighboring districts
- Instagram
  - Nearing 1,000 Followers (940)
  - Third most among neighboring districts (est. December, 2017)



1		Colorado Springs Scho...	17.8K 	 3.6%	11	15.3K 
YOU						
2		School District 49	14.3K 	 1.6%	9	21.2K 
Keep up with the Pages you watch. <a href="#">Get More Likes</a>						
3		Harrison School District...	8.1K 	 3%	29	11.4K 
4		Widefield School District 3	6.9K 	 2.7%	10	9.1K 
5		Academy District 20	6.3K 	 7.3%	4	7.7K 
6		Lewis-Palmer School Di...	2.9K 	 2.2%	39	6.7K 

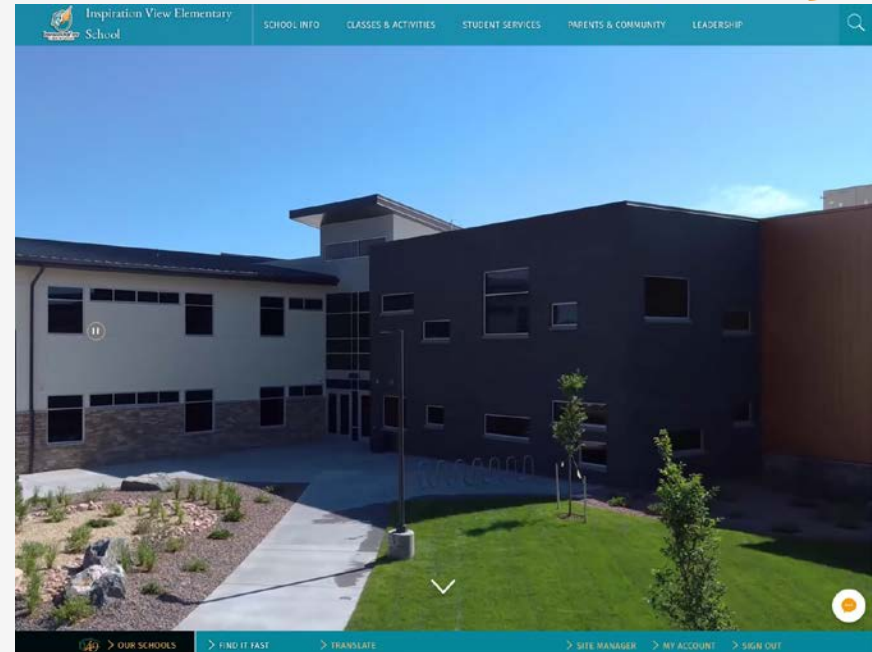
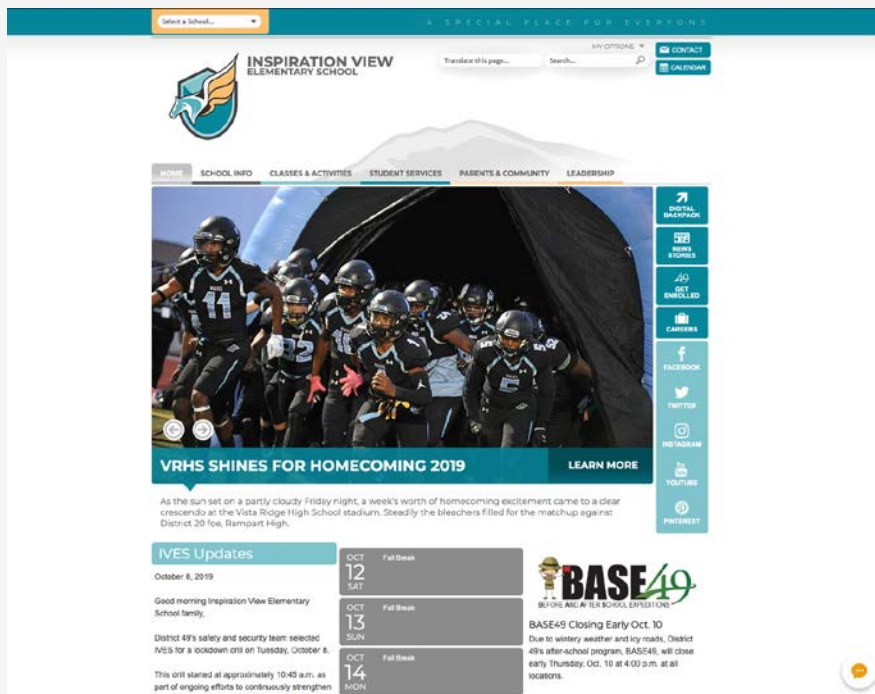
# 2019 Communication Enhancements And Collaborations



- D49 Site Refresh
- D49.org/Team
- Community Outreach: D49 Long-Range Planning
- Incident Command and Communications
  - 19Aug2019 & 21Aug2019



# 2019 Communication Enhancements

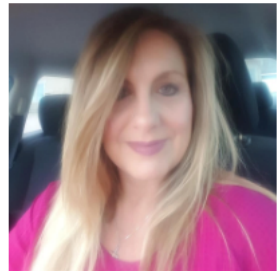


THE BEST CHOICE TO LEARN, WORK & LEAD

# 2019 Communication Enhancements



Edit Page



## Janetta Roberts

Hello! My name is Ms. Roberts. I am very excited to be your child's first grade teacher! I have 8 years of teaching experience. I taught 1st, 2nd, 3rd and 4th grade. I have a MA in Educative Reader Teacher Certification. I also have a Gifted and Talented Specialist Certification. First grade is my favorite grade to teach because I love teaching reading and writing! On the weekends I teach English to children in China, Hong Kong and Vietnam VIPKID. I love to travel and have had the opportunity to visit Ireland, Italy and Mexico! I do prison ministry with Crossroads music, singing, drama, dance, mixed media art and writing. foggy days and Fall is my favorite season.

Please feel free to message me with any questions or concerns.

Ms. Roberts

[jroberts@d49.org](mailto:jroberts@d49.org)

Phone: 719-495-1149x6610

Email: [jroberts@d49.org](mailto:jroberts@d49.org)

## EDUCATION OFFICE

Education Office  
Overview

About CEO

Content Areas

Primary Education

Secondary Education



## Peter Hilts

Peter Hilts began serving as the Chief Education Officer in July of 2013 after ten years in significant leadership roles at The Classical Academy in Colorado Springs. As a senior leader in Colorado's school choice movement, Mr. Hilts presents often on a wide range of innovation topics. Peter specializes in facilitating major initiatives such as innovation initiatives, organizational reform and strategic planning for schools and districts. Believing that high-performing teams are the engines of innovation and productivity, Peter's focus is on modeling and fostering stellar team leadership, transformational facilitation and inspirational communication of the team's progress.

Peter and his wife Tracy have raised six children in school systems around Minnesota and Colorado, so they have direct experience of the importance of public education. With a combination of birth and adopted children who are scholars, performers, gifted and challenged in all sorts of ways, he is personally motivated to help District 49 unleash the potential of every student.

Peter has trained and presented across the hemisphere and around the country for clients as diverse as the U.S. Department of State, the Colorado Association of School Executives, the publishing group of Lexis-Nexis and the National Education Computing Conference. He completed his undergraduate degree at Biola University, his MA in Teacher Education at St. Thomas University, and his Administrator licensure through the University of Phoenix.

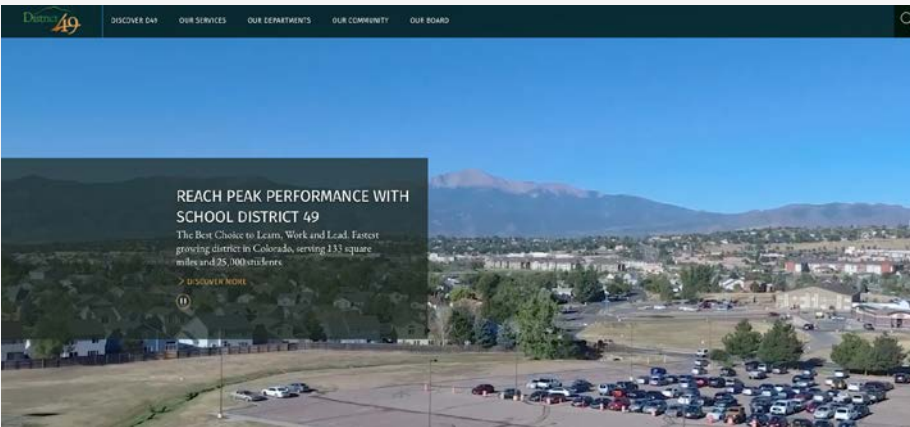
Phone: 719.495.1119

Email: [philts@d49.org](mailto:philts@d49.org)

### Degrees and Certifications:

He completed his undergraduate degree at Biola University, his MA in Teacher Education at St. Thomas University, and his Administrator licensure through the University of Phoenix.

# 2019 Communication Enhancements



HOME > OUR COMMUNITY > NEWS > NEWS IN DISTRICT 49



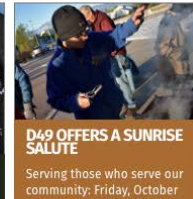
## FALCON HIGH HOMECOMING FILLED WITH FANFARE

School spirit was abundant in the air when Falcon High School kicked off homecoming festivities Oct. 11.



## VRHS HOMECOMING

As the sun set on a partly cloudy Friday night, a week's worth of homecoming excitement came to a clear crescendo at the Vista Ridge High School stadium.



## D49 OFFERS A SUNRISE SALUTE

Serving those who serve our community: Friday, October 11 marked the inaugural Sunrise Salute at D49.



## "EXTRA YARD" RECOGNITION

Two teachers in District 49 scored regional recognition for going above and beyond in their classrooms. Amy Levi, third-grade teacher at Ridgeview Elementary, and Kortney Sorensen, P.E./health teacher at Falcon High School, were selected as honorees in the Air Force Academy's "Extra Yard for Teachers" campaign.



## SRES SUPER DAY OF SCIENCE



## FORMER NBA STAR COACHES BACKIN



## GRANT DOLLARS BRING PHYSICS TO LIFE WITH NEW TECH IN FHS CLASSROOM

FHS students are performing an experiment similar to one Galileo attempted 400 years ago in Tim Cerniglia's Physics 1 class using some updated technology. Working with a \$5,000 grant awarded by Century Link, Cerniglia purchased new technology to add practical application



## SAND CREEK STINGS FOR HOMECOMING

Friday the thirteenth and a harvest full moon proved to be good luck for the Sand Creek Scorpions for their homecoming football game vs. Cheyenne Mountain on Sept. 13. Scorpions stung their opponents in a 21-6 victory.



## TEAM MEMBERS HONORED FOR SERVING, SUPPORTING OTHERS

Staff across District 49 dedicate themselves to helping both students and colleagues. At the heart of how they treat each other and their work is the D49 cultural compass, which



## VRHS HOMECOMING

As the sun set on a partly cloudy Friday night, a week's worth of homecoming excitement came to a clear crescendo at the Vista Ridge High School stadium.



## "EXTRA YARD" RECOGNITION

Two teachers in District 49 scored regional recognition for going above and beyond in their classrooms. Amy Levi, third-grade teacher at Ridgeview Elementary, and Kortney Sorensen, P.E./health teacher at Falcon High School, were selected as honorees in the Air Force Academy's "Extra Yard for Teachers" campaign.



## SRES SUPER DAY OF SCIENCE

Springs Ranch Elementary School students participated in "Super Day of Science," on Sept. 13. Colorado College physics students volunteered their services for the day's events as they prepared interactive science demonstration shows.

THE BEST CHOICE TO LEARN, WORK & LEAD

# Communications Update: Concurrent work



- D49.org
  - Tracking results post refresh
    - Page views
    - New users
    - Sessions
- Comms Goals: Projected
  - D49 Dispatch Review
  - Video/Broadcast Opportunities
  - Envisio Integration
  - Continue Peakview Display Development



# Questions?



**BOARD OF EDUCATION ITEM 9.06**  
**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:**

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

**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

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**BOARD OF EDUCATION ITEM 9.07**  
**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:**

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

**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



Title	Board of Education Evaluation and Professional Development
Designation	BAA
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board of Education has adopted the cultural compass as the guiding paradigm for how all members of our district will strive to treat their work and one another. As a part of this commitment to one another and our District 49 community, it is imperative that the Board of Education has a formal method to hold itself accountable by evaluating its performance, finding opportunities for improvement, and setting goals to strategically improve our leadership as a governing body. It is our goal to follow a respectful, transparent process to ensure we continue to improve our leadership, and to earn the trust of our community through open and honest dialogue regarding our collective strengths, and challenges.

As the Board of Education acts as one governing body, the Board will be evaluated as a body, not as individuals. On an annual basis, the board commits to the following process:

- A. Each Board member will independently evaluate the Board as a body using a self-evaluation instrument aligned with the Baldrige Criteria for highly effective Boards.
- B. The Board of Education will seek 360° feedback through an anonymous instrument administered by a third party aligned with the same criteria.
- C. A summative report identifying the strengths and opportunities for improvement for the Board will be prepared, and will be reviewed by the Board at a public meeting.
- D. The Board will set annual goals for improvement with an associated Board Growth Plan based on the information included in the summative report at a public meeting.
- E. The summative report of the Board evaluation, goals and growth plan will be available to the public.
- F. Subsequent annual evaluation summative reports will include a report on the progress made towards the prior year's goals and action plan.

Adopted: September 8, 2016

Reviewed: September 12, 2019

**BOARD OF EDUCATION ITEM 10.01**  
**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	<b>Inner Ring</b> —How we treat each other <b>Outer Ring</b> —How we treat our work	
Strategy	<b>Rock #1</b> —Establish enduring <u>trust</u> throughout our community <b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation <b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> <b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive <b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

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