REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
January 10, 2019
Fantastic 49 - 6:00 p.m.
Business Meeting – 6:30 p.m.
Education Service Center – Board Room

Fantastic 49
• Skyview Middle School Team Earns Prestigious Award for Project Lead the Way
• Creekside Building Manager Dedicated to Serving D49
• Evans International Elementary School Leader Promotes Community Engagement
• Vista Ridge High School Facilities Staff Member Has Passion for School

1.00 Call to Order and Roll Call
2.00 Welcome and Pledge of Allegiance
3.00 Action of Agenda

4.00 Consent Agenda
4.01 Action on Minutes of Regular Board of Education Meeting 12/13/2018 – Garza
4.02 Action on Matters Relating to Administrative Personnel – White
4.03 Action on Matters Relating to Licensed Personnel – White
4.05 Approval of Matters Relating to Non-Renewal of Probationary Teachers - White

5.00 Board Update
5.01 Chief Officer Update
5.02 Student Board of Representatives Update

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

7.00 Action Items
7.01 Action on Imagine Classical Academy Charter Renewal Resolution – Franko
7.02 Action on District Accountability Advisory Committee (DAAC) Bylaws – Newbill/Rex
7.03 Action on 2019-2020 School Family Calendar and Preliminary Approval of 2020-2021 School Family Calendar - Whetstine
7.04 Priority Improvement Planning Update: Action on ALLIES Unified Improvement Plan (10 minutes) M. Pickering/Whetstine
7.05 Action on New Course Proposals:
   a. FBLA Leadership I and II at Sand Creek High School - Siemieniec
   b. Large Animal Vet Science at Falcon High School - Kranz
   c. Veterinary Pet Care at Falcon High School – Kranz
   d. Agriculture Economics and Marketing at Falcon High School – Kranz
   e. SAT/PSAT Math Prep at Vista Ridge High School – Rogers
   f. Digital Art at Falcon High School - Canuel
7.06 Action on Course Name Change Proposals:
   a. Chamber Choir to Show Choir at Vista Ridge High School – Beeler
   b. Critical Thinking to Global Studies – James
   c. Business Math to Personal Finance – Rogers/Woodcock
7.07 Action on 2020-2021 Board of Education Meeting Dates - Garza
7.08 Adjust Schedule for Mission Innovation 2.0 to Launch August 2019 – Hilts
7.09 Action on New Job Description, Individualized Education Compliance Assistant – Lemmond
7.10 Items Removed from Consent Agenda

8.00 Information Items
8.01 Process Improvement Update
   a. JKA-E, JKA-E-2 Restraint or Other Student Safety Report - Lemmond
8.02 Expulsion Information - Lemmond
8.03 Student Study Trips – Seeley
8.04 Current Legal Issues – Ridgway/Hathaway
8.05 Board Sub-Committee Minutes – Garza
8.06 Job Descriptions-Administrative Revisions – Andersen
   a. Teacher of the Visually Impaired
   b. Speech and Language Pathologist
   c. Coordinator of Gifted Education

9.00 Discussions Items
9.01 2016 3B Projects Update (10 minutes) Lee/Willhelm
9.02 New Job Description (5 minutes) Lemmond
   a. Teacher of the Deaf/Hard of Hearing
   b. Occupational Therapist
9.03 Annual Review of District Legal Representation (5 minutes) Ridgway
9.04 Amended 2018-19 Budget Update (10 minutes) Sprinz
9.05 Amended 2018-19 Charter School Budget Update (10 minutes) Sprinz

10.00 Other Business
10.01 Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance
10.02 Determination of whether to conduct a hearing on a Stakeholder Grievance matter

11.00 Adjournment

DATE OF POSTING: January 7, 2019

Donna Garza
Executive Assistant to the Board of Education
BOARD OF EDUCATION ITEM 4.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: D. Garza, Executive Assistant to the Board

TITLE OF AGENDA ITEM: Approval of Minutes of Regular Board of Education Meeting 12/13/18

ACTION/INFORMATION/DISCUSSION: Consent Agenda-Action

BACKGROUND OR RATIONALE
Board review and approval is required prior to posting minutes.

RELEVANT DATA AND EXPECTED OUTCOMES:
Once approved by the board, the minutes will be posted on the district website.

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

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

APPROVED BY: Dave Cruson, Board Secretary

DATE: December 19, 2018
**BOARD OF EDUCATION ITEM 4.02**
**BACKGROUND AND DOCUMENTATION FOR Consent or Routine Agenda Items**

**Board Meeting Of:** January 10, 2019  
**Prepared By:** Paul Andersen, Director of Human Resources  
**Title Of Agenda Item:** Approval of Matters Relating to Administrative Personnel  
**Action/Information/Discussion:** Consent - Action

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

### Relevant Data And Expected Outcomes:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its’ function of hiring and other associated personnel activities that impact student achievement.

### Impacts On The District’s Mission Priorities—The Rings And Rocks:

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### Recommended Course Of Action/Motion Requested:
I move to approve the attached personnel changes as recommended by the administration.

**Approved By:** Peter Hilts, Chief Education Officer; Brett Ridgway, Chief Business Officer

**Date:** December 19, 2018
BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. The hiring and transfer actions on attached roster are to meet Board of Education objectives in student achievement. Retirement and resignations, if any, are included in this roster.

RELEVANT DATA AND EXPECTED OUTCOMES:
By addressing these actions, the Board of Education is approving the necessary actions that allow the district to continue its’ function of hiring and other associated personnel activities that impact student achievement.

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

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

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

DATE: December 19, 2018
**BOARD OF EDUCATION ITEM 4.04**

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

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Nicole Evans, Human Resources Manager  
**TITLE OF AGENDA ITEM:** Approval of Matters Relating to Educational Support Personnel  
**ACTION/INFORMATION/DISCUSSION:** Consent - Action

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**BACKGROUND OR RATIONALE**

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

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**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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

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

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

**DATE:** December 19, 2018
BOARD OF EDUCATION ITEM 4.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Melanie White, Human Resources Manager
TITLE OF AGENDA ITEM: Approval of Matters Relating to Non-Renewal of Probationary Teachers
ACTION/INFORMATION/Discussion: Consent - Action

BACKGROUND OR RATIONALE
To gain Board of Education approval for personnel changes. To remain in compliance with statute C.R.S. 22-63-203(3) of the Teacher Employment, Compensation and Dismissal Act of 1990, action needs to be taken concerning probationary teacher contracts.

RELEVANT DATA AND EXPECTED OUTCOMES:
The non-renewal actions on attached roster are to meet Board of Education objectives in student achievement. By addressing these action items, the Board of Education is approving the necessary actions that allow the District to continue its’ function of hiring and other associated personnel activities that impact student achievement.

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

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

DATE: January 7, 2019
**BOARD OF EDUCATION ITEM 7.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Andy Franko, iConnect Zone Leader  
**TITLE OF AGENDA ITEM:** Charter Renewal Presentations –Imagine Classical Academy  
**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**
The charter board of Imagine Classical Academy at Indigo Ranch submitted an application to renew its charter contract with District 49 in 2017. The application was reviewed by members of the District Accountability Committee, an external panel of experts, and district level administration. In addition, the charter board and administration was interviewed to determine its capacity to operate the proposed school. In February of 2018, the BoE voted to renew the charter contract for one year, citing conditions of renewal. The iConnect Zone Administration conducted an abbreviated process with the ICA Board to review the progress the school made to meet the conditions identified in the resolution. As part of the renewal process, the charter board and administration made a presentation to the D49 Board of Education during a public meeting held December 13, 2018.

**RELEVANT DATA AND EXPECTED OUTCOMES:**
The presentation by the charter board allowed the District 49 Board of Education and community to hear publicly from the school. The iConnect Zone submitted a renewal report summary that details a progress review site-visit and status update to the Board in preparation for action to be taken at the January BoE Regular meeting. Prior to the January meeting, administration will provide a recommendation and resolution for the board’s consideration.

**IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:**
The public hearing allows for greater transparency and builds trust within the community and strength in the relationship between the district and charter school.

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**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Based on the presentation of the charter school and the review of the conditions listed within the renewal resolution dated February 8, 2018, I request that the Board move to approve the attached resolution and renewal application.

**APPROVED BY:** Peter Hilts, Chief Education Officer  
**DATE:** December 19, 2018
RESOLUTION

Regarding Imagine Classical Academy – Indigo Ranch, aka Grand Peak Academy

WHEREAS:

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

The Board of Education is committed to providing a Portfolio of Schools – to include a Classical Education option; and

The Board of Education is committed to being the Best District by supporting the diverse needs of students through specialized programming emphasizing academic growth and post-secondary readiness; and

The Board of Education is committed to building strong Community partnerships with the Imagine Classical Academy charter community; and

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

THEREFORE:

We, the members of the board, resolve to approve the charter renewal application and support a full-term charter contract negotiation as recommended by administration on January 10, 2019. The executive summary of the charter renewal report, submitted by the iConnect Zone Superintendent and endorsed by the Chief Education Officer, Chief Business Officer, and Chief Operations Officer, details the following charter contract conditions approved by this board:

- **School Name and Location:** District 49, on behalf of the school currently known as Imagine Classical Academy, identified by school code 4257, and located at 6464 Peterson Rd. Colorado Springs, CO 80923; will submit a request to the Colorado Department of Education to change the school name to Grand Peak Academy, at a new location of

- **Contract Term:** The charter contract term beginning July 1, 2018 and ending June 30, 2019 will be extend to June 30, 2023.

- **Progress Monitoring/Probationary Status:** Grand Peak Academy will maintain a status of “Good Standing” according to the outcomes described on the Annual Performance Review. In addition, the iConnect Zone administration in collaboration with Grand Peak Academy will develop progress monitoring milestones that will be reviewed and reported twice annually beginning in the fall of 2019 and continuing through June 30, 2021 of the extended contract. Progress monitoring status will be reported to the District 49 BoE during the iConnect Zone Performance Updates in the Fall and Spring of each year. Failure to reach the identified milestones on the part of the charter school will be considered breach of contract and could result in revocation as described in the contract. Milestones will include but not be limited to the following:
  - **Academic Progress:** Grand Peak Academy will maintain a rating of Performance as measured by the School Performance Framework. In addition, the school will utilize a
system of academic measures that identify interim progress of students’ learning in the areas of reading, language arts, and math and aligns to the school’s Unified Improvement Plan.

- **Facility and Enrollment Plan:** The board will monitor the adopted long-term facility plan to ensure future financial viability commensurate with the enrollment plan. An enrollment minimum will be determined and agreed upon by the school and authorizer. The enrollment minimum will be set to ensure financial viability can be sustained.

- **Board Policy:** The board shall review its board policies to ensure consistency and legality utilizing best practices for charter school governing boards.

- **Educational Service Provider (ESP) Agreement:** Should the school seek support from and Educational Service Provider, the school will obtain district endorsement for a new ESP agreement, prior to it being executed. In negotiating a draft management agreement, the charter board must use their own, independent legal counsel.
  - In order for a management agreement to be considered, it shall not:
    - Give proprietary rights for curriculum or materials developed at the request of the charter school board and paid for with funds directed by the board.
    - Contain Indirect Cost Allocation terms of greater than 11% and the actual costs of services provided shall be delivered to the charter board within 30 days of completion of each fiscal year quarter.
    - Permit the management company to terminate the agreement if the charter school’s enrollment falls below 75% of its capacity, noting that ICA states its capacity is 930 students.
    - Enable the management company to terminate the agreement if a combination of federal and state revenue falls below 10% of per pupil funding from the previous fiscal year.

  - In addition, the management agreement shall comply with the Education Service Provider (ESP) Agreement Guidelines, which is attached to the state’s charter school Sample Contract Language and Attachments (2011).

- **Principal Evaluation:** By June 1 of each year, provide evidence of a completed Principal evaluation that includes board input. The Principal Evaluation will consider both elements and standards similar to Colorado Principal Standards as well as elements and standards associated with charter school administration standards. Evidence shall take the form of board minutes.

- **Notice of Concern:** The number of notices of concern issued to the School shall not exceed one in a school year during the extended term.

- **Preschool:** The School will produce evidence that supports the separation of the private pre-school. The School shall submit to the iConnect Zone an annual plan and report of outcomes.

- **Governance Training:** Each board member that has served for at least one year will provide evidence of completing fundamental board training such as online training for Colorado charter school boards or iConnect Zone approved training. Board members having already finished the CDE board modules should provide evidence demonstrating completion.
The Chief Education Officer, through his designees, the iConnect Zone Superintendent and Imagine Classical Academy board, will be responsible for preparing and presenting a charter contract with an amended term for board approval.

ADOPTED AND APPROVED this 10th day of January, 2019.

______________________________
Marie La Vere-Wright, Board President
School District 49

(SEAL) ATTEST:

______________________________
Dave Cruson, Board Secretary
School District 49
Imagine Classical Academy

Charter Renewal Report
October 29, 2018

In 2017, Imagine Classical Academy (ICA) submitted a charter renewal application to its authorizer, District 49. The renewal process includes an application review, a site visit by an external team of three members with a summary report, a capacity interview of the charter board, and hearings before the District 49 Board of Education (BOE). On February 8, 2018, the D49 BOE adopted a resolution - authorizing the charter school to operate for an additional year, providing it meet stipulations outlined in the resolution. The charter term was extended through June 30, 2019. Therefore, the charter school board is in an abbreviated renewal process, along with the typical charter school renewal timeline - to determine the future of its charter with District 49.

On Monday, October 29th, Andy Franko - iConnect Zone Superintendent, Tina Vidovich – iConnect Zone Operations Administrator, and Denise Mund – Charter School Solutions, visited ICA and interviewed board members, administration, parents, and staff. Jamie Brackney and Kathleen Winchester of the District Accountability and Advisory Committee (DAAC) participated in interviews and team discussions.

Background
ICA was originally chartered in 2008 and was renewed in 2012 and 2017. ICA uses the classical approach to education, complemented with a character development program. The school currently serves 663 students and offers grades K-8. Additionally, the school hosts a private pre-school at the campus.

Site Visit Team Review

Strengths

- As reported in the family and school staff focus groups, there continues to be a strong and positive culture within the school community.
- As observed in classroom visits, the educational program of the school is consistent. The school continues to focus on a classical education approach with an emphasis on Core Knowledge Language Arts and Saxon Math as anchor curricula.
- The charter board conducted due diligence to determine a separation with Imagine Schools, Inc. is needed. The steps to reach a separation by June 30, 2019 are underway.
- Academic influence by the current management company was not evident. It is anticipated the educational program will remain consistent without the management company being involved in the future.
• The board has engaged a consultant who is supporting the board in strategic planning, selecting insurance vendors, and developing long-term operational goals.

Findings

When the Board of Education (BoE) extended the ICA contract for an additional year in February 2018, primary issues listed in the resolution fell into the categories of academics, finances, and governance. The findings from this year’s school site visit and document review address these categories.

Academic

• According to the school administration, a committee was formed last year to re-evaluate the math curriculum; however, there was not a recommendation from the committee at the end of the year. An articulated outcome was not evident.
• In review of the school’s academic proficiency and growth data, ICA saw varying results in academic performance. In ELA, two grade levels attained increased student performance, while four grade levels saw decline. In Math, three grade levels improved and three declined.
• ICA growth data indicates a decline in median growth percentile for both ELA and Math. The overall growth in ELA fell from 57.0 in 2017 to 47.0 in 2018. The overall growth in Math fell from 54.0 in 2017 to 49.0 in 2018.
• Achievement and growth results for ICA in 2017 were at an overall high for the school. The 2018 results reflect slightly higher results from the typical trend.
• ICA outperformed the District on three CMAS assessments in ELA, and was outperformed by the District on three CMAS assessments. The same was true for the CMAS Math assessment.
• According to the current charter contract, the school states an increase in state assessment performance and growth are annual goals. This outcome has not been achieved.
• According to the school administration, Writing has been a priority for the past five to six years. The administration stated Writing is again a top priority for the current school year. Over the course of time, ICA has incorporated four different writing programs alongside Core Knowledge Language Arts (CKLA).
• According to the parent focus group, there is overall satisfaction with the academic progress of their students. Many parents indicated their students are outperforming other students in surrounding schools, thus their reason for attending ICA.
• In addition to academic performance, parents reported they send their children to ICA because of the family feel and positive culture.
• According to the parent focus group, there is overall satisfaction with the classical education model, curricula, and volunteer/parent involvement at the school. The parents interviewed concluded the positive school culture, which they attributed
to high levels of parent engagement at the school and at home, is the cornerstone of the school and supports the academic success.

- Parents expressed concerns about the lack of counseling services and the transition to the new school building (Grand Peak Academy), potentially changing the parent dynamic.
- The teacher focus group expressed the school culture is positive. When asked about the school’s top priorities, all teachers expressed improving Writing is a top goal. When asked, teachers were not able to explicitly express the outcomes or results to be gained. Other priorities were not consistently reported.
- When asked how teachers reach struggling students, many offered a variety of strategies, but a consistent response to intervention (RtI) or multi-tiered systems of support (MTSS) plan was not articulated.
- According to the teacher focus groups, many were optimistic and positive about a separation from Imagine Schools, Inc. They reported a new school building will allow them to extend in their reach to meet student needs as well as continue the established culture and climate. Additionally, teachers reported the board has been transparent with the transition and the administration is supporting the staff through the process.

**Finances**

- As outlined in the resolution dated February 8, 2018, District 49 requested that the ICA board negotiate and receive district endorsement of a new Education Service Provider agreement. Within the agreement, the District advised the Indirect Service Fee shall not exceed 11% of per pupil revenue. While the ICA board tried to negotiate a decrease in the management company’s fee, they were not successful. The school is paying a 12% fee for the 2018-19 school year. In review of the school’s check registry, amounts of $54,416 in August 2018 and $51,695 in September 2018 were posted in payments to the management organization.
- Further, the resolution asked the management to provide an itemization of actual costs at the completion of each quarter. Evidence of this was not provided.
- According to the ICA Board, some services previously provided by the management organization have been dropped this year. An example shared by the board included new student marketing.
- In review of school financial documents, it was noted that student enrollment is declining.

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- When asked, the ICA board stated it plans to use an estimated 700 FTE for the budget next year at a new facility.
In its February 8th resolution, the BoE directed the ICA Board to develop a financially viable long-term facility plan. The board met with representatives of Schoolhouse Finance, LLC to discuss the possibility of the board buying the current facility from the lessor. According to the ICA Board, acceptable terms were not reached. Schoolhouse Finance made an offer that was significantly above the appraised value of the facility and did not take into consideration water issues at the site. Moreover, although student enrollment dropped, the lease increased 2.1% this year. ICA is currently paying $111,691 per month for its lease.

The school provided a current financial statement that projects an estimated $57,000 loss. It was reported that the board is considering where budget cuts should be made and an adjusted budget will be approved in January.

There is a preschool on site. As directed, the board has created a separate legal entity and separate bank account for the preschool. In discussion with Board and Staff members, it was noted that the Principal continues to oversee the preschool program. His administrative time, and other staff members who also provide services, is not recorded separately.

**Governance**

According to the school Administrator and Board of Directors, the board used an administrator evaluation instrument obtained from Vanderbilt University to evaluate the Principal and Assistant Principal. The process included a 360-degree response by all staff, board members, and management company supervisors. Evaluation components were included for financial and governance issues specific to the nature of charter school administrative positions. The board did not provide evidence that this evaluation instrument was aligned with charter school best practices. Instead, the instrument was obtained by a board member via an Internet search. The online evaluation process takes 45 to 60 minutes to complete. The board did not say what the response rate was on staff surveys.

The renewal resolution dated February 8th asked charter board members to complete fundamental training for charter school boards by June 1, 2018. According to the Board of Directors, four of the five ICA board members have completed that training and a fifth board member is halfway through the training.

When asked, the administration provided a school dashboard, which is created by and monitored by Imagine employees. The dashboard does not include board-specific components and is primarily comprised of academic and financial performance metrics. These metrics are broad-based and provide valuable information about the school. However, the board has not created a snapshot of what it values in determining whether or not the school is meeting its vision and mission. It is unclear if the board participated in creating the administrator’s dashboard and if it uses other sources of information not included in the dashboard.
• As presented in focus group interactions, the ICA board, administration, and management company have engaged in a process to review and adopt board policies. The board has submitted many of these policies to their legal counsel for review throughout the year. However, evidence was not presented to suggest the at-will nature of employment was ensured through policy revision. The change to a different format was recommended by the management company and does not align with charter school best practices. A review of the current draft shows a lack of clarity for what is policy relevant for a school district versus an autonomous charter school.

• The charter board has taken numerous steps to separate from Imagine Schools, Inc. and, after having been unsuccessful in negotiating more favorable terms, sought and negotiated facility solutions from a different source. During this process the board has kept the district informed of progress. Even with these steps, the board has not updated its policies with the intent of being separate from its current management company; there is no evidence of a strong financial plan to manage an operations transition, particularly as it relates to cash management; systems have not been sufficiently reviewed and established as recommended during the previous renewal process; and the board lacks strong, cohesive vision for what the proposed transition will actually entail. While the board has been doing a lot on behalf of the school, not all work aligns with best practices for charter schools. While accomplishing specific tasks, the board may have unintentionally set the school up for a tumultuous transition to operating independently.

• The ICA Board was asked to improve the quality in which it implements an appropriate grievance policy. A document review concludes board members provided open and transparent communication regarding stakeholder complaints. The document review also concludes a formal Office for Civil Rights (OCR) complaint was filed against school administration in August of 2018 alleging school administration was non-compliant with a student’s Section 504 plan in September of 2017. The OCR noticed the school, the ESP attorney, and the District. A 302 agreement was reached, thus assuming validation of the alleged complaint.

DAAC Review

Unique to the abbreviated renewal process, the District Accountability and Advisory Committee (DAAC) participated in the site visit process. Members of the Charter Subcommittee engaged in the focus group interviews and provided the following independent feedback:

• The DAAC recognized an inconsistency with expectation of teacher implementation of key components that D49’s BoE asked to see.

• The ICA Board has made many developments in their governance to meet the new expectations of the District’s Board.
• There has been tremendous growth from the ICA Board, but the board still needs support.
• The administration team did not hold themselves accountable for the specified changes to be implemented. It was stated they were starting to look at some things to change for their re-charter but they hadn’t yet implemented many of the expectations.
• Standards 1-6 were not consistently implemented—mostly in the area of academic standards not posted accurately on the classroom’s board.
• As evident in interviewing school administration, we saw that there was limited accountability or structure, which then trickles down into the staff not having guidelines for expectations.
• As evident in classroom visits and teacher interviews, there was inconsistency in the goals of the school. What was observed did not align to what was spoken.
• During parent interviews- it was stated that the parents and culture was amazing at Imagine. However, when asked about academics none of the parents had knowledge of the curriculum or academics.
• Parents and staff could not say enough about how they love the family feeling in the school.
• While a high culture of care (from parents, teachers, and Admin/Board) was evident, there was a low awareness of academics, management and operations.

Conclusion
Based on the findings of the District 49 administrative review, along with the critical input from members of the District Accountability Advisory Committee and an expert external partner, it is recommended the Board of Education approve to charter Imagine Classical Academy under the new school name - Grand Peak Academy, at a new location of 7036 Cowpoke Rd. Colorado Springs, CO 80922 for the term of five years – with a corrective action plan that will be reviewed and monitored for progress on an semi-annual basis during years’ one and two of the new contract. Should the District 49 Board of Education take formal action that affirms this recommendation, a resolution and charter contract will detail the following:

1) Section 4.1 of the current charter contract requires the school to maintain appropriate and practical policy. The ICA board has taken steps to address updating policies; however, upon review of draft documents and charter board input during the focus group interview, the process is deemed incomplete. Therefore, the school is required to continue to develop policy that is both acceptable and practical for the charter to operate with efficiency and appropriate legal standing, to include policy that maintains and verifies at-will employment status of charter employees.
2) Section 4.4 and 7.3.B(i)a of the current charter contract in alignment with the Charter School Act requires the school to conduct an annual evaluation of the school administrator. While the board provided evidence of an appropriate school administrator evaluation tool and testified to the use of the tool during the 2017-18 school year, the process will continue to be monitored to ensure there is both consistent implementation and quality results. Therefore, the school is required to continue to provide an appropriate evaluation tool and annually validate through written narrative the process and result of the evaluation to the iConnect Zone Superintendent.

3) Section 4.5 of the current charter contract requires the school to produce an annual dashboard indicating performance levels specific to the measurable outcomes identified within the Annual Performance Report (APR) as well as measurable goals established by the charter Board. While the design and measurable goals are the discretion of the charter board, the iConnect Zone will monitor progress toward academic, financial, governance, and operational success as defined within the APR standards and strategic goals of the charter school.

4) Sections 4.6 and 7.3.B(i)b/c of the current charter contract requires the school to have and enforce a school based due process/complaint policy. While the review team recognizes the school’s increased effort to appropriately respond and address stakeholder complaints, continuation of progress monitoring of the board’s action is necessary to ensure the school complies with the expectation detailed in the renewal approval resolution of 2017 and 7.3.B(i)c. Progress monitoring of a corrective action plan will require a communicative narrative from the charter board to the iConnect Zone Superintendent in regards to formal complaints made and a description of the resolution.

5) Section 4.7A of the current charter contract addresses Contracting for Core Educational Services. Under the current contract language as well as the renewal resolution of 2017, the charter school is required to receive district approval of an Education Service Provider (ESP) agreement prior to execution. Additionally, the renewal resolution of 2017 states the school shall not engage in an ESP agreement that contains Indirect Cost Allocations of greater than 11%. A document review and the site visit team confirmed the ESP agreement between Imagine Schools, Inc. and the charter school was not approved by the district and contains Indirect Cost Allocations of 12%. Duly noted by the site visit team is the fact that the charter board attempted to negotiate a lesser term with the service provider. A reduced term was initially offered, but ultimately was not met. As such, the school will consider its current contract especially as it pertains to Imagine Schools, Inc.’s contractual obligation to support the charter board through the renewal process. Any future ESP contracts will require district approval prior to execution.

6) Sections 6.1, 7.3.B(i)d, and 8.8 of the current contract address the school’s need to separate the services of the K-8 charter school from that of the pre-school.
The document review as well as focus group interviews conclude the board has made good faith effort to resolve and separate the financial enmeshing of the two entities. However, operations have not yet been sufficiently separated. That being said, it is recommended the school be required to meet the expectation as described in the current contract and noted in the February 8, 2017 renewal resolution.

7) Sections 3.2.D(iii)c/d and 8.6 of the current charter contract require the school to complete and submit a year-end trial balance and annual audit of financials. These financial reports are due to the district by August 20 and September 15 respectively. Both reports were submitted past due dates in 2018. As stated in the current contract, the school will be subject to a 10% withholding of state funds in the event the submission is past deadline in the future.

8) Failure to comply with or meet the objectives/milestones of the corrective action plan and or charter contract will result in a notice of breach and revocation of the charter contract will commence as detailed in the charter contract.
BACKGROUND AND RATIONALE
The D49 DAAC is a legislatively sanctioned body that is recognized by the state of Colorado, which empowers community engagement across the school district’s community. The DAAC reports its activities and future initiatives to the D49 BOE to underscore community challenges, opportunities, and outcomes.

RELEVANT DATA AND EXPECTED OUTCOMES:
Community engagement is a proven factor in improving educational outcomes for students. The DAAC advises the BOE to enhance the BOE’s alignment with community needs.

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
Communication between the school district and the community fosters shared vision and unity of purpose, which creates better outcomes for every student.

| Inner Ring—How we treat each other | Community engagement informs how we treat each other as well as how we treat our work. The DAAC operationalizes the state legislature’s guidance for school districts to engage with the community in meaningful ways. |
| Outer Ring—How we treat our work | |

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<th>Strategy</th>
<th>Community engagement fosters community-wide trust. The DAAC gives the community a voice in shaping the school district. DAAC involvement provides insight into the community’s desired portfolio of schools. DAAC members are part of the community; therefore, their recommendations are valuable elements of proposed strategies. As the voice of the community, the DAAC has a vested interest in launching every student toward success using customized educational systems.</th>
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<td>Rock #1—Establish enduring trust throughout our community</td>
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<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<td>Rock #3—Grow a robust portfolio of distinct and exceptional schools</td>
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<td>Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
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<td>Rock #5—Customize our educational systems to launch each student toward success</td>
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RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: After review by the Board, I move to approve revisions to the DAAC bylaws as recommended by the administration.

APPROVED BY: Peter Hilts, Chief Education Officer | DATE: December 19, 2018
El Paso County Colorado School District 49
Accountability Advisory Committee (DAAC) Bylaws

ARTICLE I – NAME
District Accountability Advisory Committee or DAAC.

ARTICLE II – MISSION
To enhance communication with the District Accountability Advisory Committee, School Accountability Committees (SACs), and the community by providing guidance and counsel to the Board on matters related to budget, improvement priorities, and student achievement.

ARTICLE III – RESPONSIBILITIES
Section 1. DAAC shall fulfill the responsibilities of a school district accountability committee as outlined by the Colorado Department of Education (CDE) and as established by current Colorado Revised Statute. DAAC responsibilities include:

a. Recommending to the Board of Education (BOE) priorities for spending school district moneys.
b. Advising the BOE concerning preparation of the Unified Improvement Plan (UIP), and annually submit recommendations to the BOE regarding contents of the UIP.
c. Reviewing any charter application, to include renewals, received by the BOE prior to consideration by the BOE.
d. Providing input and recommendations on an advisory basis to principals concerning the development and use of assessment tools to measure and evaluate student academic growth as it relates to teacher evaluations.
e. Considering input and recommendations from each school accountability committee in the district to facilitate the evaluation of the performance of the school’s principal.
f. Providing input to the BOE concerning the creation and enforcement of the school conduct and discipline code.
g. Publicizing opportunities to serve and soliciting parents to serve on the DAAC and SACs.
h. Assisting the district in implementing the district’s parent engagement policy.
i. Assisting school personnel to increase parents’ engagement with educators, including parents’ engagement in creating students’ READ plans, Individual Career and Academic Plans, and plans to address habitual truancy.

Section 2. The DAAC shall at least annually meet with the BOE to cooperatively determine the areas and issues, in addition to budget issues, that the DAAC shall study and make recommendations to the BOE upon.

Section 3. The DAAC will report once annually during the school year to the Board of Education regarding progress toward district and state goals and objectives, or at the request of the BOE.
ARTICLE IV – MEMBERSHIP

Section 1. At a minimum, DAAC membership shall be comprised by a majority of parents, at least four (4) parents of students enrolled with the district public schools; one (1) teacher and one (1) school administrator who are employed by the district; and one (1) community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries. At the most, the DAAC will be composed of one member from each School Accountability Committees (SACs) in the district, up to three (3) community members, and up to five (5) administrative representative members as voting members, as well as one (1) Board Member and one (1) Administrative Liaison as non-voting members. Members will serve a two (2) year term and need to be approved again at the conclusion of the term if they wish to continue to serve on DAAC. The two (2) year term begins upon BOE approval of the application.

Section 2. SAC Representative Members:
 a. The SAC Chair, or in the Chair’s absence, the Principal, will submit an application to the DAAC Executive Committee which will be recommended for consideration of a member’s appointment to the DAAC. The endorsed application will be forwarded by the DAAC Executive Committee to the Board for approval.
   b. An application for one (1) alternate per SAC follows the same process.

Section 3. Community Members:
 a. A community member who is not employed by the school district nor a parent of any children in district schools, involved in a business or industry within the district boundaries.
 b. Applications for community members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.
 c. Community members will be sought for the purpose of broadening community representation on DAAC. Community members will consist of no less than one and no more than three (3) community members.

Section 4. Administrative Representative Members:
 a. The CEO or the Administrative Liaison may also appoint one (1) teacher, and one (1) elementary, (1) middle, (1) high and (1) charter school administrator to serve on DAAC.
 b. Applications for administrative representative members will be reviewed by the DAAC Executive Committee and sent to the BOE for approval.

Section 5. In the event a SAC Representative Member resigns, the Vice Chair will initiate a request to either the appropriate SAC to request a replacement. If a Community Member intends to resign, DAAC members will reach out to the community to solicit a replacement. If an Administrative Representative Member resigns, the CEO or Administrative Liaison will nominate a replacement.

Section 6. Membership responsibilities include:
 a. Attend all DAAC meetings that are scheduled. If neither a SAC Representative Member nor the designated alternate is able to attend a DAAC meeting, the school principal will attend in their place. The Vice Chair shall contact any member having three unexcused absences from regularly scheduled meetings to see if that person wishes to remain on DAAC.
 b. DAAC members are encouraged to participate in and attend meetings of at least one subcommittee.
 c. Members will maintain communication with their local School Accountability Committee.
 d. The DAAC Executive Committee may recommend to the BOE to revoke membership status if a member violates the bylaws.

ARTICLE V – OFFICERS

Section 1. The officers of this organization shall be a chair, a vice chair, and a secretary, elected by the voting membership of DAAC bi-annually at the second regularly scheduled meeting. The Chair and Secretary will be

Approved by DAAC 9-25-2018
elected in the Even/Odd academic years (beginning in 2018/2019), and the Vice-Chair will be elected in the Odd/Even academic years (beginning in 2019/2020).

Section 2. Duties of the officers:
   a. Chair:
      1. Preside over all meetings
      2. Be the official representative of DAAC
      3. Have the authority to appoint the members to subcommittees, as necessary
      4. Preside over all meetings of the DAAC Executive committee
      5. Shall be chaired by a parent or community member.
   b. Vice-Chair:
      1. Shall be responsible for the duties of the chair in his/her absence.
      2. In the event the Chair resigns, the Vice-Chair will assume the responsibilities of the Chair
      3. Work with School Advisory Councils and the BOE to ensure representation from all SACs to DAAC, including notifying appropriate SACs in April when their member’s term will expire.
   c. Secretary:
      1. Record minutes of all DAAC meetings, including attendance.
      2. Maintain electronic files of the DAAC: By-Laws, handbook, meeting minutes, attendance, and other documents as needed.
      3. Be prepared to read the records of any previous meetings, DAAC correspondence.

ARTICLE VI – SUB-COMMITTEES

Section 1. While sub-committee meetings may be open to the public, only members defined in Article IV may be voting members of sub-committees. Standing sub-committees of DAAC shall be Budget, Community/Parent Engagement, District Unified Improvement Plan, By-Laws, Charter, Restorative Practices, and the Executive Committee. Additional sub-committees may be formed from the membership as deemed necessary.
   a. The Chair shall appoint members to subcommittees as necessary.
   b. The Chair may select and appoint a standing Special Projects Committee that serves as a ready functioning group for special or one time projects.
   c. Sub-committees shall have the opportunity to provide an update at each DAAC meeting.

Section 2. The composition of the Executive Committee shall be the officers of DAAC, the Administrative Liaison and the Board of Education Liaison/or alternate all of whom shall be voting members of the Executive Committee.

Section 3. The Executive Committee shall meet 2 weeks prior to each DAAC meeting. Additional meetings may be called as necessary.

Section 4. Executive Committee Responsibilities:
   a. Conduct DAAC business between regularly scheduled DAAC meetings and to create DAAC agenda as necessary
   b. Provide guidance to DAAC
   c. Determine the annual calendar for DAAC and the agenda for meetings
   d. Resolve disputes regarding a member’s violations of the by-laws
   e. Serve as the rules and vacancy committee.
   f. Ensure that each member is provided with a copy of the bylaws.
   g. Ensure by-laws are reviewed/approved bi-annually.

Approved by DAAC 9-25-2018
ARTICLE VII – LIAISONS

The person designated by the Superintendent as administrative liaison will be a non-voting member of DAAC. He/she will also inform the DAAC of District and State policies, activities, and decisions from the state legislature and Colorado Department of Education; seek necessary financial and administrative support for DAAC activities; facilitate communication between DAAC and the administration, and organize, coordinate, and disseminate information and training among SACs, DAAC, and the Board of Education.

ARTICLE VIII – MEETINGS

Section 1. The rules contained in the current edition of Robert’s Rules of Order, Newly Revised shall govern the DAAC in all cases in which they are applicable.

Section 2. The DAAC shall meet at a regularly scheduled time. All meetings are open to the public. Meeting notices will be posted in the same manner as notices of the BOE meetings and in school buildings. The Executive committee may develop a calendar of alternate or additional meetings. Special meetings may be called by the Chair. Subcommittee meetings will be called by the Subcommittee Chair.

Section 3. Notification of DAAC meetings will be sent to all DAAC members, all principals, Board of Education Members, and appropriate administration officials.

Section 4. Dates of regular and special meetings of the DAAC will be provided in public announcements and made available in printed and/or electronic form to the public.

Section 5. Consensus, as determined by the presiding officer, may guide decisions of DAAC. Only current DAAC members or the designated alternate in good standing may vote.

Section 6. Draft reports will be reviewed and approved at a regular DAAC meeting before they are sent to the Board of Education.

Section 7. Quorum and Voting:

a. Proper notice having been given, the members present will constitute a quorum in order for information to be shared and for discussions to take place during a DAAC Meeting.

b. A simple majority of voting members shall constitute a quorum for the transaction of business in any meeting of the DAAC. Each zone must have representation from a voting member.

Section 8. A member of the public wishing to express their interests and concerns must contact the chair to be placed on the agenda.

Section 9. DAAC Work Sessions may be scheduled to permit substantive discussions of DAAC activities, findings, and recommendations.

Section 10. The DAAC will report once annually during the school year to the BOE regarding progress toward district goals and objectives, or at the request of the BOE or the Chair of the DAAC Executive Committee.

Approved by DAAC 9-25-2018
Section 11. DAAC recommendations will be presented to the BOE after a majority of DAAC members have approved the content of the report. The Chair or designee shall present DAAC reports and/or recommendations to the BOE and/or to the general public. Requests for information from district staff are to be submitted by the Chair or DAAC Executive Committee. Individual DAAC members may certainly communicate with staff and BOE members, but they may not state that they represent the views of the DAAC.

ARTICLE IX - BYLAW CHANGES

Proposed Bylaw changes will be submitted to the Chair of DAAC at least two weeks before a regularly scheduled meeting for circulation to DAAC members. Changes or additions to the bylaws will then be discussed at the next regular meeting. There must be a two-thirds affirmative vote of the total voting membership to approve changes in bylaws. Since DAAC is an advisory committee to the BOE, the BOE may make changes or additions to these by-laws by majority consent per board policy.

General Rules adopted by Committee: November 11, 1987
Revised by Committee vote: October 12, 1988
Revised by Committee vote: March 10, 1993
Revised by Committee vote: March 12, 1997
Revised by Committee vote: May 12, 1998
Revised by Committee vote: August 24, 1999
Revised by Committee vote: February 11, 2003
Revised by the Board of Education: December 11th, 2008
Revised by Committee vote: October 26, 2010
Revised by Committee vote: September 24, 2013
Revised by Committee vote: December 1, 2015
Revised by Committee vote: March 14, 2017
Revised by Committee vote: September 25, 2018
BOARD OF EDUCATION ITEM 7.03
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Amber Whetstine, Executive Director of Learning Services
TITLE OF AGENDA ITEM: D49 School Family Calendars 2019-2020 and 2020-2021
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE
Board Policies ICA and ICA-R require the annual adoption of a District calendar by the Board, typically by February of the preceding school year. The calendar shall specify the days during which District schools shall be in session and the days on which the District will close in observation of federal holidays, and the dates of major breaks. Additionally, the Board will preliminarily approve a calendar for the following school year.

RELEVANT DATA AND EXPECTED OUTCOMES:
The proposed 19-20 and 20-21 School Family Calendars provide for sufficient days to meet the contact hours required by Colorado statute, including a reasonable buffer to account for weather or other emergency delays or closures and include a sufficient number of days to allow the Chief Education Officer and Zone Leaders flexibility in supporting the district’s strategic priorities.

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

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<tr>
<th>Culture</th>
<th>Outer Ring—How we treat our work</th>
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<td>Inner Ring—How we treat each other</td>
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| Strategy | |
|----------| |
| Rock #1—Establish enduring trust throughout our community | The development of Board policies ICA and ICA-R was informed by robust community participation in an extended survey and subsequent conversations with various stakeholder community groups. |
| Rock #2—Research, design and implement programs for intentional community participation | |
| Rock #3—Grow a robust portfolio of distinct and exceptional schools | |
| Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive | |
| Rock #5—Customize our educational systems to launch each student toward success | |

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to approve the 2019-2020 School Family Calendar and preliminarily approve the 2020-2021 School Family Calendar.

APPROVED BY: Peter Hilts, CEO DATE: December 21, 2019
## District 49 2019-2020 School Family Calendar

### 2019 Fall Semester (84.5 Student Days) 91 Teacher Contract

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### 2020 Spring Semester (83.5 Student Days) 91 Teacher Contract

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</tbody>
</table>

### Holidays
- **July:** 7/4 - District Closed for 4th of July.
- **August:** 8/1 - First day for all students
- **September:** 9/2 - Labor Day
- **October:** 10/10 - Elementary Work Day, No Elem. Students
- **November:** 11/11 - Schools Open for Veteran’s Day
- **December:** 12/21 & 12/22 - High School Finals Schedule
- **January:** 1/1 - Elementary Assessment Day
- **February:** 2/14 - PT Conferences, No Students
- **March:** 3/8 - Elementary Assessment Day
- **April:** 4/1 - PT Conferences, No Students
- **May:** 5/1 - Elementary Assessment Day
- **June:** 6/1 - Last Day for Teachers

### Notes
- **First Day:** On the first day, only Kindergarten, 6th and 9th grade students attend secondary schools.
- In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.
- **D49 Closed:** D49 is closed on federal holidays, and additional days as indicated to meet statute and policy.
- **Schools Closed:** Schools are closed for students, teachers, and building staff. District employees work when schools are closed.
- **Elem Assessment:** Elementary Work Days for PLC, READ, and Report prep precede major breaks on 10/10, and 12/20.
- **PD Days:** Professional Development days include staff training to meet requirements or enhance professional performance.
- **PT Conferences:** Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.
In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.

(8) Kindergarten, 6th and 9th grade students attend secondary schools.

In our elementary schools, principals will schedule kindergarten orientation and assessments on the first day.

PD Days: Professional Development days include staff training to meet requirements or enhance professional performance.

PT Conferences: Parent-Teacher conferences are scheduled each semester to facilitate collaboration and support student success.
1. Regarding a schedule for Professional Development (PD) Days in the 2019-20 school year, which of the following would you prefer? Please select one.

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide two days of PD after Memorial Day - May 26 and 27.</td>
<td>41.1%</td>
<td>208</td>
</tr>
<tr>
<td>Move PD days to July prior to the school year start date - July 24 and 25.</td>
<td>25.7%</td>
<td>130</td>
</tr>
<tr>
<td>Move one PD day from May to July. Teachers would report back July 25 and for one day after Memorial Day - May 26.</td>
<td>33.2%</td>
<td>168</td>
</tr>
</tbody>
</table>

Totals: 506
2. If ALL teachers start on July 24, 2019 (as one of the options in question 1 states), should training days be reduced to two days total for new teachers for the 2019-20 school year?

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - New teachers should begin Monday, July 22, providing two days of training.</td>
<td>73.8%</td>
<td>371</td>
</tr>
<tr>
<td>No - New teachers should start Friday, July 19, providing three days of training like is past years.</td>
<td>26.2%</td>
<td>132</td>
</tr>
</tbody>
</table>

Totals: 503

3. For the 2019-20 school year, should District 49 provide a Professional Development Day the second Friday of May, like we've done in the past?
50% Yes - For the 2019-20 school year, May 8 (the second Friday in May) should be a Professional Development Day.

50% No - The Professional Development Day in May should be moved to the Friday before Thanksgiving, Nov. 22.

<table>
<thead>
<tr>
<th>Value</th>
<th>Percent</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes - For the 2019-20 school year, May 8 (the second Friday in May)</td>
<td>50.1%</td>
<td>259</td>
</tr>
<tr>
<td>No - The Professional Development Day in May should be moved to the Friday before Thanksgiving, Nov. 22.</td>
<td>49.9%</td>
<td>258</td>
</tr>
</tbody>
</table>

 Totals: 517
BOARD OF EDUCATION ITEM 7.04
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Amber Whetstine, Executive Director of Learning Services, Mike Pickering, Power Zone Leader

TITLE OF AGENDA ITEM: Priority Improvement Planning Update; Approval of ALLIES Unified Improvement Plan

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE
For schools assigned a Priority Improvement or Turnaround plan, local Boards of Education must submit Unified Improvement Plans to the Colorado Department of Education by no later than January 15th of the year in which the school is directed to adopt such a plan. ALLIES was required to develop a Priority Improvement plan type, based on their School Performance Frameworks rating.

Additional information is provided in the attached presentation regarding optional actions to consider if ALLIES continues to be designated as a school on Priority Improvement or Turnaround, as determined by the state’s School Performance Framework.

RELEVANT DATA AND EXPECTED OUTCOMES:
The ALLIES Unified Improvement Plan document and supplemental presentation are attached.

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

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

The UIP process supports purposeful improvement planning for increased student learning.

The UIP process provides a template to prioritize resources aligned with improvement efforts. The DAC and SAC serve to provide community input into improvement process planning. Leaders have autonomy to develop improvement strategies aligned with district strategic priorities and zone / school needs. UIPs include strategies to build firm foundations in literacy and math, and to develop individualized pathways to support student success beyond high school.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Recommend approval of Priority Improvement Plan for ALLIES.

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: 12/21/18
Priority Improvement Planning Update; Approval of ALLIES Unified Improvement Plan

Amber Whetstine, Executive Director of Learning Services
Dr. Mike Pickering, Power Zone Leader
Background

ALLIES is in its second year of operation.

The first School Performance Frameworks assigned a “Priority Improvement Plan” rating for the school.

Colorado schools with assigned ratings of Priority Improvement or Turnaround have five years to improve.
Pros

• ALLIES provides a non-traditional approach to education, focused on meeting the needs of students with significant reading difficulties

• AEC designation would allow ALLIES to be measured by the AEC framework

Cons

• High-risk indicators outlined in statute are specific and limited

• Many ALLIES students currently do not meet the legal definition of “high-risk”
Program v. School Code

Pros

• Removing ALLIES as an independent school, would remove state accountability requirements for schools including school accreditation
• By operating as a program of the district rather than a school, ALLIES would continue to provide programming specific to the needs of students

Cons

• ALLIES families have begun to identify as a uniquely operated school within the Power Zone
• Operating a district program presents challenges with reporting student achievement and growth results at the school-level, especially for students who have chosen in to D49
# Optional Measures

## Pros

- The state’s accountability system already allows for schools to submit optional assessment measures through a request to reconsider process, in addition to the state assessment results

## Cons

- Optional measures may only be considered if they supplement v. supplant state assessment results
- Performance on optional measures must exceed performance on state assessments to impact performance ratings
- ALLIES is currently not consistently implementing any state-approved optional measures
- This option would require annual appeal of the state’s accreditation rating
Stay the Course

Pros

• In its first year of operation, ALLIES scored 2 percentage points shy of an “improvement” rating
• According to the Colorado Accountability Act, schools with an accreditation rating of priority improvement or turnaround have five years to improve, prior to state board required action

Cons

• Continuing to accredit schools with turnaround or priority improvement ratings may impact community perceptions about school quality in D49
• Continued priority improvement status beyond four years currently requires state board action including the possible direction to close the school
Discussion / Questions
Executive Summary

If we...

CONTINUE TO MAINTAIN A UNIQUE AND POSITIVE CULTURE

Description:

Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with
ENSURE QUALITY INSTRUCTION AND USE OF APPROPRIATE ACCOMMODATIONS

Description:
Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.) Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefore an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

USE EFFECTIVE INTERVENTION FOR DYSLEXIA AND ITS CO-MORBIDITIES

Description:
Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are ‘stuck’ on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.
Then we will address...

**LACK OF TIME**

Description:
The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

**LACK OF ACCOMMODATIONS AND ADEQUATE TIME**

Description:
Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

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**LACK OF INTERVENTIONS**

Description:
ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

**LACK OF INTERVENTIONS**

**Description:**
ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

**LACK OF TIME**

**Description:**
The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to re-train the brain for our students within one year. It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

*Then we will change current trends for students*

**LOW 'ACHIEVEMENT' IN READING**

**Description:**
ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.
LOW 'GROWTH' IN MATH

Description:
ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.

LOW 'ACHIEVEMENT' IN MATH

Description:
Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

Access the School Performance Framework here: http://www.cde.state.co.us/schoolview/performance

Improvement Plan Information

Additional Information about the school
see further sections of UIP for this detail

Improvement Plan Information

The school/district is submitting this improvement plan to satisfy requirements for (check all that apply):

✓ State Accreditation

School Contact Information

Name: Rebecca  Thompson
Mailing Street: 6275 Bridlespur Avenue
Phone: (719) 494-8620
Title:  
Mailing City / State/ Zip Code: Colorado Springs Colorado 80922
Email: rthompson@d49.org

Narrative on Data Analysis and Root Cause Identification

Description of school Setting and Process for Data Analysis
School Overview

- ALLIES was founded in the Fall of 2017 after a pilot program by the name of LEx "Literacy Excellence". Our 'school within a school' LEx had shown such great success and growth in reading data that it was decided that the district would expand this innovation program to the creation of an entire school. ALLIES opened in August with 87 students in grades 2, 3, 4 and 5. ALLIES began its second year in the fall of 2018 and now serves 114 students in grades 2, 3, 4 and 5.
- The mission of ALLIES inspires students with language based learning difficulties and characteristics of Dyslexia to celebrate their strengths and overcome their struggles while preparing for a successful educational experience in middle school, high school and beyond.
- ALLIES consists of 6 Professors (2 ELA Professors, 2 Math Professors, 1 Innovation Professor and 1 Discovery Professor). Our teachers are called Professors because of the depth of training they have received in the area of Dyslexia, its co-morbidities and the accommodations needed for this difference in learning. ALLIES also employs 6 Therapists who deliver Take Flight Therapy. This is a comprehensive intervention program for students with Dyslexia, created by the Luke Waite Center for Dyslexia and Learning Disorders at Scottish Rite Hospital located in Dallas, Texas. This is an intense Orton-Gillingham based program that addresses many components of reading, including: phonemic awareness, phonics, fluency and basic comprehension. Students participate in a 3 year intervention: sessions are taught 50 minutes a day / 5 days a week by Certified Academic Language Therapists.
- The planning committee for ALLIES consists of myself, the Director, and Dr. Pickering, the Zone Superintendent. All next steps and planning is shared with the SAC (School Accountability of ALLIES). All teachers have provided input in the planning phase of ALLIES and continue to provide input into the action steps needed to proceed with the implementation of ALLIES. Professors and Therapists have now provided input into this SIP and continue to support the actions of this SIP. The school's action plan is provided monthly with parents at SAC.

Description of The Academy for Literacy, Learning and Innovation Excellence (ALLIES):

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is the first free and public school in Colorado to serve students with a profile for Dyslexia. This school was created based on District 49's belief that every child can learn and that District 49 is the best place to work, learn and lead. ALLIES is part of a Portfolio of Schools offered because the Board of Education understands that not every child learns in the same way at the same time.

The Academy for Literacy, Learning and Innovation Excellence (ALLIES) is a unique school built to service students with a Profile of Dyslexia. This profile also includes the co-morbid factors of: Dysgraphia, Dyscalculia, working memory issues, ADD/ADHD and anxiety.

Due to these factors ALLIES is staffed with various ratios including: 1:4 Therapist Ratio, 1:12 ELA & Math Professor ratio and a 1:24 Innovation, On-Line Learning and Discovery Professor ratio. Therapists at ALLIES utilize the Take Flight Therapy program with each student. Students each work through this program with varying speeds of success based on their level of Dyslexia (Dyslexia is held on a continuum of mild to severely blocked) and their level of attentional difficulties. Take Flight Therapist are held to a high standard of Therapy service. They must:
• Fulfill a two year training requirement

• Hold a CALT (Certified Academic Language Therapist) License

• Be continually evaluated by a QI (Qualified Instructor)

Dyslexia is a lifelong struggle. ALLIES and the Take Flight Therapy program will not cure Dyslexia, Dysgraphia or Dyscalculia for a child. Take Flight will give these students the skills and tools necessary to begin to break the code in reading and our Professors will give these students the accommodations necessary to level the playing field in the educational system. These students may always struggle to conquer the written word with the same fluency as their peers but they will have the ability to believe in themselves! Our students will come to understand that they are not dumb - they are brilliant - and that they learn in a different way (their brains are wired differently) and they will always have to work harder than others when it comes to literacy and math. They may not show their gifts when asked to take a written test but their gifts will shine in other areas of life. They will need perseverance and grit to be successful!

To understand ALLIES and the tremendous work and passion of our Therapists and Professors, one must understand Dyslexia, Dysgraphia, Dyscalculia and the co-morbidities that accompany each. For more information please go to www.BrightSolutions.US, www.learningally.org, and www.understood.org.

### Prior Year Targets

Consider the previous year's progress toward the school targets. Identify the overall magnitude of the school performance challenges.

#### PERFORMANCE INDICATOR: ACADEMIC ACHIEVEMENT (STATUS)

<table>
<thead>
<tr>
<th>Prior Year Target:</th>
<th>NA - ALLIES opened as a school last year. It was our first year as a school and therefore there are no 'previous years' targets.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance:</td>
<td></td>
</tr>
</tbody>
</table>

### Current Performance

• What is happening now?

Allies is in its second year of development. We continue to lay a solid foundation of emotional and academic support for children who have experienced struggles in their educational journey due to their diagnosis of Dyslexia, Dysgraphia and / or Dyscalculia or possessing characteristics in these areas. We tested all students in literacy at the beginning of the year found that 90% of our students scored below grade level expectation and well below benchmark on the DIBELS test and Math
assessments. Progress monitoring began within 4 weeks after the start of the year and we have seen growth in 99% of our students. The level of growth varies due to the attentional difficulties of the child, the Cognitive Achievement of the child and how severely they are 'blocked' by Dyslexia.

**Explanation of Growth Scores:**

Strength in ELA Growth Scores:

We are quite pleased with our growth score in our first year of existence. The overall Median Growth Percentile at ALLIES was 7 percentile points higher than the District and 5 percentile points higher than the state at 55%. This 55% places us in the category of MEETS. In 4th grade, ALLIES was lower than district and state percentiles but 4th grade has Year 1 students. 5th grade has Year 2, Year 3 and Year 4 Students. Our n for 5th grade was too low to count but mathematically it should be above the 55th Percentile. 50% of our points were earned for GROWTH with 30.0 out of 60 points earned.

Needs in Math Growth Scores:

The comparison of Growth data shows a comparison of students with 'like scores'. This means that our students are compared with the growth of other students who started with low math scores. It does not take into account that not only do our students start with low math scores but they also have Dyscalculia - a co-morbid factor of Dyslexia. Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

**Explanation of Achievement Scores:**

Achievement Scores in ELA:

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points. In the area of ELA, ALLIES achievement score may always be at a lower level. Students that come into Year 1 therapy in both 3rd and 4th grade will decrease or plateau in achievement as the Take Flight Therapy works to rewire the language centers of the brain as seen in MRI reports. Students will come into ALLIES in Year 1 Therapy every single year at ALLIES (in grades 3 and 4), so every year a group of students in 3rd and 4th grades will be starting at Ground Zero.

Achievement Scores in Math:

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level.
This means we need to increase by 13 percentile points

**Overall SPF:**

ALLIES overall rating was Priority Improvement with a score of 40.0/100. With an increase of 2% we would have scored in the Improvement category.

**PARTICIPATION:**

ALLIES had a possibility of 60 students who could take the CMAS test. 56 of these students tested and the 4 who did not test did have parent refusal signatures. This brought us to a 100% Accountability Participation Rate. We received a LOW Participation rating regardless of this due to the fact that 56/60 is 93% participation score.

Despite the Low Participation rating we received, we are proud of the fact that we had an entire group of parents wanting to opt out of the CMAS test and we were able to help all but 4 to allow their child to attempt and experience the state assessment. Parents of students who are well researched in Dyslexia know that tests are not the best way for their student to show their knowledge. This is magnified when a test is timed, includes multiple choice questions and is written at a level higher than the student's current ability to decode - although their listening comprehension may be well above that of their grade level peers.

---

**Additional Trend Information:**

N/A - ALLIES opened last year and therefore has only one year of data. No trends noted at this time. (Above: provide a description of the trend analysis that includes at least three years of data)

**Root Causes**

**Priority Performance Challenge: Low ‘Achievement’ in Reading**

ALLIES earned a percentile rank of 7 in ELA, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 8 percentile points to rise to the next level.

**Root Cause: Lack of time**
The lack of sufficient time students are given to read the test, process the information and answer written questions. Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children. Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

**Root Cause: Lack of time**

The lack of sufficient time we have had to remediate our students. Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to re-train the brain for our students within one year. It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous. The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia and Dysgraphia. These students may increase in their INDIVIDUAL abilities to read and write over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

**Priority Performance Challenge: Low 'Growth' in Math**

ALLIES earned a percentile rank of 2 in Math, placing us in the Does Not Meet category. We will need a percentile rank of 15 to move to the Approaching level. This means we need to increase by 13 percentile points to rise to the next level.

**Root Cause: Lack of accommodations and adequate time**

Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not automatically allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

**Root Cause: Lack of interventions**

ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

**Priority Performance Challenge: Low 'Achievement' in Math**
Our Median Growth Percentile / Rate of 34.0 places us in the category of Does Not Meet. At or Above 35.0 would place ALLIES in the Approaching Category. This means we were 1 point away from the Approaching level.

**Root Cause: Lack of accommodations and adequate time**
Students with Dyscalculia possess a life long struggle to memorize arbitrary math facts and to hold multiple parts of a story problem in short term memory. These students will learn to utilize accommodations that are not allowed on standardized tests. These include use of a calculator, multiplication charts and a great length of time and patience.

**Root Cause: Lack of interventions**
ALLIES Math Professors are learning how to teach math to students with Dyscalculia using a high level of accommodations and a typical school curriculum. We will need to learn how best to intervene to support and improve student math skills for students with Dyscalculia.

Provide a rationale for why these challenges have been selected and address the magnitude of the overall performance challenges:

ALLIES opened last year and therefore has only one year of data at this time. Priority Performance Challenges cannot be based on ‘trends’ noted at this time. The challenges above are based solely on one year of data results.

Provide a rationale for how these Root Causes were selected and verified:

Up until this point, the district has not provided a solution to address the emotional and academic needs of students with a Profile for Dyslexia. We are the first public elementary school in Colorado founded to address these needs in 100% of our students. Surrounding school districts have not provided a solution to address these needs, therefore we are also servicing students with a profile for Dyslexia from many surrounding districts bordering Falcon, District 49.

We will look at the challenges we face with bringing students scores up to "grade level" and address the Root Cause of these challenges. We know that Root Causes for our students will always include the issues, based on:

1. the definition of dyslexia
2. characteristics of Dyslexia which are lifelong
3. comorbidities of Dyslexia
Both root causes for Reading scores involve time.

1. One is the lack of sufficient time students are given to read the test, process the information and answer written questions.
   
   - Students with a profile of dyslexia struggle to process sound manipulation fast enough to score well on a timed test. Students may never be able to reach adequate success levels on a timed test because adequate speed of sound manipulation will always be a struggle for these children.
   - Students with a profile of dyslexia struggle to blend and un-blend words quick enough to increase scores on a timed test - Individuals with Dyslexia may always be slow readers and speeding up the rate of fluency typically causes a lack of accuracy and causes them to revert back to inaccurate 'guessing' at words, therefore decreasing comprehension.

2. The second is the amount of time we have had to remediate our students.

   - Take Flight Therapy is a 3 year Therapy process and we do not expect this therapy to to re-train the brain for our students within one year.
   - It must be taken into account at what level the students begin at ALLIES on a continuum of mild to severe. Some students may be mildly blocked by Dyslexia and others may be severely blocked. Students who have come to ALLIES in 3rd or 4th grade, instead of at a younger age, will require more extensive retraining of the brain to accomplish success. Students may not reach grade level, but the growth in their scores is often tremendous.

   - The state of Colorado will expect a school to bring their Academic Achievement score up over a period of time. This will not reflect at ALLIES in the same way it does at other schools. Each and every year we will bring new students into 3rd and 4th grade with the lowest of scores and the highest level of struggle to read, write, spell and calculate mathematical problems. These students possess characteristics of Dyslexia, Dysgraphia and Dyscalculia. These students may increase in their INDIVIDUAL abilities to read, write and calculate over a 3 - 8 year span of time but as a school our Academic Achievement scores may not increase as an entire entity.

**Additional Narrative / Conclusion**

In conclusion, ALLIES is a free and public school serving a unique population that is currently only addressed in private schools in Colorado. A look into the successes of other schools of this make-up may yield methods to help overcome these root causes.
**Action Plans**

**Planning Form**

**Continue to maintain a unique and positive culture**

**What would success look like:** Establish a culture that supports the unique needs and co-morbidities of students with dyslexia. This has always been a foundation of ALLIES. Our staff understands that students come to us with a defeated mentality and we must show them a safe and nurturing environment before they can trust that we are their allies and that the students around them will not tease or criticize them. Students no longer need to act out or avoid reading, writing and math. We will hold them up and support them in tiny increments until they are able to tackle the educational system on their own. Because this is hard work for our staff, we also support our staff in unique and positive ways. We provide training, training and more training in areas that support our students emotionally and behaviorally. We must dialogue about these issues as much as we do the issues of learning. We show our staff true appreciation and we highlight the fact that teaching at ALLIES is not easy work but is rather rewarding work. It requires teachers who will not give up on students as they make very small steps in their learning each day. Students will be immersed in a culture of Growth Mindset to curb the avoidance strategies that are prevalent in students with Dyslexia and Dysgraphia and with Dyscalculia. Utilizing strategies in every classroom from the Growth Mindset bookstudy we will create a culture that rewards and celebrates the desire to try and to ‘stick with it’ (grit). This will help to increase our student's level of trial, practice and follow through - thus increasing their abilities. Based on the study of Growth Mindset and understanding of the brain: brainboosting activities (exercise, airwriting, yoga, etc) will be used twice a day on Workout Wednesdays to determine if there is a difference in attentional ability.

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
<th>Description</th>
<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
</table>

**Action Steps Associated with MIS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Start/End Date</th>
<th>Resource</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capturing Kids' Hearts Training</td>
<td>Train new teachers in Capturing Kids Hearts philosophies and expectations. Refresher training for returning staff in Capturing Kids’ Hearts expectations.</td>
<td>08/01/2018 08/01/2018</td>
<td>Administration</td>
<td>Complete</td>
<td></td>
</tr>
</tbody>
</table>

All staff members are immersed in the “Colors” personality and strengths training and we work together as a staff to discuss our
| **Strengths Based Assessment and Dialogue** | Individual “Colors” and therefore our strengths and needs. Together we learn how to utilize a team approach to service our students. This is extremely important at ALLIES due to the unique make-up and scheduling. We must all work together in a cohesive unit to deliver instruction and coordinate our the educational delivery and emotional support for students each day. | 08/01/2018 | Administration and Staff | In Progress |
| **PBiS Refresher dialogue and planning** | PBiS: Positive Behavior Intervention Support is a program and philosophy utilized at ALLIES to help staff and students always move to the positive before utilizing negative talk or consequences. There are a plethora of PBiS practices in place at ALLIES that we improve upon each year. | 08/01/2018 | Administration and Staff | Complete |
| **Positive support of staff** | Each week there is a “positive support item” for staff. This is to honor staff for the incredible emotional and physical effort it takes to serve an entire population of children with academic and emotional issues. In addition, thank you notes and ‘thank you emails’ are abundant throughout each week in order to communicate to staff the incredible work that they are doing and to uphold their positive outlook on their work. Many times these emails contain a forwarded email of praise or support from a current parent or a visitor who toured our school from a neighboring district. | 08/01/2018 | Administration | In Progress |
| **Growth Mindset training and implementation** | Teachers will participate in a Growth Mindset Book Study (utilizing 3 Growth Mindset Resources :) during each staff meeting throughout the year. Each staff meeting training session will be followed by implementation of newly learned practices in the classroom throughout each month. | 08/01/2018 | Administration and Staff | In Progress |
| **Administration** | Administration will visit another District 49 school to observe basic “Restorative Practices” in action and Administration will meet with district leadership personnel who are guiding “Restorative ... | 12/03/2018 | Administration | In Progress |
Ensure quality instruction and use of appropriate accommodations

**What would success look like:** Utilize best-practices with teachers and students to support quality instruction (ie. goal setting, data-driven instruction, PLCs, etc.)

Increased PLC time and increase in depth of PLC learning and therefore increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefore an increase in depth of learning and growth from this professional community. In the area of Math: there are four improvements from last year: Math teachers now have team-mates to build PLC with and ALLIES has hired employees to take over the classroom allowing Professors / Therapists to have PLC time in the day. ALLIES math dept. will utilize the support of Curtis Turner (Zone Math Coach) in PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.

**Associated Root Causes:**

**Implementation Benchmarks Associated with MIS**

<table>
<thead>
<tr>
<th>IB Name</th>
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<th>Start/End/Repeats</th>
<th>Key Personnel</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Time and Depth in Professional Learning Communities</td>
<td>Increased PLC time and increase in depth of PLC learning will result in an increase in quality instruction. In the area of ELA, there are two improvements from last year: ELA Professors and Math Professors now have team-mates to build Professional Learning Communities with and ALLIES has hired employees to take over the classrooms allowing Professors / Therapists to have PLC time in the day. This will result in increased PLC time and therefore an increase in depth of learning and growth from this professional community.</td>
<td>08/03/2018 - 05/24/2019</td>
<td>Admin and Staff</td>
<td>In Progress</td>
</tr>
</tbody>
</table>

**Action Steps Associated with MIS**

<table>
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<tr>
<th>Name</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>08/03/2018 - 05/24/2019</td>
<td>Admin and Staff</td>
<td>In Progress</td>
<td></td>
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</table>

Restorative Practices training to determine if use of these methods might help our behavioral issues and increase our nurturing environment.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Description</th>
<th>Date</th>
<th>Responsible Parties</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase Mathematical Understandings and Best Practices</td>
<td>ALLIES math dept. will utilize the support of a Zone Math Coach during PLCs to increase our understandings and use of best practices. We will study Dyscalculia to determine ways to reach our SpEd students struggling in math with the co-morbidities of Dyslexia including issues with: memorization of arbitrary facts, short term memory during multi-step problems and directionality.</td>
<td>08/06/2018</td>
<td>Admin and Math Professors and Zone Math Coach</td>
<td>In Progress</td>
</tr>
<tr>
<td>Consistent use of Accommodations</td>
<td>Professional development, Book-studies, dialogues, emails regarding consistent and in-depth use of accommodations in every classroom / every subject area throughout the day. These accommodations are for Dylexia and it's comorbidities: Dysgraphia, Dyscalculia, ADD/ADHD and anxiety. These are followed by a high level of expectation and inspection of the expectations.</td>
<td>08/06/2018</td>
<td>Admin and Staff</td>
<td>In Progress</td>
</tr>
<tr>
<td>Increase level of direct instruction and rigor of mathematical concepts</td>
<td>Last year our Math Professor attempted to learn the Zearn Math program and support all students in moving at their individual pace. This year with the addition of a second Math Professor, the two have dissected the math program in order to eliminate areas that may not be as beneficial while continuing to strengthen the rigor and direct instruction of other areas. This is a task that may require multiple attempts over a period of years as some of our students come to us with a gift for mathematical manipulation and others come to us with severe dyscalculia.</td>
<td>10/01/2018</td>
<td>Math Professors</td>
<td></td>
</tr>
<tr>
<td>Increase ability to determine</td>
<td>Current mathematical assessments do not reflect each students knowledge and struggles in a way that guides our improvements in our teaching or in our &quot;next steps&quot;. Working with the Zone Math</td>
<td>01/22/2019</td>
<td>Administration, Math Professors, Zone Math Coach</td>
<td>In Progress</td>
</tr>
</tbody>
</table>
students' growth in mathematical understandings. Coach to design and implement this assessment will guide us to better direction in our teaching and use of the current mathematical programing.

Use effective intervention for dyslexia and its co-morbidities

What would success look like: Utilize Take Flight Orton-Gillingham based Therapy along with grade-level standards and expectations while supporting students through the use of accommodations that support students with reading, writing and mathematical difficulties. This year we will improve practices in the following ways: Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms. During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility. Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms. Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia "Lessons" now completed with students when they are ‘stuck’ on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.

Associated Root Causes:

Implementation Benchmarks Associated with MIS

<table>
<thead>
<tr>
<th>IB Name</th>
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<td>Name</td>
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<td>Start/End Date</td>
<td>Resource</td>
<td>Key Personnel</td>
</tr>
<tr>
<td>Take Flight Therapists will utilize 5 minutes during Friday Comprehension (according to scope and sequence / Grammar, etc) to highlight the details - referring explicitly to the text as the basis for the answer</td>
<td></td>
<td>08/06/2018</td>
<td>CALTS: Certified Academic</td>
<td>In Progress</td>
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</tr>
<tr>
<td>Standards in Comprehension basis for the answer. Take Flight Therapists will model finding specific details to prove an answer in writing in order to supplement this strategy being taught in the ELA classrooms.</td>
<td>Language Therapists: Take Flight Therapists</td>
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<tr>
<td>During Take Flight Therapy: therapists will not write the guiding sentences, etc. until students give the answer. Students may be relying on the therapists support too much and we must use a higher level of Gradual Release of Responsibility.</td>
<td>CALTS: Certified Academic Language Therapists: Take Flight Therapists</td>
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<td></td>
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<td>Staff will bring Take Flight Students in first when 2nd recess ends: 5 minutes of Take Flight Therapy is getting lost for 5th grade each day in the transition from recess to the Take Flight Therapy rooms.</td>
<td>CALTS: Certified Academic Language Therapists: Take Flight Therapists</td>
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<td>Increase fidelity, time of use and support in place during on-line intervention programs in the blended learning lab. Lexia / Core 5 - ensure all grades are getting 20 min/day @ 5 days/week. Lexia &quot;Lessons&quot; now completed with students when they are ‘stuck’ on a level and use of spelling accommodations are used to curb avoidance and shut down. ST Math (Spacial Temporal Math) - ensure all grades are getting 20 min/day @ 5 days/week: ST Math now completed first in Blended Learning Lab - prior to Lexia - to ensure the full 20 minutes is utilized.</td>
<td>On-line Blended Learning Tutor</td>
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<tr>
<td>Up until this point, Take Flight Therapists and ELA Professors have been teaching in isolation from each department: Take Flight Therapists are responsible for Phonemic Awareness, Phonics, Fluency and partial Comprehension. ELA Professors have been responsible for Vocabulary development, Fluency support and both oral and written Comprehension Strategies. One day each</td>
<td>Take Flight Therapists, ELA Professors,</td>
<td></td>
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</table>

| 08/06/2018 | 05/24/2019 |
quarter is now spent with Therapists and ELA teachers in a PLC environment to discuss each student and his/her particular struggle that may be supported by a team approach. Through this discussion, discovery of additional changes that may be needed may also emerge.

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### School Target Setting

#### Priority Performance Challenge: Low 'Achievement' in Reading

**Performance Indicator:** Academic Achievement (Status)

**Measures / Metrics:** R

**Annual Performance Targets:**

- **2018-2019:** Achieve a percentile rank of at least 15 in ELA achievement to receive a rating of Approaching.
- **2019-2020:** Achieve a percentile rank of at least 25 in ELA achievement to receive a rating of Approaching.

**Interim Measures for 2018-2019:** Aimsweb Plus, Classroom Formative Assessments, DIBELS

#### Priority Performance Challenge: Low 'Growth' in Math

**Performance Indicator:** Academic Growth

**Measures / Metrics:** M

**Annual Performance Targets:**

- **2018-2019:** Achieve a percentile rank of at least 35 in Math Growth to receive a rating of Approaching
- **2019-2020:** Achieve a percentile rank of at least 40 in Math Growth to receive a rating of Approaching

**Interim Measures for 2018-2019:** Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory
Priority Performance Challenge: Low 'Achievement' in Math

**PERFORMANCE INDICATOR:** Academic Achievement (Status)

**MEASURES / METRICS:**

<table>
<thead>
<tr>
<th>Annual Performance Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2018-2019:</strong> Achieve a percentile rank of at least 15 in Math achievement to receive a rating of Approaching</td>
</tr>
<tr>
<td><strong>2019-2020:</strong> Achieve a percentile rank of at least 25 in Math achievement to receive a rating of Approaching</td>
</tr>
</tbody>
</table>

**INTERIM MEASURES FOR 2018-2019:** Aimsweb Plus, Classroom Formative Assessments, ST Math Leveling, SMI: Scholastic Math Inventory
BOARD OF EDUCATION ITEM 7.05A
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Erika Siemieniec, Business Teacher
TITLE OF AGENDA ITEM: SCHS Course Proposal for FBLA Leadership I and FBLA Leadership II Course
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:
Seeking approval of the addition of two semester long block courses entitled FBLA Leadership I and FBLA Leadership II.

RATIONAL:
The Sand Creek High School Business Pathway is growing. Current pathway courses are Introduction to Business, Introduction to Communication, Business Communications, Marketing, Entrepreneurship, Management, Business Law, Hospitality & Tourism, and Advanced Business (BUS115 articulation). We currently list 56 members on our FBLA roster for the 2018-2019 school year and a pursuance of an FBLA Leadership option within this pathway that more specifically targets the development of our leaders would meet the needs of students whose desire is to continue in Business as a post-secondary goal and better support our local chapter growth. Students enrolled in FBLA Leadership are required to be registered members of FBLA-PBL organization. FBLA-PBL organization members are not required to be enrolled in FBLA Leadership courses.

FBLA Leadership I
Grade Level: 9-12 Length: Semester (Fall)
FBLA Leadership I is a course designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA and internship/work opportunities directly impact on the success of a person’s career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals.

FBLA Leadership II
Grade Level: 9-12 Length: Semester (Spring)
FBLA Leadership II is a continuation of leadership development. This course is designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Leadership as an agent of change in the workplace, economics, and global business strategies are all advanced areas of study that support the FBLA goals in this course.

RELEVANT DATA AND EXPECTED OUTCOMES:
2017-2018 school year to current 2018-2019 school year FBLA membership at SCHS has seen a 135% growth. In our second year our students reached National Leadership recognition by winning 1st place at the Colorado State Leadership Conference, earning their way to Nationals in Baltimore, MD last summer. This year, with over 30 new members we expect to see similar and expanded successes competitively.

INNOVATION AND INTELLIGENT RISK:
This course will allow our Business students to connect with our community through an embedded Service Project and intentional leadership development through experience, practice, and observation.

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
<table>
<thead>
<tr>
<th>Culture</th>
<th>We recognize the dynamic partnership between business enterprise and education.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outer Ring—How we treat our work</td>
<td>FBLA Leadership will instill the importance of work ethic, quality of work, and collaborative relationships in the workplace.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>FBLA organization will work to build relationships with our business community in addition with supporting our workplace learning initiative. This class will help insure students will be prepared when they represent our district as workplace interns or employees.</td>
</tr>
<tr>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
<td>Provide students and local businesses a bridge for educational outreach opportunities.</td>
</tr>
<tr>
<td>Rock #3— Grow a robust portfolio of distinct and exceptional schools</td>
<td>Positions Sand Creek High School as a district leader in FBLA success and growth within the business pathway.</td>
</tr>
<tr>
<td>Rock #4 — Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>Foundational blocks of business professionalism, leadership management, and allowing students to have a voice and choice with identifying paths for their future. (Through potential internships)</td>
</tr>
<tr>
<td>Rock #5—Customize our educational systems to launch each student toward success</td>
<td>Provides students with career and college readiness skills that can be applied immediately following graduation.</td>
</tr>
</tbody>
</table>

**Budget Impact:** Absorbed in current CTE Budget.

**Amount Budgeted:** Potentially $99 (Harvard Business Review Subscription)

**Recommended Course Of Action/Motion Requested:** Move to approve the course proposal for FBLA Leadership I and II at Sand Creek High School.

**Approved By:** Peter Hilts, Chief Education Officer  
Brett Ridgway, Chief Business Officer  
**Date:** December 19, 2018
Course Description

FBLA Leadership is a course designed to prepare students for leadership roles in school, extra-curricular, and community activities, and for future academic, career, and citizenship responsibilities. Future Business Leaders of America provides innovative leadership development together with a positive work relationship. Participation in FBLA has a direct impact on the success of a person’s career in the real world and what is expected of them in the workplace. Students will be able to utilize the organizational FBLA goals which include:

- Develop competent, aggressive business leadership.
- Strengthen the confidence of students in themselves and their work.
- Create more interest in and understanding of the American business enterprise.
- Encourage members in the development of individual projects, which contribute to the improvement of home, business, and community.
- Develop character, prepare for useful citizenship, and foster patriotism.
- Encourage and practice efficient money management.
- Encourage scholarship and promote school loyalty.
- Assist students in the establishment of occupational goals.
- Facilitate the transition from school to work.
- Develop and amend Chapter Bylaws and Plan of Work materials

Suggested Textbook and Materials

FBLA-pbl.org competitive event materials, Lead to Feed curriculum, Harvard Business Review case studies, Google Suite, the Internet, related worksheets, and projects.

Grading Procedures

Grades will be based on the total number of points earned during the marking period. These will include:

- Homework Notes and Class/Workbook Activities
- Class Participation
- Special Project Activities
- Chapter tests
- Service Activities
- FBLA participation
- Comprehensive final exam
  - Grades may be checked on PowerSchool

Term grades will be determined by dividing the total points earned by the total possible points.

Expectations, Requirements, and Classroom Rules

1. Students are required to have all necessary materials in class everyday. [Course content materials, notebooks/folder, pen or pencil.]

19-20
2. Students are required **to be on time** for class or have a pass from a teacher if late. Students are **to be prepared** for class when the bell rings and begin to work on the class objective.

3. Students will complete all homework/class work assignments and submit at the designated time with proper documentation at the top of their paper. Homework will be given a numeric grade; an appropriate penalty will be assessed for not meeting completion deadlines.

4. Students are expected to exhibit the appropriate work habits, personality traits, and positive attitudes demanded in today’s competitive high-tech work place.

5. Students are expected to participate in and contribute to class discussions, assignments, demonstrations, learning activities, homework, special projects, service activities, and FBLA activities.

6. Students are expected **to be respectful** and courteous towards each other and teachers. They should not talk while the teacher or classmate is talking and be on their best behavior the entire time they are in the classroom.

7. Students are expected to be respectful and careful with the school’s equipment.

8. Students absent from class for any reason are required to obtain and complete any missed test, quizzes, and assignments.

9. Students are expected to come for extra help when they do not understand a concept or for accelerated problems.

10. Students must adhere to the school district’s Technology Policy and other district regulations or expect to receive appropriate discipline according to the discipline policy.

```
Student Name ___________________________     Date _________
Parent Signature _________________________     Date _________
```
## Tentative Curriculum Map

<table>
<thead>
<tr>
<th>Course Name</th>
<th>FBLA Leadership I*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td><strong>Course Syllabus/Requirements</strong>&lt;br&gt;Desirable/Safe Work Habits, Personal Traits, and Attitude for business understanding Leadership Characteristics</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td><strong>FBLA District test preparation</strong>&lt;br&gt;Developing Leadership Skills&lt;br&gt;Fundraising management</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td><strong>FBLA Fall Leadership Conference Workshop participation</strong>&lt;br&gt;Special Project</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td><strong>FBLA goals and responsibilities</strong>&lt;br&gt;FBLA District test preparation&lt;br&gt;Fundraising management</td>
</tr>
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<td><strong>December</strong></td>
<td><strong>Special Project</strong>&lt;br&gt;Working effectively with groups&lt;br&gt;FBLA group events&lt;br&gt;FBLA District test preparation&lt;br&gt;FBLA District Conference – Objective Testing</td>
</tr>
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<th>Course Name</th>
<th>FBLA Leadership II*</th>
</tr>
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<tbody>
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<td><strong>January</strong></td>
<td><strong>Using effective team work and group leadership</strong>&lt;br&gt;Work ethic changes&lt;br&gt;FBLA District Conference&lt;br&gt;Special Project</td>
</tr>
<tr>
<td><strong>February</strong></td>
<td><strong>Recognizing, Diversity and Values</strong>&lt;br&gt;Planning Strategic Management&lt;br&gt;Exhibiting personal characteristics&lt;br&gt;FBLA State test preparation&lt;br&gt;Fundraising management</td>
</tr>
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<td><strong>March</strong></td>
<td><strong>FBLA State test preparation</strong>&lt;br&gt;Special Project&lt;br&gt;Careers in Marketing&lt;br&gt;Marketing Basics</td>
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<td><strong>April</strong></td>
<td><strong>FBLA State Conference</strong>&lt;br&gt;Economics and Marketing&lt;br&gt;Marketing Research&lt;br&gt;Product Planning, and Product Life Cycles&lt;br&gt;Special Project</td>
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<td><strong>May</strong></td>
<td><strong>Global Marketing and Distribution Channels</strong>&lt;br&gt;Pricing Methods and Credit&lt;br&gt;Advertising and Sales Promotions&lt;br&gt;Final exam review&lt;br&gt;Final exam</td>
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*Subject items may vary depending on class interest*
BOARD OF EDUCATION ITEM 7.05b
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Dave Kranz
TITLE OF AGENDA ITEM: Large Animal Vet Science
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:
Large Animal Vet Science is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or veterinarian while you’re still in high school. Students in this course begin with an exploration of health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

RATIONALE:
There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:
There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:
There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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

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Item 7.05b continued

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**Budget Impact:** I will be able to use my existing budget.

**Amount Budgeted:** No more than what my budget will pay for.

**Recommended Course Of Action/Motion Requested:** Move to approve the addition of the course entitled Large Animal Vet Science at Falcon High School.

**Approved By:** Peter Hildts, Chief Education Officer  
**Date:** December 19, 2018
I. Course Introduction
Large Animal Veterinary Science is your chance to make decisions like a doctor, nurse, or veterinarian while you’re still in high school. Students in this course begin with an exploration of health and diseases, analyzing pathogens and learning how to reduce the prevalence of disease through the administration of vaccines, antibiotics, and other health measures. Students then explore the reproductive system of mammals, learning how to enable reproduction through management while preventing reproductive disease and disorders. Next, students explore mammalian nutrition, connecting the components of the diet of an animal to its health and wellbeing. Students conclude the course by assessing animal welfare, facility design, and finish by conducting physical exams on actual animals through the possibility of an internship. Students work closely with living animals to gain real-world skills and dissect organs in order to better understand animal systems from the inside-out. In this class, you will be treated like a veterinary student and you will learn to diagnose and treat actual diseases and disorders. This is an ideal class for anyone who wants a career in a medical, science, or agricultural field.

II. Course Content
Unit 1: Intro to Large Animal Vet Science
Unit 2: Large Animal Terminology, Anatomy and Physiology
Unit 3: Clinical Exams
Unit 4: Physical Exams/Hospital Procedures
Unit 5: Animal Nutrition
Unit 6: Disease and Parasite Control
Unit 7: Animal Reproduction

III. Required Materials
1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. Kindle for assignments…PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

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

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

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

4. **No food or drink is permitted in the classroom**
   - Water in a clear or translucent bottle is the only exception. Any other items visible once class begins will be confiscated and thrown away.
   - Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.

IV. **Grading Procedures**

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

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

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

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

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

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

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

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:
1) Must be completed at a satisfactory level (C or higher (refer to description above).
2) Turned in either when due (i.e. on-time) or within the three-day late period.
If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, if that assessment is granted a redo/retake.

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

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

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

VI. Academic Integrity
Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student's own work.
If a student is cheating they will receive an "I" for the initial assessment/assignment. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give "consulting" help to or receive "consulting" help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an "I" for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.

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

- Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)
- Include a full Salutation: e.g. "Hello Mr. Kranz," or "Dear Mr. Kranz"
- Use full sentences with proper capitalization and punctuation.
- Sign-off with a proper closing: e.g. “Sincerely, John Doe” “Have a good weekend”

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

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

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

X. Lab Etiquette information
**Proper Clothing to be Worn When Working:**
- Clothing should fit properly and not be loose fitting
- Pants and long sleeved shirts should be worn to protect arms and legs, if necessary
- Jewelry should be removed and stored in a safe place
- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.
Agriculture Classes at Falcon High School
Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many hands-on learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

**Allergies:** Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

**Other Pertinent Health Information:** If there are any other health conditions that may affect the student’s participation in this class, please indicate them here:

1.  Never horseplay around the animals.
    a. This causes them to be frightened, often resulting in undue stress.
2.  Never use the animals as a means of scaring another person.
3.  Do not feed the animals without Mr. Kranz’s permission.
4.  Always make sure that cages and pens are closed properly to prevent escape.
5.  Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
6.  Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning it.
    a. Do not leave animal feces.
7.  Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for handling the animals and I agree to follow these rules whenever I come in contact with the Agriculture classroom animals. I understand that failure to follow these rules will result in the loss of all animal privileges. Furthermore, I understand that extreme disregard of these rules may result in additional consequences which may include after school detention or removal from the classroom.

Student Signature: __________________________  Date: __________________________

I have read the form on handling animals in the Agriculture classroom and I understand that the animals are a privilege in the classroom and that if improperly handled, the privilege may be revoked. I further understand that animals are unpredictable and that even when handled properly, they may bite, scratch or kick. Knowing this, I give permission for my child to handle the animals in the Agriculture classroom and release Falcon High School and the owners of the animals free of all liability.

Parent Signature: __________________________  Date: __________________________
Veterinary Pet Care is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students. Students will be able to learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. Students will learn how to bandage an abrasion, stitch a wound, and address any major medical emergency. They will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for any student who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:
There is a growing interest in the Animal systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:
There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:
There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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

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Rock #5 — Customize our educational systems to launch each student toward success

Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications.

**Budget Impact:** I will be able to use my existing budget.

**Amount Budgeted:** No more than what my budget will pay for.

**Recommended Course Of Action/Motion Requested:** Move to approve the addition of a Veterinary Pet Care course at Falcon High School.

**Approved By:** Peter Hilts, Chief Education Officer **Date:** December 19, 2018
Veterinary Pet Care

2019-20

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

I. Course Introduction
Learn how to keep your pets happy, healthy, and safe with actual classroom animals. You will learn how to perform lifesaving procedures such as CPR and artificial respiration, make diagnoses, and analyze diets and nutrition. You will learn how to bandage an abrasion, stitch a wound, and address any major medical emergency. You will understand what it takes to effectively care for dogs and cats in any situation. This is an ideal class for anyone who loves caring for animals or who wants to pursue a career in a medical field. This class involves opportunities to work with live dogs and cats as well as various other species.

II. Course Content
Unit 1: Intro to Vet Pet Care
Unit 2: Vet Pet Terminology, Anatomy and Physiology
Unit 3: Clinical Exams
Unit 4: Physical Exams/Hospital Procedures
Unit 5: Pet Nutrition
Unit 6: Disease and Parasite Control
Unit 7: Pet Reproduction

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

Four Standards of Classroom Protocol:
1. Be Responsible
   • Behavior in the classroom is the individual student’s responsibility.
   • Turn in all homework completed on time especially if you want a redo on the assessment.
2. Be Respectful.
   • Be quiet and listen when someone else is talking (i.e. teacher, other students, etc.).
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**Coursework:**
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**Absence/Make-up Policy:**
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- Boots or shoes should cover the entire foot
- Long hair must be tied back in a pony-tail
- Proper PPE (personal protective equipment) must be worn at all times.
- Gloves should be worn to protect hands from burns, sharp materials, or hazardous materials.
- No pocket knives.
Agriculture Classes at Falcon High School

Medical Information & Release

The animal/veterinarian science portion of the class endeavors to provide as many hands-on learning opportunities as possible. As students explore the animal science field and learn skills necessary to animal care and veterinary medicine, they will have opportunities to work with animals in class.

Every effort is made to ensure that only well behaved animals are in the class. Only healthy and vaccinated animals are used in class to teach and demonstrate with, but parents and students should be aware that there is always a possibility of an accident or injury. Many things could happen when being around an animal from being bit and scratched to being stepped on or even kicked.

Allergies: Please indicate any animal related or hay-fever allergies. Include severity of symptoms and necessary treatment if an allergic reaction were to occur in class:

Other Pertinent Health Information: If there are any other health conditions that may affect the student’s participation in this class, please indicate them here:

1. Never horseplay around the animals.
   a. This causes them to be frightened, often resulting in undue stress.
2. Never use the animals as a means of scaring another person.
3. Do not feed the animals without Mr. Kranz’s permission.
4. Always make sure that cages and pens are closed properly to prevent escape.
5. Do NOT put your fingers in or near the mouths of any animal, unless feeding them.
6. Remember, if you are handling an animal and it makes a mess, you are responsible for cleaning up.
   a. Do not leave animal feces.
7. Respect the animals and treat them compassionately to ensure your safety as well as that of the animals.

I have read and understand the rules for handling the animals and I agree to follow these rules whenever I come in contact with the Agriculture classroom animals. I understand that failure to follow these rules will result in the loss of all animal privileges. Furthermore, I understand that extreme disregard of these rules may result in additional consequences which may include after school detention or removal from the classroom.

Student Signature: ___________________________ Date: ___________________________

I have read the form on handling animals in the Agriculture classroom and I understand that the animals are a privilege in the classroom and that if improperly handled, the privilege may be revoked. I further understand that animals are unpredictable and that even when handled properly, they may bite, scratch or kick. Knowing this, I give permission for my child to handle the animals in the Agriculture classroom and release Falcon High School and the owners of the animals free of all liability.

Parent Signature: ___________________________ Date: ___________________________
BOARD OF EDUCATION ITEM 7.05d
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Dave Kranz
TITLE OF AGENDA ITEM: Agriculture Economics and Marketing
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:
Agriculture Economics and Marketing is the next course series in the growing Agricultural Pathway at FHS. It is a program that offers many cross-curricular opportunities for students and can be used for the Economics credit to graduate from Falcon High School. Students in Agriculture Economics and Marketing learn how to effectively run any kind of business through an in-depth investigation of economics, marketing, and business management. Students first learn how and why people make the decisions that they do, followed by exploring how economics works at a national and international level. Students then move into marketing, investigating how to persuade others to buy their products and services. The class concludes with business management, covering not just how to run a business but also how to pay taxes and invest in a secure financial future. Students not only learn how to succeed in business but also how to succeed in life. Students may have the opportunity to intern in the industry with possibility of future employment.

RATIONALE:
There is a growing interest in the Ag Business systems pathway from within FHS as well as outside the school and district.

RELEVANT DATA AND EXPECTED OUTCOMES:
There will be a work-based learning opportunity associated with this class. No better way for students to know if they are interested in a particular career field by experiencing it in a controlled environment.

INNOVATION AND INTELLIGENT RISK:
There is no foreseeable risk for the District. It is a great way to further the relationship with a Business Champion in the area.

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Strategy</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring—How we treat each other</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Through the work based learning opportunity.</td>
</tr>
<tr>
<td>Outer Ring—How we treat our work</td>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<td></td>
<td>Rock #3— Grow a robust portfolio of distinct and exceptional schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rock #4— Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>Approval of additional CTE Agriculture courses supports the continued need for development of various academic pathways for Falcon High School Students</td>
</tr>
</tbody>
</table>
Item 7.05d continued

| Rock #5 — Customize our educational systems to launch each student toward success | Approval of the additional upper level Agriculture class provides an opportunity for students interested in this pathway to progress and possibly earn college credit and/or certifications. |

**Budget Impact:** I will be able to use my existing budget.

**Amount Budgeted:** No more than what my budget will pay for.

**Recommended Course of Action/Motion Requested:** Move to approve the addition of Agriculture Economics and Marketing course at Falcon High School.

**Approved By:** Peter Hilts, Chief Education Officer

**Date:** December 19, 2018
Agriculture Economics and Marketing

2019-20

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

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

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

III. Required Materials
1. A 3-ring binder and/or notebook paper for both notes and class assignments.
2. A writing utensil: pen and/or pencil.
3. Kindle for assignments...PHONES WILL NOT BE ALLOWED SO BRING YOUR KINDLE TO CLASS!!!!!
4. Hair tie for people with long hair
5. Proper clothing depending on the project that is being done

**** PPE (Personal Protective Equipment) for ag mechanic projects. YOU WILL NOT WORK WITHOUT YOUR PROPER PPE...more at the end of the syllabus

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

We are each a member of a larger learning community outside of ourselves. In order for each of us to achieve success, all of us must demonstrate a positive, supportive, and respectful attitude.
3. **Be Ready to Learn**
   - Bring all required materials to class everyday (i.e. homework, writing utensils, notebook, and PPE)
   - Be in your seat and ready to work on the bell work question when the bell rings.
   - Be prepared for all tests and quizzes. **No cheating will be tolerated.** Cheating will result in a phone call/email home AND no redo/retake opportunity.

4. **No food or drink is permitted in the classroom**
   - **Water in a clear or translucent bottle is the only exception.** Any other items visible once class begins will be confiscated and thrown away.
   - **Travel Mugs are not allowed in the class. They must be placed in your locker before class begins.**

**IV. Grading Procedures**

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

If a student “skips/unexcused absence” the day of an assessment or when a project is due:
   - Student receives an "I" recorded in the grade book for assessment
   - Is expected to complete/turn-in upon return to class (no extension)
   - Student forfeits the opportunity of a retake
   - The highest grade they can receive is a "C"
   - Project is expected to complete/turn-in upon return to class (no extension) and the highest grade they can receive is a "C"

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

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

**Late Coursework Policy:**
Any coursework not turned in when due will be considered late and thus that unit assessment will be ineligible for a redo/retake. However, the late summative coursework items may still be turned in for full credit if done so within THREE school days from the original due date. In most cases, if any coursework is turned in late for that unit, there is NO redo/retake on the assessment for that unit!
Assessment and/or Coursework Redo/Retake Policy:
Students will be allowed ONE redo/retake for any given assessment and/or coursework item, if that assessment is granted a redo/retake. The deadline to complete a redo/retake is FIVE school days (one week) from the date upon which the original assessment and/or coursework item has been graded and returned to the student (Don’t procrastinate). After the five-day deadline has passed, the opportunity to “retake” ends for that specific assessment and/or coursework item. Please plan accordingly!

Requirements for a redo/retake of an assessment: All coursework assigned during the course of the unit must meet BOTH of the following two criteria:
1) Must be completed at a satisfactory level (C or higher (refer to description above).  
2) Turned in either when due (i.e. on-time) or within the three-day late period.
   If both of the above criteria are met, the student is deemed eligible for a redo/retake of the summative assessment, if that assessment is granted a redo/retake.

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

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

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

VI. Academic Integrity
Each student in this course is expected to abide by the FHS Code of Conduct. Any work submitted by a student in this course for academic credit will be the student’s own work. If a student is cheating they will receive an “I” for the initial assessment/assignment. You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give “consulting” help to or receive “consulting” help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e-mail, an e-mail attachment file, a thumb drive, or a hard copy. Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive an “I” for the assessment/coursework. Penalty for violation of this Code can also result in school disciplinary action.
VII. Email procedure
Every attempt will be made to respond to emails as soon as possible; generally, within 12-24 hours. However, emails that are unintelligible may not receive an answer. To ensure a timely response, please follow the following procedures:

! Subject line: First Name Last Initial, Period 5. (EXAMPLE: John D, Per 5)
! Include a full Salutation: e.g. “Hello Mr. Kranz,” or “Dear Mr. Kranz”
! Use full sentences with proper capitalization and punctuation.
! Sign-off with a proper closing: e.g. “Sincerely, John Doe” “Have a good weekend”

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

IX. Miscellaneous
ELECTRONIC DEVICE: No cell phones, I-Pods or are allowed in the classroom EXCEPT if you use it for class activities! I don’t make the rules however; I do enforce them. NO cellular devices will leave the room when a student is issued a pass!!
CLASS WEBSITE: Students are encouraged to use the class website on Schoology to check for information they may have missed during an absence.
**Board Meeting Of:** January 10, 2019  
**Prepared By:** Amy Rogers  
**Title of Agenda Item:** VRHS SAT/PSAT Math Prep Semester Course Addition for Sophomores and Juniors  
**Action/Information/Discussion:** Action

**Background Information: Description of Expectation/Need/Opportunity:**  
VRHS needs a semester elective course for Sophomores and Juniors who are interested in getting a high score on their SAT.

**Rationale:**  
This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

**Relevant Data and Expected Outcomes:**  
The addition of this course will allow students to improve their math SAT scores from their PSAT scores. The desired outcome is that students increase their math score by a minimum of 100 points.

**Innovation and Intelligent Risk:**  
This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist in improving SAT scores for our students and school. It does not pose any risk for the district, but assists in improving scores and students’ ability to problem solve.

**Impacts on the District’s Mission Priorities—The Rings and Rocks:**  
This course is focused on helping students achieve their pathway goal as it may be tied to assessment scores.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Inner Ring—How we treat each other</th>
<th>Outer Ring—How we treat our work</th>
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<tr>
<td>Strategy</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
</tr>
<tr>
<td></td>
<td>Rock #3—Grow a robust portfolio of distinct and exceptional schools</td>
<td>By raising achievement scores, Vista Ridge will have a more exceptional portfolio than other schools.</td>
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</tbody>
</table>
**BOE Regular Meeting January 10, 2019**  
*Item 7.05c continued*

<table>
<thead>
<tr>
<th><strong>Rock #4</strong> — Build <em>firm foundations</em> of knowledge, skills and experience so all learners can thrive</th>
<th>This course is specifically designed to focus only on SAT concepts that are essential for success in college readiness.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rock #5</strong> — Customize our educational systems to launch each student toward success</td>
<td>This course is available to all 10th and 11th grade students who will take the SAT in April of each year. This course is designed to help all 10th and 11th graders be more prepared for the SAT test as well as set goals to achieve the score they desire to get into the college of their choice.</td>
</tr>
</tbody>
</table>

**Budget Impact:** There is no additional cost for creating the course.

**Amount Budgeted:** There is no additional cost for creating the course.

**Recommended Course of Action/Motion Requested:** Move to approve the addition of an SAT/PSAT Math Prep course at Vista Ridge High School.

**Approved By:** Peter Hilts, Chief Education Officer  
**Date:** December 19, 2018
Course: Math Lab/SAT Prep
Instructor: Ms. Taylor
Credit Earned: 0.5 elective credit

Grade Level: 11
Instructor Contact Information: dtaylor@d49.org
Grading Scale: Weighted

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.

Absences/Make-Up Policy: Students will need to make-up any Khan Academy assignments and SAT Practice Tests. All other class activities will be excused.

Grading: Grading in the course is weighted based on the following categories:
- 45% Khan Academy Assignments
- 5% Quizlet Vocabulary Sets
- 15% On Your Own/Checks for Mastery
- 15% SAT Practice Test Reflections
- 5% Work Ethic/Timeliness
- 15% Weekly Warm-Ups/Questions of the Day
SAT/PSAT Math Prep:

Course Description: This elective course offers students an entire semester dedicated to working solely on SAT competencies. Students will work daily on test taking skills, time saving strategies, problem solving, and critical thinking using resources from College Board and Khan Academy. They will use their PSAT scores and test results from College Board to make individualized plans and goals for getting the score they desire on the SAT.
BOARD OF EDUCATION ITEM 7.05f
OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Eric Canuel
TITLE OF AGENDA ITEM: FHS Digital Art Course Proposal
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:
This is a proposal for a new Digital Art course at Falcon High School. This course is being created to address student interests and expand the visual arts pathway.

RATIONALE:
Currently we offer Graphic Design 1 & Graphic Design 2. These focus primarily on the traditional graphic design tools with only an introduction to the skills of digital painting. A need is being seen for these specific skills at upper levels, especially in AP Studio Art & Pre-AP Studio Art, due to student interest. By adding a Digital Art class, students will be able to choose whether they want to continue on the traditional graphic design path with Graphic Design 2 or if they would like to move in the direction of digital painting and other Photoshop related skills & fields. These choices also align with our EmpowerFZ goals and this Digital Art course will be articulated for PPCC credit.

RELEVANT DATA AND EXPECTED OUTCOMES:
Many students in current AP Studio Art & Pre-AP Studio Art are focusing on digital art skills as they develop their concentrations for AP. The expected outcome is that they will have another course to take before reaching AP Studio Art that teaches them the specific skills they need for success in AP. We expect that the roster size of AP Art courses will increase with this option and the students who choose to include digital art in their concentration will achieve higher scores on the AP Studio Art portfolio test.

INNOVATION AND INTELLIGENT RISK:
Innovation: This new course addresses high school pathways and student interests that may lead to college pathways. Also, the setup of the course follows our new EmpowerFZ goals. Risk: We don’t see any specific risk in offering this new course option.

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
Digital Art will be a new course for District 49. The creation of this course will allow students to learn and practice skills that they have not been introduced to in the past, at FHS or any other school in District 49. Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.

<p>| Inner Ring—How we treat each other |
| Outer Ring—How we treat our work |
| <strong>Rock #1</strong>—Establish enduring trust throughout our community |
| <strong>Rock #2</strong>—Research, design and implement programs for intentional community participation |</p>
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<th>Grow a robust portfolio of distinct and exceptional schools</th>
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<td>Rock #4</td>
<td>Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>Digital Art will be part of the visual arts on the Graphic Design pathway. The inclusion of this course will allow students to expand their specific skills in digital art while also exploring the possibilities in that career path.</td>
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<tr>
<td>Rock #5</td>
<td>Customize our educational systems to launch each student toward success</td>
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**Budget Impact:** This course meets the requirements of the CTE program and all instructors in the visual arts department are CTE certified. This will allow CTE funding to be used to assist with computers and graphic design software needs. Students will pay the regular $20 fee for art courses. These fees will be spent to purchase art supplies and to cover regular maintenance of MacBooks, Wacom Tablets and other graphic design hardware & software.

**Amount Budgeted:** Students will pay the standard $20 art fee and all supplies needed beyond this will be covered by the FHS Visual Arts CTE budget.

**Recommended Course of Action/Motion Requested:** Move to approve the addition of a Digital Art course at Falcon High School.

**Approved By:** Peter Hilts, Chief Education Officer  
**Date:** December 19, 2018
Proposed Digital Art Syllabus for 2019-2020

Self Portrait w/ Special Effects Text Unit (Estimated 3 Weeks)
A combination of photo manipulation and special effects techniques in Adobe Photoshop.

Illustrated Word Unit (Estimated 2 Weeks)
A continuation of advanced photo manipulation techniques.

Wacom Tablet Basics Unit (Estimated 1 Week)
Introduction to the use and the basics of Wacom tablets.

Digital Painting Unit (Estimated 3 Weeks)
Students will use previously learned Wacom Tablet skills to create an Original digital painting based on a reference photograph.

Choice Units (Based on EmpowerFZ) (Estimated 2-3 Weeks per project)
At this point of the semester, student will be presented with multiple options to choose from as they continue their mastery of digital art techniques. They will be required to complete a minimum of three projects during the second half of the semester. All projects will be graded on rubrics that are specific to the projects that they have chosen.

Portfolio Development (Full Semester)
Writing artist statement, organizing semester's work for presentation and reflection on individual art pieces.

Final Presentation (Final Week)
Oral presentation to classmates focusing on individual projects, challenges overcome and defense of work through response to questions.
**Digital Art**

Length: 1 semester  
Credit: 1/2 per semester (Fine Art). Fee: See board approved fee schedule

Prerequisite: C or better in Graphic Design 1 or Art Portfolio Review

This class further develops concepts learned in Graphic Design 1, but with a focus on the Adobe Photoshop component. Students will continue mastery of photo manipulation techniques and will add the new skill of digital painting with the use of Wacom tablets. This class will combine basic traditional art techniques, like painting, with Adobe Photoshop techniques.

*PPCC Credit: This course is aligned with PPCC course MGD111: Adobe Photoshop 1. Students that pass Digital Art with a ‘B’ or higher will be eligible to purchase college credit for the course through PPCC at a discounted cost.*
BOARD MEETING OF: January 10, 2019
PREPARED BY: Shawna Beeler
TITLE OF AGENDA ITEM: VRHS Course Name Change: “Chamber Choir” to “Show Choir”
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:
The curriculum we use in Show Choir doesn’t match the curriculum used in Chamber Choir. Chamber Choir was in place 6 years ago but it’s now a show choir. Show Choir tours, dances, and competes and our curriculum doesn’t match the name of Chamber Choir. The show choir name change will communicate better to the students and parents what concepts will be covered in this class.

RATIONALE:
Although the class is officially named “Chamber Choir,” it’s known to students, parents, and the community that it’s a show choir. The course name does not match.

RELEVANT DATA AND EXPECTED OUTCOMES:
Everything the class competes at is called a “Show Choir Competition.” Chamber choirs don’t dance and compete. It’s a different style of music.

INNOVATION AND INTELLIGENT RISK:
The name change will better reflect what the students, parents, and community members know it to be and will be less confusing for people better trying to understand what choir classes Vista Ridge offers.

IMPACTS ON THE DISTRICT’S MISSION PRIORITIES—THE RINGS AND ROCKS:
Replace this text with a discussion of the implications/impacts of the proposed action.

<table>
<thead>
<tr>
<th>Culture</th>
<th>Inner Ring—How we treat each other</th>
<th>Sportsmanship and teamwork</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Outer Ring—How we treat our work</td>
<td>We compete at high levels in order to achieve and maintain our best ability in music and dance:</td>
</tr>
<tr>
<td></td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Show Choir performs as community service at events like: Elementary schools, Clark Flatt-Anti Suicide event, retirement homes, red rocks, etc.</td>
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<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<td>Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>Show Choir follows National Standards of music and performance:</td>
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</table>
Students have experience in creating, to be successful musicians and to be successful 21st century citizens. Students perform – as singers, as instrumentalists, and outside of school. Students respond to music, as well as to their culture, their community, and their colleagues.

| Rock #5 — Customize our educational systems to launch each student toward success | Show Choir allows students to be competitive and express different styles of music and genres. It’s also dance intensive and encourages a fit and healthy lifestyle. Last, it encourages sportsmanship as students learn to work as an ensemble. |

**BUDGET IMPACT:** No Cost  
**AMOUNT BUDGETED:** No Cost

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to accept a name change for VRHS “Chamber Choir” to “Show Choir”.

**APPROVED BY:** Peter Hilts, Chief Education Officer  
**DATE:** December 19, 2018
"Vista Ridge Rhythm"
Show Choir
Syllabus and Contract

Ms. Shawna Beeler, Director- sbeeler@d49.org (719) 495-1149 x2214
D49 Website- http://choir.vistaridge.falcon49.schoolfusion.us/
Choir Website- http://vistaridgechoir.weebly.com
Facebook- https://www.facebook.com/VistaRidgeChoirs

Congratulations on being selected for VRHS, auditioned Show Choir. In our year together we will explore the fundamentals of music. This course focuses on the art of making music by studying and demonstrating aspects of music performance, theory, technique, expression, and dance at a competitive level. *I encourage everyone to follow the Facebook page listed above if they prefer updates about upcoming events and updates on classroom activities. (Side note- I would appreciate tissue donations for the classroom!)

*2018-2019 Tentative Show Choir Competition Dates*

- **Fall Pop Concert:** October 1, 2018 7pm Vista Ridge Auditorium!!!-All Choirs
- **November 3, 2018** "Old West" Show Choir Competition in Scottsbluff, NE (Leave Friday, November 2 after school return Sunday the 4th)-Show Choir Only
- Christmas Elementary Tour (December TBD)-Show Choir Only
- **Winter Concert:** December 20, 2018 7pm VRHS Auditorium-All Choirs
- CHSAA Competition at Cheyenne Mountain HS: April 18, 2019-Show Choir Only
- Large Group at Doherty HS (April TBD-scheduled in January)-Show Choir/Concert Choir
- **Spring Concert:** May 9, 2019 7pm VRHS Auditorium-All Choirs
- ***Graduation:** (Concert Choir and Show Choir Only-May 25th)
Expectations
This is an interactive class and will require participation from all students. Part of choir is learning how to become comfortable performing in front of others. It is therefore vital that we, as a class, create a safe, fun, and welcoming environment that allows for acceptability and creativity. Students must also demonstrate employability skills such as:

- **Be on time**, focused, and ready to participate
- Come prepared with your music, a pencil, and paper daily
- No food, gum or beverages other than a water bottle
- Be appropriate with all choices
- Be respectful; listen to all instructions the first time
- No cell phones or electronic devices unless otherwise instructed. The school policy allows staff members to collect cell phones from students not following instructions. Cell phones will be returned at the end of the day. If the issue continues, the cell phone will be taken to discipline with a write up.
- Be a team player!
- No unexcused absences from performance dates (will result in removal from Show Choir)
- Must be eligible and not failing any class at VRHS
- Purchase dance shoes and have them for each class
- **3 or more unexcused absences or tardies will results in removal from this competitive course.**
- Any drug or alcohol use (or anything that breaks school policy) will result in immediate removal from the ensemble whether it happens on or off campus.
- If students miss rehearsal where we clean choreography or create choreography-they will be replaced with an understudy.
- If a student isn’t eligible or has discipline issues (school wide) they will be replaced with an understudy.
- If students don’t know their music, choreography, or have discipline issues they will be replaced with an understudy.
Participation & Grading Policy

Students will receive “Rehearsal points” for each class period. Attendance, tardiness, disruptive behavior, refusing to do an activity, and lack of focus may result in points being deducted from your rehearsal grade. It is because of the interactive nature of this course, that it is essential to understand that your participation and presence in class is a requirement. Concerts are worth the majority of your grade (50 points a concert) If a concert is missed and excused by the director (student communicated in advance) students will be given a make-up assignment to complete in a timely manner for a substitute grade. It is up to the student to get the alternate assignment and complete it. If no communication occurred and students skipped performances the grade will result in a 0.

Summer Rehearsal:
Each student is being sent home with a “learning folder” over the summer. The voice parts are recorded and it’s best to familiarize yourself with the music before the school year starts. The mandatory summer rehearsal dates are: July 20 and 21 from 9-4 in the choir room. All of the choreography will be learned so you must bring dance shoes!

Lettering and Uniform Expectations
Students will NOT be considered for a Varsity Letter if the letter requirement form is not submitted to Ms. Bee by the due date of April 15! Excessive absences or lack of participation will result in the same consequences of not being approved to letter. The Show Choir dress or tux and Chamber/Concert dress or tux that may be issued (Depending on the course enrolled in) is your responsibility to dry clean and return BY THE END OF THE YEAR. Failure to not dry clean or return (or return damaged) will result in being charged the cost of dry cleaning or uniform ($110 for the tux and $150 for dresses). The student is also responsible for loss or damage to uniforms, music, or leather bound folders. Any missed show choir performances or competitions will result in automatic removal of varsity letter. Ineligibility and discipline issues of ANY KIND (drugs, alcohol, referrals, theft, dishonesty,
academic dishonesty, etc.) will result in loss of varsity lettering opportunity and result in possible removal from the ensemble (director discretion and school discipline policy).

**Concerts and Rehearsals**
You **MUST** attend the performance(s)/concert(s) required for your class, as this is a performance based class. Since all concert dates are given to you in the beginning of the year, work, exams, sports, or any other excuse is **NOT** acceptable. The only exceptions for missing a concert would be if you were extremely ill, (Doctors note) or family emergency. **(Absences will negatively impact your grade. If you miss any unexcused performance dates with no communication with the director you will no longer be a part of Vista Ridge Show Choir.)**

***By signing this contract the student and parent/guardian understand the grading policy, expectations, and uniform requirements for Show Choir.

**Volunteer!**
***IF a parent, guardian, friend, or family member would like to be more involved in choral happenings in the Falcon School District, please check the appropriate line to indicate the area(s) where you can help and provide your email and phone number. I will contact you via email or phone in advance if/when your help is needed. Thank you for volunteering! ☺

________ Chaperone special events/performances

________ Sewing-uniform alterations. (Mostly impermanent hemlines for dresses or pants.)

________ Be an accompanist for concerts or Solo and ensemble Festival...or do you know someone who would be available?

Accompanist name: ____________________________________________

Contact Info: _____________________________________________
Please Sign Below, return for credit, and return by:

**Wednesday August 8th**
(Please return just this page/volunteer page)
(This portion of the Syllabus is returned to Ms. Bee-Thanks!)

I, ____________________________ (Student signature) have thoroughly read the syllabus, including the expectations and policies set forth and will do my best to comply with them. I understand the uniform requirements for performances and that I am financially responsible for my uniform and music if damaged or lost. I will act as a responsible, committed, choral member and citizen while representing Vista Ridge High School and the community.

I, ____________________________ (Parent signature) have thoroughly read the syllabus, including the expectations and policies set forth and will do my best to help my student comply with them. I also understand the uniform requirements and financial responsibility if lost or damaged.

It's an honor and privilege to be chosen for this ensemble. The expectation is that students demonstrate integrity and accountability on and off campus representing VRHS. It's going to be a fun and exciting year and I look forward to working with everyone to build the best show choir and classroom environment possible!
**BOARD OF EDUCATION ITEM 7.06B**

**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** January 10, 2019

**PREPARED BY:** Theresa James

**TITLE OF AGENDA ITEM:** VRHS Critical Thinking Name Change

**ACTION/INFORMATION/DISCUSSION:**

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

VRHS currently offers a critical thinking course in social studies. Colleges do not recognize the name Critical Thinking as a social studies class. We want to change the course title to Global Studies to have colleges recognize the course as a social studies course. The course will not change as it is already a global studies focused course.

**RATIONALE:**

The elective course of Critical Thinking is now a well-established social studies elective course. We want students to be able to receive a social studies credit for the course rather than just receive an elective credit. This will help students be able to complete three to four years of social studies credit for college without having to take an additional social studies elective in place on Critical Thinking. Colleges will recognize the title of Global Studies as a social studies credit.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

We currently have two sections of Critical Thinking running as a course at Vista. The expected outcome of the name change would be a slight increase in numbers of students taking the course knowing it counts as a social studies credit instead of an elective credit. Also, colleges would recognize the course as a social studies credit.

**INNOVATION AND INTELLIGENT RISK:**

This course will assist in the district commitment of D49 being the best place to learn, work, and lead. It will assist students in earning more credits that are recognized by more colleges in order for our students to look more competitive in the college admissions process.

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

This course is focused on helping students achieve their pathway goal as it gives them a course name that fits more pathways and is recognized by more colleges.

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<table>
<thead>
<tr>
<th>Culture</th>
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<tbody>
<tr>
<td><strong>Inner Ring</strong>—How we treat each other</td>
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<tr>
<td><strong>Outer Ring</strong>—How we treat our work</td>
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<th>Strategy</th>
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<tr>
<td><strong>Rock #1</strong>—Establish enduring trust throughout our community</td>
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<tr>
<td><strong>Rock #2</strong>—Research, design and implement programs for intentional community participation</td>
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<tr>
<th><strong>Rock #3</strong> — Grow a robust portfolio of distinct and exceptional schools</th>
<th>By giving students more opportunities for core electives that are recognized by colleges they can create a more robust portfolio of high school achievement.</th>
</tr>
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<tbody>
<tr>
<td><strong>Rock #4</strong> — Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
<td>This course is already providing students with knowledge of global issues through the lens of critical thinking. The name change for the course will ensure that colleges better understand what students learn through this course.</td>
</tr>
<tr>
<td><strong>Rock #5</strong> — Customize our educational systems to launch each student toward success</td>
<td>This course is available to all juniors and seniors who desire to better understand their thinking process and view global issues/events understanding logic and fallacies of logic.</td>
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**BUDGET IMPACT:** There is no additional cost for renaming the course.

**AMOUNT BUDGETED:** There is no additional cost for renaming the course.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve renaming of Critical Thinking course to Global Studies course at VRHS.

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

**DATE:** December 19, 2018
Global Studies Social Studies Elective Course Vista Ridge High School
Semester long course.

Mandatory Unit 1: Elements of Thought and Critical Thinking Skills

Essential Questions:

- What are the structures and processes of human thought?
- What are the intellectual standards humans use to assess our thinking?
- How can we determine the strengths and weaknesses of our thinking and the thinking of others?
- How can we ask and answer essential questions?
- What is the structure of reading and writing while critically thinking?
- What are fallacies of thought and generalizations and how do they influence our reasoning?

Standards:

- Eight Elements of Thought
- CTCS: Standard 1 – Purposes, Goals, and Objectives
- CTCS: Standard 2 – Questions, Problems, and Issues
- CTCS: Standard 3 – Information, Data, Evidence, and Experience
- CTCS: Standard 9 – Assessing Thinking
- CTCS: Standard 21 – Skills in the Art of Asking Essential Questions

Evidence / Outcomes:

- Analyze the structures and processes of thinking.
- Assess the strengths and weaknesses of our thinking and the thinking of others.
- Identify the process of questioning and how it influences the basic structures of thinking.
- Identify and demonstrate the process of close reading.
- Identify and demonstrate the process of substantive writing.
- Describe the concept of fallacies of thought.
- Identify and analyze generalizations.
Possible Unit: Terrorism

Essential Questions:

- What is terrorism and how is it different from war?
- Can terrorism ever be justified?
- How can acts of terrorism be perceived differently by diverse parties?
- How can media bias influence people’s perceptions of terrorism?
- What is domestic terrorism?

Standards:

- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe your own assumptions and the assumptions of others about terrorism.
- Analyze the concept of terrorism and draw distinctions between related concepts.
- Predict and evaluate the implications and consequences of committing acts of terrorism.
- Evaluate varying points of view and perspectives on specific acts of terrorism.
- Analyze how media and propaganda have helped shape people’s perception of and reaction to terrorism.

Possible Topics:

- Reasons for and results of September 11th, ISIS attacks in various countries around the world, domestic terrorism.
**Possible Unit: Economic Inequality**

**Essential Questions:**

- What is economic inequality?
- What are the major underlying causes of economic inequality both domestically and internationally?
- In the world today, is it necessary for some people or nations to be poor in order for other nations or people to be rich?
- Is it the responsibility of more fortunate people or nations to help support less fortunate people or nations?

**Standards:**

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 18 – Insight into Sociocentrity
- CTCS: Standard 24 – Ethical Reasoning Abilities

**Evidence / Outcomes:**

- Identify and describe the concept of economic inequality.
- Analyze major underlying causes of economic inequality.
- Identify and describe the consequences of inequality domestically and internationally.
- Debate the responsibility of the economically advantaged to aid the economically disadvantaged.
Possible Unit: Purpose of Religion and Philosophy

Essential Questions:

- What is the purpose of religion and philosophy?
- What roles or functions do religion and philosophy hold in the lives of believers or followers and for societies as a whole?
- How can our own point of view shape how we view others religious or philosophical beliefs?
- What are the implications and consequences of the freedom or lack of freedom of religion?
- How might the media influence our perspective on religion and philosophy?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 17 – Insight into Egocentric Thought
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the purpose of religion and philosophy.
- Identify and evaluate the functions of religion and philosophy on individual’s lives and societies as a whole.
- Describe how point of view can shape religious and philosophical perspectives.
- Evaluate the impacts of religion and philosophy on people and societies throughout world history.
- Identify and describe the implications and consequences of freedom or lack of freedom of religion.
- Analyze the role of egocentric and sociocentric thought on religious and philosophical interaction.
- Evaluate the role of media in shaping perspectives on religion and philosophy.
Possible Unit: Civil and Human Rights

Essential Questions:

- What are civil rights and human rights?
- Do universal human rights actually exist?
- Are the rights of all Americans equally protected under United States law?
- What are the underlying causes of specific civil and human rights abuses and what can this tell us about the societies in which they took or are taking place?
- Is it the responsibility of the “global community” to intervene to stop human rights abuses around the world?
- What are the consequences of ignoring civil and human rights abuses?
- How can the media shape our perspective on civil and human rights issues?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
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- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the concepts of civil and human rights.
- Evaluate and justify the existence or nonexistence of universal human rights.
- Evaluate the universality of civil liberties in the United States today.
- Describe specific causes of civil and human rights abuses and analyze what they can reveal about the societies in which they occur.
- Evaluate the ethical responsibility of the “global community” to prevent human rights abuses.
- Identify and describe the consequences of ignoring civil and human rights abuses.
- Analyze media reporting of civil and human rights abuses throughout history.
Possible Unit: Benefits of Technology

Essential Questions:

- What are the most significant advances in technology throughout world history?
- Have advances in technology proven to be a more productive or destructive force on people and societies throughout world history?
- What are the implications and consequences of people or societies living behind the technology curve?
- What are the ethical implications and consequences of continued advances in medicine?
- Can advanced technology continue to sustain itself and help solve the problems of the future?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
- CTCS: Standard 7 – Implications and Consequences
- CTCS: Standard 8 – Points of View and Frames of Reference
- CTCS: Standard 24 – Ethical Reasoning Abilities

Evidence / Outcomes:

- Identify the most significant advances in technology throughout world history and justify why they have such importance.
- Debate the productive and destructive nature of technological advances throughout world history.
- Evaluate the implications and consequences of people or societies living behind the technology curve.
- Evaluate how various cultures view the value and use of advanced technologies differently.
- Analyze the ethical issues that accompany advances in medicine.
- Debate the availability of technology and resources and how this relates to the formation of technologically developed and underdeveloped nations.
- Identify and analyze issues surrounding sustainable technology.
Possible Unit: Law and Crime

Essentials Questions:

- Who determines what acceptable behavior in society is?
- How and why do people decide to either conform or defy society’s legal expectations?
- What are the ethical implications and consequences of formulating and creating laws?
- What are the ethical implications and consequences of law enforcement and punishments?
- How can media influence our perspective on law and crime?
- Can law ever be truly objective and does it have to be?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
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- CTCS: Standard 24 – Ethical Reasoning Abilities
- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Describe the purpose of law and punishment.
- Evaluate reasons for conformity and defiance of legal expectations.
- Analyze ethical implications and consequences of formulating and creating laws.
- Evaluate how various cultures view law and punishment differently.
- Identify and describe the influence of media on perceptions of legality and punishment.
- Debate how objectivity and the human factor influence law and punishment.
Possible Unit: Immigration

Essential Questions:

- What is the difference between immigration and emigration?
- Why do people choose to immigrate or emigrate to new areas of the globe?
- How do immigrants, both legal and illegal, impact a nation’s economy?
- Should there be a world without borders and how would this change the current geopolitical climate?
- How can media influence an individuals or societies perspective on immigration?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
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- CTCS: Standard 25 – Skills in Detecting Media Bias and Propaganda in National and World News

Evidence / Outcomes:

- Identify and describe the difference between immigration and emigration.
- Determine the motivations for immigration and emigration.
- Evaluate ethical implications and consequences of society’s immigration and naturalization policies.
- Analyze the impact of legal and illegal immigration on a nation’s economy.
- Analyze various perspectives on immigration.
- Debate the responsibility of nations to open their borders to immigrants.
- Evaluate and justify the advantages and disadvantages of a borderless world.
- Analyze the role of the media in shaping individuals and societies perspectives on immigration.
Possible Unit: Popular vs. Actual Culture

Essential Questions:

- What is the difference between popular and actual culture?
- Is popular culture an accurate reflection of actual culture?
- What are the ethical implications and consequences of popular culture on individuals and society?
- What power does the media have in formulating a society’s popular culture?
- Has the media’s portrayal of popular culture been a more positive or negative force on individual’s lives and their perception of actual culture in modern society?
- What do folktales, myths, and stereotypes tell us about societies and actual culture?

Standards:

- CTCS: Standard 4 – Inferences and Interpretations
- CTCS: Standard 5 – Assumptions and Presuppositions
- CTCS: Standard 6 – Concepts, Theories, Principles, Definitions, Laws, and Axioms
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Evidence / Outcomes:

- Compare and contrast popular and actual culture.
- Explore and determine whether popular culture is an accurate portrayal of actual culture.
- Analyze various perspectives on popular and actual culture.
- Analyze the role of the media in shaping a society’s popular culture.
- Analyze folktales, myths, and stereotypes and describe what they can tell us about a society.
Mandatory Last Unit: Position Paper

Description:

- Students will complete an end of the course research and position paper which will extend one of the themes we have studied throughout the course of the year.
Global Studies

Grade Level: 11-12
Prerequisite: None
Course Number: SOxxxx

This course is recommended for students who are interested in improving their thinking skills and who wish to gain a better understanding of the ways in which people think and use fallacies of logic to influence peoples' opinions and perspectives of the world around them. Upon completion of the course, students will be prepared to enter the next phase of their lives with skills that will be forever useful in their everyday lives and certainly in their future endeavors. The course provides intense reflection on pertinent current and past issues and challenges students to question their perceptions and open their minds to others' viewpoints in an appropriate and guided way. This course will also provide students with an understanding of the art of arguing by learning many fallacies of logic commonly used to manipulate the way people think.
**BOARD OF EDUCATION ITEM 7.06c**

**OPPORTUNITY AND RISK: DECISION ANALYSIS FOR MAJOR DISCUSSION AND ACTION ITEMS**

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Amy Rogers/Yvonne Woodcock  
**TITLE OF AGENDA ITEM:** VRHS Course Name Change: “Business Math” to “Personal Finance”  
**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND INFORMATION: DESCRIPTION OF EXPECTATION/NEED/OPPORTUNITY:**  
The curriculum we use for our Business Math course is more aligned to a Personal Finance type course than Business math. We feel the name change will communicate better to the students and parents of what concepts will be covered in this class.

**RATIONALE:**  
Business Math is confusing name for students since we also offer Business classes.

**RELEVANT DATA AND EXPECTED OUTCOMES:**  
The course name change provides additional clarity to the content covered in the course.

**INNOVATION AND INTELLIGENT RISK:**  
The name change would help students, parents and staff intelligently select the course based on the name.

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

<table>
<thead>
<tr>
<th>Inner Ring</th>
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<tbody>
<tr>
<td>How we treat each other</td>
<td>How we treat our work</td>
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</table>

**Strategy**

<table>
<thead>
<tr>
<th>Rock #1</th>
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<th>Rock #3</th>
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<td>Customize our educational systems to launch each student toward success</td>
</tr>
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</table>

Personal Finance is specifically designed to expose students to a variety of life skill applications with a math basis, for example, simple interest, compound interest, credit cards, personal budgeting and saving, purchasing an automobile.

Personal Finance is a course to help students learn the math behind the life skills needed in adulthoods.
BOE Regular Meeting January 10, 2019
Item 7.06c continued

**BUDGET IMPACT:** no cost

**AMOUNT BUDGETED:** no cost

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to accept a name change for VRHS “Business Math” to “Personal Finance”.

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

**DATE:** December 19, 2018
Personal Finance  
“Adulting 101”

I am looking forward to an exciting, challenging, and amazing journey together! Here is information to help you succeed this year:

REQUIRED SUPPLIES:
- Pencils w/erasers or pens
- A notebook , to keep notes, make graphs, keep examples
- A folder/binder for any worksheets or paper given during class
- Loose-leaf notebook paper
- Scientific calculator

Wish List (if you wish to donate supplies for the classroom)
- Boxes of Tissues
- Colored Pencils
- Graph paper
- Markers
- Hand Sanitizer
- Expo Markers
- Colored Paper

Text: We will also be using The High School Financial Planning Program and possibly the online curriculum through Edgenuity. We take a lot of notes so be prepared every day to learn. Notes are used on tests, so take a lot of them.

Google Classroom: Every student at VRHS has a Gmail account. There is a Google classroom for your class with posted assignments, resources, and a calendar of important dates necessary for class and to communicate to students and parents about upcoming assignments and assessments.

Classroom codes: 2nd: vz07se  5th: as0263

EXPECTATIONS: Students should be prepared and have a positive attitude every day ready to actively participate in class. My biggest rule is Expect Respect. Students should not only respect me as their teacher, but they should respect each other and expect respect from their peers and myself.

You should also:
- Be on time.
- Prepared for class.
- Cell Phones need to be put away during class time unless it is individual work time and you are listening to music.
- Bathroom passes are to be used during individual work time, not during instruction time or presentations. 1 person out at a time. You should be signing the sign in/out sheet when you go.
- Food - you have the first and last 5 minutes of every class to eat a snack or finish whatever it is that you are eating. Food should be put away any other time.
- Be on task - The time given during class should be used to work on assignments and projects, this way you can ask questions, work with other students and have minimal homework. (no sleeping)
- Stay in class at your seat until the bell rings.
Employability 100 points - Every student will start the semester with 100 points for their Employability grade, these are non-replaceable. It is up to the student to keep these points, points will be deducted when the expectations are not being followed.

**DISCIPLINE:** I will follow Vista Ridge’s discipline policy. Every student is responsible for his/her own actions. If a student is not following policy, the appropriate consequence will be given. Here is the tardy policy.
- 4th tardy parent/guardian notification
- 5th referral
- 6th detention with office
- 7th extracurricular activities are suspended

**ASSIGNMENTS:** We do a lot of individual work and projects as a group. Assignments should be turned in by the due date for full credit, otherwise points will be deducted. If assignments are not finished by the test date they will remain 0.

**MAKEUP WORK:** When you are absent it is your responsibility to complete and turn in missed work. Keeping with Vista Ridge’s late work policy, students will have 2 days after an **excused** absence to turn in work without penalty. The absent folder for each period is where you will find the assignments you missed. Otherwise, Google Classroom and Powerschool are often your best resources for missed work. If it is a prearranged absence, you should get your assignment(s) ahead of time. If you are gone for a test, you are responsible for setting up a time to take the test upon your return to school. Tests need be made up before or after school within a week. **I will not track you down to set up your makeup tests.**

**EXTRA HELP:** A student can also arrange to get extra help from the teacher before, after school, and/or during lunch. If you have any questions or concerns, please feel free to contact me anytime. My preferred method of contact is email.

**GRADING:**

<table>
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<tr>
<th>Weighted Grades:</th>
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<tr>
<td><strong>Assessments</strong>........................70%</td>
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<tr>
<td><strong>Final</strong>................................15%</td>
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<tr>
<td><strong>Daily Work</strong>...........................10%</td>
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Please detach, sign, and return the following portion to the teacher on the next class period.

2018 -2019 Personal Finance Syllabus Confirmation

I have read and understand the course expectations, guidelines, and consequences for Business Math.

Date_______________ Period ___

**Student:**
VISTA RIDGE HIGH SCHOOL VALUES:

**Accountable**
- For our actions
  - Be on time
  - Be prepared for class
  - Be engaged in class
  - Be aware of consequence of your efforts
- Scales will be posted (see class syllabus)

**Respect**
- For abilities, qualities, and achievements
  - Capturing Kids Hearts

**Transparent**
- Build positive relationships through honesty and openness
  - Ask questions/Seek Help
  - Professional Conflict

**Caring**
- Provide safe and caring environment for students and staff
- Student of the Month (school wide)
Personal Finance
Course Description:

This course is a one-semester course to meet students where they are in life, so they can start making good money management decisions from day one. Rather than bog this generation down with boring fact memorization and textbook definitions, we use videos, online blended learning, and a workbook to educate AND entertain, so these principles really sink in! Instructors unpack everything from saving and budgeting for things like their first car and college, to the really fun aspects of investing - like how, as a teen, time is on their side for wealth building. We even walk students through resume building, career options, negotiation, insurance and the world's most exciting topic: taxes! Put most simply: This class is designed to make sure students are ready for life after high school.
BOARD MEETING OF: January 10, 2019
PREPARED BY: Donna Garza, Executive Assistant to the BOE
TITLE OF AGENDA ITEM: Approval of 2020-21 Board of Education Meeting Dates
ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND OR RATIONALE
Regular Board of Education meetings are scheduled on the second Thursday of the month and work sessions are scheduled for the fourth Wednesday of the month. The November work session is scheduled earlier due to the holiday break. Work sessions in May, July and December are not scheduled to accommodate graduations and breaks.

RELEVANT DATA AND EXPECTED OUTCOMES:
Approving board meeting dates in advance and aligning that approval with the school calendar provides continuity and encourages planning.

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

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

Regularly scheduled Board of Education meetings invite strong community participation.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Move to approve the attached list of 2020-2021 Board of Education meeting dates.

APPROVED BY: Marie La Vere-Wright, Board President  DATE: December 19, 2018
# BOARD OF EDUCATION
## 2020-2021 Meeting Dates

<table>
<thead>
<tr>
<th>Regular Meeting Schedule</th>
<th>Work Session Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 9, 2020</td>
<td>July – no meeting scheduled</td>
</tr>
<tr>
<td>August 13, 2020</td>
<td>August 26, 2020</td>
</tr>
<tr>
<td>September 10, 2020</td>
<td>September 23, 2020</td>
</tr>
<tr>
<td>October 8, 2020</td>
<td>October 28, 2020</td>
</tr>
<tr>
<td>November 12, 2020</td>
<td>November 18, 2020</td>
</tr>
<tr>
<td>December 10, 2020</td>
<td>December – no meeting scheduled</td>
</tr>
<tr>
<td>January 14, 2021</td>
<td>January 27, 2021</td>
</tr>
<tr>
<td>February 11, 2021</td>
<td>February 24, 2021</td>
</tr>
<tr>
<td>March 11, 2021</td>
<td>March 24, 2021</td>
</tr>
<tr>
<td>April 8, 2021</td>
<td>April 28, 2021</td>
</tr>
<tr>
<td>May 13, 2021</td>
<td>May – no meeting scheduled</td>
</tr>
<tr>
<td>June 10, 2021</td>
<td>June 23, 2021</td>
</tr>
</tbody>
</table>

**Location of meetings:**
- Board Room
- Education Service Center
- 10850 East Woodmen Road
- Peyton, CO 80831

**Time of meetings:** 6:30 p.m.

For further information, please call Donna Garza at 719-495-1128 or email dgarza@d49.org.

**Please note:** The regular Board of Education meetings are scheduled on the second Thursday of the month and work session meetings are scheduled for the fourth Wednesday of the month unless otherwise noted.
**Board Of Education Item 7.08**  
**Opportunity and Risk: Decision Analysis for Major Discussion and Action Items**

**Board Meeting Of:** January 10, 2019  
**Prepared By:** Peter Hilts  
**Title of Agenda Item:** Mission Innovation 2.0 in 2019  
**Action/Information/Discussion:** Discussion and Direction

**Background Information: Description of Expectation/Need/Oppportunity:**
Due to consistent feedback from multiple sources (VoW Annual Survey, VoW Learning Tours, Chief Officer Performance Evaluation) it is clear that our current workload and pace of change does not support a new mission innovation cycle. The challenge of changing multiple systems simultaneously is requiring close to our maximum capacity for change.

**Rationale:**
Pausing our systematic innovation respects the experiences of those who would have to evaluate, lead, and implement new innovations.

**Relevant Data and Expected Outcomes:**
The expected outcome is that future innovation proposals will come before the board during an atmosphere of greater support and capacity for innovation implementation.

**Innovation and Intelligent Risk:**
Pausing Mission Innovation does not present any risks, but it does delay the opportunity to innovate practices or approaches.

**Impacts on the District’s Mission Priorities—The Rings and Rocks:**
Systematic innovation is respectful to our workforce, and trusts workforce members with generating and implementing constructive innovations, so it fulfills the inner ring of our compass. It is also a way of being purposeful and learning about options, so it fulfills the outer ring of our compass. Each proposal will have unique impacts in support of our strategic priorities, and may also support specific aspects of our cultural compass.

**Budget Impact:** There is no budget impact to delaying MI proposals.

**Amount Budgeted:** In most cases, the MI proposal will rely on funds that are not yet identified or budgeted.

**Recommended Course of Action/Motion Requested:** We will recommend that the board reengage with Mission Innovation based on direction at the 2019 Annual Planning Summit.

**Approved By:** Pedro Almeida, Peter Hilts, Brett Ridgway

**Date:** January 2, 2019
Opportunity and Risk: Decision Analysis for Major Discussion and Action Items

Board of Education Item 7.09

Board Meeting of: January 10, 2019

Prepared by: Dr. Nancy Lemmond, Executive Director of Individualized Education and Mr. Paul Andersen, Director of Human Resources

Title of Agenda Item: Individualized Education Compliance Assistant

Action/Information/Discussion: Action

Background Information: Description of Expectation/Need/Opportunity:
Student achievement and compliance to federal and state law go hand-in-hand in many of the different facets of individualized education. For accurate billing and payment, the district’s Medicaid program requires attention to detail and knowledge of special education services. For legally defensible IEPs, the district performs oversight and review of IEPs for compliance with federal and state law. With growth, both Medicaid and IEP compliance have become a greater need.

Rationale:
Over the past 6 years, the Medicaid program has grown from $300K-$400K to a little over $1.5M. This growth is based on our enrollment and the attention given to the program by the Medicaid Technician. Over the past two years, Medicaid funding has supported a second person for 20 hours per week to assist with compliance. During the past year, review of IEPs for compliance has backlogged due to increased student numbers. IE has attempted to meet this need by paying overtime to an employee for an additional 10 hours per week. Although the additional help has been welcomed and beneficial, the backlog of IEPs needing review continues to be an issue.

Relevant Data and Expected Outcomes:
The increasing district enrollment and the continued house-building provide data on our increased numbers over the past two years and expected growth in the next 1-3 years and longer. Both the Medicaid program and IEP review will continue to be a need. We expect the new Individualized Education Compliance Assistant to be instrumental in helping us continue to grow and expand the Medicaid program and meet the needs of compliance review for IEPs.

Innovation and Intelligent Risk:
The Individualized Education Compliance Assistant provides an opportunity for us to continue to grow a valuable funding source for special education and health and wellness programs. It also allows us to keep up with reviewing and maintaining legally defensible IEPs. This position brings minimal risk as growth is expected to continue within the district.

Impacts on the District’s Mission Priorities—The Rings and Rocks:

<table>
<thead>
<tr>
<th>Culture</th>
<th>Outer Ring—How we treat our work</th>
<th>It is best practice and prudent to remain compliant with state and federal law.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring—How we treat each other</td>
<td>It is best practice to provide an accurate job description so prospective applicants are fully informed of the duties and responsibilities of the position for which they are applying.</td>
<td></td>
</tr>
<tr>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.</td>
<td></td>
</tr>
</tbody>
</table>
Item 7.09 continued

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

**BUDGET IMPACT:** Education Support Personnel Compensation Schedule. 20 hours of the position is currently funded while another 10 hours is being paid as overtime. A standard 37.5 hour position is requested.

**AMOUNT BUDGETED:** Half of the funds for the position are budgeted in the Medicaid budget. The other half of the funds are requested from central office staffing.

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After discussion at the previous board meeting, I move to approve the new job description in item 7.09 as recommended by the administration.

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

**DATE:** December 19, 2018
**INDIVIDUALIZED EDUCATION COMPLIANCE ASSISTANT**

**Job Title:** Individualized Education Compliance Assistant

**Initial:** December 13, 2018

**Revised:**

**Work Year:** 203 days

**Office:** Education

**Department:** Individualized Education

**Reports To:** Special Education Program Specialist

**FLSA Status:** Non-Exempt

**Pay Range:** Educational Support Personnel Range 12

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**POSITION SUMMARY:** The Individualized Education Compliance Assistant (IECA) provides administrative support and assistance for compliance of Individualized Education Program documentation and Medicaid in Education documentation. Collaboration and flexibility are key to the IECA’s success with supporting and maintaining the programs’ compliance and consistency.

**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.

- Reviews Individualized Education Program (IEP) documents in Frontline Enrich database for compliance.
- Verifies compliance of uploaded documents.
- Notifies staff of any issues related to compliance.
- Assists case managers with administrative edits/clerical errors in Enrich.
- Responds to records requests.
- Assists staff with previous and archived requests and date verification.
- Reviews and uploads incoming documents from other districts and facilities.
- Assists with updating Enrich based on PowerSchool updates.
- Assists with Colorado Department of Education audits of IEP documents.
- Assists with compliance trainings as requested.
- Reviews and enters all Medicaid documents of transportation, personal care services, and speech billing.
- Prepares and maintains electronic and/or manual records for transportation, personal care, nursing, medication and assists with speech, occupational therapy, and physical therapy.
- Provides customer services to specialized service providers on K-Systems.

*To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*
• Maintains data uploads as requested.
• Tracks Medicaid data submission for students.
• Conducts regular accuracy checks and makes corrections as needed.
• Updates K-Systems as needed.
• Performs other related 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:**
• High school diploma or equivalent.

**Experience:**
• Two years of experience in administrative assistant or office work.
• Experience working with special education and Medicaid strongly preferred.

**Knowledge Skills & Abilities:**
• Excellent oral and written communication and interpersonal relation skills.
• Customer service and public relations skills.
• Critical thinking and problem solving skills.
• Organizational skills.
• Ability to manage multiple priorities and tasks with frequent interruptions.
• Ability to communicate effectively with various stakeholders.
• Ability to understand and follow complex oral and written instructions.
• Ability to perform responsibilities without the necessity of close supervision.
• Basic math and accounting skills.
• Ability to maintain confidentiality in all aspects of the job.
• Ability to defuse and manage volatile and stressful situations.
• Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.

**Certificates, Licenses, & Registrations:**
• Criminal background check required for hire.

**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; talk and hear. The employee is occasionally required to stand;

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

walk; climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally 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.

**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.
BACKGROUND OR RATIONALE
We seek to continuously improve our processes in the district.

RELEVANT DATA AND EXPECTED OUTCOMES:
Administrative regulation development, revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

<table>
<thead>
<tr>
<th>No.</th>
<th>Designation</th>
<th>Title</th>
<th>Reviewed by</th>
<th>Recommendations</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.01a</td>
<td>JKA-E, JKA-E-2</td>
<td>Physical Intervention, Restraint &amp; Seclusion Report</td>
<td>N Lemmond</td>
<td>Update internal form; repeal JKA-E-2</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strategy</th>
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<th>Outer Ring—How we treat our work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the district.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<td></td>
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<td></td>
</tr>
</tbody>
</table>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

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

DATE: December 19, 2018
### Physical Intervention, Restraint, & Seclusion Report

**Internal Document**

<table>
<thead>
<tr>
<th>Date:</th>
<th>Type of Incident: ___ Seclusion ___ Restraint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>School:</td>
</tr>
<tr>
<td>Ethnicity:</td>
<td>Gender:</td>
</tr>
<tr>
<td>Grade:</td>
<td>Entire Duration of Incident: (hrs:min)</td>
</tr>
<tr>
<td>Restraint/Seclusion start time: (am/pm)</td>
<td>Released time: (am/pm)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IEP:</th>
<th>No</th>
<th>504:</th>
<th>No</th>
<th>MTSS/RtI Plan:</th>
<th>Yes</th>
<th>No</th>
<th>Behavior Plan:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Setting of initial incident:**
- Classroom
- Hallway
- Main Office
- Playground
- Cafeteria

Other: _______________________________________

**Person completing report:** ___________________________ Title: __________________ CPI Trained: Yes No

List all people who participated in the restraint/seclusion: (list more if necessary)

<table>
<thead>
<tr>
<th>Name:</th>
<th>Title:</th>
<th>CPI Trained:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Yes No</td>
</tr>
</tbody>
</table>

**Description of Incident:**

<table>
<thead>
<tr>
<th>Antecedent</th>
<th>What was going on prior to the student’s behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ Proximity</td>
<td>___ Counseling</td>
</tr>
<tr>
<td>___ Restructure routine/environment</td>
<td>___ Accommodate materials/expectations</td>
</tr>
<tr>
<td>___ Redirect, restate direction</td>
<td>___ Set limits: _________________________</td>
</tr>
<tr>
<td>___ Separate student from the group</td>
<td>___ Referral to: ________________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Danger to Self or Others</th>
<th>Describe the incident. How was the student a danger to self and/or others?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alternatives to Restraint/Seclusion Used:</td>
<td></td>
</tr>
<tr>
<td>___ clear area</td>
<td>___ visual supervision</td>
</tr>
<tr>
<td>___ secure area</td>
<td>___ block</td>
</tr>
<tr>
<td>___ remove audience</td>
<td>___ redirect, restate direction</td>
</tr>
<tr>
<td>___ Other: Explain</td>
<td></td>
</tr>
<tr>
<td>Risk Behavior</td>
<td>Physical Intervention used:</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Student Behaviors:</td>
<td>Disengagement Skills</td>
</tr>
<tr>
<td>___ Hair Pull</td>
<td>___ Low</td>
</tr>
<tr>
<td>___ Bite</td>
<td>___ Medium</td>
</tr>
<tr>
<td>___ Grab</td>
<td>___ High</td>
</tr>
<tr>
<td>___ Hitting</td>
<td>___ Block</td>
</tr>
<tr>
<td>___ Kicking</td>
<td>___ release</td>
</tr>
<tr>
<td>___ Throwing</td>
<td>___ visual supervision</td>
</tr>
<tr>
<td>___ Eloping (young child)</td>
<td></td>
</tr>
<tr>
<td>___ Other: Explain</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Restraint used:</th>
<th>Holding/Seated Position</th>
<th>Holding/Standing Position</th>
<th>Children's Control Position</th>
<th>Team Control Position</th>
<th>Seclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ Low</td>
<td>___ Medium</td>
<td>___ High</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ Medium</td>
<td>___ High</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ High</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tension Reduction/Resolution</th>
<th>How did the incident resolve?</th>
<th>Debriefing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>___ restorative questions/practices</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ back to class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ went home</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ suspension</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ police involvement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>___ other</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Injury</th>
<th>Debriefing</th>
</tr>
</thead>
<tbody>
<tr>
<td>___ No Injuries to staff or student</td>
<td>___ sent to the nurse</td>
</tr>
<tr>
<td>Name of person injured:______________</td>
<td>___ 911 paramedics</td>
</tr>
<tr>
<td>Nature of the injury:</td>
<td>___ first aid</td>
</tr>
</tbody>
</table>

Provide a chronological description of the incident below: behavior, statements made, actions taken, etc. Attach a separate sheet if necessary. Please note if a separate sheet is attached ________

Signature of person completing the report

Signature of Building Administrator __________ Date __________

Scan and e-mail completed report and supporting documents to d49restraint@d49.org
Label document using the following model: Student initials.Date.Time.School EX- (KB.8.31.18. 9am.FHS)
**RERAINT OR INCIDENT REPORT**

**Examples and Clarification**

Restraints are never permitted for non-compliance. There must be imminent danger to the student or other persons to justify a restraint. It must be applied by trained staff, and only when lesser interventions, such as removal of an audience, will not suffice to reduce safety risks. There must be one lead staff member authorizing the restraint. All restraints require a restraint and or incident report even if the student has received restraints in the past and methods of safely restraining are specified in a behavior plan. All students who have received two or more restraints in a setting should have a function-based behavior plan developed to address the triggers of problem behavior in the specific environment in which it occurred. This form must be completed in ink with no white out. Staff may wish to record incidents in which a restraint may have resulted, but lesser interventions were used that reduced safety risk.

Personnel training on this form: ___________________  Restraint trainer: ___________________

I certify that I have read the above and have received training on restraints and on the completion of this form.

Signature: ___________________  Date: ___________________

---

<table>
<thead>
<tr>
<th>Examples of Observable Behavior</th>
<th>Describe Student Behavior/ Description of Incident</th>
<th>Check Staff Response Used/ Emergency Intervention</th>
<th>Examples of Staff Behavior/Intervention Techniques</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pacing, shaking, nervousness, change in eye contact, change in facial expression, change in posture, movement to specific area, change in rate of speech</td>
<td>ANXIETY:</td>
<td>proximity counseling  restructuring routine/ environment  accommodating materials  expressing referrals</td>
<td>Move close to student w/o invading personal space;  attend to complaints/ request;  change directions; offer help; separate from bothersome stimuli; calming techniques; give choices.</td>
</tr>
<tr>
<td>Loud (noises or speech); questions, refusals, swearing, name calling, challenging, threatening, increase in breathing and/or heart rate</td>
<td>DEFENSIVE: (question, refuse, vent: internal)</td>
<td>redirecting  restate direction  separate student from group  separate the group from student  sit out within the group</td>
<td>Use simple clear language; reasonable, enforceable and understandable limits; restate positive consequences; separate from group; remove dangerous implements; assemble team members, allow venting.</td>
</tr>
<tr>
<td>Hit, kick, throw, turn over desks, pounding windows, tearing clothes or materials, running in dangerous area; e.g., street, self-injury</td>
<td>ACTING OUT:</td>
<td>intervention Team: clear area basket hold block team restraint release escort visual supervision call administrator other</td>
<td>Maintain safe distance from acting out person; remove bystanders if still in area; plan for team intervention if necessary; implement non harmful, physical intervention techniques as a last resort.</td>
</tr>
<tr>
<td>Reduction of above behaviors: can answer simple questions rationally; can follow simple direction such as &quot;Take a deep breath&quot;; briefly discusses incident w/o re-escalation; breathing and heart rate return to resting rate</td>
<td>TENSION REDUCTION:</td>
<td>review events review schedule make plan:</td>
<td>Calm down time; discuss incident, make plan w/ acting out person for alternative behavior. For individuals w/ cognitive limitations review rules and return to a successful activity.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

INJURY/MEDICAL:  
- sent to nurse  
- first aid  
- 911 Paramedics  
- CPR  
- released to parent  
- transported to:  

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

BOARD MEETING OF: January 10, 2019
PREPARED BY: N. Lemmond, Executive Director of Individualized Education
TITLE OF AGENDA ITEM: Expulsion Information
ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND OR RATIONALE
See attached confidential sheet for list of expulsions in December, 2018 per board policy.

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Peter Hilts, Chief Education Officer

DATE: December 19, 2018
**BOARD OF EDUCATION ITEM 8.03**

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

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Barbara Austin-Seeley, Executive Assistant to CEO  
**TITLE OF AGENDA ITEM:** Student Study Trips  
**ACTION/INFORMATION/DISCUSSION:** Information

**BACKGROUND OR RATIONALE**

**FHS**  
AmeriCheer International Competition in Orlando, FL  
Depart-3/15/19  Return-3/20/19  
20 Students will attend this trip  
Cost of the trip will be $750 per student and includes transportation, lodging and entrance fees.  
Competing in a National cheer leading competition.  
Fundraising will be part of this trip.

**FHS**  
Adams State Honor Choir trip to Alamosa, CO  
Depart-2/14/19  Return-2/16/19  
4 Students will attend this trip.  
Cost of the trip will be $100 per student and includes lodging, choir participation and a shirt.  
Four choir students have been selected to participate in the Adams State "Top of the Nation" honor choir. They will be representing Falcon High School and School District 49 as a part of a large honor choir containing students from many school districts across the state.  
Fundraising will not be part of this trip.

**VRHS**  
FCCLA State Leadership Conference in Denver, CO  
Depart-4/17/19  Return-4/19/19  
5 Students will attend this trip.  
Cost of the trip will be $250 per students and includes transportation, meals, lodging and conference registration.  
Students will compete at the State level with co-curricular events they have been working on all year. Students will represent D49 by competing, taking leadership classes, participating in networking activities and celebrate their successes.  
Fundraising will be part of this trip.

**VRHS**  
Rocky Welton Invitational Wrestling Tournament in Garden City, KS  
Depart-1/26/19  Return-1/27/19  
13 Students will attend this trip  
Cost of the trip will include transportation and lodging  
Vista Ridge will be participating in the prestigious wrestling tournament to compete against the highest level of competition.  
Fundraising will be part of this trip.

**RELEVANT DATA AND EXPECTED OUTCOMES:**
**Impacts on the District's Mission Priorities—The Rings and Rocks:**

<table>
<thead>
<tr>
<th>Culture</th>
<th>Strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inner Ring</strong>—How we treat each other</td>
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<td></td>
<td><strong>Rock #5</strong>— Customize our educational systems to launch each student toward success</td>
</tr>
</tbody>
</table>

Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.

**Recommended Course of Action/Motion Requested:** Information Only

**Approved By:** Peter Hilts, Chief Education Officer

**Date:** December 21, 2018
BACKGROUND OR RATIONALE
With an organization the size of District 49, serving 20,000+ plus students, with 2,000 + employees and a constituency of over 85,000, with 80 busses on the road every day, serving the public good in public education, there will always be legal situations in at hand. This report will be a regular, confidential, information item so that the Board can be aware of what current issues, what that issue is about, and who is involved.

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

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Inner Ring—How we treat each other</th>
<th>Handling legal issues with intentionality for the appropriate outcome, to protect the District, its vision and mission, supports cultural priorities.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Outer Ring—How we treat our work</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
<td>Risk Management is not about simply avoiding risk, but measuring the cost and feasibility of various levels of risk avoidance against potential lost opportunity. Risk is not simply monetary, but perceptual and strategic as well. Our Risk Management strives to balance these priorities in support of the district vision, mission, culture and strategic goals.</td>
</tr>
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<td></td>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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</table>

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

APPROVED BY: Brett Ridgway, Chief Business Officer

DATE: January 2, 2019
**BOARD OF EDUCATION ITEM 8.05**

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

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** D. Garza, Executive Assistant to the Board  
**TITLE OF AGENDA ITEM:** Board Sub-Committee Minutes  
**ACTION/INFORMATION/DISCUSSION:** Information Item

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

**RELEVANT DATA AND EXPECTED OUTCOMES:**

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

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</table>

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

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

**DATE:** December 19, 2018
Falcon Community Builders for Classrooms  
Board of Directors Meeting Minutes  
Tuesday, September 18, 2018

The regular meeting of the Board of Directors (“BOD”) of the Falcon Community Builders for Classrooms (“FCBC”) was held at Classic Companies on Tuesday, September 18, 2018, at 3:30 p.m. Directors in attendance were Steve Neary, Brian Bahr, Commissioner Mark Waller, Kevin Butcher, Brett Ridgway, and Melissa Andrews. Lori Von Feldt, Kevin Walker and Sarah Jack were also in attendance.

Steve Neary Chaired and called the meeting to order at 3:34 PM.

Commissioner Waller made a Motion to approve the Minutes of the June 12, 2018 FCBC BOD Meeting seconded by Kevin Butcher and approved unanimously.

Lori Von Feldt presented the Financial Report. Noting that FCBC’s current cash position is $1.8 million in cash with $527,000 Pledged. Outstanding commitments include Careers in Construction for $500,000 and $701,000 to current D49 capital projects. FCBC currently has $1.5 million in collections outstanding. She also stated that since placing FCBC assets in Eastern Colorado Bank in March $14,000 in interest has accrued.

Kevin Walker Walker provided an update on several of the builders he was tasked with reaching out to:
- Aspen View Homes, Kevin O’Leary would like to have a seat of the FCBC BOD - discussion about number of builder members that can be sit on the BOD. Sarah will follow up with Attorney for an opinion on the Bylaws, etc.
- Creekstone Homes will pay when Meridian Ranch pays
- St. Aubyn may also want a BOD seat

Lori stated that the Annual Review will be completed and presented to the BOD by Biggs Kofford in December.

Melissa Andrews gave a general update on the District. She noted that projects being funded by FCBC are on schedule with one activity bus delivered and a November-December ETA for the Vans which will be wrapped with the FCBC logo. The District’s original plan to order general education buses may be scrapped which would return $315,000 back to FCBC. A list of additional capital needs will be presented to FCBC in December.

The District has placed on the Ballot in November a Question (4C) that will change (reduce) the fixed property tax rate with no tax increase. She noted there currently was no campaign committee. Brian Bahr made a Motion to approve up to $25,000 to assist in a campaign effort seconded by Kevin Butcher and approved unanimously.

There being no other business the meeting was adjourned by Steve Neary at 3:58 pm.

Submitted December 11, 2018

__________________________  
Steve Neary, Secretary
BOARD OF EDUCATION ITEM 8.06

<table>
<thead>
<tr>
<th>BOARD MEETING OF:</th>
<th>January 10, 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREPARED BY:</td>
<td>Paul Andersen, Director of Human Resources</td>
</tr>
<tr>
<td>TITLE OF AGENDA ITEM:</td>
<td>Job Description Administrative Revisions</td>
</tr>
<tr>
<td>ACTION/INFORMATION/DISCUSSION:</td>
<td>Information Item</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Changes Requiring Board Approval</th>
<th>Changes Within Administrative Discretion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change in job title</td>
<td>Formatting and template modifications</td>
</tr>
<tr>
<td>Change in FLSA status (exempt vs non-exempt)</td>
<td>Minor modifications to essential duties and responsibilities, qualifications, or other work factors</td>
</tr>
<tr>
<td>Move from one pay range to another pay range</td>
<td>Revisions to reflect shifts in the district’s lexicon</td>
</tr>
<tr>
<td>Move from one salary schedule to another</td>
<td></td>
</tr>
<tr>
<td>Change in reporting relationships</td>
<td></td>
</tr>
<tr>
<td>Major modifications to essential duties and responsibilities, qualifications or other work factors</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Inner Ring—How we treat each other</th>
<th>Accurate and up-to-date job descriptions promote respect and responsibility by providing clarity to the employee. This clarity positively impacts purpose, learning and teamwork.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outer Ring—How we treat our work</td>
<td>Our thoughtful, transparent job description development and approval process promotes trust with stakeholders.</td>
</tr>
<tr>
<td>Rock #1—Establish enduring trust throughout our community</td>
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BOE Regular Meeting January 10, 2019  
Item 8.06 continued

<table>
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</table>

**FUNDING REQUIRED:** No  
**AMOUNT BUDGETED:** N/A  

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

**APPROVED BY:** Brett Ridgway, Chief Business Officer  
**DATE:** December 19, 2018
**TEACHER OF THE VISUALLY IMPAIRED**

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Teacher of the Visually Impaired (TVI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial:</td>
<td>August 2015</td>
</tr>
<tr>
<td>Revised:</td>
<td>December 18, 2018 (Administrative Revision)</td>
</tr>
<tr>
<td>Work Year:</td>
<td>Teacher Calendar</td>
</tr>
<tr>
<td>Office:</td>
<td>Individualized Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Special Education</td>
</tr>
<tr>
<td>Reports To:</td>
<td>Executive-Director of Individualized-Special Education or Designee</td>
</tr>
<tr>
<td>FLSA Status:</td>
<td>Exempt</td>
</tr>
<tr>
<td>Pay Range:</td>
<td>Licensed Salary Schedule</td>
</tr>
</tbody>
</table>

**POSITION SUMMARY:** The Teacher for the Visually Impaired (TVI) will provide direct and/or consultative special education services specific to students with vision loss. The TVI provides support to students, teachers, and parents and acts as a liaison with community services. They work with the educational teams by advising ways of enhancing the student’s learning by adapting activities and materials to the student’s abilities.

The TVI may help choose appropriate educational materials, and may brainstorm with teachers and therapists about effective adaptations. By working together, classroom teachers, therapists, and the TVI can create a classroom environment that encourages independence, academic success, and prepares the student for post-secondary options to be the most productive member of society they can be. All services are delivered in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children’s Educational Act (ECEA).

**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 direct services assistance in the following areas that were obtained from needs assessment profile: academic needs, life coping skills, social-emotional needs, career education, braille reading, and/or orientation and mobility skills. Evaluate students referred for a functional vision assessment and provide materials for instruction for educators.
- Provides consultative services for functional vision evaluations, adaptations and activities for multiply-impaired students.
- Provides instruction to students with a vision disability.

*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.*
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.

- Participates in child find and vision screenings as needed
- Consults with parents and educators concerning the visual impairment of students in Special Education
- Provides materials and adapts materials for the visually impaired students
- Provides appropriate compensatory skills to students with visual impairments
- Provides teachers with information and materials regarding the general management of instruction specifying the vision needs of students
- Provides in-service education for teachers and administrators when requested and acts as a liaison between school and agencies for parents and students
- Provides data that demonstrates progress towards goals for each student receiving vision services
- Procures and oversees maintenance of special equipment and aids, Braille books, enlarging materials and tools
- Provides required documentation for Medicaid reimbursement in a timely manner, if required
- Performs other duties as requested by the Executive Director of Individualized Education and/or Assistant Director of Special Education
- Travels to assigned job sites(s) requires use of personal vehicle
- Performs other duties as assigned.

Supervision & Technical Responsibilities:
- This position does not supervise other employees.

Budget Responsibility:
- This position does not have any direct budget responsibility.

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

Education & Training:
- Bachelor's-Master's Degree or higher in Education of the Visually Impaired
- At least two of the following:
  - Training or experience with multiply-impaired (including severe and profound)
  - Certification in Orientation and Mobility
  - Training or experience with preschool visually impaired—obtained from an approved program for the preparation of special education specialists: visually impaired and from an accepted, regionally accredited institution of higher education

Experience:
- One to three years of experience in a school setting preferred

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

Certificates, Licenses, & Registrations:
• Criminal background check required for hire
• Valid Colorado driver’s license required for hire
• Hold or be eligible to hold a Special Education Teacher, Specialist with an endorsement in Visually Impaired License

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.
SPEECH LANGUAGE PATHOLOGIST

<table>
<thead>
<tr>
<th>Job Title:</th>
<th>Speech Language Pathologist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial:</td>
<td>June 23, 2010</td>
</tr>
<tr>
<td>Revised:</td>
<td>January 2, 2019 <em>(Administrative Revision)</em></td>
</tr>
<tr>
<td>Work Year:</td>
<td>182</td>
</tr>
<tr>
<td>Office:</td>
<td>Education</td>
</tr>
<tr>
<td>Department:</td>
<td>Special Education</td>
</tr>
<tr>
<td>Reports To:</td>
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<td>FLSA Status:</td>
<td>Exempt</td>
</tr>
<tr>
<td>Pay Range:</td>
<td>Licensed</td>
</tr>
</tbody>
</table>

POSITION SUMMARY: Provides speech and language services to an assigned school(s) including screening, assessment, and identification of students with communication disorders which adversely affect their educational progress. Develop and provide direct and indirect services within the student's educational setting, based on established IEP goals and objectives.

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.

- Prepares written evaluations and maintains records which clearly and succinctly document services provided, student progress, and discharge from therapy.
- Complies with evaluations standards and determines eligibility for services.
- Effectively communicates test results, diagnosis and proposed treatment plans.
- Participates in the multidisciplinary team process regarding eligibility issues, Individual Education Plan (IEP) development, consultation services and service delivery models.
- Assures compliance with established state and federal laws, regulations, policies, and procedures.
- Prepares reports as needed by the district and/or the CDE.
- Develops service delivery treatment plans consistent with the IEP. Reviews IEP therapy goals and objectives and make recommendations for changes as appropriate.
- Employs instructional/therapeutic methods and materials that are appropriate for meeting each student's goals and objectives.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
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- Operates and maintains a variety of service delivery resources, therapeutic equipment, and trains others in use of the equipment as necessary.
- Collaborates with SWAAAC team on the assessment, selection, and development of augmentative and/or alternative communication systems and provides training in their use.
- When requested, participates in hearing screening programs to identify and refer students with suspected hearing impairment and/or middle ear disorders.
- Supervises and coordinates the activities of any assigned staff. Adheres to state law regarding the type and amount of supervision required for licensed speech-language pathology assistant(s).
- Communicates with students who have disorders of communication, their families, caregivers, and other service providers relative to the student's disability and its management.
- Assists in development of classroom activities to meet the communication needs of the student.
- Communicates with appropriate agencies, schools, and other organizations as needed in order to meet the needs of students with communication disabilities.
- Remains current concerning instructional and technological advances and other matters concerning speech-language therapy.
- Attends and participates in professional workshops and conferences.
- Provides in-service training to other professionals and paraprofessionals.
- Attends staff meetings and serves on committees as needed.
- Performs other duties consistent with the position as may be requested by the Director of Special Education or Designee.

**Supervision & Technical Responsibilities:**
- Supervises and coordinates the activities of any assigned Speech Language Pathologist Assistant or Speech Language Pathologist Clinical Fellowship students. Adheres to state law regarding the type and amount of supervision required for licensed speech-language pathology assistant(s).
- 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 abilities required for this position:

**Education & Training:**
- Masters or higher degree in communication disorders or speech language pathology, plus additional coursework, practicum or internship required for certification or licensure.

**Experience:**
- 2-5 years’ experience in PK-12 education preferred.

**Knowledge Skills & Abilities:**
- Excellent oral and written communication and interpersonal relation skills.
- Basic math and accounting skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to 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 Word, Excel, Outlook, and Power Point

Certificates, Licenses, & Registrations:
- Colorado Department of Education Teacher Special Service Provider License or endorsement in K-12-0-21 Speech Language Pathology.
- 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.
POSITION SUMMARY: The Coordinator of Gifted Services Education plans, implements, evaluates and supports a comprehensive K-12 gifted and talented service delivery 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.

- Works collaboratively with principals, gifted site coordinators and teachers to develop an annual district professional development plan designed specifically to meet the learning needs of gifted staff, classroom teachers and administrators.
- Serves as the chairperson of the District Gifted Advisory Committee. Plans and convenes all gifted committee meetings throughout the school year.
- Monitors and expends gifted budget(s) in accordance with established local and state policies and procedures.
- Responsible for all district gifted screening.
- Coordinates completion of the annual state gifted and talented report, budget development, all revisions to state-approved plan and certification of accuracy of gifted student database and files.
- Conducts routine audits of school-based gifted services to ensure compliance with district gifted plans.
- Works with district administration to implement corrective action in the event that a school is not in compliance with the district plan.
- Serves as a member of the Individualized Education Leadership Team.
- Maintains positive working relationships with all stakeholders.

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.
• Serves as an advocate for the needs of gifted students in a professional and appropriate manner.
• Prepares the annual staff allocation for gifted staff subject to approval by the Executive Director of Individualized Education.
• Performs other duties as assigned.

Supervision & Technical Responsibilities:
• This position does not supervise other employees. Supervision and evaluation of the Gifted Education Specialist.

Budget Responsibility:
• Direct budget responsibilities determined by the Executive Director of Individualized Special Education and may vary year to year.
• 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:
• Minimum of an earned Master’s degree and from an accredited institution required.

Experience:
• A minimum of one (1) year experience leading gifted and talented initiatives across the district while working in a professional capacity.
• Demonstrated ability to work as a member of a high performing team.
• Ability to work well with others in a diverse educational community.
• Excellent written and verbal communication skills.
• Minimum of five (5) years highly successful teaching and/or administrator experience.
• Ability to effectively use personal computers and software applications.

Knowledge Skills & Abilities:
• Excellent oral and written communication and interpersonal relation skills.
• Demonstrated ability to work as a member of a high performing team.
• Ability to work well with others in a diverse educational community.
• Excellent written and verbal communication skills.
• Basic math and accounting skills.
• Customer service and public relations skills.
• Critical thinking and problem solving skills.
• Organizational skills.
• Ability to manage multiple priorities and tasks with frequent interruptions.
• Ability to communicate effectively with various stakeholders.
• Ability to understand and follow complex oral and written instructions.
• Ability to perform responsibilities without the necessity of close supervision.
• Must be proficient in the use of personal computers and common software applications including Microsoft Word, Excel, Outlook, and Power Point.
Certificates, Licenses, & Registrations:
- Colorado Gifted Endorsement
- Principal or Administrators License
- 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 9.01**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Ron Lee, Director of 3B MLO  
**TITLE OF AGENDA ITEM:** 3B MLO Projects Update  
**ACTION/INFORMATION/DISCUSSION:** Discussion Item

**BACKGROUND OR RATIONALE**  
Discussion item, 3B project updates.

**RELEVANT DATA AND EXPECTED OUTCOMES:**  
Clarity of understanding our current 3B MLO projects and status of the projects.

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

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

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

**APPROVED BY:** Pedro Almeida, Chief Operations Officer  
**DATE:** December 19, 2018
MLO 3B Updates
January 10, 2019
Sand Creek High School

**Milestones**
- Construction is complete
- Savings returned from Nunn Construction is $36,734
- With some of this project savings the school may add IT infrastructure
- Warranty items are being tracked
Milestones
• Savings returned from GE Johnson Construction is $52,039
• Warranty items are being tracked
• Construction is complete
• Project came in $106,692.67 under budget.
Milestones

- Some construction items are still pending and Wember is coordinating with Contractor (GE Johnson) frequently on a plan of action to complete / repair all work.
- Budget is being rectified to see how much remains to purchase the school’s wish list items.
- Warranty items are being tracked.
- Construction is complete.
Milestones

• Construction is complete in all areas.
• Budget is being rectified to see how much remains to purchase the schools wish list items
• Contractors working thru final closeout items.
• Warranty items are being tracked
• Construction is complete
Milestones

- Contingency is tracking better than anticipated. To date, roughly 22% of contingency has been spent.
- Construction is in progress and ahead of schedule
  - Concrete floor polish continues on Level 1
  - Install of ceiling tile and lighting is on-going on Level 1
  - First area of classrooms are getting carpet and wall tile
  - Mechanical and electrical rough-in is on-going on Level 2
  - Exterior masonry is completed and storefront windows are being installed
  - Roof is dried in and TPO is completed; detailing is on-going
- Meetings for furniture selection continue to occur with the goal to order by the end of January.
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.
Inspiration View Elementary
Project Info:

- Projects are being scoped and coordinated for Spring and Summer work. The plan to spend the remaining funds should be discussed with the district by each school by March 1.
- Conversations are occurring with Principals to finalize projects based on remaining budgets and funds.
Project Update Report

Project Name: District 49 Schools – P3 & P4 Projects
Wember Inc. Project Number: 2016.63
Issue Date: January 02, 2019

The purpose of this update is to report on the current status of the District 49 School P3 & P4 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

Sand Creek High School
- Summer Construction is complete.
- Warranty items are being tracked.

Bennett Ranch Elementary
- Select areas require continued construction and will be completed during outside of school hours.
  - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Falcon High School
- Construction is complete.
  - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Vista Ridge High School
- Construction is complete.
  - Warranty items are being tracked.
- Funds will be held in the budget as owner contingency during the first year of building occupancy.

Inspiration View Elementary
- Contingency is tracking better than anticipated. To date, roughly 22% of contingency has been spent.
- Construction is in progress and on schedule.
  - Concrete floor polish continues on Level 1 and has been inspected for approval
  - Install of ceiling tile and lighting is on-going on Level 1
  - First area of classrooms is getting carpet. This area will be sectioned off from construction in order to remain clean and prepared for millwork, Data, and final paint.
  - Wall tile is being installed.
  - Mechanical and electrical rough-in is on-going on Level 2
  - Exterior masonry is completed.
  - Storefront windows are being installed
  - Exterior flashing is on-going
  - Roof is dried in and TPO is completed. Detailing is on-going
  - Electrical room is complete pending one last feeder wire; upon completion the building will have operational power later this month
- Meetings for furniture selection continue to occur with the goal to order by the end of January.
- Meetings continue with Homeschool program to coordinate move and purchase furniture and equipment.
- Meetings are occurring with Principal Kristy Rigdon for budget and schedule planning. Committees have been formed to advice on major items to be ordered ahead of school occupancy such as technology and curriculum.
## Overall Budget

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Falcon High School</td>
<td>$5,650,000.00</td>
<td>$5,542,212.33</td>
<td>$1,095.00</td>
<td>$106,692.67</td>
<td>$5,474,062.02</td>
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<tr>
<td>B Bennett Ranch Elementary</td>
<td>$23,300,000.00</td>
<td>$23,108,283.12</td>
<td>$75,052.90</td>
<td>$116,663.98</td>
<td>$22,340,853.17</td>
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<tr>
<td>C Sand Creek High School</td>
<td>$4,850,000.00</td>
<td>$4,798,060.25</td>
<td>$7,119.00</td>
<td>$44,820.75</td>
<td>$4,744,404.11</td>
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<tr>
<td>D Inspiration View Elementary</td>
<td>$24,400,000.00</td>
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<td>$2,621,142.00</td>
<td>$179,700.53</td>
<td>$10,940,955.82</td>
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<tr>
<td>E Vista Ridge High School</td>
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<td><strong>$50,169,455.82</strong></td>
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</table>

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

### Next Steps

- Continue to attend weekly construction meetings for Inspiration View Elementary.
- Attend and organize meetings to coordinate any pending owner decisions, budget management, and furniture selection for Inspiration View Elementary.

Submitted by:
Ashley Trunnell / Matt Wilhelm
### Falcon High School Financial

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
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</thead>
<tbody>
<tr>
<td>A Land &amp; Lease Cost</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>$5,650,000.00</strong></td>
<td><strong>$5,542,212.33</strong></td>
<td><strong>$1,095.00</strong></td>
<td><strong>$106,692.67</strong></td>
<td><strong>$5,474,062.02</strong></td>
</tr>
</tbody>
</table>

- All contracts, invoices, and documents to date are available on Owner Insite

### Bennett Ranch Elementary Financials

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
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<td><strong>$23,108,283.12</strong></td>
<td><strong>$75,052.90</strong></td>
<td><strong>$116,663.98</strong></td>
<td><strong>$22,340,853.17</strong></td>
</tr>
</tbody>
</table>

- All contracts, invoices, and documents to date are available on Owner Insite
<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Land &amp; Lease Cost</td>
<td>$0.00</td>
<td>$0.00</td>
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<td>$7,119.00</td>
<td>$44,820.75</td>
<td>$4,744,404.11</td>
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</tbody>
</table>

- All contracts, invoices, and documents to date are available on Owner Insite [http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148](http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8148)
Inspiration View Elementary Schedule
Project is on Schedule. Below are some of the key milestone dates. The more detailed master schedule and construction schedules can also be found on Owner Insite.

![Project Timeline Diagram](image)

Inspiration View Elementary Financials

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
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</thead>
<tbody>
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<td>Land &amp; Lease Cost</td>
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<td>Construction</td>
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</table>

- All contracts, invoices, and documents to date are available on Owner Insite [http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151](http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8151)
### Vista Ridge High School Financial

<table>
<thead>
<tr>
<th></th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
<th>J Incurred Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Land &amp; Lease Cost</td>
<td>$0.00</td>
<td>$0.00</td>
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<td><strong>$36,000.00</strong></td>
<td><strong>$67,834.06</strong></td>
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- All contracts, invoices, and documents to date are available on Owner Insite [http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150](http://app.owner-insite.com/User/Project/Accounting/TotalProjectBudget.aspx?project=8150)
Project Update Report

Project Name: District 49 Schools – P2 Projects
Wember Inc. Project Number: 2016.63
Issue Date: January 02, 2019

The purpose of this update is to report on the current status of the District 49 School P2 Projects. This report is to serve as a summary of pertinent information related to the project at this point:

Summary

- Projects below are information thru December 21, 2018

Budget Key

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

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<th>GC</th>
<th>General Contractor</th>
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<tr>
<td>HVAC</td>
<td>Heating, Ventilation, &amp; Air Conditioning</td>
</tr>
<tr>
<td>Substantial Complete</td>
<td>State in the progress of Work when the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use.</td>
</tr>
<tr>
<td>Value Engineering (VE)</td>
<td>An organized team effort directed at analyzing the functions of systems, equipment, facilities, services, and supplies for the purpose of achieving the essential functions at the lowest life-cycle cost consistent with required performance, reliability, quality, and safety.</td>
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### Overall P2 Budget Summary

<table>
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<tr>
<th>Zone</th>
<th>School/Program</th>
<th>Initial Budget</th>
<th>Current Budget</th>
<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
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<tbody>
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<td>A. Falcon Zone</td>
<td>FHS - Falcon High School</td>
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<td>$6,124,500.00</td>
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<td>B. Power Zone</td>
<td>VRH - Vista Ridge High School</td>
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<td>SCH - Sand Creek High School</td>
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<td>$6,093,500.13</td>
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<td>E. Charter Schools</td>
<td>BLA - Banning Lewis Ranch Academy</td>
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<td>E.4 RMCA - Rocky Mountain Classical Academy</td>
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<td>$1,274,515.11</td>
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Falcon Zone
- Projects in Planning (No PO or Encumbered Cost): 12.6%
- Projects In Progress (Under Contract/PO): 5.4%
- Project Work in Place (Completed Scope): 82.0%

Power Zone
- Projects in Planning (No PO or Encumbered Cost): 20.0%
- Projects In Progress (Under Contract/PO): 4.4%
- Project Work in Place (Completed Scope): 75.6%

Sand Creek Zone
- Projects in Planning (No PO or Encumbered Cost): 19.3%
- Projects In Progress (Under Contract/PO): 2.7%
- Project Work in Place (Completed Scope): 78.0%

I Connect
- Projects in Planning (No PO or Encumbered Cost): 2.5%
- Projects In Progress (Under Contract/PO): 1.7%
- Project Work in Place (Completed Scope): 95.8%
Falcon High School P2 Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under A-(G+H)</th>
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<tr>
<td>A.1.A FHS-01-HVAC System</td>
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<td>A.1.F FHS-06-Lighting &amp; Automation</td>
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<td>$100,000.00</td>
<td>$100,000.00</td>
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<tr>
<td>A.1.G FHS-07-Auditorium Lights &amp; Sounds</td>
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<td><strong>$1,378,000.00</strong></td>
<td><strong>$1,265,261.41</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$112,738.59</strong></td>
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</table>

Falcon High School

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
## Falcon Middle School P2 Financial

|   | **Initial Budget** | **Current Forecast** | **Committed Cost** | **Projected To Complete** | **Projected (Over)/Under (A/(G+H))** |
| A.2.A | $685,000.00 | $702,981.14 | $702,981.14 | $0.00 | $0.00 |
| A.2.B | $365,000.00 | $365,345.00 | $365,345.00 | $0.00 | $0.00 |
| A.2.C | $170,000.00 | $170,000.00 | $101,009.66 | $68,846.00 | $144.34 |
| A.2.D | $175,000.00 | $175,000.00 | $174,545.00 | $0.00 | $455.00 |
| A.2.E | $200,000.00 | $250,414.28 | $250,414.28 | $0.00 | $0.00 |
| A.2.F | $126,000.00 | $126,000.00 | $59,670.81 | $66,329.19 | $0.00 |
| A.2.G | $229,000.00 | $252,539.00 | $252,539.00 | $0.00 | $0.00 |
| A.2.H | $32,000.00 | $32,000.00 | $31,535.00 | $0.00 | $465.00 |
| A.2.I | $30,000.00 | $30,000.00 | $5,479.01 | $24,520.99 | $0.00 |
| A.2.J | $45,500.00 | $45,500.00 | $0.00 | $45,500.00 | $0.00 |
| A.2.K | $90,000.00 | $90,000.00 | $47,200.00 | $0.00 | $42,800.00 |
| A.2.L | $60,000.00 | $107,724.00 | $107,724.00 | $0.00 | $0.00 |
| A.2.M | $188,500.00 | $45,522.58 | $0.00 | $0.00 | $45,522.58 |
| A.2.N | $45,000.00 | $47,974.00 | $47,867.33 | $0.00 | $106.67 |
| **Total** | **$2,441,000.00** | **$2,441,000.00** | **$2,146,310.23** | **$205,196.18** | **$89,493.59** |

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**Falcon Middle School**

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
### Falcon Elementary School P2 Financial

<table>
<thead>
<tr>
<th>A.3.A</th>
<th>FES-01-Safe Entry</th>
<th>Initial Budget</th>
<th>Current Forecast</th>
<th>Committed Cost</th>
<th>Project To Complete</th>
<th>Projected (Over)/Under</th>
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<th>Projected (Over)/Under</th>
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<th>Projected (Over)/Under</th>
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<th>Committed Cost</th>
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| Total | $1,039,500.00 | $1,039,500.00 | $715,447.61      | $294,325.75     | $29,726.64          |

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*Projects in Planning (No PO or Encumbered Cost)*

*Projects In Progress (Under Contract/PO)*

*Project Work in Place (Completed Scope)*
## Meridian Ranch Elementary School P2 Financial

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<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
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<td>MRE-02-Flooring Refresh</td>
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<td><strong>$571,000.00</strong></td>
<td><strong>$570,953.45</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$46.55</strong></td>
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</tbody>
</table>

![Meridian Ranch Elementary](chart.png)

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
<table>
<thead>
<tr>
<th>A.5.A</th>
<th>WHE-01-Secure Front Entry</th>
<th>$65,000.00</th>
<th>$71,437.44</th>
<th>$71,437.00</th>
<th>$0.00</th>
<th>$0.44</th>
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<tbody>
<tr>
<td>A.5.B</td>
<td>WHE-02-Flooring Refresh</td>
<td>$206,412.00</td>
<td>$232,042.81</td>
<td>$232,042.81</td>
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<td>$0.00</td>
</tr>
<tr>
<td>A.5.C</td>
<td>WHE-03-Paint Refresh</td>
<td>$95,000.00</td>
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<td>$53,655.00</td>
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<td>$0.00</td>
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<tr>
<td>A.5.D</td>
<td>WHE-04-Pick Up / Drop Off in Back (increased parking)</td>
<td>$260,000.00</td>
<td>$246,255.00</td>
<td>$246,255.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>A.5.E</td>
<td>WHE-05-Safety &amp; Security Package</td>
<td>$20,500.00</td>
<td>$20,500.00</td>
<td>$735.00</td>
<td>$19,765.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>A.5.F</td>
<td>WHE-06-Bldg Automation</td>
<td>$35,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>A.5.G</td>
<td>WHE-07-Exterior Play Area Upgrade</td>
<td>$128,625.00</td>
<td>$71,109.75</td>
<td>$51,618.77</td>
<td>$0.00</td>
<td>$19,490.98</td>
</tr>
<tr>
<td>A.5.H</td>
<td>WHE-08-LED Fixture Upgrade</td>
<td>$45,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>A.5.I</td>
<td>WHE-Contingency - Unallocated Funds</td>
<td>($160,537.00)</td>
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<tr>
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<td>$655,743.58</td>
<td>$19,765.00</td>
<td>$19,491.42</td>
</tr>
</tbody>
</table>

**Woodmen Hills Elementary**

- 93.9%
- 5.6%
- 0.4%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
### Vista Ridge High School P2 Financial

<table>
<thead>
<tr>
<th>Project Description</th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.1.A VRH-01-Security - Cameras, Storage &amp; Lights</td>
<td>$58,500.00</td>
<td>$58,500.00</td>
<td>$11,732.00</td>
<td>$46,768.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.1.B VRH-03-Auditorium Seating Upgrade</td>
<td>$300,000.00</td>
<td>$285,232.00</td>
<td>$285,232.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.1.C VRH-04-Auditorium Lighting Upgrade</td>
<td>$175,000.00</td>
<td>$189,768.00</td>
<td>$189,768.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.1.D VRH-05-HVAC Improvements Gym</td>
<td>$200,000.00</td>
<td>$209,350.00</td>
<td>$209,350.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.1.E VRH-02-ADA Access &amp; Concessions Area</td>
<td>$40,000.00</td>
<td>$40,000.00</td>
<td>$29,064.74</td>
<td>$0.00</td>
<td>$10,935.26</td>
</tr>
<tr>
<td>B.1.F VRH-06-Landscape - Retaining Wall &amp; Logo</td>
<td>$175,000.00</td>
<td>$175,000.00</td>
<td>$160,997.50</td>
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<td>$14,002.50</td>
</tr>
<tr>
<td>B.1.G VRH-07-Site Circulation</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.1.H VRH-08-Custodial Equipment</td>
<td>$60,000.00</td>
<td>$60,000.00</td>
<td>$19,131.40</td>
<td>$0.00</td>
<td>$40,868.60</td>
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<tr>
<td>B.1.I VRH-Contingency - Unallocated Funds</td>
<td>$159,000.00</td>
<td>$149,650.00</td>
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<td>$149,650.00</td>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>$1,167,500.00</strong></td>
<td><strong>$905,275.64</strong></td>
<td><strong>$46,768.00</strong></td>
<td><strong>$215,456.36</strong></td>
</tr>
</tbody>
</table>

---

**Vista Ridge High School**

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

---

Page 9 of 25
### Skyview Middle School P2 Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>B Current Forecast</th>
<th>C Committed Cost</th>
<th>D Projected To Complete</th>
<th>E Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.2.A</td>
<td>SMS-01-Flooring Refresh</td>
<td>$525,000.00</td>
<td>$531,737.64</td>
<td>$531,737.64</td>
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<tr>
<td>B.2.B</td>
<td>SMS-02-Paint Refresh</td>
<td>$180,000.00</td>
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<td>$166,920.00</td>
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<tr>
<td>B.2.C</td>
<td>SMS-03-Security Entry</td>
<td>$150,000.00</td>
<td>$150,000.00</td>
<td>$112,491.81</td>
<td>$0.00</td>
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<tr>
<td>B.2.D</td>
<td>SMS-04-LED Fixture Upgrade</td>
<td>$165,000.00</td>
<td>$178,367.00</td>
<td>$178,366.31</td>
<td>$0.00</td>
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<tr>
<td>B.2.E</td>
<td>SMS-05-HVAC System - Gym AC</td>
<td>$180,000.00</td>
<td>$180,000.00</td>
<td>$127,213.61</td>
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<td>B.2.F</td>
<td>SMS-06-Building Automation</td>
<td>$20,000.00</td>
<td>$20,000.00</td>
<td>$0.00</td>
<td>$20,000.00</td>
</tr>
<tr>
<td>B.2.G</td>
<td>SMS-07-Roof Replacement</td>
<td>$200,000.00</td>
<td>$200,000.00</td>
<td>$91,028.71</td>
<td>$50,000.00</td>
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<tr>
<td>B.2.H</td>
<td>SMS-08-Bleachers - Softball &amp; Football</td>
<td>$36,500.00</td>
<td>$36,500.00</td>
<td>$24,627.71</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.2.I</td>
<td>SMS-09-Logo - Gym Floor</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
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<tr>
<td>B.2.J</td>
<td>SMS-Contingency – Unallocated Funds</td>
<td>$93,000.00</td>
<td>$72,895.36</td>
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<tr>
<td>Total</td>
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<td>$1,549,500.00</td>
<td>$1,232,386.11</td>
<td>$70,000.00</td>
<td>$247,113.89</td>
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</tbody>
</table>

#### Pie Chart

- **69.2%** Projects in Planning (No PO or Encumbered Cost)
- **20.5%** Projects In Progress (Under Contract/PO)
- **10.3%** Project Work in Place (Completed Scope)
## Odyssey Elementary School P2 Financial

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Initial Budget</th>
<th>Current Forecast</th>
<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>OES-01-Sprung Building</td>
<td>$265,000.00</td>
<td>$265,323.01</td>
<td>$265,323.01</td>
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</tr>
<tr>
<td>OES-02-Safe Entry</td>
<td>$65,000.00</td>
<td>$72,867.88</td>
<td>$72,867.88</td>
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<td>$0.00</td>
</tr>
<tr>
<td>OES-03-Replace Student Furniture</td>
<td>$34,800.00</td>
<td>$34,800.00</td>
<td>$33,243.00</td>
<td>$0.00</td>
<td>$1,557.00</td>
</tr>
<tr>
<td>OES-Contingency - Unallocated Funds</td>
<td>$19,200.00</td>
<td>$11,009.11</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$11,009.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$384,000.00</strong></td>
<td><strong>$384,000.00</strong></td>
<td><strong>$371,433.89</strong></td>
<td><strong>$0.00</strong></td>
<td><strong>$12,566.11</strong></td>
</tr>
</tbody>
</table>

**Odyssey Elementary**

- 95.5%
- 3.3%
- 1.2%

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
## Ridgeview Elementary School P2 Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Budget</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.4.A</td>
<td>RVE-01-Secure Front Entry</td>
<td>$74,463.00</td>
<td>$74,463.00</td>
<td>$74,462.40</td>
<td>$0.60</td>
</tr>
<tr>
<td>B.4.B</td>
<td>RVE-02-Fencing</td>
<td>$5,840.00</td>
<td>$5,840.00</td>
<td>$5,840.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.4.C</td>
<td>RVE-03-Safety &amp; Security Package</td>
<td>$35,000.00</td>
<td>$35,000.00</td>
<td>$13,313.19</td>
<td>$21,686.81</td>
</tr>
<tr>
<td>B.4.D</td>
<td>RVE-04-Interior Paint Refresh</td>
<td>$120,000.00</td>
<td>$119,635.00</td>
<td>$100,632.97</td>
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<td>B.4.E</td>
<td>RVE-05-Flooring</td>
<td>$239,344.00</td>
<td>$250,550.00</td>
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<td>$0.00</td>
</tr>
<tr>
<td>B.4.F</td>
<td>RVE-06-Landscaping/Play Area Upgrade</td>
<td>$153,000.00</td>
<td>$153,000.00</td>
<td>$152,915.13</td>
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<tr>
<td>B.4.G</td>
<td>RVE-07-Custodial Equipment</td>
<td>$10,000.00</td>
<td>$7,756.00</td>
<td>$7,755.58</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.4.H</td>
<td>RVE-08-LED Fixture Upgrade</td>
<td>$10,000.00</td>
<td>$9,256.00</td>
<td>$9,255.55</td>
<td>$0.00</td>
</tr>
<tr>
<td>B.4.I</td>
<td>RVE-09-Office Furniture</td>
<td>$25,000.00</td>
<td>$25,000.00</td>
<td>$29,960.47</td>
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</tr>
<tr>
<td>B.4.J</td>
<td>RVE-Contingency - Unallocated Funds</td>
<td>$7,853.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

**Total** | $680,500.00 | $680,500.00 | $644,685.29 | $35,728.94 | $85.77 |

### Ridgeview Elementary

- 5.3% Projects in Planning (No PO or Encumbered Cost)
- 7.2% Projects In Progress (Under Contract/PO)
- 87.5% Project Work in Place (Completed Scope)
### Stetson Elementary School P2 Financial & Schedule

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.5.A SES-01-Secure Front Entry</td>
<td>$82,000.00</td>
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<tr>
<td>B.5.B SES-02-Restroom Refresh</td>
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</tr>
<tr>
<td>B.5.C SES-03-Playground Refresh</td>
<td>$123,000.00</td>
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<td>$132,945.71</td>
<td>$0.00</td>
<td>$0.29</td>
</tr>
<tr>
<td>B.5.D SES-04-Flooring</td>
<td>$200,892.00</td>
<td>$232,411.00</td>
<td>$251,060.31</td>
<td>$0.00</td>
<td>($18,649.31)</td>
</tr>
<tr>
<td>B.5.E SES-05-Fixed Furnishings</td>
<td>$50,000.00</td>
<td>$50,060.00</td>
<td>$15,553.83</td>
<td>$33,743.17</td>
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<tr>
<td>B.5.F SES-06-Paint Refresh</td>
<td>$40,000.00</td>
<td>$40,000.00</td>
<td>$9,100.00</td>
<td>$30,900.00</td>
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<tr>
<td>B.5.G SES-07-Blinds for Classroom</td>
<td>$35,000.00</td>
<td>$35,000.00</td>
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<td>$17,452.00</td>
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<tr>
<td>B.5.H SES-08-Removable Wall in Gym/Music</td>
<td>$40,000.00</td>
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<tr>
<td>B.5.I SES-09-Gym Sound System</td>
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<td>$27,500.00</td>
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</tr>
<tr>
<td>B.5.J SES-10-Staff Lounge Refresh</td>
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<tr>
<td>B.5.K SES-11-Parking Repair</td>
<td>$175,000.00</td>
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<td>$153,294.00</td>
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<td>B.5.L SES-12-Library Furniture</td>
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</tr>
<tr>
<td>B.5.M SES-13-LED Fixture Upgrade</td>
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<td>$35,108.00</td>
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<td>B.5.N SES-Contingency - Unallocated Funds</td>
<td>$46,000.00</td>
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<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$1,001,500.00</strong></td>
<td><strong>$1,001,500.00</strong></td>
<td><strong>$671,504.37</strong></td>
<td><strong>$154,660.17</strong></td>
<td><strong>$175,335.46</strong></td>
</tr>
</tbody>
</table>

#### Stetson Elementary

- **Projects in Planning (No PO or Encumbered Cost)**: 63.6%
- **Projects In Progress (Under Contract/PO)**: 33.0%
- **Project Work in Place (Completed Scope)**: 3.4%
## Sand Creek High School P2 Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
</tr>
</thead>
<tbody>
<tr>
<td>C.1.A</td>
<td>SCH-01-Secure Front Entry</td>
<td>$22,000.00</td>
<td>$22,000.00</td>
<td>$21,230.94</td>
<td>$0.00</td>
</tr>
<tr>
<td>C.1.B</td>
<td>SCH-02-Athletic Package (Field &amp; Track)</td>
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<td>$1,500,571.89</td>
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<tr>
<td>C.1.C</td>
<td>SCH-03-Flooring Refresh</td>
<td>$430,000.00</td>
<td>$430,000.00</td>
<td>$390,807.06</td>
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<tr>
<td>C.1.D</td>
<td>SCH-04-LED Fixture Upgrade</td>
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<td>$106,000.00</td>
<td>$105,787.32</td>
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<tr>
<td>C.1.E</td>
<td>SCH-05-Paint Refresh</td>
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<td>$276,000.00</td>
<td>$275,113.00</td>
<td>$0.00</td>
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<tr>
<td>C.1.F</td>
<td>SCH-06-Safety &amp; Security Package</td>
<td>$212,000.00</td>
<td>$212,000.00</td>
<td>$162,393.50</td>
<td>$49,000.00</td>
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<tr>
<td>C.1.G</td>
<td>SCH-08-Fire Safety - Electrical Upgrades</td>
<td>$28,500.00</td>
<td>$28,500.00</td>
<td>$24,928.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>C.1.H</td>
<td>SCH-07-Auditorium Refresh</td>
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<td>$185,000.00</td>
<td>$27,668.00</td>
<td>$157,332.00</td>
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<td>C.1.I</td>
<td>SCH-13-Replace Gym Bleachers</td>
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<td>$150,000.00</td>
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<tr>
<td>C.1.J</td>
<td>SCH-09-Phase 1 Drainage</td>
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<td>C.1.K</td>
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<td>C.1.L</td>
<td>SCH-11-Hot Water Coil</td>
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<tr>
<td>C.1.M</td>
<td>SCH-12-Parking Lot</td>
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<td>C.1.N</td>
<td>SCH-14-Scoreboards</td>
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<td>SCH-Contingency - Unallocated Funds</td>
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<td><strong>$3,311,500.00</strong></td>
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<td><strong>$689,332.00</strong></td>
<td><strong>$113,668.29</strong></td>
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**Pie Chart:**

- **Projects in Planning (No PO or Encumbered Cost): 74.3%**
- **Projects In Progress (Under Contract/PO): 24.2%**
- **Project Work in Place (Completed Scope): 1.4%**
**Horizon Middle School Financial**

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Initial Budget</th>
<th>Current Forecast</th>
<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
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<tbody>
<tr>
<td>C.2.A HMS-01-Entry/Safe Entry/Reconfigure Admin</td>
<td>$1,085,758.00</td>
<td>$1,085,758.00</td>
<td>$1,078,093.78</td>
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<tr>
<td>C.2.B HMS-02-ADA Ramp Access to Field/Track</td>
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<td>C.2.C HMS-03-Exterior Door Replacement (6 doors)</td>
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<td>$31,794.00</td>
<td>$31,794.00</td>
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<td>C.2.D HMS-04-LED Fixture Upgrade</td>
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<td>$157,896.00</td>
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<tr>
<td>C.2.E HMS-05-Paint Interior Trim</td>
<td>$10,529.00</td>
<td>$10,529.00</td>
<td>$10,369.00</td>
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<td>C.2.F HMS-06-Library Refresh</td>
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<td>C.2.G HMS-07-Flooring Classrooms</td>
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<td>$129,850.00</td>
<td>$122,255.00</td>
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<td>C.2.H HMS-08-Refresh/Replace Tech in Gym</td>
<td>$23,139.00</td>
<td>$22,227.00</td>
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<td>$6,060.41</td>
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<td>C.2.I HMS-Contingency - Unallocated Funds</td>
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<td><strong>Total</strong></td>
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<td><strong>$1,538,500.00</strong></td>
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- **Horizon Middle School Projects**
  - Projects in Planning (No PO or Encumbered Cost)
  - Projects In Progress (Under Contract/PO)
  - Project Work in Place (Completed Scope)
## Evans International Elementary School Financial

<table>
<thead>
<tr>
<th>C.3.A</th>
<th>EES-01-Secure Front Entry</th>
<th>$200,000.00</th>
<th>$206,884.00</th>
<th>$206,883.38</th>
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<tbody>
<tr>
<td>C.3.B</td>
<td>EES-02-Safety &amp; Security Package</td>
<td>$91,200.00</td>
<td>$91,200.00</td>
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<td>C.3.C</td>
<td>EES-03-HVAC System Improvements</td>
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<td>C.3.D</td>
<td>EES-04-Fire System Upgrade</td>
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<td>C.3.E</td>
<td>EES-05-Bldg Automation Upgrade</td>
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<tr>
<td>C.3.F</td>
<td>EES-06-Exterior Landscaping &amp; Play Area Upgrade</td>
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<td>$100,000.00</td>
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<td>C.3.G</td>
<td>EES-07-Flooring Refresh</td>
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<td>C.3.H</td>
<td>EES-08-Restroom Refresh</td>
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<td>C.3.I</td>
<td>EES-09-LED Fixture Upgrade</td>
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<td>$104,000.00</td>
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<td>C.3.J</td>
<td>EES-10-Fixed Furnishings Update</td>
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<td>C.3.K</td>
<td>EES-11-Weatherproof Southwest Ext False Wall</td>
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<td>EES-12-Paint Refresh</td>
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<td>C.3.M</td>
<td>EES-Contingency - Unallocated Funds</td>
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<td><strong>$1,230,500.00</strong></td>
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<td><strong>$85,780.89</strong></td>
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### Evans Intl. Elementary

- **49.3%**: Projects in Planning (No PO or Encumbered Cost)
- **39.4%**: Projects In Progress (Under Contract/PO)
- **11.2%**: Project Work in Place (Completed Scope)
### Remington Elementary School Financial

<table>
<thead>
<tr>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
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</thead>
<tbody>
<tr>
<td><strong>C.4.A</strong> RME-01-Play Area Upgrade</td>
<td>$319,833.00</td>
<td>$319,833.00</td>
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<td><strong>C.4.B</strong> RME-02-Paint Refresh - Wallpaper Removal</td>
<td>$66,050.00</td>
<td>$66,050.00</td>
<td>$38,050.00</td>
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<td><strong>C.4.C</strong> RME-03-Flooring Refresh</td>
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<td>$177,210.00</td>
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<td><strong>C.4.D</strong> RME-04-Replace Basketball Court</td>
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<td><strong>C.4.E</strong> RME-05-Safety &amp; Security Package</td>
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<tr>
<td><strong>C.4.F</strong> RME-06-Secure Front Entry</td>
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<td><strong>C.4.G</strong> RME-07-Cafeteria Tables</td>
<td>$13,272.00</td>
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<td><strong>$38,655.00</strong></td>
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- **88.9%** Projects in Planning (No PO or Encumbered Cost)
- **11.1%** Projects In Progress (Under Contract/PO)
- **0.0%** Project Work in Place (Completed Scope)
## Springs Ranch Elementary School Financial

<table>
<thead>
<tr>
<th>A</th>
<th>Initial Budget</th>
<th>C</th>
<th>Current Forecast</th>
<th>G</th>
<th>Committed Cost</th>
<th>H</th>
<th>Projected To Complete</th>
<th>I</th>
<th>Projected (Over)/Under</th>
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<tbody>
<tr>
<td>C.5.A</td>
<td>SRE-01-Safe Entry</td>
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<tr>
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<td>SRE-02-Safety &amp; Security Package</td>
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<td>C.5.C</td>
<td>SRE-03-Flooring</td>
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<td>C.5.D</td>
<td>SRE-04-Exterior Landscaping</td>
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<td>C.5.E</td>
<td>SRE-05-School Yard Garden</td>
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<tr>
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<td>SRE-06-Replace Turf Play Area</td>
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<td>C.5.G</td>
<td>SRE-07-Restroom Refresh (8 restrooms)</td>
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<td>$7,500.00</td>
<td>$1,843.50</td>
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<td>C.5.H</td>
<td>SRE-08-Intercom System</td>
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### Springs Ranch Elementary

- Projects in Planning (No PO or Encumbered Cost)
- Projects In Progress (Under Contract/PO)
- Project Work in Place (Completed Scope)
### Springs Studio for Academic Excellence Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
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<tbody>
<tr>
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<td><strong>D.1.B</strong></td>
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<td>SS-03-Pour in Place Playground</td>
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<td>SS-06-Sound Dampening Tiles</td>
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**Springs Studio**

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

<p>| | | | | |</p>
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**Total**
<table>
<thead>
<tr>
<th>Description</th>
<th>Initial Budget</th>
<th>Current Forecast</th>
<th>Committed Cost</th>
<th>Projected To Complete</th>
<th>Projected (Over)/Under</th>
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</thead>
<tbody>
<tr>
<td>D.2.A FLC-01-Technology Refresh (Switches, Cables, Panels, etc.)</td>
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<td>$129,310.00</td>
<td>$129,310.00</td>
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<tr>
<td>D.2.B FLC-02-Safety &amp; Security (Roof Leaks, Walkways, Bathroom Repairs, etc.)</td>
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<td>$122,500.00</td>
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<td>D.2.C FLC-02-Reconfigure Old Bathroom, Concrete Work, Etc</td>
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<td>$101,821.00</td>
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<td>D.2.D FLC-03-Bathroom Expansion Walls, Drywall</td>
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<td>D.2.E FLC-04-Plumbing Fixtures</td>
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<tr>
<td>D.2.G FLC-06-Conference Room Carpet</td>
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<tr>
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<td>D.2.I FLC-08-Wall Tile Install Boys, Girls, and Staff</td>
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<td>D.2.K FLC-10-Plumbing Underground - Water Runs</td>
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<td>D.2.M FLC-12-Add Additional Parking Lot Pole</td>
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<td>D.2.N FLC-13-Parking Lot Lights</td>
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<td>D.2.S FLC-18-Carpet Entire Building</td>
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<td>D.2.T FLC-19-Signage</td>
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<td>D.2.U FLC-20-Equipment for Culinary</td>
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Mohawk (Home School Program) Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
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<tbody>
<tr>
<td>D.3.A MOH-01-Exterior Doors/Door Alarm</td>
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<td>D.3.D MOH-04-Removed Project</td>
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<td>D.3.F MOH-06-Shoretel Phones</td>
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<td>D.3.G MOH-07-Building Security</td>
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<td>D.3.H MOH-08-Carpet</td>
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<td>D.3.K MOH-11-Paint</td>
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<td>D.3.L MOH-Contingency-Unallocated Funds</td>
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<td><strong>$88,500.00</strong></td>
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<td><strong>$5,000.00</strong></td>
<td><strong>$7,267.63</strong></td>
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</table>

Mohawk

- **Projects in Planning (No PO or Encumbered Cost):** 13.9%
- **Projects In Progress (Under Contract/PO):** 8.5%
- **Project Work in Place (Completed Scope):** 77.6%
## Banning Lewis Ranch Academy Financial

| **E.1.A** | **A** | **B** | **C** | **D** | **E** | **F** | **G** | **H** | **I** |
| **Initial Budget** | $37,012.00 | $2,993.00 | $15,954.00 | $40,000.00 | $144.00 | $5,000.00 | $1,500.00 | $36,483.00 | $700.00 | $1,184.00 | $39,457.00 | $13,940.00 | $4,830.00 | $13,940.00 | $710.00 | $21,225.00 | $14,594.00 | $56,000.00 | $25,000.00 | $63,000.00 | $10,000.00 | $5,000.00 | $2,400.00 | $1,874.00 | **Total**<br>$399,000.00 | **Current Forecast**<br>$37,012.99 | $2,993.00 | $15,954.00 | $40,000.00 | $144.00 | $5,000.00 | $1,500.00 | $36,483.00 | $700.00 | $1,184.00 | $39,457.00 | $13,940.00 | $4,830.00 | $13,940.00 | $710.00 | $21,225.00 | $14,594.00 | $56,000.00 | $25,000.00 | $63,000.00 | $10,000.00 | $5,000.00 | $2,400.00 | $1,874.00 | **Total**<br>$444,000.00 | **Committed Cost**<br>$37,012.99 | $2,992.86 | $15,953.57 | $37,395.00 | $143.62 | $0.00 | $0.00 | $36,482.93 | $699.98 | $0.00 | $37,395.00 | $13,940.00 | $4,830.00 | $13,940.00 | $710.14 | $10,225.00 | $7,094.00 | $13,940.00 | $13,940.00 | $0.00 | $0.00 | $0.00 | $0.00 | **Total**<br>$208,119.78 | **Projected To Complete**<br>$0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $5,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $11,000.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | **Total**<br>$231,400.00 | **Projected (Over)/Under**<br>$0.00 | $0.14 | $0.43 | $2,605.00 | $0.38 | $0.00 | $0.00 | $0.07 | $0.02 | $0.80 | $0.51 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | $0.00 | **Total**<br>$4,480.22 |

### Banning Lewis Ranch Academy

- **Initial Budget**: $399,000.00
- **Current Forecast**: $444,000.00
- **Committed Cost**: $208,119.78
- **Projected To Complete**: $231,400.00
- **Projected (Over)/Under**: $4,480.22

- E.1.A: Additional Classroom Furniture - $37,012.00
- E.1.B: Hallway & Classroom Painting - $2,993.00
- E.1.C: Landscape Playground & Equip - $15,954.00
- E.1.D: Improve Safety of Front Vest - $40,000.00
- E.1.E: Parking Lot Sign Out Front - $144.00
- E.1.F: Replace Four Security Cameras - $5,000.00
- E.1.G: Replace Three No Parking Sign - $1,500.00
- E.1.H: Repurpose Locker Room as Flex Teaching Space - $36,483.00
- E.1.I: Two Television Monitors - $700.00
- E.1.J: Two Water Bottle Fillers - $1,184.00
- E.1.L: Re-Carpet 2 Modular Classroom - $4,830.00
- E.1.M: Divider Screen & Elect in Gym - $13,940.00
- E.1.N: Gates for Hallway Security - $710.00
- E.1.O: Refresh Landscaping - $21,225.00
- E.1.P: Test and Tune-up HVAC Control - $14,594.00
- E.1.Q: Caulk front Patio and Curb - $56,000.00
- E.1.R: Repair/Paint Exterior of Building - $25,000.00
- E.1.S: Re-Lamping - $63,000.00
- E.1.T: 5th Grade Room Add Light Switches Speakers & Cameras - $10,000.00
- E.1.U: Repair Seams & Seals on Flat Rubber Roof Sections - $5,000.00
- E.1.V: Automatic Closures & Locks to Staff Bathrooms - $2,400.00
- E.1.W: Contingency - Unallocated Funds - $1,874.00

- **Total**: $399,000.00

### Budget Allocation
- **Cost Increase**: 53.1%
- **Cost Decrease**: 46.9%
- **0.0%**
### Imagine Classical Academy Financial

<table>
<thead>
<tr>
<th>A</th>
<th>Initial Budget</th>
<th>C</th>
<th>Current Forecast</th>
<th>G</th>
<th>Committed Cost</th>
<th>H</th>
<th>Projected To Complete</th>
<th>I</th>
<th>Projected (Over)/Under</th>
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<tr>
<td>E.2.A</td>
<td>ICA-01-Parking 1</td>
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<td>ICA-03-Pour in Place</td>
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<td>E.2.F</td>
<td>ICA-06-Fencing</td>
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<td>$0.00</td>
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<tr>
<td>E.2.G</td>
<td>ICA-Contingency - Unallocated Funds</td>
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**Imagine Classical Academy**

- **Projects in Planning (No PO or Encumbered Cost)**
- **Projects In Progress (Under Contract/PO)**
- **Project Work in Place (Completed Scope)**
## Pikes Peak School of Expeditionary Learning Financial

<table>
<thead>
<tr>
<th></th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
<th>H Projected To Complete</th>
<th>I Projected (Over)/Under</th>
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<tr>
<td>E.3.A PPS-01-Turf Play Area</td>
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### Pike's Peak

- **Projects in Planning (No PO or Encumbered Cost):** 90.0%
- **Projects In Progress (Under Contract/PO):** 10.0%
- **Project Work in Place (Completed Scope):** 0.0%

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*Page 24 of 25*
<table>
<thead>
<tr>
<th></th>
<th>Project Description</th>
<th>A Initial Budget</th>
<th>C Current Forecast</th>
<th>G Committed Cost</th>
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<tr>
<td>E.4.A</td>
<td>RMCA-01-Reconfigure Office Area into Classrooms</td>
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<td>E.4.C</td>
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Rocky Mountain Classical

- **52.5%**: Projects in Planning (No PO or Encumbered Cost)
- **47.5%**: Projects In Progress (Under Contract/PO)
- **0.0%**: Project Work in Place (Completed Scope)
**BOARD OF EDUCATION ITEM 9.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Dr. Nancy Lemmond, Executive Director of Individualized Education  
**TITLE OF AGENDA ITEM:** Teacher of the Deaf/Hard of Hearing & Occupational Therapist  
**ACTION/INFORMATION/DISCUSSION:** Action

**BACKGROUND OR RATIONALE**
Teacher of the Deaf/Hard of Hearing and Occupational Therapist are required service providers under IDEA and ECEA. Both positions currently exist within the district. In place of using a generic special education teacher, these job descriptions more accurately describe the requirements of the position.

**RELEVANT DATA AND EXPECTED OUTCOMES:**
It is best practice to have an accurate and detailed job description when selecting candidates. This job description provides the needed information for applicants to be fully informed of the scope and requirements of the positions of Teacher of the Deaf/Hard of Hearing and Occupational Therapist.

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Relevant Data and Expected Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Inner Ring</strong>—How we treat each other</td>
<td>It is best practice to provide an accurate job description so current position holders and prospective applicants are fully informed of the duties and responsibilities of the position for which they are responsible or applying.</td>
</tr>
<tr>
<td><strong>Outer Ring</strong>—How we treat our work</td>
<td>It is best practice to remain compliant with state and federal law.</td>
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</table>

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Relevant Data and Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rock #1</strong>—Establish enduring trust throughout our community</td>
<td>Accurate job descriptions indicate to our stakeholders that we are committed to finding not only the best qualified candidate but also a candidate who fully understands the responsibilities of the positions.</td>
</tr>
<tr>
<td><strong>Rock #2</strong>—Research, design and implement programs for intentional community participation</td>
<td></td>
</tr>
<tr>
<td><strong>Rock #3</strong>—Grow a robust portfolio of distinct and exceptional schools</td>
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<tr>
<td><strong>Rock #4</strong>—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
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<tr>
<td><strong>Rock #5</strong>—Customize our educational systems to launch each student toward success</td>
<td></td>
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</table>

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move forward to the January 23, 2019 special session of the BOE meeting for approval.

**APPROVED BY:** Peter Hilts, Chief Education Officer  
**DATE:** January 7, 2019
**position summary:** The Teacher for the Deaf/Hard of Hearing (TOD) will provide direct and/or consultative special education services specific to students with hearing loss. The TOD provides support to students, teachers, and parents and acts as a liaison with community services. They work with the educational teams by advising ways of enhancing the student’s learning by adapting activities and materials to the student’s abilities.

The TOD may help choose appropriate educational materials, and may brainstorm with teachers and therapists about effective adaptations. By working together, classroom teachers, therapists, and the TOD can create a classroom environment that encourages independence, academic success, and prepares the student for post-secondary options. All services are delivered in accordance with the Individuals with Disabilities Education Act (IDEA) and the Colorado Exceptional Children’s Educational Act (ECEA).

**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 direct services assistance in the following areas that were obtained from needs assessment profile: academic needs, life coping skills, social-emotional needs, and career education.
- Consults with the audiologist in determining hearing loss and/or impairment.
- Facilitates home – school communications.
- Provides awareness of hearing loss, activities for hearing impaired students, parent advocacy activities and meetings, and others as needed.
- Reviews school-level programming and makes recommendations for programming, equipment, instruction, etc.

To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
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 instruction to students with a hearing disability.
- Participates in child find and hearing screenings as needed.
- Consults with parents and educators concerning hearing-impaired students in Special Education.
- Provides materials and adapts materials for the hearing-impaired students.
- Provides appropriate compensatory skills to students with hearing impairments.
- Provides teachers with information and materials regarding the general management of instruction specifying the hearing needs of students.
- Provides in-service education for teachers and administrators when requested and acts as a liaison between school and agencies for parents and students.
- Provides data that demonstrates progress towards goals for each student receiving hearing services.
- Provides required documentation for Medicaid reimbursement in a timely manner, if required.
- Performs other duties as assigned or requested by the Director of Special Education.
- Travels to assigned job sites(s) requires use of personal vehicle.
- Other duties as assigned.

Supervision & Technical Responsibilities:
- This position does not supervise other employees.

Budget Responsibility:
- This position does not have any direct budget responsibility.

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

Education & Training:
- Masters Degree or higher in Education of the Deaf/Hard of Hearing.
- Training or experience with preschool students preferred.
- One to three years of experience in a school setting preferred.

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

Certificates, Licenses, & Registrations:
- Criminal background check required for hire.
- Valid Colorado driver’s license required for hire.
• Hold or be eligible to hold a Special Education Teacher, Specialist with an endorsement in Deaf/Hard of Hearing License

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.
OCCUPATIONAL THERAPIST

Job Title: Occupational Therapist

Related Organization Chart

Director of Special Education

Occupational Therapist

Initial: October 2018

Revised:

Work Year: 1824

Office: Education

Department: Individualized Education

Reports To: Director of Special Education or Designee

FLSA Status: Exempt

Pay Range: Teacher Licensed Pay Schedule

POSITION SUMMARY: The Occupational Therapist provides specialized services and programming for students with disabilities who are eligible under the Individuals with Disabilities Act and the Colorado Exceptional Children’s Education Act. The Occupational Therapist provides individualized or group instruction to develop educationally related fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills as determined by the student’s Individual Education Program.

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.

- Completes student assessments to determine fine motor, visual motor, visual perceptual, sensorimotor, and/or self-help skills impact on access to school environment and education.
- Prepares for student Individualized Education Program (IEP) meetings through collaboration with staff, interpretation of assessments, and appropriate documentation.
- Actively participates in IEP meetings.
- Attends parent conferences and other meetings as needed.
- Provides direct support to students to address educational needs identified by multidisciplinary team.
- Provides on-going consultation with school staff and parents in support of access to special education programming.
- Prepares reports and other documentation to assure accountability, including Medicaid billing.
- Follows all state and federal regulations related to Special Service Providers.
- Promotes independent functioning within the educational setting as it relates to self-help, feeding/eating,

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.
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 specialized in-service training for all school staff upon request or as needed to meet the requirements of the student’s Individualized Education Program (IEP).
- Interfaces with outside community agencies and professionals as needed.
- Modifies classroom environments and resources as needed.
- Coordinates and creates a flexible schedule required for multiple service delivery locations and student/staff/school schedules.
- Performs other related duties as assigned.

Supervision & Technical Responsibilities:
- This position does not supervise other employees, has no supervisory responsibilities.

Budget Responsibility:
- This position does not have any direct, has no budget responsibilities.

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 Occupational Therapy

Experience:
- 3-5 years of experience in an educational setting strongly preferred

Knowledge Skills & Abilities:
- Excellent oral and written communication and interpersonal relation skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to manage multiple priorities and tasks with frequent interruptions.
- Ability to communicate effectively with various stakeholders.
- Ability to 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 Word, Excel, Outlook, Power Point, and Google Apps.

Certificates, Licenses, & Registrations:
- Holds a Colorado Department of Education Specialized Service Provider license for Occupational Therapist
- Holds Colorado DORA license for Occupational Therapist
- 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.

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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.
BACKGROUND OR RATIONALE: In the early part of the 2000’s, the District Administration and Board of Education behaviors often resulted in significant legal costs to mediate and remediate issues stemming from those activities. As things calmed down, the Board of Education desired to know that the improved climate was improving the legal cost profile and that the legal resources being utilized by the district were effective and efficient. To that end, the district administration entered into a retainer agreement with the Miller Farmer Law LLC, as primary legal counsel to both contain costs and provide assurance of consistent legal advice and representation.

RELEVANT DATA AND EXPECTED OUTCOMES: The district’s strategy for legal representation separates priorities of truancy, human resources, charter school, and general legal advice to specific firms. The retainer agreement is designed to handle general legal, charter school and basic and/or preliminary human resource issues. More complicated human resource issues are handled by a separate firm, and the very delicate human resource issues are handled by different firm on a case-by-case basis.

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Treating our work with intention and purpose as it pertains to legal issues and representation that handles such issues.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring—How we treat each other</td>
<td>Rock #1—Establish enduring trust throughout our community</td>
</tr>
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<td>Rock #2—Research, design and implement programs for intentional community participation</td>
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<tr>
<td>Strategy</td>
<td>Rock #3—Grow a robust portfolio of distinct and exceptional schools</td>
</tr>
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<td>Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
</tr>
<tr>
<td></td>
<td>Rock #5—Customize our educational systems to launch each student toward success</td>
</tr>
<tr>
<td></td>
<td>Supporting transparency to maintain trust with our constituency about the level of spend in legal representation which also builds a firm foundation for the organization to pursue and fulfill its vision and mission.</td>
</tr>
</tbody>
</table>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Administration recommends maintaining the current strategy with the current list of service providers.

APPROVED BY: Brett Ridgway, Chief Business Officer.  
DATE: January 3, 2019
El Paso County Colorado School District 49  
Legal Representation Expense Review - 2018 calendar year

2018 Calendar Year Expense  
from published check registers: 158,373.03

Detailed by Vendor

<table>
<thead>
<tr>
<th>Vendor</th>
<th>2017</th>
<th>2018</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANDERSON DUDE &amp; LEBEL, P.C</td>
<td>7,946.56</td>
<td>9,224.40</td>
<td>+2.6%</td>
</tr>
<tr>
<td>BUTLER SNOW LLP</td>
<td>8,079.00</td>
<td>3,888.00</td>
<td></td>
</tr>
<tr>
<td>CAPLAN &amp; EARNEST LLC-ATTYS AT LAW</td>
<td>23,489.00</td>
<td>20,407.00</td>
<td></td>
</tr>
<tr>
<td>MILLER FARMER LAW, LLC retained</td>
<td></td>
<td>108,000.00</td>
<td></td>
</tr>
<tr>
<td>special cases</td>
<td></td>
<td>16,146.00</td>
<td></td>
</tr>
<tr>
<td>LITTLE MEDELSON, P.C</td>
<td></td>
<td>707.63</td>
<td></td>
</tr>
</tbody>
</table>

Total: 158,373.03

Retained services by User:

<table>
<thead>
<tr>
<th>User</th>
<th>2017</th>
<th>2018</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Office</td>
<td>33,965.60</td>
<td>45,861.50</td>
<td></td>
</tr>
<tr>
<td>Charter Schools</td>
<td>22,366.50</td>
<td>21,415.25</td>
<td></td>
</tr>
<tr>
<td>Business Office</td>
<td>21,450.00</td>
<td>17,590.00</td>
<td></td>
</tr>
<tr>
<td>Operations Office</td>
<td>6,714.00</td>
<td>1,930.00</td>
<td></td>
</tr>
<tr>
<td>Board of Education</td>
<td>20,911.00</td>
<td>18,450.00</td>
<td></td>
</tr>
<tr>
<td>HR general</td>
<td>13,338.00</td>
<td>2,994.00</td>
<td></td>
</tr>
</tbody>
</table>

Gross Cost of Retained Services: 118,745.60

Total Retainer Discount: (10,745.60) -0.2%

Net Payment for Retained Services: 108,000.00

D11 Comparative for 2016/17:

<table>
<thead>
<tr>
<th>Category</th>
<th>2016/17</th>
<th>2017</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>D11 16/17 total legal spend</td>
<td>600,114.84</td>
<td>339,65.60</td>
<td></td>
</tr>
<tr>
<td>D11 16/17 sFTE</td>
<td>25,672.00</td>
<td>23,38</td>
<td></td>
</tr>
<tr>
<td>D11 16/17 Legal $ / sFTE</td>
<td>23,38</td>
<td>7,341.44</td>
<td></td>
</tr>
<tr>
<td>D11 16/17 PPR</td>
<td>0.32%</td>
<td>0.32%</td>
<td></td>
</tr>
</tbody>
</table>

D11 16/17 multiple of D49's 2018: 3.69
Under current statute, Colorado school districts’ program formula funding is largely based on the ‘October Count’ of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school. The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2017. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

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

<table>
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<tr>
<th>Inner Ring</th>
<th>How we treat each other</th>
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<tbody>
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<td><strong>Rock #1</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outer Ring</th>
<th>How we treat our work</th>
</tr>
</thead>
</table>

*Presenting such information in an open and transparent manner validates the importance placed on community trust.*

*Informed decision making and organizational agility are key strategies we continue to pursue.*
### 18/19 Amended Budget - Revenue Model

#### Revenue Model
El Paso County Colo. School District 49

<table>
<thead>
<tr>
<th>Description</th>
<th>18/19 Adopted Budget</th>
<th>Adj Budget</th>
<th>18/19 Amended Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Prgm Funding</td>
<td>$182,415,319.25</td>
<td>$886,616.83</td>
<td>$183,301,936.08</td>
</tr>
<tr>
<td>LOCAL PROPERTY TAX REVENUE</td>
<td>$21,263,363.33</td>
<td>$334,783.85</td>
<td>$21,596,147.18</td>
</tr>
<tr>
<td>SPECIFIC OWNERSHIP TAX REVENUE</td>
<td>$2,427,716.93</td>
<td>$21,596,147.18</td>
<td></td>
</tr>
<tr>
<td>PROPERTY TAX CREDITS</td>
<td>$1,917,069.92</td>
<td>$1,917,069.92</td>
<td></td>
</tr>
<tr>
<td>DELINQUENT PROP TAX</td>
<td>$2,427,716.93</td>
<td>$2,427,716.93</td>
<td></td>
</tr>
<tr>
<td>INTEREST ON TAXES</td>
<td>$158,726,238.99</td>
<td>$158,726,238.99</td>
<td></td>
</tr>
<tr>
<td>STATE EQUALIZATION REVENUE</td>
<td>$159,788,718.98</td>
<td>$159,788,718.98</td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>$182,415,319.25</td>
<td>$886,616.83</td>
<td>$183,301,936.08</td>
</tr>
</tbody>
</table>

#### Operated Portfolio - Program Formula Funding: $101,167,597.71
Non-Formula Revenue: $9,936,404.58

#### 17/18 EOY Fund Balance: $9,302,935.62
17/18 Rollover: $(1,328,890.33)
Fund Balance after roll-over: $7,974,045.29

#### 18/19 Ending Fund Balance - Remaining Flat to 17/18: $9,302,935.62
Expense Adjustment necessary to achieve Required Fund Balance: $(1,328,890.33)

---

**The Best Choice to Learn, Work and Lead**
## Amended Budget Overview - Jan

<table>
<thead>
<tr>
<th></th>
<th>Falcon Zone</th>
<th>Sand Creek Zone</th>
<th>POWER Zone</th>
<th>iConnect Zone</th>
<th>Int Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>18/19 Adopted Budget</strong></td>
<td>$25,017,442.25</td>
<td>$24,145,657.23</td>
<td>$27,628,717.83</td>
<td>$6,159,775.36</td>
<td>$28,142,945.62</td>
<td>$111,094,538.29</td>
</tr>
<tr>
<td><strong>October Count Volume Adj</strong></td>
<td>$(368,877.31)</td>
<td>$(108,796.44)</td>
<td>$(420,103.38)</td>
<td>$(149,430.86)</td>
<td>$(331,430.17)</td>
<td>$(1,378,638.17)</td>
</tr>
<tr>
<td><strong>17/18 Carry Over</strong></td>
<td>$349,995.58</td>
<td>$973,768.66</td>
<td>$483,668.77</td>
<td>$328,044.56</td>
<td>$160,750.30</td>
<td>$1,328,890.33</td>
</tr>
<tr>
<td><strong>Oth Revenue ADJ</strong></td>
<td>$(43,547.92)</td>
<td>$(30,918.58)</td>
<td>$(62,578.46)</td>
<td>$136,087.49</td>
<td>$308,455.99</td>
<td>$307,498.51</td>
</tr>
<tr>
<td><strong>PPR Rate Variance</strong></td>
<td>$2,425.46</td>
<td>$2,366.41</td>
<td>$2,675.95</td>
<td>$605.89</td>
<td>$2,771.96</td>
<td>$10,845.67</td>
</tr>
<tr>
<td><strong>DAA Fund Balance Adj - Target FLAT</strong></td>
<td>$(445,284.07)</td>
<td>$(435,337.06)</td>
<td>$(486,393.49)</td>
<td>$(111,552.78)</td>
<td>$(1,328,890.33)</td>
<td>$(1,328,890.33)</td>
</tr>
<tr>
<td><strong>Amended Budget Target</strong></td>
<td>$24,512,153.99</td>
<td>$24,546,740.22</td>
<td>$26,178,649.67</td>
<td>$6,363,529.65</td>
<td>$28,283,493.69</td>
<td>$109,884,567.23</td>
</tr>
<tr>
<td><strong>Difference vs. Adopted</strong></td>
<td>$(505,288.26)</td>
<td>$(401,082.99)</td>
<td>$(1,450,068.16)</td>
<td>$(203,754.29)</td>
<td>$(140,548.07)</td>
<td>$(1,209,971.06)</td>
</tr>
<tr>
<td><strong>YTD Budget Variance - Dec Mnt End</strong></td>
<td>$407,853.24</td>
<td>$365,063.48</td>
<td>$184,758.58</td>
<td>$83,633.50</td>
<td>$35,500.52</td>
<td>$1,076,809.32</td>
</tr>
<tr>
<td><strong>Annualized Opportunity / (Risk)</strong></td>
<td>$815,706.47</td>
<td>$730,126.96</td>
<td>$369,517.16</td>
<td>$167,267.00</td>
<td>$71,001.04</td>
<td>$2,153,618.63</td>
</tr>
</tbody>
</table>

### Other Notable Items

- **YTD Negative Balance in Int Svs/Vend due to Front end (Full Year) spend on larger dollar items i.e. IT Principal Lease Payment**
- **YTD Negative Balance in iConnect Zone due to PPEC tuition payments $220K PMT in Nov.**
- **Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10**
### Revenue Model

**El Paso County Colo - School District 49**

#### Proposed 18/19 Student Count (Total District Funded):

<table>
<thead>
<tr>
<th>Description</th>
<th>18/19 Adopted Budget</th>
<th>Adj. Budget</th>
<th>18/19 Amended Budget</th>
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<tbody>
<tr>
<td>LOCAL PROPERTY TAX REVENUE</td>
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<td>$2,427,716.93</td>
<td>$(510,647.01)</td>
<td>$1,917,069.92</td>
</tr>
</tbody>
</table>
| DELINQUENT PROP TAX | $- | $- | $-
| PROPERTY TAX CREDITS | $- | $- | $-
| INTEREST ON TAXES | $- | $- | $-
| STATE EQUALIZATION REVENUE | $158,726,238.99 | $1,062,479.99 | $159,788,718.98 |

**Underlying Traditional PPR Rate**

<table>
<thead>
<tr>
<th>Description</th>
<th>Rate Variance over 18/19 Adopted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter Counts</td>
<td>$1,010,281.22</td>
</tr>
<tr>
<td>Operated Portfolio</td>
<td>$61,000.93</td>
</tr>
</tbody>
</table>

**16/17 Fund Balance**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Operated Portfolio Revenue:</th>
<th>111,094,538.29</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fzone Rollover</td>
<td>$(1,328,890.33)</td>
<td>$9,926,940.58</td>
</tr>
<tr>
<td>Non-Formula Revenue:</td>
<td>$9,302,935.62</td>
<td>$307,498.51</td>
</tr>
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**17/18 EDY Fund Balance:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Operated Portfolio Revenue:</th>
<th>$110,034,244.30</th>
</tr>
</thead>
<tbody>
<tr>
<td>17/18 Rollover</td>
<td>$(1,764,845.33)</td>
<td>$10,234,439.09</td>
</tr>
</tbody>
</table>

**18/19 Ending Fund Balance Calculated to 9% of DAGR:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Total Operated Portfolio Revenue:</th>
<th>$(9,302,935.62)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expense Adjustment necessary to achieve Required Fund Balance</td>
<td>$797.76</td>
<td></td>
</tr>
</tbody>
</table>

---

**18/19 Amended Budget - Revenue Model**

The Best Choice to Learn, Work and Lead
### Amended Budget Overview - Jan

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<td>($30,918.58)</td>
<td>($62,578.46)</td>
<td>$136,087.49</td>
<td>$308,455.99</td>
<td>$307,498.51</td>
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<tr>
<td><strong>PPR Rate Variance</strong></td>
<td>$2,425.46</td>
<td>$2,366.41</td>
<td>$2,675.95</td>
<td>$605.89</td>
<td>$2,771.96</td>
<td>$10,845.67</td>
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<tr>
<td><strong>DAA Fund Balance ADJ - Target 9%</strong></td>
<td>($578,338.28)</td>
<td>($563,754.72)</td>
<td>($633,335.66)</td>
<td>($144,313.29)</td>
<td>($1,919,741.95)</td>
<td>($1,919,741.95)</td>
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<tr>
<td><strong>Amended Budget Target</strong></td>
<td>$24,379,099.78</td>
<td>$24,418,322.56</td>
<td>$26,031,707.50</td>
<td>$6,330,769.14</td>
<td>$28,283,493.69</td>
<td>$109,443,392.68</td>
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<tr>
<td><strong>Difference vs. Adopted</strong></td>
<td>($638,342.47)</td>
<td>$272,665.33</td>
<td>($1,597,010.33)</td>
<td>$170,993.78</td>
<td>$140,548.07</td>
<td>($1,651,145.61)</td>
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<tr>
<td><strong>YTD Budget Variance - Dec Mnt End</strong></td>
<td>$407,853.24</td>
<td>$365,063.48</td>
<td>$318,758.58</td>
<td>$83,633.50</td>
<td>$35,500.52</td>
<td>$1,076,809.32</td>
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<tr>
<td><strong>Annualized Opportunity / (Risk)</strong></td>
<td>$815,706.47</td>
<td>$730,126.96</td>
<td>$369,517.16</td>
<td>$167,267.00</td>
<td>$71,001.04</td>
<td>$2,153,618.63</td>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>Falcon Zone</th>
<th>Sand Creek Zone</th>
<th>POWER Zone</th>
<th>iConnect Zone</th>
<th>Int Services</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Net Potential Opportunity / (Task)</strong></td>
<td>$177,364.00</td>
<td>$1,002,792.29</td>
<td>($1,227,493.17)</td>
<td>$338,260.78</td>
<td>$211,549.11</td>
<td>$502,473.02</td>
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<tr>
<td><strong>Identified Amended Expense ADJ</strong></td>
<td>($188,354.08)</td>
<td>($185,904.96)</td>
<td>($214,063.30)</td>
<td>($36,037.33)</td>
<td>($136,680.33)</td>
<td>($761,040.00)</td>
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<tr>
<td>- Repositioning YR3 absorption</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
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<tr>
<td>- Health Care Benefit Changes</td>
<td>($188,354.08)</td>
<td>($185,904.96)</td>
<td>($214,063.30)</td>
<td>($36,037.33)</td>
<td>($136,680.33)</td>
<td>($761,040.00)</td>
</tr>
<tr>
<td>Other Exp ADJ</td>
<td>$188,354.08</td>
<td>$185,904.96</td>
<td>($214,063.30)</td>
<td>($36,037.33)</td>
<td>($136,680.33)</td>
<td>$761,040.00</td>
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<tr>
<td><strong>Remaining Opportunity/ (Task)</strong></td>
<td>($10,990.08)</td>
<td>$816,887.33</td>
<td>($1,441,556.47)</td>
<td>$302,223.45</td>
<td>$74,868.78</td>
<td>($258,566.98)</td>
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**Other Notable Items**

- YTD Negative Balance in Int Svs/Vend due to Front end (Full Year) spend on larger dollar items i.e. IT Principal Lease Payment
- YTD Negative Balance in iConnect Zone due to PPEC tuition payments $220K PMT in Nov.
- Due to Volume variance, Finance recommends to postpone YR3 MLO absorption into fund 10
## 18/19 Amended Expense Budget

**District 49 - Budget Summary**

**Fund 10**

<table>
<thead>
<tr>
<th>Adopted Budget</th>
<th>Amended Expense Budget ADJ</th>
<th>18/19 Amended Budget</th>
<th>Diff</th>
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</thead>
<tbody>
<tr>
<td><strong>Approved - 06/30/2018</strong></td>
<td><strong>Volume Variance</strong></td>
<td><strong>Rate Variance</strong></td>
<td><strong>SPED &amp; Trans Adj</strong></td>
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<tr>
<td>Total D49 Fund 10 Budget Dollars:</td>
<td>$111,094,538.29</td>
<td>$(1,378,638.17)</td>
<td>$10,845.66</td>
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<tr>
<td>Central Office:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td><strong>Internal Services:</strong></td>
<td>$19,225,374.65</td>
<td>17.3%</td>
<td>$(226,410.88)</td>
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<tr>
<td><strong>Internal Vendors:</strong></td>
<td>$8,917,570.97</td>
<td>8.0%</td>
<td>$(105,019.29)</td>
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<td>Zones:</td>
<td></td>
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<tr>
<td><strong>Falcon Zone:</strong></td>
<td>$25,017,442.25</td>
<td>22.5%</td>
<td>$(368,877.31)</td>
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<tr>
<td><strong>Sand Creek Zone:</strong></td>
<td>$24,145,657.23</td>
<td>21.7%</td>
<td>$(108,796.44)</td>
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<td><strong>Power Zone:</strong></td>
<td>$27,628,717.83</td>
<td>24.9%</td>
<td>$(420,103.38)</td>
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<tr>
<td><strong>iConnect Zone:</strong></td>
<td>$6,159,775.36</td>
<td>5.5%</td>
<td>$(149,430.86)</td>
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<tr>
<td>Total</td>
<td>$111,094,538.29</td>
<td>$(1,378,638.17)</td>
<td>$10,845.66</td>
</tr>
</tbody>
</table>

The Best Choice to Learn, Work and Lead
BOARD OF EDUCATION ITEM 9.05
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019
PREPARED BY: Brett Ridgway, Chief Business Officer
              Ron Sprinz, Director of Finance
TITLE OF AGENDA ITEM: Amended 2018-19 Charter School Budget Update
ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE
January 31, 2019 is the deadline for approving the amended budget. Prior to that we would like to give the board an update of the charter school revenue from PPR to orient them when the charter school amended budgets are received.

RELEVANT DATA AND EXPECTED OUTCOMES:
As we near the date for approving the amended budget it is helpful to know how funding changes impacts our charter schools. The following charts show the expected PPR amounts for charter schools to be using as their PPR revenue.

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

<table>
<thead>
<tr>
<th>Culture</th>
<th>Rock #1—Establish enduring trust throughout our community</th>
<th>This shows how monies are flowing to the charter schools and the impact of PPR changes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inner Ring</td>
<td>Rock #2—Research, design and implement programs for intentional community participation</td>
<td>This show how funding changes impacts our charter schools.</td>
</tr>
<tr>
<td>Outer Ring</td>
<td>Rock #3—Grow a robust portfolio of distinct and exceptional schools</td>
<td></td>
</tr>
<tr>
<td>Strategy</td>
<td>Rock #4—Build firm foundations of knowledge, skills and experience so all learners can thrive</td>
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</tr>
<tr>
<td></td>
<td>Rock #5—Customize our educational systems to launch each student toward success</td>
<td></td>
</tr>
</tbody>
</table>

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: Information only

APPROVED BY: Brett Ridgway, Chief Business Officer  DATE: December 19, 2018
The Charter School Fund is used to track financial activities of all charter schools authorized by the District.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Funded Student Count</td>
<td>364.68</td>
<td>384.24</td>
<td>393.90</td>
<td>391.68</td>
<td>391.68</td>
<td>392.00</td>
<td>3.68</td>
<td>395.68</td>
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<tr>
<td>PPR funding rate</td>
<td>6,305.42</td>
<td>6,688.52</td>
<td>7,106.62</td>
<td>7,075.60</td>
<td>7,377.57</td>
<td>7,806.85</td>
<td>(27.60)</td>
<td>7,779.25</td>
</tr>
<tr>
<td>BEGINNING FUND BALANCE:</td>
<td>$577,312</td>
<td>$695,118</td>
<td>$931,130</td>
<td>$1,013,490</td>
<td>$1,684,000</td>
<td>$2,060,000</td>
<td>-</td>
<td>$2,060,000</td>
</tr>
<tr>
<td>REVENUE:</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PPR Allocation from District</td>
<td>$2,299,461</td>
<td>$2,569,997</td>
<td>$2,799,013</td>
<td>$2,771,371</td>
<td>$2,889,647</td>
<td>$3,060,285</td>
<td>$17,807</td>
<td>$3,078,092</td>
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<td>Charges for Services</td>
<td>$131,367</td>
<td>$130,542</td>
<td>$148,603</td>
<td>$106,000</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Grant &amp; Designated Revenue</td>
<td>$4,980</td>
<td>$14,045</td>
<td>$16,306</td>
<td>$283,300</td>
<td>$0</td>
<td>$0</td>
<td>$0</td>
<td>0</td>
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<tr>
<td>Other</td>
<td>66,496</td>
<td>124,611</td>
<td>177,312</td>
<td>105,829</td>
<td>250,730</td>
<td>223,500</td>
<td>0</td>
<td>223,500</td>
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<tr>
<td>TOTAL REVENUE:</td>
<td>$2,502,304</td>
<td>$2,839,195</td>
<td>$3,141,234</td>
<td>$3,266,300</td>
<td>$3,140,377</td>
<td>$3,283,785</td>
<td>$17,807</td>
<td>$3,301,592</td>
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</table>
The Charter School Fund is used to track financial activities of all charter schools authorized by the District.

<table>
<thead>
<tr>
<th>Fund: 11</th>
<th>Charter School Fund</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location:</td>
<td>945</td>
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**DESCRIPTION:**

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<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Actual</td>
<td>Actual</td>
<td>Actual</td>
<td>Actual</td>
<td>BUDGET</td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>160.00</td>
<td>428.00</td>
<td>315.00</td>
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<tr>
<td>0.00</td>
<td>0.00</td>
<td>7,075.60</td>
<td>4,303.45</td>
<td>7,606.56</td>
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<table>
<thead>
<tr>
<th>Beginning Fund Balance:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funded Student Count</td>
</tr>
<tr>
<td>PPR funding rate</td>
</tr>
<tr>
<td>$</td>
</tr>
</tbody>
</table>

| 2018-19 |
| BUDGET  |
| 267.00  |

| Revenue: |
| Source   |
| PPR Allocation from District |
| Charges for Services |
| Grant & Designated Revenue |
| Other |

| Total Revenue: |
| $ |

| 2018-19 |
| BUDGET  |
| 2,247,395 |
EL PASO COUNTY SCHOOL DISTRICT 49
GOAL ACADEMY
2018-2019 AMENDED BUDGET

FUND: 11 CHARTER SCHOOL FUND
LOCATION: 930

DESCRIPTION: The Charter School Fund is used to track financial activities of all charter schools authorized by the District.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Funded Student Count</td>
<td>3,132.00</td>
<td>3,257.50</td>
<td>4,065.00</td>
<td>3,754.50</td>
<td>3,650.00</td>
<td>3,880.00</td>
<td>258.00</td>
<td>4,138.00</td>
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<tr>
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<td>6,305.42</td>
<td>6,688.52</td>
<td>7,106.62</td>
<td>7,075.60</td>
<td>7,076.00</td>
<td>7,315.00</td>
<td>464.25</td>
<td>7,779.25</td>
</tr>
<tr>
<td>BEGINNING FUND BALANCE:</td>
<td>$2,735,456</td>
<td>$4,784,864</td>
<td>$3,306,945</td>
<td>$9,667,503</td>
<td>$1,290,000</td>
<td>$(27,560,790)</td>
<td>0</td>
<td>$(27,560,790)</td>
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REVENUE:
<table>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PPR Allocation from District</td>
<td>$19,748,575</td>
<td>$21,787,854</td>
<td>$28,888,410</td>
<td>$26,565,340</td>
<td>$25,827,400</td>
<td>$28,382,200</td>
<td>$3,808,324</td>
<td>$32,190,524</td>
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<tr>
<td>Charges for Services</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Grant &amp; Designated Revenue</td>
<td>3,540,915</td>
<td>1,463,432</td>
<td>1,514,389</td>
<td>2,105,035</td>
<td>1,046,200</td>
<td>984,088</td>
<td>0</td>
<td>984,088</td>
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<tr>
<td>Other</td>
<td>(1,286,479)</td>
<td>120,722</td>
<td>204,330</td>
<td>61,618</td>
<td>468,200</td>
<td>315,050</td>
<td>0</td>
<td>315,050</td>
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</table>
EL PASO COUNTY SCHOOL DISTRICT 49    BANNING LEWIS RANCH ACADEMY
2018-2019 AMENDED BUDGET

FUND: 11    CHARTER SCHOOL FUND
LOCATION: 950

DESCRIPTION: The Charter School Fund is used to track financial activities of all charter schools authorized by the District.

<table>
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<tr>
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<tbody>
<tr>
<td>Funded Student Count</td>
<td>718.50</td>
<td>714.40</td>
<td>717.60</td>
<td>768.68</td>
<td>1,237.28</td>
<td>1,320.00</td>
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<td>6,305.42</td>
<td>6,688.52</td>
<td>7,106.62</td>
<td>7,075.60</td>
<td>7,092.00</td>
<td>7,503.59</td>
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<tr>
<td>BEGINNING FUND BALANCE:</td>
<td>$ 909,767</td>
<td>$ 685,692</td>
<td>$ 948,217</td>
<td>$ 1,133,690</td>
<td>$ 2,102,179</td>
<td>$ 1,632,312</td>
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<tr>
<td>PP Adj.</td>
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REVENUE:

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</thead>
<tbody>
<tr>
<td>PPR Allocation from District</td>
<td>5710</td>
<td>$ 4,530,444</td>
<td>$ 4,778,279</td>
<td>$ 5,099,426</td>
<td>$ 5,438,872</td>
<td>$ 8,774,790</td>
<td>$ 9,904,741</td>
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<tr>
<td>Charges for Services</td>
<td></td>
<td>11,387</td>
<td>103,293</td>
<td>83,039</td>
<td>75,000</td>
<td>246,263</td>
<td>162,648</td>
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<tr>
<td>Grant &amp; Designated Revenue</td>
<td></td>
<td>135,927</td>
<td>171,845</td>
<td>221,711</td>
<td>479,127</td>
<td>370,607</td>
<td>417,782</td>
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<tr>
<td>Other</td>
<td></td>
<td>696,618</td>
<td>570,898</td>
<td>690,539</td>
<td>766,885</td>
<td>724,519</td>
<td>806,205</td>
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<tr>
<td>TOTAL REVENUE:</td>
<td>$ 5,374,376</td>
<td>$ 5,624,315</td>
<td>$ 6,094,715</td>
<td>$ 6,759,884</td>
<td>$ 10,116,179</td>
<td>$ 11,291,376</td>
<td>$ 378,519</td>
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AMENDED 2018-19 BUDGET: $11,669,895

1/2/2019 - 12:21 PM
## EL PASO COUNTY SCHOOL DISTRICT 49
### ROCKY MOUNTAIN CLASSICAL ACADEMY

#### 2018-2019 AMENDED BUDGET

**FUND:** 11  
**CHARTER SCHOOL FUND**

**LOCATION:** 951

**DESCRIPTION:** The Charter School Fund is used to track financial activities of all charter schools authorized by the District

<table>
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<tbody>
<tr>
<td>Funded Student Count</td>
<td>872.04</td>
<td>1,068.84</td>
<td>1,237.60</td>
<td>1,324.24</td>
<td>1,392.64</td>
<td>1,407.20 (69.54)</td>
</tr>
<tr>
<td>PPR funding rate</td>
<td>6,305.42</td>
<td>6,688.52</td>
<td>7,106.62</td>
<td>7,075.60</td>
<td>7,252.90</td>
<td>7,421.00</td>
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<tr>
<td>BEGINNING FUND BALANCE:</td>
<td>$2,206,600</td>
<td>$2,063,230</td>
<td>$(406,470)</td>
<td>$(46,703)</td>
<td>$1,149,338</td>
<td>$3,665,310</td>
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**REVENUE: SOURCE**

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</thead>
<tbody>
<tr>
<td>PPR Allocation from District 5710</td>
<td>$5,498,578</td>
<td>$7,148,958</td>
<td>$8,794,869</td>
<td>$9,369,793</td>
<td>$10,100,679</td>
<td>$10,442,831 (36,844)</td>
<td>$10,405,988</td>
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<tr>
<td>Charges for Services</td>
<td>317,522</td>
<td>1,519,036</td>
<td>2,711,730</td>
<td>3,034,757</td>
<td>3,167,424</td>
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<td>Grant &amp; Designated Revenue</td>
<td>137,795</td>
<td>329,977</td>
<td>484,601</td>
<td>410,509</td>
<td>650,142</td>
<td>1,322,247</td>
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<tr>
<td>Other (6,668)</td>
<td>272,362</td>
<td>193,663</td>
<td>582,796</td>
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<td>0</td>
<td></td>
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<tr>
<td>TOTAL REVENUE:</td>
<td>$5,947,227</td>
<td>$9,270,333</td>
<td>$12,184,863</td>
<td>$13,397,855</td>
<td>$13,918,245</td>
<td>$11,765,078 (36,844)</td>
<td>$11,728,235</td>
</tr>
</tbody>
</table>
# El Paso County School District 49
## Imagine Classical Academy
### 2018-2019 Amended Budget

**FUND:** 11  
**LOCATION:** 952  
**DESCRIPTION:** The Charter School Fund is used to track financial activities of all charter schools authorized by the District

<table>
<thead>
<tr>
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<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>Funded Student Count</strong></td>
<td>793.20</td>
<td>706.46</td>
<td>724.00</td>
<td>747.28</td>
<td>783.00</td>
<td>700.00</td>
<td>(37.08)</td>
<td>662.92</td>
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<tr>
<td><strong>PPR funding rate</strong></td>
<td>6,305.42</td>
<td>6,688.52</td>
<td>7,106.62</td>
<td>7,075.60</td>
<td>7,226.17</td>
<td>7,502.00</td>
<td>277.25</td>
<td>7,779.25</td>
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<tr>
<td><strong>BEGINNING FUND BALANCE:</strong></td>
<td>$698,457</td>
<td>$1,228,946</td>
<td>$1,536,338</td>
<td>$1,200,855</td>
<td>$1,395,706</td>
<td>(6,515,522)</td>
<td>-</td>
<td>(6,515,522)</td>
</tr>
</tbody>
</table>

**REVENUE:**

- **PP Allocation from District** 5710: $5,001,459 $4,725,172 $5,333,635 $5,287,454 $5,658,091 $5,251,400 (94,382) $5,157,018
- **Charges for Services**: 382,506 365,544 411,316 295,000 295,000 75,000 0 75,000
- **Grant & Designated Revenue**: 134,476 184,300 276,278 518,690 235,325 187,884 0 187,884
- **Other**: 94,565 141,702 12,796 122,380 113,085 114,160 0 114,160

**TOTAL REVENUE:** $5,613,006 $5,416,718 $6,034,025 $6,223,524 $6,301,501 $5,628,444 (94,382) $5,334,062
The Charter School Fund is used to track financial activities of all charter schools authorized by the District.

### Table: Budget Details

<table>
<thead>
<tr>
<th></th>
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<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Funded Student Count</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>357.30 (52.14)</td>
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<tr>
<td>PPR funding rate</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
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<td>7,776.44</td>
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<tr>
<td>BEGINNING FUND BALANCE:</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
<td>- $</td>
</tr>
<tr>
<td>REVENUE:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>PPR Allocation from District</td>
<td>$</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2,778,521 (404,606)</td>
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<tr>
<td>Charges for Services</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>124,902</td>
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<tr>
<td>Grant &amp; Designated Revenue</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>332,887</td>
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<tr>
<td>Other</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>29,000</td>
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<tr>
<td>TOTAL REVENUE:</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 0</td>
<td>$ 3,265,310 (404,606)</td>
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</table>
BOARD OF EDUCATION ITEM 10.01
BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS

BOARD MEETING OF: January 10, 2019

PREPARED BY: Brad Miller, Legal Counsel
               Donna Garza, Executive Assistant to the BOE

TITLE OF AGENDA ITEM: Executive Session: Pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND OR RATIONALE

RELEVANT DATA AND EXPECTED OUTCOMES:

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

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

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED: I move to enter into executive session pursuant to C.R.S. § 24-6-402(4)(b) for conference with an attorney for the purpose of receiving legal advice regarding a request to hear a stakeholder grievance.

APPROVED BY: Marie La Vere-Wright, Board President

DATE: January 3, 2019
**BOARD OF EDUCATION ITEM 10.02**  
**BACKGROUND AND DOCUMENTATION FOR CONSENT OR ROUTINE AGENDA ITEMS**

**BOARD MEETING OF:** January 10, 2019  
**PREPARED BY:** Brad Miller, Legal Counsel  
Donna Garza, Executive Assistant to the BOE  

**TITLE OF AGENDA ITEM:** Determination of whether to conduct a hearing on a Stakeholder Grievance matter  
**ACTION/INFORMATION/DISCUSSION:** Action

### BACKGROUND OR RATIONALE

### RELEVANT DATA AND EXPECTED OUTCOMES:

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

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</tr>
</tbody>
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### RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:
Motion to approve/deny request to conduct a hearing on the stakeholder grievance matter.

**APPROVED BY:** Marie La Vere-Wright, Board President  
**DATE:** January 3, 2019