

REVISED ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION WORK SESSION
January 22, 2020
6:30 p.m.
Education Service Center – Board Room

PURPOSE:

1. Pioneer Technology & Arts Academy Application Presentation (10 minutes) **Franko**
2. Sand Creek Zone Improvement Plan (10 minutes) **Dorsey**
3. New and Revised Job Descriptions (5 minutes) **Lemmond**
 - a. Board Certified Behavior Analyst
 - b. **Special Education Compliance - TOSA**
4. Revised Job Descriptions (5 minutes) **Sprinz**
 - a. Accounting Technician
 - b. Accounts Payable Specialist
5. Monthly Financial Update (10 minutes) **Sprinz**
6. Proposed New Policy Regarding Transitional Retirement Plans (5 minutes) **Andersen**
 - a. GBQEA, GBQEA-R, GBQEA-E Transitional Retirement Plan
 - b. GCQEA, GCQEA-R Transitional Retirement Plan
 - c. GDQCA, GDQCA-R Educational Support Staff Transitional Retirement Plan
7. Policy and Procedure Review (5 minutes) **Garza**
 - a. AE-E-1, AE-E-2, AE-E-3 Nondiscrimination/Equal Opportunity
 - b. BAA Board of Education Evaluation and Professional Development
 - c. BCB Board Member Conflict of Interest
 - d. BEAA Electronic Participation in School Board Meetings
 - e. BEDF Voting Method
 - f. BID BIE Board Member Compensation
 - g. CBB Recruitment of Chief Officers
 - h. CBF Chief Officer's Conduct
 - i. EGAEA Electronic Communication
 - j. EHB Records Retention
 - k. GBEB Staff Conduct and Responsibility
 - l. GCF-R Professional Staff Recruiting and Hiring
 - m. GDF-R Educational Support Staff Hiring
 - n. GDO, GDO-R Evaluation of Educational Support Staff
 - o. GDQB, GDQB-R Resignation of Educational Support Staff
 - p. GDQD Discipline, Suspension and Dismissal of Educational Support Staff
 - q. IHBIB, IHBIB-R Primary Preprimary Education
 - r. JB Equal Educational Opportunities
 - s. JC School Attendance Areas
 - t. JEA Compulsory Attendance Ages
 - u. JFAA Residency Requirements for Admission
 - v. JICDA Code of Conduct
 - w. JICDE Bullying Prevention and Restorative Interventions

BOE Work Session January 22, 2020

Agenda – Page 2

- x. JII Student Concerns, Complaints and Grievances
 - y. JKD/JKE, JKD/JKE-R, JKD/JKE-E Suspension/Expulsion of Students
 - z. JKF, JKF-R Educational Alternatives for Expelled Students
 - za. JLCD Administering Medicines to Students
 - zb. JLCDB Administration of Medical Marijuana to Qualified Students
 - zc. KDB Public's Right to Know/Access to Information
 - zd. KFA Public Conduct on District Property
- 8. Annual Planning Summit Agenda Review (5 minutes) **Chief Officer Team**
 - 9. Monthly Chief Officer Reports (10 minutes) **Chief Officer Team**
 - 10. Interview Candidate for Vacant Board of Education Position in Director District 4 (30 minutes)
BOE

DATE OF POSTING: January 16, 2020

Donna Garza
Executive Assistant to the Board of Education

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

BOARD MEETING OF: January 22, 2020

PREPARED BY: Andy Franko, iConnect Zone Leader

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

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

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

RATIONALE:

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

INNOVATION AND INTELLIGENT RISK:

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

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

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

BUDGET IMPACT:

BOE Work Session January 22, 2020
Item 1 continued

AMOUNT BUDGETED:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move the application of the PTAA for action at the February 2020 BoE Meeting.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 15, 2020



School Of ENGINEERING & TECHNOLOGY

Application for D49 Charter, Colorado Springs, CO

Mission & Vision

Student Leaders

Effective Teachers

Community Investment

- Be a Global Leader in STEM Education
- Prepare all Students for success in postsecondary education
- Increase the diversity of students earning STEM degrees and entering STEM professions
- Ensure all members of our Community make positive contributions to the world around them.

"A" Rated Schools

Historical Ratings last 3 years

2016-17

Highest Rating
MET Standards

2017-18

A Rating
Only 32 Charter
Schools out of
600 Campuses

2018-19

A Rating
93% Passing
Rate

PIONEER TECHNOLOGY & ARTS ACADEMY



2 Schools

289 Students Enrolled

HOW WELL IS THIS DISTRICT PERFORMING OVERALL?



UNDERSTANDING OVERALL PERFORMANCE

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



STUDENT ACHIEVEMENT



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



SCHOOL PROGRESS



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



CLOSING THE GAPS



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

Entities Relationship



Founding Board		Advisory Board	
Shubham Pandey	Superintendent of the sponsoring entity. Also an administrator and board member of several successful private elementary schools.	Dr. William Maley	Board Member of Liechtenstein Institute at Princeton University, Director of School of UNSW Australia, 20 years Foreign Exchange student program
Victoria White	VP of BB&T Colorado. Experience with Municipal Bonds specifically in Education (Charter Schools), Healthcare, Structured Finance and Public Finance	Nancy Albright	25 years in Education, Private School Principal
David Tadlock	David Tadlock has over 25 years' experience in the telecommunications, data communications, and physical security Industries in Colorado	Dr. Brent Sasley	Professor of Political Science at UT Arlington
		Jill Lucien	President and CEO of GTB Interest Inc (provider of EZ Process Pro Colorado
John Turner,	North American Aerospace Defense Command (NORAD) and US Northern Command Chief of Science and Technology for the Air and Space domain	Hossein Zamanian	CPA. Practicing since 1984
		William Bethke	Colorado Charter Attorney
Michelle Turner	RN, Corrections	Harley Finnell	30 Years of entrepreneurial experience and board president of Fulton School
Community Parents		Brian Hogan	12 years of marketing and advertising experience for promoting businesses.
Kate Greeley	Assistant Principal of Academic Programs at George Washington High School Denver		

Student Leaders

Effective Teachers

Community Investment

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

Victoria White: Board President

Shannon Houston: Head of School

Brittany Perkins: Chief Operating Officer

Paul King: Chief Finance Officer

School Of ENGINEERING & TECHNOLOGY

Technology & Engineering Scaffold Approach

Elementary, Middle School and High School

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

School Of ENGINEERING & TECHNOLOGY

PTAA Colorado Industry Partnerships

Partnerships Starting Early Building Strong Foundations



TEALS Program

Computer science in every high school

Microsoft TEALS

LOCKHEED MARTIN



Lockheed Martin



SHARP



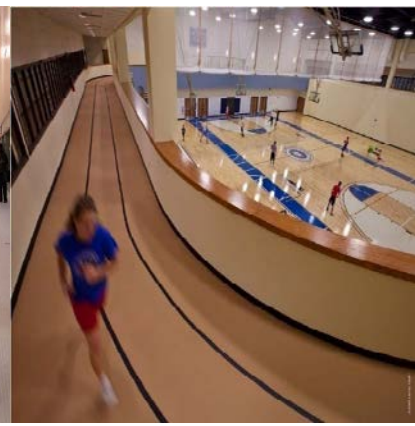
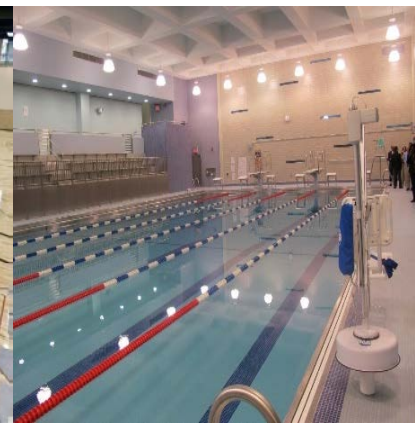
The Wezmore Project

Combining Education and Fun.

School Of **ENGINEERING & TECHNOLOGY**

Proposed Location

2021-2022	2025-2026 (Future D49 Approval)
6464 Peterson Road Colorado Springs, Colorado 80923	Construction of Stand Alone PTECH High School model on additional 5-7 acre space.
Former Location of Imagine Classical Academy	Full Size Basketball Courts, Pool for Swim Team like our sister school locations.



District 49 School Rollout

PTAA K-8 Charter (Scaffolding Plan to PTECH Model)

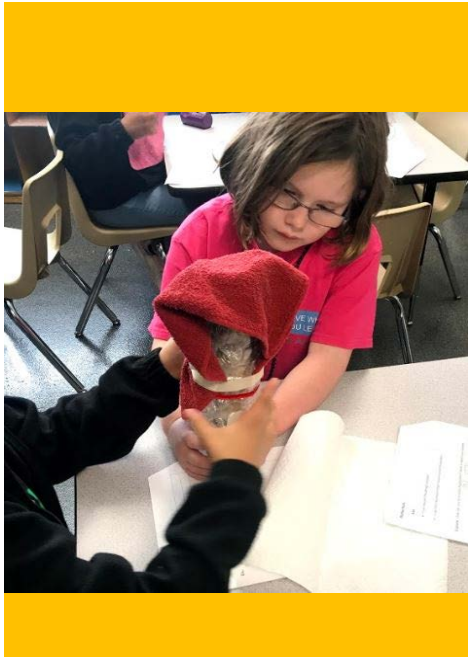
Timeline	Grades	Important Dates	School Start Date
K-8 Charter School 2021-2022	K- 5th Grade	January 15, 2021 (Enrollment Begins)	August 20, 2021
K-8 Charter School 2022-2023	K - 6th Grade	January 15, 2022 (Enrollment Begins)	August 20, 2022
K-8 Charter School) 2023-2024	K - 7th Grade	January 15, 2023 (Enrollment Begins)	August 20, 2023
K-8 Charter School 2024-2025 (PTECH Planning)	K - 8th Grade	January 15, 2023 (Enrollment Begins)	August 20, 2024

District 49 School Growth Plan

PTAA K-8 Charter Growth Plan 2021-2025

GRADE	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
K		69	69	69	69
1		66	69	69	69
2		66	69	69	69
3		66	66	66	66
4		66	66	66	66
5		66	66	66	66
6			66	66	66
7				66	66
8					66
Total Charter		399	471	537	603

- PTAA Website: www.ptaacoloradosprings.com
- Parent/Teacher Organization (PTO)
- Volunteer Time (Enrollment, Updates , Open Houses)
- Volunteers for School Events/Community Projects
- Technology Volunteers
- K-8 Career Week Speakers
- Leadership TEAM for PTECH Planning/Development
- Guest Speakers in High School pathways
- Community Outreach



STEAM Cross Curricular Arts Integration

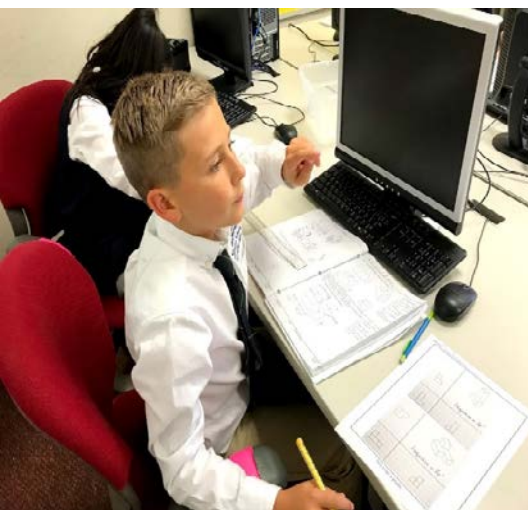


- Infusing Creativity in All Aspects of Education
- Arts Integration improves School Culture and Student Success
- Arts Integration Promotes an Environment of Creative Thought and Innovation
- Discarding the 'one-size-fits-all' teaching model & meeting all learning styles



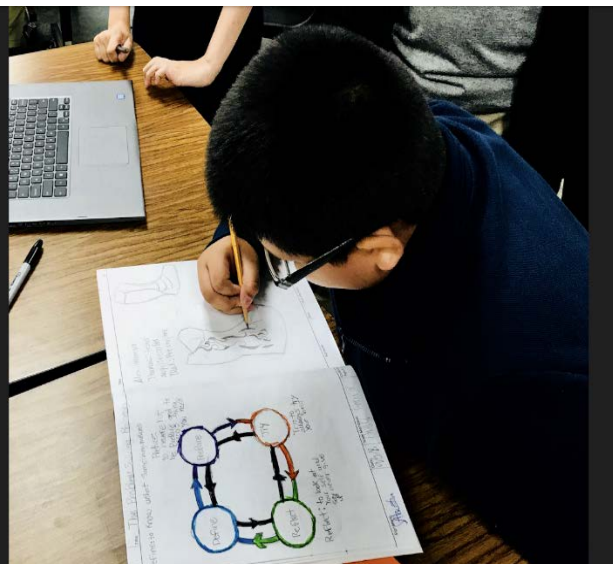
Aptitude over Age

- Students taught at Aptitude level.
- Students data to determine strengths/weaknesses for rotation placement to align with aptitude and meet their needs.
- PTAA students are challenged to meet higher standards at each age group and encouraged to achieve higher levels in their subjects of interest and strength.



Rotation Program

- Rotation Programs for All Subjects beginning in 3rd Grade
- Each Rotation taught by Subject Specialist Teacher
- Students are placed in subject rotations that align with their aptitude



Health/Wellness & Sports



Sports Determined by School Community Interest Surveys Including:
Soccer, Basketball, Volleyball, Swimming

Cycling and Climbing Program Development in Progress with Local Professionals/Organizations



Nutrition Programs

PTAA implementing nutrition in classrooms since 1990.

Four Step Plan to promote Nutrition in our Campuses



7 Year Nutrition program in Classrooms

Community Nutrition Courses for Parents

Striving for healthy and Sugar Free PTAA Campuses

Complete Mental and physical health of a Student

PTAA strongly believes healthier kids are:

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

PTAA strives to keep their breakfast and Lunches:

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

A healthy child is a more successful student.

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



Brazil



China



India

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

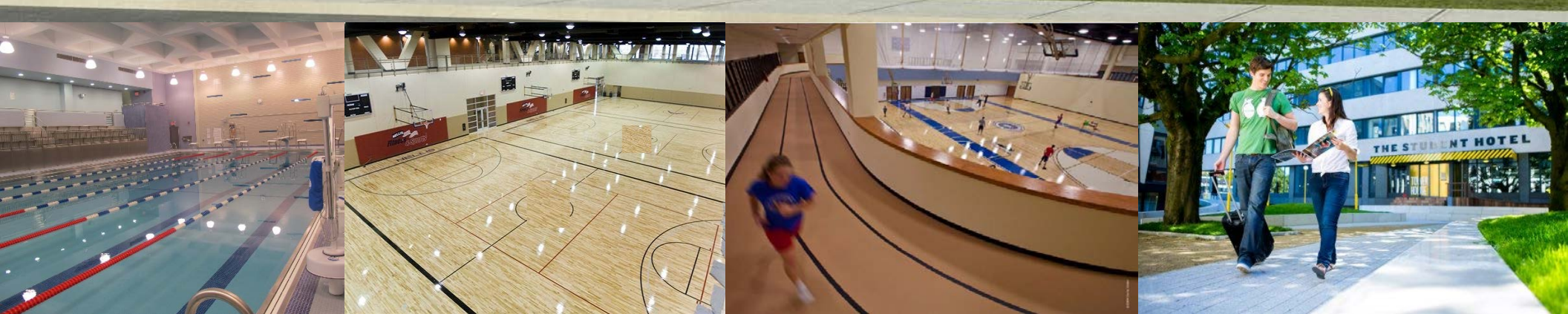
Program Highlights

Multilingual seven year program	Mandarin, Spanish & Coding (CS)
Boarding Program	96 students per semester from China, India and Brazil per campus
6 months Foreign courses for PTAA students	China, India and Brazil

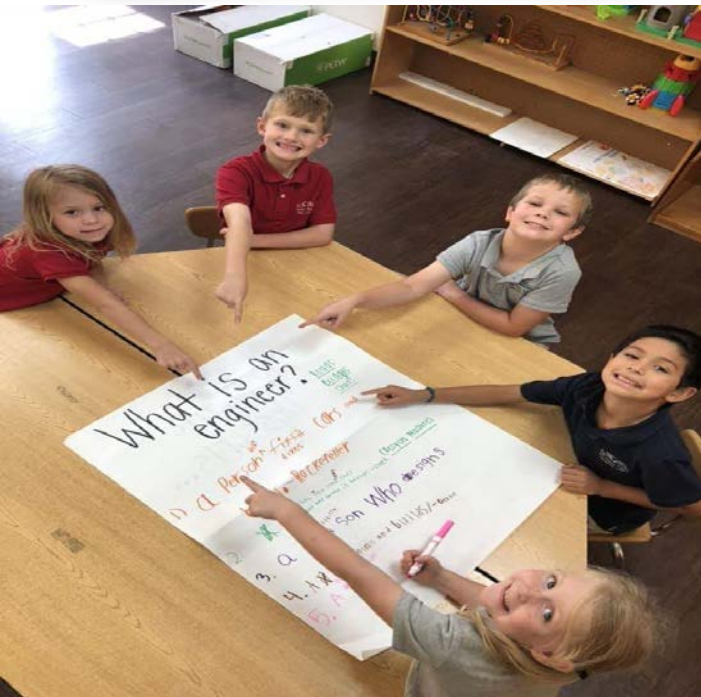
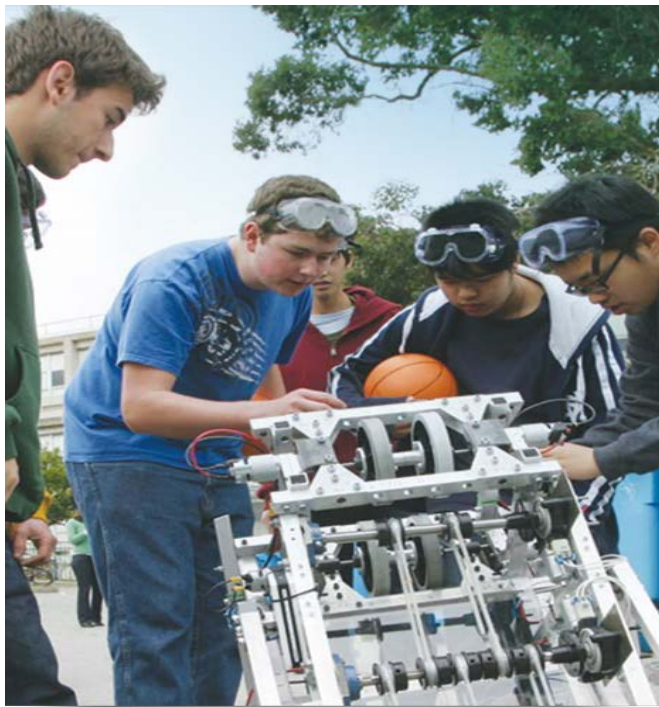
Student Exchange: The primary focus of this program is to expose, challenge and mentor our students with their foreign peers in the fastest growing economies.

BRICS nations are the Fastest Growing Economies in the world.

The Future is Bright for PTAA High School PTECH Campus



**Projected Addition Build Rollout Beginning Year 5
2025-2026**



BOARD OF EDUCATION ITEM 2
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 22, 2020

PREPARED BY: Sean Dorsey, Sand Creek Zone Leader

TITLE OF AGENDA ITEM: Sand Creek High School and Evans International Improvement Initiative Update.

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Student performance and growth data allows the board and general public to better understand the outcomes of student learning within our schools.

RELEVANT DATA AND EXPECTED OUTCOMES:

Michelle Slyter, Principal at Evans International Elementary and Audra Lane, Campus Director at Sand Creek High School, will update the Board of Education on improvement and action strategies to improve achievement and growth at their respective schools

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

Updates provide clarity to the board and stakeholders about the work being done within Evans International Elementary and Sand Creek High School and hold leadership accountable to providing all learners with firm foundations.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	Sand Creek Zone Leadership and staff work together on actions of improvement and rely on each other to achieve growth.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	Goals are transparent and build trust with the community when they are relevant and met. Discussion of improvement and action strategies identify the work that is being done to establish the firm foundations of knowledge and skills learners will gain.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Discussion item; No action needed.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 10, 2020



Sand Creek Zone Performance Report

Michelle Slyter-Evans International Elementary

Audra Lane- Sand Creek High School

January 22, 2019



Evans International Elementary Improvement Efforts

Michelle Slyter
Principal

Primary Literacy



- Goals
 - Building wide implementation of new curriculum with fidelity
 - Increase teacher capacity to implement instructional strategies aligned to the Colorado Academic Standards
 - Refine our intervention systems to support all students to meet reading benchmark and promote primary literacy in grades K-3
- Dibels - ELG Goals of making “Well Above Average Progress” for above/well above benchmark and for well below benchmark
- CMAS growth & achievement
- ELG “Literacy Evaluation Tool” (self-assessment and 4 point rubric)

Primary Literacy



- Current Actions

- ELG Grant Year 1: This provides funding for...so that we can...
- ELG “Literacy Evaluation Tool” rubric/self-assessment (August 2019) to analyze data to drive instruction
- Teachers collaboratively plan CKLA each week
- On-going Professional Development for reading, writing, phonics and training for using and interpreting data
- Assessment (benchmark and progress monitoring) to analyze data to drive instruction

Primary Literacy



- Future Actions

- Survey Results Rollout and develop Action Plans (January 6, 2020)
- Unit Planning (beginning January 8, 2020)
- Data-based decision making (beginning January 8, 2020)
- Observing best practice at Remington Elementary (week of January 13-17)
- Consultant visits and “Next Steps Reports”
- Progress Monitoring Tracking Sheet (August 2020)
- “One School, One Book” – February 2020
- Love and Logic courses for parents - February 2020
- ELG “Literacy Evaluation Tool” Rubric/self-assessment (May 2020)

Firm Foundations in Math



- Goals
 - Building wide implementation of Eureka Math with fidelity
 - Increase teacher capacity to implement instructional strategies aligned to the Colorado Academic Standards for Math
- Dibels Math – use data to determine need for intervention
- CMAS growth & achievement

Firm Foundations in Math



- **Current Actions**

- Eureka Math school wide
- Master schedule (Core instruction and intervention)
- ST Math
- Teachers collaboratively plan math each week
- Coaches (zone and building) support Eureka alignment
- PD (module studies, CMAS prep, end of module reflection)
- Dibels Math Benchmark testing (BOY, MOY, EOY)

- **Future Actions**

- Math tutoring (begins January 2020)
- CMAS prep – online tools, practice tests (January 2020)
- Mimic systems implemented for literacy to promote math
- Dibels Math Benchmark Testing EOY - May 2020

Additional Efforts



- School Wide Actions
 - Adjusting the **master schedule** to maximize core instruction and allow time for intervention
 - Implementing **school wide curriculum** in reading, writing, and math
 - Adding additional **personnel** to support students and staff
 - Utilizing the **observation/feedback cycle** in classrooms with students and through administrative observations for teachers
 - **"Next Steps Report"** to update goals and our focus for staff to know where we are going and how we will get there
 - Consistently communicate to students **"The Wildcat Way"**; staff will be proactive in reiterating their expectations and will continue to develop student relationships
 - **Student Recognition** to boost a positive culture that values academic success and moral character
 - **Staff Engagement** (EE Survey, rounding, recognition) to maintain staff morale and retain employees



Sand Creek High School Improvement Efforts

Audra Lane
Campus Director

Academic Achievement - ELA



GOAL: Increase ELA Academic Achievement percentile rank on the CO PSAT ELA to equal 50 or higher

– Current Actions:

- Common assessments using Illuminate
- Using student data to inform instruction
- Writing Lab intervention class for 9th grade students struggling first semester

– Measures:

- SAT practice tests
- Common Assessments
- Fail rates English I and English II
- Student success in the Writing Lab intervention class

– Future Actions:

- Second semester – begin a writing lab after-school intervention for all grade levels
- Professional Development: AVID writing instructional strategies
- Adoption/Alignment of 9th-12th grade curriculum for ELA

Academic Achievement - Math



GOAL: Increase Math Student Academic Achievement percentile rank on the CO PSAT Math to equal 50 or higher

– Current Actions:

- Common assessments using Illuminate
- Using student data to inform instruction
- Math 180 for 9th grade students below grade level

– Measures:

- SAT practice tests
- Common assessments
- Fail rates in Algebra I

– Future Actions:

- Interventions for all students in Math 180, Pre-Algebra, Algebra I, and Intermediate Algebra
- Professional Development: Juli Dixon Math Training

Academic Growth - ELA



GOAL: Increase ELA Academic Growth percentile rank on the CO PSAT ELA to equal 50 or higher

- Current Actions:
 - Common assessments using Illuminate
 - Using student data to inform instruction
 - Writing Lab intervention class for 9th grade students struggling first semester
- Measures:
 - SAT practice tests
 - Common assessments
 - Fail rates English I and English II
 - Student success in the Writing Lab intervention class
- Future Actions:
 - Second semester – begin a writing lab after-school intervention for all grade levels
 - Professional Development: AVID writing instructional strategies

Academic Growth - Math



GOAL: Increase Math Academic Growth percentile rank on the CO PSAT Math to equal 50 or higher

- Current Actions:
 - Common assessments using Illuminate
 - Using student data to inform instruction
 - Math 180 for 9th grade students below grade level
- Measures:
 - SAT practice tests
 - Common assessments
 - Fail rates in Algebra I
- Future Actions:
 - Interventions for all students in Math 180, Pre-Algebra, Algebra I, and Intermediate Algebra

Post Secondary Workforce Readiness



GOAL: Meet or exceed the State Mean Score for CO SAT

- Current Actions:
 - SAT prep during ELA and Math classes
 - SAT question of the day
 - Test taking strategies
 - Item analysis of student data
- Measures:
 - SAT practice tests in Illuminate
 - Common Assessment data to inform instruction
- Future Actions:
 - Adoption/Alignment of 9th-12th grade curriculum for ELA

Other Changes and Implementations



- Visible Learning
- AVID - Advancement Via Individual Determination
- Phasing out the IB Diploma Program
- MTSS

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

BOARD MEETING OF: January 22, 2020

PREPARED BY: Dr. Nancy Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Board Certified Behavior Analyst (BCBA) Job Description

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

To keep current with market changes, edits and revisions were made to the Board Certified Behavior Analyst (BCBA) job description.

RELEVANT DATA AND EXPECTED OUTCOMES:

Potential to increase applicants due to a more accurate and representative job description.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Approve the updated Board Certified Behavior Analyst (BCBA) job description.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: January 7, 2020

BOARD CERTIFIED ~~APPLIED~~ BEHAVIOR ANALYST (BCBA)

Job Title:	Board Certified Applied Behavior Analyst
Initial:	July 13, 2017
Revised:	<u>February 13, 2020</u>
Work Year:	184
Office:	Education
Department:	Individualized Education
Reports To:	Executive Director of Individualized Education Director of Community Care
FLSA Status:	Exempt
Pay Range:	Licensed Salary Schedule + 15% Differential

Related Organization Chart



POSITION SUMMARY: The Board Certified ~~Applied~~ Behavior Analyst (BCBA) works with students, teachers, and school administrators in consultation and direct collaboration to assist with students who struggle with severe behaviors due to emotional or physical disabilities or needs, ~~aggression and mental health disorders such as anxiety and depression that may inhibit academic and social progress~~. The BCBA will work with special education school-based teams to manage behaviors that affect a student's learning to help provide a comprehensive approve approach to behavior management. This may include training, evaluation, data collection, interventions, and regular progress monitoring in a consultation model.

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.

- Provides behavioral BCBA support to campus teams for both general education and special education populations, ~~services for students in D49's Ascent programs~~
- Develops materials and provides resources ~~and to~~ administrators, educators, paraprofessionals, and parents/guardians ~~in using~~ Applied Behavior Analysis (ABA) and other evidence-based methodologies related to addressing the needs of students with behavior ~~al needs~~
- Collaborates on the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA for students ~~with autism and other disabilities~~
- ~~Provide~~ Collaborates with campus teams to conduct and write Functional Behavioral Assessments (FBA) and ~~Intervention~~ Intervention Plans for individual students.
- Creates and assists district staff with the development and implementation of behavior plans, intervention strategies, ~~ABA programs~~, and other appropriate programs for students that present behavioral barriers to

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.

learning.

- ~~Work with~~ Consults with staff and models supports for students who exhibit inappropriate behaviors and provides support and professional learning for staff.
- ~~who work with students who exhibit such~~
- Provides field supervision for BCBA candidates.
- Assists students who are transitioning from ~~Ascent's alternative~~ programs back to their neighborhood school.
- Interprets and analyzes ~~Collect~~ data collected by campus staff and provides data driven intervention plans and supports. ~~prepare a variety of reports for the purpose of documenting case history, assessments, and interventions~~
- Travels from site to site for the purpose of providing interventions, consultation, training, and participates in collaboration for students and families.
- Performs ~~Other~~ duties as assigned.

Supervision & Technical Responsibilities:

~~This position does not supervise other employees. Supervisory responsibilities determined by the Executive Director of Individualized Education and may vary year to year.~~

Budget Responsibility:

~~This position does not have any direct budget responsibility.~~

- ~~Direct budget responsibilities determined by the Executive Director of Individualized Education and may vary year to year.~~

QUALIFICATIONS

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

Education & Training:

- Minimum of MA/MS in special education related field plus additional coursework required for BCBA certification or credential preferred.
- If not currently CDE licensed, applicants must meet qualifications to receive an adjunct license with CDE.
- Individuals enrolled in a BCBA program that are currently CDE licensed, or have the ability to become CDE licensed, will be considered.

Experience:

- Three years of experience working as a behavior or autism specialist or related field of special education preferred.

Knowledge Skills & Abilities:

- Demonstrate ~~sd~~ knowledge of Applied Behavior Analysis (ABA). ~~therapies and strategies~~
- Demonstrate ~~sd~~ conflict management, problem solving, resource allocation, prioritization, collaborative decision making, relationship building, and group facilitation.
- Knowledge of child and adolescent development.
- Knowledge of general organization and functions of a public school system.
- Ability to communicate effectively and resolve conflict with students, parents, and community groups.
- Good organization and communication skills.
- Demonstrates accomplishments in keeping professionally current.

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.

-
- Knowledge of data collection and the ability to interpret data.
 - Knowledge of research supported interventions related to academic, social and behavioral concerns.
 - Ability to be flexible in order to meet the unique needs of the assignment.

Certificates, Licenses, & Registrations:

- Board Certified Behavior Analyst (BCBA) certification or credential from an accredited university or enrolled in a BCBA program.
- Valid Colorado Generalist License or Special Services Provider (e.g. School Psychologist) License, or ability to credential as an adjunct license with CDE.
- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

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

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

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

BOARD OF EDUCATION ITEM 3.B
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 22, 2020

PREPARED BY: Dr. Nancy Lemmond, Executive Director of Individualized Education

TITLE OF AGENDA ITEM: Special Education Compliance - TOSA

ACTION/INFORMATION/DISCUSSION: Information/Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY:

Special Education compliance requirements begin with 20 indicators determined through IDEA and the US Department of Education's Office of Special Education Programs. The 20 indicators are passed through the Colorado Department of Education (CDE) to Colorado School districts. Feedback on the indicators is provided through a "report card" issued to states and then from states to districts. Colorado Department of Education's Special Education department has received a less than favorable report card. In turn, CDE issued a less than favorable report card to District 49. Many hours were spent working to correct compliance errors on the specific IEP plans pulled for the CDE audit; however, many more IEP plans continue to be out of compliance and need to be internally audited and corrected for the continuing frequent audits CDE has imposed upon District 49. We welcome the accountability but require additional experienced help of a special educator.

RATIONALE:

We have two intensive processes that need to be continuous and intentional – training of staff and review of IEP plans. Professional Learning opportunities have greatly increased and feedback is positive from special educators and Special Service Providers. Of course, there is still training to be done for the multiple IEP plan documents to be 95% compliant. At the same time, new enrollment and new identifications continue to stress the process of review which includes turnaround back to the building for corrections who are expected to continue to provide services, assess students, and write compliant IEP plans. Additional help at the district level to review IEP plans is viewed as a potential to relieve the stress on the system while improving compliance. A TOSA position allows us to determine if we catching up means we can stay caught up or if this is an on-going need.

We currently have an individual who has the right skillset for the position whom we would like to retain for possible building level placement in the 20-21 school year. This is a unique opportunity that has benefits for both special education and a building special education program.

RELEVANT DATA AND EXPECTED OUTCOMES:

The data measured will be the number of IEP plans reviewed, the number of corrections or edits for the plan, and performance on upcoming CDE audits.

INNOVATION AND INTELLIGENT RISK:

The availability provides us with a unique opportunity to pilot a position. It also allows us to start immediately with improving our compliance and possibly reduce the number of audits assigned to us by CDE. It will allow us to track the volume of IEP plan documents out of compliance and identify specific teams for specific training.

The risks are minimal as this position has a limited scope and time.

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

Culture	Inner Ring —How we treat each other	We take ownership and responsibility for IEP plan compliance so that we may continue to build trust with each other and with our parents.
	Outer Ring —How we treat our work	Utilizing this unique opportunity allows us to pilot the position with a TOSA before making any firm decisions. This approach allows us to learn and be purposeful while respecting the many teamwork of many individuals and CDE.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community	IEP plan compliance is not simply a matter of meeting state and federal requirements but also building trust with our special educators for them to have the knowledge for writing compliant IEP plans and with our parents that their child's IEP plan is both individualized to their child's need but also to state and federal requirements.
	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>	In conjunction with quality education, a compliant IEP plan is one step in launching students who are supported through an IEP plans.

BUDGET IMPACT: ~\$30,000

AMOUNT BUDGETED: The funds for this TOSA position are available in the budget for the 19-20 year.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move forward for approval at the February 13 BOE meeting.

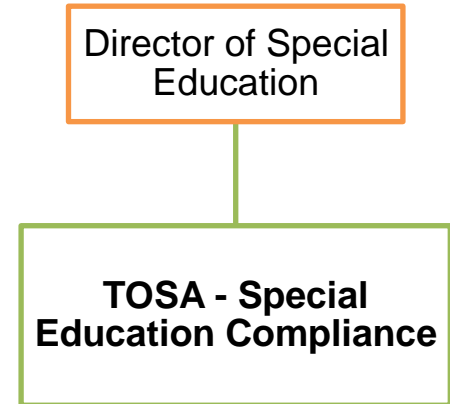
APPROVED BY: Peter Hilts, CEO and Brett Ridgeway, CBO

DATE: January 17, 2020

~~**SPECIAL EDUCATION COMPLIANCE**~~
TEACHER ON SPECIAL ASSIGNMENT (TOSA)
SPECIAL EDUCATION COMPLIANCE

Job Title:	TOSA – Special Education Compliance– TOSA
Initial:	February 13, 2020
Revised:	
Work Year:	182 days Teacher Calendar
Office:	Education
Department:	Individualized Education-Special Education
Reports To:	Director of Special Education
FLSA Status:	Exempt
Pay Range:	Licensed Pay Scheduled Teacher

Related Organization Chart



POSITION SUMMARY: The ~~TOSA – Special Education Compliance–~~ TOSA works closely with the Individualized Education Compliance Specialist and Director of Special Education to improve compliance of Individualized Education Program (IEP) plans with respect to Colorado Department of Education compliance requirements and state reporting.

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 department assignment and other factors.

Primary Responsibilities

- Reviews student IEP plans for compliance completeness, and accuracy.
- Maintains accurate student database by updating, editing, and populating data.
- Provides ongoing training and support to end-user district employees on the Frontline Enrich database as directed.
- Oversees student record filing.
- Partners with various departments in preparing results of state-level audits.
- Reviews and uploads electronic files for compliance audits, updates records, and notifies staff of non-compliance issues and required corrections.

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.

-
- Notifies appropriate staff of errors and/or violations of state and federal guidelines.
 - Maintains inactive student data.
 - Assists in compilation of information for state and federal reports.
 - Maintains a high level of knowledge and skill using programs and software required by the Colorado Department of Education and used by special education department and personnel.
 - Performs other associated duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Bachelor or Master's degree in Special Education is required.

Experience:

- Minimum of 5 years of experience with writing, reviewing, and correcting IEP plans is preferred.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- English language skills required.
- Critical thinking and problem solving skills.
- Ability to communicate effectively with various stakeholders.
- Ability to perform responsibilities without the necessity of close supervision.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Advanced skill and operating knowledge of personal computers and spreadsheet, database and word processing applications.

Certificates, Licenses, & Registrations:

- Criminal background check required for hire.
- Valid Colorado driver's license required for hire.
- [Colorado Department of Education Teacher License or endorsement in special education.](#)

OTHER WORK FACTORS

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

Physical Demands: While performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, and smell. The employee must regularly lift and/or move up to 25 pounds frequently.

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.

Work Environment: While performing the duties of this job, the employee will work primarily in a usual office or school environment. However, at times the employee is occasionally exposed to moving mechanical parts; fumes or airborne particles; toxic or caustic chemicals; and outdoor weather conditions.

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

BOARD OF EDUCATION ITEM 4
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 22, 2020

PREPARED BY: Ron Sprinz – Director of Finance

TITLE OF AGENDA ITEM: Updated Job Descriptions

ACTION/INFORMATION/DISCUSSION: Work Session Discussion

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/ OPPORTUNITY: Changes within the Finance Dept allows for a review and reorganization of the department's structure, and/or a shift in position responsibilities.

RATIONALE: With the restructuring of the Finance Dept, responsibilities this position performed will be distributed amongst the suggested job descriptions.

RELEVANT DATA AND EXPECTED OUTCOMES: New job descriptions to correspond with the work being done at each position.

INNOVATION AND INTELLIGENT RISK: Every staffing transition provides opportunity for innovation to address changing realities in process, design and functionality.

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

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

BUDGET IMPACT: Minimal if any

AMOUNT BUDGETED: Finance Budget - \$1.2M

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Forward Job descriptions for action consideration for the February 13, 2020 regular meeting

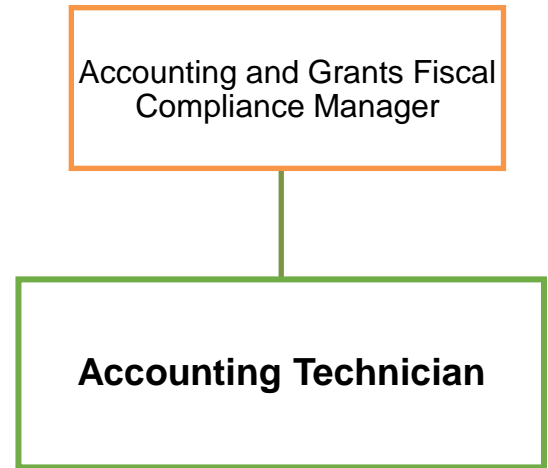
APPROVED BY: Brett Ridgway – Chief Business Officer

DATE: January 13, 2020

ACCOUNTING TECHNICIAN

Job Title:	Accounting Technician
Initial:	November 1, 2006
Revised:	June 13, 2019 February 13, 2020
Work Year:	Full Year
Office:	Business
Department:	Accounting/Finance Finance
Reports To:	Accounting Group Manager Accounting and Grants Fiscal Compliance Manager
FSLA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 10

Related Organization Chart



POSITION SUMMARY: The Accounting Technician ~~performs general accounts payable duties including day to day processing of accounts payable transactions to ensure that district finances are maintained in an effective, up to date, and accurate manner.~~ will serve as a liaison for the Business Office and will provide backup for the Accounts Payable, Accounts Receivable and Purchasing Card Administration positions. This position will provide excellent customer service and will work to help with the overall success of the Business Office.

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.

- Serves as a liaison for the Business Office, setting up meetings, reservations for conferences and other related functions.
- Orders office supplies for the Business Office.
- ~~Processes~~ Provides back up to accounts payable including, but not limited to, by scanning and processing mileage and employee reimbursements as well as utilities for the district in an accurate and timely manner, mailing checks, maintaining district vendor files and filing invoices.
- ~~Processes and verifies payments on a weekly basis with the Accounts Payable Specialist including, but not limited to: mails checks to vendors, maintains district vendor files for proper backup, and files invoices.~~
- Works with the Accounting Process Manager to pProcesses annual 1099's, ~~works with the Business Office Systems Analyst and Accounting Group Manager.~~
- Provides back up to accounts receivable.
- Provides back up to facility rentals.

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.

- Provides back-up for the Education Service Center front desk/reception area as needed.
- Provides back-up and support for district purchasing card program including answering questions and other administrative duties as needed.
- Provides excellent customer service.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

Budget Responsibility:

- This position has no 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.
- Specialized courses in accounting, or vocational classes, business classes in typing, 10 key preferred.

Experience:

- 0-3 years of experience in finance and in an office environment.

Knowledge Skills & Abilities:

- Oral and written communication skills.
- ~~English language skills.~~
- Interpersonal relations skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Strong organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Operating knowledge of and experience with computers and peripherals.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, 10 key, etc.

Certificates, Licenses, & Registrations:

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

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

OTHER WORK FACTORS

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

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

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

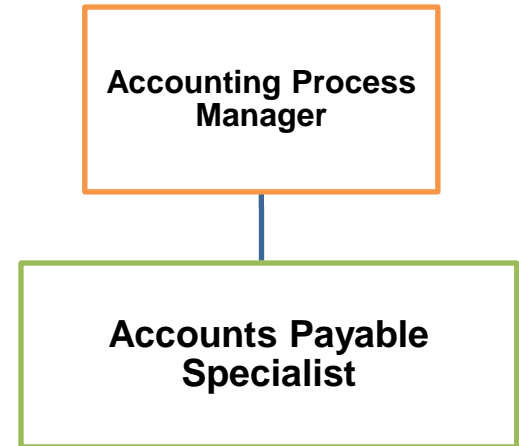
Mental Functions: While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.

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

ACCOUNTS PAYABLE SPECIALIST

Job Title:	Accounts Payable Specialist
Initial:	June 13, 2019
Revised:	<u>February 13, 2020</u>
Work Year:	Full Year
Office:	Business
Department:	Accounting /Finance
Reports To:	Accounting Group <u>Process</u> Manager
FLSA Status:	Non-Exempt
Pay Range:	Educational Support Personnel Range 2015

Related Organization Chart



POSITION SUMMARY: The Accounts Payable Specialist establishes and maintains sound accounting processes for various subsets of the district's fiscal environment. The Accounts Payable Specialist works closely with all schools and departments in the district by processing invoices for payment. This position also handles all vendor correspondence via phone or email; keeping customer service a top priority, while receiving and reconciling a variety of routine internal and external inquiries concerning account status, including communicating the resolution of discrepancies to appropriate persons..

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.

- Receives and scans invoices by matching purchase orders (POs) within the accounting system in an accurate and timely manner.
- Processes and verifies payments on a weekly basis, mail checks to vendors and ~~filings of~~ invoices.
- Records, on a monthly basis, all bank interest and fees.
- Prepares supporting documentation and information for the annual financial audit.
- ~~Ensures compliance with state/federal fiscal laws, regulations, as well as Board policies.~~
- Seeks out ways to improve financial processes with a desire to improve quality, speed and efficiency.
- Serves as a backup for other accounting team members.
- Serves as a resource for various accounting issues, including training, demonstrating and answering questions.
- Applies position knowledge to efficiently assist others with accounting issues and follows/complies with

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.

state and federal guidelines as well as Board policies.

- Collaborates with the Accounting Process Manager, other Business Office staff, as well as school and department officials to troubleshoot and confer with regarding accounts payable matters.
- Performs projects on an ad hoc basis.
- Performs other duties as assigned.

Supervision & Technical Responsibilities:

- This position does not supervise other employees.

~~However, this position may be called on as a resource for various accounting issues, including training, demonstrating and answering questions.~~

~~Work is assigned by Accounting Group Manager and other senior staff. This position requires application of position knowledge to efficiently assist others with accounting issues and follow/comply with state and federal guidelines. Decision-making requires collaboration with the Accounting Group Manager other Business Office staff, as well as school and department officials.~~

Budget Responsibility:

- This position does not have any direct budget responsibility.

QUALIFICATIONS

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

Education & Training:

- Bachelor's degree or equivalent in Accounting or Finance.

Experience:

- 3-5 years of experience in accounting to include time with government and/or fund accounting.

Knowledge Skills & Abilities:

- Excellent oral and written communication and interpersonal relation skills.
- Basic-Proficient math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Strong organizational skills.
- Open to change and willing to learn new skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to defuse and manage volatile and stressful situations.
- Ability to follow up on pending issues.
- Ability to meet deadlines.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to maintain excellent attendance.
- Ability to understand and follow complex oral and written instructions.
- Ability to perform responsibilities without the necessity of close supervision.
- Must be proficient in the use of personal computers and common software applications including Microsoft

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.

Word, Excel, Google Suite, and Power Point.

- 10 key by touch.

Certificates, Licenses, & Registrations:

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

OTHER WORK FACTORS

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

Physical Demands: W

~~While~~ performing the duties of this job, the employee is occasionally required to stand, climb or balance, stoop, kneel, crouch, or crawl, ~~and smell~~. The employee must ~~regularly~~ occasionally lift and/or move up to 25 pounds ~~frequently~~.

Work Environment:

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

Mental Functions:

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

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

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

BOARD MEETING OF: January 22, 2020

PREPARED BY: Ron Sprinz, Director of Finance

TITLE OF AGENDA ITEM: Monthly Financial Update as of 12/31/2019

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high. The 2018-2019 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. These amounts are provided for comparison to the current year amounts.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

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

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: January 15, 2020



Monthly Financial Report
As of December 31, 2019
(Unaudited)



Brett Ridgway, Chief Business Officer
Ron Sprinz, Finance Director

Date: January 14, 2020

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

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

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

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

Sincerely,

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

Brett Ridgway, Chief Financial Officer

About District 49

Our *vision* is to be the best choice in public education. We envision a future when every time a student, parent, or educator chooses a school district, we are the best choice they can make. We have a *mission* to **Learn, Work, and Lead**. Our commitment is to be the best place to learn, to work, and to lead. Every day, we create environments so that everyone associated with the district is always learning, working, and leading us to be the best.

District 49 spans 133 square miles of urban and rural areas in Colorado, covering northeast Colorado Springs and the Falcon area of El Paso County. The district's central office is located at 10850 E. Woodmen Road in Peyton, Colo. As the fastest growing school district in the Pikes Peak region, it's currently serving more **than 21,000** students within its portfolio of schools. The district offers school choice options and has seven Chartered Schools within its portfolio, adding **over 6,000** additional students.

With a pioneer organizational structure, District 49 is led by three chief officers rather than a single superintendent: a chief education officer, a chief business officer and a chief operations officer. The District was organized in 1888 is the third largest district in El Paso County and the 14th largest in Colorado. **The District has a population of 80,008 based on the latest survey from the Department of Local Affairs (2014).**

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

The District has seven charter schools under its Chartered Portfolio. Each charter school has been approved by the Board and authorized by the State of Colorado to provide alternatives for students and parents. These schools have separate governing boards and are funded by the State of Colorado and local property tax funds which passes through the district. The District also provides some support services to the charter schools.

District 49 charter schools are as follows:

- Pikes Peak School of Expeditionary Learning established with D49 in 2004
- Banning Lewis Ranch Academy and Prep established with D49 in 2006
- Imagine Classical Academy established with D49 in 2010
- GOAL Academy established with D49 in 2014
- Rocky Mountain Classical Academy established with D49 in 2015
- Power Technical Early College established with D49 in 2016
- Liberty Tree Academy established with D49 in 2018
- Three additional Charter Schools are expected to open for the 2020-2021 school year

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

The District is divided into four zones: Falcon Zone, Sand Creek Zone, POWER Zone and iConnect Zone. Each zone is led by a zone leader and is similar to an assistant superintendent at other school districts. Three zones cover a geographic area and one covers alternative schools and charter schools. Each of the geographic zones contains three or four elementary schools, one middle, and one high school.



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

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



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

The Sand Creek Zone focuses on the pursuit of excellence, meeting students where they are and putting them on a personalized path to success. The zone's commitment to technology and the latest classroom innovations allow for the development and mastery of 21st century skills at all

levels of a child's education. All Sand Creek Zone staff learn, work and lead with a growth mindset, benefitting students by utilizing the newest structures and strategies daily. As a result, educators value and expect beneficial engagement among all students. They offer gifted and talented services, performing and visual arts, engineering and business pathways, workplace learning opportunities, full-day kindergarten at no cost to families, and a wealth of extra-curricular activities for students at all levels. The Sand Creek Zone is dedicated to its stakeholders, service in the community, growth and innovation and above all, student success.

Power Zone

The Power zone covers the northwest part of the district and covers about 8 square miles. Odyssey Elementary School, Skyview Middle School and Vista Ridge High School are designated by District 49 as "STEM schools." STEM stands for science, technology, engineering, and math.

The STEM designation's purpose is to get students interested in STEM-related careers, but not at the expense of other content areas. The root of a STEM education is inquiry based learning, which is teaching students how to think and problem solve.

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

iConnect Zone

The fourth zone in the District is the iConnect Zone. This zone does not cover a specific geographical area within the district. Instead, the zone focuses on non-traditional learning including blending learning, home school and charter schools. Costs associated with helping manage the charter schools is paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.

The iConnect Zone has reinvented educational environments that inspire individuals' peak potential. In iConnect, faculty interconnect effective educational systems, which inspire individuals to their learning potential, investigate and implement best educational practices that lead students to success, invest in students by challenging and developing citizens that compete in a global society, invent settings and systems that empower individuals' learning, leadership and life. The zone strives to inspire individuals with meaningful challenges and surround them with nurturing support to achieve ambitious goals.

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

Executive Summary

To be as transparent as possible to our Stakeholders, the District 49 Business Office is providing more detailed revenue and expenditures than is required by Colorado law. The following discussion of the revenue and expenditures is offered to give the Board of Education and our Community a better view of the district's financial situation on a monthly basis.

The District has no debt, as the last bond payment was in December 2017.

Notes on the Governmental (General) Fund:

The **Per Pupil Revenue (PPR)** from the state is currently \$8,263.05 for in-school students and \$7,790.17 for online students.

District 49's portion of the **Budget Stabilization Factor or Negative Factor** is \$15,825,277.06 for fiscal year 2019-2020. The negative factor is the amount that our school funding is reduced in order to balance the budget at the state level. The district has no input for this reduction in funding.

The student full time equivalent (FTE) number that is used is based on actuals at the October count. As of December 31, 2019 General Funds (plural) net revenue is \$59,529,092 and expenditures total \$65,998,847. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget.

Notes on Other Funds:

MLO **2016 3B projects** are wrapping up and majority of activity is held in fund 49, with the expenses for the refresh and refurbish (priority 2), the high school additions and remodels (priority 3), and the two new elementary schools (priority 4).

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

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

For the current fiscal year, the Accounting Team has produced over 4,489 checks totaling over \$15,700,534 and 1,599 electronic payments to vendors for over \$8,586,931. The Payroll Team successfully paid 2,197 employees for the month of December 2019 with a district gross total of \$6,636,506.

Conclusion

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

Fund 10-18 - General Funds (plural)

For the period ending December 31, 2019, total net revenue is \$56,529,092 or 46.24% of total budget. The majority of revenue (93%) related to property taxes each year is collected from March to June and are expected to be within budget at fiscal year-end.

Total expenditures are \$65,988,847 or 51.95% of total budget and are in line with budget.

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

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

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

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

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

For the period ending December 31, 2019, total revenue to date is \$1,405,336. The majority of revenue related to property taxes are collected from March to June and are expected to be within budget.

Fund 43 revenue is generated from cell towers on District land and fees in lieu of land dedication. Mill Levy override monies are received via monthly El Paso County Treasurer's monthly payments. Certificates of Participation (COP's) were used to fund these projects and repayments to Zion's National Bank are paid on a semi-annual basis in December and June each year. This activity resides in Fund 39. The large fund balance at the end of each fiscal year is to ensure monies are set aside to pay the December payment each year.

Expenditures are \$11,327,001 or 1,518% of total budget. Budget is significantly under but will be rectified with the amended budget later in the year. However, the expenditure is significantly under when compared to the prior year at only 45% of FY18 spend.

Expenditures for district spending must be endorsed by the MLO committee and should be approved prior to spending of any funds. Charter schools are reimbursed after the funds are expensed. The timing of expenditures depends on schools identifying projects that meet specific criteria and are reviewed by the MLO committee.

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

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

4. provide students with technology

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

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

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

For the period ending December 31, 2019, total revenue is \$2,152,726 or 16.52% of total budget. Total expenditures are \$3,044,390 or 15.86%. Expenditures equal revenue as revenue cannot be greater than expenses for grant funds. The exception is for the Laptop buy back sales as that is local money. All expenditures are in line within the guidelines of each grant.

See additional grant details at the end of this package.

Fund 23 & 74 - Student Activity Fiduciary Funds

Fund 23 Activity Fees - For the period ending December 31, 2019, total revenue is \$1,069,173. Fees are based on participation in extracurricular activities and may fluctuate from year to year or even semester to semester. Expenditures year to date total \$682,176 or 63.55% of total budget.

The BOE supports those that qualify for free or reduced food services with transfers on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 74 Fundraising - For the period ending December 31, 2019, total revenue is \$677,531. Expenditures year to date total \$243,501 or 36.68% of total budget.

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

Fund 19 - Colorado Preschool Fund

For the period ending December 31, 2019, total revenue is \$255,050 or 50.38% of total budget. All revenue comes in the form of revenue transfers from the General Fund done on a monthly basis. Expenses total \$229,094 or 45.29% of total budget.

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

For the period ending December 31, 2019 total revenue is \$677,453 or 61.59% of budget. Expenditure to date are \$544,981 or 50.43% of budget to date.

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

Fund 21 – Food Services Fund

For the period ending December 31, 2019, total revenue is \$2,398,923 or 62.97% of total budget. The majority of revenue comes from student purchases and reimbursement from the Federal School Lunch Program. Total expenditures are \$2,015,611 or 52.91% of total budget.

The Food Services fund has been a self-sufficient fund, meaning it requires no support from the general fund. For several years this fund has helped support the general fund but was not be able to do so in FY18-19 due to unexpected equipment repairs to aging equipment at year end. The indirect costs “collected” helps to offset services shared by both departments of the district, such as the Business Office which processes all payments to vendors.

Fund 25 - Fee for Service Transportation Fund

For the period ending December 31, 2019, total revenue is \$605,966 or 47.08% of total budget. The transportation fund is not a self-sufficient fund, meaning it requires revenue from the general fund in order to break even on a yearly basis. Expenditures total \$887,626 or 68.96% of budget.

For those that qualify for free or reduced food services, the BOE also supports those students with transfers done on their behalf to cover Transportation services as well as Board Approved Activity fees.

Fund 64 – District Funded Health Insurance

For the period ending December 31, 2019, total revenue is \$640,731 and expenditures to date are \$1,286,105.

Fund 64 revenue is a combination of employees that sign up for health care benefits as well as the district’s portion of said insurance premiums. Expenses are in the form of health care claims paid by the District. The District operates a self-funded plan through Anthem Blue Cross/Blue Shield. As of January 2020, the District will switch administration to United Health Care for of our self-funded plans.

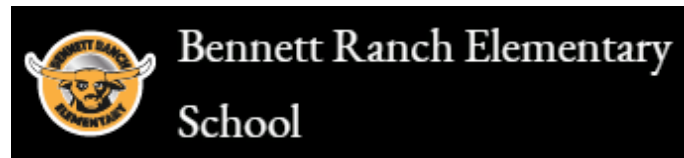
Fund 73 - Dane Balcon Scholarship Fund

This fund serves as a place holder as the District is the Fiscal Agent for this scholarship fund. For the period ending December 31, 2019, total revenue from interest income is \$21. For the current fiscal year, expenditures are \$1,000.

School Spending - General Fund

Falcon Zone as of December 31, 2019

Overall Falcon Zone total expenses are \$12,929,063 or 49.09% of their anticipated budget. Total Falcon zone administration level general fund expenditures are \$145,793 through December 31, 2019.



Total Membership count per PS is 325. Free and/or reduced is 29% of total membership. General fund expenditures were \$1,112,806 or 49.96% of their total budget. Personnel expenditures average 94.31%, which includes salary and benefits, while implementation costs average 5.56%.



Total Membership count per PS is 283. Free and/or reduced is 42% of total membership. General fund expenditures were \$1,099,020 or 49.16% of their total budget. Personnel expenditures average 92.83%, which includes salary and benefits, while implementation costs average 7.17%.



Total Membership count per PS is 657. Free and/or reduced is 17% of total membership. General fund expenditures were \$1,925,845 or 50.10% of their total budget. Personnel expenditures average 93.86%, which includes salary and benefits, while implementation costs average 6.14%.



Total Membership count per PS is 581. Free and/or reduced is 21% of total membership. General fund expenditures were \$2,063,349 or 50.55% of their total budget. Personnel expenditures average 94.15%, which includes salary and benefits, while implementation costs average 5.85%.



Total Membership count per PS is 1,021. Free and/or reduced is 27% of total membership. General fund expenditures were \$3,030,668 or 49.97% of their total budget. Personnel expenditures average 92.31%, which includes salary and benefits, while implementation costs average 7.69%.



Total Membership count per PS is 1,203. Free and/or reduced is 21% of total membership. General fund expenditures were \$3,551,582 or 48.92% of their total budget. Personnel expenditures average 87.29%, which includes salary and benefits, while implementation costs average 12.71%.

Sand Creek Zone as of December 31, 2019

Sand Creek Zone total expenses are \$12,248,995 or 48.74% of their anticipated budget.

Total Sand Creek zone administration level general fund expenditures are \$407,169 or 37.00% of the total budget.



Total Membership count per PS is 620. Free and/or reduced is 60% of total membership. General fund expenditures were \$1,823,546 or 50.18% of their total budget. Personnel expenditures average 91.53% which includes salary and benefits, while implementation costs average 8.47%.



Total Membership count per PS is 620. Free and/or reduced is 44% of total membership. General fund expenditures were \$1,902,246 or 48.52% of their total budget. Personnel expenditures average 94.63%, which includes salary and benefits, while implementation costs average 5.37%.



Total Membership count per PS is 553. Free and/or reduced is 25% of total membership. General fund expenditures were \$1,841,117 or 49.47% of their total budget. Personnel expenditures average 93.31%, which includes salary and benefits. Implementation costs average 6.69%.



Total Membership count per PS is 769. Free and/or reduced is 47% of total membership. General fund expenditures were \$2,530,872 or 50.46% of their total budget. Personnel expenditures average 91.28% which includes salary and benefits, while implementation costs average 8.72%.



Total Membership count per PS is 1,097. Free and/or reduced is 38% of total membership. General fund expenditures were \$3,744,045 or 48.39% of their total budget. Personnel expenditures average 91.42%, which includes salary and benefit, while implementation costs average 8.58%.

Power Zone as of December 31, 2019

Overall Power Zone total expenses are \$15,189,003 or 50.35% of anticipated budget.

The Power zone administration level general fund expenditures are \$376,302 or 32.88% of their total budget.



Total Membership count per PS is 628. Free and/or reduced is 20% of total membership. General fund expenditures were \$1,999,408 or 50.89% of their total budget. Personnel expenditures average 93.72% which includes salary and benefits, while implementation costs average 6.28%.



Total Membership count per PS is 489. Free and/or reduced is 37% of total membership. General fund expenditures were \$1,782,859 or 50.12% of their total budget. Personnel expenditures average 93.86%, which includes salary and benefits, while implementation costs average 6.14%.



Total Membership count per PS is 441. Free and/or reduced is 42% of total membership. General fund expenditures were \$1,449,755 or 50.06% of their total budget. Personnel expenditures average 90.24% which includes salary and benefits, while implementation costs average 9.76%.



Total Membership count per PS is 121. Free and/or reduced is 27% of total membership. General fund expenditures were \$699,185 or 51.15% of their total budget. Personnel expenditures average 95.10% which includes salary and benefits, while implementation costs average 4.90%.



Total Membership count per PS is 359. Free and/or reduced is 27% of total membership. General fund expenditures were \$1,147,318 or 47.42% of their total budget. Personnel expenditures average 95.52% which includes salary and benefits, while implementation costs average 4.48%.



Total Membership count per PS is 1,057. Free and/or reduced is 32% of total membership. General fund expenditures were \$3,253,567 or 52.16% of their total budget. Personnel expenditures average 93.69% which includes salary and benefits, while implementation costs average 6.31%.



Total Membership count per PS is 1,593. Free and/or reduced is 25% of total membership. General fund expenditures were \$4,480,609 or 51.99% of their total budget. Personnel expenditures average 90.66%, which includes salary and benefits, while implementation costs average 9.34%.

iConnect Zone as of December 31, 2019

iConnect Zone total expenses are \$3,250,119 or 44.98% of their anticipated budget. iConnect zone administrative level expenses are \$625,220 or 38.66% of their total budget.

This zone does not cover any specific geographical area within the district. Instead, it focuses on non-traditional learning including blended learning, home school and charter schools. Costs associated with helping manage the charter schools are paid for by the charter schools in the form of administration fees charged on a monthly basis based on the charter schools student numbers.



Total Membership count per PS is 165. General fund expenditures were \$729,115 or 43.72% of their total budget. Personnel expenditures average 81.23% which includes salary and benefits, while implementation costs average 18.77%.



Total Membership count per PS is 176. General fund expenditures were \$521,709 or 52.10% of their total budget. Personnel expenditures average 46.78%, which includes salary and benefits, while implementation costs average 53.22%.



Total Membership count per PS is 401. Free and/or reduced is 11% of total membership. General fund expenditures were \$1,093,672 or 45.81% of their total budget. Personnel expenditures average 75.37%, which includes salary and benefits, while implementation costs average 24.63%.

Falcon Home School Program

Total Membership count per PS is 135. General fund expenditures were \$280,362 or 50.84% of their total budget. Personnel expenditures average 90.51%, which includes salary and benefits, while implementation costs average 9.49%.

Internal Vendor Group at December 31, 2019

District 49's Internal Vendor Group includes Transportation, Facilities, Food Services and Information Technology and Security. Expenses within the General fund to date are \$4,913,614 or 52.97% of their total budget.

Internal Service Group at December 31, 2019

District 49's Internal Service Group includes the Business Office, Board of Education, Education Office, and Communications. These all support the schools for the education of students. Expenditures within the General fund are \$9,411,315 or 49.02% of their total budget.

[Appendix](#)

[A1 Personnel vs Implementation](#)

Total General Fund expenses are separated into personnel costs (salary and benefits) and implementation costs (other spending) for each school.

[A2 Student Activity Programs](#)

Student activity programs are funded with student fees and fundraising. Some programs spend ahead of revenue being received in order to keep the program running. For example, some sports have to send in registration fees to participate in events, but all fees may not be collected at that point (i.e. wrestling, track).

The Board of Education reimburses programs for students on free and reduced lunch. This enables the District to provide a full program regardless of who participates. The reimbursement happens at least twice per year and schools may wait until that reimbursement occurs to supplement any overspent programs from the Principal's Discretionary account. Money from the Principal's Discretionary account comes from building rental fees.

[A3 Utilities](#)

Falcon Zone

The Falcon Zone has three different utility companies that all have different utility rates. Those utility companies are: Woodmen Hills Metropolitan, Meridian Service Metro District, and Paint Brush Hills. All are running higher than the budget due to increased rates, yet our usage is normal compared to past years.

Sand Creek Zone

The Sand Creek Zone has two different utility companies that have different utility rates. Those utility companies are: Cherokee Metropolitan District and Colorado Springs Utilities. Horizon Middle School is currently running higher than expected.

Vista Ridge Zone

The Vista Ridge Zone only has Colorado Springs Utilities providing service.

[A4 Nutrition Services Detail](#)

These charts show the revenue and expenditures by location, including charter schools.

[A5 3A & 3B MLO Spend by School](#)

These show the Mill Levy Override expenditures for 3A that was approved by the community in 2014 and 3B that was approved in 2016.

[A6 School Data/Building Information](#)

This analysis gives breakdowns of each school owned site within the District comparing FY16-17 and FY17-18. Features include Total Square footage and Enrollment.

[A7 Salary & Benefits by School](#)

This information is a breakdown by category for the overall District and also by each school/program within the District. Totals by Zone are also included.

Colorado School District 49
Fund Balance Summary as of 12/31/2019 Unaudited



			Estimated BEGINNING FUND BALANCE 07/01/2019			Estimated CLOSING FUND BALANCE 06/30/2020
	ASSETS	LIABILITIES		REVENUE	EXPENSE	TOTAL
Governmental						
<i>General Funds</i>						
Fund 10 General School Managed	\$ 18,577,257	\$ 25,048,617	\$ 6,396,357	\$ 46,369,884	\$ 59,237,600	\$ (12,867,716)
Fund 12 General Grant Related	(192,113)	833,239	(1,714,518)	1,253,961	564,795	689,166
Fund 13 General Contingency	(523)	172,838	(155,628)	-	17,734	(17,734)
Fund 14 Mill Levy Override (MLO) old	8,301,810	-	9,752,388	259,390	1,709,968	(1,450,578)
Fund 15 Short Term Capital	5,033,663	-	237,013	8,125,000	3,328,350	4,796,650
Fund 16 Mill Levy Override MLO18C	3,403,154	2,604,279	871,110	-	72,235	(72,235)
Fund 17 Long Term Capital	2,190,569	-	2,167,141	23,427	-	23,427
Fund 18 District Mandated Insurance	180,763	248,793	501,645	497,430	1,067,105	(569,675)
Sub Total General Funds	\$ 37,494,580	\$ 28,907,766	\$ 18,055,510	\$ 56,529,092	\$ 65,997,787	\$ (9,468,695)
<i>Fund 19 Preschool</i>	267,009	184,614	56,439	255,050	229,094	25,957

Colorado School District 49
Fund Balance Summary as of 12/31/2019 Unaudited



			Estimated BEGINNING FUND BALANCE 07/01/2019			Estimated CLOSING FUND BALANCE 06/30/2020
	ASSETS	LIABILITIES		REVENUE	EXPENSE	TOTAL
<i>Special Revenue</i>						
Fund 23 Student Fees	518,865	51,423	80,445	1,069,173	682,176	386,997
Fund 25 Transportation Fee For Service	47,661	329,320	-	605,966	887,626	(281,659)
Fund 22 State & Federal Grants	2,685,358	3,659,408	-	1,890,367	2,864,417	(974,050)
Fund 26 Local Grants	370,999	282,124	6,489	262,359	179,973	82,386
Fund 27 BASE 49	322,354	146,837	52,745	677,453	554,681	122,772
Sub Total Special Revenue	\$ 4,212,246	\$ 4,653,727	\$ 196,118	\$ 4,760,368	\$ 5,397,967	\$ (637,598)
<i>Fund 21 Food Service</i>	<i>\$ 1,554,659</i>	<i>\$ 172,671</i>	<i>\$ 998,677</i>	<i>\$ 2,398,923</i>	<i>\$ 2,015,611</i>	<i>\$ 383,312</i>
Proprietary						
Fund 39 COP Repayments	5,572,152	3,000,000	9,761,684	1,015,776	8,205,309	(7,189,533)
Fund 43 Cash In Lieu of Land	1,778,610	-	1,468,917	311,693	2,000	309,693
Fund 49 Mill Levy Override P2 P3 P4	2,887,742	2,677,131	3,255,437	74,866	3,119,692	(3,044,825)
Fund 64 Self Funded Health Insurance	2,304,067	1,582,165	1,367,276	640,731	1,286,105	(645,374)
Fiduciary						
Fund 73 Dane Balcon Scholarships	3,803	-	4,783	21	1,000	(979)
Fund 74 Student Fundraising	1,118,729	538	(49,194)	677,531	243,501	434,030
Totals	\$ 56,926,589	\$ 40,993,996	\$ 35,059,207	\$ 66,409,001	\$ 86,268,971	\$ (19,859,970)

Colorado School District 49
Balance Sheet Detail as of 12/31/2019 Unaudited



GOVERNMENTAL				
General Funds				

as of December 31, 2019	Fund 10 General School Managed	Fund 12 General Grant Related	Fund 13 General Contingency	Fund 14 General Mill Levy Override (MLO)
ASSETS				
Cash*	\$ 11,946,633	\$ (25,339)	\$ -	\$ 2,600,102
Accounts Receivable	(332,662)	-	-	(67,069)
Due From Other Funds	6,963,287	(166,774)	(523)	5,768,778
Inventory	-	-	-	-
Total Assets	\$ 18,577,257	\$ (192,113)	\$ (523)	\$ 8,301,810
Less LIABILITIES				
Accounts Payable	\$ 283,729	\$ 22,238	\$ -	\$ -
Accrued Salaries	13,183,385	-	-	-
Due To Other Funds	11,581,503	646,127	172,838	-
Patron Balances	-	-	-	-
Unearned Revenue	-	164,873	-	-
Total Liabilities	\$ 25,048,617	\$ 833,239	\$ 172,838	\$ -
Net FUND BALANCE				
Non Spendable / Committed at 6/30/2019	\$ 5,847,934	\$ -	\$ -	\$ -
Tabor / Restricted Reserve at 6/30/2019	3,455,000	-	-	7,025,614
Assigned / Unrestricted at 6/30/2019	(2,906,577)	(1,714,518)	(155,628)	2,726,775
Fund Balance	\$ 6,396,357	\$ (1,714,518)	\$ (155,628)	\$ 9,752,388
2019-2020 Estimated Change in Fund Balance	\$ (12,867,716)	\$ 689,166	\$ (17,734)	\$ (1,450,578)

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

Colorado School District 49
Balance Sheet Detail as of 12/31/2019 Unaudited



	GOVERNMENTAL				
	General Funds				
as of December 31, 2019	Fund 15 General Short Term Capital	Fund 16 General Mill Levy Override MLO	Fund 17 General Long Term Capital	Fund 18 District Liability/Property Insurance	Fund 19 Preschool
ASSETS					
Cash*	\$ 98,433	\$ 3,428,160	\$ 1,937,978	\$ -	\$ (180)
Accounts Receivable	-	-	-	-	-
Due From Other Funds	4,935,230	(25,006)	252,591	180,763	267,189
Inventory	-	-	-	-	-
Total Assets	\$ 5,033,663	\$ 3,403,154	\$ 2,190,569	\$ 180,763	\$ 267,009
Less LIABILITIES					
Accounts Payable	\$ -	\$ -	\$ -	\$ -	\$ 9,306
Accrued Salaries	-	-	-	-	175,308
Due To Other Funds	-	2,604,279	-	248,793	-
Patron Balances	-	-	-	-	-
Unearned Revenue	-	-	-	-	-
Total Liabilities	\$ -	\$ 2,604,279	\$ -	\$ 248,793	\$ 184,614
Net FUND BALANCE					
Non Spendable / Committed at 6/30/2019	\$ -	\$ -	\$ -	\$ 474,849	\$ -
Tabor / Restricted Reserve at 6/30/2019	-	4,764,956	-	-	56,439
Assigned / Unrestricted at 6/30/2019	237,013	(3,893,846)	2,167,141	26,797	-
Fund Balance	\$ 237,013	\$ 871,110	\$ 2,167,141	\$ 501,645	\$ 56,439
2019-2020 Estimated Change in Fund Balance	\$ 4,796,650	\$ (72,235)	\$ 23,427	\$ (569,675)	\$ 25,957

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

Colorado School District 49
Balance Sheet Detail as of 12/31/2019 Unaudited



	GOVERNMENTAL					
	<i>Special Revenue</i>			<i>Special Revenue</i>		
	Fund 25			Fund 27		
	Fund 23 Student Fees	Transportation Fee For Service	Fund 22 State & Federal Grants	Fund 26 Local Grants	BASE 49	
as of December 31, 2019						
ASSETS						
Cash*	\$ 473,130	\$ 34,892	\$ (56,176)	\$ (12,381)	\$	301,609
Accounts Receivable	-	190,294	1,257,937	-		-
Due From Other Funds	45,735	(177,526)	1,483,598	383,381		20,745
Inventory	-	-	-	-		-
Total Assets	\$ 518,865	\$ 47,661	\$ 2,685,358	\$ 370,999	\$	322,354
Less LIABILITIES						
Accounts Payable	\$ 608	\$ -	\$ 212,714	\$ 1,049	\$	566
Accrued Salaries	-	160,786	-	-		146,271
Due To Other Funds	40,296	55,994	-	-		-
Patron Balances	10,519	112,540	-	-		-
Unearned Revenue	-	-	3,446,695	281,075		-
Total Liabilities	\$ 51,423	\$ 329,320	\$ 3,659,408	\$ 282,124	\$	146,837
Net FUND BALANCE						
Non Spendable / Committed at 6/30/2019	\$ 80,445	\$ -	\$ -	\$ 6,489	\$	52,745
Tabor / Restricted Reserve at 6/30/2019	-	-	-	-		-
Assigned / Unrestricted at 6/30/2019	-	-	-	-		(0)
Fund Balance	\$ 80,445	\$ -	\$ -	\$ 6,489	\$	52,745
2019-2020 Estimated Change in Fund Balance	\$ 386,997	\$ (281,659)	\$ (974,050)	\$ 82,386	\$	122,772

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

Colorado School District 49
Balance Sheet Detail as of 12/31/2019 Unaudited



GOVERNMENTAL	PROPRIETARY
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as of December 31, 2019	Fund 21 Food Service	Fund 39 COP Repayments	Fund 43 Cash In Lieu of Land	Fund 49 Mill Levy Override P2 P3 P4
ASSETS				
Cash*	\$ 1,043,854	\$ 5,803,428	\$ 60,579	\$ 2,983,272
Accounts Receivable	721,493	(462,552)	-	-
Due From Other Funds	(210,689)	-	1,718,031	(95,530)
Inventory	-	-	-	-
Total Assets	\$ 1,554,659	\$ 5,340,875	\$ 1,778,610	\$ 2,887,742
Less LIABILITIES				
Accounts Payable	\$ 39,921	\$ -	\$ -	\$ 44,513
Accrued Salaries	264,290	-	-	-
Due To Other Funds	30,924	3,000,000	-	2,632,618
Patron Balances	(162,464)	-	-	-
Unearned Revenue	-	-	-	-
Total Liabilities	\$ 172,671	\$ 3,000,000	\$ -	\$ 2,677,131
Net FUND BALANCE				
Non Spendable / Committed at 6/30/2019	\$ 110,857	\$ -	\$ -	\$ 33,248,517
Tabor / Restricted Reserve at 6/30/2019	887,819	9,761,684	-	-
Assigned / Unrestricted at 6/30/2019	-	-	1,468,917	(29,993,080)
Fund Balance	\$ 998,677	\$ 9,761,684	\$ 1,468,917	\$ 3,255,437
2019-2020 Estimated Change in Fund Balance	\$ 383,312	\$ (7,420,809)	\$ 309,693	\$ (3,044,825)

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

Colorado School District 49
Balance Sheet Detail as of 12/31/2019 Unaudited



PROPRIETARY	FIDUCIARY
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as of December 31, 2019	Fund 64 Self Funded Health Insurance	Fund 73 Dane Balcon Scholarships	Fund 74 Student Fundraising
ASSETS			
Cash*	\$ 1,010,194	\$ 1,732	\$ 1,134,556
Accounts Receivable	14,983	-	73,790
Due From Other Funds	1,278,889	2,071	(89,617)
Inventory	-	-	-
Total Assets	\$ 2,304,067	\$ 3,803	\$ 1,118,729
Less LIABILITIES			
Accounts Payable	\$ 60,914	\$ -	\$ 538
Accrued Salaries	-	-	-
Due To Other Funds	1,521,251	-	-
Patron Balances	-	-	-
Unearned Revenue	-	-	-
Total Liabilities	\$ 1,582,165	\$ -	\$ 538
Net FUND BALANCE			
Non Spendable / Committed at 6/30/2019	\$ -	\$ -	\$ (953,587)
Tabor / Restricted Reserve at 6/30/2019	-	-	-
Assigned / Unrestricted at 6/30/2019	1,367,276	4,783	904,393
Fund Balance	\$ 1,367,276	\$ 4,783	\$ (49,194)
2019-2020 Estimated Change in Fund Balance	\$ (645,374)	\$ (979)	\$ 1,167,386

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

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	General Funds F10-18			Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%
Local Sources				
Property Taxes	\$ 25,661,043	\$ 341,847	\$ 400,953	
Specific Ownership Tax & Other Related	3,504,487	1,351,447	1,888,586	
Tuition & Fees	398,500	194,020	115,545	
Interest Earned	291,000	149,933	174,000	
Charter School Purchased Services	5,358,225	2,984,836	2,297,077	
Cash In Lieu of Land	-	-	-	
Other Local Revenue	372,802	6,077,029	1,004,808	
Total Local Revenue	\$ 35,586,056	\$ 11,099,112	\$ 5,880,969	31.19%
State Sources				
State Equalization Revenue	\$ 181,742,385	\$ 89,715,449	\$ 78,618,427	
Capital Construction	1,278,327	639,149	637,065	
Vocational Education	827,000	179,825	-	
Special Education	4,801,361	4,321,225	3,633,941	
ELL	471,114	471,114	533,821	
Gifted & Talented	211,743	211,743	133,502	
Transportation	528,597	528,597	484,813	
Other State Revenue	19,894	(518,114)	496,501	
Total State Revenue	\$ 190,254,236	\$ 95,548,988	\$ 84,538,070	50.22%
Federal Sources				
Impact Aid	\$ 836,556	\$ 96,986	\$ 540,995	
IDEA	544,556	-	-	
DoDEA	-	-	-	
Other Federal Revenue	(836,556)	-	91,481	
Total Federal Revenue	\$ 544,556	\$ 96,986	\$ 632,476	17.81%
Transfers				
Transfers from Fund 10 to F15, F18, F19	\$ (1,456,227)	\$ (253,113)	\$ (4,249,953)	
Charter School PPR	(100,038,089)	(49,962,881)	(41,757,010)	
Total Revenue Transfers	\$ (101,494,317)	\$ (50,215,994)	\$ (46,006,962)	49.48%
NET REVENUE	\$ 124,890,532	\$ 56,529,092	\$ 45,044,553	45.26%

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	Preschool F19				Monthly Target	Pupil Activity Fees F23				Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19		50.00%	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19		50.00%
Local Sources										
Property Taxes	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	-	-	-			-	-	-		
Tuition & Fees	-	-	-			-	-	-		
Interest Earned	-	-	-			-	-	-		
Charter School Purchased Services	-	-	-			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	-	-	-			-	1,069,173	568,846		
Total Local Revenue	\$ -	\$ -	\$ -			\$ -	\$ 1,069,173	\$ 568,846		
State Sources										
State Equalization Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Capital Construction	-	-	-			-	-	-		
Vocational Education	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
ELL	-	-	-			-	-	-		
Gifted & Talented	-	-	-			-	-	-		
Transportation	-	-	-			-	-	-		
Other State Revenue	1,937	1,937	-			-	-	-		
Total State Revenue	\$ 1,937	\$ 1,937	\$ -		100.00%	\$ -	\$ -	\$ -		
Federal Sources										
Impact Aid	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
IDEA	-	-	-			-	-	-		
DoDEA	-	-	-			-	-	-		
Other Federal Revenue	-	-	-			-	-	-		
Total Federal Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Transfers										
Transfers from Fund 10 to F15, F18, F19	\$ 506,227	\$ 253,113	\$ 249,953			\$ -	\$ -	\$ -		
Charter School PPR	-	-	-			-	-	-		
Total Revenue Transfers	\$ 506,227	\$ 253,113	\$ 249,953		50.00%	\$ -	\$ -	\$ -		
NET REVENUE	\$ 508,164	\$ 255,050	\$ 249,953		50.19%	\$ -	\$ 1,069,173	\$ 568,846		

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	Transportation Fee for Service F25			Monthly Target	Grants F22 & F26			Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%
Local Sources								
Property Taxes	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	50	76		-	-	-	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	817,105	176,587	218,133		394,736	262,359	171,485	
Total Local Revenue	\$ 817,105	\$ 176,637	\$ 218,209	21.62%	\$ 394,736	\$ 262,359	\$ 171,485	66%
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	470,000	429,329	-		-	-	-	
Other State Revenue	-	-	473,315		1,473,546	363,137	319,488	
Total State Revenue	\$ 470,000	\$ 429,329	\$ 473,315	91.35%	\$ 1,473,546	\$ 363,137	\$ 319,488	24.64%
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		2,998,774	651,001	-	
DoDEA	-	-	-		881,201	218,641	-	
Other Federal Revenue	-	-	-		7,270,403	657,587	87,690	
Total Federal Revenue	\$ -	\$ -	\$ -		\$ 11,150,379	\$ 1,527,230	\$ 87,690	13.70%
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
NET REVENUE	\$ 1,287,105	\$ 605,966	\$ 691,524	47.08%	\$ 13,018,661	\$ 2,152,726	\$ 578,663	16.54%

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	Base49 (Before/After Care) F27				Monthly Target	Food Services F21				Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19		50.00%	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19		50.00%
Local Sources										
Property Taxes	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Specific Ownership Tax & Other Related	-	-	-			-	-	-		
Tuition & Fees	-	-	-			-	-	-		
Interest Earned	-	-	-			-	5,403	2,787		
Charter School Purchased Services	-	-	-			-	-	-		
Cash In Lieu of Land	-	-	-			-	-	-		
Other Local Revenue	1,100,000	677,453	540,952			1,786,211	1,178,376	805,262		
Total Local Revenue	\$ 1,100,000	\$ 677,453	\$ 540,952	61.59%		\$ 1,786,211	\$ 1,183,780	\$ 808,049	66.27%	
State Sources										
State Equalization Revenue	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Capital Construction	-	-	-			-	-	-		
Vocational Education	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
ELL	-	-	-			-	-	-		
Gifted & Talented	-	-	-			-	-	-		
Transportation	-	-	-			-	-	-		
Other State Revenue	-	-	-			47,568	66,321	59,105		
Total State Revenue	\$ -	\$ -	\$ -			\$ 47,568	\$ 66,321	\$ 59,105	139.42%	
Federal Sources										
Impact Aid	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
IDEA	-	-	-			1,975,826	1,148,822	-		
DoDEA	-	-	-			-	-	-		
Other Federal Revenue	-	-	-			-	-	903,773		
Total Federal Revenue	\$ -	\$ -	\$ -			\$ 1,975,826	\$ 1,148,822	\$ 903,773	58.14%	
Transfers										
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
Charter School PPR	-	-	-			-	-	-		
Total Revenue Transfers	\$ -	\$ -	\$ -			\$ -	\$ -	\$ -		
NET REVENUE	\$ 1,100,000	\$ 677,453	\$ 540,952	61.59%		\$ 3,809,606	\$ 2,398,923	\$ 1,770,927	62.97%	

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	COP and Cash In Lieu of Land F39, F49 & F43			Monthly Target	Dane Balcon Scholarships F73			Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%
Local Sources								
Property Taxes	-	\$ 165,912	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	656,372	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	269,241	515,350		-	21	20	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	272,336	205,288		-	-	-	
Other Local Revenue	-	38,475	34,542		-	-	-	
Total Local Revenue	\$ -	\$ 1,402,336	\$ 755,180		\$ -	\$ 21	\$ 20	
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		-	-	-	
Total State Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
Total Federal Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ 4,000,000		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ 4,000,000		\$ -	\$ -	\$ -	
NET REVENUE	\$ -	\$ 1,402,336	\$ 4,755,180		\$ -	\$ 21	\$ 20	

Colorado School District 49
Revenue Detail as of 12/31/2019 Unaudited



	Pupil Fundraising F74			Monthly Target	District Funded Health Insurance F64			Monthly Target
	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%	Total Budget FY 2019-20	Actual to Date FY 2019-20	Previous Year to Date FY 2018-19	50.00%
Local Sources								
Property Taxes	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Specific Ownership Tax & Other Related	-	-	-		-	-	-	
Tuition & Fees	-	-	-		-	-	-	
Interest Earned	-	11,639	7,571		-	15,196	8,325	
Charter School Purchased Services	-	-	-		-	-	-	
Cash In Lieu of Land	-	-	-		-	-	-	
Other Local Revenue	-	665,891	680,771		-	625,535	1,192,402	
Total Local Revenue	\$ -	\$ 677,531	\$ 688,343		\$ -	\$ 640,731	\$ 1,200,727	
State Sources								
State Equalization Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Capital Construction	-	-	-		-	-	-	
Vocational Education	-	-	-		-	-	-	
Special Education	-	-	-		-	-	-	
ELL	-	-	-		-	-	-	
Gifted & Talented	-	-	-		-	-	-	
Transportation	-	-	-		-	-	-	
Other State Revenue	-	-	-		-	-	-	
Total State Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Federal Sources								
Impact Aid	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
IDEA	-	-	-		-	-	-	
DoDEA	-	-	-		-	-	-	
Other Federal Revenue	-	-	-		-	-	-	
Total Federal Revenue	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Transfers								
Transfers from Fund 10 to F15, F18, F19	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
Charter School PPR	-	-	-		-	-	-	
Total Revenue Transfers	\$ -	\$ -	\$ -		\$ -	\$ -	\$ -	
NET REVENUE	\$ -	\$ 677,531	\$ 688,343		\$ -	\$ 640,731	\$ 1,200,727	

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



	General Funds 10-18 (plural)			Monthly Target
Revenues	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date	50.00%
Local Revenue	\$ 35,586,056	\$ 11,099,112	\$ 5,880,969	
State Revenue	190,254,236	95,548,988	84,536,133	
Federal Revenue	544,556	96,986	632,476	
Revenue Transfers	(101,494,317)	(50,215,994)	(46,010,123)	
Total Revenues	\$ 124,890,532	\$ 56,529,092	\$ 45,039,455	45.26%
Instructional Spend				
General Education	22,367,922	11,630,398	10,602,722	
Other Instructional	31,189,857	15,773,599	14,996,881	
Special Education	13,830,592	7,427,621	6,884,597	
Athletic Extracurricular	1,092,311	708,690	571,995	
Academic Extracurricular	232,443	30,358	41,008	
Support Services				
Student Support Services	8,323,670	4,693,715	3,973,707	
Instructional Staff Support	5,741,483	2,771,349	2,594,831	
Board Administration	1,155,676	474,616	533,840	
School Administration	11,589,441	5,393,660	5,292,462	
Business Services	1,677,747	1,025,518	1,453,983	
Operations & Maintenance	11,442,106	6,392,185	5,670,175	
Student Transportation	3,825,504	2,353,443	2,552,835	
Central Support Services	6,662,012	3,264,930	3,236,699	
Risk Management	365,393	1,071,048	(638,444)	
Cocurricular Activities - non Athletic	-	-	-	
Food Services	1,700	-	11	
Facilities Acquisition & Construction	2,133,574	1,092,078	754,416	
Other Use of Funds	2,313,843	1,885,005	1,379,182	
Operating RESERVES	6,165,248	634	203	
Total Expenditures	\$ 130,110,522	\$ 65,988,847	\$ 59,901,103	50.72%
Net Change in Fund Balance	\$ (5,219,991)	\$ (9,459,755)		
Fund Balances, beginning at 7/1/19	22,397,775	22,397,775		
Fund balances, ending (estimated)	\$ 17,177,784	\$ 12,938,020	\$ 22,397,775	

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



	Preschool Fund 19				Monthly Target	Pupil Activities Fund 23				Monthly Target
	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%
Revenues										
Local Revenue	\$ -	\$ -	\$ -			\$ -	\$ 1,069,173	\$ 568,846		
State Revenue	1,937	1,937	-			-	-	-		
Federal Revenue	-	-	-			-	-	-		
Revenue Transfers	506,227	253,113	249,953			-	-	-		
Total Revenues	\$ 508,164	\$ 255,050	\$ 249,953		50.19%	\$ -	\$ 1,069,173	\$ 568,846		
Instructional Spend										
General Education	-	-	-			227,671	166,858	142,434		
Other Instructional	507,815	229,094	299,133			402,420	154,014	95,879		
Special Education	-	-	-			2,059	-	14		
Athletic Extracurricular	-	-	-			354,470	325,806	237,974		
Academic Extracurricular	-	-	-			80,328	34,462	35,376		
Support Services										
Student Support Services	-	-	-			1,994	875	28		
Instructional Staff Support	-	-	-			4,625	160	192		
Board Administration	-	-	-			-	-	-		
School Administration	-	-	-			-	-	-		
Business Services	-	-	-			-	-	-		
Operations & Maintenance	-	-	-			-	-	-		
Student Transportation	-	-	-			-	-	-		
Central Support Services	-	-	-			-	-	-		
Risk Management	-	-	-			-	-	-		
Cocurricular Activities - non Athletic	-	-	-			(74)	-	-		
Food Services	-	-	-			-	-	-		
Facilities Acquisition & Construction	-	-	-			-	-	-		
Other Use of Funds	-	-	-			-	-	-		
Operating RESERVES	-	-	-			-	-	-		
Total Expenditures	\$ 507,815	\$ 229,094	\$ 299,133		45.11%	\$ 1,073,493	\$ 682,176	\$ 511,897		63.55%
Net Change in Fund Balance	\$ 349	\$ 25,957				\$ (1,073,493)	\$ 386,997			
Fund Balances, beginning at 7/1/19	75,083	75,083				421,412	421,412			
Fund balances, ending (estimated)	\$ 75,432	\$ 101,040	\$ 75,083			\$ (652,081)	\$ 808,409	\$ 421,412		

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



	Transportation Fund 25				Monthly Target	Grant Funds 22, 26				Monthly Target
Revenues	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%
Local Revenue	\$ 817,105	\$ 176,637	\$ 218,209			\$ 394,736	\$ 262,359	\$ 171,485		
State Revenue	470,000	429,329	473,315			1,473,546	363,137	319,488		
Federal Revenue	-	-	-			11,150,379	1,527,230	87,690		
Revenue Transfers	-	-	-			-	-	-		
Total Revenues	\$ 1,287,105	\$ 605,966	\$ 691,524		47.08%	\$ 13,018,661	\$ 2,152,726	\$ 578,663		16.54%
Instructional Spend										
General Education	-	-	-			5,492,096	256,470	319,703		
Other Instructional	-	-	-			984,170	283,533	422,350		
Special Education	-	-	-			2,622,711	1,026,366	1,047,841		
Athletic Extracurricular	-	-	-			-	-	-		
Academic Extracurricular	-	-	-			2,263	1,975	1,254		
Support Services										
Student Support Services	-	-	-			2,296,881	652,450	894,589		
Instructional Staff Support	-	-	-			2,210,469	435,148	545,055		
Board Administration	-	-	-			206,943	53,635	73,649		
School Administration	-	-	-			449,723	270,622	-		
Business Services	-	10	310			4,622	31	(245)		
Operations & Maintenance	-	-	-			89,168	63,225	-		
Student Transportation	1,245,304	887,616	770,026			-	-	-		
Central Support Services	-	-	-			-	-	2,835		
Risk Management	41,801	-	-			2,400	-	-		
Cocurricular Activities - non Athletic	-	-	-			-	-	-		
Food Services	-	-	-			25,500	934	1,836		
Facilities Acquisition & Construction	-	-	-			-	-	39,778		
Other Use of Funds	-	-	-			-	-	-		
Operating RESERVES	-	-	-			-	-	-		
Total Expenditures	\$ 1,287,105	\$ 887,626	\$ 770,336		68.96%	\$ 14,386,946	\$ 3,044,390	\$ 3,348,647		21.16%
Net Change in Fund Balance	\$ -	\$ (281,659)				\$ (1,368,285)	\$ (891,664)			
Fund Balances, beginning at 7/1/19	-	-				-	-			
Fund balances, ending (estimated)	\$ -	\$ (281,659)	\$ -			\$ (1,368,285)	\$ (891,664)	\$ -		

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



	BASE49 (Before/After Care) Fund 27				Monthly Target	Food Service Fund 21				Monthly Target
	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date		50.00%
Revenues										
Local Revenue	\$ 1,100,000	\$ 677,453	\$ 540,952			\$ 1,786,211	\$ 1,183,780	\$ 808,049		
State Revenue	-	-	-			47,568	66,321	59,105		
Federal Revenue	-	-	-			1,975,826	1,148,822	903,773		
Revenue Transfers	-	-	-			-	-	-		
Total Revenues	\$ 1,100,000	\$ 677,453	\$ 540,952		61.59%	\$ 3,809,606	\$ 2,398,923	\$ 1,770,927		62.97%
Instructional Spend										
General Education	-	-	-			-	-	-		
Other Instructional	-	-	-			-	-	-		
Special Education	-	-	-			-	-	-		
Athletic Extracurricular	-	-	-			-	-	-		
Academic Extracurricular	738,226	420,107	342,004			-	-	-		
Support Services										
Student Support Services	-	-	-			-	-	-		
Instructional Staff Support	-	-	-			-	-	-		
Board Administration	-	-	-			-	-	-		
School Administration	26,299	14,265	18,789			-	-	-		
Business Services	-	-	-			-	-	-		
Operations & Maintenance	67,318	46,296	27,590			-	-	-		
Student Transportation	-	-	-			-	4,005	4,629		
Central Support Services	-	-	-			-	-	-		
Risk Management	-	-	-			-	-	-		
Cocurricular Activities - non Athletic	-	-	-			-	-	-		
Food Services	119,056	74,013	68,455			3,661,260	2,011,606	1,947,891		
Facilities Acquisition & Construction	-	-	-			-	-	-		
Other Use of Funds	-	-	-			-	-	-		
Operating RESERVES	149,102	-	-			148,346	-	-		
Total Expenditures	\$ 1,100,000	\$ 554,681	\$ 456,838		50.43%	\$ 3,809,606	\$ 2,015,611	\$ 1,952,520		52.91%
Net Change in Fund Balance	\$ -	\$ 122,772				\$ (0)	\$ 383,312			
Fund Balances, beginning at 7/1/19	-	-				1,253,113	1,253,113			
Fund balances, ending (estimated)	\$ -	\$ 122,772	\$ -			\$ 1,253,113	\$ 1,636,425	\$ 1,253,113		

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



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

Dane Balcon Scholarships Fund 73

Revenues

	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date	50.00%	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date
Local Revenue	\$ -	\$ 1,402,336	\$ 755,180		\$ -	\$ 21	\$ 20
State Revenue	-	-	-		-	-	-
Federal Revenue	-	-	-		-	-	-
Revenue Transfers	-	-	4,000,000		-	-	-
Total Revenues	\$ -	\$ 1,402,336	\$ 4,755,180		\$ -	\$ 21	\$ 20

Instructional Spend

General Education	-	-	-	-	-	-	-
Other Instructional	-	-	-	-	-	1,000	-
Special Education	-	-	-	-	-	-	-
Athletic Extracurricular	-	-	-	-	-	-	-
Academic Extracurricular	-	-	-	-	-	-	-

Support Services

Student Support Services	-	-	-	-	-	-	-
Instructional Staff Support	-	-	-	-	-	-	-
Board Administration	-	440	-	-	-	-	-
School Administration	-	-	-	-	-	-	-
Business Services	-	-	(177)	-	-	-	-
Operations & Maintenance	65,510	2,000	-	-	-	-	-
Student Transportation	-	-	-	-	-	-	-
Central Support Services	-	-	-	-	-	-	-
Risk Management	-	-	-	-	-	-	-
Cocurricular Activities - non Athletic	-	-	-	-	-	-	-
Food Services	109,023	-	-	-	-	-	-
Facilities Acquisition & Construction	1,416,918	3,119,692	16,844,791	-	-	-	-
Other Use of Funds	-	8,204,869	8,126,894	-	-	-	-
Operating RESERVES	197,296	-	-	-	-	-	-
Total Expenditures	\$ 1,788,748	\$ 11,327,001	\$ 24,971,508	633.24%	\$ -	\$ 1,000	\$ -

Net Change in Fund Balance

	\$ (1,788,748)	\$ (9,924,665)			\$ -	\$ (979)		
Fund Balances, beginning at 7/1/19	41,897,506	41,897,506			4,722	4,722		
Fund balances, ending (estimated)	\$ 40,108,758	\$ 31,972,841	\$ 41,897,506		\$ 4,722	\$ 3,743	\$ 4,722	

Colorado School District 49
Income Statement as of 12/31/2019 Unaudited



	Pupil Fundraising Fund 74				District Health Insurance Fund 64				Monthly Target
Revenues	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date	50.00%	Total Budget FY 2019-20	Actuals to Date FY 2019-20	Previous Year to Date	50.00%	
Local Revenue	\$ -	\$ 677,531	\$ 688,343		\$ -	\$ 640,731	\$ 1,200,727		
State Revenue	-	-	-		-	-	-		
Federal Revenue	-	-	-		-	-	-		
Revenue Transfers	-	-	-		-	-	-		
Total Revenues	\$ -	\$ 677,531	\$ 688,343		\$ -	\$ 640,731	\$ 1,200,727		
<u>Instructional Spend</u>									
General Education	21,342	10,000	12,225		-	-	-		
Other Instructional	129,781	45,177	140,957		-	-	-		
Special Education	980	243	566		-	-	-		
Athletic Extracurricular	5,059	2,802	227,967		-	-	-		
Academic Extracurricular	501,290	173,747	283,027		-	-	-		
<u>Support Services</u>									
Student Support Services	716	342	1,126		-	-	-		
Instructional Staff Support	4,662	1,961	1,238		-	-	-		
Board Administration	-	-	-		-	-	-		
School Administration	-	-	-		-	-	-		
Business Services	-	-	4,261		-	-	-		
Operations & Maintenance	-	-	-		-	-	-		
Student Transportation	-	-	-		-	-	-		
Central Support Services	-	-	-		-	1,286,105	2,125,837		
Risk Management	-	-	-		-	-	-		
Cocurricular Activities - non Athletic	-	9,229	9,326		-	-	-		
Food Services	-	-	-		-	-	-		
Facilities Acquisition & Construction	-	-	-		-	-	-		
Other Use of Funds	-	-	-		-	-	-		
Operating RESERVES	-	-	-		-	-	-		
Total Expenditures	\$ 663,828	\$ 243,501	\$ 680,693	36.68%	\$ -	\$ 1,286,105	\$ 2,125,837		
Net Change in Fund Balance	\$ (663,828)	\$ 434,030			\$ -	\$ (645,374)			
Fund Balances, beginning at 7/1/19	872,470	872,470			953,910	953,910			
Fund balances, ending (estimated)	\$ 208,642	\$ 1,306,500	\$ 872,470		\$ 953,910	\$ 308,536	\$ 953,910		

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



Falcon Zone

General Fund - School Managed F10

Monthly Target:
50.00%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Falcon Elementary School of Technology	283	42%	\$ 3,883	\$ 2,235,818	\$ 1,099,020	\$ 1,074,110	49.16%
Meridian Ranch Elementary	657	17%	2,934	3,844,231	1,925,845	1,705,998	50.10%
Woodman Hills Elementary	581	21%	3,551	4,082,011	2,063,349	1,980,374	50.55%
Bennett Ranch Elementary	325	29%	3,424	2,227,440	1,112,806	774,720	49.96%
Falcon Middle School	1,021	27%	2,968	6,064,431	3,030,668	2,772,442	49.97%
Falcon High School	1,203	21%	2,952	7,259,400	3,551,582	3,494,243	48.92%
Falcon Zone Administration		-	-	624,999	145,793	258,169	23.33%
Falcon Zone Totals	4,070	26%		\$ 26,338,330	\$ 12,929,063	\$ 12,060,055	49.09%

	Falcon Elementary School of Technology	Meridian Ranch Elementary	Woodman Hills Elementary	Bennett Ranch Elementary	Falcon Middle School	Falcon High School	Falcon Zone Administration	
General Fund Expenditures								
Salaries	\$ 769,035	\$ 1,364,098	\$ 1,454,968	\$ 782,443	\$ 2,087,373	\$ 2,324,647	\$ 97,242	
Employee Benefits	251,156	443,411	487,210	268,530	710,217	775,538	26,892	
Purchased Prof & Tech Services	5,718	(200)	-	350	53,688	49,566	6,022	
Purchased Property Services	23,876	38,454	40,963	15,885	45,152	139,313	-	
Other Purchased Services	7,350	10,851	11,185	5,550	17,257	45,447	4,589	
Supplies	40,826	63,002	66,414	38,745	100,181	203,240	8,450	
Property	733	3,004	1,500	208	7,574	6,953	1,902	
Miscellaneous	325	3,226	586	1,096	9,225	6,879	697	
Other Use of Funds	-	-	-	-	-	-	-	
Total General Fund Expenditures	\$ 1,099,020	\$ 1,925,845	\$ 2,062,826	\$ 1,112,806	\$ 3,030,668	\$ 3,551,582	\$ 145,793	\$ 12,928,539
Personnel Expenditures	92.83%	93.86%	94.15%	94.44%	92.31%	87.29%	85.14%	
Implementation Expenditures	7.17%	6.14%	5.85%	5.56%	7.69%	12.71%	14.86%	
Other Fund Expenditures by School								
Capital Funds (F15, F17)	-	-	-	-	129,239.63	-	-	
Preschool (F19)	-	8,827.13	17,132.98	6,854.52	-	-	-	
Food Services (F21)	60,033	44,519	49,650	42,753	107,622	106,271	25,582	
Mill Levy Override Funds (F14, F16, F39, F49)	76,423	41,781	31,555	160,139	107,889	76,423	33,906	
Grant Funds (F22, F26)	75,459	62,806	11,885	3,393	40,333	158,474	63,216	
Pupil Activities (F23)	648	5,410	5,179	4,159	74,420	111,742	-	
Pupil Fundraising (F74)	8,471	27,460	45,960	4,716	22,951	-	-	
BASE 49 (F27)	20,641	53,349	37,356	27,023	-	-	-	
Total Fund Expenditures	\$ 1,340,695	\$ 2,169,999	\$ 2,261,544	\$ 1,361,845	\$ 3,513,122	\$ 4,004,491	\$ 268,498	

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



Sand Creek Zone

General Fund - School Managed F10

Monthly Target:
50.00%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Evans International Elementary	620	60%	\$ 2,941	\$ 3,633,829	\$ 1,823,546	\$ 1,652,773	50.18%
Remington Elementary	620	44%	3,068	3,920,428	1,902,246	1,797,538	48.52%
Springs Ranch Elementary	553	25%	3,332	3,721,652	1,841,117	1,664,324	49.47%
Horizon Middle School	769	47%	3,293	5,015,692	2,530,872	2,374,837	50.46%
Sand Creek High	1,097	38%	3,415	7,736,838	3,744,045	3,543,693	48.39%
Sand Creek Zone Administration		-	-	1,100,351	407,169	466,811	37.00%
Sand Creek Zone Totals	3,658	36%		\$ 25,128,790	\$ 12,248,995	\$ 11,499,976	48.74%

	Evans International Elementary	Remington Elementary	Springs Ranch Elementary	Horizon Middle School	Sand Creek High	Sand Creek Zone Administration	
<u>General Fund Expenditures</u>							
Salaries	\$ 1,250,835	\$ 1,352,073	\$ 1,277,177	\$ 1,721,585	\$ 2,576,108	\$ 268,886	
Employee Benefits	418,254	447,955	440,706	588,626	846,798	81,227	
Purchased Prof & Tech Services	10,768	-	6,322	38,398	28,328	41,934	
Purchased Property Services	22,170	23,330	37,873	58,560	84,849	505	
Other Purchased Services	26,715	13,319	11,273	16,173	24,094	3,266	
Supplies	87,415	61,715	63,848	102,167	178,914	11,352	
Property	6,718	3,798	3,918	3,447	932	-	
Miscellaneous	671	56	-	1,915	4,023	-	
Other Use of Funds	-	-	-	-	-	-	
Total General Fund Expenditures	\$ 1,823,546	\$ 1,902,246	\$ 1,841,117	\$ 2,530,872	\$ 3,744,045	\$ 407,169	\$ 12,248,995
Personnel Expenditures	91.53%	94.63%	93.31%	91.28%	91.42%	85.99%	
Implementation Expenditures	8.47%	5.37%	6.69%	8.72%	8.58%	14.01%	
<u>Other Fund Expenditures by School</u>							
Preschool (F19)	\$ -	\$ 19,301	\$ 30,168	\$ -	\$ -	\$ -	
Food Services (F21)	48,924	39,718	41,848	102,025	94,321	24,141	
Mill Levy Override Funds (F14, F16, F39, F49)	151,866	101,022	116,932	20,994	76,423	999	
Grant Funds (F22, F26)	266,915	173,616	9,012	153,630	34,480	-	
Pupil Activities (F23)	28,146	7,220	12,380	36,547	127,562	-	
Pupil Fundraising (F74)	9,375	20,668	10,523	2,123	-	-	
BASE 49 (F27)	43,446	46,894	52,698	-	-	-	
Total Fund Expenditures	\$ 2,372,218	\$ 2,310,686	\$ 2,114,677	\$ 2,846,191	\$ 4,076,832	\$ 432,309	

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



Power Zone

General Funds - School Managed F10

Monthly Target:
50.00%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Ridgeview Elementary	628	20%	\$ 3,184	\$ 3,929,049	\$ 1,999,408	\$ 2,008,474	50.89%
Stetson Elementary	489	37%	3,646	3,556,969	1,782,859	1,752,616	50.12%
Odyssey Elementary	441	42%	3,291	2,896,301	1,449,755	1,521,951	50.06%
Inspiration View Elementary	359	-	-	2,419,618	1,147,318	-	47.42%
ALLIES	121	27%		1,366,909	699,185	576,270	51.15%
Skyview Middle	1,057	32%	3,078	6,238,254	3,253,567	3,019,221	52.16%
Vista Ridge High	1,593	25%	2,813	8,617,615	4,480,609	4,139,294	51.99%
Power Zone Administration		-	-	1,144,330	376,302	456,453	32.88%
Power Zone Totals	4,688	23%		\$ 30,169,044	\$ 15,189,003	\$ 13,474,279	50.35%

	Ridgeview Elementary	Stetson Elementary	Odyssey Elementary	ALLIES	Inspiration View Elementary	Skyview Middle	Vista Ridge High	Power Zone Administration
<u>General Fund Expenditures</u>								
Salaries	\$ 1,425,049	\$ 1,242,314	\$ 978,694	\$ 512,449	\$ 825,299	\$ 2,247,917	\$ 3,056,318	\$ 261,028
Employee Benefits	448,705	431,087	329,622	152,492	270,669	800,471	1,005,984	77,188
Purchased Prof & Tech Services	-	-	40,277	-	85	10,000	62,641	10,581
Purchased Property Services	25,683	21,035	27,413	4,585	24,454	63,987	70,131	3,451
Other Purchased Services	11,158	11,426	8,152	3,158	10,512	21,606	55,393	5,557
Supplies	86,945	68,379	63,773	24,623	21,344	100,788	209,636	18,281
Property	1,163	1,027	-	1,878	-	8,178	11,948	-
Miscellaneous	705	7,590	1,823	-	(5,045)	620	8,558	216
Other Use of Funds	-	-	-	-	-	-	-	-
Total General Fund Expenditures	\$ 1,999,408	\$ 1,782,859	\$ 1,449,755	\$ 699,185	\$ 1,147,318	\$ 3,253,567	\$ 4,480,609	\$ 376,302

Personnel Expenditures	93.72%	93.86%	90.24%	95.10%	95.52%	93.69%	90.66%	89.88%
Implementation Expenditures	6.28%	6.14%	9.76%	4.90%	4.48%	6.31%	9.34%	10.12%

Other Fund Expenditures by School

Capital Funds (F15, F17)	\$ -	\$ -	\$ -	\$ 559,771	\$ -	\$ -	\$ -	\$ -
District Insurance (F18)	-	-	-	-	-	-	-	-
Preschool (F19)	27,841.24	29,837.65	20,024.74	-	9,989	-	-	-
Food Services (F21)	40,115	44,845	42,063	-	25,794	121,227	129,531	23,099
Transportation (F25)	-	-	-	-	-	-	-	-
Mill Levy Override Funds (F14, F16, F39, F49)	78,761	187,491	43,981	6,056	1,668,471	198,714	76,423	77,721
Grant Funds (F22, F26)	28,819	11,831	82,575	1,294	4,349	102,635	70,530	18,135
Pupil Activities (F23)	10,015	5,351	3,682	1,684	4,071	22,103	214,386	-
Pupil Fundraising (F74)	43,673	25,581	16,774	3,125	2,101	-	-	-
BASE 49 (F27)	52,772	31,782	40,827	-	28,088	-	-	-
Total Fund Expenditures	\$ 2,281,404	\$ 2,119,577	\$ 1,699,682	\$ 1,271,114	\$ 2,890,182	\$ 3,698,246	\$ 4,971,479	\$ 495,257

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



iConnect Zone

General Funds - School Managed F10

Monthly Target:
50.00%

School / Program	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Pikes Peak Early College	176	-	\$ 2,964	\$ 1,001,330	\$ 521,709	\$ 614,578	52.10%
Springs Studio for Academic Excellence	401	11%	2,727	2,387,501	1,093,672	1,047,862	45.81%
Patriot High School	165	-	4,419	1,667,858	729,155	854,856	43.72%
Falcon Home School	135	-	-	551,491	280,362	323,527	50.84%
iConnect Zone Totals		-	-	1,617,087	625,220	427,026	38.66%
<u>CHARTERED SCHOOLS</u>							
PPSEL	415	14%					
PTEC	267	21%					
BLRA	1,376	11%					
RMCA	1,632	15%					
ICA	705	14%					
LTA	318	-					
GOAL	4,153	60%					
iConnect Zone Totals	9,743			\$ 7,225,266	\$ 3,250,119	\$ 3,267,849	44.98%

	Pikes Peak Early College	Springs Studio for Academic Excellence	Patriot High School	Falcon Home School	iConnect Zone Totals
<u>General Fund Expenditures</u>					
Salaries	\$ 180,521	\$ 620,256	\$ 449,143	\$ 201,087	\$ 286,988
Employee Benefits	63,556	204,091	143,165	52,664	80,368
Purchased Prof & Tech Services	17,000	1,505	2,610	-	2,904
Purchased Property Services	483	7,224	34,748	1,818	580
Other Purchased Services	210,885	20,422	7,003	1,518	10,461
Supplies	47,183	174,610	69,378	11,839	11,144
Property	1,841	6,820	10,048	2,549	5,312
Miscellaneous	240	2,479	799	8,887	227,463
Other Use of Funds	-	56,266	12,261	-	-
Total Expenditures	\$ 521,709	\$ 1,093,672	\$ 729,155	\$ 280,362	\$ 625,220

Personnel Expenditures	46.78%	75.37%	81.23%	90.51%	58.76%
Implementation Expenditures	53.22%	24.63%	18.77%	9.49%	41.24%

Other Fund Expenditures by School

Capital Funds (F15, F17)	\$ -	\$ 460,788	\$ 93,069	\$ -	\$ -
Food Services (F21)	-	-	10,734	-	2,245
Mill Levy Override Funds (F14, F16, F39, F49)	1,182	76,423	76,423	-	-
Grant Funds (F22, F26)	1,690	56,437	8,294	869	52,913
Pupil Activities (F23)	603	5,480	-	1,387	-
Pupil Fundraising (F74)	-	-	-	-	-

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited

Total Fund Expenditures	\$	525,184	\$	1,696,118	\$	917,675	\$	282,618	\$	680,379
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Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



Internal Vendor Group

General Funds - School Managed F10

Monthly Target:
50.00%

Department	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Facilities			\$ 90.71	\$ 2,070,621	\$ 1,205,684	\$ 1,238,183	58.23%
Transportation			97	2,817,737	1,293,411	1,295,219	45.90%
Warehouse / Food Services			2	59,789	32,974	31,237	55.15%
IT			155	3,624,868	2,060,789	2,123,040	56.85%
Security			14	418,500	190,049	153,502	45.41%
Miscellaneous			10	284,264	130,707	-	45.98%
Internal Vendor Group Totals	13,292			\$ 9,275,778	\$ 4,913,614	\$ 4,841,180	52.97%

	Facilities	Transportation	Food Services Warehouse	IT	Security	Miscellaneous	
<u>General Fund Expenditures</u>							
Salaries	\$ 715,449	\$ 913,095	\$ 21,374	\$ 42,254	\$ 119,343	\$ 101,256	
Employee Benefits	264,882	364,112	9,033	13,797	37,967	26,680	
Purchased Prof & Tech Services	3,404	13,463	20	1,195,402	735	-	
Purchased Property Services	31,757	12,433	153	-	4,856	-	
Other Purchased Services	32,626	36,383	2,393	195,572	5,866	380	
Supplies	117,172	323,539	-	74,526	8,476	-	
Property	8,829	3,099	-	51,589	6,617	-	
Miscellaneous	31,565	(372,712)	-	8,182	6,188	2,390	
Other Use of Funds	-	-	-	479,469	-	-	
Total Expenditures	\$ 1,205,684	\$ 1,293,411	\$ 32,974	\$ 2,060,789	\$ 190,049	\$ 130,707	\$ 4,913,614
Personnel Expenditures	81.31%	98.75%	92.22%	2.72%	82.77%	97.88%	
Implementation Expenditures	18.69%	1.25%	7.78%	97.28%	17.23%	2.12%	
<u>Other Fund Expenditures by School</u>							
Capital Funds (F15, F17)	\$ -	\$ 1,268,910	\$ -	\$ -	\$ -	\$ -	
Food Services (F21)	-	-	650,187	-	-	-	
Transportation (F25)	-	887,626	-	-	-	-	
Mill Levy Override Funds (F14, F16, F39, F49)	85,495	-	-	279,197	202,108	-	
Grant Funds (F22, F26)	-	-	-	-	-	-	
Pupil Fundraising (F74)	-	-	-	-	-	-	
Total Fund Expenditures	\$ 1,291,179	\$ 3,449,946	\$ 650,187	\$ 2,339,987	\$ 392,157	\$ 130,707	

Colorado School District 49
Expenses by Zone & Location as of 12/31/2019 Unaudited



Internal Services Group

General Funds - School Managed F10

Monthly Target:
50.00%

School	Membership Count per CDE FY20	Free Reduced % FY20	Per Pupil Spend FY20	Total Budget FY20	Actuals to Date FY20	Previous Year to Date FY19	% used
Creekside			\$ 6.82	\$ 190,365	\$ 90,586	\$ 79,603	47.59%
Central Offices			557	15,047,078	7,405,576	4,759,734	49.22%
Board of Education			25	657,067	328,540	277,276	50.00%
Human Resources			40	1,079,474	537,167	548,258	49.76%
Community Relations			32	832,622	424,259	440,327	50.95%
Business Office			46	1,194,395	608,451	1,058,496	50.94%
District Wide			1	196,222	16,734	13,053	8.53%

Internal Services Group	13,292	-	\$ 19,197,223	\$ 9,411,315	\$ 7,176,747	49.02%
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	Creekside	Central Offices	Board of Education	Human Resources	Community Relations	Business Office	District Wide
General Fund Expenditures							
Salaries	\$ 39,327	\$ 3,860,447	\$ 232,169	\$ 320,007	\$ 206,061	\$ 342,461	\$ -
Employee Benefits	15,691	1,245,572	65,850	102,863	62,525	117,843	-
Purchased Prof & Tech Services	-	990,108	-	66,670	78,875	127,588	-
Purchased Property Services	8,915	36,279	765	1,951	1,021	3,483	-
Other Purchased Services	1,648	587,756	5,933	7,609	18,856	15,619	16,734
Supplies	18,906	627,163	21,431	27,533	56,791	1,186	-
Property	139	10,226	754	1,810	13	4,158	-
Miscellaneous	5,960	48,024	1,639	8,723	117	(3,886)	-
Other Use of Funds	-	-	-	-	-	-	-
Total Expenditures	\$ 90,586	\$ 7,405,576	\$ 328,540	\$ 537,167	\$ 424,259	\$ 608,451	\$ 16,734
							\$ 9,411,315
Personnel Expenditures	60.74%	68.95%	90.71%	78.72%	63.31%	75.65%	0.00%
Implementation Expenditures	39.26%	31.05%	9.29%	21.28%	36.69%	24.35%	100.00%
Other Fund Expenditures by School							
Capital Funds (F15, F17)	\$ 159,558	\$ 17,404	\$ -	\$ -	\$ -	\$ -	\$ 521,135
District Insurance (F18)	-	-	-	-	-	-	1,063,788
Preschool (F19)	-	59,117	-	-	-	-	-
Mill Levy Override Funds (F14, F16, F39, F49)	-	19,958	-	-	-	-	8,205,231
Grant Funds (F22, F26)	-	963,101	4,167	6,584	-	36,021	-
Pupil Fundraising (F74)	-	-	-	-	-	-	-
BASE 49 (F27)	-	119,806	-	-	-	-	-
Self Funded Health Insurances (F64)	-	-	-	-	-	-	1,286,105
Total Fund Expenditures	\$ 250,144	\$ 8,585,053	\$ 332,708	\$ 543,750	\$ 424,259	\$ 644,473	\$ 11,092,993

Colorado School District 49
Student Fees E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 287	\$ 57	\$ 231	\$ 2,671	\$ 1,427	\$ 1,244	\$ 1,048	\$ 285	\$ 762
2nd Grade - 0012	512	38	\$ 474	1,255	237	\$ 1,018	627	119	\$ 508
3rd Grade - 0013	739	508	\$ 230	3,342	1,073	\$ 2,269	2,116	1,206	\$ 910
4th Grade - 0014	44	-	\$ 44	2,210	-	\$ 2,210	2,571	1,599	\$ 972
5th Grade - 0015	72	-	\$ 72	2,529	867	\$ 1,662	1,674	25	\$ 1,649
Kidgergarten - 0019	280	-	\$ 280	3,696	251	\$ 3,445	1,775	1,421	\$ 354
Library - 0080	144	-	\$ 144	511	-	\$ 511	550	-	\$ 550
Field Trips - 0089	-	-	\$ -	-	-	\$ -	87	-	\$ 87
Art - 0210	122	-	\$ 122	451	-	\$ 451	639	-	\$ 639
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	151	45	\$ 106	456	-	\$ 456	11	-	\$ 11
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	125	-	\$ 125	451	-	\$ 451	28	-	\$ 28
Choir - 1241	-	-	\$ -	4,889	396	\$ 4,493	2,606	47	\$ 2,559
- 1249	-	-	\$ -	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	3,295	1,159	\$ 2,136	2,826	477	\$ 2,349
Technology - 1610	1,688	-	\$ 1,688	465	-	\$ 465	457	-	\$ 457
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	784	-	\$ 784	240	-	\$ 240	-	-	\$ -
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	20	-	\$ 20	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 4,948	\$ 648	\$ 4,300	\$ 26,479	\$ 5,410	\$ 21,069	\$ 17,015	\$ 5,179	\$ 11,836

Colorado School District 49
Student Fees E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 971	\$ 761	\$ 210	\$ 2,453	\$ 3,700	\$ (1,247)	\$ 2,665	\$ 1,347	\$ 1,318
2nd Grade - 0012	222	298	\$ (76)	958	3,888	\$ (2,931)	1,920	670	\$ 1,250
3rd Grade - 0013	836	548	\$ 288	3,894	3,800	\$ 94	1,649	392	\$ 1,257
4th Grade - 0014	878	827	\$ 51	6,885	4,930	\$ 1,955	3,182	1,564	\$ 1,618
5th Grade - 0015	775	413	\$ 362	14,930	7,387	\$ 7,544	1,340	1,263	\$ 77
Kidgergarten - 0019	1,021	962	\$ 59	1,397	3,562	\$ (2,165)	1,218	1,386	\$ (169)
Library - 0080	62	-	\$ 62	25	-	\$ 25	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -	2,391	373	\$ 2,018
Art Club - 0212	2	2	\$ -	-	-	\$ -	451	-	\$ 451
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	169	-	\$ 169	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	4	-	\$ 4
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0991	-	-	\$ -	-	-	\$ -	582	225	\$ 357
Music - 1210	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	1,153	155	\$ 998	-	-	\$ -	-	-	\$ -
- 1249	-	-	\$ -	-	-	\$ -	-	-	\$ -
Band - 1251	1,125	193	\$ 932	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	1,645	-	\$ 1,645
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	-	-	\$ -	-	879	\$ (879)	-	-	\$ -
Yearbook - 1903	-	-	\$ -	-	-	\$ -	1,055	-	\$ 1,055
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	17	-	\$ 17
Tshirts EES - 2002	-	-	\$ -	111	-	\$ 111	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 7,045	\$ 4,159	\$ 2,886	\$ 30,821	\$ 28,146	\$ 2,675	\$ 18,118	\$ 7,220	\$ 10,898

Colorado School District 49
Student Fees E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 1,613	\$ 1,039	\$ 573	\$ 3,184	\$ 1,885	\$ 1,300	\$ 1,613	\$ 881	\$ 731
2nd Grade - 0012	2,583	1,959	\$ 624	1,762	1,157	\$ 605	960	269	\$ 691
3rd Grade - 0013	2,636	1,090	\$ 1,545	1,483	479	\$ 1,004	710	562	\$ 148
4th Grade - 0014	1,400	650	\$ 750	2,269	1,630	\$ 639	970	1,708	\$ (738)
5th Grade - 0015	6,305	3,426	\$ 2,879	2,171	1,574	\$ 597	1,580	560	\$ 1,021
Kidgergarten - 0019	3,018	2,994	\$ 24	1,534	1,303	\$ 231	1,017	1,300	\$ (283)
Library - 0080	390	301	\$ 89	86	-	\$ 86	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	665	169	\$ 496	2	-	\$ 2
Art Club - 0212	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	1,655	811	\$ 844	-	-	\$ -
PE - 0800	-	-	\$ -	302	-	\$ 302	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	3,222	-	\$ 3,222	-	-	\$ -	-	-	\$ -
- 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	511	668	\$ (158)	-	-	\$ -
Choir - 1241	2,135	54	\$ 2,081	6,193	240	\$ 5,953	46	-	\$ 46
- 1249	-	-	\$ -	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	1,255	57	\$ 1,197	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	4,271	294	\$ 3,977	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	263	-	\$ 263
Cocurricular Nonathletic - 1900	-	-	\$ -	-	-	\$ -	-	70	\$ (70)
Yearbook - 1903	180	-	\$ 180	-	-	\$ -	70	-	\$ 70
Makerspace - 1941	-	-	\$ -	1	-	\$ 1	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	285	-	\$ 285
Garden Club - 1957	-	-	\$ -	-	-	\$ -	970	-	\$ 970
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	930	-	\$ 930	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	97	42	\$ 56	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ 28,681	\$ 11,807	\$ 16,874	\$ 23,169	\$ 10,015	\$ 13,154	\$ 8,485	\$ 5,351	\$ 3,135

Colorado School District 49
Student Fees E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143			Inspiration View Elementary 142		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 3,315	\$ 1,093	\$ 2,222	\$ -	\$ -	\$ -	\$ 955	\$ 968	\$ (13)
2nd Grade - 0012	707	262	\$ 445	673	496	\$ 177	620	380	\$ 240
3rd Grade - 0013	458	420	\$ 38	678	404	\$ 275	860	267	\$ 593
4th Grade - 0014	2,025	1,082	\$ 943	1,880	392	\$ 1,488	725	444	\$ 281
5th Grade - 0015	597	719	\$ (122)	825	392	\$ 433	900	461	\$ 439
Kidgergarten - 0019	713	106	\$ 606	-	-	\$ -	1,180	1,093	\$ 87
Library - 0080	-	-	\$ -	-	-	\$ -	-	-	\$ -
Field Trips - 0089	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art Club - 0212	-	-	\$ -	-	-	\$ -	740	145	\$ 595
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 0833	-	-	\$ -	-	-	\$ -	-	-	\$ -
5th Grade Camp - 0843	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0991	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	665	-	\$ 665	-	-	\$ -
Choir - 1241	-	-	\$ -	-	-	\$ -	995	-	\$ 995
- 1249	-	-	\$ -	-	-	\$ -	300	314	\$ (14)
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	30	-	\$ 30	1,489	-	\$ 1,489	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	1,620	-	\$ 1,620	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
CoEd Basketball - 1875	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Track & Field - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	44	-	\$ 44	-	-	\$ -	-	-	\$ -
Yearbook - 1903	127	-	\$ 127	-	-	\$ -	-	-	\$ -
Makerspace - 1941	-	-	\$ -	-	-	\$ -	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
STEAM - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	113	-	\$ 113	-	-	\$ -	-	-	\$ -
	\$ 8,129	\$ 3,682	\$ 4,447	\$ 7,831	\$ 1,684	\$ 6,147	\$ 7,275	\$ 4,071	\$ 3,204

Colorado School District 49
Student Fees M as of 12/31/2019 Unaudited

Student Fees by Program	Falcon Middle 220			Horizon Middle 225			Skyview Middle 230		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
6th Grade - 0016	\$ -	\$ -	\$ -	\$ 6,778	\$ 7,447	\$ (669)	\$ -	\$ -	\$ -
7th Grade - 0017	-	-	\$ -	6,793	7,420	\$ (626)	-	-	\$ -
8th Grade - 0018	-	-	\$ -	7,145	6,214	\$ 931	-	-	\$ -
Mini Course - 0020	10,905	12,451	\$ (1,546)	-	-	\$ -	-	-	\$ -
6th Grade - 0026	25,938	30,356	\$ (4,419)	1,349	-	\$ 1,349	3,686	1,565	\$ 2,121
7th Grade - 0027	1,183	1,707	\$ (525)	3,776	-	\$ 3,776	4,614	3,532	\$ 1,082
8th Grade - 0028	621	2,429	\$ (1,808)	2,652	(264)	\$ 2,915	3,506	2,706	\$ 800
Library - 0080	649	-	\$ 649	75	-	\$ 75	774	-	\$ 774
ELL - 0091	-	-	\$ -	-	-	\$ -	239	-	\$ 239
Summer School - 0096	-	-	\$ -	-	-	\$ -	5	-	\$ 5
Textbook Fee - 0099	492	-	\$ 492	9	-	\$ 9	-	-	\$ -
Art - 0210	1,980	2,897	\$ (917)	-	-	\$ -	3,637	390	\$ 3,247
Reading - 0500	-	-	\$ -	-	-	\$ -	747	-	\$ 747
Communications - 0553	-	-	\$ -	-	-	\$ -	267	-	\$ 267
Broadcasting - 0554	-	-	\$ -	-	-	\$ -	287	-	\$ 287
Drama - 0560	551	381	\$ 170	-	-	\$ -	540	205	\$ 335
Foreign Language - 0600	-	-	\$ -	-	-	\$ -	220	-	\$ 220
PE - 0800	6,402	4,271	\$ 2,131	10,505	5,269	\$ 5,236	7,607	2,888	\$ 4,719
Intramural PE - 0801	-	-	\$ -	-	-	\$ -	243	-	\$ 243
Health & Wellness - 0819	-	-	\$ -	-	-	\$ -	50	-	\$ 50
Family/Consumer Science - 0900	1,325	710	\$ 615	-	-	\$ -	2,464	-	\$ 2,464
Engineering/Robotics - 1032	-	-	\$ -	-	-	\$ -	5	-	\$ 5
Woodshop - 1060	-	-	\$ -	5	-	\$ 5	-	-	\$ -
Choir - 1241	138	-	\$ 138	55	-	\$ 55	2,129	959	\$ 1,170
Show Choir - 1242	877	159	\$ 718	-	-	\$ -	-	-	\$ -
Band - 1251	4,203	2,374	\$ 1,829	1,464	1,391	\$ 73	855	-	\$ 855
Orchestra - 1255	-	-	\$ -	1,208	1,907	\$ (700)	-	-	\$ -
Science - 1310	(577)	375	\$ (952)	-	-	\$ -	-	-	\$ -
Technology - 1610	774	364	\$ 410	290	-	\$ 290	1,303	-	\$ 1,303
Tech Insurance - 1640	-	-	\$ -	-	-	\$ -	16,945	3,887	\$ 13,059
Girls Basketball - 1815	6	992	\$ (986)	-	-	\$ -	1,688	-	\$ 1,688
Spirit Club - 1817	-	-	\$ -	-	-	\$ -	241	-	\$ 241
Softball - 1827	11	1,596	\$ (1,585)	-	-	\$ -	421	-	\$ 421
Volleyball - 1832	5,808	4,011	\$ 1,797	1,150	1,673	\$ (523)	3,276	1,979	\$ 1,297
Boys Basketball - 1845	1,500	2,575	\$ (1,075)	675	2,358	\$ (1,683)	2,663	1,381	\$ 1,283
Football - 1850	2,510	4,101	\$ (1,591)	3,140	1,790	\$ 1,351	7,601	1,030	\$ 6,571
Wrestling - 1863	-	260	\$ (260)	399	-	\$ 399	2,039	-	\$ 2,039
Cross Country - 1878	2,020	2,286	\$ (266)	1,373	1,305	\$ 68	4,075	1,144	\$ 2,931
Track - 1890	182	124	\$ 58	-	-	\$ -	3,037	-	\$ 3,037
Principal Discretionary - 1900	277	-	\$ 277	-	-	\$ -	491	-	\$ 491
Yearbook - 1903	-	-	\$ -	-	-	\$ -	8,005	103	\$ 7,901
Student Council - 1953	-	-	\$ -	-	-	\$ -	1,042	-	\$ 1,042
NJHS - 1954	60	-	\$ 60	170	38	\$ 132	798	22	\$ 776
FCCLA - 1961	60	-	\$ 60	-	-	\$ -	457	-	\$ 457
Grant 2 Pride - 2002	(875)	-	\$ (875)	-	-	\$ -	-	-	\$ -
	\$ 67,019	\$ 74,420	\$ (7,401)	\$ 49,011	\$ 36,547	\$ 12,464	\$ 85,956	\$ 21,790	\$ 64,166

Colorado School District 49
Student Fees H as of 12/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
PSAT -0030	\$ -	\$ -	\$ -	\$ 1,332	\$ -	\$ 1,332	\$ -	\$ -	\$ -
Class fees - 0031	-	-	\$ -	60	-	60	-	-	\$ -
9th Grade - 0032	-	-	\$ -	1,428	1,920	\$ (492)	-	-	\$ -
10th Grade - 0033	-	-	\$ -	3,862	2,948	\$ 914	-	-	\$ -
11th Grade - 0034	-	-	\$ -	3,879	1,980	\$ 1,900	-	-	\$ -
- 0035	-	-	\$ -	5,285	4,190	\$ 1,095	-	-	\$ -
Library - 0080	228	-	\$ 228	731	-	\$ 731	-	-	\$ -
- 0095	448	180	\$ 268	-	-	\$ -	-	-	\$ -
Summer School - 0096	14,725	6,420	\$ 8,305	2,165	-	\$ 2,165	6,281	-	\$ 6,281
AP Exams - 0098	143	100	\$ 43	9,042	-	\$ 9,042	1,602	694	\$ 908
Textbook Fee - 0099	149	-	\$ 149	2,552	-	\$ 2,552	-	-	\$ -
AP Art - 0200	-	-	\$ -	15	-	\$ 15	1,273	300	\$ 973
IB Art - 0201	-	-	\$ -	175	121	\$ 55	-	-	\$ -
Art - 0210	3,528	2,625	\$ 903	5	152	\$ (147)	20	18	\$ 2
Graphic Desgn - 0220	1,664	432	\$ 1,232	1,711	477	\$ 1,234	782	17	\$ 765
49 Design Fee - 0222	209	-	\$ 209	578	-	\$ 578	-	-	\$ -
3D Art - 0225	5,095	964	\$ 4,131	1,884	1,501	\$ 383	1,495	1,435	\$ 60
3D Art - 0226	7,873	1,753	\$ 6,120	1,174	1,346	\$ (172)	276	6	\$ 269
AMDED Printing - 0229	-	-	\$ -	20	-	\$ 20	-	-	\$ -
Art II - 0230	-	-	\$ -	31	31	\$ -	0	-	\$ 0
Ceramics - 0232	173	-	\$ 173	1,179	939	\$ 239	2,519	3,975	\$ (1,457)
Ceramics II - 0233	-	-	\$ -	952	568	\$ 384	-	-	\$ -
Beginning Drawing - 0240	49	-	\$ 49	22	22	\$ -	-	-	\$ -
Diploma Project - 0249	-	-	\$ -	127	109	\$ 19	-	-	\$ -
Painting - 0250	100	-	\$ 100	8	8	\$ -	149	260	\$ (111)
Digital Photo - 0260	5,388	851	\$ 4,537	2,099	1,639	\$ 460	2,777	1,237	\$ 1,540
AP Art - 0290	1,595	-	\$ 1,595	5	15	\$ (10)	1	-	\$ 1
2D Art - 0292	1,592	-	\$ 1,592	1,841	1,623	\$ 219	500	641	\$ (141)
3D Art - 0293	-	-	\$ -	253	218	\$ 36	-	-	\$ -
Visual Art - 0294	-	-	\$ -	681	476	\$ 204	-	-	\$ -
English - 0500	24	-	\$ 24	528	-	\$ 528	2,171	32	\$ 2,139
AP English - 0519	-	-	\$ -	-	-	\$ -	1,840	97	\$ 1,743
AP Lit. - 0531	-	-	\$ -	-	-	\$ -	3,719	2,040	\$ 1,679
English Lit - 0532	-	-	\$ -	-	-	\$ -	1	395	\$ (394)
American Lit. - 0539	-	-	\$ -	-	-	\$ -	713	511	\$ 202
AP Lang & Comp - 0549	-	-	\$ -	-	-	\$ -	6,654	3,340	\$ 3,315
One Act Play - 0560	753	-	\$ 753	217	109	\$ 108	1,321	1,194	\$ 127

Colorado School District 49
Student Fees H as of 12/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Drama - 0564	3,878	-	\$ 3,878	-	-	\$ -	-	-	\$ -
Tech Theater - 0566	6,637	50	\$ 6,587	-	-	\$ -	608	664	\$ (56)
Foreign Lan - 0600	-	-	\$ -	-	-	\$ -	4,106	1,567	\$ 2,539
American Sign Lang - 0629	-	-	\$ -	-	-	\$ -	998	3,076	\$ (2,078)
Health Science - 0700	5,212	-	\$ 5,212	-	90	\$ (90)	368	-	\$ 368
PE - 0800	9,077	2,926	\$ 6,151	-	-	\$ -	-	-	\$ -
Adventrure PE - 0801	-	-	\$ -	-	-	\$ -	1,174	1,625	\$ (451)
Interior Design - 0927	-	-	\$ -	-	-	\$ -	2	-	\$ 2
Landscape Design - 1011	726	-	\$ 726	-	-	\$ -	-	-	\$ -
Film making - 1023	-	-	\$ -	-	-	\$ -	1,551	-	\$ 1,551
Engineering/Robotics - 1032	-	-	\$ -	5,861	-	\$ 5,861	20	-	\$ 20
- 1051	-	-	\$ -	290	10	\$ 280	-	-	\$ -
- 1061	-	-	\$ -	160	-	\$ 160	-	-	\$ -
IB Design Tech - 1090	-	-	\$ -	479	-	\$ 479	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	8,847	5,362	\$ 3,485
Music Theory - 1211	-	-	\$ -	15	-	\$ 15	108	-	\$ 108
Choir - 1241	(52)	460	\$ (512)	14	35	\$ (21)	(701)	1,593	\$ (2,295)
Womens Select -1242	-	-	\$ -	524	-	\$ 524	30	26	\$ 4
Solo/Ensemble - 1243	418	442	\$ (24)	170	-	\$ 170	-	-	\$ -
Concert Choir - 1244	485	301	\$ 184	965	-	\$ 965	30	16	\$ 14
Women's Ensemble - 1245	-	-	\$ -	1,131	-	\$ 1,131	264	986	\$ (723)
Chamber Choir - 1246	339	248	\$ 92	598	-	\$ 598	-	-	\$ -
Mens Ensemble - 1247	-	-	\$ -	75	-	\$ 75	-	-	\$ -
Concert Band - 1251	761	255	\$ 506	3,618	3,580	\$ 38	4,235	4,057	\$ 179
Marching Band - 1252	4,634	3,918	\$ 716	11,991	9,941	\$ 2,050	7,221	8,688	\$ (1,467)
Symphonic Band - 1253	284	-	\$ 284	-	-	\$ -	-	-	\$ -
Wind Ensemble - 1254	(7)	350	\$ (357)	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1255	1,129	-	\$ 1,129	-	-	\$ -	-	-	\$ -
Strings -1256	205	540	\$ (335)	-	-	\$ -	-	-	\$ -
Jazz Band - 1257	819	-	\$ 819	-	-	\$ -	-	-	\$ -
Guitar - 1258	1,246	-	\$ 1,246	395	-	\$ 395	-	-	\$ -
Other Instrument - 1259	1,462	1,029	\$ 433	90	-	\$ 90	-	-	\$ -
Musical - 1270	-	-	\$ -	1,200	204	\$ 997	-	-	\$ -
- 1293	-	-	\$ -	-	235	\$ (235)	-	-	\$ -
Science - 1310	3,127	105	\$ 3,022	36	-	\$ 36	445	178	\$ 267
Environmental Science - 1324	-	-	\$ -	-	-	\$ -	1,200	-	\$ 1,200
Anatomy - 1325	628	-	\$ 628	-	-	\$ -	1,270	323	\$ 947

Colorado School District 49
Student Fees H as of 12/31/2019 Unaudited

Student Fees by Program	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Biology - 1328	-	-	\$ -	-	-	\$ -	5,026	1,014	\$ 4,012
AP Biology - 1329	1,000	10	\$ 990	-	-	\$ -	1,983	1,445	\$ 538
Phys Sci - 1330	-	-	\$ -	-	-	\$ -	980	-	\$ 980
AP Chemisty - 1331	1,796	-	\$ 1,796	-	-	\$ -	1,531	785	\$ 746
Physics - 1332	-	-	\$ -	-	-	\$ -	152	-	\$ 152
AP Physics - 1333	-	-	\$ -	-	-	\$ -	63	-	\$ 63
Linear Physics - 1334	-	-	\$ -	-	-	\$ -	61	-	\$ 61
Astrophysics - 1335	-	-	\$ -	-	-	\$ -	90	-	\$ 90
Other Physical Science - 1339	6,694	149	\$ 6,545	-	-	\$ -	1,026	-	\$ 1,026
Astronomy - 1341	-	-	\$ -	-	-	\$ -	(371)	-	\$ (371)
Geology - 1342	(210)	-	\$ (210)	-	-	\$ -	-	-	\$ -
Aerospace Aviation- 1345	-	-	\$ -	-	-	\$ -	300	-	\$ 300
Forensics - 1390	2,325	60	\$ 2,265	-	-	\$ -	58	56	\$ 2
Bio med Science - 1392	1,068	31	\$ 1,037	-	-	\$ -	1,802	17	\$ 1,785
Bio Med Innovation - 1393	413	-	\$ 413	-	-	\$ -	-	-	\$ -
Human Body Systems - 1394	555	-	\$ 555	-	-	\$ -	-	-	\$ -
Social Studies - 1500	-	-	\$ -	-	-	\$ -	21,639	14,442	\$ 7,196
Tech Insurance - 1640	15,790	3,628	\$ 12,162	-	-	\$ -	135	-	\$ 135
SPED - 1709	-	-	\$ -	-	-	\$ -	325	-	\$ 325
General Athletic - 1805	11,786	1,158	\$ 10,628	22,921	2,852	\$ 20,069	5,111	88	\$ 5,023
Girls Basketball - 1815	1,162	4,788	\$ (3,626)	2,442	5,650	\$ (3,208)	20	3,993	\$ (3,973)
Cheerleading - 1817	14,986	16,077	\$ (1,091)	27,916	20,242	\$ 7,674	41,846	69,892	\$ (28,046)
Girls Golf - 1821	462	231	\$ 231	302	296	\$ 6	-	401	\$ (401)
Girls Soccer - 1826	(1,149)	151	\$ (1,300)	3,048	480	\$ 2,568	141	751	\$ (610)
Softball - 1827	3,933	7,507	\$ (3,574)	4,047	4,843	\$ (796)	2,200	6,773	\$ (4,573)
Girls Tennis - 1829	(346)	151	\$ (497)	58	151	\$ (93)	-	-	\$ -
Dance Team - 1831	-	-	\$ -	675	263	\$ 412	-	-	\$ -
Volleyball - 1832	10,444	9,224	\$ 1,219	8,726	7,946	\$ 781	7,469	7,153	\$ 317
Baseball - 1844	(836)	151	\$ (987)	70	151	\$ (81)	335	276	\$ 59
Boys Basketball - 1845	7,308	5,837	\$ 1,471	4,958	3,766	\$ 1,192	1,144	5,532	\$ (4,388)
Football - 1850	29,892	16,090	\$ 13,802	28,958	12,934	\$ 16,024	18,797	18,818	\$ (21)
Boys Golf - 1851	1,867	2,165	\$ (298)	1,604	1,817	\$ (213)	1,800	7,983	\$ (6,183)
Boys Soccer - 1856	2,290	5,008	\$ (2,718)	6,897	3,070	\$ 3,827	4,733	9,034	\$ (4,301)
Boys Tennis - 1859	-	-	\$ -	2,071	1,727	\$ 344	-	-	\$ -
Wrestling - 1863	(4,388)	2,917	\$ (7,305)	2,488	3,281	\$ (794)	829	7,397	\$ (6,568)
Cross Country - 1878	7,116	4,055	\$ 3,061	3,809	2,418	\$ 1,391	3,035	4,100	\$ (1,065)
Track - 1890	(1,443)	302	\$ (1,745)	748	302	\$ 446	450	552	\$ (102)
Strength & Conditioning -1896	-	-	\$ -	-	-	\$ -	3,430	-	\$ 3,430
Athletic Training - 1895	454	-	\$ 454	678	435	\$ 243	1,097	3,783	\$ (2,686)

Colorado School District 49
Student Fees H as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon High - 310			Sand Creek High -315			Vista Ridge High -320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Sports Medicine - 1898	940	-	\$ 940	-	-	\$ -	-	-	\$ -
ID Replacement - 1901	4,618	-	\$ 4,618	6,734	90	\$ 6,644	-	-	\$ -
Parking/Security - 1902	10,469	7,343	\$ 3,127	4,008	-	\$ 4,008	4,304	2,815	\$ 1,489
Yearbook - 1903	675	-	\$ 675	12,680	14,211	\$ (1,531)	29	-	\$ 29
Link - 1906	2,582	-	\$ 2,582	-	-	\$ -	-	-	\$ -
Class of 2016 - 1916	175	-	\$ 175	-	-	\$ -	-	-	\$ -
Class of 2020 - 1920	5,770	-	\$ 5,770	-	-	\$ -	-	-	\$ -
Class of 2017 - 1917	-	-	\$ -	-	-	\$ -	(16)	-	\$ (16)
Colorgaurd - 1942	-	-	\$ -	-	-	\$ -	85	1,650	\$ (1,565)
FBLA - 1950	28	-	\$ 28	2,050	3,357	\$ (1,306)	(502)	-	\$ (502)
DECA - 1951	310	-	\$ 310	-	-	\$ -	-	-	\$ -
Knowledge Bowl - 1952	50	50	\$ -	56	-	\$ 56	-	-	\$ -
Student Council - 1953	279	151	\$ 128	318	638	\$ (320)	-	-	\$ -
NHS - 1954	470	-	\$ 470	515	385	\$ 130	-	-	\$ -
Mock Trial - 1956	777	-	\$ 777	1,294	500	\$ 794	-	-	\$ -
Key Club - 1960	142	-	\$ 142	-	-	\$ -	-	-	\$ -
Forensic Club - 1965	-	-	\$ -	240	-	\$ 240	-	-	\$ -
NAHS - 1967	-	-	\$ -	1,616	132	\$ 1,484	-	-	\$ -
Environmental Club - 1973	-	-	\$ -	-	-	\$ -	13	-	\$ 13
Key Club - 1981	-	-	\$ -	-	-	\$ -	218	-	\$ 218
School Store - 1982	1	-	\$ 1	516	-	\$ 516	51	-	\$ 51
Grant 1 Fees - 2001	-	-	\$ -	-	-	\$ -	470	-	\$ 470
Grant 2 II - 2002	90	-	\$ 90	-	-	\$ -	-	-	\$ -
Counseling - 2122	1,526	560	\$ 966	442	315	\$ 127	16	-	\$ 16
IB - 2213	-	-	\$ -	4,625	160	\$ 4,465	-	-	\$ -
	\$ 226,613	\$ 111,742	\$ 114,871	\$ 228,964	\$ 126,897	\$ 102,066	\$ 197,772	\$ 213,104	\$ (15,332)

Colorado School District 49
Fundraising E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Elementary 132			Meridian Ranch Elementary 134			Woodmen Hills Elementary 137		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ -	\$ -	\$ 684	\$ 497	\$ 187	\$ 536	\$ -	\$ 536
2nd Grade - 0012	-	-	\$ -	1,107	173	\$ 934	341	-	\$ 341
3rd Grade - 0013	-	-	\$ -	422	661	\$ (239)	124	-	\$ 124
4th Grade - 0014	-	-	\$ -	1,115	763	\$ 351	65	-	\$ 65
5th Grade - 0015	-	-	\$ -	7,481	1,127	\$ 6,354	255	-	\$ 255
Kidgergarten - 0019	-	-	\$ -	701	1,440	\$ (739)	28	-	\$ 28
Library - 0080	348	-	\$ 348	3,571	3,282	\$ 289	5,905	3,217	\$ 2,688
Art - 0210	-	-	\$ -	607	249	\$ 358	1,275	248	\$ 1,028
PE - 0800	20	-	\$ 20	656	-	\$ 656	16	-	\$ 16
xxx - 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	93	-	\$ 93	742	-	\$ 742
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	-	-	\$ -	826	2,306	\$ (1,480)	-	-	\$ -
Band - 1251	-	-	\$ -	632	1,249	\$ (617)	10	-	\$ 10
xx - 1310	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	23	-	\$ 23	1,326	120	\$ 1,206
Computer Repair - 1640	-	-	\$ -	820	3,751	\$ (2,931)	-	-	\$ -
xxx - 1700	-	-	\$ -	-	165	\$ (165)	823	-	\$ 823
Cocurricular Nonathletic - 1900	19,552	5,544	\$ 14,008	61,291	11,208	\$ 50,082	81,919	42,303	\$ 39,617
Yearbook - 1903	809	1,638	\$ (829)	8,378	590	\$ 7,788	1,100	-	\$ 1,100
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1953	1,521	1,195	\$ 326	147	-	\$ 147	466	-	\$ 466
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	0	-	\$ 0	59	-	\$ 59
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
Grant III - 2003	204	95	\$ 109	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2006	25	-	\$ 25	-	-	\$ -	540	73	\$ 467
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2122	-	-	\$ -	68	-	\$ 68	-	-	\$ -
xxx - 2200	62	-	\$ 62	-	-	\$ -	36	-	\$ 36
	\$ 22,541	\$ 8,471	\$ 14,070	\$ 88,623	\$ 27,460	\$ 61,162	\$ 95,566	\$ 45,960	\$ 49,606

Colorado School District 49
Fundraising E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Bennett Ranch Elementary 141			Evans Elementary 131			Remington Elementary 135		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2nd Grade - 0012	-	-	\$ -	-	-	\$ -	-	-	\$ -
3rd Grade - 0013	-	-	\$ -	-	-	\$ -	-	-	\$ -
4th Grade - 0014	-	-	\$ -	-	382	\$ (382)	-	-	\$ -
5th Grade - 0015	-	-	\$ -	2,222	547	\$ 1,675	-	-	\$ -
Kidgergarten - 0019	-	-	\$ -	2,584	808	\$ 1,776	-	-	\$ -
Library - 0080	2,668	2,325	\$ 342	1,785	360	\$ 1,425	6,262	6,880	\$ (618)
Art - 0210	-	-	\$ -	284	102	\$ 182	-	-	\$ -
PE - 0800	1,135	-	\$ 1,135	942	-	\$ 942	102	-	\$ 102
xxx - 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	7	-	\$ 7	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1310	-	-	\$ -	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1700	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	18,801	2,391	\$ 16,410	23,513	7,176	\$ 16,337	27,163	12,902	\$ 14,261
Yearbook - 1903	101	-	\$ 101	-	-	\$ -	385	-	\$ 385
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1953	-	-	\$ -	263	-	\$ 263	0	-	\$ 0
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	4,910	-	\$ 4,910	1,002	562	\$ 439
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	0	-	\$ 0
Grant III - 2003	-	-	\$ -	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	53	-	\$ 53	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	860	-	\$ 860
xxx - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2200	65	-	\$ 65	-	-	\$ -	870	324	\$ 546
	\$ 22,829	\$ 4,716	\$ 18,112	\$ 36,503	\$ 9,375	\$ 27,128	\$ 36,645	\$ 20,668	\$ 15,976

Colorado School District 49
Fundraising E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Springs Ranch Elementary 138			Ridgeview Elementary 136			Stetson Elementary 139		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ 7	\$ -	\$ 7	\$ 45	\$ -	\$ 45	\$ 712	\$ 186	\$ 526
2nd Grade - 0012	-	-	\$ -	-	-	\$ -	668	186	\$ 483
3rd Grade - 0013	-	-	\$ -	3	-	\$ 3	367	-	\$ 367
4th Grade - 0014	50	-	\$ 50	418	-	\$ 418	323	-	\$ 323
5th Grade - 0015	2,064	232	\$ 1,831	-	-	\$ -	244	-	\$ 244
Kidgergarten - 0019	61	-	\$ 61	7	-	\$ 7	1,148	100	\$ 1,049
Library - 0080	8,379	2,865	\$ 5,514	3,191	3,191	\$ -	5,607	1,605	\$ 4,002
Art - 0210	2,452	1,251	\$ 1,200	620	-	\$ 620	29	-	\$ 29
PE - 0800	3,621	145	\$ 3,476	639	-	\$ 639	525	-	\$ 525
xxx - 0810	-	-	\$ -	-	-	\$ -	450	-	\$ 450
xx - 0819	-	-	\$ -	1,187	489	\$ 698	-	-	\$ -
Music - 1210	274	348	\$ (74)	1,500	-	\$ 1,500	-	61	\$ (61)
xxx - 1240	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	348	-	\$ 348	-	622	\$ (622)	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1310	26	-	\$ 26	-	-	\$ -	-	-	\$ -
Technology - 1610	2,001	250	\$ 1,751	24	12	\$ 12	70	-	\$ 70
Computer Repair - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1700	-	-	\$ -	-	-	\$ -	28	-	\$ 28
Cocurricular Nonathletic - 1900	52,996	4,648	\$ 48,349	40,572	7,257	\$ 33,315	35,265	9,475	\$ 25,790
Yearbook - 1903	436	-	\$ 436	-	-	\$ -	1,022	-	\$ 1,022
Walking Club - 1947	784	-	\$ 784	-	-	\$ -	-	-	\$ -
xxx - 1953	-	-	\$ -	-	-	\$ -	242	-	\$ 242
Garden Club - 1957	-	-	\$ -	-	-	\$ -	625	-	\$ 625
xx - 1961	-	-	\$ -	130	313	\$ (184)	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	38,282	31,788	\$ 6,494	28,766	13,969	\$ 14,797
xxx - 1976	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	100	-	\$ 100	-	-	\$ -	-	-	\$ -
YMCA - 2001	1,709	-	\$ 1,709	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	-	-	\$ -	-	-	\$ -	136	-	\$ 136
Grant III - 2003	-	-	\$ -	-	-	\$ -	130	-	\$ 130
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2008	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	868	-	\$ 868
xxx - 2213	-	-	\$ -	-	-	\$ -	148	-	\$ 148
xxx - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2200	-	-	\$ -	-	-	\$ -	525	-	\$ 525
	\$ 75,307	\$ 9,739	\$ 65,568	\$ 86,617	\$ 43,673	\$ 42,944	\$ 77,900	\$ 25,581	\$ 52,318

Colorado School District 49
Fundraising E as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Odyssey Elementary 140			ALLIES 143			Inspiration View Elementary 142		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
1st Grade - 0011	\$ -	\$ 809	\$ (809)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2nd Grade - 0012	483	-	\$ 483	(46)	236	\$ (283)	-	-	\$ -
3rd Grade - 0013	50	-	\$ 50	(98)	236	\$ (334)	-	-	\$ -
4th Grade - 0014	-	317	\$ (317)	(103)	236	\$ (339)	-	-	\$ -
5th Grade - 0015	-	-	\$ -	(159)	236	\$ (396)	-	-	\$ -
Kidgergarten - 0019	537	-	\$ 537	-	-	\$ -	-	-	\$ -
Library - 0080	10	-	\$ 10	-	-	\$ -	-	-	\$ -
Art - 0210	136	-	\$ 136	207	-	\$ 207	-	-	\$ -
PE - 0800	2,229	4,049	\$ (1,820)	-	-	\$ -	-	-	\$ -
xxx - 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Music - 1210	1,245	396	\$ 849	-	-	\$ -	-	-	\$ -
xxx - 1240	293	-	\$ 293	-	-	\$ -	-	-	\$ -
Choir - 1241	1,913	90	\$ 1,823	-	-	\$ -	-	-	\$ -
Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1310	(812)	-	\$ (812)	-	-	\$ -	-	-	\$ -
Technology - 1610	-	-	\$ -	-	-	\$ -	-	-	\$ -
Computer Repair - 1640	2,720	-	\$ 2,720	-	-	\$ -	-	-	\$ -
xxx - 1700	128	79	\$ 49	-	-	\$ -	-	-	\$ -
Cocurricular Nonathletic - 1900	11,293	4,498	\$ 6,796	2,137	1,760	\$ 376	-	905	\$ (905)
Yearbook - 1903	990	-	\$ 990	12	-	\$ 12	-	-	\$ -
Walking Club - 1947	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1953	485	-	\$ 485	-	-	\$ -	-	-	\$ -
Garden Club - 1957	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
BoosterThon - 1969	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 1976	13,098	3,280	\$ 9,818	-	-	\$ -	-	-	\$ -
Bobcat Sisterhood - 1979	-	-	\$ -	-	-	\$ -	-	-	\$ -
YMCA - 2001	1	-	\$ 1	-	-	\$ -	-	-	\$ -
Tshirts EES - 2002	(240)	-	\$ (240)	-	-	\$ -	-	-	\$ -
Grant III - 2003	88	-	\$ 88	-	-	\$ -	-	-	\$ -
Battle of the Books - 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2006	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2008	511	-	\$ 511	-	-	\$ -	-	-	\$ -
xxx - 2009	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2122	142	342	\$ (200)	-	-	\$ -	-	-	\$ -
xxx - 2200	(336)	-	\$ (336)	596	419	\$ 176	-	-	\$ -
	\$ 34,965	\$ 13,859	\$ 21,106	\$ 2,545	\$ 3,125	\$ (580)	\$ -	\$ 905	\$ (905)

Colorado School District 49
Fundraising M as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 230		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
8th Grade - 0018	-	-	\$ -	(274)	274	\$ (547)	-	-	\$ -
Mini Course - 0020	7	-	\$ 7	-	-	\$ -	-	-	\$ -
xxx - 0025	-	-	\$ -	74	-	\$ 74	-	-	\$ -
6th Grade - 0026	972	555	\$ 418	384	-	\$ 384	-	-	\$ -
7th Grade - 0027	41	-	\$ 41	10	-	\$ 10	-	-	\$ -
8th Grade - 0028	2	-	\$ 2	-	-	\$ -	-	-	\$ -
G/T - 0070	-	-	\$ -	-	-	\$ -	-	-	\$ -
Library - 0080	3,944	-	\$ 3,944	1,191	-	\$ 1,191	-	-	\$ -
ELL - 0091	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	1,430	496	\$ 934	20	-	\$ 20	-	-	\$ -
Reading - 0500	-	-	\$ -	-	-	\$ -	-	-	\$ -
Communications - 0553	-	-	\$ -	-	-	\$ -	-	-	\$ -
Broadcasting - 0554	-	-	\$ -	-	-	\$ -	-	-	\$ -
Drama - 0560	628	-	\$ 628	146	796	\$ (650)	-	-	\$ -
Foreign Language - 0600	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	69	-	\$ 69	132	-	\$ 132	-	-	\$ -
xxx - 0818	-	-	\$ -	329	-	\$ 329	-	-	\$ -
Health & Wellness - 0819	-	-	\$ -	-	-	\$ -	-	-	\$ -
Family/Consumer Science - 0900	177	299	\$ (122)	-	-	\$ -	-	-	\$ -
Engineering/Robitics - 1032	-	-	\$ -	-	-	\$ -	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	-	-	\$ -	1,373	1,053	\$ 320	-	-	\$ -
Band - 1251	1,891	-	\$ 1,891	-	-	\$ -	-	-	\$ -
Orchestra - 1255	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 1270	1,460	156	\$ 1,304	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising M as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon Middle 220			Horizon Middle 225			Skyview Middle 230		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Science - 1310	(8)	-	\$ (8)	-	-	\$ -	-	-	\$ -
Technology - 1610	5	-	\$ 5	-	-	\$ -	-	-	\$ -
SPED -1700	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx -1740	-	-	\$ -	-	-	\$ -	-	-	\$ -
General Athletic - 1805	507	-	\$ 507	-	-	\$ -	-	-	\$ -
Softball - 1827	567	-	\$ 567	-	-	\$ -	-	-	\$ -
Volleyball - 1832	360	1,629	\$ (1,269)	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	269	-	\$ 269	-	-	\$ -	-	-	\$ -
Football - 1850	979	-	\$ 979	-	-	\$ -	-	-	\$ -
Wrestling - 1863	71	221	\$ (150)	-	-	\$ -	-	-	\$ -
Cross Country - 1878	2,156	953	\$ 1,203	-	-	\$ -	-	-	\$ -
Track - 1890	150	-	\$ 150	-	-	\$ -	-	-	\$ -
Principal Discretionary - 1900	6,972	3,047	\$ 3,925	-	-	\$ -	-	-	\$ -
xx - 1902	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	6,873	4,335	\$ 2,538	-	-	\$ -	-	-	\$ -
xx - 1906	6,700	1,264	\$ 5,436	-	-	\$ -	-	-	\$ -
Student Council - 1953	447	-	\$ 447	-	-	\$ -	-	-	\$ -
NJHS - 1954	157	-	\$ 157	-	-	\$ -	-	-	\$ -
FCCLA - 1961	30	-	\$ 30	-	-	\$ -	-	-	\$ -
Art Honor Society - 1965	(104)	24	\$ (128)	-	-	\$ -	-	-	\$ -
Lego Club - 1966	660	738	\$ (78)	-	-	\$ -	-	-	\$ -
xxx - 1794	171	151	\$ 20	-	-	\$ -	-	-	\$ -
xxx - 1980	-	-	\$ -	-	-	\$ -	-	-	\$ -
xx - 2001	36,294	9,061	\$ 27,233	-	-	\$ -	-	-	\$ -
Grant 2 Pride - 2002	4	-	\$ 4	-	-	\$ -	-	-	\$ -
xxx - 2003	108	-	\$ 108	-	-	\$ -	-	-	\$ -
xxx - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
xxx - 2123	505	-	\$ 505	-	-	\$ -	-	-	\$ -
xxx - 2200	692	22	\$ 670	-	-	\$ -	-	-	\$ -
	\$ 75,187	\$ 22,951	\$ 52,236	\$ 3,386	\$ 2,123	\$ 1,263	\$ -	\$ -	\$ -

Colorado School District 49
Fundraising H as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon High 310			Sand Creek High 315			Vista Ridge High 320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
PSAT -0030	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class fees - 0031	-	-	\$ -	-	-	\$ -	-	-	\$ -
Library - 0080	-	-	\$ -	-	-	\$ -	-	-	\$ -
Summer School - 0096	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0097	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Exams - 0098	-	-	\$ -	-	-	\$ -	-	-	\$ -
Textbook Fee - 0099	-	-	\$ -	-	-	\$ -	-	-	\$ -
Art - 0210	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0219	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0221	-	-	\$ -	-	-	\$ -	-	-	\$ -
49 Design Fee - 0222	-	-	\$ -	-	-	\$ -	-	-	\$ -
3D Art - 0225	-	-	\$ -	-	-	\$ -	-	-	\$ -
AMDED Printing - 0229	-	-	\$ -	-	-	\$ -	-	-	\$ -
Painting - 0250	-	-	\$ -	-	-	\$ -	-	-	\$ -
Digital Photo - 0260	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0390	-	-	\$ -	-	-	\$ -	-	-	\$ -
English - 0500	-	-	\$ -	-	-	\$ -	-	-	\$ -
English Lit - 0532	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0533	-	-	\$ -	-	-	\$ -	-	-	\$ -
American Lit. - 0539	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0543	-	-	\$ -	-	-	\$ -	-	-	\$ -
One Act Play - 0560	-	-	\$ -	-	-	\$ -	-	-	\$ -
Drama - 0564	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tech Theater - 0566	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0590	-	-	\$ -	-	-	\$ -	-	-	\$ -
Foreign Lan - 0600	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0623	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0699	-	-	\$ -	-	-	\$ -	-	-	\$ -
Health Science - 0700	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0730	-	-	\$ -	-	-	\$ -	-	-	\$ -
PE - 0800	-	-	\$ -	-	-	\$ -	-	-	\$ -
Adventure PE - 0801	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0810	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0900	-	-	\$ -	-	-	\$ -	-	-	\$ -
Interior Design - 0927	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 0931	-	-	\$ -	-	-	\$ -	-	-	\$ -
Engineering/Robotics - 1032	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising H as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon High 310			Sand Creek High 315			Vista Ridge High 320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
- 1034	-	-	\$ -	-	-	\$ -	-	-	\$ -
Woodshop - 1060	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1084	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1088	-	-	\$ -	-	-	\$ -	-	-	\$ -
Math - 1100	-	-	\$ -	-	-	\$ -	-	-	\$ -
'-1210	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1211	-	-	\$ -	-	-	\$ -	-	-	\$ -
Choir - 1241	-	-	\$ -	-	-	\$ -	-	-	\$ -
Concert Choir - 1244	-	-	\$ -	-	-	\$ -	-	-	\$ -
Women's Ensemble - 1245	-	-	\$ -	-	-	\$ -	-	-	\$ -
Concert Band - 1251	-	-	\$ -	-	-	\$ -	-	-	\$ -
Marching Band - 1252	-	-	\$ -	-	-	\$ -	-	-	\$ -
Wind Ensemble - 1254	-	-	\$ -	-	-	\$ -	-	-	\$ -
Jazz Band - 1257	-	-	\$ -	-	-	\$ -	-	-	\$ -
Musical - 1270	-	-	\$ -	-	-	\$ -	-	-	\$ -
Science - 1310	-	-	\$ -	-	-	\$ -	-	-	\$ -
AP Biology - 1329	-	-	\$ -	-	-	\$ -	-	-	\$ -
Other Physical Science - 1339	-	-	\$ -	-	-	\$ -	-	-	\$ -
Geology - 1342	-	-	\$ -	-	-	\$ -	-	-	\$ -
Forensics - 1390	-	-	\$ -	-	-	\$ -	-	-	\$ -
Bio med Science - 1392	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1411	-	-	\$ -	-	-	\$ -	-	-	\$ -
Social Studies - 1500	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1700	-	-	\$ -	-	-	\$ -	-	-	\$ -
Tech Insurance - 1640	-	-	\$ -	-	-	\$ -	-	-	\$ -
General Athletic - 1805	-	-	\$ -	-	-	\$ -	-	-	\$ -
Concessions - 1809	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Basketball - 1815	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cheerleading - 1817	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Golf - 1821	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Soccer - 1826	-	-	\$ -	-	-	\$ -	-	-	\$ -
Softball - 1827	-	-	\$ -	-	-	\$ -	-	-	\$ -
Girls Tennis - 1829	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance Team - 1831	-	-	\$ -	-	-	\$ -	-	-	\$ -
Volleyball - 1832	-	-	\$ -	-	-	\$ -	-	-	\$ -
Baseball - 1844	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Basketball - 1845	-	-	\$ -	-	-	\$ -	-	-	\$ -
Football - 1850	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Golf - 1851	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising H as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon High 310			Sand Creek High 315			Vista Ridge High 320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
Boys Soccer - 1856	-	-	\$ -	-	-	\$ -	-	-	\$ -
Boys Tennis - 1859	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1862	-	-	\$ -	-	-	\$ -	-	-	\$ -
Wrestling - 1863	-	-	\$ -	-	-	\$ -	-	-	\$ -
Dance - 1870	-	-	\$ -	-	-	\$ -	-	-	\$ -
Cross Country - 1878	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1885	-	-	\$ -	-	-	\$ -	-	-	\$ -
Track - 1890	-	-	\$ -	-	-	\$ -	-	-	\$ -
Athletic Training - 1895	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1896	-	-	\$ -	-	-	\$ -	-	-	\$ -
Sports Medicine - 1898	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1900	-	-	\$ -	-	-	\$ -	-	-	\$ -
ID Replacement - 1901	-	-	\$ -	-	-	\$ -	-	-	\$ -
Parking/Security - 1902	-	-	\$ -	-	-	\$ -	-	-	\$ -
Yearbook - 1903	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1905	-	-	\$ -	-	-	\$ -	-	-	\$ -
Link - 1906	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1909	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1914	-	-	\$ -	-	-	\$ -	-	-	\$ -
Class of 2016 - 1916	-	-	\$ -	-	-	\$ -	-	-	\$ -
Class of 2017 - 1917	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1918	-	-	\$ -	-	-	\$ -	-	-	\$ -
'-1919	-	-	\$ -	-	-	\$ -	-	-	\$ -
Class of 2020 - 1920	-	-	\$ -	-	-	\$ -	-	-	\$ -
Colorgaurd - 1942	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1945	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1949	-	-	\$ -	-	-	\$ -	-	-	\$ -
FBLA - 1950	-	-	\$ -	-	-	\$ -	-	-	\$ -
DECA - 1951	-	-	\$ -	-	-	\$ -	-	-	\$ -
Knowledge Bowl - 1952	-	-	\$ -	-	-	\$ -	-	-	\$ -
Student Council - 1953	-	-	\$ -	-	-	\$ -	-	-	\$ -
NHS - 1954	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1955	-	-	\$ -	-	-	\$ -	-	-	\$ -
Mock Trial - 1956	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1958	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1959	-	-	\$ -	-	-	\$ -	-	-	\$ -
Key Club - 1960	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1961	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1962	-	-	\$ -	-	-	\$ -	-	-	\$ -

Colorado School District 49
Fundraising H as of 12/31/2019 Unaudited

<u>Student Fees by Program</u>	Falcon High 310			Sand Creek High 315			Vista Ridge High 320		
	Revenue	Expenses	Balance	Revenue	Expenses	Balance	Revenue	Expenses	Balance
- 1963	-	-	\$ -	-	-	\$ -	-	-	\$ -
Forensic Club - 1965	-	-	\$ -	-	-	\$ -	-	-	\$ -
NAHS - 1967	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1968	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1970	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1971	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1972	-	-	\$ -	-	-	\$ -	-	-	\$ -
Environmental Club - 1973	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1974	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1977	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1980	-	-	\$ -	-	-	\$ -	-	-	\$ -
Key Club - 1981	-	-	\$ -	-	-	\$ -	-	-	\$ -
School Store - 1982	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 1983	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2000	-	-	\$ -	-	-	\$ -	-	-	\$ -
Grant 1 Fees - 2001	-	-	\$ -	-	-	\$ -	-	-	\$ -
Grant 2 II - 2002	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2003	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2004	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2009	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2101	-	-	\$ -	-	-	\$ -	-	-	\$ -
Counseling - 2122	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2123	-	-	\$ -	-	-	\$ -	-	-	\$ -
- 2200	-	-	\$ -	-	-	\$ -	-	-	\$ -
IB - 2213	-	-	\$ -	-	-	\$ -	-	-	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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

BOARD MEETING OF: January 22, 2020

PREPARED BY: Paul Andersen, Director of Human Resources

TITLE OF AGENDA ITEM: Proposed New Policy Regarding Transitional Retirement Plans

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

District 49 has for many years had policies regarding transitional retirement plans, which are commonly known as 110/140 plans. Transitional retirement plans allow an employee to continue working one year after retirement as they transition from regular employment to PERA retirement.

RELEVANT DATA AND EXPECTED OUTCOMES:

Currently, the district has two separate policies on this subject – one for licensed staff and one for educational support personnel. Because the rules and conditions are essentially the same and both policies need to be updated to reflect current practice, the administration is recommending the repeal of the two existing policies and regulations and the adoption of the new policy, regulation and exhibit designated.

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

It is a best practice to ensure alignment of policy and practice.

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	The recommended policy, regulation and exhibit provide better clarity and improved process, which will benefit employees and the district.
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: January 16, 2020

Title	Transition Retirement Plan
Designation	GBQEA
Office/Custodian	Business/Director of Human Resources

Regular full-time and part-time employees who have worked for District 49 a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) retirement benefits may apply for one (1) additional year of employment after retirement.

This plan is known as the 110/140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer while they are receiving PERA retirement benefits. The 110/140 day limitation applies to each calendar year after the retirement has begun. While PERA allows for transition plans of 140 days, the district normally only considers and grants 110 transition plans. However, the district may consider 140 day transitions plans on an exception basis for positions determined to be hard to fill or for other unusual circumstances.

As a general rule, the district will not employ PERA retirees past their transition year. The district will seek to fill vacancies with individuals who are not PERA retirees. However, the district may deviate from this general rule on an exception basis and at the recommendation of the chief officers. The board authorizes the chief business officer or designees to make exceptions regarding the hiring of PERA retirees; such exceptions will be established in the accompanying regulation.

Adopted: February 13, 2020

LEGAL REFS:

C.R.S. 22-64-111 (Employment after retirement)

CROSS REFS:

GBGGA, Catastrophic Leave Bank

Title	Transitional Retirement Plan
Designation	GBQEA-R
Office/Custodian	Business/Director of Human Resources

The following procedures are to be followed for requests for transitional retirement plans. In addition to district guidelines, employees are subject to PERA regulations governing retirement. Employees are responsible for knowing and complying with PERA regulations. The district does not provide assistance or guidance to individuals regarding the PERA retirement process.

Application process

1. An employee intending to work beyond retirement must submit an application for transitional retirement plan (GBQEA-E) to their supervisor.
2. The employee's supervisor reviews the application and considers the needs of the school or department and the past performance of the employee. If the supervisor approves the request, she/he will forward the application to the chief officer for consideration.
3. The chief officer reviews the application. If the chief officer approves the application, it becomes a recommendation to the Board of Education for the employee to be granted a transitional retirement plan.
4. If approved by the chief officer, Human Resources will prepare the recommendation as a board consent agenda item for the Board's consideration.
5. The Board of Education shall give final approval to determine which employees are selected for participation.

To be considered, the application must be sent to human resources by March 1st of the calendar year in which retirement will take effect. Requests received after March 1 will be evaluated on a case-by-case basis; approval of the chief officer or designee is required.

Procedures if approved for a transitional retirement plan

1. In accordance with PERA rules, the employee must allow for one (1) calendar month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.
2. Compensation and benefits
 - a. The employee will be paid commensurate with the pay schedule placement at the time of retirement and the employee is ineligible for any future step advancement.
 - b. The employee is responsible to pay the district's portion of PERA contributions during the transition. Therefore the employee compensation will be reduced accordingly.
 - c. The district will provide minimal benefits only as required by state and federal law.
 - d. The employee is ineligible for paid holidays or paid time off (sick, vacation, or personal leave).
 - e. Full-time employees in a transitional retirement plan are eligible for snow day pay and delayed start pay.
 - f. Employees in a transitional retirement plan shall not be eligible for participation in or disbursement from the Catastrophic Leave Bank (CLB).
3. Licensed participants working in a licensed position
 - a. Must maintain a valid Colorado teaching license.
 - b. Must execute a retirement contract in which they waive any and all rights and remedies available under the provisions of the Colorado Teacher Employment, Compensation, and Dismissal Act (C.R.S. 22-63-101).

Employment of PERA retirees after the transition year

As a general rule, the district will not employ PERA retirees past their transition year and will seek to fill vacancies with individuals who are not PERA retirees. However, the district may deviate from this general rule on a limited basis. The district currently allows employment of PERA retirees in the following roles:

Tier 1: PERA retirees may continue in these roles from year to year without an annual reauthorization.

- Substitutes (licensed and support)
- Bus drivers

Tier 2: PERA retirees may continue in these roles from year to year, subject to annual reauthorization.

- Hourly reading tutors
- Accompanist
- Para-educators
- Crossing guards
- Lunch monitors

Other roles will be considered on a case-by-case basis; approval of the chief business officer or designee is required. It is the district's normal practice to fill regular positions with individuals who do not bring the limitations associated with status as a PERA retiree. Therefore, the hiring manager is expected to run an open hiring process and to hire a qualified non-PERA retiree if one is identified. If one is not identified, the hiring manager may recommend the employment of a PERA retiree.

Adopted: February 13, 2020

Application for Transitional Retirement Plan

INSTRUCTIONS

To request approval for a transitional retirement plan, in accordance with Board policy GBQEA and its accompanying regulation GBQEA-R, complete this application and submit it to your supervisor for approval.

APPLICATION

Your Name:		Date of Request:	
Current Position:		Your Supervisor:	
Have you worked for District 49 for at least five years?			
Are you qualified for PERA retirement benefits?			
For what school year are you requesting a transitional retirement plan?			
Are you requesting a transition plan of 110 days or 140 days? Note: 110 days is considered the standard plan. The district grants 140 plans only in very rare circumstances.			
PERA requires that you not work for a full calendar month before starting your transitional year. In which month do you intend to not work?			

By signing here, I certify the above information is true and accurate to the best of my knowledge and belief.

Employee Signature: _____ Date: _____

APPROVALS

Supervisor: Your approval signifies your endorsement of the employee's request for a transitional retirement plan in accordance with Policy GBQEA, subject to chief officer and Board approval. Upon approval, forward this form to your chief officer.

Supervisor Signature: _____ Date: _____

Chief Officer: Your approval signifies your endorsement of the employee's request for a transitional retirement plan in accordance with Policy GBQEA. If you approve, this request becomes a recommendation to the Board of Education to approve the request. Upon approval, forward this form to human resources.

Chief Officer Signature: _____ Date: _____

HUMAN RESOURCES REVIEW AND ACTION

Reviewed and Processed By: _____ Date: _____

Date of Board Action: _____

Adopted: February 13, 2020



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Transitional Retirement Plan
Designation	GCQEA
Office/Custodian	Business/Director of Human Resources and Finance

~~Licensed employees who have worked for School District 49 a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) benefits may apply for one (1) additional year of employment after retirement. This plan is known as the 110-140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer while they are receiving PERA retirement benefits.~~

~~The 110-140 day limitation applies to each calendar year after the retirement has begun.~~

- Adopted: June 27, 2001
- Reviewed: December 10, 2009
- Revised: November 14, 2013
- Revised: July 14, 2016
- [Repealed: February 13, 2020](#)

LEGAL REFS:

- C.R.S. 22-64-111 (*Employment after retirement*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Guidelines for Employment of Retired Persons
Designation	GCQEA-R
Office/Custodian	Business/Director of Human Resources

~~The following are the guidelines that will govern the employment of retired persons by School District 49. In addition to District guidelines, PERA regulations will also need to be followed. It will be the employee's responsibility to contact PERA to ensure compliance with their regulations.~~

- ~~1. Any individual retiring from the District and taking PERA benefits must allow for one (1) month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.~~
- ~~2. An employee intending to work beyond retirement must submit a letter of application to the human resource office by March 1st of the calendar year in which retirement will take effect.~~
- ~~3. The Board of Education shall give final approval to determine which employees are selected for participation. Consideration for participation will include the needs of the District, past performance of the employee, and the recommendation of their immediate supervisor and the Chief Education Officer, Zone Innovation Leader, Chief Business Officer and Chief Operation Officer.~~

~~If an individual is approved:~~

- ~~1. Participants in a retirement plan will receive a salary commensurate with their last placement. No raise will be granted to individuals approved for the plan. Participant's salaries will be reduced by employer portion of PERA.~~
- ~~2. Licensed participants must have a valid Colorado teaching license.~~
- ~~3. The District will provide minimal benefits only as required by State and Federal Law.~~
- ~~4. Participants in a retirement plan shall not be provided with any paid holidays, paid vacations, or leaves.~~
- ~~5. Licensed participants working under a retirement plan must execute a retirement contract in which they waive any and all rights and remedies available under the provisions of the Colorado Teacher Employment, Compensation, and Dismissal Act (C.R.S. 22-63-101).~~

- Adopted: June 27, 2001
- Revised: December 10, 2009
- Revised: September 8, 2011
- Revised: January 26, 2012
- Revised: November 14, 2013
- Revised: July 14, 2016

- [Repealed: February 13, 2020](#)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support Staff Transitional Retirement Plan
Designation	GDQCA
Office/Custodian	Business/Director of Human Resources and Finance

~~Support employees who have worked for Falcon School District a minimum of five (5) years and who are qualified for Public Employees' Retirement Association (PERA) retirement benefits may apply for one (1) additional year of employment after retirement. This plan is known as the 110-140 day plan because PERA restricts the number of hours (converted into days) that an individual can work for a PERA employer while they are receiving PERA retirement benefits.~~

~~Due to the regular need of the Transportation Department to employ PERA retirees on a regular basis in order to fill their need for bus drivers, they are exempt from the restrictions contained herein.~~

~~The 110-140 day limitation applies to each calendar year after the retirement has begun.~~

- Adopted: June 27, 2001
- Revised: December 9, 2010
- [Revised: November 14, 2013](#)
- [Repealed: February 13, 2020](#)

LEGAL REFS:

- C.R.S. 22-64-111 (*Employment after retirement*)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Educational Support Staff Transitional Retirement Plan
Designation	GDQCA-R
Office/Custodian	Business/Director of Human Resources and Finance

~~The following are the guidelines that will govern the transitional retirement plan offered by Falcon School District. In addition to District guidelines, PERA regulations will also need to be followed.~~

- ~~1. Any individual retiring from the District and taking PERA benefits must allow for one (1) month separation from actual work. This PERA rule is supported by a financial penalty of 5% of the benefit for each day worked.~~
- ~~2. An employee intending to work beyond retirement must submit a letter of application to the human resources office by January 20 of the calendar year in which retirement will take effect.~~
- ~~3. The Board of Education shall give final approval to determine which employees are selected for participation. Consideration for participation will include the needs of the District, past performance of the employee, and the recommendation of their immediate supervisor and the Chief Education Officer, Zone Innovation Leader, Chief Business Officer and Chief Operation Officer.~~

~~If an individual is approved:~~

- ~~1. Participants in a transitional retirement plan will receive a salary commensurate with their last placement. No raise will be granted to individuals approved for the plan.~~
- ~~2. The District will provide minimal benefits only as required by State and Federal Law.~~
- ~~3. Participants in a transitional retirement plan shall not be provided with any paid holidays, paid vacations, catastrophic leave bank or leaves.~~

- Adopted: June 27, 2001
- Revised: December 9, 2010
- Revised: November 10, 2011
- Revised: January 26, 2012
- Revised: January 10, 2013
- Revised: November 14, 2013
- Repealed: February 13, 2020

BOARD OF EDUCATION ITEM 7
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 22, 2020

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

TITLE OF AGENDA ITEM: Policy and Procedure Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

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

RELEVANT DATA AND EXPECTED OUTCOMES:

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

No.	Designation	Title	Reviewed by	Recommendations
7.a	AE-E-1, AE-E-2, AE-E-3	Nondiscrimination/Equal Opportunity	L Fletcher	No recommended revisions
7.b	BAA	Board of Education Evaluation and Professional Development	D Garza	No recommended revisions
7.c	BCB	Board Member Conflict of Interest	D Garza B Miller	No recommended revisions
7.d	BEAA	Electronic Participation in School Board Meetings	D Garza	No recommended revisions
7.e	BEDF	Voting Method	D Garza	No recommended revisions
7.f	BID/BIE	Board Member Compensation and Expenses/Insurance/Liability	D Garza	No recommended revisions
7.g	CBB	Recruitment of Chief Officers	D Garza B Miller	No recommended revisions
7.h	CBF	Chief Officer's Conduct	D Garza B Miller	Minor revisions in line with CASB recommendations
7.i	EGAEA	Electronic Communications	D Nancarrow	No recommended revisions
7.j	EHB	Records Retention	D Garza	No recommended revisions
7.k	GBEB	Staff Conduct and Responsibility	P Andersen	Minor revisions in line with CASB recommendations
7.l	GCF-R	Professional Staff Recruiting and Hiring	P Andersen	Minor revisions in line with CASB recommendations
7.m	GDF-R	Educational Support Staff Hiring	P Andersen	Minor revisions in line with CASB recommendations
7.n	GDO, GDO-R	Evaluation of Educational Support Staff	P Andersen	Minor revisions to reflect current practice
7.o	GDQB, GDQB-R	Resignation of Educational Support Staff	P Andersen	Minor revisions to reflect current practice
7.p	GDQD	Discipline, Suspension and Dismissal of Educational Support Staff	P Andersen	Minor revisions to reflect current practice

BOE Work Session January 22, 2020
Item 7 continued

7.q	IHBIB, IHBIB-R	Primary Preprimary Education	N Lemmond	Minor revisions in line with CASB recommendations
7.r	JB	Equal Educational Opportunities	L Fletcher	No recommended revisions
7.s	JC	School Attendance Areas	L Fletcher	No recommended revisions
7.t	JEA	Compulsory Attendance Ages	L Fletcher	No recommended revisions
7.u	JFAA	Residency Requirements for Admission	L Fletcher	No recommended revisions
7.v	JICDA	Code of Conduct	L Fletcher	Minor revisions in line with CASB recommendations
7.w	JICDE	Bullying Prevention and Restorative Interventions	L Fletcher	No recommended revisions
7.x	JII	Student Concerns, Complaints and Grievances	L Fletcher	Minor revisions
7.y	JKD/JKE, JKD-E /JKE-E, JKD-R /JKE-R	Suspension/Expulsion of Students (and Other Disciplinary Interventions)	L Fletcher	Minor revisions in line with CASB recommendations
7.z	JKF, JKF-R	Educational Alternatives for Expelled Students	N Lemmond	No recommended revisions
7.za	JLCD	Administering Medications to Students	N Lemmond	Minor revisions in line with CASB recommendations
7.zb	JLCDB	Administration of Medical Marijuana to Qualified Students	N Lemmond	Minor revisions in line with CASB recommendations
7.zc	KDB	Public's Right to Know/ Access to Information	D Nancarrow	No recommended revisions
7.zd	KFA	Public Conduct on District Property	D Watson	Minor revisions in line with CASB recommendations

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	

BOE Work Session January 22, 2020

Item 7 continued

Strategy	<p>Rock #1—Establish enduring <u>trust</u> throughout our community</p> <p>Rock #2—Research, design and implement programs for intentional <u>community</u> participation</p> <p>Rock #3— Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u></p> <p>Rock #4— Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive</p> <p>Rock #5— Customize our educational systems to <u>launch each student toward success</u></p>	<p>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</p>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After board review, move twenty-seven policies in item 7 for action at the next regular board meeting.

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

DATE: January 14, 2020

Title	Nondiscrimination/Equal Opportunity
Designation	AC-E-1
Office/Custodian	Education/Director of Culture & Services

In compliance with Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination in Employment Act of 1967, the Americans with Disabilities Act, the Genetic Information Nondiscrimination Act of 2008, Colorado law and district administrative policy AC (Nondiscrimination/Equal Opportunity), School District 49 does not unlawfully discriminate on the basis of race, color, sex, religion, national origin, ancestry, creed, age, marital status, sexual orientation (which includes transgender), genetic information, conditions related to pregnancy or childbirth, disability or need for special education services in admissions, access to, treatment, or employment in educational programs or activities which it operates.

Complaint procedures have been established for students, parents, employees and members of the public. The following person has been identified as the compliance officer for the district:

Dr. Louis Fletcher, Director of Culture & Services
10850 E. Woodmen Road
Falcon, CO 80831
719-495-1105

Outside agencies

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

Adopted: May 8, 2014

Revised: September 11, 2014

Revised: August 13, 2015

Revised: October 13, 2016

[Reviewed: February 13, 2020](#)

School District 49
Report of Discrimination or Harassment

Reporter's Information

Name of Reporter: _____

Grade (for students): _____ School: _____

Department (for staff): _____

Phone No.: _____ Email: _____

Status of Reporter: ☐ Student ☐ Staff ☐ Teacher ☐ Other: _____

Date of Report: _____

If the reporter is not the alleged victim, identify the alleged victim(s): _____

Basis of Discrimination or Harassment☐ Race ☐ Color ☐ Sex ☐ Sexual Orientation (which includes transgender)☐ Religion ☐ National Origin ☐ Age (over 40) ☐ Marital Status ☐ Disability ☐ Retaliation**Offender's Information**

Name(s) of Alleged Perpetrators of Discrimination/Harassment: _____

Grade (for students): _____ Dept. (for staff): _____ Location: _____

Status of Alleged Perpetrator(s): ☐ Student ☐ Staff ☐ Teacher ☐ Other: _____

Relationship of Alleged Perpetrator(s) to Reporter: _____

☐ Supervisor ☐ Co-Worker ☐ Teacher ☐ Student ☐ Classmate ☐ Other: _____**Description of Events**Describe specific acts alleged with dates, times, and locations, if possible:

Witnesses

Has anyone witnessed the alleged behavior? ☐ Yes ☐ No

If yes, please list the names and contact information, if you know them.

Reporter's Remedial Actions

Did you take any action to stop the discrimination/harassment? ☐ Yes ☐ No

If yes, please summarize the action taken.

How would you like to see the situation resolved?

Additional information or comments:

Signed: _____

Date: _____

Please send all correspondence to me at the following: _____

My preferred numbers for phone contact are: 1. _____

2. _____

I was assisted in completing this form by: _____

Adopted: May 8, 2014

Revised: October 13, 2016

[Reviewed: February 13, 2020](#)

School District 49
Nondiscrimination/Equal Opportunity
(Complaint Form)

Date: _____

Name of complainant: _____

School: _____

Address: _____

Phone: _____

Summary of alleged unlawful discrimination or harassment:

Name(s) of individual(s) allegedly engaging in prohibited conduct:

Date(s) alleged prohibited conduct occurred:

Name(s) of witness(es) to alleged prohibited conduct:

If others are affected by the possible unlawful discrimination or harassment, please give their names:

Your suggestions regarding resolving the complaint:

Please describe any corrective action you wish to see taken with regard to the alleged unlawful discrimination or harassment. You may also provide other information relevant to this complaint.

Signature of complainant

Date

Signature of person receiving complaint

Date

Adopted: May 8, 2014
Revised: October 13, 2016
[Reviewed: February 13, 2020](#)

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

Reviewed: February 13, 2020

Title	Board Member Conflict of Interest
Designation	BCB
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Public office is a trust created in the interest of the common good and for the benefit of the people. A conflict of interest can arise when a public officer is unable to be devoted with complete loyalty and singleness of purpose to the general public interest.

It is the intent of this policy to protect the public trust placed in directors of this school district. For purposes of this policy, the Board of Education declares that a conflict of interest is a personal, pecuniary interest that is immediate, definite, and demonstrable and which is or may be in conflict with the public interest.

A Board member, who has a personal or private interest in a matter proposed or pending before the Board, shall disclose such interest to the Board, shall not vote on it, and shall not attempt to influence the decisions of other Board members in voting on the matter.

However, if a Board member has complied with statutory disclosure requirements by notifying the Secretary of State of his or her interest in the matter, he or she may vote if his or her participation is necessary to obtain a quorum or otherwise enable the Board to act. A member who votes under these circumstances shall state for the record the fact and summary nature of the potential conflict of interest.

The written disclosure to the Secretary of State shall list as applicable the amount of the member's financial interest, the purpose and duration of any services rendered, compensation received for services, or such other information necessary to describe the interest.

The Board shall not hire any of its members as an employee of the District, nor shall it permit the District to consider the application for employment by any of its members. However, the Board does recognize that employees may desire to serve on the Board. Should an employee be elected or appointed to the Board, he or she shall, before taking office, resign from his or her position with the District.

The Board shall not approve any compensation for a member for services rendered to the District except for services rendered to the Board as provided by law. Members may be reimbursed for authorized expenses in carrying out Board duties as provided by law.

The Board shall not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest, unless one or more of the following apply:

1. The contract is awarded to the lowest responsible bidder based on competitive bidding procedures.
2. The merchandise is sold to the highest bidder at a public auction.
3. The transaction involves investing or depositing money in a financial institution which is in the business of loaning money or receiving money.
4. If, because of geographic restrictions, the District could not otherwise reasonably afford the contract because the additional cost to the District would be greater than 10 percent of the contract with the interested member or if the contract is for services that must be performed within a limited time period and no other contractor can perform the services.
5. If the contract is one in which the Board member has disclosed a personal interest and is one on which the member has not voted or has voted as allowed in state law following disclosure to the Secretary of State and to the Board.

Except as described above, a Board member shall not be a purchaser at any sale or a vendor for any district purchase made with non-federal funds.

Conflict of interest – federally funded transactions

Separate from state law and the Board's policies concerning the Board's standards of conduct and conflict of interest, federal law imposes restrictions on the conduct of a Board member whenever the transaction in question is supported by federal funds subject to the Uniform Guidance (UG), found in 2 C.F.R. Part 200.

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

A conflict of interest arises under the UG when the Board member, 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 UG prohibits Board members 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 the purposes of this policy section only, "immediate family" means the Board member'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," the Board shall follow the standards of conduct and corresponding definitions applicable to local public officials under state law.

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

A Board member who violates the standards of conduct set forth in this policy's section may be subject to censure or other disciplinary action, in accordance with the Board's authority and state law.

Adopted: August 21, 1977

Revised: January 16, 1985

Revised: September 3, 1998

Revised: July 26, 2005

Reviewed: September 23, 2009

Revised: January 12, 2012

Revised: November 13, 2014

Revised: March 9, 2017

Reviewed: February 13, 2020

LEGAL REFS:

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

Colorado Constitution, Article X, Section 13

C.R.S. 22-32-109(1)(y) (*duty of board to adopt bylaws on conflicts of interest*)

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)

CROSS REFS:

BC, School Board Member Conduct

BCA-E-2, Code of Ethics for School Board Members

BEDF, Voting Method

BID/BIE, School Board Member Compensation/Insurance/Expenses/Liability

DJE, Bidding Procedures

DKC, Expense Authorization/Reimbursement (Mileage and Travel)

Title	Electronic Participation in School Board Meetings
Designation	BEAA
Office/Custodian	Board of Education/Executive Assistant to the Board of Education

Board members may attend and participate by electronic means in regular or special meetings of the Board in accordance with this policy and state law. For purposes of this policy, “electronic means” shall be defined as attendance via telephone, video or audio conferencing, or other electronic device. No Board member, however, may chair a meeting when participating by electronic means. All meetings shall be chaired by a board member physically present at the published meeting location.

Board members may attend and participate by electronic means in a regular or special Board meeting only when extenuating circumstances prevent the Board member from physically attending the meeting. Each Board member may use this avenue for participation for up to two (2) meetings per calendar year for each type of board meeting (Regular, Special, Work Session). For purposes of this policy, “extenuating circumstances” means travel that requires the member to be outside of the metropolitan community at the time of the meeting or inclement weather and/or unsafe driving conditions prevent the Board member from physically attending the meeting.

A meeting at which one or more Board members attend and participate by electronic means shall be open to the public, except for periods in which the Board is in executive session. A quorum of the Board shall be physically present at the meeting for a Board member to attend and participate by electronic means.

The electronic means used shall allow the public to hear (and whenever possible, visually see) the comments made by the Board member(s) participating by electronic means and allow the Board member(s) to hear (and whenever possible, visually see) the comments made by the public. A Board member participating by electronic means will be included in the recording of the Board meeting.

A Board member who plans to attend and participate by electronic means in a Board meeting shall notify the Board president and Chief Officers at least three business days prior to the meeting and shall explain the extenuating circumstances that prevent the Board member from physically attending the meeting. If such notification is not possible, the Board member shall notify the Board president and Chief Officers as soon as is reasonably possible of the request to attend by electronic means.

If the request fits within the guidance of this policy, it is considered approved. A Board member who attends and participates by electronic means shall identify the location from which he or she is participating, those present, and the extenuating circumstances that prevented the Board member from physically attending the meeting. If the Board convenes in executive session, the Board member attending and participating by electronic means shall ensure confidentiality during that portion of the meeting.

Unless otherwise approved by a majority of the remaining Board members, additional requests to attend and participate by electronic means will be denied. In accordance with state law, the Board shall declare a vacancy if a Board member fails to attend three consecutive regular Board meetings, unless the Board member’s absence is otherwise excused by the Board.

A Board member’s failure to comply with this policy may result in the Board’s refusal to allow the member to participate by electronic means in Board meetings.

Adopted: February 13, 2014
Reviewed: February 9, 2017
Reviewed: February 13, 2020

LEGAL REFS:

C.R.S. 22-31-129 (*board vacancies*)

C.R.S. 22-32-108 (7)(a) (*board must adopt policy allowing board members to attend and participate electronically in regular or special board meetings if the board wishes to allow this practice*)

C.R.S. 24-6-401 et seq. (*open meetings law*)

CROSS REFS:

BE, School Board Meetings

Title	Voting Method
Designation	BEDF
Office/Custodian	Board of Education/Executive Assistant to BOE

All voting shall be by roll call with each member present voting "Aye" or "No" alphabetically. However, election of the president and vice president may be by secret ballot. If a vote is taken by secret ballot, the outcome of the vote shall be recorded contemporaneously in the minutes.

A member may abstain from voting only if excused by the Board for good cause.

To pass, any motion must be approved by a majority of the members present except as state law or policies of this Board may require a majority of full membership or a two-thirds majority.

Adopted: April 21, 1977

Revised: September 3, 1998

Revised: February 11, 2010

Revised: November 13, 2014

Revised: March 9, 2017

Reviewed: February 13, 2020

LEGAL REFS:

C.R.S. 22-32-104 (3) (*president and vice president must be elected by majority of the entire membership*)

C.R.S. 22-32-108 (6) (*voting by roll call, excused for good cause*)

C.R.S. 22-32-108 (7)(a) (*a board member who participates electronically in conformance with the board's policy on electronic meeting participation is considered "present"*)

C.R.S. 24-6-402 (2)(d)(IV) (*outcome of a secret ballot vote must be recorded contemporaneously in the minutes*)

C.R.S. 24-6-402 (4) (*a two-thirds majority of the quorum present is required to go into executive session*)

C.R.S. 24-18-109 (3) (*conflict of interest and voting*)

C.R.S. 24-18-110 (*voluntary disclosure of conflict of interest*)

CROSS REFS:

BCB, Board Member Conflict of Interest

BE, School Board Meetings

BEAA, Electronic Participation in School Board Meetings

Title	Board Member Compensation and Expenses/Insurance/Liability
Designation	BID/BIE
Office/Custodian	Board of Education/Executive Assistant to the BOE

Board members shall receive no compensation for their services. However, upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Board, Board members may be reimbursed from district funds in accordance with the Board's policy on expense authorization and reimbursement.

The Board shall purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Board.

The Board shall rely on the Colorado Governmental Immunity Act, C.R.S. 24-10-101 *et seq.* (the Act) as the statement of its obligation to defend and indemnify Board members. If the Board elects to provide for the defense of a Board member in a claim which alleges willful and wonton conduct by the Board member, the Board may require the Board member to post a reasonable bond to ensure reimbursement of any amounts advanced, in accordance with the Act.

Adopted: April 21, 1977

Revised: September 3, 1998

Revised: July 10, 2003

Reviewed: January 14, 2010

Revised: December 11, 2014

Revised: March 9, 2017

Reviewed: February 13, 2020

LEGAL REFS:

20 USC 7941 through 7948 (*Coverdell Teacher Protection Act limits the liability of school board members*)

C.R.S. 22-12-101 *et seq.* (*Teacher and School Administrator Protection Act also limits liability of school board members*)

C.R.S. 22-32-104 (5) (*board member compensation*)

C.R.S. 22-32-109.1(9) (*immunity provisions in safe schools law also apply to school board members*)

C.R.S. 22-32-110 (1)(n),(u) (*power to provide necessary expenses*)

C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)

C.R.S. 24-18-104 (3)(d),(e) (*reimbursements are not considered gifts*)

CROSS REF:

DKC, Expense Authorization/Reimbursement (Mileage and Travel)

EI, Insurance Management

Title	Recruitment of Chief Officers
Designation	CBB
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

Under District 49's matrix model of leadership, the appointment of Chief Officers is a function of the Board. The Board shall take steps to find individuals it believes can most effectively translate into action the policies of the Board and the aspirations of the community and the professional staff.

When recruiting and selecting any chief officer, the Board may seek the advice and counsel of interested individuals or of an advisory committee, or it may employ a consultant to assist in the selection. It may also, at its discretion, determine that an external search is not necessary due to a qualified internal candidate. However, final selection shall rest with the Board after a thorough consideration of qualified applicants.

A vote of the majority of Board members present at a Board meeting for which due notice has been given of the intended action shall be required for the appointment of any chief officer.

Search process

When the Board conducts a search for the position, the writing or revising of the job description, and requirements for applicants, selection procedures and applicable deadlines shall be adopted at a public meeting.

Records submitted to the district by an applicant for a chief officer position shall remain confidential until the applicant becomes a finalist for the position. If only three or fewer candidates possess the minimum qualifications for the position, said candidates are all considered finalists.

A list of all finalists being considered for the position shall be made public at least 14 days prior to appointing one of the finalists to fill the position. No offer of appointment shall be made prior to this public notice.

When an applicant becomes a finalist, all records submitted by the applicant shall be available for public inspection except that letters of reference or medical, psychological, and sociological data shall remain confidential.

Adopted: September 19, 1996

Revised: September 3, 1998

Revised: January 14, 2010

Revised: April 10, 2014

Reviewed: June 8, 2017

[Reviewed: February 13, 2020](#)

LEGAL REFS

C.R.S. 22-32-110 (1)(g) (*power to employ a CEO*)

C.R.S. 22-44-115 (4) (*administrative contracts*)

C.R.S. [24-6-402](#) (2)(d)(IV) (*outcome of a secret ballot vote must be recorded contemporaneously in the minutes*)

C.R.S. 24-6-402 (3.5) (*search committee duties*)

C.R.S. 24-72-204 (3)(a) (*inspection of public records*)

Title	Chief Officer's Conduct
Designation	CBF
Office/Custodian	Board of Education/Executive Assistant to the BOE/Legal Counsel

The chief officers shall observe rules of conduct established in law which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to further substantially personal financial interests.
2. Accept a gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position to depart from the faithful and impartial discharge of a chief officer's duties or which a chief officer knows or should know is primarily for the purpose of a reward for action taken ~~in which discretionary authority was exercised~~.
3. Engage in a substantial financial transaction for private business purposes with a person whom a chief officer supervises.
4. Perform any action in which a chief officer has discretionary authority which directly and substantially confers an economic benefit on a business or other undertaking in which there is substantial financial interest or in which a chief officer is engaged as a counsel, consultant, representative, or agent.

The phrase "economic benefit tantamount to a gift of substantial value" includes, but is not limited to, a loan at a rate of interest substantially lower than the prevailing commercial rate and compensation received for private services rendered at a rate substantially exceeding the fair market value.

It is permissible for a chief officer to receive:

1. An occasional unsolicited nonpecuniary gift, which is insignificant in value (currently less than \$65, subject to adjustment every four years).
2. A nonpecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel and subsistence for attendance at a convention or other meeting at which a chief officer is scheduled to participate.
4. Reimbursement for the cost of food or beverages consumed at or admission to a social function or meeting where the chief officer appears to speak or answer questions as part of a scheduled program.
5. Payment for speeches, appearances, or publications reported as honorariums.

It shall not be considered a breach of conduct for a chief officer to:

1. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis.
2. Accept or receive a benefit as an indirect consequence of transacting school district business.

Adopted: September 3, 1998

Reviewed: December 10, 2009

Revised: April 10, 2014

Revised: April 13, 2017

Revised: February 13, 2020

LEGAL REFS:

C.R.S. 18-8-308 (*disclosure of pecuniary conflicts of interest*)

C.R.S. 22-32-110 (1)(k) (*power to adopt conduct rules*)

C.R.S. 24-18-104 (*government employee rules of conduct*)

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

~~Colo. Const. Art. XXIX, § 3~~

Title	Electronic Communications
Designation	EGAEA
Office/Custodian	Education/Director of Communications

Electronic communication is the transmittal of a communication between two or more computers or other electronic devices, whether or not the message is converted to hard copy format and whether or not the message is viewed upon receipt. Electronic communication includes all electronic messages that are transmitted through a local, regional or global computer network.

All District electronic communication systems are owned by the District and are intended for the purpose of conducting official District business only. District electronic communication systems are not intended for personal use by District employees. Employees shall have no expectation of privacy when using District electronic communication systems.

Electronic communication sent or received by the Board of Education, the District or District employees may be considered a public record subject to retention under state or federal law. Such electronic communication may also be subject to public disclosure or inspection under the Colorado Open Records Act.

Whenever the District is a party in litigation or reasonably anticipates being a party in litigation, Board members and District employees in possession of electronic documents, e-mail and/or other evidence relevant to the litigation or reasonably anticipated litigation shall retain all such documents, e-mails and other evidence until otherwise directed by the Executive Officer of Education Services or designee.

To ensure compliance with applicable law and District policy, the District retains the right to review, store and disclose all information sent over the District electronic communication systems for any legally permissible reason, including but not limited to determining whether the information is a public record, whether it contains information discoverable in litigation and to access District information in the employee's absence.

Upon sending or receiving an electronic communication, all users shall segregate or store those communications that are public records. Public records are those that evidence the District's functions, policies, decisions, procedures, operations or other activities of the District or that contain valuable District data.

Electronic communication on District computers or District electronic communication systems shall be retained only as long as necessary. Such electronic communication shall be deleted on a routine basis unless otherwise required to be retained by District policy or state or federal law.

The custodian of records for the District shall assist the public in locating any specific public electronic records requested and shall provide public access to public electronic records in accordance with state law. The District's records custodian shall also be responsible for assisting the District's schools and other sites in complying with record retention requirements.

District employees may be subject to disciplinary action for violation of this policy.

Adopted: March 4, 1999

Revised: May 8, 2008

Revised: November 17, 2010

Revised: January 10, 2013

Reviewed: July 14, 2016

Reviewed: February 13, 2020

LEGAL REFS:

C.R.S. 24-72-203(1)(b)(I) (*district must adopt policy regarding the retention, archival and destruction of electronic records*)

C.R.S. 24-72-204.5(*district must adopt policy on monitoring of electronic mail*)

C.R.S. 24-80-101 et seq.(*State Archives and Public Records Act*)

CROSS REFS:

EHB, Records Retention

GBEE, Staff Use of Internet and Electronic Communications

GBJ, Personnel Records/Files

JRA/JRC, Student Records/Release of Information on Students

JS, Student Use of Internet and Electronic Communications

KDB, Public's Right to Know/Freedom of Information

Title	Records Retention
Designation	EHB
Office/Custodian	Board of Education/Executive Assistant to the BOE

The Board has approved the district's use of the Colorado School District Records Management Manual (records management manual) developed by the Colorado State Archives Department to assist the district in determining the appropriate retention period for various types of records. School district records regarding the district's organization, functions, policies, decisions, procedures, operations, or other activities may be considered public records subject to retention.

The district shall retain records for the time periods specified by the records management manual, as may be amended from time to time, unless a longer retention period is required by state or federal law. District employees and Board members shall be responsible for adhering to the records management manual.

Whenever the district is a party in litigation or reasonably anticipates being a party in litigation, Board members and district employees in possession of hard copy or electronic documents, email and/or other evidence relevant to the litigation or reasonably anticipated litigation shall retain all such documents, emails and other evidence until otherwise directed by the chief officer or designee.

Documents and other materials that are not "records" required to be retained by district policy, the records management manual, or state or federal law, and are not necessary to the functioning of the district, may be destroyed when no longer needed. Examples include telephone message slips, miscellaneous correspondence not requiring follow-up or district action, and emails that do not contain information otherwise required to be retained by district policy, the records management manual, or state or federal law.

District employees may be subject to disciplinary action for violation of this policy.

Adopted: March 12, 2015

Revised: March 9, 2017

[Reviewed: February 13, 2020](#)

LEGAL REFS:

2 C.F.R. 200.333 (*retention requirements for federal fiscal records*)

C.R.S. 24-72-113 (*limit on retention of passive surveillance records*)

C.R.S. 24-80-101 *et seq.* (*State Archives and Public Records Act*)

CROSS REFS:

EGAEA, Electronic Communication

GBJ, Personnel Records and Files

JRA/JRC, Student Records/Release of Information on Students

Title	Staff Conduct and Responsibilities
Designation	GBEB
Office/Custodian	Business/Director of Human Resources

All staff members shall have a responsibility to make themselves familiar with and abide by federal and state laws as these affect their work, and the policies and regulations of the district. As representatives of the district and role models for students, all staff shall demonstrate and uphold high professional, ethical and moral standards. Interactions between staff members must be based on mutual respect and any disputes will be resolved in a professional manner.

Essential to the success of ongoing school operations and the instructional program are the following specific responsibilities which shall be required of all personnel:

1. Faithfulness and promptness in attendance at work.
2. Support and enforcement of policies of the Board and regulations of the school administration in regard to students.
3. Diligence in submitting required reports promptly at the times specified.
4. Care and protection of school property.
5. Concern and attention toward the safety and welfare of students.

Rules of conduct

Staff members shall conduct themselves in a manner that is consistent with the educational mission of the district and shall maintain professional boundaries with students at all times in accordance with this policy's accompanying regulation.

Each staff member shall observe rules of conduct established in law, which specify that a school employee shall not:

1. Disclose or use confidential information acquired in the course of employment to substantially further personal financial interest.
2. Accept any gift of substantial value or substantial economic benefit tantamount to a gift of substantial value which would tend to improperly influence a reasonable person in the position, or which the staff member knows or should know is primarily for the purpose of a reward for action taken in which the staff member exercised discretionary authority.
3. Engage in a financial transaction for private business purposes with a person whom the staff member supervises.
4. Perform any action in which the staff member has a discretionary authority, which directly and substantially confers an economic benefit on a business or other undertaking in which the staff member has a substantial financial interest or is engaged as counsel, consultant, representative, or agent.

It is permissible for an employee, in his/her capacity as an employee, to receive:

1. An occasional non-pecuniary gift which is insignificant in value.
2. A non-pecuniary award publicly presented by a nonprofit organization in recognition of public service.
3. Payment or reimbursement for actual and necessary expenditures for travel, and subsistence (within the limitations of Board policy) for attendance at a convention, school function, or other meeting at which his/her attendance has been approved by an immediate supervisor.
4. Reimbursement for or acceptance of an opportunity to participate in a social function or meeting which is not extraordinary when viewed in light of the position.
5. Items of perishable or nonpermanent value including but not limited to meals, lodging, travel expenses or tickets to sporting, recreational, educational or cultural events.

6. Payment for speeches, debates, or other public events reported as honorariums.

It shall not be considered a breach of conduct for a staff member to:

7. Use school facilities and equipment to communicate or correspond with constituents, family members, or business associates on an occasional basis, except that long distance personal calls must be placed using a personal credit card or phone card.
8. Accept or receive a benefit as an indirect consequence of transacting district business.

Felony/misdemeanor convictions

If, subsequent to beginning employment with the district, the district has good cause to believe that any staff member has been convicted of, or pled nolo contendere to, or received a deferred or suspended sentence for any felony or misdemeanor other than a misdemeanor traffic offense or infraction, the district shall make inquiries to the Department of Education for purposes of screening the employee.

In addition, the district shall require the employee to submit a complete set of fingerprints taken by an authorized qualified district or BOCES employee or a qualified law enforcement agency. Fingerprints must be submitted within 20 school days after receipt of written notification. The fingerprints shall be forwarded to the Colorado Bureau of Investigation (CBI) for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the district shall require the employee to submit to a name-based criminal history record check.

Disciplinary action, which could include dismissal from employment, may be taken against personnel if the results of fingerprint processing and/or name-based criminal history record check provide relevant information. Non-licensed employees shall be terminated if the results of the fingerprint-based or name-based criminal history record check disclose a conviction for certain felonies, as provided in law.

Employees shall not be charged fees for processing fingerprints under the above-mentioned circumstances.

Child abuse

All ~~d~~District employees who have reasonable cause to know or suspect that any child is subjected to abuse or to conditions that might result in abuse or neglect must immediately upon receiving such information report such fact in accordance with policy JLF and state law.

The Chief Education Officer or designee is authorized to conduct an internal investigation or to take any other necessary steps if information is received from a county department of social services or a law enforcement agency that a suspected child abuse perpetrator is a school district employee. Such information shall remain confidential except that the Chief Education Officer or designee shall, as required by law, notify the Colorado Department of Education of the child abuse investigation.

Unlawful behavior involving children

The district may make an inquiry with the Department of Education concerning whether any current employee of the district has been convicted of, pled nolo contendere to, or received a deferred or suspended sentence or deferred prosecution for a felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children. Disciplinary action, including termination, may be taken if the inquiry discloses information relevant to the employee's fitness for employment.

Notification concerning arrests

District employees shall notify the district when they are arrested for specific criminal offenses, in accordance with the policy's accompanying regulation.

The district shall notify students' parents/guardians when district employees are charged with specific criminal offenses, as required by state law and in accordance with applicable Board policy.

Personnel addressing health care treatment for behavior issues

School personnel are prohibited under state law from recommending or requiring the use of psychotropic drugs for students. They are also prohibited from testing or requiring testing for a student's behavior without giving notice to the parent/guardian describing the recommended testing and how any test results will be used and obtaining prior written permission from the student or from the student's parent/guardian. See policy JLDAC. School personnel are encouraged to discuss concerns about a student's behavior with the parent/guardian and such discussions may include a suggestion that the parent/guardian speak with an appropriate health care professional regarding any behavior concerns school personnel may have.

Possession of deadly weapons

The Board's policy regarding public possession of deadly weapons on school property or in school buildings shall apply to district employees. However, the restrictions shall not apply to employees who are required to carry or use deadly weapons in order to perform their necessary duties and functions.

Disciplinary action

Violations of this policy may result in disciplinary action up to and including recommendation for dismissal, in accordance with Board policies regarding discipline, suspension and dismissal.

Violations involving sexual or other abuse will also be referred to the Department of Human Services and/or law enforcement in accordance with the Board policy JLF – Reporting Child Abuse/Child Protection.

The district will report violations to the Colorado Department of Education as required by statute and in accordance with Board policy.

Adopted: April 4, 1994

Reviewed: May 11, 2000

Revised: January 11, 2001

Revised: March 8, 2002 (*Minor grammatical correction; Board action not required.*)

Revised: November 11, 2010

Revised: August 11, 2011

Revised: July 27, 2012

Revised: July 10, 2014

Revised: June 28, 2017

Revised: April 12, 2018

Revised: November 8, 2018

Revised: February 13, 2020

LEGAL REFS:

28 C.F.R. 50.12 (b) (*notification requirements regarding fingerprints*)

C.R.S. 18-12-105.5 (*unlawful carrying/possession of weapons on school grounds*)

C.R.S. 18-12-214(3)(b) (*school security officers may carry concealed handgun pursuant to valid permit*)

C.R.S. 19-3-308(5.7) (*child abuse reporting*)

C.R.S. 22-1-130 (*parent notification of employee criminal charges*)

C.R.S. 22-2-119.3 (6)(d) (*name-based criminal history record check-definition*)

C.R.S. 22-32-109(1)(ee) (*duty to adopt policy prohibiting personnel from recommending certain drugs for students or ordering behavior tests without parent permission*)

C.R.S. 22-32-109 (1)(pp) (*annual employee notification requirement regarding federal student loan repayment programs and student loan forgiveness programs*)

C.R.S. 22-32-109.1(8) *(policy requiring inquiries upon good cause to department of education for purpose of ongoing screening of employees)*

C.R.S. 22-32-109.7 *(duty to make inquiries prior to hiring)*

C.R.S. 22-32-109.8 *(non-licensed personnel-submittal of fingerprints and name-based criminal history record check)*

C.R.S. 22-32-109.8 (6)(a) *(requirement to terminate non-licensed employees for certain felony offenses)*

C.R.S. 22-32-109.9 *(licensed personnel-submittal of fingerprints and name-based criminal history record check)*

C.R.S. 22-32-110(1)(k) *(power to adopt conduct rules)*

C.R.S. 24-18-104 *(government employee rules of conduct)*

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

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

CROSS REFS:

JLC, Student Health Services and Records

JLDAC, Screening/Testing of Students

JLF, Reporting Child Abuse/Child Protection

KDBA, Parent Notification of Employee Criminal Charges

KFA, Public Conduct on School Property

Title Licensed Professional Staff Recruiting/Hiring
Designation GCF-R
Office/Custodian Business/Director of Human Resources

Vacancies

Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when an employee vacates an existing position.

Vacancies of licensed positions occurring from August 1 through the current school year shall be filled by an “Intent Not to Renew” (INR) contract. Positions may be posted as INR earlier than August 1 when requested by building administration and approved by the Zone Superintendent.

When a vacancy occurs due to a granted leave request, the vacancy will normally be posted as an INR contract. This preserves the position for the staff member on leave. If the building principal and zone superintendent decide not to fill the vacancy with an INR contract, the Zone will be responsible for finding an alternate position for the staff member when that staff member returns from leave, subject to rules and requirements of applicable laws and regulations.

Advertising of vacancies

The Human Resources (HR) department shall post all staff vacancies in the online application system. Job postings shall include a description of the position, a list of qualifications, and a closing date, if applicable, for submitting applications to the HR department. Job postings may be posted as “when filled” or with a specific closing date.

Hiring and selection process

1. Applications. All applicants must complete an online application and apply to specific vacancies using the online job application system. Paper applications are not accepted. Only fully completed applications will be considered.
2. Initial screening and interview. The hiring administrator will screen applications and prepare a pool of candidates to interview. It is the hiring administrator’s responsibility to contact the HR department and verify that all candidates selected for interview are qualified for the position *prior to* interview. The hiring administrator shall conduct interviews and reference checks and complete the recommendation to hire packet.
3. Background checks. Prior to an offer of employment, the HR department will verify that the candidate possesses a valid teaching license, or other applicable license or authorization, issued by Colorado Department of Education.
4. Fingerprinting. All applicants selected for employment must submit a complete set of fingerprints taken by a qualified law enforcement agency, an authorized district or BOCES employee or any third party approved by the Colorado Bureau of Investigation. The school district will charge the applicant a nonrefundable fee to cover the direct and indirect costs of fingerprint processing.

The school district will release the fingerprints to the Colorado Bureau of Investigation for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the district shall require the employee to submit to a name-based criminal history record check.

Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided on the form. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:

- a. ~~(1)~~felony child abuse, as described in C.R.S. 18-6-401;
- b. ~~(2)~~a crime of violence, as defined in C.R.S. 18-1.3-406 (2);
- c. ~~(3)~~a felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102 (9);
- d. ~~(4)~~felony domestic violence, as defined in C.R.S. 18-6-800.3;
- e. ~~(5)~~a felony drug offense, as described in C.R.S. 18-18-401 et seq., committed on or after August 25, 2012;
- f. ~~(6)~~felony indecent exposure, as described in C.R.S. 18-7-302;
- g. ~~(7)~~attempt, solicitation or conspiracy to commit any of the offenses described in items 1-6;
or
- h. ~~(8)~~an offense committed outside of this state, which if committed in this state would constitute an offense described in items 1-7.

The district will notify the district attorney of inconsistent results for action or possible prosecution.

Applicants must also submit a completed form, as required by state law, to certify, under penalty of perjury, either that he or she has never been convicted of a felony or misdemeanor charge, not including any misdemeanor traffic offense, or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense). The form must specify the felony or misdemeanor, the date of conviction and the court entering judgment.

5. Reference checks. Prior to hiring and in accordance with state law, the hiring supervisor will contact previous employers and other relevant references of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment. The hiring supervisor must submit completed reference checks to HR.
6. Credit reports. The HR department will not obtain a credit report on an applicant unless the department has first notified the individual in writing, in a document consisting solely of the notice, that the district would like to obtain a credit report and request the individual's written authorization to obtain the report. A credit report will only be requested when the applicant submits a written authorization.

The HR department will not rely on a credit report in denying an application unless the office has first supplied the applicant with a disclosure that includes a copy of the credit report and a summary of the applicant's rights. If an application for employment is denied because of the credit report, the HR department will give the applicant notice that the action has been taken, as well as:

- a. the name, address and phone number of the credit bureau supplying the report;
 - b. a statement that the credit bureau was not involved in the decision to deny the application; and
 - c. a notice of the individual's right to dispute the information in the report.
7. Contract or job offer. Only the staff of the HR department is authorized to offer new or supplementary pay contracts and/or jobs to current employees or new applicants. Hiring administrators will be notified upon acceptance of the position. The Board of Education shall approve all hiring recommendations.
 8. Information report to state. In accordance with federal and state law, the district will report the name, address, and social security number of every new employee to Colorado State Directory of New Hires, P.O. Box 2920, Denver, Colorado 80201-2920.

This report, due within twenty days of the date of the hire or on the first payroll after the twenty days have expired, shall be submitted even if the employee quits or is terminated before the report is due. Upon

termination, the employee's last known address, the fact of the termination, and the name and address of the employee's new employer, if known, shall be reported to the applicable court or agency.

Upon receiving a Notice of Wage assignment, the district shall remit the designated payment within seven days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.

Current practice codified 1992

Adopted: date of manual revision

Reviewed: May 11, 2000

Revised: August 28, 2001

Revised: November 11, 2010

Revised: April 9, 2015

Revised: February 14, 2019

Revised: February 13, 2020

Title Educational Support Staff Hiring
Designation GDF-R
Office/Custodian Business/Director of Human Resources

Vacancies

Vacancies occur when a position established by the Board of Education is not currently filled, when a new position is created or when a support employee vacates an existing position.

The Human Resources (HR) department shall post ~~and date notices of~~ all support staff vacancies in the online application tracking system. Job postings may be posted as “when filled” or with a specific closing date. ~~All~~ ~~Postings~~ shall include a description of the vacant position, ~~, a list of qualifications, and closing date, if applicable, for submitting applications to the HR department.~~ All applicants must use the online applicant tracking system to complete an online application and apply to each specific vacancy ~~ies for which he/she would like to be considered. for using the online job application system.~~ Paper applications are not accepted. Only fully completed and submitted applications will be considered.

Fingerprinting

All applicants, except current students less than 18 years of age, selected for employment in a support staff position must submit a complete set of fingerprints taken by a qualified law enforcement agency, an authorized district or BOCES employee or any third party approved by the Colorado Bureau of Investigation.

The district will submit the fingerprints to the Colorado Bureau of Investigation for processing for the purpose of conducting a state and national fingerprint-based criminal history record check utilizing the records of the Colorado Bureau of Investigation and the Federal Bureau of Investigation. When the results of the fingerprint-based criminal history record check reveal a record of arrest without a disposition, the district shall require the employee to submit to a name-based criminal history record check.

The district will charge the applicant a nonrefundable fee to cover the direct and indirect costs of fingerprint processing.

During the employment application process, the applicant must certify either that he or she has never been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense) or that he or she has been convicted of a felony or misdemeanor charge (not including any misdemeanor traffic offense).

Although an applicant may be conditionally employed prior to receiving the results, he or she may be terminated if the results are inconsistent with the information provided in the application process. In accordance with state law, the employee or applicant shall be terminated or disqualified from district employment if the results disclose a conviction for any of the following offenses:

- a. Felony child abuse, as described in C.R.S. 18-6-401;
- b. A crime of violence, as defined in C.R.S. 18-1.3-406(2);
- c. A felony involving unlawful sexual behavior, as defined in C.R.S. 16-22-102(9);
- d. Felony domestic violence, as defined in C.R.S. 18-6-800.3;
- e. A felony drug offense, as described in C.R.S. 18-18-401 *et seq.*, committed on or after August 25, 2012;
- f. Felony indecent exposure, as described in C.R.S. 18-7-302;
- g. Attempt, solicitation or conspiracy to commit any of the offenses described in items a-f; or
- h. An offense committed outside of this state, which if committed in this state would constitute an offense described in items a-g.

The district shall notify the district attorney of inconsistent results for action or possible prosecution.

Reference checks

Prior to hiring, the hiring supervisor will contact previous employers and other relevant references of the applicant to obtain information or recommendations relevant to the applicant's fitness for employment. The hiring supervisor must submit completed reference checks to HR.

Credit reports

The HR department will not obtain a credit report on an applicant unless the department has first notified the individual in writing, in a document consisting solely of the notice, that the district would like to obtain a credit report and requesting the individual's written authorization to obtain the report. A credit report will only be requested when the applicant submits a written authorization.

The HR Department will not rely on a credit report in denying an application unless the department has first supplied the applicant with a disclosure that includes a copy of the credit report and a summary of the applicant's rights. If an application for employment is denied because of the credit report, the HR Department will give the applicant notice that the action has been taken, as well as:

1. The name, address and phone number of the credit bureau supplying the report;
2. A statement that the credit bureau was not involved in the decision to deny the application; and
3. A notice of the applicant's right to dispute the information in the report.

Title I paraeducators

Prior to hiring paraeducators to work in Title I Schoolwide or Targeted Assistance Programs, the HR Department shall determine whether the applicant meets the qualifications required under federal law and regulations.

Information report to state

In accordance with federal and state law, the district will report the name, address and social security number of every new employee to Colorado State Directory of New Hires, P.O. Box 2920, Denver, Colorado 80201-2920.

This report, due within 20 days of the date of the hire or on the first payroll after the 20 days have expired, shall be submitted even if the employee quits or is terminated before the report is due. Upon termination, the employee's last known address, the fact of the termination, and the name and address of the employee's new employer, if known, shall be reported to the applicable court or agency.

Upon receiving a Notice of Wage assignment, the district shall remit the designated payment within 7 days of withholding the income according to instructions contained in the Notice. Child support withholding takes priority over other legal actions against the same wages.

Current practice codified: 1992

Adopted: date of manual adoption

Revised: August 4, 1994

Reviewed: May 11, 2000

Revised: December 9, 2010

Revised: March 12, 2015

Revised: April 9, 2015

Revised: February 14, 2019

Revised: February 13, 2020

Title	Evaluation of Educational Support Staff
Designation	GDO
Office/Custodian	Business/Director of Human Resources

The Board recognizes that for employees to achieve peak performance, they must understand what is expected of them and must regularly receive feedback that helps them improve and grow. Therefore, the district has adopted a system for the evaluation of Educational Support Staff ("support staff"). The evaluation system shall be designed to:

1. Promote and strengthen communications between the employee and the supervisor.
2. Provide insight and feedback regarding the employee's performance, including areas of strength, outstanding performance, opportunities for growth, and need for improvement.
3. Review previous performance goals and their attainment and assign new specific, measurable, attainable, relevant and time-bound (SMART) goals.
4. Identify areas in the work performance that could benefit from training opportunities.
5. Ensure that consistent procedures and performance standards are used for the evaluation of all employees who hold the same position.
6. Provide information to substantiate or support personnel decisions including, but not limited to, corrective action, promotion, transfer, eligibility for re-hire, and termination.
7. Allow an opportunity to evaluate and redefine expectations and required essential functions of the position.
8. Explain the responsibilities of the employee and supervisor in the evaluation process.

Support staff, unless otherwise designated by contract, shall be considered at-will. Nothing in this policy shall alter the at-will employment relationship or diminish the district's ability to employ support staff only for such time as the district is in need of or desirous of the services of such employees. The district reserves the right to discipline or terminate the employment of a support staff employee without regard to the outcome of any past or pending evaluation or whether evaluations have been conducted.

Current practice codified: 1980

Adopted: date of manual adoption

Revised: April 18, 1985

Revised: June 2, 1988

Revised to conform with practice: date of manual revision

Reviewed: May 11, 2000

Revised: November 11, 2010

Revised: March 12, 2015

Revised: January 12, 2017

Revised: March 27, 2019

Revised: February 13, 2020

CROSS REFS:

GDQB, Resignation of Educational Support Staff

GDQD, Discipline, Suspension and Dismissal of Educational Support Staff

Title Evaluation of Educational Support Staff
 Designation GDO-R
 Office/Custodian Business/Director of Human Resources

The goal of the Educational Support Staff (hereinafter referred to as “support staff” or “employee”) performance evaluation system is to have a tool that will assist the district with ensuring the highest quality of support personnel are in place to support and provide services for the district’s students, staff and community. It also serves as a tool to provide meaningful feedback to an employee regarding the employee’s work performance.

Schedule of evaluations

The annual evaluation cycle is from July 1 – June 30. All school year and extended year support staff should be evaluated no later than April 15. All full year support staff should be evaluated no later than ~~July~~ June 1.

Any school year or extended year support staff employee hired, transferred or promoted after January 15 is not required to receive an annual evaluation until the following annual cycle. However, a supervisor may choose to evaluate an employee who falls in these scenarios. Any full year support employee hired, transferred or promoted after ~~March~~ April 1 is not required to receive an annual evaluation until the following annual cycle. However, a supervisor may choose to evaluate an employee who falls in these scenarios. Additional evaluations throughout the evaluation cycle may also be completed at the discretion of the supervisor but are not required.

Observation and ongoing performance feedback

Over the course of the employment year, the supervisor will make observations of the employee’s work. The supervisor will maintain a record and sufficient documentation of these observations in order to accurately rate the employee’s work on each performance standard.

The supervisor will share observations of the employee’s performance on an ongoing basis. When observations reveal performance concerns, the supervisor will communicate with the employee to identify needed improvements and provide assistance as required.

Evaluation form

The supervisor is responsible for completing the evaluation form for each assigned employee. The supervisor will review observation and performance records and secure additional input as necessary for an accurate evaluation of performance.

The support staff evaluation uses the following rating scale:

Points	Rating	Description
4	Exceeds Expectations	Consistently and substantially exceeds requirements of the position and performs at high levels of effectiveness.
3	Meets Expectations	Consistently meets and/or exceeds requirements of the position and performs in a fully satisfactory and reliable manner.
2	Partially Meets Expectations	Is working towards consistently meeting requirements of the position. Performance is slightly below satisfactory and minimal improvement is needed.
1	Does Not Meet Expectations	Does not meet established norms and standards for the position or may regularly fail to meet one or more of the established standards and goals for the position.

~~A~~The supervisor should provide factual and meaningful feedback to the employee for each performance standard and. ~~The supervisor~~ should provide ~~a~~ specific and detailed explanations s and examples to support each performance rating.

Setting goals

An important element in the evaluation process is the setting of goals. Goals can help provide focus, increase motivation, and deliver tangible and measurable results of an employee's work performance. Goals can be set by the supervisor, employee or both. Each goal should be specific, measurable, attainable, relevant and ~~time~~ time-bound (SMART). Goals should be evaluated periodically throughout the year to ensure progress is being made toward successfully achieving the goal. Supervisors must evaluate whether the employee has the support, tools, a and resources to achieve the goal.

Training and professional development

Support staff members are an integral part of the district's total staff and. ~~T~~their training and development are essential to the efficient ~~and economical~~ operation of the schools.

Therefore, all support staff members shall be encouraged to grow in job skills and to take additional training that will improve their skills on the job. It shall be the responsibility of each supervisor to assist in identifying applicable training and allowing the employee time off to attend. Training opportunities may be identified as part of an evaluation or separately as the need and/or opportunity arise throughout the year.

Absences to attend meetings, conventions, conferences, or workshops of local, state, or national associations which serve to advance the welfare of the district through the upgrading and strengthening of the support staff may be granted by the chief officer or zone leader or designee ~~without loss of pay to the employee~~.

Evaluation conference

The supervisor will schedule a conference with the employee to review the completed evaluation form. The conference will focus on a review of the employee's performance ratings, strengths, areas for growth, goals, training, any relevant documentation, and recommendations.

At the conclusion of the conference, the supervisor and the employee will sign the evaluation form. The employee's signature on the form indicates only that the evaluation has been reviewed and explained. Signing the form does not indicate that the employee agrees with the content of the evaluation.

The supervisor will forward the completed evaluation document to Human Resources for its placement in the employee's personnel file. The supervisor should provide a copy to the employee and may retain a copy of the evaluation for their own confidential records.

The employee may respond to the evaluation in writing within seven (7) working days of the conference. The employee shall provide the written response directly to the supervisor, who shall then forward the response to Human Resources. The employee's written response will be appended to the evaluation form.

Evaluation rating of less than "Meets Expectations"

When an employee's overall performance has been rated as "Does Not Meet Expectations" or "Partially Meets Expectations", this score may be used to substantiate or support personnel decisions including, but not limited to, corrective action, promotion, transfer, eligibility for re-hire, and termination. The evaluation process does not negate or supersede the performance management process in personnel-related decisions or actions. ~~In addition, a~~ supervisor may choose to evaluate an employee more frequently to monitor the progress in the employee's work performance.

- Current practice codified: 1980
- Adopted: date of manual adoption

- Revised: June 2, 1988
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: March 12, 2015
- Revised: January 12, 2017
- Revised: -March 27, 2019
- Revised: February 13, 2020

Title	Resignation of Educational Support Staff
Designation	GDQB
Office/Custodian	Business/Director of Human Resources

Educational Support Staff are employed on an at-will basis, unless otherwise specified in an employment contract. Employment at-will means that neither the employee nor the district is committed to an employment relationship for a fixed period of time and that either the employee or the employer may terminate the employment relationship at any time, for any reason.

The district encourages employees to provide, at minimum, a two weeks' notice to facilitate a smooth transition out of the district. If an employee provides a notice of less than two weeks, the district may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.

~~In those cases where a support employee submits a voluntary resignation, he shall be required to give two (2) weeks' written notice. Failure to comply with this requirement may result in forfeiture of any termination benefits. Exceptions may be granted for extenuating circumstances upon application to and approval by the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee. The Board delegates the authority to accept resignations to the Chief Education Officer, Chief Business Officer, Chief Operation Officer or designee.~~

~~If an employee resigns for health reasons, a doctor's letter shall be required stating that the reason for quitting is due to a health problem.~~

If an employee resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior which is supported by a preponderance of evidence, the chief education officer in conjunction with the chief business officer and chief operations officer or designee is delegated the responsibility for ~~immediately~~ notifying the Colorado Department of Education (CDE) as soon as possible but no later than ten (10) business days after the employee's resignation and for providing any information requested by the department concerning the circumstances of the resignation. The District also shall notify the employee that information concerning ~~his~~ the resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

Adopted: August 4, 1993 (*note: 8/4/93 meeting was not held*)

Revised: August 4, 1994

Reviewed: May 11, 2000

Revised: March 11, 2010

Revised: November 10, 2011

Revised: January 10, 2013

Revised: January 12, 2017

Revised: February 13, 2020

LEGAL REFS:

C.R.S. 19-3-301 *et seq.* (*Child Protection Act of 1987*)

C.R.S. 22-32-109.7 (~~*(specific duties regarding hiring inquiries and reporting Board of Education—specific duties—employment of personnel)*~~)

CROSS REFS:

GDO, Evaluation of Educational Support Staff

GDQD, Discipline, Suspension and Dismissal of Educational Support Staff

Title	Resignation of Educational Support Staff
Designation	GDQB-R
Office/Custodian	Business/Director of Human Resources

Notice of resignation

The district ~~requests encourages that an~~ employees to provide, at minimum, a two weeks' notice to facilitate a smooth transition out of the district. If an employee provides less than the encouraged two weeks' notice, than requested, the district may deem the individual to be ineligible for rehire depending on the circumstances regarding the notice given.

~~Form~~ Method of resignation notice

All resignations ~~must~~should be submitted in writing; email or typed letter will suffice. The written notice ~~must~~should include the reason for leaving and the effective date of separation. Employees who verbally resign will be asked to submit a written letter. If an employee refuses or is unable to provide a written resignation letter, an email; confirming the verbal resignation will be sent to the personal email on file acknowledging the verbal expression to resign.

Pay in lieu of notice

The district reserves the right to provide an employee with ~~two weeks'~~ pay in lieu of notice or to pay out any remaining scheduled work-days of a two week notice period in situations where the job or business needs warrant.

~~Resignation for f~~Failure to report to work

Employees who fail to report to work for three consecutive scheduled work-days without properly communicating to their supervisor or ~~manager~~human resources ~~the reason for their~~ need for absence ~~will may~~ be viewed as voluntarily resigning their employment at the end of the third day. This may result in disciplinary action up to and including separation from the district. If separated, the employee may be deemed ineligible for rehire.

Rescission of resignation

It is the sole discretion of the district whether to allow an employee to rescind their resignation once the resignation has been submitted either in writing or verbally. Employees are encouraged to discuss concerns about their continued employment with their supervisor or human resources ~~concerns about their continued employment~~ before making a final decision to resign.

Eligibility for rehire

Employees who voluntarily resign in good standing and whose documented performance meets performance standards and expectations ~~is at "Meets Expectations" or higher under the district's educational support personnel performance evaluation system~~ may be considered for reemployment. Former employees will be considered for open positions along with the other qualified candidates that apply for an open position. There is no guarantee of reemployment. Hiring decisions remain at the discretion of the hiring official of the open position. As a general rule, ~~Employees who~~ were~~are~~ involuntarily separated from their employment with the district will not be eligible for rehire.

Reporting of employee departures

Human Resources will provide a report to the Board of Education each month containing a record of all separations, regardless of the circumstances surrounding the separation. In addition, those with a need to know (e.g., supervisors up the chain-of-command, payroll, front desk, IT and security) will be advised of the last day of actual work for the district.

Exit feedback and returning district property

An electronic exit survey will be emailed ~~to to a resigning every~~ employee ~~that separates employment from the district~~ to ~~provide~~allow an opportunity for the employee to provide ~~any~~ feedback to the district. A request can be made to meet with a human resources representative in person to discuss any questions or concerns related to employment with the district. ~~Resigning Separating~~ employees are required to return all district property prior to or on the last day of employment. Employees who fail to return any district property, including badges, fobs, keys, credit cards, tools, uniforms, cellular phones, laptops and other equipment, may be deemed ineligible for rehire and may be subject to legal proceedings to recover the cost of the property.

~~Forwarding Mailing address and final pay~~

Departing employees will be asked to confirm their ~~forwarding~~mailing address to ensure that benefits and tax information are received in a timely manner. If a departing employee's address changes any time prior to the end of ~~February of the following~~the -calendar year, the employee should contact the payroll department to update their address.

Adopted: January 12, 2017

Revised: February 13, 2020

Title	Discipline, Suspension and Dismissal of Educational Support Staff
Designation	GDQD
Office/Custodian	Business/Director of Human Resources

Educational Support Staff are employed on an at-will basis, unless otherwise specified in an employment contract. Employment at-will means that neither the employee nor the district is committed to an employment relationship for a fixed period of time and that either the employee or the employer may terminate the employment relationship at any time, for any reason.

Occasionally performance or other behavior falls short of the district's standards and/or expectations. When this occurs, the administration takes action which, in its opinion, seems appropriate for the situation. Disciplinary actions can range from a formal discussion with the employee about the matter to immediate discharge. Action taken by the administration in an individual case does not establish a precedent in other circumstances. Disciplinary action that results in formal documentation becomes a permanent record in the employee's personnel file. A chief officer ~~The Chief Education Officer, Chief Business Officer, Chief Operations Officer~~ or designee also may suspend employees from their assignments as a disciplinary measure with or without pay.

The dismissal of support staff members as a disciplinary matter is separate and distinct from decisions the Board of Education makes as needed about employment or continued employment of support staff members.

The Board delegates to the chief officers ~~Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer~~, the authority to dismiss support personnel. The chief officers ~~Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer~~ may delegate this authority to other appropriate personnel. All dismissals of support employees shall be reported to the Board at its next regular meeting.

As a general rule, employees who are involuntarily separated from their employment with the district will not be eligible for rehire. Employees may hold more than one position within the district. In such circumstances, when an employee is involuntarily separated from one position, continued employment in the other position(s) will be evaluated on a case-by-case basis. Dependent upon the circumstances, termination from all positions with the district may be necessary or deemed appropriate.

If an employee is dismissed or resigns as a result of an allegation of unlawful behavior involving a child, including unlawful sexual behavior, which is supported by a preponderance of evidence, the ~~E~~chief ~~E~~ducation ~~O~~fficer in conjunction with the ~~E~~chief ~~B~~usiness ~~O~~fficer and ~~E~~chief ~~O~~perations ~~O~~fficer are delegated the responsibility for ~~immediately~~ notifying the Colorado Department of Education (CDE) as soon as possible but not later than ten (10) business days and for providing any information requested by the department concerning the circumstances of the dismissal or resignation. The district also shall notify the employee that information concerning the dismissal or resignation is being forwarded to CDE unless such notice would conflict with the confidentiality requirements of the Child Protection Act.

If the ~~D~~istrict learns that a current employee has been convicted of, pled nolo contendere to, or received a deferred sentence or deferred prosecution for any felony or misdemeanor crime involving unlawful sexual behavior or unlawful behavior involving children, the Chief Education Officer shall immediately report this information to CDE.

The ~~D~~istrict shall not obtain consumer credit reports on a current employee unless the ~~D~~istrict is evaluating the employee for promotion, reassignment or retention. In all cases where credit information or reports are obtained and/or relied upon for purposes of reassigning, terminating or denying the promotion of an employee, the ~~d~~istrict shall comply with the Fair Credit Reporting Act and applicable state law.

Adopted: April 21, 1977

Revised: August 17, 1978
Revised: April 18, 1985
Revised: June 2, 1988
Revised to conform with practice: date of manual revision
Revised: August 4, 1994
Reviewed: May 11, 2000
Revised: March 28, 2012
Revised: January 10, 2013
Revised: February 13, 2020

LEGAL REFS:

15 U.S.C. 1681 et seq. (Fair Credit Reporting Act)
C.R.S. 8-2-126 (limits employers' use of consumer credit information)
C.R.S. 19-3-301 *et seq. (Child Protection Act of 1987)*
C.R.S. 22-2-119 (duty to make inquiries prior to hiring)
C.R.S. 22-32-109.7 (~~*specific duties regarding hiring inquiries and reporting*~~)~~Board of education—specific duties—employment of~~
~~*personnel*~~
C.R.S. 22-32-110 (1)(h) (~~*power to discharge/ terminate employment*~~)~~Board of education—specific powers)~~
C.R.S. 22-32-126 (3) (~~*principals recommend employment actions*~~)~~principals—employment and authority)~~

CROSS REFS:

GBJD, Staff Positions Job Descriptions
GD, Educational Support Staff
GDQB, Resignation of Educational Support Staff

Title	Primary/Preprimary Education
Designation	IHBIB
Office/Custodian	Education/Executive Director of Individualized Education

Kindergarten programs

The District shall establish and maintain a kindergarten program or programs. A kindergarten program may be a half-day or full-day program, and the District shall receive state funding for students enrolled in these programs on a half-day or full-day basis, in accordance with state law. For the 2005-2006 school year and each school year thereafter, a child must be five (5) years of age by September 15 to be eligible for enrollment in any kindergarten program, unless the child is otherwise enrolled in the program pursuant to applicable law. In the Sand Creek Innovation Zone elementary schools, for the 2012-2013 school year and each school year thereafter, a child must be five (5) years of age by August 15 to be eligible for enrollment in any kindergarten program, unless the child is otherwise enrolled in the program pursuant to applicable law.

Preschool programs

All District preschool programs shall comply with the rules established by the Department of Education and with rules for childcare centers established by the Department of Human Services.

Children with disabilities

In meeting its obligation to offer an individualized program for children with disabilities at age three (3), the District shall provide a special education preschool program at no cost to students who have been identified as ~~disabled~~ children with disabilities pursuant to applicable law.

Colorado preschool program

In addition, when the District receives funding from the state to do so, the District shall provide a preschool program as part of the Colorado Preschool Program for three (3), four (4), and five (5) year-old children who lack learning readiness due to significant family risk factors, who are in need of language development or who are receiving services from the Department of Human Services as neglected or dependent children. All enrolling three (3) year-olds must lack overall learning readiness that is attributable to at least three (3) of the significant family risk factors. ~~and must be three (3) years of age by August 1. All enrolling four (4) year-olds must lack overall learning readiness that is attributable to at least one (1) of the significant family risk factors~~

Parents/guardians wishing to have their children participate in this program shall make application to the District. Participants then shall be selected on the basis of greatest need.

Other children who wish to enroll on a tuition basis

In an effort to offer a well-rounded learning experience, the preschool program may be open on a tuition basis to students who have not been identified as ~~disabled children with disabilities~~ pursuant to applicable law ~~and or~~ who are not eligible for the program because of the factors listed above. The administration shall develop admission procedures that take into consideration space and staffing requirements.

Current practice codified: 1992

Adopted: date of manual revision

Revised: November 4, 1999

Revised: October 6, 2005

Revised: August 12, 2010

Revised: February 9, 2012

Revised: July 10, 2014

Reviewed: July 13, 2017

Revised: February 13, 2020

LEGAL REFS:

C.R.S. 22-20-101 *et seq.* (*Exceptional Children's Educational Act*)
C.R.S. 22-28-101 *et seq.* (*Colorado Preschool Program Act*)
C.R.S. 22-32-119(1) (*requires establishment of kindergarten program*)
[C.R.S. 22-32-119.5 \(*full-day kindergarten phase-in plan*\)](#)
C.R.S. 22-43.7-201 *et seq.* (*full-day kindergarten capital construction funding*)
C.R.S. 22-44-118 (*full-day kindergarten reserve*)
C.R.S. 22-54-103(9.5) (*definition of preschool enrollment*)
C.R.S. 22-54-103(10) (*funding for kindergarten*)
C.R.S. 22-54-108.5 (*mill levy to fund full-day kindergarten*)
C.R.S. 22-54-130, 131 (*full day kindergarten funding*)
C.R.S. 26-6-102 (1.5) (*definition of child care center*)
1 CCR 301-8, Rules 2220-R-1.00 *et seq.* (*Rules for the Administration of the Exceptional Children's Educational Act*)

CROSS REFS:

BDFC, Preschool Council

IHBA, Special Education/Programs for Students with Disabilities

Title	Primary/Preprimary Education
Designation	IHBIB-R
Office/Custodian	Education/Executive Director of Individualized Education

The following criteria have been established for the admission of students to the District's preschools:

Classroom membership

Because there are not enough preschool slots to serve every student who wishes to attend preschool, the following admission criteria apply to ensure compliance with applicable law and Board policy.

1. Students are admitted according to these priorities:
 - a. Children identified as ~~disabled~~ children with disabilities pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (the IDEIA).
 - b. Three and four year olds who qualify for the Colorado Preschool Program (CPP). Families on the CPP waiting list will be offered a tuition slot, and if they choose to pay, shall be given priority over children who do not qualify for CPP.
 - c. Four year olds who wish to attend their home school as determined by the Board (space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
 - d. Three year olds who wish to attend their home school as determined by the Board (space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
 - e. Three and four year olds who are district residents, but do not want to attend their home school (per Board policy, space available only, subject to disenrollment at any time during the school year due to maximum enrollment limits).
 - f. Five year olds who are eligible for kindergarten and are district residents, but for whom another year of preschool is desired.
2. Eligible children will be added to a waiting list and served according to the priorities above. In limited instances the district may make exceptions to the waiting list in accordance with applicable law and in the district's sole discretion.
3. Preschool students will attend the district school determined by their residence unless a request to attend another school or program is approved. No student will be enrolled in a school or program outside his/her attendance area without prior approval per Board policy regarding intra/inter-district choice and open enrollment.
4. Open enrollments and transfer student enrollments may be contingent upon a student providing his/her own transportation and valid for no more than the current academic year. Parents and/or guardians seeking to enroll students in schools other than their school of residence should be aware that priority shall be given to students within each school's attendance area and maximum enrollment limits may necessitate disenrollment of non-resident students at any time during the school year.

Adopted: September 7, 2000

Revised: August 12, 2010

Revised: July 10, 2014

Reassign to CEO: July 10, 2014

Reviewed: July 13, 2017

Revised: February 13, 2020

Title	Equal Educational Opportunities
Designation	JB
Office/Custodian	Education/Director of Culture & Services

It is the policy of School District 49 that every student shall have equal educational opportunities regardless of race, color, ancestry, creed, sex, sexual orientation (which includes transgender), religion, national origin, marital status, disability or need for special education services.

This concept of equal educational opportunity shall guide the Board and staff in making decisions related to school district facilities, selection of educational materials, equipment, curriculum and regulations affecting students. Students with identified physical and mental impairments that constitute disabilities shall be provided with a free appropriate public education, consistent with the requirements of federal and state laws and regulations.

In order to ensure that district programs are in compliance with applicable laws and regulations, the Board directs the Chief Education Officer or designee(s) to periodically monitor the following areas:

1. Curriculum and materials – review curriculum guides, textbooks and supplemental materials for discriminatory bias.
2. Training – provide training for students and staff to identify and alleviate problems of discrimination.
3. Student access – review programs, activities and practices to ensure that all students have equal access and are not segregated except when permissible by law or regulation.
4. District support – ensure that district resources are equitably distributed among school programs including but not limited to staffing and compensation, facilities, equipment and related matters.
5. Student evaluation instruments – review tests, procedures and guidance and counseling materials for stereotyping and discrimination.

Discipline – review discipline records and any relevant data to ensure the equitable implementation and application of Board discipline policies.

The district's designated compliance officer is:

Dr. Louis Fletcher, Compliance Officer
Falcon School District 49
10850 E. Woodmen Road
Peyton, CO 80831
719-495-1105

Current practice codified: 1980

Adopted: date of manual adoption

Revised to conform with practice: date of manual revision

Revised: August 10, 2000

Revised: July 10, 2008

Revised: January 14, 2010

Revised: June 30, 2011

Revised: July 27, 2012

Revised: May 8, 2014

Revised: April 9, 2015 (temporary adoption)

Revised: May 14, 2015

Revised: October 13, 2016

LEGAL REFS:

20 U.S.C. §1681 (*Title IX of the Education Amendments of 1972*)

20 U.S.C. § 1701-1758 (*Equal Educational Opportunities Act of 1974*)

29 U.S.C. §701 *et seq.* (*Section 504 of the Rehabilitation Act of 1973*)

C.R.S. 2-4-401 (13.5) (*definition of sexual orientation, which includes transgender*)

C.R.S. 22-32-109 (1)(II) (*Board duty to adopt written policies prohibiting discrimination*)

C.R.S. 22-32-109.1 (2) (*safe school plan to be revised as necessary in response to relevant data collected by the school district*)

C.R.S. 24-34-601 (*Unlawful discrimination in places of public accommodation*)

C.R.S. 24-34-602 (*Penalty and civil liability for unlawful discrimination*)

CROSS REFS:

AC, Nondiscrimination/Equal Opportunity

JBB, Sexual Harassment

Title	School Attendance Areas
Designation	JC
Office/Custodian	Education/Director of Culture & Services

Attendance areas for each elementary, middle school, and high school of the district shall be drawn up by the Chief Education Officer or designee and approved by the Board based on geography and student population projections.

In establishing school boundaries, consideration shall be given to the densities of students in an area in relation to the relative capacities of the schools, the equalization of enrollments in classrooms, equalization of programs, and efficient use of transportation facilities.

A student's designated attendance area shall be based on the legal residence of the parents/guardian.

Adopted: November 3, 1977

Revised to conform with practice: date of manual revision

Revised: September 2, 1999

Revised: September 7, 2000

Revised: April 28, 2010

Revised: October 27, 2011

Reviewed: October 13, 2016

[Reviewed: February 13, 2020](#)

LEGAL REF:

C.R.S. 22-32-110 (1)(m) (*power to fix attendance areas*)

CROSS REF:

JFBA, Intra-District Choice/'Transfer

Title	Compulsory Attendance Ages
Designation	JEA
Office/Custodian	Education/Director of Culture and Services

Every child who has attained the age of six (6) years on or before August 1 of each year and is under the age of seventeen (17) is required to attend public school with such exceptions as provided by law. It is the parents'/guardians' responsibility to ensure attendance.

The courts may issue orders against the child, child's parent/guardian, or both compelling the child to attend school or the parent to take reasonable steps to assure the child's attendance. The order may require the parent, child, or both to follow an appropriate treatment plan that addresses problems affecting the child's school attendance and that ensures an opportunity for the child to obtain a quality education.

Adopted: August 4, 1994

Revised: August 10, 2000

Revised: November 8, 2007

Revised: May 13, 2010

Revised: November 10, 2016

[Reviewed: February 13, 2020](#)

LEGAL REFS:

C.R.S. 22-32-110(1)(mm) *Board may authorize school employee to represent school district in judicial proceedings to enforce compulsory attendance).*

C.R.S. 22-33-104(*compulsory school attendance ages*)

C.R.S. 22-33-104.5(*home-based education*)

C.R.S. 22-33-107(*enforcement of school attendance laws*)

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

Title	Residency Requirements for Admission
Designation	JFAA
Office/Custodian	Education/Director of Culture & Services

Subject to restrictions stated in law and board policy, district schools shall be open for the admission of all children, between the ages of six and twenty-one years old, residing in the district.

A student is deemed under state law to reside in the district if:

1. Both the student's parents reside in the district.
2. The student's surviving parent resides in the district.
3. The parent with whom the student resides the majority of the time pursuant to a court order resides in the district.
4. The legally appointed guardian of the student resides in the district.
5. The student is emancipated and resides in the district.
6. The student is permanently dependent for his or her maintenance and support on someone other than nonresident parents or upon any charitable organization, and the student actually makes his or her home and receives support within the school district.
7. One of the student's parents/guardians is a public officer or employee living temporarily for the performance of his or her duties in the school district.
8. The parents of the student are permanently separated, and the student actually lives with the parent who is a resident of the school district.
9. The student is considered legally homeless and is presently seeking shelter or is located in the school district.

Regardless of the residence of the student's parents/guardians, if the student adopts a dwelling place within the district with the intent to remain there indefinitely and with the intent not to return to the dwelling place from which he or she came, and the child regularly eats or sleeps there, or both, during the entire school year, he or she is considered a resident of the school district. This shall not apply if the child regularly returns to another dwelling place during summer vacations or weekends.

At its discretion, the Board may allow admission of a child who lives in the district who has been abandoned by his or her parents.

The district shall require proof, as necessary, to support a claim of residency. This shall include proof of guardianship (order from a court of competent jurisdiction) and proof of residency of parents, guardians, or others from whom the child claims support.

Adopted: September 7, 2000

Reviewed: April 8, 2010

Reviewed: October 13, 2016

[Reviewed: February 13, 2020](#)

LEGAL REF:

C.R.S. 22-1-102 (*residence of child for school purposes*)

C.R.S. 22-1-102.5 (*definition of homeless child*)

Title	Code of Conduct
Designation	JICDA
Office/Custodian	Education/Director of Culture & Services

Students in third grade and higher grade levels

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

1. Causing or attempting to cause damage to district property or stealing or attempting to steal district property of value.
2. Causing or attempting to cause damage to private property or stealing or attempting to steal private property.
3. Willful destruction or defacing of district property.
4. Commission of any act which if committed by an adult would be robbery or assault as defined by state law.
5. Committing extortion, coercion, or blackmail, i.e., obtaining money or other objects of value from an unwilling person or forcing an individual to act through the use of force or threat of force.
6. Engaging in verbal abuse, i.e., name calling, ethnic or racial slurs, either orally or in writing or derogatory statements addressed publicly to an individual or a group that precipitate disruption of the school program or incite violence.
7. Engaging in "hazing" activities, i.e., forcing prolonged physical activity, forcing excessive consumption of any substance, forcing prolonged deprivation of sleep, food, or drink, or any other behavior which recklessly endangers the health or safety of an individual for purposes of initiation into any student group.
8. Violation of the district's policy on bullying prevention and education.
9. Violation of criminal law which has an effect on the district or on the general safety or welfare of students or staff.
10. Violation of any Board policy or building regulations.
11. Violation of the district's policy on weapons in the schools. Expulsion shall be mandatory for using or possessing a firearm in accordance with state law.
12. Violation of the Board's policy on student conduct involving drugs and alcohol.
13. Violation of the Board's violent and aggressive behavior policy.
14. Violation of the Board's tobacco-free schools policy.
15. Violation of the Board's policies prohibiting sexual or other harassment.
16. Violation of the Board's policy on nondiscrimination.
17. Violation of the Board's dress code policy.
18. Violation of the Board's policy on gangs and gang-like activity.
19. Throwing objects, unless part of a supervised school activity, that can or do cause bodily injury or damage to property.
20. Directing profanity, vulgar language, or obscene gestures toward other students, school personnel, or others.
21. Lying or giving false information, either verbally or in writing, to a district employee.

22. Engaging in scholastic dishonesty, which includes but is not limited to cheating on a test, plagiarism, or unauthorized collaboration with another person in preparing written work.
23. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
24. Behavior on or off school property that is detrimental to the welfare, safety, or morals of other students or school personnel, including behavior that creates a threat of physical harm to the student exhibiting the behavior or to one or more other students.
25. Repeated interference with the district's ability to provide educational opportunities to other students.
26. Continued willful disobedience or open and persistent defiance of proper authority, including refusal to obey a member of the district staff.

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

Students in preschool through second grade

In accordance with applicable law and Board policy concerning student suspensions, expulsions, and other disciplinary interventions, the principal or designee may suspend or recommend expulsion of a student in preschool, kindergarten, first grade, or second grade who engages in one or more of the following activities while on district property, in a school building, in a district or school vehicle, at a district or school activity or event, or off district property when the conduct has a nexus to school or any district curricular or non-curricular event:

1. Violation of the Board's policy on weapons in the schools. Expulsion shall be mandatory for bringing or possessing a firearm, in accordance with federal law.
2. Violation of the Board's policy on student conduct involving drugs and alcohol.
3. Conduct that endangers the health or safety of others.

Adopted: May 19, 1994

Revised: August 3, 1998

Revised: September 3, 1998

Revised: September 2, 1999

Revised: August 14, 2003 (emergency)

Revised: September 4, 2003

Revised: July 8, 2010

Revised: July 21, 2011

Revised: July 27, 2012

Revised: September 12, 2013

Revised: June 9, 2016

Reviewed: April 11, 2019

Revised: **February 13, 2020**

LEGAL REFS:

C.R.S. 18-3-202 *et seq.* (offenses against person)

C.R.S. 18-4-301 *et seq.* (offenses against property)

C.R.S. 18-9-124 (2)(a) (prohibition of hazing)

C.R.S. 22-12-105 (3) (authority to suspend or expel for false accusations)

C.R.S. 22-32-109.1(2)(a)(I)(A) *(duty to adopt policies on student conduct, safety and welfare)*

C.R.S. 22-32-109.1(2)(a)(I) *(policy required as part of safe schools plan)*

C.R.S. 22-32-109.1(9) *(immunity provisions in safe schools law)*

C.R.S. 22-33-106 (1)(a-g) *(grounds for suspension, expulsion, denial of admission)*

C.R.S. 22-33-106.1 *(suspension and expulsion for students in preschool through second grade)*

CROSS REFS:

AC, Nondiscrimination/Equal Opportunity

ADC, Tobacco-Free Schools

ADD, Safe Schools

ECAC, Vandalism

GBGB, Staff Personal Security and Safety

JBB, Sexual Harassment

JIC, Student Conduct, and subcodes

JICA, Student Dress Code

JICC, Student Conduct on School Buses

JICDD, Violent and Aggressive Behavior

JICDE, Bullying Prevention and Restorative Interventions

JICF, Secret Societies/Gang Activity

JICH, Drug and Alcohol Involvement by Students

JICI, Weapons in School

JK, Student Discipline, and subcodes

JKD/JKE, Suspension/Expulsion of Students

Title	Bullying Prevention and Restorative Interventions
Designation	JICDE
Office/Custodian	Education/Director of Culture & Services

The Board of Education supports a secure school climate, conducive to teaching and learning that is free from threat, harassment, and any type of bullying behavior. The purpose of this policy is to promote consistency of approach and to help create a climate in which all types of bullying are regarded as unacceptable.

Bullying is the use of coercion or intimidation to obtain control over another person or to cause physical, mental or emotional harm to another person. Bullying can occur through written, verbal or electronically transmitted expression or by means of a physical act or gesture. Bullying is prohibited against any student for any reason, including but not limited to any such behavior that is directed toward a student on the basis of his or her academic performance or any basis protected by federal and state law including disability, race, creed, color, sex (which includes marital status), sexual orientation (which includes transgender), national origin, religion, ancestry or the need for special education services, whether such characteristic(s) is actual or perceived.

Bullying is prohibited on district property, at district or school-sanctioned activities and events, when students are being transported in any vehicle dispatched by the district or one of its schools, or off school property when such conduct has a nexus to school or any district curricular or non-curricular activity or event.

A student who engages in any act of bullying and/or a student who takes any retaliatory action against a student, who reports in good faith an incident of bullying, is subject to appropriate disciplinary action including suspension, expulsion, and/or referral to law enforcement authorities. The severity and pattern, if any, of the bullying behavior shall be taken into consideration when disciplinary decisions are made. Bullying behavior that constitutes unlawful discrimination or harassment shall be subject to investigation and discipline under related Board policies and procedures. Students targeted by bullying when such bullying behavior may constitute unlawful discrimination or harassment also have additional rights and protections under Board policies and procedures regarding unlawful discrimination and harassment.

The Chief Education Officer/Zone Leaders or designee shall develop a comprehensive program to address bullying at all school levels. The program shall be aimed toward accomplishing the following goals:

1. To send a clear message to students, staff, parents, and community members that bullying and retaliation against a student who reports bullying will not be tolerated.
2. To train staff and students in taking pro-active steps to prevent bullying from occurring.
3. To implement procedures for immediate intervention, investigation, and confrontation of students engaged in bullying behavior.
4. To initiate efforts to change the behavior of students engaged in bullying behaviors through re-education on acceptable behavior, discussions, counseling, and appropriate negative consequences.
5. To foster a productive partnership with parents and community members in order to help maintain a bully-free environment.
6. To support victims of bullying by means of individual and peer counseling.
7. To help develop support networks, social skills, and confidence for all students.

8. To recognize and praise positive, supportive behaviors of students toward one another on a regular basis.

Students who are involved in bullying behavior; both the party causing harm and the harmed party, should be brought together for a facilitated conference, which could include parents/guardians and other individuals the students requests to enhance the social-emotion support environment. The purpose of the facilitated conference is to apply a restorative approach to identifying the harm and resolving the conditions that created an environment conducive to bullying. The individual causing harm may also receive restorative discipline consequences, which are fundamentally distinct from punishment, in an effort to prevent similar behavior in the future. The restorative intervention can take place before the term of a suspension is complete and it is up to the discretion of the principal to decrease the term of suspension following a successful facilitation.

The district's comprehensive program to address bullying shall incorporate provisions for adequate due processes and safeguards for students accused of bullying behaviors, in accordance with applicable law and Board policy.

The district shall administer surveys of students' impressions of the severity of bullying in their schools. Such surveys shall be conducted in accordance with applicable law and Board policy. Students' survey responses shall be confidential. Participation in the surveys shall not be required and students shall voluntarily "opt in" to participate in the survey.

The district school(s) included in the district's bullying prevention and education grant shall appoint a team of persons to advise school administration concerning the severity and frequency of bullying incidents. The school team(s) may include, but need not be limited to, counselors, teachers, school administrators, parents, students, law enforcement officials, social workers, prosecutors, health professionals and mental health professionals.

Adopted: January 10, 2002

Revised: April 28, 2010

Revised: June 30, 2011

Revised: July 21, 2011

Revised: July 14, 2016

Revised: October 13, 2016

[Reviewed: February 13, 2020](#)

LEGAL REF:

C.R.S. 22-32-109.1(2)(a)(I)(K) *(policy required as part of safe schools plan)*

CROSS REFS:

AC, Nondiscrimination/Equal Opportunity

JB, Equal Educational Opportunities

JBA, Nondiscrimination on the Basis of Sex

JBB, Sexual Harassment

JICDA, Code of Conduct

JICDD, Violent and Aggressive Behavior

JICJ, Student Use of Electronic Communication Devices

JK, Student Discipline JKD/JKE, Suspension/ Expulsion of Students (and Other Disciplinary Interventions)

JLDAC, Screening/Testing of Students (And Treatment of Mental Disorders)

Title	Student Concerns, Complaints and Grievances
Designation	JII
Office/Custodian	Education/Director of Culture & Services

Decisions made by school personnel whom students believe are unfair or in violation of pertinent Board policies or individual school rules may be appealed to the principal or a designated representative or by following the specific appeal process created for particular complaints.

Grievance procedures (AC-R) are ~~shall be~~ available for students to receive prompt and equitable resolution of allegations of discriminatory actions on the basis of race, color, national origin, ancestry, creed, sex, sexual orientation (which includes transgender), marital status, religion, disability or need for special education services which students are encouraged to report.

Adopted: July 12, 2001

Revised: July 8, 2010

Revised: August 11, 2016

Revised: October 13, 2016

[Revised: February 13, 2020](#)

CROSS REFS:

IHCDA, Postsecondary Options/Concurrent Enrollment JB, Equal Educational Opportunities

JBB, Sexual Harassment

JICEA, School-related Student Publications

JICEC, Student Distribution of Noncurricular Materials

Title	Suspension/Expulsion of Students (and Other Disciplinary Interventions)
Designation	JKD/JKE
Office/Custodian	Education/Director of Culture & Services

The Board of Education shall provide due process of law to students, parents through written procedures consistent with law for the suspension or expulsion of students and the denial of admission. (See JKD/JKE-R.) In matters involving student misconduct that may or will result in the student's suspension and/or expulsion, the student's parent/guardian shall be notified and involved to the greatest possible extent in the disciplinary procedures.

Proportionate disciplinary interventions and consequences shall be imposed to address the student's misconduct and maintain a safe and supportive learning environment for students and staff.

The Board and its designee(s) shall consider the following factors in determining whether to suspend or expel a student:

1. the student's age;
2. the student's disciplinary history;
3. the student's eligibility as a student with a disability;
4. the seriousness of the violation committed by the student;
5. the threat posed to any student or staff; and,
6. the likelihood that a lesser intervention would properly address the violation.

~~6.~~ For a student in preschool, kindergarten, first grade, or second grade, the Board and its designee(s) also shall determine that failure to remove the student from the school building through suspension and/or expulsion would create a safety threat that otherwise cannot be addressed, and shall document any alternative behavioral and disciplinary interventions that it employs before suspending or expelling the student.

Other disciplinary interventions

In lieu of an out-of-school suspension or expulsion and in accordance with applicable law, the principal or designee may consider the use of available interventions to address the student's misconduct. The use of such interventions will vary, depending upon the facts and circumstances of an individual case. Such interventions shall be at the principal's or designee's sole discretion and include but are not limited to referral to detention, in-school suspension, restorative practices, restitution plans, peer mediation, juvenile assessment, or other approaches consistent with school safety and security.

As another intervention and alternative to suspension, the principal or designee at personal discretion may permit the student to remain in school with the consent of the student's teachers if the parent/guardian attends class with the student for a period of time specified by the principal or designee. If the parent/guardian does not agree or fails to attend class with the student, the student shall be suspended in accordance with the accompanying regulations.

This alternative to suspension shall not be used if expulsion proceedings have been or are about to be initiated or if the principal or designee determines that the student's presence in school, even if accompanied by a parent/guardian, would be disruptive to the operations of the school or be detrimental to the learning environment.

Nothing in this policy shall limit the Board's and its designees' authority to suspend and/or expel a student as deemed appropriate by the Board and its designees. The decision to suspend and/or expel a student instead of providing an alternative to suspension or expulsion or the failure of an intervention to remediate the student's behavior shall not be grounds to prevent the Board and its designees from proceeding with appropriate disciplinary measures, including but not limited to suspension and/or expulsion.

Delegation of authority

1. Students in third grade and higher grade levels: The Board delegates to the principal of the district or to a person designated in writing by the principal, in their absence, the power to suspend a student in third grade and higher grade levels in that school for not more than five (5) school days on the grounds stated in C.R.S. 22-33-106 (1) (a), (1) (b), (1) (c) or (1) (e) or not more than ten (10) school days on the grounds stated in C.R.S. 22-33-106 (1) (d) unless expulsion is mandatory under law (see exhibit coded JKD/JKE-E), but the total period of suspension shall not exceed twenty-five (25) school days.

4. Students in preschool through second grade: The Board of Education delegates to the principals of the school district or to a person designated in writing by the principal the power to suspend a student in preschool, kindergarten, first grade, or second grade in that school for not more than three school days on the grounds stated in C.R.S. 22-33-106.1 (2), unless the principal or designee determines that a longer period of suspension is necessary to resolve the safety threat or expulsion is mandatory under law (see JKD/JKE-E).

2. The Board delegates to the Chief Education Officer the authority to suspend a student, in accordance with C.R.S. 22-33-105, and 22-33-106.1 (3) for an additional ten (10) school days plus up to and including an additional ten (10) days necessary in order to present the matter to the Board, but the total period of suspension shall not exceed 25 school days.
3. The Board delegates to the Chief Education Officer or designee who shall serve as hearing officer (appointed by the Chief Education Officer) to deny admission to or expel for any period not extending beyond one year any student whom the Board, in accordance with the limitations imposed by Title 22, Article 33, of the Colorado Revised Statutes, shall determine does not qualify for admission to or continued attendance at the public schools of the district. The hearing officer will inform the Chief Education Officer of the decision and will send a letter to the family within five (5) days informing them the decision and of their right to appeal. The family has seven (7) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within five (5) days of the request. The Chief Education Officer shall render a written opinion in the expulsion matter within three (3) days after the hearing and inform them of their right to appeal. The family will have seven (7) days to appeal in writing.

The Chief Education Officer shall report on each case acted upon at the next meeting of the Board, briefly describing the circumstances and the reasons for action taken. Such denial of admission or expulsion by the Chief Education Officer shall be subject to appeal to the Board. The appeal shall consist of a review of the facts that were presented, arguments relating to the decision and questions of clarification from the Board.

Expulsion for unlawful sexual behavior or crime of violence

When a petition is filed in juvenile court or district court that alleges a student between the ages of twelve (12) to eighteen (18) years has committed an offense that would constitute unlawful sexual behavior or a crime of violence if committed by an adult, basic identification information, as defined in state law, along with the details of the alleged delinquent act or offense, is required by law to be provided immediately to the district in which the juvenile is enrolled.

The information shall be used by the Chief Education Officer or designee to determine whether the student has exhibited behavior that is detrimental to the safety, welfare, and morals of the other students or school personnel and whether educating the student in the school may disrupt the learning environment in the school, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers, and other school personnel. The Chief Education Officer or designee shall take appropriate disciplinary action, which may include suspension or expulsion, in accordance with the student code of conduct and related policies.

The Chief Education Officer or designee may determine to wait until the conclusion of court proceedings to consider expulsion, in which case it shall be the responsibility of the District to provide an alternative educational program for the student as specified in state law.

Revised: March 21, 1996
Revised: August 13, 1998
Revised: August 10, 2000
Revised: February 15, 2006
Revised: July 8, 2010
Revised: June 30, 2011
Revised: July 27, 2012
Revised: September 12, 2013
Revised: June 9, 2016
Revised: September 14, 2017
[Revised: February 13, 2020](#)

LEGAL REFS:

C.R.S. 16-22-102(9) (*unlawful sexual behavior*)
C.R.S. 18-1.3-406 (*crime of violence*)
C.R.S. 22-32-109.1 (2)(a) (*adoption and enforcement of discipline code*)
C.R.S. 22-32-109.1 (2)(a)(I)(E) (*policy required as part of conduct and discipline code*)
C.R.S. 22-32-109.1 (3) (*agreements with state agencies*)
C.R.S. 22-32-144 (*restorative justice practices*)
C.R.S. 22-33-105 (*suspension, expulsion, and denial of admission*)
C.R.S. 22-33-106 (*grounds for suspension, expulsion, and denial of admission*)
[C.R.S. 22-33-106.1 \(*suspension and expulsion for students in preschool through second grade*\)](#)
C.R.S. 22-33-106.3 (*use of student's written statements in expulsion hearings*)
C.R.S. 22-33-106.5 (*information concerning offenses committed by students*)
C.R.S. 22-33-107 (*compulsory attendance law*)
C.R.S. 22-33-107.5 (*notice of failure to attend*)
C.R.S. 22-33-108 (*juvenile judicial proceedings*)

CROSS REFS:

GBGB, Staff Personal Security and Safety
JEA, Compulsory Attendance Ages
JF, Admission and Denial of Admission
JF-R, Admission and Denial of Admission (Procedures for Students in Out-of- Home Placements)
JIC, Student Conduct, and subcodes
JK-2, Discipline of Students with Disabilities
JKF, Educational Alternatives for Expelled Students
JKG, Expulsion Prevention

Title	Suspension/Expulsion of Students
Designation	JKD-E/JKE-E
Office/Custodian	Education/Director of Culture & Services

According to the Colorado Revised Statutes 22-23-106(1)(a-g) [22-33-106.1](#), and 3(e) and 22-12- 105(3), the following shall be grounds for suspension or expulsion from a public school:

1. Continued willful disobedience or open and persistent defiance of proper authority.
2. Willful destruction or defacing of school property.
3. Behavior on or off school property which is detrimental to the welfare, health, or safety of other pupils or of school personnel, including behavior which creates a threat of physical harm to the child or other children.
4. Declaration as a habitually disruptive student.
 - a. For the purposes of this paragraph, “habitually disruptive student” means a child who has caused a material and substantial disruption three (3) times during the course of the school year on school grounds, in school vehicles, or at school activities or events. Any student who is enrolled in a public school may be subject to being declared a habitually disruptive student.
 - b. The student and the parent, legal guardian, or legal custodian shall have been notified in writing of each disruption counted toward declaring the student as habitually disruptive and the student and parent, legal guardian or legal custodian shall have been notified in writing and by telephone or other means at the home or the place of employment of the parent or legal guardian of the definition of “habitually disruptive student”.
5. The use, possession or sale of a drug or controlled substance as defined in C.R.S. 12-22-303.
6. The commission of an act which if committed by an adult would be robbery pursuant to Part 3, Article 4, Title 18, C.R.S. or assault pursuant to Part 2, Article 3, Title 18, C.R.S. other than the commission of an act that would be third degree assault under C.R.S. 18-3-201 if committed by an adult.
7. The carrying, bringing, using, or possessing a dangerous weapon without the authorization of the school or district.

NOTE: In accordance with federal law, expulsion shall be mandatory and for no less than one full calendar year for a student who is determined to have brought to or possessed a firearm at school. The Chief Education Officer may modify the length of this federal requirement for expulsion on a case-by-case basis. Such modification shall be in writing.

As used in this paragraph, “dangerous weapon” means:

- a. A firearm, whether loaded or unloaded
- b. Any pellet or BB gun or other device, whether operational or not, designed to propel projectiles by spring action or compressed air.
- c. A fixed blade knife with a blade that measures longer than three inches in length or a spring loaded knife or a pocket knife with a blade longer than three and one-half inches.

- d. Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury.
- 8. Repeated interference with a school's ability to provide educational opportunities to other students.
- 9. Carrying, using, actively displaying, or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm in a school building or in or on school property without the authorization of the school or school district.
- 10. Making a false accusation of criminal activity against a district employee to law enforcement or to the district.
- 11. Misuse of an electronic device such as a smartphone and/or computer on school grounds or on school buses, at school sponsored activities, and/or on field trips in a manner which constitutes an interference with school purposes or an educational function or that is profane, indecent, or obscene or constitutes an invasion of privacy.

According to C.R.S. 22-33-106(2), subject to the district's responsibilities under (the Exceptional Children's Education Act and applicable federal law, (see policy JK-2, Discipline of Students with Disabilities), the following shall be grounds for expulsion from or denial of admission to a public school or diversion to an appropriate alternate program:

- 1. Physical or mental disability such that the child cannot reasonably benefit from the programs available.
- 2. Physical or mental disability or disease causing the attendance of the child suffering there from to be detrimental to the welfare of other students.

Adopted: date unknown

Revised: March 21, 1996

Revised: August 14, 2003 (*emergency approval*)

Revised: September 4, 2003

Revised: October 7, 2004

Revised: July 8, 2010

Revised: July 27, 2012

Revised: September 14, 2017

Revised: February 13, 2020

Title	Suspension/Expulsion of Students (and Other Disciplinary Interventions)
Designation	JKD-R/JKE-R
Office/Custodian	Education/Director of Culture & Services

These regulations specify the conditions and procedures under which the District may suspend or expel students.

A. Procedure for suspension of 10 days or less

Through written policy, the Board of Education has delegated to any ~~d~~District principal the power to suspend a student for not more than three (3), five (5), or ten (10) school days, depending upon the grade of the student and upon the type of infraction. Pursuant to policy JKD/JKE, the Chief Education Officer has been delegated the power to suspend a student for additional periods of time. However, the total period of suspension will not exceed twenty-five (25) school days. As a general rule, a suspension will be three school days or less for students in preschool through second grade, and 10 school days or less for students in third grade and higher grade levels.~~As a general rule, a suspension will be ten (10) days or less.~~

The following procedures will be followed in any suspension, unless the student is suspended pending an expulsion proceeding, in which case the expulsion procedures will apply.

1. **Notice.** The principal, designee or Innovation Leader at the time of contemplated action will give the student and the parent/guardian notice of the contemplated action. Such notice may be oral or in writing. If oral, such notice will be given in person. If written, delivery may be by United States mail addressed to the last known address of the student or student's parent/guardian.
2. **Contents of notice.** The notice will contain the following basic information:
 - a. A statement of the charges against the student.
 - b. A statement of what the student is accused of doing.
 - c. A statement of the basis of the allegation. Specific names may be withheld if necessary to shield a witness.

This information need not be set out formally but should sufficiently inform the student and parent/guardian of the basis for the contemplated action.

3. **Informal hearing.** In an informal setting, the student will be given an opportunity to admit or deny the accusation and to give his or her version of the events. The administrator may allow the student to call witnesses or may personally call the accuser or other witnesses. The administrator may hold a more extensive hearing in order to gather relevant information prior to making a decision on the contemplated action.
4. **Timing.** The notice and informal hearing should precede removal of the student from school. There need be no delay between the time notice is given and the time of the hearing.
5. **If the student's presence in school presents a danger.** Notice and an informal hearing need not be given prior to removal from school where a student's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process. In this case, an informal hearing will follow as soon after the student's removal as practicable.

6. **Notification following suspension.** If a student is suspended the administrator delegated the authority to suspend will immediately notify the parent/guardian that the student has been suspended, the grounds for such suspension and the period of such suspension. The notification will include the time and place for the parent/guardian to meet with the administrator to review the suspension.
7. **Removal from school grounds.** A suspended student must leave the school building and the school grounds immediately after the parent/guardian and administrator have determined the best way to transfer custody of the student to the parent/guardian.
8. **Readmittance.** No student will be readmitted to school until the meeting with the parent/guardian has taken place or until, in the opinion of the administrator, the parent/guardian has substantially agreed to review the suspension with the administrator. However, if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The meeting will address whether there is a need to develop a remedial discipline plan for the student in an effort to prevent further disciplinary action. The administrator or the administrator's designee will facilitate a reentry conference that addresses why the student was suspended and provides strategies to prevent recidivism, which includes identifying a person the student could talk to if they experience difficulty during their reintegration into the student body. Any student harmed by the aforementioned student's actions, which resulted in the reentering student's suspension, should be notified of the student's return and provided any social-emotional support deemed appropriate.
9. **Make-up work.** Suspended students will be provided an opportunity to make up school work during the period of suspension, so the student is able to reintegrate into the educational program of the ~~d~~District following the period of suspension. Students will receive full or partial credit to the extent possible for makeup work which is completed satisfactorily.

B. Procedure for expulsion or denial of admission

In the event a student commits a potentially expellable offense the following procedures will be followed:

1. **Notice.** Within three (3) days of the offense, the building principal shall submit paperwork to the hearing officer for expulsion. The hearing officer will cause written notice of such proposed action to be delivered to the student and the student's parent/guardian. Such delivery may be by United States mail addressed to the last known address of the student or the student's parent/guardian.
2. **Emergency notice.** In the event it is determined that an emergency exists necessitating a shorter period of notice, the period of notice may be shortened provided that the student or the student's parent/guardian have actual notice of the hearing prior to the time it is held.
3. **Contents of notice.** The notice will contain the following basic information:
 - a. A statement of the basic reasons alleged for the contemplated denial of admission or expulsion.
 - b. A statement of the date, time, and place of the hearing which will take place within three (3) days after the date of the notice.
 - c. A statement that the student may be present at the hearing and hear all information against him or her, that the student will have an opportunity to present such information as is relevant, and that the student may be accompanied and represented by a parent/guardian and an attorney.

- d. A statement that failure to participate in such hearing constitutes a waiver of further rights in the matter.

4. Conduct of hearing. The hearing officer and building principal will meet with parent/guardian, student and, if requested, an attorney. Testimony and information will be shared and a decision will be rendered within three (3) school days of the hearing.

A sufficient record of the proceedings will be kept so as to enable a transcript to be prepared in the event either party so requests. Preparation of the transcript will be at the expense of the party requesting the same.

The hearing officer will inform the Chief Education Officer of the decision and will send a letter to the family within five (5) days informing them of their right to appeal.

5. Appeal. The family has ten (10) days to appeal in writing. If the family appeals, a meeting will be scheduled with the Chief Education Officer or designee within three (3) to five (5) days of the request. Failure to request an appeal within ten (10) days will result in a waiver of the right to appeal and the decision of the Chief Education Officer or designee will become final.

The Chief Education Office or designee hears the case and renders a decision within three (3) days of the hearing informing them of their right to appeal. They have seven days to appeal. If the family appeals, a hearing will be scheduled with the Board at the next scheduled Board meeting. The Board renders a decision and the Education Service Center sends a letter to the family informing them of the decision.

6. Parental responsibility. Upon expelling a student, the District personnel will provide information to the student's parent/guardian concerning the educational alternatives available to the student during the period of expulsion, including the right to request that the District provide services during the expulsion. If the parent or guardian chooses to provide a home-based education program for the student, District personnel will assist the parent/guardian in obtaining appropriate curricula for the student if requested by the parent/guardian.

If a student is expelled and is not receiving educational services through the District, the District will contact the expelled student's parent/guardian at least once every sixty (60) days until the student is eligible to re-enroll to determine whether the child is receiving educational services. District personnel need not contact the parent/guardian after the student is enrolled in another school district or in an independent or parochial school or if the student is committed to the department of human services or sentenced through the juvenile justice system.

7. Readmittance. A student who has been expelled shall be prohibited from enrolling or re-enrolling in the same school in which the victim of the offense or member of the victim's immediate family is enrolled or employed when:

- a. The expelled student was convicted of a crime, adjudicated a juvenile delinquent, received a deferred judgment, or was placed in a diversion program as a result of committing the offense for which the student was expelled.
- b. There is an identifiable victim of the expelled student's offense.
- c. The offense for which the student was expelled does not constitute a crime against property.

If the District has no actual knowledge of the name of the victim, the expelled student shall be prohibited from enrolling or re-enrolling only upon request of the victim or a member of the victim's immediate family.

No student will be readmitted to school until after a meeting between the principal or designee and the parent/guardian has taken place except that if the administrator cannot contact the parent/guardian or if the parent/guardian repeatedly fails to appear for scheduled meetings, the administrator may readmit the student. The administrator or the administrator's designee will facilitate a reentry conference that addresses why the student was expelled and provides strategies to prevent recidivism, which includes identifying a person the student could talk to if they experience difficulty during their reintegration into the student body. If the student has committed an offense that will not allow them to reenter their school of origin, a notification will be made to let any student(s) who were harmed know that the student has reentered the district; preventing potential post-traumatic triggers from being activated through a chance meeting at a district-related activity. The harmed student(s) should be provided with any social-emotional support deemed appropriate.

C. Procedure for crimes of violence or unlawful sexual behavior

The following procedures will apply when the dDistrict receives notification that a student has been charged in juvenile or district court with a crime of violence or unlawful sexual behavior, as those terms are defined by state law.

1. The Board or its designee will make a preliminary determination whether it will proceed with an expulsion hearing, based on the following factors:
 - a. Whether the student has exhibited behavior that is detrimental to the safety or welfare of other students or school personnel.
 - b. Whether educating the student in school may disrupt the learning environment, provide a negative example for other students, or create a dangerous and unsafe environment for students, teachers and other school personnel.
2. If it is determined that the student should not be educated in the schools of the dDistrict, the dDistrict may suspend or expel the student, in accordance with the procedures set forth above.
3. Alternatively, suspension or expulsion proceedings may be postponed, pending the outcome of the court proceedings. If the suspension or expulsion proceedings are postponed, the student will not be permitted to return to school during that period. An appropriate alternative education program, including but not limited to an on-line program authorized by state law or home-based education program, will be established for the student during the period pending the resolution of the juvenile proceedings. The time that a student spends in an alternative education program will not be considered a period of suspension or expulsion.
4. If the student pleads guilty to the charge, is found guilty, or is adjudicated a delinquent juvenile, the Board or designee may proceed to suspend or expel the student following the procedures set forth in these regulations.
5. Information regarding the details of the alleged crime of violence or unlawful sexual behavior will be used by the Board or its designee for the purposes set forth in this policy, but shall remain confidential unless the information is otherwise available to the public by law.

Revised: March 21, 1996

Revised: August 13, 1998

Revised: August 10, 2000

Revised: September 2, 2004

Revised: February 8, 2006

Revised: July 8, 2010

Revised: June 30, 2011

Revised: July 27, 2012

Revised: July 14, 2016

Revised: September 14, 2017

Revised: February 13, 2020

Title	Educational Alternatives for Expelled Students
Designation	JKF
Office/Custodian	Education/Executive Director of Individualized Education

Upon request of a student or the student's parent/guardian, the district shall provide educational services deemed appropriate for any student expelled from the district. The services will be designed to enable the student to return to the school in which the student was enrolled prior to expulsion; to successfully complete the high school equivalency examination; or to enroll in a non-public, non-parochial school, or in an alternative school.

Educational services includes tutoring, alternative educational programs, including on-line programs authorized by state law or career and technical education programs that provide instruction in the academic areas of reading, writing, mathematics, science, and social studies. In addition to educational services, the student or parent/guardian may request any of the services provided by the district through agreements with state agencies and community organizations for at-risk students.

The district shall determine the amount of credit the student shall receive toward graduation for the educational services provided.

Educational services provided by the district shall be designed to provide a second chance for the student to succeed in achieving an education. While receiving educational services, a student may be suspended or expelled pursuant to the conduct and discipline code of the district. Except as required by federal law for special education students, any student who is suspended or expelled while receiving educational services pursuant to this policy shall not receive further services until the period of suspension or expulsion is completed.

The educational services may be provided directly by the district or through agreements with state agencies and community organizations entered into pursuant to state law. The services need not be provided on district property.

Students who are expelled for conduct or behavior involving a threat of harm to district students or personnel shall be served through a home-study course or in an alternative school setting designed to address such conduct or behavior, at the discretion of the district.

The Chief Education Officer or designee is directed to apply for moneys through the expelled student services grant program established by Colorado law to assist in providing such services.

All expelled students receiving services will be included in the district's pupil enrollment, including those expelled prior to the October count date.

Adopted: August 13, 1998
Revised: August 10, 2000
Revised: November 11, 2010
Revised: October 27, 2011
Revised: July 27, 2012
Revised: September 10, 2015
Revised: October 13, 2016
[Reviewed: February 13, 2020](#)

LEGAL REFS:

C.R.S. 22-33-201.5 (*definition of educational services*)
C.R.S. 22-33-203 (*educational alternatives for expelled students*)
C.R.S. 22-33-204 (*services for at-risk students*)
C.R.S. 22-33-205 (*expelled students grant programs*)

CROSS REFS:

JIC, Student Conduct, and subcodes

JK, Student Discipline, and subcodes

Title	Educational Alternatives for Expelled Students
Designation	JKF-R
Office/Custodian	Education/Executive Director of Individualized Education

Parents/guardians shall be notified in writing at the beginning of each school year of their right to request services from the district if their child is expelled. In addition, written (physical or electronic) notification shall be provided to the parent/guardian at the time of any expulsion.

All requests for services for expelled students must be made in writing to the ~~Executive Director of Individualized Education~~ school principal or designee by the student or the student's parent/guardian.

Within ten (10) school days of receiving the request, the ~~Executive Director of Individualized Education~~ principal, ~~Zone Leader~~ or designee will notify the student and the parent/guardian of the goal in providing educational services, the services to be provided by the district, and the amount of credit the student will receive.

If an expelled student is not receiving educational services through the school district under the accompanying policy, the parents/guardians shall be contacted at least once every sixty (60) days until the student is eligible to re-enroll to determine the educational services the student is receiving, unless the student is enrolled in another school district, or independent or parochial school, or if the student is committed to the department of human services or sentenced through the juvenile justice system.

Adopted: August 13, 1998
Reviewed: September 2, 1999
Revised: November 11, 2010
Revised: October 27, 2011
Revised: July 27, 2012
Revised: October 13, 2016
Revised: February 13, 2020

LEGAL REFS:

Constitution of Colorado, Article IX, Sections 1,2,15
C.R.S. 22-32-101 (*Corporate status of school districts*)
C.R.S. 22-32-102 (*Corporate status-when questioned*)

CROSS REF:

BB, School Board Legal Status

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Administering Medications to Students
Designation	JLCD
Office/Custodian	Education/Executive Director of Individualized Education

Title Administering Medications to Students
Designation JLCD
Office/Custodian Education/Executive Director of Individualized Education

~~Falcon School~~ District 49 shall not administer prescription or nonprescription medications to students unless appropriate administration cannot reasonably be accomplished outside of school hours.

Medication may be administered to students only by school personnel whom a registered nurse has trained and delegated the task of administering such medications. For purposes of this policy, the term “medication” includes both prescription medication and nonprescription medication, but does not include medical marijuana. The administration of medical marijuana shall be in accordance with the Board’s policy (JLCDB) on administration of medical marijuana to qualified students.

Student possession, use, distribution, sale, or being under the influence of medication inconsistent with this policy shall be considered a violation of board policy JICH, Drug and Alcohol Use by Students and may be subject to the student disciplinary consequences, including suspension and/or expulsion, in accordance with policy JICH.

The term nonprescription medication includes but is not limited to over the counter medications, homeopathic and herbal medications, vitamins and nutritional supplements.

Medication may be administered to students only when the following requirements are met:

1. Medication shall be in the original, properly labeled container. If it is a prescription medication, the student’s name, name of the medication, dosage, how often it is to be administered, time for administering, name of health care provider, and current date shall be printed on the container.
2. The school shall have received written permission from the student’s parent/guardian to administer the medication to the student and either:
 - a. written permission to administer the medication from the student’s health care practitioner with prescriptive authority under Colorado law; or
 - ~~2.b. a standing medical order, if the medication is an over-the-counter medication such as Advil or Tylenol-~~
3. The parent/guardian shall be responsible for providing all medication to be administered to the student unless it is an over-the-counter medication such as Advil or Tylenol.
- ~~3.4. The non-prescription medication is a product that has been approved by the federal Food and Drug Administration (FDA).~~

~~All medication shall be safeguarded at school to avoid any risk that it may be improperly ingested by anyone.~~

Self-administration of medication for asthma, allergies or anaphylaxis

A student with asthma, a food allergy, other severe allergies, or other related, life-threatening condition may possess and self-administer medication to treat the student’s asthma, food or other allergy, anaphylaxis, or related life-

threatening condition. Self-administration of such medication may occur during school hours, at school-sponsored activities, or while in transit to and from school or a school-sponsored activity. Student possession and self-administration of such medication shall be in accordance with regulation JLCD-R.

Authorization for a student to possess and self-administer medication to treat the student's asthma, food or other allergy, anaphylaxis or other related, life-threatening condition may be limited or revoked by the school principal after consultation with the school nurse and the student's parents/guardian if the student demonstrates an inability to responsibly possess and self-administer such medication.

~~Student possession, use, distribution, sale or being under the influence of medication inconsistent with this policy shall be considered a violation of policy JICH, Drug and Alcohol Use by Students and may be subject to the student disciplinary consequences, including suspension and/or expulsion, in accordance with policy JICH.~~

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised: June 21, 1990
- Revised: September 7, 2000
- Revised: October 6, 2005
- Reviewed: May 13, 2010
- Revised: November 11, 2010
- Revised: March 9, 2017

Revised: October 11, 2018

- Revised: February 13, 2020

LEGAL REFS:

- C.R.S. 12-38-132 (*delegation of nursing tasks*)
- C.R.S. 12-38-132.3 (*school nurses – over-the-counter medication*)
- C.R.S. 22-1-119 (*no liability for adverse drug reactions/ side effects*)
- C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
- C.R.S. 22-1-119.5 (*Colorado Schoolchildren's Asthma, Food Allergy and Anaphylaxis Health Management Act*)
- C.R.S. 22-2-135 (*Colorado School Children's Food Allergy and Anaphylaxis Management Act*)
- C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)
- 1 C.C.R. 301-68 (*State Board of Education rules regarding student possession and administration of asthma, allergy and anaphylaxis management medications or other prescription medications*)
- 6 CCR 1010-6, Rule 6.13 (*requirements for health services in schools*)

CROSS REF:

- JICH, Drug and Alcohol Involvement by Students
- JKDJKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)
- JLCDA, Students with Food Allergies
- JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products on District Property
- JLCE, First Aid and Emergency Medical Care

BOARD-APPROVED POLICY OF DISTRICT 49

Title	Compassionate Administration of Therapeutic Cannabinoid Products on District Property (Jaxs' Policy) <u>Administration of Medical Marijuana to Qualified Students</u>
Designation	JLCDB
Office/Custodian	Education/Executive Director of Individualized Education

Title ~~Compassionate Administration of therapeutic Cannabinoid Products on District Property (Jaxs' Policy)~~ Administration of Medical Marijuana to Qualified Students
 Designation JLCDB
 Office/Custodian Education/Executive Director of Individualized Education

The Board strives to honor families' private medical decisions while ensuring a learning environment free of significant disruption. To accomplish these goals, the district restricts the administration of prescription medications, including ~~cannabinoid products~~ medical marijuana, during school hours unless administration cannot reasonably be accomplished outside of the school day.

Administration of ~~cannabinoid products~~ medical marijuana to qualified students on district property shall be in accordance with this policy. This policy does not apply to administration of any other prescription or nonprescription medications; administration of all other prescription and nonprescription medications to students on district property during school hours shall be in accordance with existing Board policies and all other applicable laws.

Definitions

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

~~1. "Qualified student" (PreK-12 including students 18-21 years of age in transition services as defined by IDEA), means a student who holds a valid registration from the state of Colorado (License issued by the Colorado Department of Public Health and Environment) for use of cannabinoid products (including hemp based products), and for whom the administration of cannabinoid products cannot reasonably be accomplished outside of school hours.~~

12. "Designated location" means a location identified in writing by the school district in its sole discretion and may include a location on school grounds in which the student is enrolled, upon a school bus in Colorado, or at any school-sponsored event on school or district property in Colorado.

2. "Medical marijuana" means a cannabis product with a delta-9 tetrahydrocannabinol (THC) concentration greater than 0.3 percent.

3. "Permissible form of ~~cannabinoid products~~ medical marijuana" means non-inhalable (smoke or vapor) products such as oils, tinctures, edible products, patches or lotions that can be administered and fully ingested or absorbed in a short period of time. Patches and other forms of administration that continue to deliver medical marijuana to a qualified student while at school may be appropriate for students who receive on-going adult assistance or on a case-by-case basis as determined by the district when adequate protections against misuse may be made. Forms of medical marijuana not included in this definition may be proposed by the qualified student's primary caregiver to the Chief Education Officer or designee, who may authorize such a request after consultation with appropriate medical personnel chosen by the district. that are not otherwise intended for recreational use. Forms of cannabinoid products not included in this definition may be proposed by the qualified

~~student's parent/guardian to the chief education officer, or designee, who may authorize such a request after consultation with appropriate medical personnel chosen by the district.~~

4. "Primary caregiver" means the qualified student's parent, guardian, or other reasonable adult over 18 years of age who is identified by the student's parent/guardian as the qualified student's primary caregiver. In no event shall another student or a staff member be recognized as a primary caregiver unless the staff member is the student's parent/guardian. Any primary caregiver seeking access to school or district property, a school bus, or school sponsored event for purposes of this policy must comply with the board's policy and/or procedures concerning visitors to schools, and all other applicable policies.

5. Qualified student" (PreK-12 including students 18-21 years of age in transition services as defined by IDEA), means a student who holds a valid registration from the state of Colorado (License issued by the Colorado Department of Public Health and Environment) for use of medical marijuana (including hemp based products), and for whom the administration of medical marijuana cannot reasonably be accomplished outside of school hours.

Permissible administration of ~~cannabinoid products~~ medical marijuana to a qualified student

~~A qualified student's primary caregiver may administer a permissible form of medical marijuana to a qualified student in a designated location if all of the following parameters are met: parent, guardian, or emergency contact over the age of 18 may administer a permissible form of cannabinoid products to a qualified student on district property if all of the following criteria are met:~~

~~1. The administering parent or guardian shall be the qualified student's primary caregiver or/and the emergency contact as identified in the District Student Information System is over 18 years of age. All parties mentioned above are documented in the student's health care plan as having permission to administer the permissible form of the cannabinoid product with copy of identification card on file.~~

~~2. A written statement signed by the qualified student's parent/guardian must be on file which assumes all responsibility for ensuring the individual administering the permissible form of cannabinoid product is qualified to perform the task, assumes all responsibility for the administration, maintenance and use under state and federal law, and releases the district from liability for any injury arising out of the administration of cannabinoid products on district property as documented in the student's health care plan.~~

~~3. The parent/guardian shall be responsible for providing the permissible form of cannabinoid products to be administered to the qualified student; and~~

~~4. The school district determines, in its sole discretion, that a location and method of administration of cannabinoid products are available that do not create significant risk to other students.~~

~~5. A written plan that identifies the form, location(s), and any protocol regarding the administration of a permissible form of cannabinoid products to a qualified student shall be on file with the school in the form of the student's health care plan.~~

~~6. The written plan for cannabinoid product administration is signed by the school nurse, school administrator, the qualified student (if capable), and the qualified student's parent/guardian. Health care plan Exhibit JLCDB~~

1. The qualified student's parent/guardian provides the school with a copy of the student's valid registration from the state of Colorado authorizing the student to receive medical marijuana;

2. The qualified student's parent/guardian signs a written acknowledgement assuming all responsibility for the provision, administration, maintenance and use of medical marijuana under state law, and releases the district from liability for any injury that occurs pursuant to this policy;
3. The qualified student's parent/guardian or primary caregiver shall be responsible for providing the permissible form of medical marijuana to be administered to the qualified student;
4. The district determines, in its sole discretion, that a location and a method of administration of a permissible form of medical marijuana are available that do not create risk of disruption to the educational environment or exposure to other students;
5. After administering the permissible form of medical marijuana to the qualified student, the student's primary caregiver shall remove any remaining medical marijuana from the grounds of the school, district, school bus or school-sponsored event; and
6. The district prepares, with the input of the qualified student's parent/guardian, a written plan that identifies the form, designated location(s), and any protocol regarding administration of a permissible form of medical marijuana to the qualified student. The written plan shall be signed by the school administrator, the qualified student (if capable) and the qualified student's parent/guardian.

Additional Parameters

School personnel shall not administer or hold ~~any cannabinoid products~~ medical marijuana in any form.

This policy conveys no right to any student or to his or her parents/guardians or ~~other primary caregiver medical professional(s)~~ to demand access to any general or particular location on school or district property, a school bus, or at a school-sponsored event to administer ~~cannabinoid products~~ medical marijuana.

This policy shall not apply to school grounds, school buses or school-sponsored events located on federal property or any other location that prohibits marijuana on its property.

Permission to administer medical marijuana to a qualified student may be limited or revoked if the qualified student and/or the student's primary caregiver violates this policy or demonstrates an inability to responsibly follow this policy's parameters.

Student possession, use, distribution, sale or being under the influence of ~~cannabinoid products~~ marijuana inconsistent with this policy may be considered a violation of Board policy concerning drug and alcohol involvement by students or other Board policy and may subject the student to disciplinary consequences, including suspension and/or expulsion, in accordance with applicable Board policy.

If the Federal Government indicates that the district's federal funds are jeopardized by this policy, the board declares that this policy shall be suspended immediately and that the administration of any form of medical marijuana to qualified students on school property, on a school bus, or at a school-sponsored event shall not be permitted. The district shall post notice of such policy suspension and prohibition in a conspicuous place on its website. ~~requests that the district cease and desist execution of activities under this policy at the hazard of losing federal funding; the district will comply with the federal guidance immediately.~~

- Adopted: May 12, 2016
- Reviewed: May 9, 2019
- Revised: February 13, 2020

LEGAL REFS:

- Colo. Const. Art. XVIII, Section 14 (establishing qualifications for use of medical marijuana)
- C.R.S. 22-1-119.3 (3)(c), (d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)
- C.R.S. 22-1-119.3 (3)(d)(III) (board may adopt policies regarding who may act as a primary caregiver and to establish reasonable parameters on the administration and use of medical marijuana on school grounds, on a school bus or at a school-sponsored event)
- ~~C.R.S. 12-36-102.5 (licensing of physicians)~~
- ~~C.R.S. 12-38-103 (licensing of nurses)~~

CROSS REFS:

- JICH, Drug and Alcohol Involvement by Students
- JKD/JKE, Suspension/Expulsion of Students
- JLCD, Administering Medications to Students
- JLCE, First Aid and Emergency Medical Care

Title	Public's Right to Know/Access to Information
Designation	KDB
Office/Custodian	Education/Director of Communications

The Board is a public servant, and its meetings and records shall be matters of public information, subject to such restrictions as are set by federal law or regulation, by state statute, or by pertinent court rulings.

The Board wishes to support the right of the people to know about the programs and services of their schools and shall make every effort to disseminate information which federal or state law permits to be disseminated. Each principal is authorized to use all reasonable means available to keep parents/guardians and others of that particular school's community informed about the school's programs and activities.

The official minutes of the Board, its written policies and its financial records shall be open for inspection at the office of the Chief Education Officer by any citizen desiring to examine them during hours when the office of the Chief Education Officer is open. However, no records shall be released for inspection by the public or any authorized persons, either by the Chief Education Officer or any other person designated as custodian for District records if such disclosure would be contrary to the public interest or is not permitted to be released as described in state or federal law. The district's financial information shall be posted online in accordance with the Public School Financial Transparency Act.

The Chief Education Officer or designee shall be responsible for reviewing requests for information and filling or rejecting them in accordance with the accompanying regulations and pertinent state and federal laws. In responding to a request for the district's public records, the district may charge a fee for staff time spent in excess of one hour for the following: researching and retrieving the requested records; conducting searches for requested records; reviewing records to determine whether they are responsive to the request; and identifying and separating those records that are not public and/or are privileged or confidential. Such fee shall be \$30 per hour, which may be increased from time to time as permitted by applicable state law. The district may also charge other reasonable fees in responding to a request for the district's public records, in accordance with the accompanying regulation.

Adopted: September 19, 1996

Revised: July 12, 2005

Revised: January 14, 2010

Revised: October 27, 2011

Revised: September 11, 2014

Reviewed: February 13, 2020

LEGAL REFS:

C.R.S. 22-9-109 (*exemption from public inspection*)

C.R.S. 22-32-109(1)(c) (*documents available for public inspection*)

C.R.S. 22-44-301 et seq. (*Public School Financial Transparency Act*)

C.R.S. 24-72-201 et seq. (*access to public records*)

C.R.S. 24-72-205(6)(a) (*must adopt policy regarding the fee for research and retrieval of public records, if the district imposes such a fee: policy must be posted on website or otherwise published*)

C.R.S. 24-72-205 (6)(b) (maximum hourly fee for research and retrieval of public documents adjusted on July 1, 2019, and every five-year period thereafter)

CROSS REFS:

BEDA, Notification of Board Meetings

BEDG, Minutes

DAB, Financial Administration

EGAEA, Electronic Communication

GBJ, Personnel Records and Files

Title	Public Conduct on District Property
Designation	KFA
Office/Custodian	Operations/Director of Safety and Security

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

1. Any conduct that obstructs, disrupts, or interferes with teaching, research, service, administrative, or disciplinary functions, or any activity sponsored or approved by the Board.
2. Physical abuse or threat of harm to any person or District owned or controlled property at District sponsored or supervised functions.
3. Threat of damage or damage to property of the District regardless of the location, or property of a member of the community or a visitor to the school when such property is located on District controlled premises.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).

If, however, the administration of medical marijuana is in accordance with the Board's policy on administration of medical marijuana to qualified students, such possession shall not be considered a violation of this policy.

6. Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds.
7. Profanity or verbally abusive language.
8. Unlawful use of any tobacco product, to include e-cigarettes.
9. Entry onto district grounds or into a district building by a person suspected or known to be under the influence of alcohol or a controlled substance.

10. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings, unless such possession is in accordance with C.R.S. 18-12-105.5 or 18-12-214(3). For the purposes of this policy, "deadly weapon" means:

- a. a firearm, whether loaded or unloaded;
- b. a fixed blade knife with a blade that exceeds three inches in length;
- c. a spring-loaded knife or pocket knife with a blade exceeding three and one-half inches in length; or
- d. any object, device, instrument, material, or substance, whether animate or inanimate, that is used or intended to be used to inflict death or serious bodily injury including, but not limited to, a BB gun, a slingshot, bludgeon, nunchucks, brass knuckles or artificial knuckles of any kind.

40.

11. Violation of any federal, state or municipal law or Board policy.

Any member of the general public considered by the Chief Education Officer/Zone Leader or designee to be in violation of this policy shall be instructed to leave the property of the District.

Adopted: August 16, 1984

Revised to conform with practice: date of manual revision

Revised: August 4, 1994

Revised: September 7, 2000

Revised: September 10, 2009

Revised: October 27, 2011

Revised: September 8, 2016

Revised: March 9, 2017

Reviewed: November 8, 2018

Revised: February 13, 2020

LEGAL REFS:

21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)

C.R.S. 12-47-901 (1)(h) (prohibits consumption of alcohol in any public place without a license or permit)

C.R.S. 18-1-901 (3)(c) (definition of deadly weapon)

C.R.S. 18-9-106 (disorderly conduct)

C.R.S. 18-9-108 (disrupting lawful assembly)

C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)

C.R.S. 18-9-110 (public buildings - trespass, interference)

C.R.S. 18-9-117 (unlawful conduct on public property)

C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)

C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)

C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)

C.R.S. 22-1-119.3(3)(c),(d) (no student possession or self-administration of medical marijuana, but school districts must permit the student's primary caregiver to administer medical marijuana to the student on school grounds, on a school bus or at a school-sponsored event)

C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)

C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)

C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

CROSS REFS:

ADC, Tobacco-Free Schools

GBEB, Staff Conduct & Responsibilities

GBEC, Alcohol and Drug-Free Workplace

JICH, Drug and Alcohol Involvement by Students

JICI, Weapons in School

JLCDB, Compassionate Administration of Therapeutic Cannabinoid Products

KI, Visitors to Schools

BOARD OF EDUCATION ITEM 8
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 22, 2020

Pedro Almeida, Chief Operations Officer

PREPARED BY: Peter Hilt, Chief Education Officer

Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Annual Planning Summit Agenda Review

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The Board is mindful of the importance of planning, brainstorming and thoughtful discussion without action.

RELEVANT DATA AND EXPECTED OUTCOMES:

The Board plans to hold an Annual Planning Summit on the first Saturday in February, which shall be open to the public. No action shall be taken during this workshop. Public notice of the workshop, including the topics for discussion and study, shall be provided.

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

Culture	Inner Ring —How we treat each other Outer Ring —How we treat our work	
Strategy	Rock #1 —Establish enduring <u>trust</u> throughout our community Rock #2 —Research, design and implement programs for intentional <u>community</u> participation Rock #3 — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u> Rock #4 — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive Rock #5 — Customize our educational systems to <u>launch each student toward success</u>	The Annual Planning Summit gives the Board and invited administrators a chance to examine the district's strategic and cultural priorities at a more detailed level.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Review the Annual Planning Summit agenda.

APPROVED BY: Chief Officer Team

DATE: January 15, 2020

ANNOUNCEMENT/NOTICE
BOARD OF EDUCATION ANNUAL PLANNING SUMMIT
February 1, 2020
8:00 a.m. – 1:00 p.m.
Education Service Center – Board Room

Agenda:

1. 2019 Strategic Plan Performance - (45 minutes). **Chief Officer Team review of action plans, results, and status for the 2019 strategic objectives**
 - 1.1. Value Education Support Personnel
 - 1.2. Prioritize Strategic Compensation
 - 1.3. Prioritize Professional Learning and Career Development
 - 1.4. Prioritize the Enhanced Security Initiative
 - 1.5. Prioritize Strategic Facility Planning
 - 1.6. Prioritize Technology Service and Quality
 - 1.7. Review the District Strategic Priorities
2. Performance Excellence Review - (60 minutes). **Chief Officer Team review of major elements of our performance excellence system**
 - 2.1. Baldrige Framework Progress and Plan
 - 2.2. VoW System Performance **Andersen and Nancarrow**
 - 2.3. Affirm Performance Excellence Measures (KPI's) **Chief Officer Team**
 - 2.4. Endorse Key Work Process Delegation (Internal, External, Hybrid) **Chief Officer Team**
3. 2020 Strategic Plan Recommended Objectives - (60 Minutes)
 - 3.1. Enhance *Mental Health Support Systems* for Students and Workforce
 - 3.2. Seek Community Leadership to *Increase School Funding*
 - 3.3. Increase Targeted *New School Capacity & Zone Configuration*
 - 3.3.1. Zone Configuration
 - 3.3.2. Five Year Facilities Plan Review
 - 3.4. Elevate *Local Accountability* Measures and Systems
 - 3.5. Sustain and Extend *Enhanced Security*
 - 3.6. Optimize Support for Exceptional Student Behaviors
 - 3.7. Unify a Feedback Response System
4. BOE Improvement - Action Plan/Board Goal Setting (30 minutes) **BOE/Chief Officer Team**
 - 4.1. Multi-Rater Feedback Report
5. Board Management (15 minutes) **BOE**
 - 5.1. Review BOE Annual Action Calendar
 - 5.2. Policy Process Performance Report

BOE Annual Planning Summit February 1, 2020
Agenda – Page 2

6. Other Business

DATE OF POSTING: January 30, 2020

Donna Garza
Executive Assistant to the Board of Education

BOARD OF EDUCATION ITEM 9
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 22, 2020

Pedro Almeida, Chief Operations Officer

PREPARED BY: Peter Hiltz, Chief Education Officer

Brett Ridgway, Chief Business Officer

TITLE OF AGENDA ITEM: Monthly Chief Officer Reports

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

The chief officers will provide an update to the board on district activity in their respective areas.

RELEVANT DATA AND EXPECTED OUTCOMES:

To provide timely information to the board.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only.

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

DATE: January 15, 2020

Chief Education Officer

* Falcon Zone began determining K-12 power standards and supplemental standards in math. We will expand to all subjects. Congrats to Brian Smith, one of three finalists for the National Council on Digital Convergence (NCDC) Change Management Principal of the Year award and to Aaron Lentner, one of three finalists for the NCDC Personalized Learning Classroom of the Year award!

P.3

* The iConnect Zone started off the new year with professional development for both the charter and coordinated schools. Training opportunities on January 6, ranged from a Talk Read Talk Write seminar at Creekside to an off-site SSAE/PPEC team building collaboration.

P.4

* Power Zone

P.5

* Students in the Sand Creek Zone schools participate in a variety of service projects to benefit organizations in our community.

P.6-7

* The 2020 assessment season is underway. The first series of state assessments for English language learners launched January 13. The professional learning team is offering a variety of opportunities this quarter including leadership development courses, classes to support our education support professionals along with opportunities for mentor development, and trainings on literacy and mathematics instructional strategies to support teachers.

P.8-9

* As a result of the positive support and participation in the VoW Learning Tours completed by the Chief Officers, the Executive Director of Individualized Education (EDIE) is completing VoW Learning Tours - Special Education Edition and meeting with all building-level special education teams and Special Services Provider teams. Participation has been strong and feedback has been specific. The EDIE will extract themes from the feedback to guide future training offerings, procedures, policies, etc. CLD students begin WIDA ACCESS testing this month to demonstrate their level of proficiency with reading, writing, listening, and speaking. Gifted Education has concluded universal screening and is moving forward with a number of referrals for more specific assessments. We are pleased that a number of schools have newly identified gifted students when they previously had none.

P.10-15

* The communications team conducted a preliminary analysis of d49.org post release of the site refresh and launch of d49.org/team, a resource page for D49 staff. An exciting event supported by the communications department garnered attention in the earned media space. Listening to our community is providing valuable feedback for the strategic priority of reviewing the 5 Big Rocks of the D49 strategic plan.

P.16-17

REPORT OF THE EDUCATION OFFICE

* Applied & Advanced Learning leaders have been busy wrapping up Fall 2019 semester and planning/training for Spring 2020. AAL communicated to all D49 HS parents about AAL programs, applied for 2 grants (one already authorized), attended CTE & WBL training & conferences, and started process improvements with online CE applications.

P.18

* The grant team is also preparing a proposal to fund the 3rd Annual Rocky Mountain Restorative Practices Conference (RMRPC) through reprogramming grant funds originally intended for pay and benefits. The MSTC secured \$3K from The Wounded Warrior Project to fund the Purple Ball, which will be moved to April 3rd to align with the 'Month of the Military Child' and a statewide S-2-S training event. The CR Supervisor completed a SY 18-19 CDE student count audit, which was primarily focused on Goal Academy. The CR team is preparing to open SY 20-21 registration in February. The SIS team is actively working with schools to evaluate PS plugins that provide capabilities such as teacher email from Power Teacher Pro, improved contact logs, and enhanced attendance monitoring. BASE49 is deploying additional iPads to provide more academic enrichment access for every student.

P.19

Falcon Zone

Empower_{FZ} (Firm Foundations, Every Student, Learning and Working)

We started off the new year with our Empower_{FZ} Steering Committee along with several K-12 math teachers to work on creating K-12 articulated priority and supplemental standards in their subject area. It was awe-inspiring to see the level of dedication, focus and discussion among teachers who teach our youngest learners to those that teach our most advanced. Our work of creating priority standards uses four criteria: Readiness (for the next level of learning), Endurance (concepts and skills that last over time), Leverage (crossover application to other areas and High Stakes (national, state, college and career). This work fits right in with work we have been doing in our zone of learning about and creating learning progressions, unit plans and learning plans. All of this supports our creation of a modern curriculum and assists teachers with personalizing learning for students, empowering them as learners. We will expand the work of creating priority and supplemental standards to all subject areas.

Change Management Principal of the Year and Personalized Learning Classroom of the Year Finalists

I'm so pleased to report that Brian Smith, Principal of Falcon Middle School, is one of three finalists for the Change Management Principal of the Year. Brian will be honored at the National Conference on Digital Convergence in early February for being a finalist, and hopefully for being named the Change Management Principal of the Year! He will be also featured in a breakout session with the other two nominees for this award, presenting on how he helped his staff become change-ready to welcome, embrace, learn about and put into action modern classrooms.

I'm also so very pleased that Aaron Lentner, Meridian Ranch Elementary teacher, has been named one of three finalists for the Personalized Learning Classroom of the Year! Aaron is doing remarkable things to empower his students in his modern classroom. Aaron will also be recognized at the National Conference on Digital Convergence as a finalist, will present during a breakout session about how he has modernized teaching and learning in his classroom, and hopefully will be named the top award winner for creating a personalized learning classroom!

Rounding (Learning)

I conducted individual rounds with dozens and dozens of teachers at each of our schools last semester. By asking four simple questions, I learned a great deal about how things are going on each campus. The four questions are designed to get nuggets of information quickly. The questions I asked are:

- What is working well?
- Has anybody been especially helpful to you whom I can recognize?
- Do you have the resources you need to do your job?
- What can we be doing better?

REPORT OF THE EDUCATION OFFICE

iConnect Zone

Current and Ongoing Activity

Pikes Peak Early College started off the 2nd semester with a mid-year graduation event at Panino's on 1/6/2020. Eight students graduated, with three earning associate's degrees.

Springs Studio for Academic Excellence hosted their inaugural Holiday Work Session over the break offering additional time and curriculum support. It was well received by families and appreciated by students.

January is the all-school Community Circle time at Pikes Peak School of Expeditionary Learning, where the focus will be on the work of Martin Luther King Jr. to explore what makes every individual unique and special.

The GOAL Academy, Canon City esports team competed in the 2019 High School Gaming League National Finals on December 6, taking 2nd place in the Nation.

Patriot High School is partnering with GOAL Academy to offer an additional CTE Pathway for second semester - I.T and Cybersecurity.

Upcoming Activity

Enrollment season is open and many of our charter schools are taking applications. The big question from many families is whether or not charter schools take IEPs. Tina Vidovich and David Hurley are hosting two "Special Education Services in Charter Schools" family nights. They will be held on Thursday, January 30 and Monday, February 24, from 6-730pm at Creekside Peakview Hall. All families are welcome to attend.

Charter School Enrollment Nights 2020

January	February
9 - BLPA MS 530pm	4 - BLPA MS 530pm
9 - BLPA HS 630pm	4 - BLPA HS 630pm
10 - AIST 530pm	6 - AIST 530pm
15 - PPSEL 5pm	11 - BLRA 530pm
23 - BLRA 530pm	12 - PPSEL 5pm
23 - PTEC 530pm	20 - RMCA 5pm
23 - RMCA 5pm	

POWER Zone

Current and Ongoing Activity

Academic Performance:

Elementary Mid Year Indicators

2019-20 K-5th Grade DIBELS Data: % Low Risk & % Change BOY to MOY - Composite Score

School	BOY	EOY	Change
IVES	70%	82%	+12%
OES	64%	71%	+7%
RVES	74%	87%	+13%
SES	67%	74%	+7%

2017-18 to 2019-20 Cohort DIBELS Data: % High Risk & % Change in High Risk - Accuracy

ALLIES	MOY	Change
3rd Grade 17-18	82%	N/A
4th Grade 18-19	48%	-34%
5th Grade 19-20	38%	-10%
3rd-5th Grade Cohort Change	82%-38%	-44%

Personalized Learning:

POWER Zone's Zone Innovation Assembly has produced its first measure around personalized learning. It is comprised of teacher created capstone opportunities that require students to exhibit their critical thinking and problem solving skills. The measure will start out quantifying how many teachers offer such a project zone wide with the goal of moving to quantifying how students are performing on the capstones zone wide.

School Climate

POWER Zone's Zone Innovation Assembly has also produced its first measure around climate and safety as well. Currently delivered surveys will be used more systematically, strategically, and longitudinally to be able to make better determinations on overall consistency in the areas of climate and safety throughout the zone. This will also support maintaining a strong HRS Level 1 (safe, collaborative, and supportive culture) across the zone.

Sand Creek Zone

Current and Ongoing Activity

Every year, Horizon holds an annual assembly on Veteran's Day to honor the service of current, former, and future veterans. Choir, Band and Orchestra performed and Pedro Almeida, Chief Operations Officer for District 49, was the keynote speaker. Also, Horizon Middle School students wrote names on stars of active duty and retired service members that were parents, family members and friends. The stars were placed in the hallways around the school to recognize and honor our military community.

HMS students in Girl Scout Troop 42533 collected gently used and new stuffed animals to donate to The Child Rescue Foundation, Inc. The Foundation recently sponsored an Annual Teddy Bear Project Drive. This project accepts any kind of blankets (homemade or store bought), stuffed animals or another symbol of comfort and love for kids in crisis. The Troop collected 482 stuffed animals and donated them to this great cause!

Our Zone Schools participated in the Care and Share Harvest of Love food drive. Horizon and Sand Creek both earned the Giving Goblet award, which recognizes the highest percentage of increase of pounds collected over the prior year, for all schools in Southern Colorado! Security Service Federal Credit Union made a \$350 donation to each Giving Goblet Award Winning School this year! HMS brought in 431 pounds and \$689 which provided over 7000 meals to families in need. SCHS brought in 181 pounds and \$1,770; adding up to almost 18,000 meals! Thank you to HMS' NJHS and SCHS' NHS for organizing and collecting.

The Remington school community donated over 2,000 pounds of food to Care and Share this year. Family Engagement Liaison, Sadie Russell, set a goal at 800 pounds and the students and staff far exceeded her expectations! The school earned a spirit week for their hard work when school returned from Thanksgiving Break. The school utilized themed days to make donating a little easier.

All hands were on deck for Springs Ranch's food drive. Each grade level participated in Harvest of Love this year, including the staff! They brought in over 11,000 pounds of food this year, more than doubling their efforts last year.

Evans International Elementary staff, students and community members put together donations throughout the month of November for local organizations like the Ronald McDonald House, the NICU nurses at St. Francis and Children's, El Paso County Sheriff and Cimarron Hills Fire Department. Lisa Hartman, counselor and coordinator of the Week of Thanks, dropped off donations to the Stetson Hills division of the COS police! Second graders donated items for the police officers who work so hard to keep our local area safe! Staff delivered the items in person while the students, who brought donations for the group, Face-Timed to thank the men and women of our community for their hard work!

The Sand Creek High School FBLA held a sock drive to donate to the American Red Cross. Students and Staff at Sand Creek were able to donate and raise enough money for 225 pairs of socks! Each grade level contributed. Thank you to sponsors Erika Siemieniec and Leslie Fischer and all of FBLA for coordinating this unique service project!

Eleven girls from Horizon Middle School were given the opportunity to work with Cynthia Chapple, a chemist and keynote speaker for the FemSTEM symposium at Colorado College. Chapple is the founder of the non-profit organization Black Girls Do STEM (BGDS). BGDS aims to "provide middle school aged black girls

opportunity to learn, create, and build confidence in their abilities to become STEM professionals. In doing this we will be closing the gap between black woman scientist and engineers and the rest of the STEM world. Opening black girls' eyes to the possibilities in STEM while they are still curious and excited to learn new things, giving black girls the opportunity to be on the forefront of the next scientific discovery." You can find out more here: <http://bgdstem.com/>

Learning Services

Current and Ongoing Activity

Assessment: Kathleen Granaas, Coordinator of Academic Performance is leading preparations for this year's state assessment administration. Kathleen will train School Assessment Coordinators (SACs) on procedures for administering the Colorado Measures of Academic Success (CMAS), Colorado Alternative testing (CoALT), Dynamic Learning Maps (DLM) for students with significant cognitive disabilities and the College Board suite of assessments PSAT 9, PSAT 10 and SAT. Kathleen is working with the special education team site facilitators and SACs to ensure all students have appropriate accommodations for the spring assessments.

Kathleen in collaboration with Grant Geis, Coordinator of Culturally and Linguistically Diverse Education (CLDE) trained SACs and CLDE teachers district-wide in December. WIDA testing for the district's 9000 English learners began January 13.

Education Technology: Melissa Riggs, Education Technology Specialist, led efforts to offer the first District 49 K-12 Hour of Code Challenge in conjunction with Computer Science Education week December 9-15. Hour of Code began in 2014 as a global movement by code.org to introduce computer science and computer programming to students around the globe. Over 900 million students were impacted including many in District 49.

Literacy: Middle-of-year Amplify Data Review Session took place on Thursday, January 16, 2020. Karen Cushman, District 49's Amplify representative, along with Stacey Franklin, Coordinator of Literacy Performance, modeled how to access and analyze skill-based data for elementary principals and instructional leaders. In addition to data analysis, leaders were encouraged to update primary literacy goals to reflect instructional next steps. Primary literacy meetings will take place in elementary schools during January and February.

Leslie Laud, author of Releasing Writers: Evidence-Based Writing, will return to District 49 for three final days of professional learning January 21-23. Leslie will lead three cohorts of approximately 40 teachers each in scoring authentic writing samples of evidence-based writing.

Professional Learning: Amber Whetstine, Executive Director of Learning Services and Dr. Kathy Pickering, Coordinator of Professional Learning, presented about Women in Leadership & Learning (W.I.L.L) at the national Learning Forward conference in St Louis, MO in December. Annette Romero, Professional Learning Specialist, also attended the conference and provided support at the WILL session. This conference featured sessions on induction programs, mentoring, facilitation of professional development and principal leadership.

The fourth session of Principal Induction Leadership Academy was held on December 3. The evening focused on human resource management. Melanie White and Nicole Evans, Human Resource Managers, served as guest speakers for this session.

Another CO-TOP Paraprofessional Academy began on December 4. 31 paraprofessionals participated in this academy focused on interpersonal skills. Additional academies will be held throughout the year. A New Teacher PLC was held on December 11 at Creekside. This PLC was intended to support beginning teachers as they navigate through their first year of teaching.

REPORT OF THE EDUCATION OFFICE

Title Programs: Title I school principals were notified of additional Title I carry over funds. Based on their UIPs and current needs, revisions have been made and submitted to Lorretta Grimaldo, Title Programs Manager. Revisions are currently being added to the Consolidated Application. Once the revision process is complete and CDE approves the revisions, the additional funds can be spent. D49 Family Community Liaisons, along with Title I principals will attend the Family School Community Partnership Winter Retreat at Cheyenne Mountain Resort on January 9-10 to learn about the powerful benefits of partnering with families and the community along promising practices throughout the state of Colorado.

Wellness: Rachel Duerr, Health and Wellness Specialist and Shannon Hathaway, Risk and Benefits Manager are in the process of meeting with UMR to discuss wellness benefits and strategy for the upcoming year to support District 49 employees. District 49 will participate in the American Heart Association (AHA) National Go Red Day on February 7. Rachel Duerr, Health and Wellness Specialist, will attend the AHA Workplace Health Symposium in Denver on February 13.

Upcoming Activity

Literacy: District 49's Leaders in Literacy Summit is scheduled for March 5 at the Creekside Success Center. The summit will again focus on Instructional Routines for Writing and will feature two keynote speakers: Dr. Leslie Laud and Gene Kerns, CEO of Renaissance Learning. Several breakout sessions will also be offered.

Spring READ Camp will take place from March 16-19 and March 23-26 at Remington Elementary, Stetson Elementary, and Meridian Ranch Elementary.

Title Programs: Miriam Mondragon, Coordinator of Title Programs, Lorretta Grimaldo, Title Programs Manager, Title I Principals and Family Community Liaisons will attend the Every Student Succeeds Act (ESSA) Conference in Atlanta, February 4-7. Mind Research Institute selected D49 to receive a grant that will cover a number of ST Math Licenses and fund a Math Night for approximately 20 families. Lisa Fillo, Principal of Remington Elementary School has offered to host the Math Night on February 20.

Individualized Education

DEPARTMENT: *Community Care*

CURRENT AND ONGOING GOALS:

- Goal #1 Provide 8 Counselor Meetings/Trainings throughout the school year partnering with AAL.
 - Objective 1- Four meetings will be held by January 1
 - Objective 2- All meetings completed by the end of May

Status:

- Five counselor meetings were held during before January 1st which included trainings as well as presenters from the community. The most recent meeting included a tour of Patriot High School's programs and access to ALL
- Goal #2 Community Engagement Advocates will run monthly at-risk reports and schedule a meeting with each campus administrative team and the Zone Security Specialist to discuss the most at-risk students and organize support for identified students
 - Objective 1- CEAs will hold the first meetings in September
 - Objective 2- CEA's will schedule out the year's meetings by end of Sept. with campus administrators
 - Objective 3- At least 6 meetings will occur per district campus by the end of May

Status:

- CEAs have provided monthly check in starting in September with their campuses. They have provided formal meetings in September and November due to administrators having difficulty scheduling these meetings during shorter months (October and December)
- Goal #3 BCBA's will collect data on the number of referrals made and the scope of those referrals by providing a report at the end of each semester.
 - Objective 1- BCBA's will update data in the spreadsheet at least 3 days \prior to each CEO report due date
 - Objective 2- BCBA's will support at least 25 students each by end of first semester
 - Objective 3- BCBA's will support at least 50 students each by end of second semester.

Status:

- The BCBA's have supported 111 students the first semester and conducted 4 trainings.
- Goal #4 The Director of Community Care will provide 2 district wide community events this school year.
 - Objective 1- One Community Event will be held by end of first semester
 - Objective 2- Second Community Event will be held by the end of year.

Status:

- The Jason Foundation event was held on October 1st at RMCA and we had over 225 attendees at this event.
- Events in the spring have been scheduled for April 22nd and April 27th for Screenagers.

- Goal #5 The Director of Community Care will ensure that the annual Climate Survey giving voice to students, staff, and parents are provided and will compile the results in a comprehensive report which is provided to schools and zones.

Status:

- Meeting was held in October to begin discussions on the climate survey with Communications and CEO.
- Communications and Community Care met on January 8th to review the latest versions and submitted recommendations to the CEO.
- It is planned to send out the survey on January 13th.

DEPARTMENT: *Culturally and Linguistically Diverse Education*

CURRENT AND ONGOING GOALS:

- Goal #1: Increase relevant and meaningful communication between parents, students, community, CLDE staff, and D49 staff concerning rights, student achievement, department initiatives, and enrichment opportunities.

Status:

- Translation devices in schools have been funded
- A presentation from ACLU on “Immigrant and Non-Citizen Right” seminars have been scheduled and held
- The CLDE website has been updated
- Goal #2: Increase student language development as measured by WIDA ACCESS by 10% from comparable data from 2019 ACCESS using best practices.

Status:

- Utilization of Pearson's TELL for progress monitoring has been started
- Goal #3: In order to provide high-quality training to at least 25% of district-operated staff members by the end of the 2019-2020 SY, we will increase professional development opportunities to general education teachers and administrators through on-site training, online training, conferences, and work-study.

Status:

- Instructional coaching for general education and CLDE teachers has been on-going and more coaching opportunities have been scheduled
- A book study using the text “The Newcomers” by Helen Thorpe has started and 10 teachers are currently participating in the study.
- Goal #4: Increase CLDE teacher and paraeducator leadership at the building and district level.

Status:

- Two teachers and two paraprofessionals were sent to the WIDA National Conference in October and then presented the information learned at the CLDE PLC.

DEPARTMENT: *Gifted Education*

CURRENT AND ONGOING GOAL:

- Goal #1: District 49 will increase the percentage of gifted identification students in all gifted areas and increase the percentage of identification of students from underrepresented populations.

Status:

- SPED presentation on 2E students was completed 12/4/2019.
- Continuation of expansion of the body of evidence to include multiple data points for more specific identification determination in all schools in every zone
- Continuation of employment of a variety of assessment tools to better evaluate students' abilities, achievement and behavioral characteristics
- CogAT universal screening currently being administered, will be completed by November 22
- Goal #2: District 49 will improve our Advanced Learning Plan (ALP) to be in compliance with best practice and all key state requirements.

Status:

- Initial Enrich System Training for the development of Advanced Learning Plans delivered July 29, 2019, follow up training August 30, 2019. Individual trainings completed with ALL GE Facilitators November 5, 2019.
- Continuing to provide ongoing consultation to gifted facilitators in each zone in the development of compliant ALPs.

DEPARTMENT: *Special Education*

CURRENT AND ONGOING GOAL:

- Goal #1 Increase opportunities for Special Education staff to attend training and professional development for all areas of education and behavior for the 2019- 2020 school year. This will be measured in collaboration with classes in Aha! and opportunities state and nationally for all of our staff provided through the Special Education department or Learning Services.

Status:

- At the January 6th PD day another ECAW (Every Child a Writer) presentation was given to the Special Education staff.
- A D49 school psychologist also led a training on January 6th during the professional develop day to support learning on how to build a body of evidence to support a determination of eligibility for identifying a student for Special Education
- Goal #2 In 2019- 2020 Develop and maintain cohorts and subject matter experts in areas to increase student progress as measured by monitoring of goals on IEPs and school benchmarking data. These cohorts will be in the area of CSN/SSN, SoCo, and AN, along with subject matter experts in utilizing evaluation data to develop goals and an Autism team as a resource for staff.

Status:

REPORT OF THE EDUCATION OFFICE

- All cohorts for the CSN/SSN, SoCo, and AN programs have been developed for the 2019 - 2020 school year.
- Goal #3 Provide comprehensive trainings, guidance, and resources in Schoology with continual updates throughout the 2019-20 school year

Status:

- As of the first of January the Special Education department has provided trainings, guidance and resources at least three times per month with plans to continue to update each month for the Special Education team members.

DEPARTMENT: *Early Childhood Education*

CURRENT AND ONGOING GOAL:

- Goal #1 - In order to increase communication, productivity and collaboration within the Early Childhood office the team will complete weekly meetings include the Dean, Administrative Assistants, Child Find Coordinator and ECSE/Child Find Specialist, 80% of the time during the 2019-2020 school year.

Status:

- The Early Childhood office team has completed 11 meetings to include a meeting about updating the website
- Goal #2 - In order to develop a cohesive and strong early childhood PLC, the Dean and ECE/ECSE Teachers will complete bi-weekly meetings, 80% of the time during the 2019-2020 school year.

Status:

- 7 plus meetings for the beginning of the year have been held
- Goal #3 - Develop a user-friendly website to inform families about the preschool program

Status:

- Website updates have been completed at this time

DEPARTMENT: *School Nursing Services*

CURRENT AND ONGOING GOAL:

- Ongoing yearly: Goal #1 Increase awareness of student medical needs and contribute to student safety through all School Staff training on Big 4 Health Emergencies (Diabetes/Seizures/Severe Allergies/Asthma) conducted at one all staff meeting for each school by the school nurse with deadline of September 30th of each school year. This information is valuable for teachers and other school staff to know how to sustain a medical emergency until health room staff responds to student emergencies.

Status:

REPORT OF THE EDUCATION OFFICE

- Provide all staff training - 21 schools. As of Goal Date of September 30, 2019 Goal Completion at 100%. All district schools received either in person presentation by their school nurse or by shared Power Point Big 4 health emergencies training to all school personnel.
- Ongoing yearly: Goal #2 Training of all Special Needs Paraprofessionals about high medical needs students. All SSN paraprofessionals will receive 1 full day of training by school nurses, district dietician on dietary needs for special needs students & other key individuals in our district. This goal is to ensure not only safety for our special needs student population but also to ensure all SSN paraprofessionals are ready to care for students on the first day of school and not be taken away from student contact time in order to complete the required training and delegation from the school nurse.

Status:

- Training of SSN and Preschool Paraeducators was completed on July 29, 2019.
- Goal #3 Improve training for all school health assistants in the area of Diabetes/Stop The Bleed topics & crisis response led by school nurses throughout the school year.

Status:

- Diabetes Training is tentatively scheduled for March 6, 2020 to offer to all D49 Health Room Paraprofessionals.
- Health Room Paraprofessionals are encouraged to be part of their individual school crisis response plan as the designated medical responder if the school nurse is not at the school during an emergency.

DEPARTMENT: *PEAK Programs*

CURRENT AND ONGOING GOAL:

- Goal #1 PEAK students will explore learning opportunities beyond the classroom by going on at least one field trip per quarter for each class.

Status:

- Quarter 1: Pinnacle and Summit went to Joann Fabric, Belay 1 went to the Planetarium at USAFA, Belay 2 went to Space Discovery Center
- Goal #2 PEAK students will increase their life and daily living skills by participating in a Life Skills/Daily Living Skills activity once per month.

Status:

- Culinary Arts: The students cooked breakfast burritos on December 12th. The burritos included bacon, sausage, potatoes, eggs, onions, peppers, cheese, avocado, and salsa.
- The students cooked all ingredients and assembled the burritos.
- Goal #3 PEAK staff will de-brief/discuss strategies and interventions for individual students once per month in a team meeting.

Status:

- Team meetings the week prior to para rotations have been identified and scheduled on the calendar.
- A notebook of successful interventions has been created for each student.

REPORT OF THE EDUCATION OFFICE

- New interventions are listed in the notebook prior to the next para rotation
- Team meeting minutes are being taken and kept in a shared PEAK drive each month.
- This goal is 100% met at this time

Communications

Digital Communications

D49.org D49.org/team Initial Review: During fall break of the '19-'20 school year the Communications Department released two major updates to the district's most visible digital platforms. To recap, d49.org received a new and refreshed look. Concurrently, the CD also created a "team" page d49.org/Team which moved staff specific content off of our main website to a site designated for employee use. This served two purposes: 1) Freed space (reduced clutter) on d49.org for customer-relevant content that previously was occupied by staff-specific content 2) provided our D49 team of employees a designated channel to find pertinent information to support their work as well as share internal news and info. At the end of the calendar year and the first few days of 2020, the comms team, led by Digital Comms Manager Sam Dosen began an analysis of website performance from the launch of the refreshed look of d49.org. Overall trends show staff are responding well to d49.org/Team with nearly 40,000 page views in the first 10 weeks post launch. Overall page views for d49.org between August and the end of December declined from the previous timeframe in the previous year. Analysis suggests this is a result of receiving fewer views because staff are going directly to the team website, not to mention the cleanup of the D49.org prior to revealing the new look resulted in a more efficient experience for the customer – specifically, visitors have to make fewer clicks to get the information they need. We are also factoring in a consideration the positive numbers generated by our customers downloading and using the first-ever D49 App. More than 8,200 people have downloaded the app in the past year and initiated 64-thousand app-based sessions by those using Apple devices alone (**note** similar data is not provided by Google Play which stores Android device-based analytics. Google Play does report, however, that out of 8,200 downloads, 3,000 are on Android devices). Historically, traffic on D49.org spikes when D49 has a weather-related event. With the advent of the app we know customers are receiving weather alerts directly to their devices rather than needing to visit D49.org to get the same information. In fact, reviewing the app data, our leading engagement is in page views from the notifications category, in which weather alerts are contained. The comms department will continue tracking traditional KPI's linked to our digital platforms and will weigh strategies to build engagements on all channels.

App Page Views Report

Jan 8, 2019 through Jan 8, 2020

Page	# of Views	# of Views
Notifications	94,352	
students	15,554	
Student Info	14,370	
News	13,056	
Top Stories	10,041	
Calendar	9,226	
My Account	5,823	
Menus	5,651	
Settings	4,967	
Directory	4,314	
PaySchools	4,120	
Transportation Info	3,748	
Resources	3,585	
Photos	3,059	
Athletics	2,201	
Chief Officers	1,727	
Safe2Tell	776	

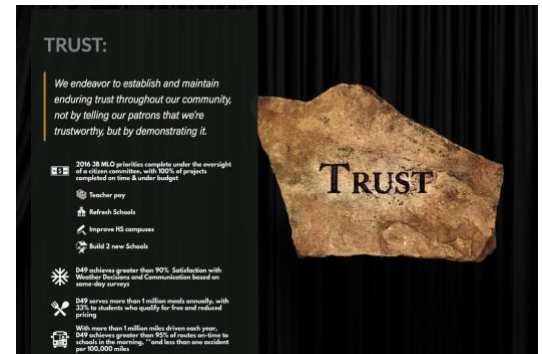
Earned Media

In The News - Campus Expansion: The regional impact of District 49 as a provider of top tier education within our portfolio of schools continues to draw the attention and interest from local media partners, who are generally eager to respond to story pitches about D49 programs, services and facilities. In December, the district along with iConnect Zone leadership shared the exciting news about the expansion of the Springs Studio for Academic Excellence campus with a ground breaking ceremony. The announcement about the expansion including the addition of PPEC as well as the Falcon Homeschool Program in one collaborative space generated coverage in the earned media space resulting in an article in the Colorado Springs Gazette and mentions in multiple newscasts from our media partners at KOAA News 5 and KKTU 11 News. District 49 is a rich source of content that showcases our brand of excellence in education, and the communications

department will continue to build the working relationship with media outlets as another channel to engage our community.

49 Voices

Discussing the Big Rocks: In collaboration with the chief officers, Director David Nancarrow and Marketing Specialist Aaron Villescas developed a public information campaign designed to listen to our community about the five priorities or “Big Rocks” of the district’s strategic plan. This included an interactive slide presentation posted on d49.org outlining the meaning and impact of the big rocks along with a link to a survey giving the audience an opportunity to weigh in on the direction D49 should consider taking with these priorities. The survey was also shared through social media channels, the D49 App and by direct email, generating hundreds of responses with associated feedback. The comms office and CEO are analyzing the data which will be shared with the Service Leadership Team in January and Board of Education during the annual planning summit for additional input and direction.



Performance Excellence

Baldrige Journey: Director Nancarrow will collaborate in the spring term with a team of reviewers and editors composed to develop a comprehensive report to meet the Baldrige application guidelines. Nancarrow will work closely with a subset of team members on Category 3 and results section 7.2 which report on our organization’s customer engagement and those results that report successes as well as process strength.

Applied & Advanced Learning (AAL)

Every Student

- **D49 AAL Email blast** to all HS parents regarding CTE, Work-based Learning opportunities, Concurrent Enrollment, and Career Start programs.
- **CDE Innovative Learning Opportunity Pilot (ILOP)** storyboarding 12/3 and application submitted 12/19 to ensure FT funding for PT student schedules with capstones, internships, and off-campus concurrent enrollment.
- **AAL Counselor Meeting** - provided tours of Patriot HS Construction building and Culinary kitchen to HS counselors; National Cybersecurity Center (Thomas Russell), Peyton Automotive & Woods instructors, and AIST (Deborah Williams) presented program overviews and answered questions; PPBEA provided PD to navigate website and assist students with WBL opportunities.
- **CE Expansion** - Added 4 additional PPCC rental professors to keep up with CE demand on D49 HS campuses. Currently offering 28 sections of Concurrent Enrollment on D49 campuses in Spg20; will launch 4 additional healthcare courses for FHS Academy of Health Sciences in F20.
- **Cyber Patriot** teams from VRHS, SCHS, HMS, SMS have scored high enough in local competitions to advance to the semi- finals round of competition.
- **SCHS Rocket League eSports** team advanced to the first round of state finals (Tracy Kosman). This is the first year that CHSSA has sponsored e-sports as an activity.
- **Art Programs** are working on pieces for district and local art shows.

Best Choice to Learn, Work, and Lead

- **ACTE Conference**, Anaheim, CA - attended national CTE conference
- **Support Individualized Ed** with AAL options for 5th year seniors
- **CO Talent Pipeline Meeting** - Attended meeting in Denver and learned about 5000 Healthcare apprenticeships through COHELPS and the CCCS. CDE, CWDC, and PPBEA will meet in January to discuss potentially developing healthcare pre-apprenticeships for HS student that align with CCCS apprenticeships.

Portfolio of Schools

- **CE Live Remote Learning Grant** - Received \$50k grant and will pilot in Spg20 and officially launch in F20.
- **Automating CE Application** - FormStacker approved for new online CE application

Firm Foundation

- **KPIs** - finalized 2019-20 KPIs and timelines for CTE, CE, and WBL in Envisio
- **CTE Common Course Names** - D49 CTE will be working to understand new state common course guidelines to build strong CTE programs to create CTE pathways for students.

Trust

- **New Graduation Requirements** - Secondary leadership and SIS leadership met to discuss and plan for archiving and managing HS graduation mastery demonstrations in PowerSchool and on HS transcripts.

Culture and Services

Building culture and providing services is a continuous process that requires buy-in from School District 49's leadership, students, parents, and community. Intentional exposure and meaningful interaction lead to measurable outcomes, which creates a responsive multicultural environment.

Current and Ongoing Activity

Cultural Framework

The BRIGHT/IGNITE PMs are supporting planning for the regional DODEA meeting in San Antonio, TX 1-3 March 20. The grant team is also preparing a proposal to fund the 3rd Annual Rocky Mountain Restorative Practices Conference (RMRPC) through reprogramming grant funds originally intended for pay and benefits. The team is also working with district leaders to refine ideas for the next grant proposal.

Community Outreach

The MSTC secured \$3K from The Wounded Warrior Project to fund the Purple Ball, which will be moved to April 3rd to align with the 'Month of the Military Child' and a statewide S-2-S training event. The D49 RP summit is on track to train in-district and out-of-district participants during spring break.

Upcoming Activity

1) D49 Restorative Practices Summit 2) 2nd Annual Purple Ball 3) D49 Military Appreciation Day

Central Registration (CR) and Student Information (SI)

Central Registration is the entry point of the district; therefore, processes are being reviewed daily to add efficiency and customer focus. The SIS is vital tool in the process of fostering integration in the district.

Current and Ongoing Activity

Registration Metrics

The CR Supervisor completed a SY 18-19 CDE student count audit, which was primarily focused on Goal Academy. The CR team is preparing to open SY 20-21 registration in February.

Upcoming Activity

SIS System Implementation

The SIS team is actively working with schools to evaluate PS plugins that provide capabilities such as teacher email from Power Teacher Pro, improved contact logs, and enhanced attendance monitoring.

BASE49

BASE49 is District 49's wholly-owned and operated before and aftercare provider, which supports the early arrival and/or late departure requirements of families with elementary school students.

Current and Ongoing Activity

Childcare Operations

The BASE49 team added staff to keep up with site demand and mitigate having families on waiting lists.

Upcoming Activity

Childcare Management

BASE49 is deploying additional iPads to provide more academic enrichment access for every student.



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 01/22/20

COO SUMMARY

Most Operations employees capitalized on a well-deserved break and are back in the swing of things.

Appreciation goes out to the Transportation team and all the volunteers who assisted in the Santa Toy Express in December, where they had a tremendous impact on supporting children from across the district. Also, appreciation to the Safety and Security team, who maintained a presence and response to student safety concerns over the holiday break period.

Two key personnel changes have taken place that impacts senior members of the Operations team. First, Shauna Orth was promoted to the position of Transportation Manager, replacing Robert Sparks. We are confident that Shauna will be a superb member of the Transportation senior leadership team. Also, Mark Roscoe was hired into the new Education Office position of Technology Service Manager - End Users. His teamwork with Jim Tanner (who is now the Technology Service Manager- Infrastructure) will be a critical enabler for technology service management in the district.

The progress continues for standing up an armed security capability at our secondary schools, as we have a number of solid applicants who will undergo interviews and training during the next 2-3 months.

Sentinel Technologies has fully assumed the role of the district IT vendor as of Jan 1, 2020. Their transition is moving forward and we look forward to a fruitful partnership with their team.

Capital planning and capital walks are ongoing with representatives of the Operations and Business offices. This is a key preparatory step to submitting the annual capital projects list for the district late in the spring semester. Also, many of the same representatives continue to lead the planning and preparation of a number of ongoing MLO projects for the spring and summer.

Regards

Pedro Almeida
Chief Operations Officer

DEPARTMENT SUMMARIES



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 01/22/20

NUTRITION SERVICES

- Revenue: \$2,398,923
- Expense: \$2,015,611
- Annual food show will be April 1st at Vista Ridge from 4-7 pm
- The warehouse restructuring team will have its third meeting on Jan 23rd
- Free and Reduce processor is working with CDE to complete this year at risk audit
- Two team members attended the School Nutrition Associations Industry conference

MAINTENANCE & GROUNDS

- Working on 50 yr. Plan FAC long term requirements
- SSAE addition - On track, still waiting for the traffic study report
- District-wide card access upgrade project has started
- Capital Project Update - had to reallocate some funds that will end up cutting a couple of projects.
- Truck purchase update - plows and sanders will be here in about two weeks
- MLO project updates-
 - SCHS Roll down door meeting - Mtg on Friday with Clinton & vendor
 - EIES spring break pod carpet and hallway LED lights scheduled
 - SES office ceiling replacement

INFORMATION TECHNOLOGY

- Mark Roscoe has joined the D49 team as the Technology Service Manager- End Users. He and Jim Tanner (who is now the Technology Service Manager- Infrastructure), will be a great team
- Sentinel Technologies has completed the onboarding effort as the district IT vendor as of Jan 1, 2020

SECURITY & SAFETY

- A parent came to Liberty Tree Academy with a temporary restraining order for her estranged husband, which had not yet been served. She wanted to pick up her two children. The children were contacted and they did not want to go with the mother. Both children (5/7/05; 7/30/06) stated they had been living with their father for several months and their mother was mentally unstable. One of the students stated she was afraid for her life to go with her mother. A call was placed to EPSO and Deputy Jim Meyer responded as well as Deputy Circa, Civil Division. By coincidence, Deputy Circa was waiting at the residence for the father to return in order to serve him the TRO and remove him from the house. After a discussion with both parents and the children, the father was served the restraining order and was allowed to go to the house temporarily and retrieve some personal items as well as take the children with him. The mother then departed.
- A ten-year-old sixth grader brought a folding knife with a blade length of over 3 1/2 inches to school. SRO Cory Adkisson was notified and responded. After consulting with his supervisor they determined to not charge the student as he had not made any threats nor had he displayed the knife in any threatening manner. Threat assessment was completed and we determined the only issue was he bringing the knife in his backpack due to a perceived danger walking home from school.
- Security training conducted at Liberty Tree Academy. We introduced and discussed security response protocols. Additional staff training was planned for January 6th.



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 01/22/20

- School had a music presentation last night and a bag was left unattended after the program. Upon checking the bag a gun was found inside. EPSO responded (case #19-17690) and took the bag. The bag belonged to an attendee. She held a CCW. The woman is to be charged with bringing the gun on school property.
- SRO Officer Jacobsen was contacted by CSPD Major Crimes reference two Sand Creek HS students wanted in the questioning of a recent homicide. The students were removed from class and transported to CSPD. One student was charged with First Degree Murder. The other has been released pending further investigation.
- SSAE and PPEC hosted a groundbreaking ceremony for their new building on campus.
- Attended multiple expulsion hearings
- Continue Armed officer process, positions were posted
- Safe2Tell's are up to 230 for the school year
- Securely/Auditor responses have increased
- Numerous threat assessment trainings conducted with school staff

TRANSPORTATION

- We are currently 20 positions short
 - 8 route drivers
 - 8 relief drivers
 - 1 router position/ interviewing Friday 17th
 - 1 non-certified technician position posting today
 - 2 paraprofessional positions
- Actively informing schools 2-4 weeks in advance when we are unable to support academic field trips, due to the lack of drivers to perform them
- VoW survey results presented at Jan 9 In-Service, creating an action plan/response
- Completed REAL training for all Transportation employees
- Passed another CDL compliance audit, and can continue testing drivers for the state
- Shauna Orth was hired as the new Transportation Manager
- The first semester 33 employees with perfect attendance, and 24 with exceptional attendance
- On-Time Arrival Average Percentages per zone for regular schedule:
 - Power Zone - 99.0%
 - Sand Creek Zone - 98.2%
 - Falcon Zone - 97.5%
 - iConnect Zone - 93.6%



CHIEF OPERATIONS OFFICER REPORT

OPERATIONS DEPARTMENTS PERFORMANCE REPORT – WS 01/22/20

ATTENDANCE STATISTICS YTD 2019-2020

Month	Employees	# School Days	% of Leave	Sick	Sick Bereavement	Sick FMLA	Personal	Dock	Dock FMLA	LWOP	LWP	Jury Duty	Total/Mth
July	92	1	1.1%	1	0	0	0	0	0	0	0	0	1
August	101	21	3.2%	23	2	14.5	9.5	7	9	0	0	2	67
September	102	20	4.6%	33	1	40	5.5	9.5	0	0	1.5	2.5	93
October	100	12	4.3%	15	9	8	7	3	7	0	0	2.5	51.5
November	98	16	4.7%	39	0	5	4.5	8	15	2	0	0	73.5
December	100	15	7.0%	38.5	14	22	4	6	15	0	4	1	104.5
January		18											0
February		18											0
March		11											0
April		22											0
May		15											0
AVG													
Totals YTD	99	169	4.1%	149.5	26	89.5	30.5	33.5	46	2	5.5	8	390.5

KEY STATISTICS

Number of Working Day for 19-20	169		Number of Dock Days	33.5	0.2%
Number of Sick Days	149.5	0.9%	Number of Dock FMLA Days	46	0.3%
Number of Bereavement Days	26	0.2%	Number of LWOP Days	2	0.0%
Number of Sick FMLA Days	89.5	0.5%	Number of LWP Days	5.5	0.0%
Number of Personal Days	30.5	0.2%	Number of Jury Days	8	0.0%



10850 East Woodmen Road • Peyton, CO 80831
Tel: 719-495-1100 • Fax: 719-494-8922 • www.d49.org

January 2020

This month's Business Office Report contains updates from HR, Risk/Benefits and Purchasing/Contracts. You do, of course, already hear from Finance each month with regular agenda items for budget updates and financial results presentation.

As many of you know, I have been investing time and energy with the 2019 Legislative Interim Committee on School Finance. Change in the political arena is often a long-term play; and this is a particularly long-term issue because of the complication in the current situation and the requisite complexity required to pursue any change in the school finance arena. We are having a positive impact on increasing knowledge and awareness of the real issues that need to be understood and considered for change. The number of meetings I've had, and continue to have – as well as the varied directions those meetings take me are indicators of our impact. Groups ranging from CEA, to the children's coalition, to specific individual school districts – that run the gamut of political leans, demographic, and financial spectrums have been engaged with us on the topic. We will continue the pursuit until we have ultimate success through legislation and/or the opportunities for engagement are no longer present.

This month's report includes recent information from *The Kiplinger Letter* that has long been one of my preferred sources of clear, concise perspectives on political & economic issues - both nationally and globally.

Sincerely,

A handwritten signature in black ink, appearing to read "Brett Ridgway", written in a cursive style.

Brett Ridgway, Chief Business Officer – Assistant Treasurer
bridgway@d49.org 719.495.1130



Human Resources Monthly Report

Process Improvement: Electronic Records Management

Paul Andersen, Director of Human Resources
January 13, 2020

Opportunities for Improvement



For many years, the Human Resources department has housed thousands of paper personnel files in more than a dozen fire king storage units. Additionally, many of the daily operational HR processes are manual. For example, onboarding forms are currently sent to new employees through Frontline; however, these same forms are then printed one-by-one and manually filed in the personnel file by the HR specialists. This process is not only time consuming, but also creates waste (staff time, space and material costs).

Some key reasons for making the switch from paper files and manual processes to electronic storage and workflows include:

- Enables more efficient, automated processes
- Frees up physical space within the department
- Supports good compliance practices
- Protects the organization in the event of fire or water damage

Due to these factors, human resources administration recommended the implementation of an electronic records management system to bring efficiency and cost savings to the organization.

What is ERM?



Electronic Records Management (ERM) is a type of content management system and refers to the combined technologies of document management and records management systems as an integrated system.

ERM will empower D49 to digitally transform department and organization processes, cut costs and improve overall efficiency. Electronic files will organize documents and make them easily accessible from anywhere.

ERM will also enable D49 to begin automating and streamlining processes to maximize organizational efficiency. Automating daily processes will free up valuable time that is better spent working on departmental projects that support the organization's overall strategic goals.

After a thorough review of four similar ERM products, we selected Laserfiche as our ERM solution.

Why Laserfiche?



After a thorough review of four similar ERM products, we selected Laserfiche, a DocuNav software solution. Laserfiche stood out among its competition based on their ability not only to meet the HR department's immediate need for electronic personnel files, but also assist from a big picture standpoint, allowing us to automate and streamline dozens of manual processes, such as onboarding new employees.

In addition, Laserfiche is scalable and can be integrated enterprise-wide, creating efficiencies across departments. Laserfiche is customizable, so it can be tailored to fit the district's specific needs.

Lastly, Laserfiche is currently used in various industries, including city governments, Fortune 500 companies and over 60 school districts across the nation, to include Adams 12 here in Colorado. Multiple references consistently spoke highly of the solution.

Implementation Plan Overview: Phase 1



Phase 1 involves two primary parts: development of an electronic version of the personnel file and building an onboarding process to bring new hires into the Laserfiche system.

- ❑ Phase 1 implementation planning began on 1/7/2020 and will continue through January
- ❑ DocuNav project team will be working on electronic records development, which is estimated to be completed by early March 2020
- ❑ DocuNav project leader will be onsite to train and support Laserfiche system users
- ❑ Project team will then begin working on the Onboarding package, which is projected to be completed approximately two weeks later
- ❑ Anticipated “go live” date no later than April 1, 2020...meaning D49 will **NEVER AGAIN** generate a paper personnel file for a new employee!

Phase 2 will involve establishing a plan to scan the records of all current employees into Laserfiche. The scoping of this work will happen sometime after Phase 1; it is expected that Phase 2 may take two or more years to complete.



Risk & Benefits

Shannon Hathaway

Health insurance enrollment



We have strategically adjusted premiums & deductibles to create a plan option that offers a lower monthly cost for employees while still having a potential benefit to the district since we are self-funded. History has shown that our HDHP (HSA) plan has had lower claims costs than our PPO plan.

For the first time, our enrollment has shifted to have more than 50% of enrolled employees choosing the HSA over the PPO. Claims will be monitored through the year to make sure that this was the right approach, but we feel like this is a positive switch as more staff understand their health choices.

	Employee only	Emp + spouse	Emp + children	Family	Total	
UMR PPO - 2020	306	47	86	94	533	
Anthem PPO - 2019	377	49	106	103	635	
	-71	-2	-20	-9	-102	PPO
2020 vs 2019	81%	96%	81%	91%	84%	-16%
UMR H.S.A. - 2020	396	50	88	85	619	
Anthem H.S.A. - 2019	326	41	77	64	508	
	70	9	11	21	111	H.S.A.
2020 vs 2019	121%	122%	114%	133%	122%	22%



Purchasing & Contracts

Jim Rohr

Purchasing and Contract Management



In Progress

Student Data Privacy compliance process

FMS and HMS HVAC Upgrades—
New heat exchangers, boiler

SSAE Phase II

Current Contracts under management
= 275

RFQ for Architects and Engineers

District wireless access point
upgrades

District-wide access control upgrades

RFQ for General Contractors

In Planning

New Middle School GC RFP

Remaining MLO Projects—close out stage

RFQ for Mechanical, Electrical,
Plumbing contractors

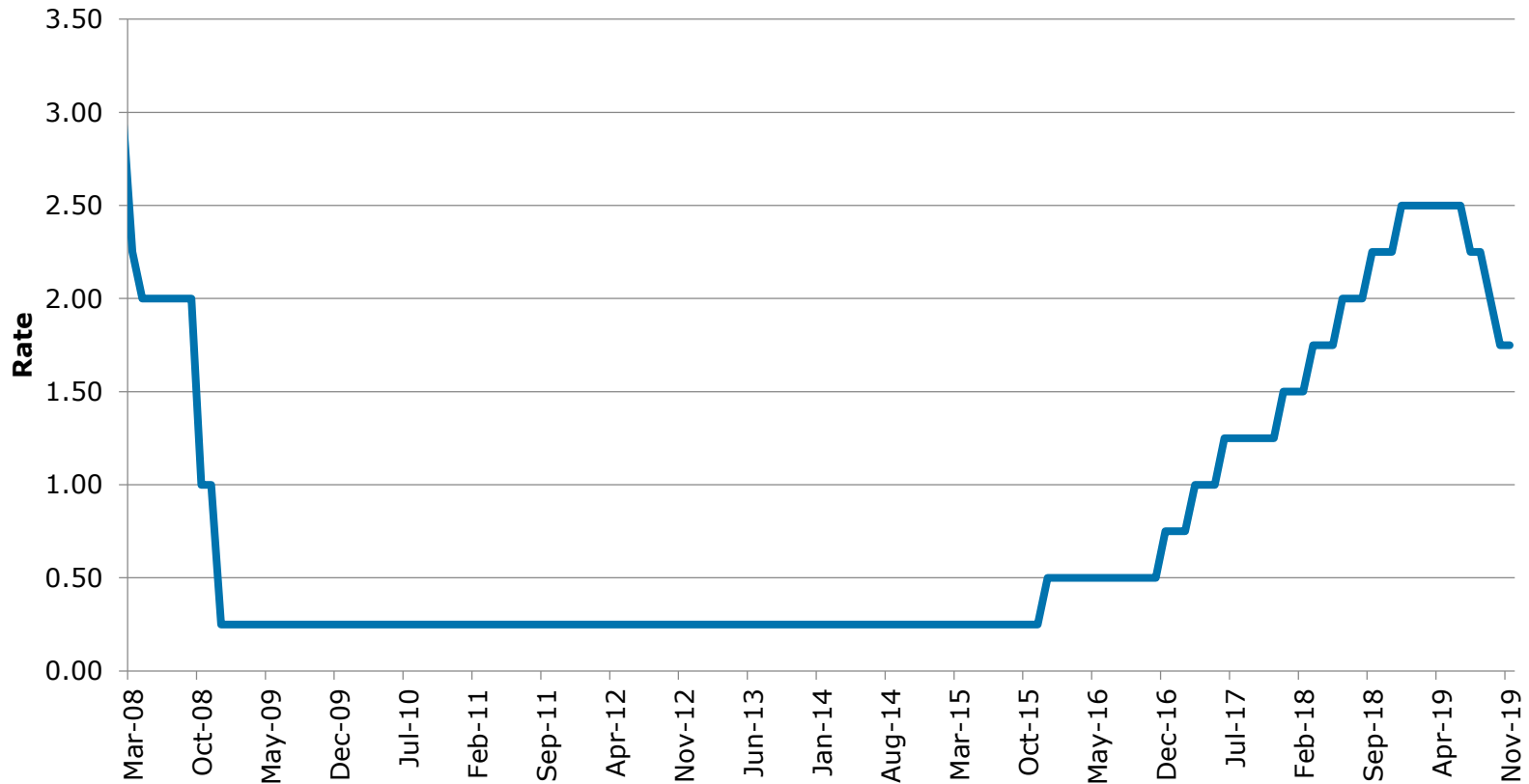
District-wide asset inventory quotes



COLOTRUST Economic Update

December 6, 2019

Fed Funds Target Rate

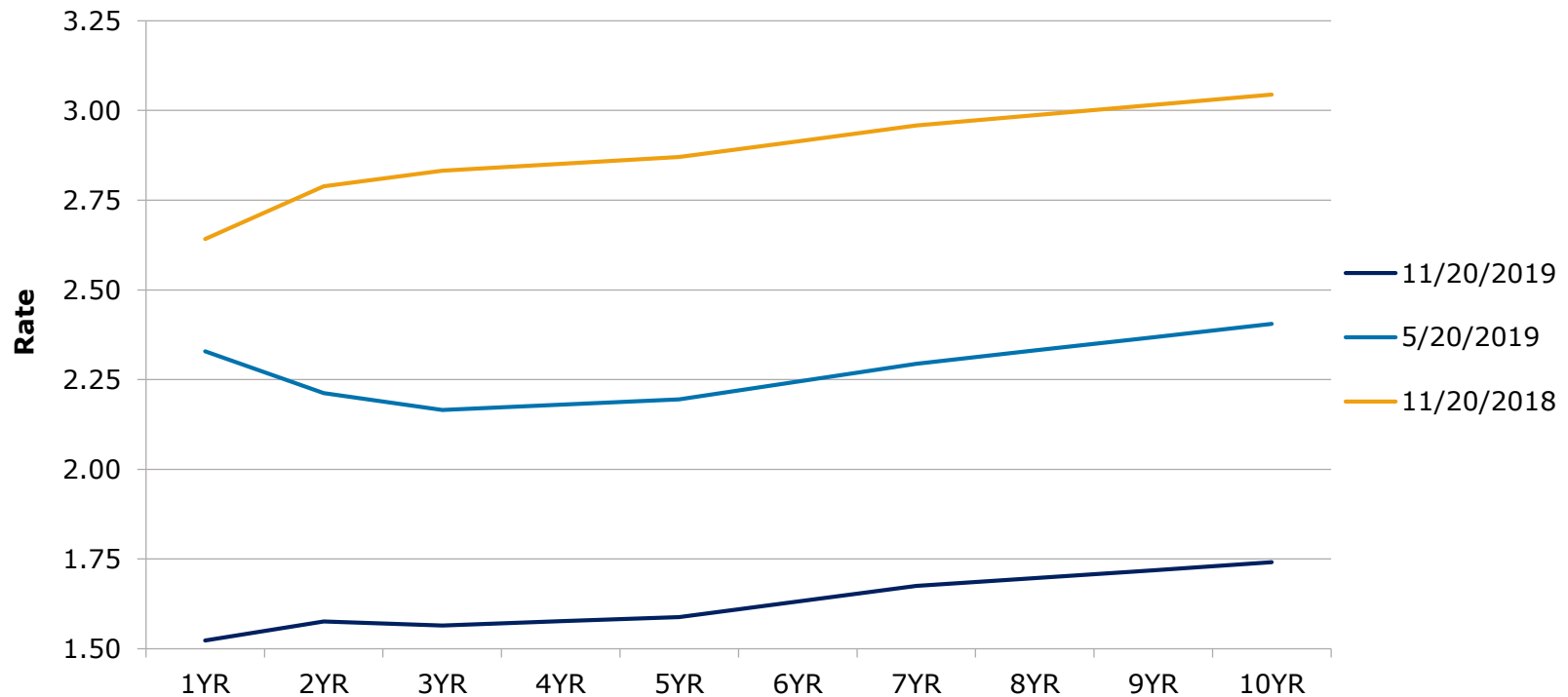


- The Federal Reserve decreased the target rate to a range of 1.50% to 1.75% on October 30, 2019.
- Chair Powell cited "improvements in the balance of risks to the economic outlook" indicating the Fed is likely done easing for now.

FOMC Rate Cut Probabilities – December 4, 2019

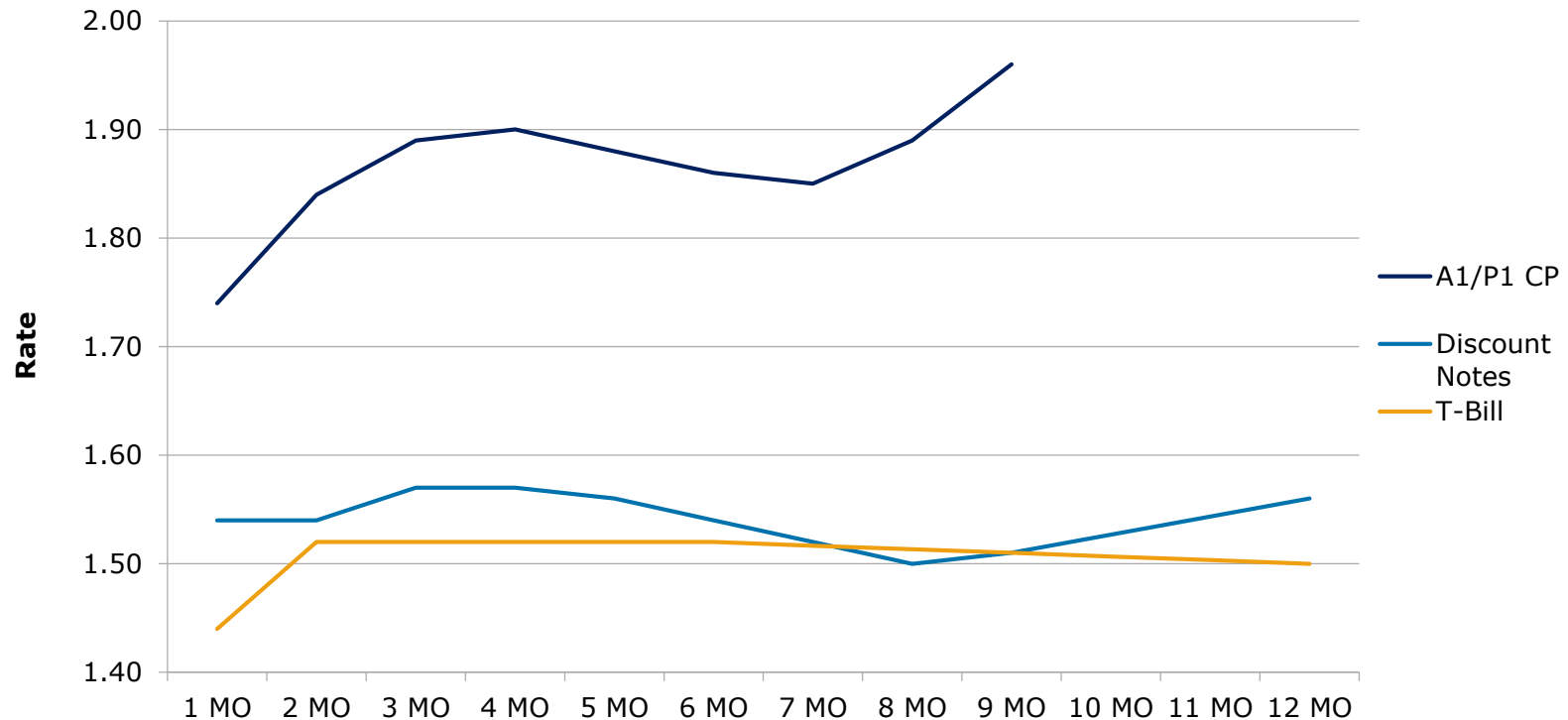
Region: United States »				Instrument: Fed Funds Future	
Target Rate	1.75	Pricing Date		1	
Effective Rate	1.55	Cur. Imp. O/N Rate			
Meeting	#Hikes/Cuts	%Hike/Cut	Imp. Rate Δ	Implied Rate	
12/11/2019	+0.009	+0.9%	+0.002	1.560	
01/29/2020	-0.119	-12.8%	-0.030	1.528	
03/18/2020	-0.278	-15.9%	-0.070	1.488	
04/29/2020	-0.439	-16.1%	-0.110	1.448	
06/10/2020	-0.645	-20.6%	-0.161	1.396	
07/29/2020	-0.799	-15.4%	-0.200	1.358	
09/16/2020	-1.005	-20.6%	-0.251	1.306	
11/05/2020	-1.163	-15.8%	-0.291	1.267	
12/16/2020	-1.275	-11.2%	-0.319	1.238	
01/27/2021	-1.329	-5.4%	-0.332	1.225	

Comparative Historical Yield Curves



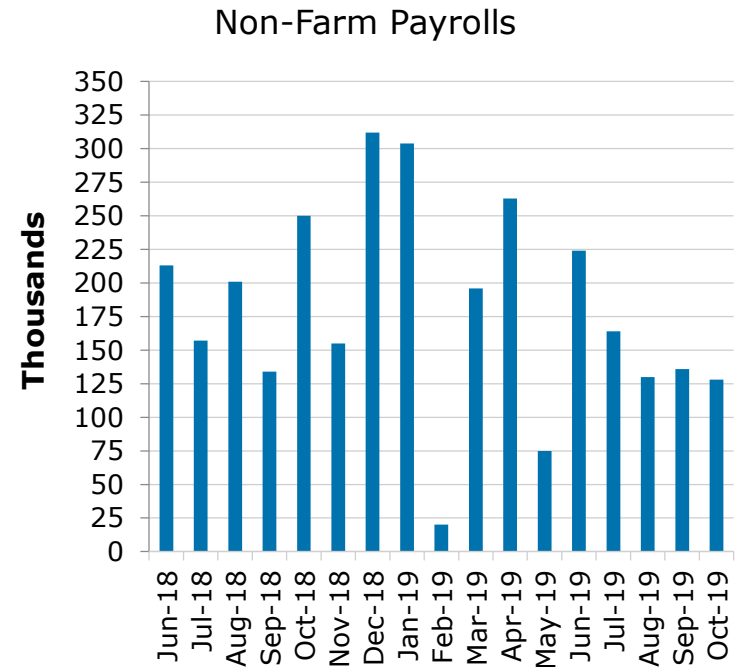
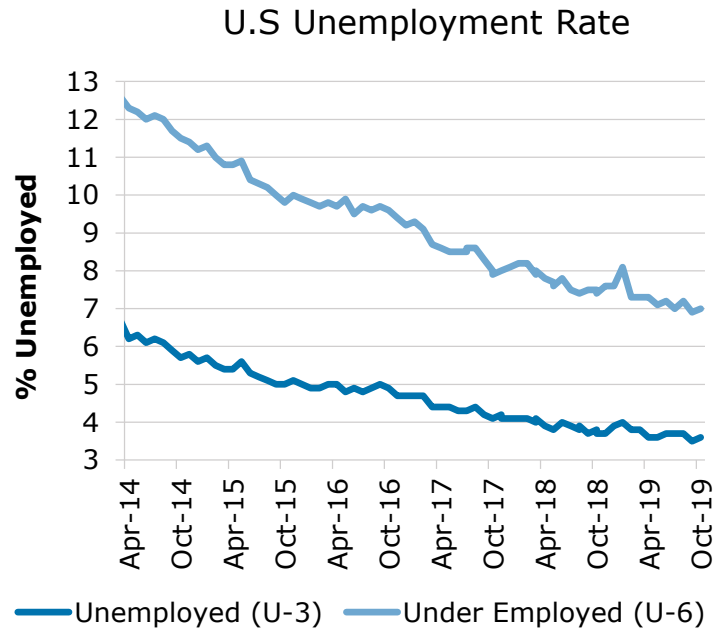
- The yield curve continues to flatten as the front-end remains anchored to the FOMC target rate while intermediate rates (3YR-10YR) have decreased over the last six months due to low inflation and a deceleration in economic activity.

Money Market Yield Curves



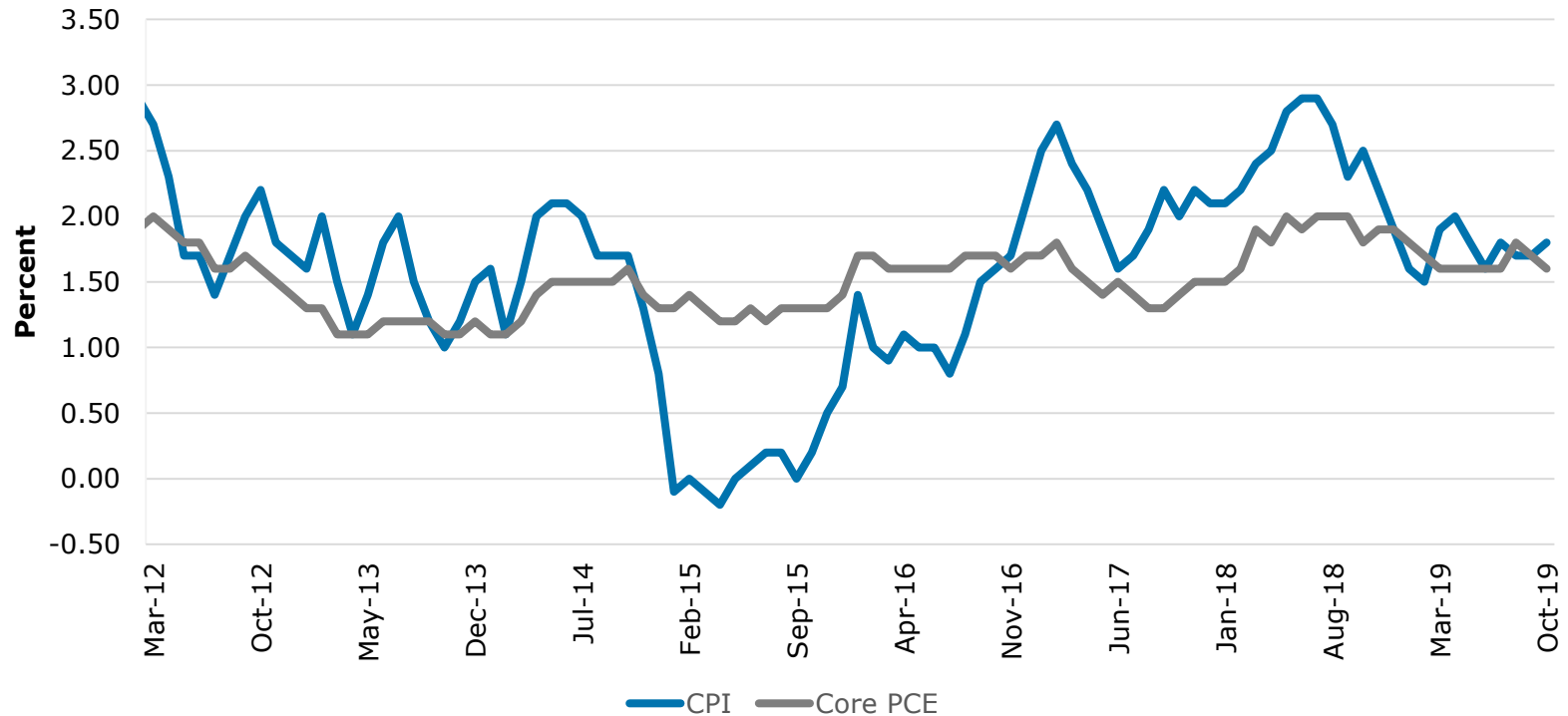
- The yield spread between short-term Treasuries and agency discount notes remains at very tight levels.
- Adding credit in the form of commercial paper can enhance the yield of the portfolio.

Unemployment and Hourly Earnings



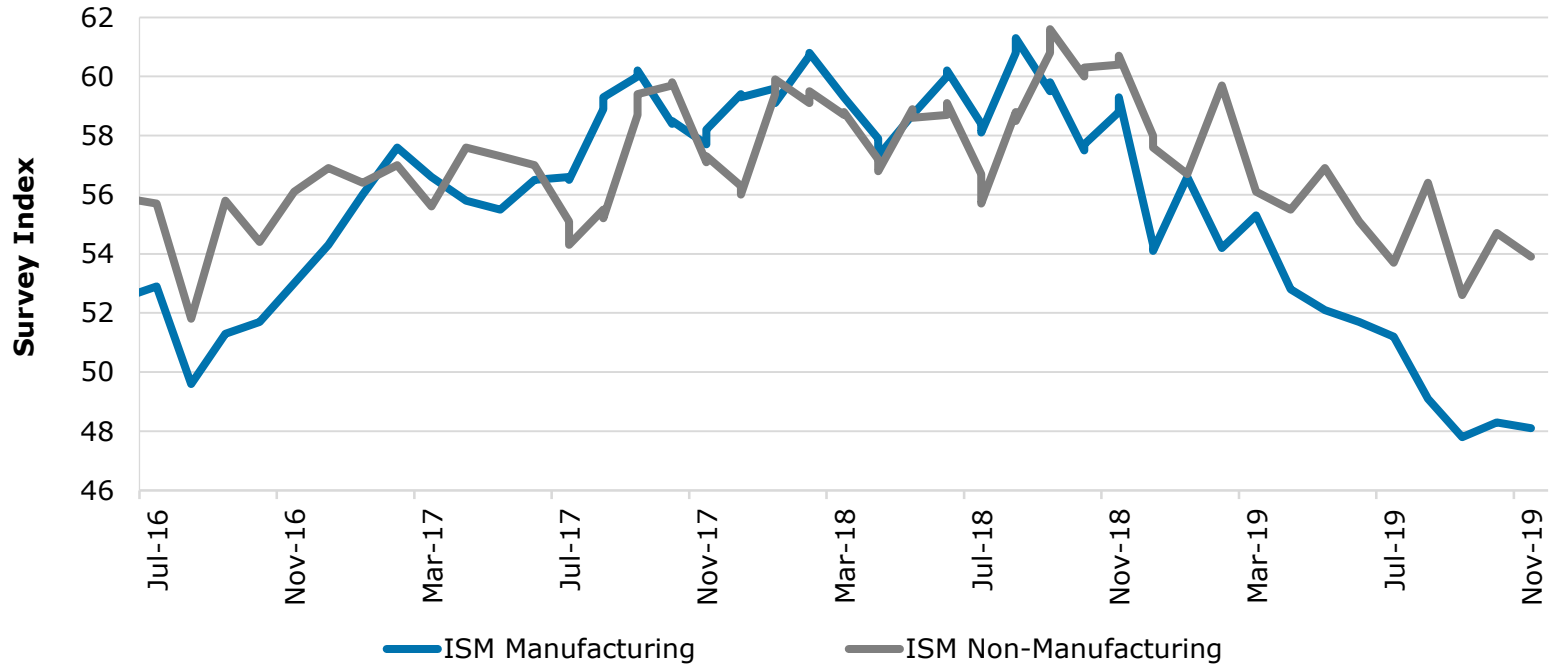
- The October unemployment rate rose to 3.6%, despite the uptick from September the unemployment rate remains historically low.
- October payrolls fell to 128,000, while September's report was revised higher from 136,000 to 180,000. Notably, the worker's strike at General Motors subtracted 40,000 from payrolls in October.
- Average hourly earnings increased at an annualized rate of 3.0% on a year-over-year basis in October.

Inflation



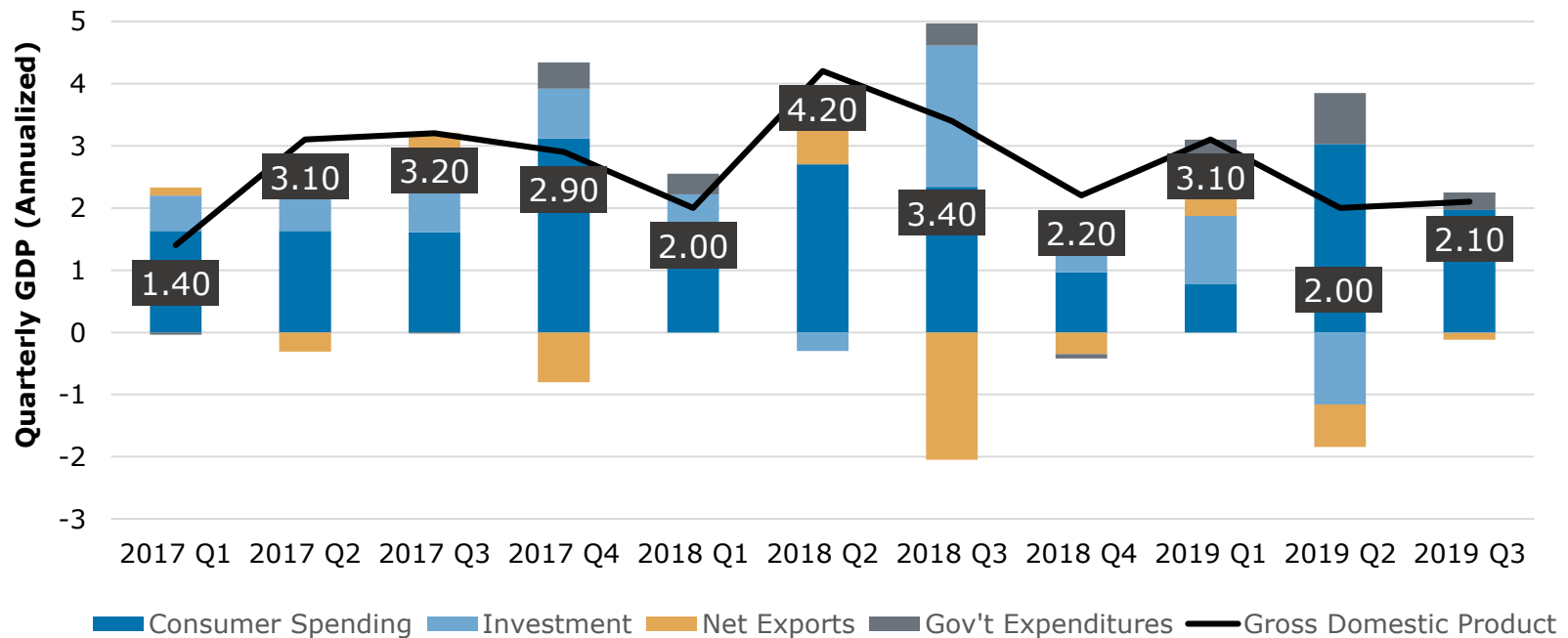
- Headline CPI for October was at 1.8% on a year-over-year basis due to declining gasoline prices. Core CPI (less food and energy) increased at a 2.3% year-over-year pace. Firming was evident in both core services and core goods.
- The Fed's preferred measure of inflation, core PCE, increased 1.6% in October, remaining below the Fed's target of 2.0%. Policy makers view the PCE core index as a better indicator of underlying price trends.

Institute for Supply Management



- ISM Manufacturing for November ticked down to 48.1 from 48.3 in October, as the index remained below 50 for the fourth consecutive month.
- ISM Non-Manufacturing (service) disappointed at 53.9 in November versus 54.7 in October and 54.5 expected. Business activity fell to 51.6 versus 57.0 in the prior month, the lowest level since January 2010. Gains in employment and new orders helped offset the weakness in business activity.

Contributions to Percent Change in Real Gross Domestic Product



- The U.S. economy expanded at a 2.1% annualized pace during the third-quarter of 2019 after climbing 2.0% in the previous quarter.
- Revisions to the data show that the U.S. economy grew 2.5% in 2018, down from 3.0% as previously reported.
- Consumer spending, the biggest part of the economy, rose 2.9% in the third-quarter. Business and residential investment along with net exports were a drag on 3rd quarter growth.

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The Kiplinger Letter

FORECASTS FOR EXECUTIVES AND INVESTORS

1100 13th Street NW, Washington, DC 20005 • kiplinger.com • Vol. 97, No. 1

Dear Client:

Washington, Jan. 3, 2020

The good news for the economy in 2020:
Recession is unlikely, barring some shock like war, a terrorist attack, a natural disaster, etc.
The bad news: GDP growth will moderate, continuing last year's trend of gradual slowing.

THE ECONOMY Expect growth of 1.9%, down from 2.3% in 2019 and 2018's brisk 2.9% pace. The second half of 2020 will be better than the first.
Profits: Up modestly, on the order of 2%... an improvement from 2019's 1% drop but no breakout.
Inflation: In line with last year's level of about 2.2%. Health care prices will rise faster and gasoline figures to cost more, but otherwise, price growth trends should remain fairly stable.
Interest rates: Also not much change, with the Federal Reserve now likely to hold off on additional cuts, but not hiking rates, either.
The jobless rate: Staying low. Job growth is likely to slow to about 160,000 new jobs monthly, down slightly from 180,000 per month last year. There simply aren't enough qualified workers to hire.

Several key fundamentals that supported growth in 2019 haven't changed.
The jobs market will stay strong. Consumers will continue to spend freely... solid wage growth of 3.5% and lofty stock prices make folks feel upbeat, financially. The signs of a potential recession, which spooked markets last summer, have faded.

Some of the industries that struggled in 2019 should perk up a bit in 2020.
Manufacturing should be able to stabilize after a rocky year. Early signs of relaxation in the trade war between the U.S. and China bode better for the sector. Any truce with China would lift exports of both manufactured goods and ag products.
Business investment stands to grow a tad on hopes that the worst of the fight over trade with China is over. Any increase will be small, but that's better than falling.
Relatively low interest rates should help underpin a better year for housing.
Auto sales figure to slip further. But the industry remains pretty resilient, even after sales peaked several years ago and as car prices keep hitting new heights.

For all the positives, drags on the economy remain, keeping growth in check.
Uncertainty about trade will linger, as China and the U.S. are still far apart on a comprehensive, long-term trade deal. New frictions with the European Union are possible. So, many businesses that rely on imports or exports will stay cautious. Meanwhile, home prices remain prohibitively high for many aspiring buyers. Employers face a very tight labor market. Any volatility in financial markets prior to the election in Nov. could also weigh on consumer sentiment while it lasts. And reduced drilling for oil and gas means less oomph from a sector that had been a major growth engine.

Economic Forecasts

GDP growth

Rising 1.9% in '20,
down from 2.3% in '19

Interest rates

NEW

10-year T-notes staying below 2%
to midyear, then possible small rise

Inflation

NEW

Prices rising 2.2% at end '20,
unchanged from 2.2% at end '19

Unemployment

3.7% at end '20,
from 3.6% at end '19

Crude oil

Trading from \$60 to \$65
per barrel in March

Auto sales

16.7 million vehicles in '20,
down from 16.9M in '19

Complete economic outlook at
kiplinger.com/outlooks

GLOBAL ECONOMY

At long last, the U.K. will leave the European Union later this month, following British Prime Minister Boris Johnson's resounding electoral victory, which gave him a strong enough Conservative majority to go ahead with Brexit.

But the concerns about what comes next are already growing. Britain will likely leave the EU on Jan. 31, after which the two sides have until Dec. 31 to hammer out a new trade relationship. Until then, the rules will stay the same as they were while the U.K. was an EU member. That leaves Johnson little time to make good on his pledge to reach a new trade deal by the end of the year.

Striking a new U.K.-EU trade agreement so quickly will be difficult. The EU took two years to hammer out trade terms with South Korea...five years with both Canada and Japan. Don't be surprised if the U.K. asks for more time this summer...the deadline to request it is June 30...if the talks are moving slowly.

Settling global trade disputes just got harder after the global body that rules on them...the World Trade Org...lost the quorum of appellate judges that it needs in order to hand down rulings. The U.S. has blocked nominations to fill the needed slots, arguing that the WTO has treated China too favorably in past trade fights. And it doesn't look like Washington will relent anytime soon.

Look for international efforts to sidestep the WTO on resolving trade issues. The EU is trying to set up a multilateral system to operate while the WTO is in limbo. Of course, the global organization was never expeditious about ruling on appeals: It settled only 37% of cases brought before it. Most countries have historically opted to work out solutions among themselves, rather than waiting for the WTO for years.

China could become the first country to issue a digital currency. The plan, which may go forward as early as this year, would allow the country's central bank to create a digital currency akin to bitcoin. It would be pegged to the value of the yuan, China's official currency, and offered to the public by banks and other institutions.

Several central banks are studying such a move. Why? For several reasons. Tech advances have made such currencies easier to create. They are less vulnerable to counterfeiters than conventional currencies. The use of physical cash is falling. And advocates say that digital currencies can help protect consumers from fraud. Sweden, Thailand and Uruguay have tested digital currencies. Japan is studying them.

JOBS

One occupation that is growing rapidly: Home health aide. In 2019, companies in the industry hired 80,000 new workers, up from 58,000 in 2018. The expansion is likely to continue this year as the population ages.

But many health aides will be working remotely, taking advantage of new wearable health monitors, two-way video monitoring and other new tech that lets workers check in on and assist more patients, boosting productivity. Employers in the field are counting on seniors becoming more open to devices and services that enable remote assistance...there simply won't be enough workers to meet the need for traditional, in-home assistance as the senior population rises.

Some of the vendors that stand to benefit from the trend: CarePredict, a maker of wearable health monitors, and Synzi, which sells two-way video gear.

INVESTING

Would you like to invest in the broad housing industry with just one fund? Consider this exchange-traded fund, as recommended by the editors of *Kiplinger's Personal Finance* magazine. Hoya Capital Housing ETF is different from most other housing ETFs in that it doesn't focus just on, say, home builders or real estate investment trusts. Instead, it tracks a large index of builders, REITs, home improvement stores and financing companies to give investors broad exposure.

One caveat: The Hoya ETF is new and still small, so it's more speculative than more established funds with greater assets. But since its launch last year, the fund has outpaced the performance of Standard & Poor's 500-stock index.



PEOPLE

The South and West have long led the nation in population growth. But a lack of affordable housing is hindering several states. Migration to many Western states has slowed, while migration out of Calif. has picked up, most likely due to rising housing costs in the region. Bucking the trend: Ariz. and Idaho, both of which are seeing rising levels of domestic migration. The South is similar: While still tremendous, the tide of folks moving to Fla. has started to ebb as housing prices rise. Meanwhile, migration to Ga. and S.C. is on the upswing.

Less immigration is also hurting growth, especially in the Northeast, where states like N.Y. rely on immigration to avoid outright population decline.

11 states notched population gains of 1% or more in 2019. Idaho (2.1%) leads the way, then Nev., Ariz., Utah, Texas, S.C., Wash., Colo., Fla., Ga. and N.C.

10 states saw their populations decline: W.Va., Alaska, Ill., N.Y., Hawaii, La., Conn., Miss., Vt. and N.J., helping slow overall population growth to 0.5%.

AG

Already-waterlogged farmers can expect more of the same in the new year. The Farm Belt will see above-average precipitation over the next few months, according to the latest National Weather Service forecasts, further saturating soils that have barely had a chance to dry out from one of the wettest years on record.

Worst-case scenario: Even more flooding and planting delays in 2020.

In 2019, extensive flooding throughout the central U.S. inflicted billions of dollars in economic damage, delayed spring planting, disrupted barge traffic, and resulted in a record \$5.3 billion in flood-related crop insurance payments as of Dec. 2. In some places, floodwaters hadn't receded by winter and simply froze in place.

A glut of hemp has brought prices down from recent highs, the result of so many farmers embracing the crop after Congress lifted a ban on it in 2018. Prices for hemp flowers used for CBD are only half what they were last spring.

But the problem is likely short-term, with both growers and processors eventually learning to adjust to the wild fluctuations of the nascent hemp market.

Farmers will be better prepared in 2020, with some cutting back acres devoted to hemp and others taking a longer look-see before trying out the new crop.

And the industry's future looks bright. There's particularly strong demand for CBD, a nonpsychotropic chemical compound in hemp used to treat a variety of ailments. Other uses range from textiles to construction and building materials.

Fla. citrus growers are getting squeezed, despite enjoying a healthy harvest.

While production has recovered from the devastation of Hurricane Irma...

The growers' resilience has resulted in an unexpected oversupply.

Most Florida citrus is grown for juice. But after the hurricane, U.S. juice producers signed contracts with foreign suppliers, anticipating a much longer recovery period.

Other factors causing farmers stress: Declining juice sales, down 30% over the last decade, which have caused Fla. growers to devote fewer acres to citrus.

And the spread of citrus greening, a bacterial disease that's plagued Fla. for about 15 years, leaving depleted orange, grapefruit and lemon groves in its wake.

HEALTH CARE

The fate of Obamacare won't be decided this year, now that an appeals court has delivered an inconclusive ruling on the health care law, sending the case back to a lower court and sparing the Supreme Court a major election-year decision.

But health care will still be an issue in the upcoming elections. Medical costs remain many Americans' most significant financial problem. And the ongoing threat of the courts striking down Obamacare will color both the presidential contest and competitive congressional races in states such as Colo., Iowa, Maine, Mich., Ohio and Pa. All would see their uninsured rates double with a full Obamacare repeal.



TECH

A federal proposal to remotely identify and track drones is finally here.
The industry is already antsy about the high cost and complexity,
 and will lobby hard this year for less onerous regs. The Federal Aviation Admin. recently unveiled the proposal, which would require drones to have internet service and subscribe to a real-time tracking system that will be sanctioned by the agency. This national “license plate for drones” will help spot illegal and dangerous behavior.

But it'll be tough to convince regulators to streamline the rules. Security and safety are driving the FAA's agenda. The agency seems ready to err on the side of caution. This includes redundancies that some experts strongly view as overkill.

The future of commercial drones hinges on the remote identification regs, which are necessary to unleash expanded operations, including widespread delivery.

As things stand now, the rules most likely won't take effect until 2024.

Vendors are already gearing up to cash in on needed software and services.
 The FAA's proposal requires mobile data plans for drones, for instance. Verizon hopes to service over 1 million drone flights. Drone-mapping firms, such as Kittyhawk and AirMap, will push to land contracts to provide the real-time location service.

The regulations will cost nearly \$600 million over 10 years, says the FAA. They'll hike the cost of everything from wedding videography to pipeline inspection.

The Pentagon is ramping up its use of 3D printing to more quickly get parts, make repairs and help soldiers in the field. Virtually all branches of the military make some use of 3D printing, also known as additive manufacturing. The Air Force, for example, can fabricate 17 different airplane parts on its own, cutting wait times to 24 to 48 hours, versus one week to a year for a traditional replacement part. The Marine Corps has 3D-printed everything from munitions to surveillance drones.

One goal is self-sufficiency to help reduce reliance on external sources.

Another is reducing time and cost...in some cases, by dramatic amounts. The bump stop for an F-35 fighter jet can only be purchased for \$70,000 as a part of a full landing gear set. The cost to 3D-print just the part? As little as \$0.75.

But plenty of legal and logistical hurdles remain. Defense contractors make big bucks on sustainment contracts, which account for 70 cents of every dollar that the Pentagon spends on weapons, and will seek to protect intellectual property. One idea: Up-front payments for cutting-edge designs. For example, General Electric has offered the Air Force a licensing deal allowing the military to print engine parts.

Some things may be too important to be 3D-printed. For example, parts that ensure airworthiness, such as helicopter rotor blades. Also, the fear of hackers corrupting a sensitive part's digital design file will be a big concern for military brass.

OLYMPICS

There are already calls for a boycott of the 2022 Winter Olympics in Beijing.
Critics say China doesn't deserve the honor because of human rights abuses, including the detainment of Muslims. Members of Congress are speaking out, too.

The games will be the most contentious since the Cold War, when boycotts marred the 1980 and 1984 summer games. Expect outcry to ramp up through 2022.

But the Olympics will proceed as planned and be a huge moneymaker.

Yours very truly,

Knight/Kiplinger
 THE KIPLINGER WASHINGTON EDITORS

Jan. 3, 2020

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The Kiplinger Letter

FORECASTS FOR EXECUTIVES AND INVESTORS

1100 13th Street NW, Washington, DC 20005 • kiplinger.com • Vol. 97, No. 2

Dear Client:

Washington, Jan. 10, 2020

Most states' financial health is looking up, thanks to the long bull market in stocks and a decade of steady economic growth that has lifted tax receipts. Most are boosting spending this year while still adding to rainy-day funds. Outlays are up 5% on average.

But some are in better shape than others.

And many face long-run fiscal challenges.

THE STATES

How ready are states for another recession, whenever it arrives? The Great Recession forced painful cuts that took years to recover from.

29 are well prepared, with enough saved in reserve funds to ride out a moderate recession without having to cut services or lay off employees.

13 would face modest budget deficits because their reserve funds aren't quite large enough.

Eight are seriously unprepared, which means that even after tapping reserve funds, they'd still need to impose hefty budget cuts or tax hikes to make up for lost revenue and extra, recession-related costs.

The eight: La. Ill. Ky. Ark. N.J. N.H. Fla. Pa.

The story is similar with state pensions:

Overall improvement with some notable laggards. Strong investment returns have boosted the median funding ratio...the fraction of what is needed now in order to deliver promised future benefits...to 72.5%. But four state plans...those of N.J., R.I., Pa. and Hawaii...are below 60% funded. Three...Ky., Ill. and Conn...are less than 40%.

Health care expenses are a long-term worry. States spend an average of 20% of their budgets on Medicaid, a level that will keep rising. Also, most don't save enough to cover their future liabilities for retired employees' health care costs. One analysis found that for states to cover both future Medicaid and employee health obligations, they'd need to raise revenues by 4% per year, cut costs by 3% per year, or employ a mix of the two...for the next 50 years. Even if the feds step in with extra Medicaid funding, that money would likely trigger reduced federal aid for other programs states operate.

All of these problems will have to be grappled with sometime in the future.

For now, state finances remain sound. 41 states have credit ratings of AA or higher. Only one state, Ill., carries a rating lower than A-. State and local bonds remain in high demand due to their tax advantages, which means that governments looking to finance infrastructure projects will be able to borrow at low interest rates. And bond investors needn't worry about a wave of defaults hitting their portfolios.

But the future could arrive quickly. The next economic downturn or drop in the stock market...a matter of when, not if...will expose any fiscal weaknesses...for instance, pension plans that look well funded now, thanks to high asset prices. State pension plans are counting on a rather lofty average annual return of 7.25%. One bad bear market could render many plans woefully underfunded very quickly.

State Preparedness for a Moderate Recession

Adequate reserves for need

Ala., Alaska, Calif., Conn., Del., Ga., Hawaii, Ind., Iowa, Maine, Mass., Mich., Minn., Mont., Neb., Nev., N.M., N.C., N.D., Okla., Ore., S.C., S.D., Texas, Utah, Vt., Wash., W.Va., Wyo.

Inadequate by less than 5%

Ariz., Colo., Idaho, Kan., Md., Miss., Mo., N.Y., Ohio, R.I., Tenn., Va., Wis.

Inadequate by more than 5%

Ark., Fla., Ill., Ky., La., N.H., N.J., Pa.

Sources: Moody's Analytics, National Association of State Budget Officers

JOBS

Moderate December job gains of 145,000 reflect a return to normal after a Nov. surge. Surprisingly, retail added a good amount. Wage growth fell a bit...up 2.9% from a year earlier...and the unemployment rate stayed at 3.5%.

A labor market record: Jobs have been added for 111 consecutive months, a record for the U.S. Unemployment rates for blacks, Hispanics and those without high school diplomas are also at a record low, reflecting expanding opportunities.

ENERGY

Two recent milestones say a lot about the future of U.S. energy.
First, renewables generated more electricity than coal for the first time in April 2019, when wind, solar, hydropower, geothermal and biomass combined for 23% of U.S. electricity generation, versus 20% for coal. Though only one month...

The milestone is evidence of the falling cost of renewables, particularly wind and solar, for which the costs of utility-scale generation are down 70% and 90%, respectively, over the last decade. At the same time, coal's share of the U.S. power mix continues to decline as power plants close due to regulatory and economic hurdles.

But coal still generates more electricity than renewables on an annual basis: 28% for coal...second only to natural gas (35%)...compared with 17% for renewables. Despite the rise of renewables, they'll count for less power than coal for a decade.

Second, U.S. oil exports exceeded 4 million barrels per day for the first time in the week ending Dec. 27, 2019. Contrast that with a decade ago, when the U.S. shipped virtually no oil overseas because of a four-decade ban, lifted only in 2015.

None of this would be possible without the shale boom of the past 10 years, which caused annual U.S. oil production to double and exports to increase by 4,600%.

This energy bounty should last for at least another decade, if not longer, with the U.S. regularly setting annual oil production records into the late 2020s.

FINANCE

Fintech companies will have to wait to get bank charters from Uncle Sam.
A federal judge quashed an effort by regulators to give the green light, ruling against the Office of the Comptroller of the Currency. The OCC's plan was to offer special bank charters to financial technology firms. The judge ruled that the federal banking regulator lacks the power to grant such national charters.

The ruling puts the industry's future in limbo, hindering online lenders, cryptocurrency ventures and payment companies, which are eager to operate without relying on a bank, as they must now do. The OCC is appealing the ruling.

Issuance of leveraged loans is slowing down, declining in the U.S. by 44% in the third quarter of 2019, compared with a year ago. The loans are typically made to highly indebted firms, usually with low credit ratings. It's a \$1.2 trillion market.

Mutual funds that invest in leveraged loans are seeing investors flee at a record pace. Leveraged loan funds saw a net outflow of \$30 billion in 2019.

Banks wouldn't be hit hard by a downturn in the leveraged loan market, as they mainly package the debt and sell it to mutual funds, insurance firms, etc. And regulators say the market doesn't pose risks to the stability of the financial sector.

Still, financial cops continue to warn investors about risk because of a lack of buyer protections, leaving them at risk if an economic or market downturn hits.

INVESTING

Note a new kind of actively managed ETF poised to hit the market:
Nontransparent exchange-traded funds, which combine the flexibility of stock picking with the benefits of regular ETFs. The funds will disclose holdings at least once per quarter, rather than the daily disclosure required by most other ETFs. Active managers will like that they don't have to divulge their trading strategies daily.

The new ETFs will quickly gain traction. Regulators recently approved such ETFs from Precidian Investments, Fidelity Investments, T. Rowe Price, Natixis and Blue Tractor Group. Many more are coming, covering all sorts of sectors.



CONGRESS

When it comes to possible future U.S. military action against Iran...

Congress will stay on the sidelines. Presidents of both parties have relied on laws from 2001 and 2002 as the legal basis for ongoing action against terrorists in the Middle East. The two AUMFs... Authorization for the Use of Military Force... haven't been updated since the 2002 law was used for the U.S. invasion of Iraq, despite bipartisan efforts over the years, including last year. Now Republicans are wary of tying the president's hands on Iran during a period of uncertainty.

Still, Democrats in the House have passed new measures that require any future military action against Iran to first secure congressional authorization. Democratic leaders are furious that they weren't notified before President Trump ordered the killing of Iran's top general, Qasem Soleimani, in Baghdad. Democrats, and a handful of GOPers, are leery of the administration's rationale for the strike.

But the Senate won't go along. Majority Leader Mitch McConnell (R-KY) will stop any efforts, saying the president already has sufficient legal authority.

POLITICS

Keep an eye on the House race in N.J.'s 2nd Congressional District.

It will be a litmus test for Trump's staying power in swing districts.

Freshman Rep. Jeff Van Drew was elected in N.J.'s 2nd District in 2018 as a moderate Democrat. He recently abruptly switched to the Republican party, embracing Trump, surprising constituents and angering Democratic donors.

Races involving lawmakers that switch parties add a dose of uncertainty beyond the norm. Van Drew flipped the district from red to blue in the midterms after the retirement of a longtime Republican incumbent. Trump carried the district by almost 5 percentage points in 2016. But Obama won easily in 2008 and 2012.

Both parties will fight tooth and nail for the seat, spending lots of cash.

HEALTH CARE

Congress has finally done away with a trio of unpopular Obamacare taxes:

The health insurance, medical device and "Cadillac" taxes were repealed as part of the most recent bipartisan budget, after years of failed efforts to do so.

The health insurance tax will remain in effect until 2021, though the tax, which applies to all insurers offering plans for Obamacare, Medicare or Medicaid, has already been suspended numerous times since first going into effect in 2014.

Many states are suing Uncle Sam to recover money from when the levy was in effect (from 2014 to 2016). An appeals court will hear the case this summer.

The other two taxes will go off the books this year. The medical device tax first took effect in 2013, but Congress suspended it in 2016. The so-called Cadillac tax on high-priced employer-sponsored insurance plans has never gone into effect.

TECH

Tech heavyweights have a new plan to boost sales of smart-home devices:

Create technical standards that work across different vendors, so buyers don't have to worry whether, say, a smart speaker will work with a connected lightbulb of another brand. Today, there are no widely adopted standards for smart-home gear.

Amazon, Apple and Google are leading the effort with the Zigbee Alliance, which develops open wireless standards. The Connected Home over IP project, as it's known, will unveil its standards in late 2020 for locks, smoke alarms and more.

It will make it easier to develop, manufacture and sell smart-home devices because they will be compatible without requiring an extra piece of hardware.

Total smart-home devices in use globally will reach 1.6 billion in 2024, up from 530 million in 2019. Standards will soon help boost the market further.

In the U.S., more than 50% of homes own at least one smart-home gizmo. Expect demand to rise for the monitoring of major systems...electric, HVAC and water.



ON THE
MOVE

Get used to sharing the road with more battery-assisted electric bicycles.
Sales of so-called e-bikes will likely outpace those of electric cars and trucks
in the coming years. By 2023, there will be roughly 300 million e-bikes worldwide,
up 50% from today. Bike-friendly places like China will see the most growth. But...
U.S. e-bike sales are already surging, reaching 400,000 units in 2018,
a 73% increase from the year before. By contrast, traditional bike sales fell 8%.
What's the appeal? E-bikes require less effort than traditional bicycles...
good for older cyclists or those who want to bike to work without breaking a sweat.
(E-bikes feature small electric motors, but can also be propelled by pedal power.)
They're also easy to recharge, requiring only a standard power socket.
And they're fast, as advances in lithium ion batteries give e-bikes more speed
and power than ever before, including motor-assisted speeds of 20-28 miles per hour.

THE
WORLD

New U.S. sanctions won't stop the Nord Stream 2 pipeline, a project
that will allow Germany to increase its imports of Russian natural gas
via the Baltic Sea. The \$10 billion pipeline is already almost complete. At most,
the sanctions, passed as part of a recent defense policy bill, will cause minor setbacks.
But they will create another transatlantic rift, with Germany in particular
calling for Europe to take further action to shield its companies from U.S. penalties.
Proposals range from new financial infrastructure to countersanctions on the U.S.
And it will help solidify Russia's role as a key European energy supplier,
despite fears in Washington and Brussels of overreliance on Russian natural gas.
Moscow accounts for a third of European gas imports. Building more infrastructure
and forging more regional ties will keep Russian gas the most cost-effective option
and help ward off competition, including from U.S. LNG...liquefied natural gas.

Note the easing tensions between Russia and Ukraine. The two countries
recently signed a new five-year contract that ensures the continued flow of gas
from Russia to Europe via Ukraine. Kiev will also maintain access to billions
of dollars in annual gas transit fees, a crucial source of government revenue.
Nord Stream 2 opponents have argued the pipeline is a means for Moscow
to further weaken Ukraine after five years of fomenting conflict in the country.

A recent cease-fire deal and prisoner swaps also offer reason for optimism.
Still, don't expect a quick resolution to the situation in eastern Ukraine,
where government forces have struggled to defeat Russian-backed separatists.

MIDDLE
EAST

The U.S. and Iran aren't going to war. But tensions will continue to rise
between the two countries. Even though Tehran can't afford an all-out war,
as evidenced by its restrained response to the U.S. killing of a top Iranian general...
Iran still wants to punish the U.S. for its "maximum pressure" strategy
which has crippled the Iranian economy, resulting in shortages and 40%-plus inflation.
And it has many ways to exact a price, most notably using proxy forces
in countries such as Iraq and Lebanon to launch attacks on the U.S. and its allies.
As a result, don't expect American troops to leave Iraq anytime soon. A vote
by the Iraqi parliament to expel U.S. forces will ultimately go unheeded. And concerns
about losing influence to Iran will strengthen Washington's resolve to stay...for now.

Yours very truly,

Knight/Kiplinger
THE KIPLINGER WASHINGTON EDITORS

Jan. 10, 2020

P.S. Want to build retirement wealth? Our free retirement e-mail newsletter
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BOARD OF EDUCATION ITEM 10
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 22, 2020

PREPARED BY: Brad Miller, Legal Counsel

TITLE OF AGENDA ITEM: Interview Candidate for Vacant Board of Education Position in
Director District 4

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE:

After the regular biennial school election on November 5, 2019 where no director was elected in district 4 by the eligible electors, the Board stated its intention to consider nominations at its December 2nd meeting and set the nomination/application period to end on January 13, 2020.

RELEVANT DATA AND EXPECTED OUTCOMES:

Interested persons were invited to send a completed application packet to the board's assistant. On December 6th John Koster filed a candidate packet for the appointment.

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Interview candidate for vacant Board of Education position in Director District 4

APPROVED BY: John Graham, Board President

DATE: January 15, 2020

To Whom it May Concern:

Hello, I am John Koster, a long-time resident of Colorado and District 49. I have expressed a desire to serve on the Board over the years, and understand you need support in my sub-district.

I am part of a diverse family with my wife immigrating from the Philippines. We have been married for 30 years, have had two children grow up in the district, and have a granddaughter we are raising now in the district. My daughter grew up with learning difficulties and maintained an IEP/ILP through graduation at Patriot Learning Center. My granddaughter has been identified with dyslexia and is attending ALLIES – a wonderful school. I would say these experiences make me keenly aware of the difficulties some children have in a traditional school system, and the importance of addressing these special cases.

Professionally, I have 20 years of experience with the U.S. Air Force, followed by a continuing career in the Aerospace industry over the past 11 years. My experiences range from system operator, team manager, software design and test, system integrator, to my current position on the Air Force Space Command support staff. I am skilled in managing resources, programs, and budgets. I am analytical and detailed oriented, and excel at managing and completing project and tasks with efficiency and excellence.

Should you desire my support on the District 49 Board of Trustees, I would be happy to be of service.

Sincerely,

John Koster

John M. Koster

Skill Highlights

- Project Manager
- Cross-organizational Program Implementation
- Versed Hiring Manager
- Travel/Materials Budget Manager
- System Administrator
- Cost Account Manager
- Extensive Diversity and Inclusion training
- Security + Certified

EXPERIENCE

2015 – 2019 Team Lead and Ground System Manager, Colorado

- Managed dynamic team of 15 members in three operating locations
- Adept at cross-functional team problem resolution while supporting a global customer base
- Provided monthly travel and labor projections – balanced team across three functional groups
- Responsible for the sustainment of satellite ground systems
- Supported multiple product improvement study efforts
- Key contributor to program design reviews for software milestone deliveries
- Supported contractual study Basis of Estimate determinations
- Emphasizes professional development and training to team members through internal and external training, travel to terminal test facilities, and on-the-job training

2007 – 2014 Systems Engineer, Colorado

- Recognized authority responsible for pre-planning and producing all ground control image products
- Created software tools and scripts overcoming software deficiencies
- Quickly adapted to new software constraints and program requirements devising robust test methodologies
- Successfully integrated planning tool software into squadron operations
- Authored technical design documentation using Visio and Microsoft Office applications
- Managed software module and element-level testing, led engineering work groups; gained technical concurrence and stakeholder approval of performance criteria and requirement verification strategies; performed as Test Inspector and Verification Engineer

2/2007 – 9/2007 SATCOM Engineer, Colorado

- Developed terminal training system including a 100 hour training course with 65 in-class lessons/40 lab hours
- Developed course catalog, course objectives and test questions paired to individual lessons
- Developed lesson plans and class slides in Instructor Led Training (ILT) format
- Scripted ILT material for adaptation into Computer Based Training Course

1987 – 2007 Active Duty with United States Air Force

EDUCATION

University of Maryland
CCAF
U.S. Coast Guard

BS in Information Systems Management, 2006 – Cum Laude
AAS in Information Systems Technology, 1998
200 hours Senior Leadership and Management Training

Candidate Questions Board Vacancy 12-2-2019

Name: John Koster Director District: 4

1. Tell us about yourself. What skill set would you bring to the table that would complement those of the current members of the Board?

I am retired from the U.S. Air Force (2007) and have worked in the Aerospace industry for 19 years (military and contractor). My experience ranges from system operator, software design and test, software/system integrator, team leader/manager, and command support staff. I have significant experience managing resources, programs, and budgets. I am analytical and detailed oriented and excel at managing and completing project and tasks with efficiency and excellence.

My daughter grew up with learning difficulties and maintained an IEP/ILP through graduation at Patriot Learning Center. My granddaughter has been identified with dyslexia and is attending ALLIES – a wonderful school. I would say these experiences make me keenly aware of the difficulties some children have in a traditional school system, and the importance of addressing these special cases.

2. A constituent or employee contacts you regarding an issue at the building or department level. How do you respond?

Problems are always best solved at the lowest possible level. I would encourage the individual to reach out to the Department Manager or Building Manager/Principle for help and assistance. If they feel they are not receiving the level of attention needed, then follow the chain of command up. Situation dependent, I might reach out to the Department or Building manager and let them know what had happened so they could give some thought on the issue in preparation for a response.

3. Why do you want the position of board member in this district?

I am willing to serve where needed and want to help D49 afford the best opportunities for the kids of the district.

4. Describe the board's role as it relates to the chief officer team's role in the district.

I would need to review the constitution and bylaws to understand the interactive relationship. However, I believe in letting leaders lead.

5. If you have a decision to make, how do you go about making such decisions?

I let the facts speak and use logic to understand the situation. I tend to investigate and research when making a decision.

6. What do you feel the individual board member's role is among five school board members?

To work as a team to resolve issues and drive policy.

7. Have you had any prior community or district involvement as a volunteer, elected official, board member or other role?

I have 18 years of experience with a boy's youth program called Royal Rangers. I have served in the classroom, outings, campouts, manage equipment and budgets, track advancement progression, organize national level events, and am currently leading the outpost of approx. 18 boys and 8 leaders. I also contributed minor volunteer work at the school level for my kids as they were growing up.

State of Colorado
County of El Paso

Affidavit of School Director Candidate on Qualifications for Office

This is to certify that I, John Koster, a candidate for the office of School Director of School District 49, do fully meet the qualifications of the office I am seeking as set forth in Colorado statute. Further, I affirm that I have never been convicted of commission of a sexual offense against a child¹.

John Koster
Signature

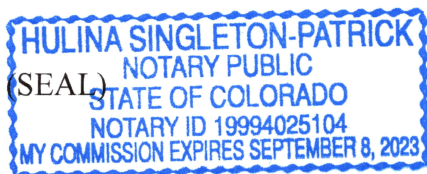
12/27/2019
Date

State of Colorado)
)
County of El Paso) ss _____

Subscribed and sworn before me this 27th day of December, 2019,

By John Koster.

WITNESS my hand and official seal.



Hulina Singleton-Patrick
(Notary or officer administering oath)

My commission expires: 09.08.2023

¹ For purposes of this document, "convicted" includes having pleaded guilty or nolo contendere or having received a deferred judgment and sentence, except that a person shall not be deemed to have been convicted if the person had successfully completed a deferred sentence. C.R.S. 22-31-107(5)(c).

For purposes of this document, "sexual offense against a child means any of the offenses described in section 18-3-405, 18-3-405.3, 18-3-305, 18-6-301, 18-6-302, 18-6-402 to 18-6-404, and 18-7-402 to 18-7-406, C.R.S., and any of the offenses described in sections 18-3-402 to 18-3-404 and 18-7-302, C.R.S., where the victim is less than eighteen years of age. "Sexual offense against a child" also means attempt, solicitation, or conspiracy to commit any of the offenses specified in this paragraph. C.R.S. 22-31-107(5)(b).