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Mission Statement

Together we are committed to graduating and preparing all children for success in college and careers.

MINUTES
SPECIAL BOARD OF EDUCATION MEETING
November 28, 2012
Central Administration Office – Board Room

1.00 Vice President Wright called the Meeting to order at 6:34 p.m.
Roll Call was taken with the following members present: Mr. Chuck Irons, Mrs. Marie LaVere-Wright and Mr. Chris Wright. Mr. Henry Allen Jr. and Mrs. Tammy Harold were absent with prior notice.

2.00 Welcome and Pledge of Allegiance
Vice President Wright welcomed those in attendance and invited them to join the Board in the Pledge of Allegiance.

3.00 Approval of Agenda
Vice President Wright requested a motion to approve the agenda.

Director LaVere-Wright moved to approve the agenda. Director Irons seconded the motion.
Mr. Irons, aye; Mrs. LaVere-Wright, aye; Mr. Wright aye. Motion carried.

4.00 Open Forum
No speakers

5.00 Action Items

5.01 GOAL Academy Transfer

On Sept. 4th the district received an Intent to Submit a Transfer Application from GOAL Academy, a 9-12 online charter school currently authorized by the Colorado Charter School Institute. A complete transfer application was submitted on Sept. 13th.

District staff, including Brett Ridgway, Amber Whetstine, Dave Knoche, Steve Axford, (ELL) and Don Beiger, reviewed sections of the transfer application. Kim McClelland and Denise Mund/Charter School Solutions (“CSS”) reviewed the entire transfer application. All evaluators used the transfer application rubric included in the model transfer application.

On Sept. 24th, a team of district staff and CSS staff, led by Kim McClelland, conducted an interview of the applicants. A number of questions and clarifications were discussed. Additionally, at the conclusion of the interview, the applicants were given a list of questions to respond to in writing.

On Sept. 25th, the DAAC was provided information about the proposed transfer and their feedback was solicited.

On Sept. 26th the BOE was presented with a discussion item and an executive summary to consider the approval of the transfer application from GOAL.

The predominant issue in considering the GOAL application to transfer is a history of challenges in demonstrating student academic achievement. However, the school is financially stable, has future plans for expansion and growth, is using student achievement data to influence its curricula and instructional practices, and is addressing the needs of a traditionally underserved student population.

Due to the district's expertise in online and blended learning and its firm commitment to innovation and public school choice, the district is uniquely capable of establishing a relationship with GOAL Academy leaders in which the school can thrive and be successful.

On November 8, the Board of Education unanimously approved the following motion: "I move to direct our legal counsel and CBO to negotiate with GOAL Academy to develop a charter contract that will be approved by GOAL's governing Board and then returned to the District's Board for final approval of both a transfer and a related charter contract to begin July 1, 2013." In compliance with this motion a contract has been negotiated with GOAL Academy and its Board has approved the contract. Thus, the matter is ready for additional action by the Board of Education.

The District intentionally has adopted NACSA Principles and Standards along with making a series of choices such as the retention of CSS, adoption of a new "model" charter contract and enhancements of all procedures and policies related to charter school authorization. This effort, in part, was to enable the District to broaden its portfolio of choice options. GOAL Academy represents a unique educational and operational approach to serving the needs of disadvantaged students. A choice to approve the authorization of this school is not without some risks, but is consistent with the District's express interest in serving the needs of all types of learners.

GOAL Academy Snapshot

- School performance rating of "Improvement" for 2010 and 2011. The 2012 rating has not yet been released.
- 13.22% of students qualify for McKinney-Vento (Title X Homeless) funds.
- 57% of students were female and 43% were male
- 71.2% qualify for Free/Reduced Lunch.
- GOAL enrolls secondary students in more than 20 Colorado counties

Vice President Wright requested a motion to approve action item 5.01.

Director LaVere-Wright moved to approve the transfer application by GOAL Academy and to offer GOAL Academy a charter school contract to be negotiated and finalized no later than December 13, 2012. Director Irons seconded the motion.

Director LaVere-Wright asked community questions that had been brought up at the DAAC meeting.

GOAL status are they an AEC? They are already titles as an AEC, their graduation rate would be included in the district statistics.

Title I funds how will that work.

Brad Miller - There is a memorandum of understanding and a resolution from GOAL Academy in the board packet.

The resolution says the funding will be neutral through the contract.

The contract is in negotiations at this time, they are not complete at this time. The board is approving the charter and the contract will be presented to the Board at the December 13 BOE meeting.

All Title I funds have been worked out.

Vice President Wright asked if there were any other questions, hearing none he called for a vote.
Mr. Irons, aye; Mrs. LaVere-Wright, aye; Mr. Wright, aye. Motion carried.

- 5.02 Revision to Grievance Policy GBK, GBK-R and Form GBK-E
Present to the Board of Education for discussion proposed revisions to the BOE policy GBK, regulation GBK-R and form GBK-E.
This review of the Grievance Policy, Regulation and Form is intended to assure that all employees have a clear means of presenting grievances and that the process is fair and free of reporting conflicts.

Vice President Wright requested a motion to approve action item 5.02.
Director LaVere-Wright moved to approve policy GBK, regulation GBK-R and form GBK-E as recommended by the administration. Director Irons seconded the motion.

This item had been a discussion item at the last Board meeting.

Vice President Wright called for a vote.
Mr. Irons, aye; Mrs. LaVere-Wright, aye; Mr. Wright, aye. Motion carried.

6.00 Discussion

- 6.01 Revision to Policy GBGGA - Catastrophic Leave Bank
Presented by Paul Andersen, Personnel Director

The catastrophic leave bank Section E – Procedures and limits for withdrawal of days section is being updated to match how leave is given to employees and ensure that all employees and their leave balances are treated fair and equitably.

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.

Primary concern is that all employees be treated the same, at this time classified employees are treated differently from licensed and administrative staff, approving the revisions to this policy and procedure would make it equal.

The direction of the Board is to move this to an action item on the 13th of December.

- 6.02 Revision to Policy JS, Regulation JS-R, and Form JS-E - Student Use of the Internet and Electronic Communications.
Presented by Don Begier, Acting Chief Education Officer
Per State law revisions to Policy JS, Regulation JS-R and Form JS-E must be approved by the Board of Education by the end of December 2012.
Don Begier the student teacher ratio would be 1 – 55. Yes we do have the ability to monitor student use of District iPads at home.

The direction of the Board is to move this to an action item on the 13th of December. Review at the end of the school year.

- 6.03 Revision to Board of Education Policies and Regulations: ACA - Nondiscrimination on the Basis of Sex, ACA-R - Nondiscrimination/Equal Opportunity, ACE - Nondiscrimination on the Basis of Disability , AC-R - , Nondiscrimination/Equal Opportunity AE - Accountability/Commitment to Accomplishment, AE-R - Accountability/Commitment to Accomplishment , AEC - Annual

Report, AED - Accreditation, AED-R - Accreditation, CC - Administrative Organization, CH - Policy Implementation, CHD - Administration in the Absence of Policy, DAB - Financial Administration, DB - Annual Budget, DBC - Budget Planning, Preparation and Schedules, DBD Determination of Budget Priorities, DBE/DBF - Communication of Budget Recommendations/Budget Hearings and Reviews , DBG - Budget Adoption, DBI - Budget Implementation, DBJ - Purchasing Procedures, DD - Funding Proposals, Grants, and Special Projects, DEA - Funds from Local Tax Sources, DEB - Loan Programs , DFA-R/DFAA-R - Revenues from Investments/Use of Surplus Funds, DGA/DGB - Authorized Signatures/Check-Writing Services , DI - Fiscal Accounting and Reporting, DIC - Financial Reports and Statements, DID - Record of Fixed Assets, DJ/DJA - Purchasing/Purchasing Authority , DJB - Purchasing Procedures, DJB-R - Purchasing Procedures , DK - Payment Procedures, DKA - Payroll Procedures/Schedules , DKB - Salary Deductions , DKC - Expense Authorization/Reimbursement , DN - School Properties Disposition, DN-R - School Properties Disposition, DN-E - School Properties Disposition, EB - Environmental and Safety Program, EBBB - Accident Reports , EBBB-R - Accident Reports, EBAB-R - Hazardous Materials, EBCA - Disaster Plans, EBCB - Safety Drills, EBCB-R - Safety Drills EBCC - Bomb Threats, EC - Buildings/Grounds/ Property Management, ECAC - Vandalism , EDB - Maintenance and Control of Materials and Equipment , EEAEA-R - District Employee/Driver Requirements, Training and Responsibilities, EEAF - Extracurricular Activity Buses/Field Trips/Special Events Transportation , EEAFB - Use of School Buses by Community Groups, EEAG - Student Transportation in Private Vehicles, EEBB - Use of Vehicles on District Business , EEBB-R - Use of Vehicles on District Business, EF - Food Services, EG - Information Technology Management , EG-R - Information Technology Management, EGAEA - Electronic Communication , EI - Insurance Program/Risk Management, FBC - Prioritization of Facility Improvements, GBGA-R - Staff Health, GBJ - Personnel Records and Files, GCA - Professional Staff Positions, GCI-R - Staff Professional Development , GCKA-R - Instructional Staff Transfer and Vacancy, GDA - Educational Support Staff Positions, GDBA-R - Educational Support Staff Salary Schedules, GDD - Educational Support Staff Vacations and Holidays, GDE/GDF - Educational Support Staff Recruiting/Hiring, GDEA - Posting and Advertising of Educational Support Staff Vacancies, GDG - Part-Time and Substitute Educational Support Staff Employment , GDJ-R - Educational Support Staff Transfer and Vacancy Procedure, GDK - Educational Support Staff Schedules and Calendars, GDM - Educational Support Staff Career Development, GDQA-R - Education Support Personnel Reduction in Force, GDQB - Resignation of Educational Support Staff, GDQCA-R -Educational Support Staff Transitional Retirement Plan, GDQD - Discipline, Suspension, and Dismissal of Educational Support Staff.

There have been several changes in the direction of the district and the titles of the leading administrative staff in the district. The district has moved from a superintendent to three chief administrative positions, Chief Education Officer, Chief Business Officer and Chief Operations Officer and the addition of Innovation Leaders in the Falcon, Sand Creek and Vista Ridge (POWER) Zones along with the iConnect (online) Zone.

At this time the need is to have the titles of the administrative staff responsible for carrying out Board policies match the titles in the policies.

As these policies and regulations come up in the regular review cycle there could be additional revisions requested, but the important thing at this time is to have the appropriate titles of administrative staff.

These changes align with the innovation plan approved by the Board of Education

Director Irons will meet with Loretta concerning addition revisions to the above policies. The direction of the Board is to bring these back as a discussion item at the December 13 BOE meeting.

6.04 Back Pack Budgeting
Presented by Brett Ridgway, Chief Business Officer

Since the Board of Education initiated the Innovation Process in January 2011, one of the major goals that we have been working toward is to push decision making for the spending of funds closer to the classroom. That ideal has many names including the popular ‘Backpack Budgeting’ that typically focus solely on the distribution of revenue as a way to achieve the goal of spending decisions closer to the classroom. While the distribution of revenue has been and is the idealistic goal, there is a significant amount of process that needs to be established, practiced and accepted in order for such an end result to actually be effective. In FSD49 Finance, our goal has been to develop and implement that process first, in order to allow an eventual revenue distribution formula to have the best chance of success. This process, which we have called “School & Student Focused Financial Planning” or ‘SFP’ not only helps education personnel understand where the major decision points are for their budgets, it also helps align Central Administration Finance resources in a way to provide the best support to those decision makers.

Many influences are pushing education to evolve. Dwindling funding budgets, combined with lagging student achievement on a global scale require us in The United States of America, The State of Colorado, The City of Colorado Springs, and ultimately Falcon School District 49 to completely rethink and re-engineer the educational process to maximize efficiency and effectiveness. As with most revolutions, there are the causal factors, leading to the early process changes that position the organization for the significant change that will follow. SFP is the early process change and it is positioning FSD49 to make the changes that are necessary for education to evolve into the 21st century.

The SFP, when fully implemented will provide a financial baseline against which student achievement results can be measured to determine fundamental success of an educational program in business terms, such as ROI (Return on Investment).

Back pack budgeting is an ideal. In the board reports each month all the data actual vs budgeted. The goal is to move from orange (overhead) to red (administration) to blue (education)

The point is not to simply produce another top-down model.

There must be a fundamental shift in the management of the business. That change is cultural and, ironically, involves education – Educating the Educators to understand the business.

The end goal is to bring School and Student focused-decisioning, for as large a percentage of PPR as possible, to an organizational level as close to the actual spend as possible.

The best approach is to organize financial data and financial support staff in a way that can provide the best support to those decision makers, aligned toward the following priorities:

1. building-located regular staff costs
2. Extracurricular and Co-curricular staffing costs
3. Program implementation costs
4. Building-specific operation costs
5. Fee-based program costs and revenues
6. Grant Revenue and Program Subsidies.

The financial data and support is arranged to support program and operational priorities, crossed with organizational parameters to form a three dimensional management ‘cube’ that we will call ‘3D Matrix Management.

There are some costs that are in the Innovation plans that were approved that will have to be funded at least until the plans come up for renewal.

When looking at Extracurricular and Co-curricular costs as well as fee-based program costs you have got to look at the percentage of free and reduced lunch students are in that school.

Brett is looking at flipping the switch to this new process completely would be the 2014-15 school year; the 2013-14 year will be a monitoring year and a fine tuning process.

Chris Wright would prefer that the switch come with the 2013-14 school year. He wants to see accountability to the zones and buildings become effective in the 2013-14 school year. Get the principals and zone leaders involved right now. When are the schools going to be given discretionary funds instead of it be given to the Innovation Leaders to decide. He wants to see discretionary funds be given to the individual schools for them to decide what to do with it is not an Innovation Leader decision.

Brett Ridgway stated that he is already working in a consulting role with the zone leaders and principals. They are already managing their business. The only difference is we are dividing the pools with the target to hit. The target to hit will be defined by formulas. The principals are making the decisions now. He is working with the principals so that they are all brought up to speed with the process. They are working on a new system for reports that will go out to the principals monthly that will show their budget at that time.

- 6.05 Chief Education Officer Job Description and Related Policies CBA/CBC, CBB - Recruitment of Chief Education Officer, Chief Business Officer and/or Chief Operations Officer, CBD - Chief Education Officer, Chief Business Officer and Chief Operations Officer Contracts, CBF – Chief Education Officer, Chief Business Officer and Chief Operations Officer’s Conduct, CBI – Evaluation of Chief Education Officer, Chief Business Officer and Chief Operations Officer, CBI-R – Evaluation of Chief Education Officer, Chief Business Officer and Chief Operations Officer.

Presented by Paul Andersen, Personnel Director

A draft job description was presented to the public for input in September 2012. After considering public input, the second draft is now ready for Board discussion.

The goal of this discussion is to provide direction toward a final draft job description for the District CEO and for revision of policies related to the CEO and other Chief-level positions.

Director LaVere-Wrights’ suggestion is that there not be a discussion regarding this without all five board members present. She would like to see this tabled until the December 13 BOE meeting. It is one of the three most critical positions in the district.

Vice President Wright would like for Mr. Andersen to work with Brad Miller regarding the legality of these policies. Also find out about local control, how it would look if it was not statutory correct. Local control vs following statutes.

The direction of the Board is to move this discussion to the 13th of December, all five Board members must be in on the conversation about this job description and policies.

7.00 Information

- 7.01 Communications Department Update
Stephanie Meredith, Public Information Officer

The Communications Department is managing a variety of projects and initiatives and it is important that the board understand the strategy guiding the use of resources.

The mission of the department is to use strategic communication to build relationships in support of our students – this is an exciting time for the district and its communications and the department would like to provide information on the current vision and subsequent tactics.

This report provides an update on the successes in this first full year of implementation of any consistent strategic marketing campaign.

The Communications Department uses a wide variety of communications tools in support of a broader strategic plan to build relationships, educate our community and ultimately foster support for our students and educators.

The department strives to work proactively to connect with community members and share accurate and impactful information with stakeholders, thus the board's full support of the communication plans and initiatives is critical to success.

Mission is to employ innovation communication strategies to build relationships in support of our students and increased student achievement.

The strategy is to build relationships that engage the District 49 community in support of innovative education. Provide accountability to the public by being a trustworthy source of information.

One of their goals is recruiting and retaining students.

Vice President Wright would like to brand the district and the innovation process. How are getting information about the University of Innovation information out to the community? We need to get communication out to the staff.

Don Begier stated that the four committees are being formed and will define what the structure of the University of Innovation will look like.

Vice president Wright asked if the district has a plan for vocational programs and marketing them?

7.02 Military Charter School Project Update

Presented by Kim McClelland, Innovation Leader iConnect Zone

Provide an update on the Military Charter School Planning Committee's actions, research, activities, considerations and recommendations for establishing a Military Charter School. Review progress on previously briefed planning timeline and milestones and update the next steps the committee will take and the district will take.

To support Falcon School District 49's diverse and growing student population, the district has been exploring the idea of creating a college preparatory Military Charter School (not a reform school). There is no obligation for military service, and the staff and faculty are not required to have served in the military. A military school's curriculum and daily activities, in and outside the classroom, are rooted in the "whole person" concept – development of the mind, body and character. A school operating under a disciplined and structured environment may appeal to a portion of our student population, facilitating yet another avenue for student achievement towards workforce and post secondary readiness in addition to 21st century learning skills.

The Military Charter School Planning Committee has been meeting for the past eight months to review all of the information previously provided to the district and the Board of Education. This information included a White Paper, briefings, research of programs and schools around the country and memorandums addressing all aspects of operating a military school. All were provided by an independent consultant.

Relevant information included; vision, mission, organization and operations (academic, military, physical fitness), establishing and maintaining a military structured environment, honor

code, cadet supervision, accountability and discipline, staffing and faculty, cadet leader development and training, extracurricular and curriculum related issues, cadet recruitment and retention, program assessment, applicable policies and operating procedures, and military school best practices. The committee also reviewed and discussed the following: Information on military schools from across the United States, advantages and disadvantages of establishing a Military Charter School, the vision and mission of such a school, core values and guiding principles, daily operations and schedules, appropriate grade levels, questions from community members, and a strategy to present the idea to the Colorado Springs community. All committee members completed a survey on the items above. The results indicated consensus concerning the type of Military Charter School they believe would best suit the Falcon School District 49 and the surrounding community.

The District's intent is to provide a unique and challenging educational opportunity by establishing a nonresidential, coeducational military charter school. This school is different from other schools in the district because of its military structured environment, mission, academic rigor, and leader and character development programs. The district may be able to better accommodate a portion of its students and the surrounding Colorado Springs community by operating a Military Charter School. *The School Board's guidance was that the school demonstrate the potential to improve student learning within the district and surrounding community, that the school has support from the community, parents, teachers, and students, and that governance, staff and faculty, facilities and funding are adequately addressed.*

Over the past 18 months, the idea of creating a Military Charter School in Falcon School District 49 was explored in a collaborative and transparent manner. This briefing reviewed board guidance and intent, and all previous timelines and milestones, and the most recent work of the Military Charter School Planning Committee. In addition to keeping the Board informed of our progress, we are seeking approval from the board to continue to move forward with the Military Charter School Project by including the concept into the next revised school and program RFP. This includes conducting Town Hall Meetings with committee members and potential school leaders who want to develop this type of school, refining our communications plan about the Military Charter School, and organizing all relevant information concerning the Military Charter School so that if a potential charter application was approved would be a relevant addition to our current outstanding schools.

Could see a Military Charter School opening in 2014. The white paper would be the guideline for the application.

Would like to see the district sponsored town hall meetings February – March 2013
Prepare request for proposal by March 2013, Board issue a directive to release a Request for Proposal in March 2013, Review received applications – NLT August 2013, Receive Board approval – November 2013, Detailed planning and preparation November 2013-14

The Board of Education agrees to continue to move forward with the Military Charter School Project that includes; any additional Board guidance, approving Town Hall meetings for the public (with the Military Charter School Planning Committee members), and allowing work to begin to organize the information that must be included in the next District Request for Proposal (RFP) concerning a Military Charter School.

7.03 2012-2013 Amended Budget
Brett Ridgway, Chief Business Officer

CRS 22-44-110 authorizes the Board of Education to "...review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted." This is commonly referred to as the 'Amended' Budget (vs. the 'Approved' Budget which is adopted prior to the start of the fiscal year – usually in June).

The amended budget is a time to correct many assumptions that were made in the Adopted Budget to either known variables (e.g. Student Count), or better estimates (e.g. staff costs), and as such is an important exercise – not only for managing the remaining portion of the current school year, but also in laying the groundwork for a budget for the subsequent fiscal year as well.

New staffing models should drive a revised assumption for personnel costs. Certain ‘known’ issues should be considered as well to determine what directions should be pursued.

We are one of the healthiest school district in the top 20 in the state. Targeted fund balance could be 10.5%. The amended budget discussion will continue over the next couple of months.

The technology costs have not been determined yet and the uncertainty of the 2013-14 budget it would be a good idea to not spend all funds available just because we have them. Brett and Don will work together on these ideas.

8:00 Adjournment

Vice President Wright requested a motion to adjourn.

Director LaVere-Wright moved to adjourn. Director Irons seconded the motion.

Mr. Irons, aye; Mrs. LaVere-Wright, aye; Mr. Wright, aye. Motion carried.

The meeting was adjourned at 9:57 p.m.

Tammy Harold, Board President

Chuck Irons, Board Secretary