



10850 East Woodmen Road • Falcon, CO 80831
Tele: 719-495-3601 • Fax: 719-495-0832 • E-mail: d49@d49.org

Mission Statement

To prepare students, in a safe and caring environment, to be successful, competent and productive citizens in a global society.

REVISED AGENDA
REGULAR BOARD OF EDUCATION MEETING
March 8, 2012
6:30 p.m.
Education Services Center – Board Room

- 1.00** **Call to Order and Roll Call**
- 2.00** **Welcome and Pledge of Allegiance**
- 3.00** **Approval of Agenda**
- 4.00** **Executive Session:**
 - 4.01 Executive session pursuant to C.R.S. 24-6-402(4)(b, f & h) for discussion of individual students where public discussion would adversely affect the student involved, discussion of personnel matters and job performance of specific employees and to receive legal advice from an attorney on specific legal questions. Confidential student matters and personnel matters re VRHS counselors and administrators involved in student discipline.
- 5.00** **Consent Agenda**
 - 5.01 Approval of February Monthly Financial Update
 - 5.02 Approval of Matters Relating to Licensed Personnel
 - 5.03 Approval of Matters Relating to Intent to Non-Renew (INR) Licensed Personnel
 - 5.04 Approval of Matters Relating to Educational Support Personnel
 - 5.05 Approval of Minutes of February 9, 2012 Regular Board of Education Meeting
 - 5.06 Approval of Minutes of February 24, 2012 Special Board of Education Meeting
- 6.00** **Board Update**
- 7.00** **Open Forum**
- 8:00** **Action Items**
 - 8.01 Revision to Policy ADF Falcon School District #49 Wellness Policy
 - 8.02 Revision of Board of Education Policies GCBA Instructional Staff Contracts/Compensation/Salary Schedules, GCBA-R Instructional Staff Contracts/Compensation/Salary Schedules, GBGGA Catastrophic Leave Bank
 - 8.03 Adoption of New Courses-Sand Creek High School
 - 8.04 Revision to Board of Education Policy IKF Graduation Requirements
 - 8.05 Resolution to Establish Passing Periods as Educational Time
- 9:00** **Information Items**

- 9.01 Falcon School District 49 District and School Level Data Analyses and Community Survey Results
- 9.02 Business plan with Proposed Changes for Transportation
- 9.03 Student Field Trips
- 9.04 Expulsion/ Suspension Information

10.00 Discussion Items

- 10.01 New Course Proposal – Vista Ridge High School
- 10.02 Revision of Board of Education Policy JEB Entrance Age Requirements
- 10.03 Revision of Board of Education Policies GCOA Evaluation of Instructional Staff, GCOA-R Evaluation of Instructional Staff Regulation, GDQD Discipline, Suspension and Dismissal of Educational Support Staff
- 10.04 Increased Bandwidth/Network Capability
- 10.05 Organizational Chart Revisions, New Positions and Job Descriptions

11.00 Other Business

- 11.01 Executive session- Personnel matters - Discussion of matters specific to particular employees, not general personnel policies. Does not include discussion of board members or appointment to the Board as authorized by section 24-6-402(4)(f) of the Colorado Revised Statutes. Power Zone Innovation Leader
- 11.02 Executive session- Personnel matters - Discussion of matters specific to particular employees, not general personnel policies. Does not include discussion of board members or appointment to the Board as authorized by section 24-6-402(4)(f) of the Colorado Revised Statutes. CEO job performance and evaluation.

12.00 Adjournment

DATE OF REVISED POSTING: March 7, 2012

Loretta Branham, BOE Executive Assistant



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**REGULAR
BOARD OF EDUCATION MEETING
March 8, 2012
6:30 p.m.**

**EDUCATION SERVICE CENTER—
BOARD ROOM**

Call to Order and
Roll Call
1.00

Welcome and
Pledge of Allegiance
2.00

Approval of Agenda
3.00



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- 11.00 Adjournment**

DATE OF POSTING: March 5, 2012

Loretta Branham, BOE Executive Assistant

Consent Agenda

4.00



BOARD OF EDUCATION AGENDA ITEM 4.01

BOARD MEETING OF: March 8, 2012
PREPARED BY: Brett Ridgway, Chief Business Officer
TITLE OF AGENDA ITEM: February 2012 Monthly Financial Update
ACTION/INFORMATION/DISCUSSION: Consent Agenda – Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Report to the Board of Education the performance of actual revenues and expenditures versus budgeted revenues and expenditures in all funds with comparison to prior year. Reference the first attached spreadsheet: the first column is the list of each fund the District has. The 2011-2012 columns start with the approved budget for the entire year compared to revenues and expenditures through February. Percentages over 100% on a revenue line are good in that we received more revenue than was anticipated. If any of the expenditure lines were higher than the percentage of year concluded, that fund could be an area of possible concern depending upon why it was high.

The 2011-2012 year-end fund balance columns are required by statute. This is showing you the budgeted and anticipated end-of-year fund balance. The 2010-2011 columns are the prior year's total budget and the actual through January 2011. These amounts are provided for comparison to the current year amounts.

RATIONALE:

This report is to keep the BOE informed of spending. It is required quarterly by law, however, it is being provided monthly in D49 in keeping with the Board's goal of financial transparency and fiscal responsibility.

RELEVANT DATA AND EXPECTED OUTCOMES:

It is expected that the monitoring of expenditures will result in keeping spending in line with the Board's goals and direction as budgeted.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

<input type="checkbox"/> Student Achievement and Performance	<input type="checkbox"/> Staff Empowerment and Support
<input type="checkbox"/> Parent/Community Engagement	<input checked="" type="checkbox"/> Social and Ethical Responsibility
<input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness	

FUNDING REQUIRED: Yes No

This is a report of already budgeted expenditures.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the February 2012 monthly financial update of all funds as presented.

APPROVED BY: Brett Ridgway, Chief Business Officer **DATE:** March 1, 2012



BOARD OF EDUCATION AGENDA ITEM 4.02

BOARD MEETING OF: March 8, 2012

PREPARED BY: Kim Steeves, Professional Staff Liaison

TITLE OF AGENDA ITEM: Approval of Matters Relating to Licensed Personnel

ACTION/INFORMATION/DISCUSSION: Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes

RATIONALE:

- 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 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Becky Carter, Chief Education Officer **DATE:** February 24, 2012



BOARD OF EDUCATION AGENDA ITEM 4.03

BOARD MEETING OF: March 8, 2012

PREPARED BY: Kim Steeves, Professional Staff Liaison

TITLE OF AGENDA ITEM: Intent to Non-Renew (INR) Licensed Personnel

ACTION/INFORMATION/DISCUSSION: Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes
- By law, all individuals contracted with Intent to Non-Renew (INR) contracts must have Board Action to notify individual of their lack of continued employment

RATIONALE:

- The non-renewal actions on attached roster are to meet Board of Education objectives in student achievement.

RELEVANT DATA AND EXPECTED OUTCOMES:

- 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

- | | |
|--|--|
| <input checked="" type="checkbox"/> Student Achievement and Performance | <input type="checkbox"/> Staff Empowerment and Support |
| <input type="checkbox"/> Parent/Community Engagement | <input type="checkbox"/> Social and Ethical Responsibility |
| <input checked="" type="checkbox"/> Operational Efficiency and Systems Effectiveness | |

FUNDING REQUIRED: Yes No

Amount Budgeted: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Becky Carter, Chief Education Officer **DATE:** February 24, 2012



BOARD OF EDUCATION AGENDA ITEM 4.04

BOARD MEETING OF: March 8, 2012

PREPARED BY: Kim Steeves, Professional Staff Liaison

TITLE OF AGENDA ITEM: Retirees to be approved under the District's Early Retirement Incentive

ACTION/INFORMATION/DISCUSSION: Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes
- To approve district staff who have chosen to participate in the Early Retirement Incentive program which was Board approved on January 26, 2012.

RATIONALE:

- By approving the attached list of retirees, the District will be able to staff more efficiently by having retiree vacancies identified early which will allow administration to determine if these vacancies are still viable for the 2012-2013 school year.

RELEVANT DATA AND EXPECTED OUTCOMES:

- 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.
- The amended budget included \$375,000 and the final amount should be around \$300,000. The total cost is less than the projected amount the Board used to approve the plan to begin with by about \$75,000 (once PERA and medicare is included).

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Becky Carter, Chief Education Officer **DATE:** February 24, 2012



BOARD OF EDUCATION AGENDA ITEM 4.05

BOARD MEETING OF: March 8, 2012

PREPARED BY: Lisa Hines, Educational Support Staff Liaison

TITLE OF AGENDA ITEM: Approval of Matters Relating to Educational Support Personnel

ACTION/INFORMATION/DISCUSSION: Consent-Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- To gain Board of Education approval for personnel changes

RATIONALE:

- 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 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.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted: In accordance with Board of Education approved salary tables.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the recommendation of the administration for personnel changes listed on the attached sheet.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: February 24, 2012

4.06

Approval of February 9, 2012 Regular Board of Education
Meeting Minutes

4.07

Approval of February 24, 2012 Special Board of Education
Meeting Minutes

Board Update
5.00

Open Forum
6.00

Action Items
7.00



BOARD OF EDUCATION AGENDA ITEM 7.01

BOARD MEETING OF: March 8, 2012

PREPARED BY: Becky Carter, Chief Education Officer

TITLE OF AGENDA ITEM: Action

ACTION/INFORMATION/DISCUSSION: Revision to Policy ADF Falcon School District #49 Wellness Policy

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- By Federal law school districts receiving federal funding for child nutrition programs are required to adopt a policy on “school wellness”. Due to changes in federal laws it is necessary to revise this policy.

RATIONALE:

RELEVANT DATA AND EXPECTED OUTCOMES:

Falcon School District will be abiding by the laws set forth by the federal government.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

_____ Student Achievement and Performance _____ Staff Empowerment and Support

_____ Parent/Community Engagement _____ Social and Ethical Responsibility

Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: _____ Yes No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the revision to Policy ADF Falcon School District #49 Wellness Policy.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: February 27, 2012

NOTE: *Federal law requires all school districts receiving federal funding for child nutrition programs to adopt a policy on “school wellness” by the beginning of the 2006-2007 school year. The district must involve parents, students, representatives of the school food authority, school board members and administrators, and the public in the development of this policy. Accordingly, the district’s Board of Education should then review the parties’ recommendations, and adopt a school wellness policy by the deadline stated above.*

Falcon School District #49 Wellness Policy

The Colorado Falcon School District 49 (“the District”) Board of Education (“the Board”) recognizes that students need to be physically active and eat nourishing food to grow, learn and maintain healthy development. It further recognizes that a significant body of research indicates a positive correlation with optimal health, learning, and academic success.

The District will establish and maintain a District-wide Wellness Advisory Council. The purposes of the council shall be to monitor the implementation of this policy, evaluate the District’s progress of the policy’s goals, serve as a resource to schools (i.e., provide lists of healthy incentives, snacks, etc.) and recommend revisions to this policy as the council deems necessary and/or appropriate. Representatives of the following groups but not limited to will sit on this committee: Athletic Department, Board of Education Member, SAC, DAAC, Curriculum Building Administrators, Media Relations, Nursing Services, Nutrition Services, Parent(s), PTO, PTA, and Student(s). The Wellness Advisory Council will communicate with the Chief ~~Education Officer of Service Center Operations and cabinet~~ to integrate this Wellness Policy into each schools’ unified improvement plans. The Wellness Advisory Council will meet a minimum of two times per school year and report to the school board through the Chief ~~Education Officer of Service Center Operations~~ at least once a year.

To further the Board’s beliefs stated above, the Board adopts the following goals:

Goal #1: Nutrition – The District will support and promote proper dietary habits contributing to student’s health status and academic performance to include the federal government guidelines.

Goal #2: Wellness Education – The District will provide a comprehensive learning environment for developing and practicing lifelong wellness behaviors.

Goal #3: Physical Activity – The District will provide opportunities for students to engage in physical activity.

In furtherance of these goals, the Board adopts the following Wellness Policy guidelines, which are divided into three parts, Nutrition, Wellness Education, and Physical Activity. Within each part, there are ~~two~~ three levels:

1. The BASIC level meets all requirements of current federal and state laws, regulations and policies.
2. The ADVANCED level incorporates all guidelines for the basic level plus more healthful guidelines.
- ~~The EXEMPLARY level incorporates all guidelines for the Basic and Advanced levels plus more healthful guidelines.~~

These guidelines will be frequently reviewed and revised as needed.

Preface to Wellness Policy Guidelines:

1. The 2006-07 school year: The District met to implement the Basic Requirement standards.
2. The 2007-08 school year: The District met the Basic Requirement standards.
3. The 2009-10 school year: the District met the Advanced Requirement standards.
4. The District will move to a Coordinated School Health (CSH) model by the start of the 2013-14 ~~The 2011-12~~ school year: ~~The District will meet the Exemplary Requirement standards no later than the first day of school.~~

It is the goal of the District for all schools to adopt the Coordinated School Health (CSH) model. CSH is a health model that consists of eight interactive components. The eight components include: Family/Community Involvement, Health Education, Physical Education, Health Services, Nutrition Services, Counseling/Social Services, Healthy School Environment, and Health Promotion for Staff. Each component strengthens the others and the overall goal is to LIVE HEALTHY!

The District encourages each school site to have a wellness team that will assist in the implementation of the wellness guidelines.

Adopted: May 17, 2006.

Revised: July 8, 2010.

Revised: May 12, 2011.

Revised:

LEGAL REFS.: Section 204 of P.L. 108-265 (*Child Nutrition and WIC Reauthorization Act of 2004*)

C.R.S. 22-32-134 (*nutritious choices in vending machines*)

C.R.S. 22-32-136 (*policies to improve children's nutrition and wellness*)

CROSS REFS.: EF, Food Services

EFC, EFC-R, Free and Reduced-Price Food Services
IA, Instructional Goals and Learning Objectives
IHAE, Physical Education
IHAM, IHAM-R, Health Education
IHAMA, Teaching About Drugs, Alcohol and Tobacco
IHAMB, Family Life/Sex Education

Catastrophic Leave Bank

Falcon School District #49 shall maintain a voluntary Catastrophic Leave Bank for its participating employees. The purpose of the Catastrophic Leave Bank is to provide a source of income continuation for a participating employee who sustains a catastrophic illness or injury and has not yet qualified for disability benefits or for an employee who needs to care for a family member with a catastrophic illness or injury. The responsibility for this bank with regard to the allotment of days or benefits to those participating is not the responsibility of the District; this is an activity independent of District benefits and was established by those who wish to contribute to help members in the case of catastrophic illness or injuries. Membership under these guidelines is voluntary.

Definition for Catastrophic injury, illness:

The Catastrophic Leave Bank shall be available only for those contributing staff members who meet with the following definition of catastrophic diagnosis.

Catastrophic Illness/Injury: An illness or injury of such magnitude that the employee's life is endangered and/or his/her health is impaired to such an extent that he/she has no option but to seek immediate medical treatment that requires extended time away from the job. The following list is not exhaustive, but identifies some health conditions that are included and excluded as catastrophic under this definition.

Included:	Excluded:
<ul style="list-style-type: none">• Cancer(s)/Tumor(s)• Heart Attack• Aneurysm• Stroke• Non-Elective Surgery• Debilitating/Immobilizing Injury or Condition• Acute Illness/Disease	<ul style="list-style-type: none">• Elective Surgery• Pregnancy/Delivery Without Severe Complications• Recurring Infection (Cold, flu, etc.)

Requires certification by a physician stating that it would be impossible for the employee to perform the basic functions of his/her job.

A. General provisions

1. Days drawn against the Catastrophic Leave Bank are not intended to cover all types of absences which could be covered with sick leave or other provisions of Board policy, but rather may only be used for catastrophic illness or injury not covered by a third party, to an individual employee or to a Family Medical Leave Act (FMLA) qualified

dependent/relative , which prevents the employee from working for reasons beyond the employee's control. The Catastrophic Leave Bank will not consider worker's compensation, illness or other incidents covered by disability insurance.

Bank days are intended only for when the qualifying condition requires the employee to be absent from work either due to the employee's own medical condition, or the need to serve as a necessary caregiver for a FMLA qualified dependent/relative.

2. In making its determination of the validity of a member employee's request, the committee shall review information presented by the member employee and may consider information available from any other source, or request additional information and/or a second opinion from another physician at the employee's expense.
3. An employee who has been granted Catastrophic Leave Bank days will be paid at the daily or hourly rate that he/she normally earns for the days and hours that he/she is normally scheduled to work.
4. Days contributed to the bank shall not be refunded or reimbursed to the contributing employee.
5. Membership in the Catastrophic Leave Bank is voluntary and shall be open to all employees of the District who receive sick days excluding employees on INR contracts.
6. A membership year shall coincide with the member's contract year.

B. Enrollment

1. Newly hired are eligible to apply for membership in the Catastrophic Leave Bank by contributing one (1) sick leave day to the bank. This is done by submitting an "application for Catastrophic Leave Bank membership" form within five (5) working days of the employee's new hire orientation.
2. Otherwise all other eligible employees may apply for membership by submitting an "application for Catastrophic Leave Bank membership" form during the bank's open enrollment period from August 1st through August 31st, at the beginning of each school year.

C. Maintenance

1. Membership is maintained by contributing additional days to the bank when requested by the Catastrophic Leave Bank committee. If at any

time the number of days in the bank drops below a number equivalent to 50% of .5 days times the number of bank members, members shall be asked to contribute another day to the bank.

2. Members shall have 30 working days after receipt of such a request to make their contribution.
3. Members who fail to contribute another day when asked to do so shall be deemed to have waived their right to continue as a member of the bank or to use bank days, unless that member is unable to contribute additional days, in which case, that member may maintain membership if the Catastrophic Leave Bank Committee determines that he/she has shown good cause, in writing, for not being able to contribute an additional day.
 - a. Employees withdrawing Catastrophic Leave Bank days from the Bank will be required to re-donate (1) day at the beginning of the next open enrollment.

D. Administration

1. A committee shall be established and maintained for the purpose of administering the provisions of this policy and making any determinations necessary.
2. The Catastrophic Leave Bank Committee shall be composed of Human Resources personnel who will represent all areas including Support, Licensed, Administrative, Professional/Technical staff and Benefits.

E. Procedures and limits for withdrawal of days

1. Requests for bank days shall be limited to a catastrophic illness or injury to the employee or employee's spouse or dependent children, which requires hospitalization or the direct care of a physician, and which prevents the employee from working in any capacity. The request must be accompanied by physician's signed statement supporting the need for the employee's absence from work. In some cases a second opinion or additional information may be required at the employees expense.
2. Requests for bank days shall be submitted on the Catastrophic Leave Bank Application Form, to the catastrophic bank committee whenever it appears that the employee qualifies or will qualify for the benefit. A member must exhaust his/her accrued leave days prior to being granted days from the bank. A member must have 5 or more full days of consecutive docked absences to apply. Days will be granted as follows:

First year of participation employees—

0 days

Second consecutive year of participation employees -
20 days
Third consecutive year of participation employees -
30 days
Fourth consecutive year of participation employees-
40 days
Fifth consecutive year of participation employees and above
60 days
(Maximum day allowed are 60.)

A member may be granted up to 20 days from the bank per request.

3. No member shall be granted more than their maximum days that are allowed per the above matrix
4. Catastrophic Leave Bank days awarded will be reported to any insurance or third party coverage plan and any future benefits from said plan(s) may be offset by the days awarded.

F. Workers' compensation

1. Members who are receiving workers' compensation for job-related illness or injury shall not be eligible to receive Catastrophic Leave Bank days while they are receiving workers' compensation.

G. ~~Fraudulent~~ Misrepresentation

1. Any ~~fraudulent~~ misrepresentation ~~or intentional fraudulent or~~ falsification of information, or failure to comply with provisions of the catastrophic leave bank stated herein, will may be subject to disciplinary action that could include expulsion from the catastrophic leave bank and other appropriate actions up to and including termination.

Adopted: July 7, 1994.

Revised: December 1, 1994.

Revised: June 7, 2001.

Revised: August 1, 2002 (*emergency approval*).

Revised: August 28, 2002.

Revised: July 12, 2007.

Revised: August 13, 2009.

Revised: December 9, 2010.

Revised: August 11, 2011.

Revised: September 8, 2011.

Revised:

Note: This law provides that the district shall not be in violation of other federal laws such as those governing the district's responsibility to educate handicapped children solely as the result of an eligible employee taking family medical leave.

Instructional Staff Contracts/Compensation/Salary Schedules

The Board of Education annually shall adopt a salary schedule for its regular teaching personnel. The Human Resources Department shall place each teacher in the District on the salary schedule at least commensurate with, but not limited to, his/her education, prior experience, and experience in the District, not to exceed 10 years of previous experience for new hires unless authorized by the Chief Education Officer. The placement of new hires on the salary schedule may be affected by recent financial conditions at the District that may have resulted in salary freeze actions. During an active salary freeze, the ten (10) year maximum will be discounted by one year for every year that continuing staff has not received an increase in pay related to experience and/or cost of living adjustments. Once a salary freeze is no longer active, this discount will 'unwind' by two (2) years each year until expired.

The schedule adopted by the Board shall remain in effect until changed or modified by the Board in accordance with law. If the Board declares a fiscal emergency during a budget year as allowed by state law, it may reduce salaries for all employees on a proportional basis or the work year of employees may be altered. Any such reduction in salaries may be made notwithstanding any adopted salary schedule or policy.

Salary increments shall be conditioned upon evidence of the continued professional growth of the teacher. Within the framework of state statutes, employees who do not comply with the requirements of the Board and state may not be granted salary increases, or they may not be retained on the staff.

Placement on the salary schedule shall be in accordance with requirements developed by the administration and approved by the Board.

The District shall comply with statutory provisions regarding salary schedules.

Adopted: April 21, 1977.

Revised: April 20, 1978.

Revised: January 18, 1979.

Revised: June 19, 1980.

Revised to conform with practice: date of manual revision.

Reviewed: May 11, 2000.

Revised: August 28, 2001.

Revised: March 6, 2003.

Revised: June 10, 2010.

Revised: August 11, 2011.

Revised:

LEGAL REFS.: C.R.S. 22-32-110(5) (*agreement with employee group cannot exceed one year term unless subject to reopener on salaries and benefits*)
C.R.S. 22-32-115.5(2) (*reductions in salary or alteration of work year due to fiscal emergency*)
C.R.S. 22-60.5-110 (*renewal of teacher license*)
C.R.S. 22-63-401 through 403 (*teacher compensation laws*)
C.R.S. 22-69-101 et seq. (*grant program for alternative teacher compensation plans*)

CROSS REFS.: DBK* Fiscal Emergencies
GCQA Instructional Staff Reduction in Force

Instructional Staff Contracts/Compensation/Salary Schedules

Classification

~~A teacher~~ Certified staff will be placed on the salary schedule at the time of initial employment. The Human Resources Department will ~~categorize~~ classify the ~~certified staff member's teacher's~~ placement using official information supplied by the ~~staff member~~ teacher. It is the responsibility of each ~~staff member~~ teacher to present complete, accurate evidence of training and experience.

The number of years of out-of-district experience that will be granted will be approved when the salary schedule is adopted and will appear on the salary schedule. The placement of new hires on the salary schedule may be affected by recent financial conditions at the District that may have resulted in salary freeze actions. During an active salary freeze, the experience granted to an incoming staff member will be discounted by one (1) year for every year that continuing staff has not received an increase in pay related to experience and/or cost of living adjustments. Once a salary freeze is no longer active, the discount will 'unwind' by two (2) years each year until expired.

Movement on the schedule

Vertical and horizontal movement will be allowed within the salary schedule. These are the rules for movement:

Vertical movement (experience). Annually, in June, certified staff members <u>teachers</u> continuing with the District will be granted an experience (vertical) step on the salary schedule, unless:
--

1. The Board of Education determines there is a fiscal emergency and does not grant an experience step for salary increases or in lieu of declaring a fiscal emergency, the Board of Education determines there are insufficient budgetary reserves to grant a district-wide raise.
2. The certified staff member ~~A teacher~~ is at the bottom of a column and has no additional educational credit to submit.
3. The certified staff member ~~A teacher~~ has taught less than 120 contact days a semester during the previous school year.
4. The ~~certified staff member~~ teacher is on a plan of remediation or not in good standing.

If ~~the certified staff member~~ a teacher returns after completing at least a 120 contract days ~~semester~~ as an INR, they may be granted an experience step for the next school year.

Horizontal credit (education). In order to move horizontally on the salary schedule, evidence of items to be considered may be submitted once a year. Prior to September 1 of each contract year, items may be submitted to the human resources department for consideration of a horizontal move. If evidence is filed prior to March 1 of each contract year, the human resources department will consider a horizontal move which will amount to one-half (1/2) of the total additional pay that would have been awarded at the beginning of the year.

The following areas are allowable evidence for consideration in an attempt to make a horizontal move:

<i>Area of professional activity</i>	<i>Credit at the rate of</i>	<i>Activity rules</i>
College/university credit	<p>As awarded by the institution, except student teaching.</p> <p>Everything will be recorded in semester credits.</p>	<ul style="list-style-type: none"> a. Work must be completed at an accredited college or university. b. A letter grade of “C” or better in the course must be earned in order for it to be counted. In courses in which letter grades are not given, a “pass” or “satisfactory” grade for the course must be obtained in order for it to be counted. c. Graduate hours in the teaching major or minor area will be counted. Graduate hours in an advanced education degree program will be accepted. d. Undergraduate hours obtained prior to initial employment will not count for salary placement. Undergraduate hours, with prior approval, can be submitted for credit while a District 49 employee.
Second Career College or University Credit	As awarded by the institution, except student teaching.	Typically, this will include only graduate courses but may include undergraduate courses to support teaching -license <u>endorsement</u>

	Everything will be recorded in semester credits.	<p>knowledge.</p> <p><u>Credit submitted in a non-endorsement related area must have prior approval from Human Resources and the employee's immediate supervisor and must clearly state what endorsement is being sought and when the required coursework will be completed.</u></p>
Uncompensated District in-service training and workshops	<p>One semester hour credit for each 15 clock hours of instruction or participation.</p> <p>Instruction may include development and delivery of in-service training.</p>	<p>a. District sponsored in-service/training not during regular working hours.</p> <p>b. In-service/training provided by other school districts which is applicable to job <u>not during regular working hours.</u></p>
Supervising a student teacher, intern, or resident teacher	One semester hour for supervising a student teacher.	Being responsible for student teacher.
Travel	<p>One semester hour for each week of approved activity or major fraction thereof.</p> <p><u>Request must be submitted to Human Resources</u></p>	<p>To be recognized, travel must satisfy all of the following purposes:</p> <p>a. Broaden the person and his cultural understanding and human relations</p> <p>b. Provide for visitation of educational programs allowing for use of ideas in improvement of our educational</p>

	<u>Manager or Director for review and approval</u>	<p>programs</p> <p>c. Specifically relate to the subject areas of the teacher.</p> <p>d. Be of not less than one week's duration.</p>
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Adopted: April 21, 1977.
 Revised: April 20, 1978.
 Revised: June 19, 1980.
 Revised: January, 20, 1983.
 Reviewed: May 11, 2000.
 Revised: December 13, 2001.
 Revised: June 10, 2010.
Revised:

CROSS REFS.: GCBC, Professional Staff Supplementary Pay Plans/Overtime
 GCI, Professional Staff Development



BOARD OF EDUCATION AGENDA ITEM 7.03

BOARD MEETING OF: March 8, 2012

PREPARED BY: Sean Dorsey, Innovation Leader
Jennifer Hagood, Associate Principal

TITLE OF AGENDA ITEM: Adoption of New Courses-Sand Creek High School

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Attached classes support implementation of International Baccalaureate Program and modification of graduation requirements at Sand Creek High School.

- *Physical Science
- *Graphic Design
- *English Department Curriculum Alignment
- *IB DP Theatre Arts (SL) or (HL)
- *Women's Fitness and Health
- *Individual Sports
- *Teambuilding Leadership Training
- *Teambuilding Leaders

RATIONALE:

SCHS is in a state of transition to a full-scale International Baccalaureate Program, as well as modifying its graduation requirements and daily schedule. Again, the adoption of the attached courses support that work.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

- Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted: Possible procurement of technology and instructional materials which will come from the building and zone budget. \$10000 has been tentatively allocated.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Sand Creek High School requests the Falcon School District 49 Board of Education approve the proposed courses for implementation beginning with the 2012-2013 school year at the next BOE meeting.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: February 27, 2012



BOARD OF EDUCATION AGENDA ITEM 7.04

BOARD MEETING OF: March 8, 2012

PREPARED BY: Mark Carara, Falcon Zone & Sean Dorsey, Sand Creek Zone,
Assistant Superintendents

TITLE OF AGENDA ITEM: Revision to Board of Education Policy IKF Graduation
Requirements

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

- * To discuss a change in policy for graduation requirements at Falcon High School/Sand Creek High School.
- * A reduction in graduation requirements is necessary to accommodate a move from block scheduling to a 7-period day or modified block.
- * Both schools have lost dozens of teaching positions over the past two years which forces us to explore additional master scheduling options.

RATIONALE:

In an effort to become more consistent and competitive with area schools, FHS & SCHS are requesting to reduce its graduation requirements from 27.5 to 25 to level the playing field compared with other schools and to ensure that more students graduate. In addition, graduation rates are now calculated by the State of Colorado over four years, comparing an incoming freshman class with the number of seniors within that class who graduate. Although our school’s graduation rates are higher than the State average, we desire to increase that percentage. Currently, Falcon School District’s graduation requirements surpass all of the surrounding areas school district’s credit requirements for graduation. Also, this change is needed to accommodate the scheduling change to a seven-period day or a modified block format.

RELEVANT DATA AND EXPECTED OUTCOMES:

- * Graduation rates will increase 2% at both schools.
- * FHS & SCHS reduce student loose to other schools because of credit recovery issues.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

- | | |
|---|---|
| <input type="checkbox"/> Student Achievement and Performance | <input checked="" type="checkbox"/> Staff Empowerment and Support |
| <input checked="" type="checkbox"/> Parent/Community Engagement | <input type="checkbox"/> Social and Ethical Responsibility |
| <input type="checkbox"/> Operational Efficiency and Systems Effectiveness | |

FUNDING REQUIRED: Yes No

Amount Budgeted: Funding will come from Zone budgets for all expenditures. No extra monies will be necessary.

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

I move to approve the revision to Board of Education Policy IKF Graduation Requirements.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: February 27, 2012

Graduation Requirements

Graduation from Falcon School District #49 is based upon credits earned in high school. One credit denotes the successful completion of a full year of study. Credit is awarded on a semester basis only and requires a grade of "D" or higher. Variable credit at the quarter shall not be awarded.

A diploma shall be awarded to students attending the Falcon Zone who complete the following credits:

Class of 2012 minimum of 27.5 credits

Class of 2013 minimum of 26.5 credits

Class of 2014 minimum of 25.5 credits

Class of 2015 minimum of 25 credits

Graduation credits are as follows:

English 4.0 credits

Social Studies 3.5 credits

Additional 0.5 credit required in Economics 4.0 credits

Effective Class 2013

Effective Class of 2013 Civics .5 credit reduction

Geography .5 credit reduction..... 3.0 credits

Science 3.0 credits

Mathematics (at High School) 3.0 credits

Practical Arts or Foreign Language..... 2.0 credits

Fine Arts 1.0 credit

Physical Education..... 1.0 credit

Health 0.5 credit

Elective Credits 9.5 credits

Effective Class of 2013 .5 credit reduction.....9.0 credits

Effective Class of 2014 1 credit reduction.....8.0 credits

Effective Class of 2015 .5 credit reduction.....7.5 credits

Total 2012 27.5 credits

Total 2013 26.5 credits

Total 2014 25.5 credits

Total starting in 2015 25.0 credits

A diploma shall be awarded to students attending the Sand Creek Zone who complete the following credits: ~~and Falcon Innovation Zones who complete a minimum of 27.5 credits. Graduation credits are as follows:~~

Class of 2012 minimum of 27.5 credits

Class of 2013 minimum of 26.5 credits

Class of 2014 minimum of 25.5 credits

Class of 2015 minimum of 25 credit

Graduation credits are as follows:

English 4.0 credits

Social Studies 3.5 credits

~~Additional 0.5 credit required in Economics 4.0 credits~~

~~Effective Class 2013~~

Science 3.0 credits

Mathematics (at High School) 3.0 credits

~~Practical Arts or~~ Foreign Language 2.0 credits

Technology Effective Class of 2016..... 1.0 credit

Fine Arts 1.0 credits

Physical Education..... 1.0 credits

Health 0.5 credits

Elective Credits Class of 2012 9.5 credits

Elective Credits Class of 2013 1 credit reduction ~~9.0~~ 8.5 credits

Elective Credits Class of 2014 1 credit reduction 7.5 Credits

Elective Credits Class of 2015 .5 credit reduction..... 7.0 Credits

Elective Credits Class of 2016 1 credit reduction..... 6.0 Credits

Total Class of 2012 27.5 credits

Total Class of 2013 26.5 credits

Total Class of 2014 25.5 credits

Total Class of 2015 25.0 credits

Diplomas of students attending the Sand Creek and Falcon Innovation Zones who meet the following requirements will include a college endorsement:

English	4.0 credits
American Literature and English Literature required	
Social Studies	4.0 credits
Science	4.0 credits
Chemistry required	
Mathematics.....	4.0 credits
Geometry and Algebra II required	
Foreign Language.....	2.0 credits
Two years of the same language required	
Fine Arts	1.0 credits
Physical Education.....	1.0 credits
Health	0.5 credits
Elective Credits	7 6.0 credits
Total.....	27 26.5 credits

A diploma shall be awarded to students attending the Vista Ridge (Power Zone) and iConnect Zone who complete the following credits:

Class of 2012 minimum of 26.5 credits

Class of 2013 minimum of 25.5 credits

Class of 2014 minimum of 24.5 credits

Class of 2015 minimum of 24 credits

Graduation credits are as follows:

English	4.0 credits
Social Studies	3.5 credits
Effective Class of 2012 Civics .5 credit reduction	3.0 credits
Science	3.0 credits
Mathematics.....	3.0 credits
Practical Arts or Foreign Language.....	2.0 credits
Effective Class of 2013 reduction of 1 credit	1.0 credits
Fine Arts	1.0 credits

Physical Education.....	1.0 credits	
Health	0.5 credits	
Elective Credits.....	9.5 credits	
Effective Class of 2012 .5 credit reduction		9.0
credits		
Effective Class of 2014 1 credit reduction		8.0
credits		
Effective Class of 2015 .5 credit reduction		7.5
credits		
Total 2012.....	26.5 credits	
Total 2013.....	25.5 credits	
Total 2014.....	24.5 credits	
Total starting in 2015	24.0 credits	

Diplomas of students attending the Vista Ridge (Power Zone) and iConnect Zone who meet the following requirements will include a college endorsement:

English.....	4.0 credits	
American Literature and English Literature required		
Social Studies	3.0 credits	
Science	4.0 credits	
Chemistry required		
Mathematics.....	4.0 credits	
Geometry and Algebra II required		
Foreign Language.....	2.0 credits	
Two years of the same language required		
Fine Arts	1.0 credits	
Physical Education.....	1.0 credits	
Health	0.5 credits	
Elective Credits.....	7.0 credits	
Total.....	26.5 credits	

At the discretion of the Board, elective credit may be awarded to students who earn specific scores (.5 credit for any combination of Proficient and Advanced or 1 credit if the student receives Advanced in all areas) on the Colorado Student Assessment Program (CSAP). Students may earn a total of 2 elective credits for Proficient and or Advanced CSAP scores.

Middle school students may earn credit for high school level algebra and geometry classes which have been taught by a highly qualified teacher; the syllabus is to be identical to the course taught at the high school level. High school graduation credit will only be granted for those approved high school level classes in which middle school students have earned a grade of "A" or "B" .

One-half Physical Education credit can be earned per semester by:

- Successfully completing an athletic season
- Participating in a school sponsored activity, such as, JROTC drill, Civil Air Patrol, etc.
- Participating in marching band and successfully completing the required number of after school events

Two (2) .5 credits can be applied toward the 1.0 PE graduation requirement or 1.0 credit (elective) throughout a student's high school career.

The transcript posting will actually indicate the activity participated in during the semester.

Any student participating in a qualifying activity who due to unforeseen injury or circumstance is unable to complete the season may earn the attempted credit.

Final decisions will be determined by the building principal.

Contingent upon the approval of a counselor and the principal, college courses, correspondence courses, and night school courses may be accepted for high school credit. Independent study, work experience, and experience-based programs approved by a counselor and the principal may be taken for high school credit upon presentation of an instructional outline and objectives to be monitored by a faculty member.

Graduation requirements for students who have an IEP will be determined by the IEP Committee.

Current practice codified: 1980.

Adopted: date of manual adoption.

Revised: April 15, 1982.

Revised: May 16, 1986.

Revised: December 3, 1987.

Revised: April 18, 1991.

Revised: August 10, 2000.

Revised: March 7, 2002.

Revised: July 12, 2007.

Revised: January 10, 2008.

Revised: July 8, 2010.

Revised: September 8, 2011.

Revised:



BOARD OF EDUCATION AGENDA ITEM 7.05

BOARD MEETING OF: March 8, 2012

PREPARED BY: Don Beiger, Executive Officer of Education Services

TITLE OF AGENDA ITEM: Resolution to Establish Passing Periods as Educational Time

ACTION/INFORMATION/DISCUSSION: Action

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The current district policy states that passing periods between classes are included in the definition of “actively engaged in the educational process.” In order for this policy to be recognized by the Colorado Department of Education for the purpose of their student count audit, this definition needs to be resolved by the beginning of each school year.

RATIONALE:

To be in compliance with the district policy this resolution must be approved. An alternative course of action would be to change the district policy regarding passing periods.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

MOTION REQUESTED:

I move to approve and execute the attached resolution to include passing periods within the definition of “actively engaged in the educational process.”

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 1, 2012



RESOLUTION

WHEREAS, the Falcon School District No. 49 (“District”) has a policy which considers passing periods between classes to be part of the “educational process”;

WHEREAS the Colorado Department of Education has advised that the District needs to adopt a resolution officially defining the educational process to include passing periods between classes;

WHEREAS the District currently has in place policy IC/ICA, which defines what it considers to be time spent “actively engaged in the educational process”;

THEREFORE, BE IT RESOLVED that the Falcon School District Board of Education does certify that the passing periods between classes are within the definition of “actively engaged in the educational process,” as defined in Board Policy IC/ICA for the 2011-2012 and 2012-13 school year.

ADOPTED this 8th day of March, 2012 by the Falcon School District Board of Education.

(SEAL)

Tammy Harold
President, Board of Education

Attest:

Chuck Irons
Secretary, Board of Education

Informational Items

8.00



BOARD OF EDUCATION AGENDA ITEM 8.01

BOARD MEETING OF: March 8, 2012

PREPARED BY: Kim McClelland, iConnect Zone Innovation Leader

TITLE OF AGENDA ITEM: Falcon School District 49 District and School Level Data Analyses and Community Survey Results

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The iConnect Zone leader has partnered with the Colorado League of Charter schools in support of pro-active school development. This process will be informed based on identified need within the school district and will serve to improve charter school authorizing practices and Response for Proposal/applications that will impact student achievement in Falcon School District 49.

RATIONALE:

The Colorado League of Charter Schools has assisted in a comprehensive district needs assessment to include detailed school-level data analyses and a district-wide community survey to help in the development of a Response for Proposal/Applications of potential charters and programs in our district.

RELEVANT DATA AND EXPECTED OUTCOMES:

The information presented to the Board of Education will present the outcomes of the district-wide community survey and will be a presentation of the trends from the district-wide community survey and the performance data analyses. This information will be helpful in the development of a Response for Proposal/Application that will be posted publically in May 2012.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 2, 2012



BOARD OF EDUCATION AGENDA ITEM 8.02

BOARD MEETING OF: March 8, 2012

PREPARED BY: Cindy Hardin, Director of Transportation

TITLE OF AGENDA ITEM: Business plan with Proposed Changes for Transportation

ACTION/INFORMATION/DISCUSSION: Information

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

This is information following direction for a proposal to lower the cost of riding the bus, along with a proposal to improve service.

RATIONALE:

Charging \$1.00 per ride while eliminating stops has created an extreme hardship on our patrons. The BOE desires a proposal to ease those concerns.

RELEVANT DATA AND EXPECTED OUTCOMES:

To be shown in Power Point with copies to BOE

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

To receive direction from the BOE regarding the cost of fees and possible addition of bus stops

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 5, 2012

8.03
Student Field Trips

8.04
Suspensions and Expulsions

Discussion Items

9.00



BOARD OF EDUCATION AGENDA ITEM 9.01

BOARD MEETING OF: March 8, 2012

PREPARED BY: Mike Pickering, Curriculum, Instruction, Assessment, and Professional Development Administrator

TITLE OF AGENDA ITEM: New Course Proposal – Vista Ridge High School

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

Human Body Systems (Biomed II) – Foundation Course; Medical Interventions (Biomed III) – Foundation Course, Biomedical Innovations (Biomed IV) – Capstone Course

RATIONALE:

VRHS currently offers Biomed I and would like to offer students the full selection of biomedical courses for their students. Currently students do not have any courses that offer this type of specialized learning and offering Biomed II-IV would allow for them to matriculate from the initial foundation course through the capstone course, Biomedical Innovations (Biomed IV). There was interest last year in Biomed I and students are seeking to be able to continue their studies in this area. This would also allow for unique learning opportunities for our students. Biomed science courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academies. The intention is that these courses will provide world experiences for our students in the biomedical fields.

RELEVANT DATA AND EXPECTED OUTCOMES:

This program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences. The intention is that this will strengthen a STEM-centered curriculum in the sciences. By offering greater choice in this area we seek to attract and retain students we may not have been able to without these specialized courses. By the capstone course students will actually work alongside a mentor or advisor from a university or hospital and present their work to a body of STEM professionals.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

- Student Achievement and Performance Staff Empowerment and Support
- Parent/Community Engagement Social and Ethical Responsibility
- Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: **Yes** **No**

Amount Budgeted: Funding to come from Vista Ridge High School Budget

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

N/A

APPROVED BY: Becky Carter, Chief Education Officer **DATE:** February 28, 2012

Biomedical Sciences | High School Biomedical Sciences Program

The PLTW Biomedical Sciences (BMS) Program is a sequence of courses, all aligned with appropriate national learning standards, which follows a proven hands-on, real-world problem-solving approach to learning. Students explore the concepts of human medicine and are introduced to topics such as physiology, genetics, microbiology and public health. Through activities, like dissecting a heart, students examine the processes, structures and interactions of the human body – often playing the role of biomedical professionals. They also explore the prevention, diagnosis and treatment of disease, working collaboratively to investigate and design innovative solutions to the health challenges of the 21st century such as fighting cancer with nanotechnology.

Throughout BMS, students acquire strong teamwork and communication practices, and develop organizational, critical-thinking, and problem-solving skills. Along the way students investigate a variety of careers in biomedical sciences. During the first year of implementation, schools are required to offer at least one of the foundation courses and ultimately implement all three foundation courses. The capstone course is optional.

BMS courses complement traditional science courses and can serve as the foundation for STEM-centered or specialized academies. The program is designed to prepare students to pursue a post-secondary education and careers in the biomedical sciences.

Foundation Courses

- **Principles of the Biomedical Sciences (PBS)**
 - Students investigate various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, and research processes. This course provides an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses. This course is designed for 9th or 10th grade students.
- **Human Body Systems (HBS)**
 - Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the roles of biomedical professionals to solve medical mysteries. This course is designed for 10th, 11th or 12th grade students.
- **Medical Interventions (MI)**
 - Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.

Capstone Course

- **Biomedical Innovation (BI)**

Students design innovative solutions for the health challenges of the 21st century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project

with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals. This course is designed for 12th grade students.



BOARD OF EDUCATION AGENDA ITEM 9.02

BOARD MEETING OF: March 8, 2012

PREPARED BY: Sean Dorsey, Sand Creek Zone Innovation Leader

TITLE OF AGENDA ITEM: Revision of Board of Education JEB Entrance Age Requirements

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

At the February 9, 2012 Board meeting policy IHBIB was approved to reflect that in the Sand Creek Innovation Zone starting with the 2012-2013 school year and each year thereafter in all Sand Creek Innovation Zone elementary schools children must be five years of age by August 15 to be eligible to enroll in kindergarten at Evans, Remington, and Springs Ranch Elementary School unless the child is otherwise enrolled in the program pursuant to applicable law.”

Policy JEB Entrance Age Requirements is found to need the same language inserted in it so that both policies relay the same requirement; making both policies consistent in regards to the entrance age for kindergarten students in the Sand Creek Zone.

RATIONALE:

The leadership of the Sand Creek Innovation Zone believes, with the revision of the above policy, students will possess an increased readiness and maturity when enrolling in kindergarten.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Recommend that this policy move forward as an action item at the next board meeting.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 2, 2012

Entrance Age Requirements

A child may enter kindergarten if five (5) years old on or before September 15 of the year of enrollment. In the Sand Creek Innovation Zone elementary schools, for the 2012-2013 school year and each school year thereafter, a child must be five (5) years of age by August 15 to be eligible for enrollment in any kindergarten program, unless the child is otherwise enrolled in the program pursuant to applicable law.

Younger students who do not meet the District's entrance age requirement for kindergarten but who are five (5) years old on or before September 15 may be accepted if transferring from another kindergarten program if the Principal or designee determines that placement of the student in kindergarten is appropriate. A child who is four (4) years old on or before the District's start date for kindergarten and has been identified as a highly advanced gifted student in accordance with the applicable state law may enroll in kindergarten, if the Principal or designee determines that placement of the student in kindergarten is appropriate.

Students enrolling in the first grade may enter if they are six (6) years old on or before September 15 of the year of enrollment. A student who is at least five (5) years old on or before September 15 shall be permitted to enroll in first grade if the student attended at least 120 days of kindergarten in another state. A child who is five (5) years old on or before the District's start date for first grade and has been identified as a highly advanced gifted student in accordance with applicable state law may enroll in first grade, if the Principal or designee determines that placement of the student in first grade is appropriate.

A legal birth certificate or other acceptable records shall be required for enrollment age certification.

Adopted: August 4, 1994.

Revised: January 11, 2001.

Revised: May 13, 2010.

Revised:

LEGAL REFS.: C.R.S. 22-1-115 (*school age*)
C.R.S. 22-20-104.5 (*program plan requirements regarding highly advanced gifted children*)
C.R.S. 22-32-119 (*kindergarten*)
C.R.S. 22-54-103(10) (*sets October 1 date*)
1CCR 301-8,2220-R-12.00 (*highly advanced gifted children*)

CROSS REFS.: JEA, Compulsory Attendance Ages



BOARD OF EDUCATION AGENDA ITEM 9.03

BOARD MEETING OF: March 8, 2012

PREPARED BY: Sally McDermott, HRManager

TITLE OF AGENDA ITEM: Revision of Board of Education Policies
GCOA Evaluation of Instructional Staff, GCOA-R Evaluation of Instructional Staff Regulation,
GDQD Discipline, Suspension and Dismissal of Educational Support Staff

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

GCOA and GCOA-R – Changes are recommended by CASB and relate to necessary adjustments required by Senate Bill 191.

GDQD – Changes are recommended by CASB and relate to necessary adjustments required by Senate Bill 191.

RATIONALE:

Policy changes are recommended to either improve the balance between efficiency and effectiveness, to correct issues that may have unintended consequences depending on interpretations, or to declare a change in operational procedures.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Direct Administration to bring recommended policy changes back for formal approval at a future meeting.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 5, 2012

Evaluation of Instructional Staff

The Board of Education recognizes that sound appraisal of instructional staff performance is critical in achieving the educational goals of the school system.

The Board expects its supervisory and administrative staffs to exert reasonable efforts to help and encourage staff members to develop their teaching personalities and instructional abilities to an optimum degree to improve student performance.

In keeping with state law, the Board shall approve a performance evaluation system which shall serve as a basis for the improvement of instruction, enhance the implementation of curricular programs, and measure professional growth and development of licensed personnel. The evaluation system also shall serve as the measurement of satisfactory performance and documentation for dismissal for unsatisfactory performance.

The Board shall consult with district administrators, teachers, parents, and the Performance Evaluation Committee in developing the evaluation system. A process shall be developed to conduct an on-going review of the evaluation system.

The basic requirements of the evaluation system shall be:

1. The Board shall require regular evaluation of all full-time and part-time instructional staff by administrators/supervisors. These evaluators must have a principal or administrator license issued by the Colorado Department of Education and/or such administrator's/supervisor's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education that will ~~to~~ enable them to make fair, professional, and credible evaluations of the personnel who they are responsible for evaluating.
2. Evaluations shall be conducted in a fair and professional manner and shall be based on written criteria which pertain to good instruction and the staff member's particular position.
3. Standards for satisfactory performance of instructional staff and criteria, which can be used to determine whether performance meets such standards, shall be developed. One of the standards for measuring instructional staff performance shall be directly related to classroom instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee shall be an active participant in the development of standards and performance.

3.4. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

4.5. The system shall identify the various methods which will be used for information collection during the evaluation process such as direct and informal observation and peer, parent, or student input obtained from standardized surveys. All data on which an evaluation judgement is based will be documented to the extent possible and be available for the evaluated staff member's review. All evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

5.6. The evaluation system shall specify the frequency and duration of the evaluation process, which shall be on a regular basis to ensure the collection of a sufficient amount of data from which reliable conclusions and findings may be drawn. Teachers shall receive documented observations and written evaluation reports in accordance with state law as set forth in the regulation accompanying this policy. ~~Probationary staff shall receive at least two formal observation evaluations, and two informal observation evaluations every year. Non-probationary staff shall receive at least one formal observation evaluation every year and two informal observation evaluations each year. All instructional staff shall have a written summative evaluation each year.~~

6.7. All written summative evaluations shall be specific as to performance strengths and weaknesses, specifically identify when a direct observation was made, identify data sources, and contain a professional growth plan. A professional growth plan shall be specific as to what improvements, if any, are needed in performance.

The staff member concerned shall have an opportunity to review the document with the supervisor who makes the evaluation, and both shall sign it and receive a copy. The summative evaluation document shall be reviewed by a supervisor of the evaluator whose signature also shall appear on it.

If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

- 8. The system shall contain a process which shall be followed when an instructional staff member's performance is deemed unsatisfactory. In accordance with state law, this process shall provide for a notice of deficiencies, a remediation plan and a reasonable ~~an~~ opportunity to correct the deficiencies, and a remediation plan (if applicable).

The ~~school-D~~istrict shall conduct all evaluations so as to observe the legal and constitutional rights of instructional staff. No informality in any evaluation or in the manner of making or recording any evaluation shall invalidate the evaluation. No minor deviation in the evaluation procedures shall invalidate the process or the evaluation report.

Nothing in this policy shall be construed to imply in any manner the establishment of any property rights or expectancy or entitlement to continued employment not explicitly established by statute, Board policy, or contract. Neither shall this policy be deemed or construed to establish any conditions prerequisite relative to renewal of contracts, transfer, assignment, dismissal, or other employment decisions relating to school personnel.

Unless an evaluator acts in bad faith or maliciously with respect to the application of a procedure associated with the evaluation process, any misapplication of a procedure, failure to apply a procedure, or adhere to a prescribed timeline shall not be an impediment to or prevent the Board from modifying an employee's contract status or assignment under the terms of the employment contract and state law. The content of the evaluation, the ratings given, and any improvement or remediation plan shall not be grievable under the district's formal grievance process.

All employment decisions remain within the sole and continuing discretion of the Board ~~of Education~~, subject only to the conditions and limitations prescribed by Colorado law.

Adopted: April 21, 1977.

Revised: August 18, 1977.

Revised: April 20, 1978.

Revised to conform with practice: date of manual adoption.

Revised: December 15, 1983.

Revised: February 27, 1986.

Revised: June 4, 1992.

Revised: June 18, 1998.

Revised: October 1, 1998.

Revised: August 10, 2000.

Revised: May 1, 2003.

Revised: December 10, 2009.

Revised:

LEGAL REFS.: C.R.S. 22-9-101 *et seq.* (*Certificated Personnel Performance Evaluation Act*)

C.R.S. 22-63-103

C.R.S. 22-63-301 (*Grounds for Dismissal*)

C.R.S. 22-63-302(8) (*Procedure for Dismissal – judicial review*)

CROSS REFS.: BDFA, District Personnel Performance Evaluation Council

CFBA, Evaluation of Evaluators
GCQF, Discipline, Suspension, and Dismissal of Professional
Staff (and Contract Nonrenewal)
IK, Academic Achievement

Evaluation of Instructional Staff - Regulation

Evaluations will be conducted in accordance with state law and Board of Education policy to improve instruction, enhance the implementation of programs in the curriculum, and measure the professional growth and development of personnel and level of performance of each instructional staff member. Evaluations also will serve as the measurement of satisfactory performance for instructional staff and documentation for dismissal for unsatisfactory performance.

~~Therefore, e~~Even though the evaluation process is designed to encourage and assist instructional staff to perform at a level consistent with the district's standards, the evaluator or the ~~superintendent~~Chief Education Officer may recommend to the Board of Education that changes be considered in contract status or assignment in accordance with state law and Board policy.

The procedures necessary to administer and implement the district's evaluation policy are as follows:

Initial requirements

All instructional staff will be evaluated, including part-time instructional staff. An organization chart or comparable document will be prepared to identify the evaluator by title or position for each licensed employee. The chart will indicate which position(s) each evaluator will evaluate and which administrator is responsible for evaluating the evaluator.

~~In most situations, the administrator who directly supervises the instructional staff member to be evaluated will make evaluations.~~Evaluations will be made by the principal or administrator who directly supervises the instructional staff member to be evaluated and/or such principal's or administrator's designee, who has received education and training in evaluation skills approved by the Colorado Department of Education.

A job description will be developed for each instructional staff member, which sets forth expectations from the school district for the position. Similar job descriptions will be used for all employees with similar staff assignments.

Written standards for satisfactory performance will be developed as well as criteria to be used to determine whether performance meets district standards. One of the standards for measuring performance shall be directly related to instruction and shall include multiple measures of student performance. The district Performance Evaluation Committee will actively participate in the development of the standards.

Other criteria will be developed for evaluation of each position prior to the evaluation. The criteria will relate to the particular position as set forth in the individual's job description and any outcomes which are expected from the position.

Information will be made available to each evaluatee about the evaluation system, the evaluation policy and procedures, and the responsibilities of the evaluator and evaluatee. In addition, all evaluation standards and criteria shall be given in writing to all licensed personnel and shall be communicated and discussed by the person being evaluated and the evaluator prior to and during the course of the evaluation.

Information collection

The evaluator will directly observe the evaluatee as well as compile other data in accordance with the district's evaluation system. Peer, parent, or student input may be obtained from standardized surveys.

No evaluation information will be gathered by electronic devices without the consent of the evaluatee. The evaluator will identify and document to the extent possible all relevant sources of data used as the basis for any evaluation judgment.

Frequency and duration

Probationary staff will be observed at least four times each year (two formals and two informals). Other licensed personnel will be formally observed once every year and receive at least two informal observations each year. Probationary staff in their third year of employment in Falcon School District, who exhibited performance which consistently met expectations for performance during their first two years in the district, may, at the discretion of the evaluator, be evaluated according to the non-probationary staff evaluation cycle. All instructional staff must have an end of the year written summative evaluation.

Variations will be permitted in this evaluation schedule, whether requested by the evaluator or evaluatee, only when the evaluatee is notified by the evaluator that an additional evaluation report is necessary for reasons consistent with one or more purposes of the evaluation system, and the evaluatee has an opportunity to meet with the evaluator.

The district's summative evaluation system specifies formal observations be a minimum of 40 minutes each when required (and informals of 15 minutes each) be completed before the summative evaluation report is written. Minor adjustments and variations will be allowed in order to ensure that the evaluation process is thorough and that sufficient data is collected from which reliable findings and conclusions may be drawn. All instructional staff will receive a

written summative evaluation at least two weeks before the last class day of the school year, by no later than May 15.

When two formal observations are required, the first will be completed by the end of first semester and the second completed in such time that a post-observation conference be conducted at least two weeks before the last class day of the school year by May 15. ~~The evaluator will discuss results with the evaluatee, within thirty days of observation.~~

Additional informal evaluations or observations may be made whenever appropriate.

Documentation

The evaluator will prepare a written summative evaluation at the conclusion of the evaluation process, which will include the following:

1. A professional growth plan which is specific as to what improvements, if any, need to be made, in the performance of the instructional staff member and which clearly sets forth recommendations for improvements including recommendations for additional education and training during the staff member's recertification process.
2. Specific information about the strengths and weaknesses in the performance of the evaluatee.
3. Documentation identifying when a direct observation was made.
4. Identification of all data sources.

Both formal observations and summative evaluations will be discussed with the evaluatee. Both the evaluator and the evaluatee will sign the report, and each will receive a copy. The signature of any person on the report will not be construed to indicate agreement with the information contained therein. If the evaluatee disagrees with any of the conclusions or recommendations made in the evaluation report, he or she may attach any written explanation or other relevant documentation.

The evaluatee may attach any written comments to the evaluation report before it is reviewed by the supervisor of the evaluator. Each report will be reviewed and signed by a supervisor of the evaluator.

The evaluator will maintain a cumulative file of all pertinent data relating to each instructional staff member's evaluation, including the summative evaluation report. This file will be available for the instructional staff member's review and will include any written comments signed and submitted by the staff member.

Unacceptable performance ~~of a probationary teacher~~

A teacher whose evaluation indicates performance is unsatisfactory will be given:

1. A notice of deficiencies;
2. A remediation plan developed by the evaluator and the teacher;
3. A reasonable period of time to correct the deficiencies;
4. A statement of resources and assistance, including professional development opportunities, available to help the teacher achieve a satisfactory rating in the next evaluation.

~~c. An instructional staff member whose evaluation indicates performance is unsatisfactory or in need of improvement will be so informed by the principal or primary evaluator.~~

~~d. The staff member will receive written suggestions for ways to improve.~~

~~e. If the next formal evaluations or informal evaluation indicate the instructional staff member is still not performing satisfactorily, the evaluator may make recommendations for nonrenewal of the employee's contract.~~

Unacceptable performance of a non-probationary teacher

~~3. Instructional staff whose evaluation indicates performance is unsatisfactory or in need of improvement will be given a notice of deficiencies.~~

~~4. A remediation plan to correct deficiencies will be developed by the evaluator and the instructional staff member.~~

~~5. A reasonable period of time to correct the deficiencies and a statement of resources and assistance available to improve performance will be given.~~

6. Further evaluations of an instructional staff member on a remediation plan will occur on a different cycle than the annual evaluation, if necessary.

7. If the next evaluation shows the instructional staff member is performing satisfactorily, no further action will be taken.

8. If the next evaluation indicates the performance is still not satisfactory, the evaluator either will make additional recommendations for improvement or take any necessary steps to recommend dismissal.

Appeal

The conclusions of the evaluator will not be subject to further review except as otherwise provided in these procedures.

The evaluatee may appeal the application of the evaluation procedures by submitting a request for review to the supervisor of the evaluator to determine if the procedures were followed during the evaluation.

Adopted: October 10, 1979.

Revised to conform with practice: date of manual adoption.

Revised: February 27, 1986.

Revised: June 4, 1992.

Revised: June 18, 1998.

Revised: October 1, 1998.

Revised: August 10, 2000.

Revised: May 1, 2003.

Revised: December 10, 2009.

Revised:

Discipline, Suspension, and Dismissal of Educational Support Staff

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

The Board delegates to the Chief Education Officer, Ssuperintendent the authority to dismiss ~~classified-support~~ personnel. The Chief Education Officer, Ssuperintendent may delegate this authority to other appropriate personnel, ~~such as the director of personnel~~. All dismissals of support classified employees shall be reported to the Board at its next regular meeting.

The Chief Education Officer, or designee Ssuperintendent also may suspend employees from their assignments ~~for good cause~~ as a disciplinary measure with or without pay.

~~Classified employees generally shall be given notice of their dismissal two weeks prior to the effective date.~~

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

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

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

Adopted: April 21, 1977.
Revised: August 17, 1978.
Revised: April 18, 1985.
Revised: June 2, 1988.

Revised to conform with practice: date of manual revision.

Revised: August 4, 1994.

Reviewed: May 11, 2000.

Revised:

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

C.R.S. 22-32-109.7 (*Board of education – specific duties – employment of personnel*)

C.R.S. 22-32-110 (1)(h) (*Board of education – specific powers*)

C.R.S. 22-32-126 (3) (*principals – employment and authority*)

CROSS REFS.: GD, Educational Support Staff



BOARD OF EDUCATION AGENDA ITEM 9.04

BOARD MEETING OF: March 8, 2012

PREPARED BY: Don Begier, Executive Officer for Education Services

TITLE OF AGENDA ITEM: Needs Relating to Increased Bandwidth/Network Capability

ACTION/INFORMATION/DISCUSSION: discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The district is in the process of defining our requirement for increased network speed and access for teachers and students. Guidance is needed from the Board on how to proceed.

RATIONALE:

We currently have three options:

Option 1 Remain with the status quo for one more year. The concern I have with this option is that we are maxed out on our network capabilities and would not be able to add any significant number of digital devices to the network. Teachers currently experience difficulty accessing the internet and have to go with an alternate lesson plan when the network fails during their lesson.

Option 2 The BOE directs district staff to enter into a one year contract starting July 1, 2012 with Comcast that will improve classroom instruction related to increased bandwidth on the network. We will increase our capability at the three high schools from 100 Megs to 500 Megs and have an undiluted 100 Megs going to every other school in the district. This will provide ample bandwidth for next year. The cost of this contract is \$11.65 K per month and a one-time cost of \$10K for a total year price of just under \$160K.

Option 3 Do an RFP for our requirement for five years. If we do this, we will still be able to go forward with plans in the zones. We may not be able to be up and running on August 1, 2012 due to the time it takes to complete the RFP process, but we will not lose the entire 2012-12 SY for learning. Teachers will be able to confidently prepare lessons that involve accessing the network for learning. This plan precludes us from using any E-rate reimbursement for the 2012-13 SY but can apply to the remaining four years of the contract. It should be noted that we are not able to use E-rate for our current Trillion contract.

RELEVANT DATA AND EXPECTED OUTCOMES:

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support

Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

Amount Budgeted:

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

Direction from the Board regarding the options for increased bandwidth/network capability.

APPROVED BY: Becky Carter, Chief Education Officer

DATE: March 5, 2012



BOARD OF EDUCATION AGENDA ITEM 9.05

BOARD MEETING OF: March 8, 2012

PREPARED BY: Loretta Branham, BOE Executive Assistant

TITLE OF AGENDA ITEM: Organizational Chart Revisions, New Positions and Job Descriptions – Personnel Director, District Contracting Officer, Chief Operations Officer,

ACTION/INFORMATION/DISCUSSION: Discussion

BACKGROUND INFORMATION, DESCRIPTION OF NEED:

The Board of Education has declared that the Organizational Chart and administrator employment should continue to be reviewed on an ongoing basis.

As part of the revisions to the Organizational Chart, if approved, the positions of Personnel Director, District Contracting Officer, and Chief Operations Officer would need to be defined by a job description.

RATIONALE:

The District must seek the best possible framework and personnel to conduct its affairs in all era of fiscal austerity and into the future. The District seeks to more effectively and efficiently provide programs that will enhance student achievement.

RELEVANT DATA AND EXPECTED OUTCOMES:

The goal is to have more effective and efficient management of personnel and departments.

RELATIONSHIP TO THE VISION/MISSION OF THE DISTRICT GOALS

ADDRESSED:

Student Achievement and Performance Staff Empowerment and Support
 Parent/Community Engagement Social and Ethical Responsibility
 Operational Efficiency and Systems Effectiveness

FUNDING REQUIRED: Yes No

RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:

The approval of any or all of these items could be moved to an action item for approval if the Board desires to do so.

APPROVED BY: Board of Education

DATE: March 1, 2012

**District 49
Board of Education
DRAFT**

**Chief Operations Officer
(COO)**

Facilities - Maintenance -
HVAC, Grounds, Equipment
Repair, Safety

Transportation Services

Nutrition Services

Technology Services

**Chief Education Officer
(CEO)**

Exec Office of Education
Services

Falcon Area Innovation Zone

Sand Creek Innovation Zone

Vista Ridge "POWER"
Innovation Zone

iConnect
Innovation Community

Personnel/HR

Communications

**Chief Business Officer
(CBO)**

Finance & Accounting

Risk Mgmt/Benefits

Planning & Procurement

FALCON SCHOOL DISTRICT 49
ADMINISTRATIVE JOB DESCRIPTION
Draft 2-24-12

Job Title: Personnel Director
Initial: 02/22/2012
Revised Date: 02/22/2012
Work Year: 261 days
Division: Learning Services
Department: Human Resources
Reports To: Chief Education Officer
Salary Range: ????????

SUMMARY:

Responsible for coordinating all employment issues for the District, including overseeing all personnel budgets; troubleshooting issues and negotiating contract with the local bargaining unit as required; recruiting, retaining, training, directing, allocating, evaluating and terminating staff; writing, revising and implementing policy and procedures; and representing the Human Resources Department on committees, boards and councils.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments and other factors.

- Advises zone leaders and department supervisors related to staffing by helping measure needs against qualified staff, assigning/reassigning staff to buildings and monitoring needs.
- Assists zone leaders and department supervisors analyze, allocate and monitor the District's personnel budget.
- Establishes salary schedules and recommends appropriate compensation for all employees.
- Provides guidance to zone leadership as they manage the evaluation system and monitors the implementation of the employee evaluation system.
- Monitor and advise Directors, Division Supervisors and other Division Heads on the proper placement, selection, and recruitment of applicants to fill administrative and professional support positions; i.e., Principals, Assistant Principals, Counselors, Deans, etc.
- Troubleshoot all human resource issues including but not limited to: acting as the hearing officer for employee harassment cases; coordinate the district's workers' compensation program; represent the district in hearings with the Colorado Department of Labor; acts as the district grievance officer; acts to

protect all interests during cases of discipline, termination or non-renewal of employees.

- Analyzes hiring trends through maintaining relationships and is actively aware of legislative development, trends and new innovations. This is developed through participation with state and local associations and networking.
- Monitors all employment practices and job assignments to ensure the District's commitment to equity in staff placement and fairness in the treatment of all employees.
- Write, review, revise and implement District wide human resource policy and procedures. Provide input to training and staff education.
- Recommends to the Chief Education Officer all policies, rules and regulations for the District's program of personnel administration.
- Ensures that all Board of Education policies and administrative regulations concerning employees are followed throughout the District.
- Represent the Human Resources services within the District by acting as a school board representative on the Chief Education Officer's Leadership Team.
- Act as the Chief Education Officer's liaison for employee negotiations by attending meetings and functions responding to requests and providing information.
- Ensures that all employees maintain necessary qualification regarding licensure, certification, technical skills and legal status.
- Assists zone leaders with a comprehensive in state and out of state recruiting program to provide a highly qualified staff.
- Supervise the evaluation process of all employees and the preparation of all job descriptions. Reviews and revises job descriptions as necessary.
- Plans and administers the District's fringe benefits program, including leaves of absence, medical and dental benefits, retirement, unemployment compensation, and worker's compensation for all employees.
- Represents the District in various community committees and organizations, which are essentially concerned with matters concerning human resources.
- Serves as the District Compliance Officer responsible for and conducts investigations of employee complaints and grievances and recommends corrective actions.
- Supervise staff including, recruiting, training, directing and assigning work, disciplining and terminating, promoting, rewarding and evaluating.
- Oversee the administration of Title I, II, and III programs, to include implementation of the programs and the expenditure of funds.
- Coordinate with learning services and zone leadership to ensure needs based professional development for all staff. Also provide leadership related to SB 191 and the implementation of the legislation.
- Perform other duties as assigned.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:

Master's degree plus additional coursework required for certification or licensure.

EXPERIENCE:

More than 10 years of combined experience in teaching, school administration and general human resource personnel/legal issues.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Operating knowledge of and experience with personal computers and software, basic office equipment. Advanced written and oral communication skills, curriculum, policy and procedure, management, accounting, interpersonal relations, evaluation, negotiation and technology.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Colorado Department of Education Principal or Administrator License.

SUPERVISION/TECHNICAL RESPONSIBILITY:

Directly supervises the Assistant Director, two (2) human resource managers, and the administrative assistant. Indirectly supervises all employees across the District. Carries out supervisory responsibilities in accordance with the organization's policies and applicable laws. Responsibilities include interviewing, hiring and training employees; promoting and transferring employees; planning, assigning and directing work; appraising performance; rewarding, disciplining and terminating employees; and addressing complaints and resolving problems.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

Solely responsible for developing, administering, monitoring and coordinating the assigned budgets and initiating requisitions.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to talk or hear. The employee is occasionally required to stand; walk or sit. The employee must occasionally lift and/or move up to 25 pounds. There are no specific vision abilities required by this job.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

FALCON SCHOOL DISTRICT 49
ADMINISTRATIVE JOB DESCRIPTION
Draft 2-24-12

Job Title: District Contracting Officer

Initial: 02/22/2012

Revised Date: 02/22/2012

Work Year: 261 days

Division: Procurement

Department: Business Office

Reports To: Chief Business Office

Salary Range: \$85,000 - \$100,000

SUMMARY:

To oversee the district's procurement department to include construction management, contracting function and overall supervision of the contracting staff and related procurement activities. and councils.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments and other factors.

- Serves as the District Contracting Officer
- Signs all contracts valued in excess of the competition threshold on behalf of the District
- Reports to the Chief Business Officer
- Ensures that proper procurement and business procedures are followed by all district staff
- Serves as a major participant in developing policy and compliance with all applicable laws
- Ensures that proper competition procedures are followed, including the purchasing activities of all buyers and procurement staff.
- Ensures proper source selection on RFP's and IFB's, sets standards and requirements for compiling and reviewing bid documents, advertise, and conduct pre-bid conferences, and maintain contract files.
- Supervises, directs, counsels and instructs efforts of staff to ensure all staff members perform to the best of their abilities, to include development of individual staff development plans and performance evaluations.
- Establishes efficient and effective processes and systems to enhance procurement and contracting activities.
- Provides support and assistance to improve the District's programs and management efforts.
- Develops written recommendations for improvement of business practices and ethics pertaining to procurement and contracting.

- Prepares and reviews District procurement policies, regulations, procedures and recommendations for Chief Business Officer signature.
- Oversees planning and coordinating procurement activities and strategies to meet the District's needs.
- Plans and updates solicitation/bid schedules in conjunction with project managers to include bond project program, if required.
- Ensures self and staff maintains knowledge of details and trends in changing market conditions to effectively oversee the procurement of supplies and services of prices and quantities to benefit the District.
- Communicates with contractors, vendors and manufacturers, and reads applicable professional publications to learn and keep updated on market trends and conditions, prices and new products.
- Represents the District by leading negotiation teams on major contracts and procurements. Meets with vendors, manufacturers, contractors, and district personnel to investigate and resolve problems with product performance, services, delivery dates, construction problems and other areas.
- Issues notices of award and notices to proceed (following proper pre-construction submittals).
- Makes Contracting Officer's decision (formal D49 determination) on disputes and claims.
- Serves as District Contracting Officer in negotiating contractor modifications and change orders which include work requests, provisional interim billing and supplement agreements. Signs contract modifications unless otherwise delegated in writing.
- Formally appoints the Administrative Contracting Officer (ACP) and Contracting Officer's Technical Representative (COTR) for contracts.
- Solicits proposals for technical evaluation from appropriate staff offices, determines pre-negotiation position for District's negotiating team and signs and approves all post negotiation memorandums.
- Responsible for ensuring annual training and inspection of P-Card account holders.
- Responsible for looking for more strategic buying opportunities for the District in an effort to be more efficient stewards of taxpayer dollars.
- Performs other duties as assigned..

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:

Bachelor's degree in business administration or related field with at least 24 hours of business courses.

EXPERIENCE:

A minimum of five (5) years of experience in procurement and contracting that includes at least three (3) years of construction contracting and procurement practices and procedures. Additionally, a minimum of three (3) years of government or public school contracting experience.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Knowledge of laws, rules, regulations governing public school procurement, charter schools and intergovernmental arrangements and partnerships. Keep abreast of developments in the procurement/contracting field. Supervise the purchasing and contracting functions of the district. Perform sound procurement analysis and take, or recommend, appropriate actions regarding procurement matters. Operating knowledge of and experience with personal computers and software, basic office equipment. Advanced written and oral communication skills, curriculum, policy and procedure, management, accounting, interpersonal relations, evaluation, negotiation and technology.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Preferred – Certified professional procurement officer (CPPO) from NIGP, or Certified Purchasing Manager (CPM) from NAPM.

SUPERVISION/TECHNICAL RESPONSIBILITY:

Supervises all personnel assigned to the procurement department and oversees the District's P-card program. Creates an environment that is supportive of the needs of the District.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

Responsible for developing department budget and includes continuous learning procurement and contracting training.

The physical demands, work environment factors, and mental functions described below are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to see, talk or hear. The employee is frequently required to stand; walk or sit. Frequently required to travel to schools, construction sites and appointments. The employee must occasionally lift and/or move up to 25 pounds.

WORK ENVIRONMENT: The noise level in the work environment is usually moderate.

FALCON SCHOOL DISTRICT 49
ADMINISTRATIVE JOB DESCRIPTION
Draft 2-24-12

Job Title: Chief Operations Officer
Initial: 02/22/2012
Revised Date: 02/22/2012
Work Year: 261 days
Division: Operations
Department: Operations
Reports To: Board of Education
Salary Range: ????????

SUMMARY:

Chief Operations Officer manages facilities, maintenance, transportation, information technology and nutrition services to ensure efficient and lawful functioning of the District.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

The following statements of duties 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 upon building assignments, business directives, and other factors.

- Manage facilities maintenance, transportation, information technology, and nutrition services activities to ensure efficient and lawful functioning of the District, and initiate standard operating procedures and policies.
- Ensure that all activities conform to District guidelines.
- Communicate effectively with all members of the District and community.
- Working with the Chief Business Officer (CBO), assists in budget development and budget monitoring and control procedures in designated areas.
- Works cooperatively with CBO in administering individual site or area operational needs.
- Prepares reports as directed by the Board of Education.
- Participates in the District's expansion and construction programs.
- Supports the value of an education in an innovation environment by a leadership culture of serving education.
- Supports the mission and philosophy of Falcon School district 49.
- Promotes income generating opportunities in designated areas through relationships with other school districts, related entities, and business and community agencies.
- Perform other duties as assigned.

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

EDUCATION AND TRAINING:

BA or BS in business management/related discipline or equivalent work experience in business management.

EXPERIENCE:

More than ten (10) years experience in business management and/or business ownership; with experience in operations and operational related functions including but not limited to facilities maintenance, construction trades, transportation, technology and or nutrition services. Prior experience in supervision of a work force in excess of 100 associates.

SKILLS, KNOWLEDGE, EQUIPMENT & OTHER:

Skills and knowledge to manage, plan, organize and direct operational areas, communicate effectively, problem solve and develop management subordinates. Operating knowledge of and experience with personal computers and software, basic office equipment. Create an environment of change and innovation toward problem solving by focusing on a culture of serving the needs of education.

CERTIFICATES, LICENSES, & REGISTRATIONS:

Valid Colorado Drivers License, Criminal Justice Fingerprint Clearance.

SUPERVISION/TECHNICAL RESPONSIBILITY:

Supervises Director of Transportation or designated supervisor, Director of Nutrition Services or designated supervisor, Director of Facilities or designated supervisor, Director of Information Technology or designee/provider and any and all contractors/designates in operational functions.

Responsibilities include: working independently under board organizational policies to achieve organizational objectives; managing all assigned departments; and supervising the use of funds for multiple departments. Utilization of significant resources from other work units routinely required to perform the jobs functions. There is a continual opportunity to impact the total organization's services and create a climate of service.

BUDGET AND/OR RESOURCE RESPONSIBILITY:

Budget and resource management and control as designated by the Board of Education.

PHYSICAL DEMANDS:

While performing the duties of this job, the employee is frequently required to see, talk or hear. The employee is occasionally required to stand; walk or sit, climb, kneel. The employee must occasionally lift and/or move up to 25 pounds. Generally the job requires 45% sitting, 25% walking, and 30% standing.

WORK ENVIRONMENT:

The noise level in the work environment is usually moderate.

Other Business

10.00

- 10.01 Executive session pursuant to C.R.S. 24-6-402(4)(b, f & h) for discussion of individual students where public discussion would adversely affect the student involved, discussion of personnel matters and job performance of specific employees and to receive legal advice from an attorney on specific legal questions. Confidential student matters and personnel matters re VRHS counselors and administrators involved in student discipline.
- 10.02 Executive session- Personnel matters - Discussion of matters specific to particular employees, not general personnel policies. Does not include discussion of board members or appointment to the Board as authorized by section 24-6-402(4)(f) of the Colorado Revised Statutes. CEO job performance and evaluation.

Adjournment

11.00