



**REVISED AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**  
**September 8, 2016**  
**Fantastic 49 - 6:00 p.m.**  
**Business Meeting – 6:30 p.m.**  
**Education Service Center – Board Room**

**Fantastic 49**

- BRIGHT Grant --- Building Restorative Intentions Growing Honorable Traditions

**1.00 Call to Order and Roll Call**

**2.00 Welcome and Pledge of Allegiance**

**3.00 Approval of Agenda**

**4.00 Consent Agenda**

- 4.01 Approval of Minutes of Regular Board of Education Meeting 8/11/2016
- 4.02 Approval of Minutes of Special Board of Education Meeting 8/24/2016
- 4.03 Approval of Matters Relating to Administrative Personnel
- 4.04 Approval of Matters Relating to Licensed Personnel
- 4.05 Approval of Matters Relating to Educational Support Personnel
- 4.06 Approval of Matters Relating to Schedule B Personnel
- 4.07 Approval of District Accountability Advisory Appointments

**5.00 Board Update**

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

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

**7.00 Action Items**

- 7.01 Action on Updated Position/Job Descriptions
  - a. English Language Development Technician
  - b. Assistive Technology Assistant
- 7.02 Action on Policy Additions
  - a. EJ Service Animals
  - b. EJ-E-1 Request to be Accompanied by Service Animal
  - c. EJ-E-2 Service Animal Agreement
- 7.03 Action on Policy Review
  - a. EBCA Disaster Plan
  - b. EBCB Safety Drills
  - c. GA Personnel Goals/Priority Objectives
  - d. GCG Part-Time and Substitute Instructional Staff
  - e. GCI Staff Professional Development
  - f. GCU Professional Staff Membership in Professional and Union Organizations
  - g. IHA Basic Instructional Program

- h. IHACA Law-Related Education
- i. IHAMA Teaching About Drugs, Alcohol and Tobacco
- j. IHD Adult/Community Education
- k. IMB Teaching about Controversial Issues and Use of Controversial Materials
- l. JGB Assignment of Continuing Students to Classes
- m. JH Student Attendance
- n. JHB Truancy
- o. JHC Released Time for Students
- p. JICEA School-Related Student Publications
- q. JICF Secret Societies/Gang Activity
- r. JICI Weapons in Schools
- s. JJA-1, JJA-2 Student Organizations
- t. JLIA Supervision of Students
- u. JRCA Sharing of Student Records/Information between School Districts & State Agencies
- v. KFA Public Conduct on District Property
- w. KI Visitors to Schools
- x. LDA Student Teaching & Internships
- 7.04 Action on BRIGHT Project Manager Job Description
- 7.05 Action on Pay Schedule-Limited Employee Compensation Proposal
- 7.06 Approval of Resolution for Constitution Day
- 7.07 Board Evaluation Process
  - a. Policy BAA Board of Education Evaluation and Professional Development
- 7.08** Action on Intergovernmental Agreement Regarding School Resource Officer Program
- 7.09 Items Removed from Consent Agenda
  
- 8.00 Information Items**
- 8.01 Process Improvement Update
  - a. EBCB-R Safety Drills
  - b. GCI-R Staff Professional Development
  - c. IHA-R Basic Instructional Program
  - d. IMB-R Teaching about Controversial Issues
  - e. JH-R, JH-E Student Attendance
  - f. JHB-R Truancy
  - g. JICEA-R School-Related Student Publications
  - h. JICF-R Secret Societies/Gang Activity
  - i. JJA-1-R, JJA-2-R Student Organizations
- 8.02 Student Study Trips
  
- 9.00 Discussions Items**
- 9.01 iConnect Zone Performance Report (10 minutes)
- 9.02 Summer School Performance Report (5 minutes)
- 9.03 Colorado Measures of Academic Success (CMAS) English Language Arts & Math Results and Partnership for Assessment of Readiness for College and Career English (PARCC) Science and Social Studies Results (20 minutes)
- 9.04 Enrollment Update (10 minutes)
- 9.05 2016 Election Education/Information Update (10 minutes)



BOE Regular Meeting September 8, 2016  
Agenda – Page 3

9.06 Performance Excellence Self-Assessment (10 minutes)

**10.00 *Other Business***

**11.00 *Adjournment***

**DATE OF POSTING: September 6, 2016**

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**Donna Richer**  
**Executive Assistant to the Board of Education**



## **BOARD OF EDUCATION AGENDA ITEM 4.01**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the Board of Education
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Regular Board of Education Meeting 8/11/2016
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Board approval required prior to posting minutes.

**RATIONALE:** Board of Education directors shall review minutes of meetings to ensure accuracy.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Minutes of the meetings will be posted on the district website after board approval.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the August 11, 2016 regular board of education meeting.

**APPROVED BY:** Tammy Harold, Board Secretary

**DATE:** August 26, 2016



## **BOARD OF EDUCATION AGENDA ITEM 4.02**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Donna Richer, Executive Assistant to the Board of Education
<b>TITLE OF AGENDA ITEM:</b>	Approval of Minutes of Special Board of Education Meeting 8/24/2016
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Board approval required prior to posting minutes.

**RATIONALE:** Board of Education directors shall review minutes of meetings to ensure accuracy.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Minutes of the meetings will be posted on the district website after board approval.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the consent agenda, including the minutes from the August 24, 2016 special board of education meeting.

**APPROVED BY:** Tammy Harold, Board Secretary

**DATE:** August 26, 2016



**BOARD OF EDUCATION AGENDA ITEM 4.03**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Paul Andersen, Human Resources Director
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Administrative Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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.

**IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

**DATE:** August 26, 2016



## **BOARD OF EDUCATION AGENDA ITEM 4.04**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Sally McDermott, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Licensed Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

**DATE:** August 26, 2016



### **BOARD OF EDUCATION AGENDA ITEM 4.05**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Nicole Evans, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Educational Support Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

**DATE:** August 26, 2016



**BOARD OF EDUCATION AGENDA ITEM 4.06**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Nicole Evans, Human Resources Manager
<b>TITLE OF AGENDA ITEM:</b>	Approval of Matters Relating to Schedule B Personnel
<b>ACTION/INFORMATION/DISCUSSION:</b>	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.

**IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** In accordance with Board of Education approved salary tables.

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

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

**DATE:** August 26, 2016

## BOARD OF EDUCATION AGENDA ITEM 4.07

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Mary Velasquez, Administrative Assistant to Communication and Culture
<b>TITLE OF AGENDA ITEM:</b>	District Accountability Advisory Committee Appointments
<b>ACTION/INFORMATION/DISCUSSION:</b>	Consent-Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The District 49 District Accountability Advisory Committee (DAAC) Bylaws state that the membership of the DAAC will be appointed by or elected through a process created by the Board of Education.

The purpose of the DAAC is to institute an accountability and parental and community Involvement program to define and measure academic and safety quality in the district.

The DAAC must consist of at least three parents of students enrolled in the District's schools that are not employees or related to employees of the district, one teacher, one school administrator, and one person from the community who is involved in business.

Members of the DAAC are appointed to serve for a two year period.

**RATIONALE:** The enclosed membership applications include the names of nine DAAC members for the 2016-2018 school years for your approval. At a minimum they are required to review the District Improvement Plan, charter school applications, recommend the prioritization of expenditures of school district funds, review district assessments and report on the educational and safety performance of the district.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Recommended DAAC members: Alternate-Erica West- SMS and Alternate – Dr. Steven Pomery- RMCA, Chairperson- David Rex, Middle School District Rep- Patricia Gioscia, Kris Levi- MRES, Joanne Wheeler- PPSEL, Shelly Demetrelis- HMS, Mariana Lewis- SRES, and Frank Fowler- ICA. DAAC members have already committed to the responsibilities of their charge through state statute and will report out their accomplishments in June 2018.

### IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Major Impact
<b>Rock #3</b> — Establish District 49 as the <u>best district</u> in Colorado to learn, work and lead	Major Impact
<b>Rock #4</b> — Grow a robust portfolio of distinct and exceptional schools	
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

BOE Regular Meeting September 8, 2016  
Item 4.07 continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the appointments of the members of the District Accountability Advisory Committee listed as recommended by the administration.

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

**DATE:** September 1, 2016

## BOARD OF EDUCATION AGENDA ITEM 7.01a

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Nancy Lemmond, Director of Individualized Education Martina Meadows, Coordinator of English Language Dept.
<b>TITLE OF AGENDA ITEM:</b>	Update Position/Job Description English Language Development (ELD) Technician
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

With the addition of more district/charter schools and the increased amount of English Learners (EL) the current ELD Parent Liaison/Testing Clerk position has fused into more of a technician of the ELD program.

### **RATIONALE:**

The ELD Technician duties include having flawless record keeping, support the ELD Coordinator with managing of federal/state/local funds and support staff with increasing student achievement for English Learners. Thus the reason, we are proposing the change in title of the current ELD Parent Liaison/Testing Clerk to ELD Technician.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

- Increased EL population
- Flawless EL data (student information systems, etc.)

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Updating the position does not increase staffing but targets the actual tasks and responsibilities performed
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The effective use of the ELD Technician allows for a solid start for our EL population and provides support for continued needs as students and families move towards graduation

**FUNDING REQUIRED:** Range 9 to Range 14

**AMOUNT BUDGETED:** \$6000.00

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After previous discussion, I move to approve the updated position/job description for the English Language Development Technician.

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

**DATE:** August 26, 2016

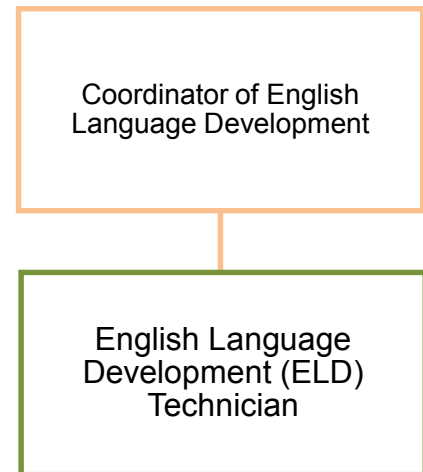


## ENGLISH LANGUAGE DEVELOPMENT (ELD) TECHNICIAN

### ~~TESTING CLERK/COMMUNITY LIAISON/SECRETARY TO ELD COORDINATOR~~

<b>Job Title:</b>	English Language Development <del>Testing Clerk/Community Liaison</del> <u>(ELD) Technician</u>
<b>Budget Code:</b>	
<b>Initial:</b>	July 2013
<b>Revised:</b>	<del>July 2014</del> <u>September 2016</u>
<b>Work Year:</b>	203 days
<b>Office:</b>	English Language Development
<b>Department:</b>	English Language Development
<b>Reports To:</b>	Coordinator of English Language Development
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Support Staff Salary Schedule, Range <del>9-143</del>

#### Related Organization Chart



**SUMMARY:** Supports the ELD staff to ensure effective and efficient operation of department. Provides Responsible for assisting the Superintendent's office, including administrative and /clerical assistance to ELD department staff. ~~as needed, responsible for managing departmental receptionist duties.~~

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Provides customer service to all Second Language visiting guests, parents and students. Answers questions politely and appropriately while directing them to the correct department.
- Administers WIDA ACCESS Placement Test (W-APT), other Language Assessments (WMLS) and other Standardized Tests, as needed.
- Assists with Parent Involvement. Establishes a positive and supportive relationship with English Learning Parents. ~~As well as a~~ Attends ELD Parent/Teacher Advisory Committee meetings.
- Maintains certain fields in the student information systems Infinite Campus LEP tab, Home Language, Immigrant and other fields for all English Learners. ~~ensuring~~ Ensures that all required documents have

been uploaded. ~~(Home Language, Acceptance/Denial Form, Placement Test and any other previous EL info).~~

- Assists English Language Development Coordinator with reports ~~and~~ projects ~~as assigned, etc.~~
- Maintains a high level of ethical behavior and confidentiality with all student information.
- ~~Perform typing word processing, data entry, filing and make copies. Maintain student records and file, as needed.~~
- ~~Support the ELD staff to ensure effective and efficient operation of department.~~
- Promotes and follows Board of Education policies, building or department procedures, and any other rules and regulations as may be established by central, building, or department administration.
- ~~Provides~~ ~~Procures~~ ~~i~~Interpreting/~~T~~ranslating services ~~to~~for EL parents ~~(as needed).~~
- Assist with coordination of WIDA ACCESS for ELs.
- Have knowledge of administration, analyzing, and using the results of ~~various student assessments (W-APT, WMLS, WIDA ACCESS, etc.).~~
- Assists in the development and submission to the Colorado State Department of Education a yearly count of all ~~D49~~ EL students assigned to the district and within state facilities for yearly funding.
- Prepares orders of supplies for all areas of the department.
- Responsible for EL Department ~~N~~ewsletter including publishing and ~~distributing electronic and paper versions. mailing (post/electronic).~~
- Assists with the organization/registration of special events. Prepares mass mailing and coordinates available building space.
- Helps parents, students and other school registrars with transcripts, records and questions.
- Provides and sends all EL outgoing student records requests.
- Assists in creating guidelines and spreadsheets for internal department audits.
- Performs other related duties as assigned.

#### Supervision & Technical Responsibilities:

- This position ~~reports to the Coordinator of English Language Development Program and~~ has no supervisory responsibilities.
- Acts as a resource for the school as budget coordinator and training staff on phones, voicemail, fax, postage, purchase orders, mileage, electronic attendance system ~~(SEMS).~~
- Provides Spanish translation and/or interpretation, as needed, for the department or EL parents. This is a preferred job duty and not considered an essential function.

#### Budget Responsibility:

- This position has no direct budget responsibility.

#### QUALIFICATIONS

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

#### Education & Training:

- High School Diploma or equivalent with some courses related to accounting or business.

#### Experience:

- Over two years, and up to and including three years of secretarial experience including some accounting in a public education setting.

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

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**Knowledge Skills & Abilities:**

- Ability to communicate effectively with various stakeholders
- Ability to understand and follow complex oral and written instructions
- Oral and written communication skills.
- English language skills.
- Interpersonal relations skills.
- Basic math and accounting skills.
- Personal computer, keyboarding and word processing skills.
- Customer service and public relations skills.
- Critical thinking and problem solving skills.
- Organizational skills.
- Ability to maintain confidentiality in all aspects of the job.
- Ability to manage multiple priorities.
- Ability to manage multiple tasks with frequent interruptions.
- Ability to defuse and manage volatile and stressful situations.
- Ability to work with adolescents.
- Must be proficient in the use of personal computers and common software applications including Microsoft Office Suite and web-based systems
- Operating knowledge of and experience with general office equipment, including multi-line phone systems, copier, fax machine, postage machine equipment etc.
- Spanish language skills (preferred skill only). Not required.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid certifications preferred at hire.

**OTHER WORK FACTORS**

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

**Physical Demands:**

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

**Work Environment:**

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

**Mental Functions:**

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

## BOARD OF EDUCATION AGENDA ITEM 7.01b

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Nancy Lemmond, Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	Update Position/Job Description Assistive Technology Assistant Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Review, update, and/or creation of job descriptions for personnel working in Individualized Education.

**RATIONALE:** Structure changes and growth within Individualized Education requires job descriptions be more specific and focused in order to recruit and retain quality personnel.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Improved applicant pool and hiring for positions within Individualized Education

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Transparency in job descriptions currently filled in Individualized Education and those being filled as growth necessitates
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** Educational Support Personnel Range 16

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the revised job description for the Assistive Technology Assistant as recommended by the administration.

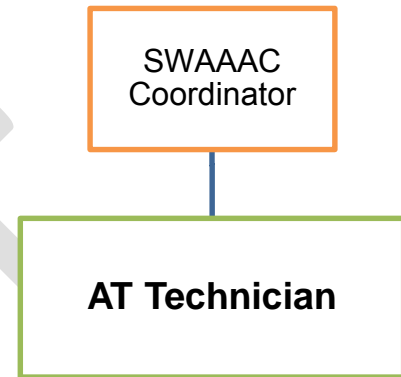
**APPROVED BY:** Peter Hilts, Chief Education Officer

**DATE:** August 26, 2016

## ASSISTIVE TECHNOLOGY TECHNICIAN

<b>Job Title:</b>	Assistive Technology Technician
<b>Initial:</b>	September 8, 2016
<b>Revised:</b>	
<b>Work Year:</b>	181 days
<b>Office:</b>	Education
<b>Department:</b>	Individualized Education
<b>Reports To:</b>	SWAAAC Coordinator
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Educational Support Personnel Range 17

### Related Organization Chart



**POSITION SUMMARY:** Under the direction of the SWAAAC Coordinator, the Assistive Technology (AT) Technician assists instructional staff, paraprofessionals and students with disabilities with supporting, maintaining, and providing training on the use of AT software and devices. The AT Technician is required to use personal vehicle to drive to various school locations across the district.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Update and maintain SWAAAC inventory
- Maintain up-to-date files for students receiving SWAAAC support
- Communicate assistive technology and academic needs from the district buildings to the SWAAAC team
- Assist with note taking during SWAAAC evaluations
- Assist the department in researching information regarding new assistive technologies, equipment, or software that may be a better fit for student(s) written and/or verbal communication needs
- Install and uninstall assistive technology
- Scan, load, review, and correct classroom materials and curriculum into AT devices and programs
- Perform routine troubleshooting and diagnosis and diagnosis of hardware, communication devices, and computer software
- Train staff in the use and application of assistive technology, hardware, and software
- Assist special education staff with all aspects of assistive technology
- Learn SWAAAC process, terminology, and individual needs of the students on the SWAAAC caseload
- Perform other related duties as assigned

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

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**Supervision & Technical Responsibilities:**

- This position has no supervisory responsibilities

**Budget Responsibility:**

- This position has no budget responsibilities

**QUALIFICATIONS**

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

**Education & Training:**

- High School Diploma or equivalent

**Experience:**

- Experience with fundamental software and app installation and maintenance
- Prior experience of training and working with an individual with a disability

**Knowledge Skills & Abilities:**

- Fundamental ability to operate personal computers, common operating systems (e.g. Windows, OS, and iOS), hardware and software
- Basic knowledge of various software applications and web hosted platforms
- Basic knowledge of assistive technology communication devices, switches, and equipment
- Basic knowledge of resources and vendors providing assistive technology, devices, and equipment
- Note-taking skills
- Basic knowledge of special education terminology
- Basic understanding of data collection for behaviors, communication, and IEP goals

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- CPR and First Aid certifications preferred at hire

**OTHER WORK FACTORS**

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

**Physical Demands:** While performing the duties of this job, the employee is regularly required to use hands to finger, handle, or feel, and reach with hands. The employee is occasionally required to climb or balance; stoop, kneel, crouch, or crawl. The employee must frequently lift and/or move up to 10 pounds and occasionally lift and/or move up to 25 pounds.

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

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

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

## **BOARD OF EDUCATION AGENDA ITEM 7.02**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Nancy Lemmond, Executive Director of Individualized Education Paul Anderson, Director of Human Resources
<b>TITLE OF AGENDA ITEM:</b>	Policy Additions: EJ - Service Animal Policy E-1 – Request to be Accompanied by a Service Animal E-2 – Service Animal Agreement
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** District 49 currently operates under an informal process for request by both families and D49 staff to be accompanied by a service animal.

**RATIONALE:** Formalizing a Service Animal policy will provide consistency in the procedure and response for Title II of the ADA requests

**RELEVANT DATA AND EXPECTED OUTCOMES:** Enhanced response to requests with uniformity and application of the legal requirements; clear guidelines and application process for individuals requesting to be accompanied by a service animal; clear guidelines and review criteria for building administrators

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	An approved district-side policy for service animals insures families and staff that we treat all request equally
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After discussion at the previous work session, I move to approve the policy and exhibits in item 7.02.

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

**DATE:** August 26, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Service Animals</b>
Designation	<b>EJ</b>
Office/Custodian	<b>Education &amp; Business/Executive Director of Individualized Services and Director of Human Resources</b>

### Definitions

1. "Service Animal" means any dog that is individually trained to do work or perform tasks for the benefit of an individual with a disability, including a physical, sensory, psychiatric, intellectual, or other mental disability. Except as provided by law, other species of animals, whether wild or domestic, trained or untrained, are not service animals for purposes of this definition.

The work or tasks performed by a service animal must be directly related to the handler's disability. Examples of work or tasks include, but are not limited to:

- a) Assisting individuals who are blind or have low vision with navigation and other tasks
- b) Alerting individuals who are deaf or hard of hearing to the presence of people or sounds
- c) Providing non-violent protection or rescue work
- d) Pulling a wheelchair
- e) Assisting an individual during a seizure
- f) Retrieving items such as medicine or the telephone, providing physical support and assisting with balance and stability to individuals with mobility disabilities
- g) Helping persons with psychiatric and neurological disabilities by preventing or interrupting impulsive or destructive behaviors

The crime deterrent effects of an animal's presence and the provision of emotional support, well-being, comfort, or companionship do not constitute work or tasks for the purposes of this definition.

2. "Service animal-in-training" means a dog that is being trained as a service animal.
3. In accordance with state law, "Trainer of a Service Animal" means a person who is qualified to train dogs to serve as service animals.
4. "Direct threat" means a significant risk to the health and safety of others that cannot be eliminated by a modification of policies, practices or procedures. In determining whether an individual poses a "direct threat" to the health or safety of others, DISTRICT 49 will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.

### Admission of Service Animals

In accordance with law, individuals with disabilities, including students, employees and visitors, may be accompanied by service animals in District 49 facilities and vehicles, on District 49's grounds and at District 49 functions. A student with a disability or employee with a disability may submit a request to be accompanied by a service animal to school or work. However, there is no automatic right to be accompanied by a service



animal in any District 49 facility or vehicle, on District 49 grounds or at District 49 functions. We have established the following procedures for evaluating whether and how a request to bring a service animal on school property can be implemented on a case-by-case basis.

1. All requests for an individual with a disability to be accompanied by a service animal on District 49 school property must be addressed in writing to the appropriate school principal. This written request must be delivered to the principal's office at least 10 business days prior to bringing the service animal to school or to school functions.
2. Service animal handlers, including District 49 parents or guardians, must comply with safety and security requirements required by District 49 to include completed background check and fingerprinting card prior to first interaction in school setting. If someone other than the student is the animal handler on a routine and recurrent basis, they shall pay the expense to the police station for fingerprinting at the time of finger printing and the cost for the background check to be paid to District 49 at the time of initiating the background check.
3. Owners of a service dog used in District 49 facilities on a routine and recurring basis are asked to voluntarily provide annual proof of the following vaccinations: DHLPPC (Distemper, Hepatitis, Leptospirosis, Parainfluenza, Parvovirus, and Coronavirus), Bordetella, and Rabies.
4. It is recommended that all service animals at District 49 be spayed or neutered.
5. All service animals must be treated for and kept free of fleas and ticks.
6. All service animals must be kept clean and groomed to avoid shedding and dander and not have an offensive odor.

### **Admission of Service Animals-in-Training**

In accordance with state law, a trainer of a service animal may be accompanied by a service animal that the trainer is in the process of training in District 49 facilities and vehicles, on District 49 grounds and at District 49 functions. However, there is no automatic right to be accompanied by a service animal-in-training in such facilities and vehicles, on such grounds or at such functions.

### **504 Plans and Individualized Education Plans**

If a student has either a 504 plan or an Individualized Education Program ("IEP"), the service animal may be included in the 504 plan or IEP under the following conditions:

1. In the case of a 504 plan, if use of a service animal is necessary to avoid discrimination on the basis of a disability, to enable the student to participate in or benefit from the District 49 services, programs or activities (except as otherwise provided by this policy or by applicable law) or to provide the student with a free, appropriate, public education ("FAPE") as defined by section 504; and
2. In the case of an IEP, if use of a service animal or other animal is required for the student to receive FAPE as defined by the Individuals with Disabilities Education Act (2004).

A student with a service animal who does not have a 504 plan may request that such a plan be developed. A student with a disability may be accompanied by a service animal regardless of whether the service animal is written into a 504 plan or IEP, subject to any conditions or limitations established by this policy or by applicable law.

### **Inquiries**

Before a service animal will be allowed in a District 49 facility or vehicle, on District 49 grounds or at District 49 functions, the owner or handler of the animal, to the extent it is not readily apparent, may be asked questions regarding the following:

1. Whether the animal is required because of a disability; and
2. The type of work or task the animal has been trained to perform.

### **Care and Supervision of Service Animal**

The owner/handler of a service animal may be solely responsible for:

1. Supervision and care of the animal, including any feeding, exercising, walking to relieve, clean up and stain removal; and
2. Except as provided below, harnessing, leashing or tethering the animal.

District 49 may not be responsible for the care and supervision of a service animal.

### **Identification of Service Animal**

It is recommended that a service animal wear a harness, saddle bag or vest which identifies him/her as a service animal. A service animal must always be on a harness, leash or other tether unless either the handler is unable because of a disability to use a harness, leash or other tether, or the use of a harness, leash, or other tether would interfere with the service animal's safe, effective performance of work or tasks, in which case the service animal must be otherwise under the handler's control (*e.g.*, voice control, signals, or other effective means).

### **Reasonable Accommodation / Facilities, Vehicles, Grounds and Functions**

In accordance with law, District 49 shall strive to make reasonable accommodations so that its facilities, vehicles, grounds and functions are accessible for an individual with a disability who is accompanied by a service animal.

### **Exclusion of Service Animal**

District 49 may exclude a service animal from District 49 facilities, vehicles, grounds or functions under the following circumstances:

1. The animal is out of control, and the animal's handler does not take effective action to control it;
2. The animal is not housebroken;
3. The animal poses a direct threat to the health or safety of others; or
4. For any other reason permitted by law.

If District 49 excludes a service animal, District 49 shall provide the individual with a disability the opportunity to participate in the service, program or activity without the service animal on the premises.

### **Access to Areas**

Individuals with disabilities may be accompanied by their service animals in all areas of District 49's facilities where members of the public, participants in services, programs or activities, or invitees, as relevant, are allowed to go.

### **Conflicting Disabilities**

Individuals with disabilities that are adversely impacted by service animals should contact the building principal/administrator. Such individuals will be asked to provide documentation that identifies their disabilities and their need for accommodations. The building principal/administrator shall strive to facilitate a process to resolve the conflict that considers the conflicting needs/accommodations of the individuals involved.

### **Liability**

The owner or the handler of a service animal or a service animal-in-training is liable for any and all damages to property or injuries to persons caused by the service animal or service animal-in-training. The owner or the handler of a service animal or a service animal-in-training must also indemnify, defend and hold harmless District 49 from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage or injury caused by the service animal or service animal-in-training.

- Adopted: September 8, 2016

### **LEGAL REFS:**

- 20 U.S.C. § 1400, *et seq.*
- 34 C.F.R. part 300 (Individuals with Disabilities Education Act (2004))
- 29 U.S.C. § 794
- 34 C.F.R. part 104 (Section 504 of Rehabilitation Act of 1973)
- 42 U.S.C. § 12101, *et seq.*
- 28 C.F.R. §§ 35.104, 35.136 (Americans with Disabilities Act)
- C.R.S. § 22-36-101 (Public Schools of Choice)
- C.R.S. § 24-34-803 (Rights of Persons with Assistance Dogs)



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Request to be Accompanied by Service Animal
Designation	EJ-E-1
Office/Custodian	Education & Business/Executive Director of Individualized Services and Director of Human Resources

## Form 1

### Request to be Accompanied by Service Animal

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

Student or Employee Name: \_\_\_\_\_

Owner/Handler (parent or student): \_\_\_\_\_

School/Location: \_\_\_\_\_

Is the service animal required by a disability?      Yes      No

What work or task(s) has the service animal been trained to perform?

Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name of Animal: \_\_\_\_\_

**Parent/guardian of student please submit this request to the appropriate school principal. Employees please submit this request to District 49's Human Resources Department.**

**Completed request forms will be maintained in the student's cumulative file or the employee's personnel file, whichever is applicable.**

For Internal Use:

Principal or Human Resources: \_\_\_\_\_

Executive Director of Individualized Education: \_\_\_\_\_

School Nurses Team Lead: \_\_\_\_\_

- Adopted: September 8, 2016



BOARD-APPROVED POLICY OF DISTRICT 49

Title	Service Animal Agreement
Designation	EJ-E-2
Office/Custodian	Education & Business/Executive Director of Individualized Services and Director of Human Resources

**Form 2**  
**Service Animal Agreement**

\_\_\_\_\_  
Student or Employee Name

\_\_\_\_\_  
Owner/Handler Name

\_\_\_\_\_  
Parent Name (if different from Owner/Handler)

**Request form is attached: Yes No**

**Agreement:**

1. I have read and understand District 49's service animal policy and I will abide by their content.
2. I understand and agree that District 49 may exclude my service animal if:
  - (a) the animal is out of control and the animal's handler does not take effective action to control it
  - (b) the animal is not housebroken
  - (c) the animal poses a direct threat to the health or safety of others
  - (d) for any other reason permitted by law.
3. I understand and agree that I am responsible for any and all damage caused by my service animal to District 49 property or to the property of others and for any and all injuries caused by my service animal to any person. I also agree to indemnify, defend and hold District 49 harmless from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage or injury caused by my service animal.

\_\_\_\_\_  
Student or Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Owner/Handler Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal Signature

\_\_\_\_\_  
Date

*Note: This Agreement is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different service animal will be used.*

**A completed copy of this agreement will be maintained in the student's cumulative file or the employee's personnel file, whichever is applicable.**

- Adopted: September 8, 2016

DRAFT

### **BOARD OF EDUCATION AGENDA ITEM 7.03**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Policy and Procedure Review
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Ongoing review of Board policies to ensure compliance with current laws and regulations and to ensure policies align with practices that best serve the district.

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

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

<b>No.</b>	<b>Designation</b>	<b>Title</b>	<b>Reviewed by</b>	<b>Recommendations</b>
8.a	EBCA	Disaster Plan	T. Carey D. Watson	Periodic review; no changes
8.b	EBCB	Safety Drills	D. Watson	Periodic review; minor revision
8.c	GA	Personnel Goals/Priority Objectives	P. Andersen	Recommend repeal of policy; pertinent data included in GCF and GBDD
8.d	GCG	Part-Time and Substitute Instructional Staff	S. McDermott	Clarify language and update policy
8.e	GCI	Staff Professional Development	A. Whetstine	Periodic review; no changes
8.f	GCU	Professional Staff Membership in Professional and Union Organizations	A. Whetstine	Recommend repeal; no CASB policy
8.g	IHA	Basic Instructional Program	A. Whetstine	Recommend repeal; no CASB policy; included in other policies
8.h	IHACA	Law-Related Education	A. Whetstine	Periodic review; update legal/cross references
8.i	IHAMA	Teaching About Drugs, Alcohol and Tobacco	A. Whetstine	Periodic review; minor revision
8.j	IHD	Adult/Community Education	A. Whetstine	Recommend repeal; no CASB policy
8.k	IMB	Teaching about Controversial Issues	A. Whetstine L. Fletcher	Periodic review; see revisions
8.l	JGB	Assignment of Continuing Students to Classes	A. Whetstine	Recommend repeal; no CASB policy
8.m	JH	Student Attendance	L. Fletcher A. Whetstine	Periodic review; simplify policy and regulation; create flowchart
8.n	JHB	Truancy	L. Fletcher	Periodic review; simplify policy; repeal regulation
8.o	JHC	Released Time for Students	A. Whetstine	Recommend repeal; no CASB policy; covered under other policies
8.p	JICEA	School-Related Student Publications	A. Whetstine	Periodic Review; minor revisions

BOE Regular Meeting September 8, 2016  
Item 7.03 continued

8.q	JICF	Secret Societies/Gang Activity	D. Watson	Periodic review; minor change in policy
8.r	JICI	Weapons in Schools	D. Watson	Periodic review; no changes
8.s	JJA-1, JJA-2,	Student Organizations Student Organizations- Open Forum	A. Whetstine	Periodic review; align with CASB
8.t	JLIA	Supervision of Students	A. Whetstine	Recommend repeal; no CASB policy
8.u	JRCA	Sharing of Students Records/Information between School District and State Agencies	D. Watson	Periodic review; minor changes
8.v	KFA	Public Conduct on District Property	D. Watson	Periodic review; align with CASB
8.w	KI	Visitors to Schools	D. Watson	Periodic review; align with CASB
8.x	LDA	Student Teaching and Internships	P. Andersen, A. Whetstine	Recommend repeal; no CASB policy

**IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Updating policy to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review and discussion, I move to approve the 25 policies in item 7.03 as recommended by the administration.

**REVIEWED BY:** Chief Officers

**DATE:** August 26, 2016





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Disaster Plan</b>
Designation	<b>EBCA</b>
Office/Custodian	<b>Operations/Chief Officers, Environmental Safety Coordinator, Director of Safety and Security</b>

Advance planning for emergencies and disasters is essential to provide for the safety of students and staff should a threat to safety arise from fire or other causes. It also strengthens the morale of all concerned to know that preparedness plans exist and that students and staff have been trained in carrying them out.

Therefore, the Chief Education Officer in conjunction with the Chief Operations Officer shall be responsible for developing plans that meet state and local requirements for preparedness in case of fire, civil emergencies, tornadoes, and other natural disasters.

During a tornado warning no busses will run nor will students be permitted to leave the building unless accompanied by a parent or guardian.

If any occasion arises where there are disaster possibilities for students, principals should use the same safety precautions as described in the District's Emergency Operations Plan. In all cases, the principals will have discretionary power to act in the best safety interests of students and staff.

- Adopted: August 21, 1980
- Revised: March 4, 1999
- Revised: April 28, 2010
- Revised: November 11, 2010
- Revised: January 10, 2013
- Reviewed: September 8, 2016

### CROSS REFS:

- EBAB, Hazardous Materials
- EBCB, Safety Drills
- KDE, Crisis Management



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safety Drills</b>
Designation	<b>EBCB</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The District shall cooperate with local fire department officials and personnel in the examination of school buildings and the establishment of evacuation procedures.

In order to insure the safe and orderly evacuation of all District buildings in the event of a fire, fire drill procedures shall be developed by the administration for Board approval.

Local fire departments shall have the authority to conduct a fire drill in any school building in the city at any time without warning. The fire department, if practicable, shall notify the Zone ~~Innovation~~ Leader and Chief Education Officer in advance of any such drill.

Each school shall conduct emergency drills (fire drill, ~~building~~ lockdown, lockout, tornado drill, bomb threat, etc.) as required.

- Adopted: March 4, 1999
- Revised: April 28, 2010
- Revised: January 10, 2013
- Revised: September 8, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Personnel Goals/Priority Objectives
Designation	<b>GA</b>
Office/Custodian	<b>Business/Director of Human Resources</b>

~~The Board of Education recognizes that a dynamic and efficient staff dedicated to education is necessary to maintain a constantly improving educational program. The Board is interested in its personnel as individuals, and it recognizes its responsibility for promoting the general welfare of all staff.~~

~~The Board's specific personnel goals are:~~

- ~~1. To recruit, select, and employ the best qualified personnel to staff the school system.~~
- ~~2. To provide staff compensation and benefits programs sufficient to attract and retain qualified employees.~~
- ~~3. To provide training programs for all employees to improve their performance and the overall rate of retention and promotion of staff.~~
- ~~4. To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance.~~
- ~~5. To assign personnel to insure they are utilized as effectively as possible.~~
- ~~6. To develop the quality of human relationships necessary to obtain maximum staff performance and satisfaction.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: February 1, 2001~~
- ~~• Reviewed: April 28, 2010~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Part-Time and Substitute Professional Staff Employment</b>
Designation	<b>GCG</b>
Office/Custodian	<b>Business/Director of Human Resources/Finance</b>

The Human Resource Department shall maintain an authorized list of personnel to serve in substitute or part-time employment positions. Prior to adding a person's name to the list, HR shall perform a background check in accordance with state law. Substitutes may be removed from a building and/or the approved list based on poor performance reports or specific reported infractions. A pattern of inappropriate behavior and/or complaints may cause the district to remove a substitute from the rosters. on the basis of three reports of unsatisfactory performance by school administration.

Every person placed on the authorized list shall be given a copy of this policy prior to performing services pursuant to this policy.

### **Substitute teachers**

The Board authorizes the Chief Education Officer or his designee to notify and direct persons on the list to perform such service for the District as may be required on a temporary basis.

Substitute teachers shall be paid at a rate established by the Board. Authorization by the Board of Education to pay personnel performing services on a temporary basis shall constitute employment by the Board for services provided during the period of time covered by such payment.

Such payment shall not constitute any assurance or offer of continuing employment without specific Board action.

The Board directs the Human Resource Administration to take any necessary steps to increase the available pool of substitute teachers by encouraging qualified persons to seek the appropriate license or authorization as provided by state law and regulation.

### **Part-time teachers**

A part-time teacher shall be defined as a teacher with less than a full-time assignment and shall include assignments for less than a full teaching day or less than a full teaching week.

Part-time teachers shall receive a prorated amount of the salary schedule commensurate with the amount of teaching time assigned. Benefits shall be paid in accordance with Board policy.

- Adopted: April 21, 1977
- Revised to conform with practice: date of manual adoption
- Revised: March 17, 1988
- Revised to conform with practice: date of manual revision
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- Revised: August 11, 2011
- Revised: October 8, 2015

- Revised: September 8, 2016

LEGAL REFS:

- C.R.S. 22-9-106(1)(b) (*Local boards of education-duties*)
- C.R.S. 22-32-109.7 (*Board of education-specific duties-employment of personnel*)
- C.R.S. 22-32-109.8 (*Applicants selected for nonlicensed positions-submittal of form and fingerprints-prohibition against employing persons failing to comply- department database*)
- C.R.S. 22-63-103(6),(10) (*Definitions*)

CROSS REFS:

- GCF/GCF-R, Professional Staff Recruiting/Hiring
- GCO/GCO-R, Evaluation of Licensed Personnel
- GDF/GDF-R, Support Staff Recruiting/Hiring
- GBDD, Staff Fringe Benefits



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Staff Professional Development</b>
Designation	<b>GCI</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The Board of Education believes that student achievement must drive all professional staff development efforts and that professional development is an indispensable part of overall school improvement. To support these beliefs, the Board is committed to allocating adequate resources to ensure effective professional development. The Chief Education Officer or designee shall develop a professional development program for instructional staff that:

- is rigorous, results-based, data-driven and tied to student achievement.
- is ongoing and an integral part of each professional staff member's workday.
- uses a variety of approaches and professional development models.
- is collaborative, school-centered and involves teachers and administrators in its design.
- focuses on teachers as central to student learning, yet includes all other members of the school community.
- focuses on student learning.
- is rich in academic content, learning processes, current research, materials and technologies.
- uses the systematic study of student work to improve teaching and learning.
- occurs in environments of safety, trust and shared problem solving.
- promotes equity.

The professional development program shall be designed to support achievement of the district's educational objectives, including that all students meet or exceed state and district content standards.

The Chief Education Officer or designee shall evaluate the effectiveness of the professional development program on an on-going basis and modify the program accordingly.

Participation in the professional development program is required of teachers and administrators.

- Adopted: January 20, 1983
- Revised: August 4, 1994
- Reviewed: May 11, 2000
- Revised: November 11, 2010
- [Revised: August 11, 2011](#)
- [Reviewed: September 8, 2016](#)

### LEGAL REFS:

District 49, El Paso County, Colorado

- [C.R.S. 22-7-407 \(2\) \(e\) \(district required to develop plan to provide professional educator development in standards-based education\)](#)
- C.R.S. [22-32-109](#) (1)(jj) (*board must identify areas where principals need professional development*)
- C.R.S. [22-32-109](#) (1)(n),(z) (*board required to determine number of hours/days of school; board required to provide in-service program related to abuse and neglect under Child Protection Act*)
- C.R.S. [22-32-110](#) (1)(k) (*board has power to adopt policies related to in-service training and professional growth of employees*)
- C.R.S. [22-60.5-110](#) (3)(b) (*licensed staff required to complete on-going professional development which may include programs concerning juvenile mental health issues and awareness and prevention of suicide*)
- 1 CCR [301-1](#), Rule 2202-R-11.05 (E)(7) (*school performance reports to include number of professional development days*)

**CROSS REFS:**

- ADA, School District Goals and Objectives
- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Professional Staff Membership in Professional and Union Organizations</b>
Designation	<b>GCU</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~Teachers may affiliate with professional organizations. They are urged to maintain a high interest in and membership in organizations related specifically to their own work. Such memberships shall be maintained by the individual unless of a nature benefiting the school program or required for certain types of participation in professional development opportunities. Such unusual circumstances must be authorized by the Chief Education Officer, Innovation Zone Leader, Chief Business Officer.~~

~~However, neither the Board of Education nor the recognized association shall discriminate against any teacher because of membership or non-membership or participation or nonparticipation in the activities of the association or any other employee organization.~~

- ~~• Adopted: April 21, 1977~~
- ~~• Revised: June 19, 1980~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: May 11, 2000~~
- ~~• Revised: October 7, 2010~~
- ~~• Revised: September 8, 2011~~

### ~~CROSS REF:~~

- ~~• DKB, Salary Deductions~~



Title	<b>Basic Instructional Program</b>
Designation	<b>IHA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The educational program shall provide both formal studies to meet the general academic needs of all students to enable them to meet or exceed state and District content standards. To the extent possible, opportunities for individual students to develop specific talents and interests in more specialized fields shall also be provided.

An atmosphere shall prevail in which healthy growth is fostered, in which ability is recognized and excellence encouraged, and in which a productive life is held before students as a model to emulate.

The various instructional programs shall be developed with the view toward maintaining balanced, integrated, and sequentially articulated curricula which will serve the educational needs of all school-age children in the District. Modifications in curriculum will be provided as required by state and/or federal law.

### **Elementary program**

At the elementary level, schools shall provide yearly instruction and assessment in content standards in English, language arts (reading, spelling, and oral and written expression), history, economics, geography, civics, mathematics, science, physical education, music, and visual arts. Each of the subject matter fields shall embrace, insofar as is practical, instruction in study and work habits, library usage, safety, conservation, health and hygiene, citizenship, and the development of character. Schools will provide interventions to prepare students for middle level education. In addition, as part of building citizenship skills, the elementary schools will instruct students about, and expect students to adhere to, the student code of conduct.

### **Middle school program**

At the middle level, schools will continue to provide instruction and assessment in content standards. This instruction shall include a minimum of two (2) years of English language arts, two (2) years of mathematics, two (2) years of science, and two (2) years of social studies, including instruction in civics, geography, history, and economics. Middle schools with grades six (6) through eight (8) will provide three (3) years of instruction in English language arts, mathematics, science, and social studies. Students will also have the opportunity to expand their talents and interests through an exploratory/electives program that provides instruction in content standards. As determined by each middle school, this exploratory/electives program may include any combination of the following courses: visual arts, music, technical education, world languages, physical education, health, consumer and family studies, computer/keyboarding/business, and other appropriate middle level course offerings. Schools will provide interventions to prepare students for high school. In addition, the middle schools will instruct students about, and expect students to adhere to, the student code of conduct.

### **Senior high school program**

The senior high school program shall include a variety of courses in the fields of language arts, mathematics, science, social studies, foreign language, home economics, vocational/technical education, health and physical education, visual arts, and music. High school has been designed to serve the needs of students in grades nine through twelve. High school will balance core academic expectations for all students in the achievement of content standards while serving the diverse talents and interests of our students. It is the joint responsibility of staff, students, and parents/guardians to ensure that students meet the core academic expectations and develop those talents and interests over the four (4) years of high school.

~~High school will provide students with the academic skills to pursue further education and to be a competent member of the workforce. In addition, students will be instructed about, and be expected to be, participating citizens. Students will adhere to the student code of conduct up to and including the day of graduation. Graduation shall be the culminating event for students after they have met the requirements for a high school diploma.~~

### **Preparation for postsecondary opportunities**

~~Students are encouraged to begin planning for postsecondary opportunities so they will be adequately prepared upon graduation from high school. Each student who enrolls in the sixth (6) grade, on the day of enrollment, will be encouraged to register with the state provided, free online college planning and preparation resource, commonly referred to as “College In Colorado.”~~

~~The Colorado Commission on Higher Education (CCHE) will provide information to the parents/guardians of eighth (8) grade students about the admission requirements for institutions of higher education in Colorado. In addition, the District will make information available to these same parents/guardians about the courses the District offers that meet the CCHE admission requirements. This information will be made available to parents/guardians prior to the student’s enrollment in his or her ninth (9) grade courses.~~

~~Beginning in ninth (9) grade District personnel shall assist students to develop and maintain individual career and academic plans. The student’s career and academic plan will be designed to assist the student and the student’s parent/guardian in exploring the postsecondary career and educational opportunities available to the student, aligning course work and curriculum, applying to postsecondary education institutions, securing financial aid and ultimately entering the workforce.~~

- ~~● Adopted: November 3, 1997~~
- ~~● Revised: September 2, 1999~~
- ~~● Revised: October 6, 2005~~
- ~~● Revised: February 11, 2010~~
- ~~● Revised: November 11, 2010~~

### **LEGAL REFS:**

- ~~● C.R.S. 22-1-104 (*Teaching of history, culture, and civil government*)~~
- ~~● C.R.S. 22-1-108 through 22-1-110 (*instruction on the federal constitution and the effect of use of alcohol and controlled substances*)~~
- ~~● C.R.S. 22-25-101 et seq. (*Colorado Comprehensive Health Education Act*)~~
- ~~● C.R.S. 22-32-109 (1)(ff) (*notice of courses that satisfy higher education admission guidelines*)~~
- ~~● C.R.S. 22-32-109(1)(nn) (*career and academic planning for students beginning in ninth grade*)~~
- ~~● C.R.S. 22-35-101 et seq. (*Concurrent Enrollment Programs Act*)~~
- ~~● 1 CCR 301-81 (*rules governing standards for individual career and academic plans*)~~

### **CROSS REFS:**

- ~~● IKF, Graduation Requirements~~
- ~~● JIC, Student Conduct, and Subcodes~~

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Law-Related Education</b>
Designation	<b>IHACA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The Board of Education recognizes the importance of a law-related education program to enhance student awareness about the law, the legal system, and the fundamental principles and values upon which our constitutional democracy is based. Other goals of the program shall be to promote responsible citizenship and encourage students to resist antisocial gang behavior and substance abuse.

The program shall include relevant curriculum materials, interactive teaching strategies, and extensive use of community resource persons and expertise. The topics of instruction shall include the following:

1. Rights and responsibility of citizenship.
2. Foundations and principles of American constitutional democracy.
3. Role of law in American society.
4. Organization and purpose of legal and political systems.
5. Disposition to abide by law.
6. Opportunities for responsible participation.
7. Alternative dispute resolution including mediation and conflict resolution.

District personnel may prepare an annual report concerning the progress of the district in implementing law-related education. The report, if prepared, shall include an analysis of the effect of the law-related education program on the incidence of gang involvement and substance abuse by the students in the district.

The district shall provide opportunities for training instructors and administrators in gang awareness and substance abuse education in order to provide effective instruction to students concerning the dangers of gang involvement and substance abuse by the students in the district.

- Adopted: September 2, 1999
- Reviewed: February 24, 2010
- [Reviewed: September 8, 2016](#)

## LEGAL REF:

- [C.R.S. 22-25-104.5 \(Law-related education program-creation\)](#)

[Cross REFS: JICF Secret Societies / Gang Activity](#)

- [JICH Drug and Alcohol Involvement by Students](#)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Teaching About Drugs, Alcohol and Tobacco</b>
Designation	<b>IHAMA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

In accordance with state and federal law, the District shall provide age-appropriate, developmentally based appropriate drug and alcohol education and prevention programs from early childhood (preschool) through grade twelve (12).

The drug and alcohol education program shall address the legal, social, and health consequences of drug and alcohol use. It shall include special instruction as to the effects upon the human system; the emotional, psychological, and social dangers of such use with emphasis on nonuse by school-age children, and the illegal aspects of such use. The program also shall include information about effective techniques for resisting peer pressure to use illicit drugs or alcohol.

The objectives of this program, as stated below, are rooted in the Board's belief that prevention requires education and that the most important aspect of the policies and guidelines of the district should be the education of each individual to the dangers of drugs, alcohol, and tobacco.

1. To create an awareness of the total drug problem—prevention, education, treatment, rehabilitation, and law enforcement on the local, state, national, and international levels.
2. To relate the use of drugs and alcohol to physical, mental, social, and emotional practices.
3. To encourage the individual to adopt an appropriate attitude toward pain, stress, and discomfort.
4. To develop the student's ability to make intelligent choices based on facts and to develop the courage to stand by one's own convictions.
5. To understand the need for seeking professional advice in dealing with problems related to physical and mental health.
6. To understand the personal, social, and economic problems causing the misuse of drugs and alcohol.
7. To develop an interest in preventing illegal use of drugs in the community.

The curriculum, instructional materials, and strategies used in this program shall be recommended by the Chief Education Officer and approved by the Board.

To the extent funds are available, each school is encouraged to operate and maintain an educational program to assist students in avoiding and discontinuing use of tobacco.

- Adopted: November 3, 1977
- Revised to conform with practice: date of manual revision
- Revised: September 2, 1999
- Revised: March 11, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016

## LEGAL REFS:

- 20 U.S.C. §7101+ et seq.7 (*Safe and Drug-Free Schools and Communities Act of 1994*)
- ~~C.R.S. 18-18-102 (5)~~
- C.R.S. 22-1-110 (*Effect of use of alcohol and controlled substances to be taught*)
- C.R.S. 22-32-109 (1)(bb) (~~Board of education—specific duties~~*Policy required prohibiting use of tobacco products on school property*)
- C.R.S. 25-14-103.5 (*Use of tobacco products prohibited on school property*)

## CROSS REFS:

- ADC, Tobacco-Free Schools
- IHACA, Law-Related Education
- ~~JICG, Use of Tobacco by Students~~
- JICH, Drug and Alcohol Involvement by Students



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Adult/Community Education</b>
Designation	<b>HED</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~Falcon School District #49 may offer classes/courses within District facilities for District patrons. Such classes/courses shall be approved and directed by the Chief Education Officer or designee.~~

~~Courses, when offered, shall receive financial support through federal and state grants, private funding or shall be on a fee basis to cover all costs. The District shall provide the facilities, utilities, and equipment during operational hours.~~

~~Any fee for university/college credit through adult/community education shall be the responsibility of the student enrolled in the class.~~

- ~~• Adopted: September 13, 1990~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: September 2, 1999~~
- ~~• Revised: April 28, 2010~~
- ~~• Revised: October 27, 2011~~



## BOARD-APPROVED POLICY OF SCHOOL DISTRICT 49

Title	<b>Teaching about Controversial Issues and Use of Controversial Materials</b>
Designation	<b>IMB</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

Controversial issues include matters characterized by significant differences of opinion usually generated from differing underlying values, beliefs, and interests, which produce significant social tension and which are not necessarily resolvable by reference to accepted facts. Although there may be disagreement over facts and what they mean, controversial issues more often arise because of differences in interpretation or the values people use in applying the facts.

~~Matters usually become controversial not so much due to disagreement about facts but as to the interpretation or values to be applied to facts.~~

Controversial learning resources include those which are not included in the approved curriculum of the District and which are subject to disagreement as to appropriateness. Examples of such materials include, but are not limited to, those that depict explicit sexual content, graphic violence, profanities, drug use or other socially undesirable behaviors, or materials that are likely to divide the community along racial, ethnic, or religious lines. If a teacher has questions as to regarding whether a resource is controversial within the meaning of this policy, he or she shall contact consult with the principal.

Teachers may use controversial learning materials and discuss controversial issues if they contribute to the attainment of course objectives directly related to Board-adopted academic standards. The educational purpose of teaching about controversial issues or using controversial materials must be student achievement in academic standards rather than reaching conclusions about the validity of a specific point of view.

In teaching about controversial issues, teachers shall work cooperatively with the building-principal. Teachers shall obtain approval from the building-principal prior to the use of any controversial materials. ~~If a teacher has a question regarding whether an issue or resource is controversial within the meaning of this policy, the teacher shall contact the principal.~~ The principal may instruct the teacher to notify students' parents/guardians and obtain parents/guardians' permission prior to discussing a controversial issue or using controversial materials. Teachers shall inform the principal of controversial issues that arise unexpectedly, which cause or are likely to cause concern for students and/or their parents/guardians.

When teaching about controversial issues, teachers may express their personal viewpoints and opinions; however, they also have the obligation to be objective and impartially present the various sides of an issue. Controversial issues are to be presented with good judgment and coordination with the building-principal, keeping in mind the maturity of the students.

When controversial issues or controversial materials are used as part of the instructional program, alternative learning activities shall be provided when feasible at the request of a student or the student's parents/guardians.

- Adopted: September 2, 1999
- Revised: July 10, 2003
- Revised: September 13, 2007
- Revised: August 12, 2010
- Revised: July 10, 2014
- Revised: September 8, 2016

CROSS REFS:

- IJ, Instructional Resources and Materials
- KEC, Public Concerns/Complaints about Instructional Resources





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Assignment of Continuing Students to Classes (Elementary School)</b>
Designation	<b>JGB</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~Students shall be assigned to the classes for which they are best suited. This determination shall be made at the building level by the principal and the teaching staff in consultation with the counselor and special education staff individualized education staff, where applicable.~~

~~Parents requesting an exception to the assignment of the child shall make such a request in accordance with regulations set forth by the building administration.~~

- ~~• Current practice codified: 1992~~
- ~~• Adopted: date of manual revision~~
- ~~• Reviewed: August 10, 2000~~
- ~~— Reviewed: April 8, 2010~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Attendance</b>
Designation	<b>JH</b>
Office/Custodian	<b>Education/Director of Culture &amp; Services and Executive Director of Learning Services</b>

One criterion of a student's success in school is regular and punctual attendance. Frequent absences may lead to poor academic work, lack of social development, and possible academic failure. Regular attendance is of utmost importance for school interest, social adjustment, and scholastic achievement. No single factor may interfere with a student's progress more quickly than frequent tardiness or absence.

According to state law, it is the obligation of every parent/guardian to ensure that every child under his/her care and supervision receives adequate education and training and, if of compulsory attendance age, attends school.

Continuity in the learning process and social adaptation is seriously disrupted by excessive absences. In most situations, the work missed cannot be made up adequately. Students who have good attendance generally achieve higher grades, enjoy school more, and are more employable after leaving school. For at least these reasons, the Board believes that a student must satisfy two basic requirements in order to earn full class credit: 1) satisfy all academic requirements and 2) exhibit good attendance habits as stated in this policy.

~~Absences may be classified as either Excused or Unexcused with associated categories.~~

### Excused absences

The following shall be considered excused absences:

1. A student who is temporarily ill or injured.
2. A student who is absent for an extended period due to physical, mental or emotional disability.
3. A student who is pursuing a work-study program under the supervision of the school.
4. A student who is attending any school-sponsored activity or activities of an educational nature with advance approval by the administration.
5. A student who is suspended or expelled.

As applicable, the district may require suitable proof regarding the above exceptions, including written statements from medical sources.

If a student is in out-of-home placement (as that term is defined by C.R.S. 22-32-138(1)(e)), absences due to court appearances and participation in court-ordered activities shall be excused. The student's assigned social worker shall verify the student's absence was for a court appearance or court-ordered activity.

### Unexcused absences

An unexcused absence is defined as an absence that is not covered by one of the foregoing exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence shall be notified orally or in writing by the district of the unexcused absence.

In accordance with law, the district may impose appropriate penalties that relate directly to classes missed while unexcused.

The administration shall develop regulations to implement appropriate penalties.

Students and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting any such exception.

The maximum number of unexcused absences a student may incur before judicial proceedings are initiated to enforce compulsory attendance is 10 days during any calendar year or school year.

### **Prearranged absences**

Family vacations during school time are strongly discouraged, as they are counted towards total student absences which may exceed the specified limit and may become unexcused absences. Vacations should be planned for times when school is not in session. Parents are encouraged to follow the District approved calendar for scheduled breaks.

A written request for a prearranged absence should be made at least a period of time equal to the length of time the student will miss school and presented to the school's administration. For example, a one day absence would require a one day notice. All assignments are due prior to the period of absence unless otherwise specified by a teacher. Excused/prearranged absences in excess of District designated number of allowable absences may become unexcused.

### **Weather**

Parents/guardians will be expected to take the responsibility for determining whether it is safe to send their child to school due to severe weather.

When the District makes the decision to close school, or have a delayed start to the school day due to severe weather, the student will not be penalized for the duration of the closure.

### **Chronic absenteeism**

When a student has an excessive number of absences, these absences negatively impact the student's academic success. For this reason, a student who has 10 total absences in a school year, whether the absences are excused or unexcused, may be identified as "chronically absent" by the principal or designee. Absences due to suspension or expulsion shall not be counted in the total number of absences considered for purposes of identifying a student as "chronically absent."

If a student is identified as "chronically absent," the principal or designee shall develop a plan to improve the student's attendance. The plan shall include best practices and research-based strategies to address the reasons for the student's chronic absenteeism. When practicable, the student's parent/guardian shall participate in the development of the plan.

Nothing herein shall require the principal or designee to identify a student as "chronically absent" prior to declaring the student as a "habitual truant" and pursuing court proceedings against the student and his or her parents/guardians to compel the student's attendance in accordance with state law.

### **Make-up work**

Make-up work shall be provided for any class in which a student has an excused absence unless otherwise determined by the building administrator or unless the absence is due to the student's expulsion from school. It is the responsibility of the student to pick up any make-up assignments permitted on the day returning to class.

Make-up work shall be allowed following an unexcused absence or following a student's suspension from school with the goal of providing the student an opportunity to keep up with the class and an incentive to attend school. This work may receive full or partial credit to the extent possible as determined by the building administrator.

Unless otherwise permitted by the building administrator, make-up work shall not be provided during a student's expulsion. Rather, the district shall offer alternative education services to the expelled student in accordance with state law. The district shall determine the amount of credit the expelled student will receive for work completed during any alternative education program.

~~In accordance with the law, the District may impose appropriate penalties that relate directly to classes missed while unexcused.~~

~~The administration shall develop regulations to implement appropriate penalties.~~

~~Students and parent/guardians may appeal any penalties imposed as set forth in the regulation.~~

### **Tardiness**

Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.

In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter the next class. Teachers shall honor passes presented in accordance with this policy. The provisions of this policy shall be applicable to all students in the district, including those above and below the age for compulsory attendance as required by law.

- Adopted: May 19, 1994
- Revised: August 4, 1994
- ~~Revised: October 5, 2000~~
- Revised: September 8, 2016

### **LEGAL REFS:**

- ~~C.R.S. 22-2-114.1 (3)(a) (definition of "dropout" student)~~
- C.R.S. 22-32-109 (1)(n) (length of school year, instruction & contact time)

- C.R.S. 22-14-101 et seq. (dropout prevention and student re-engagement)
- C.R.S. 22-32-109.1 (2)(a) (conduct and discipline code)
  - C.R.S. 22-32-138 (6) (excused absence requirements for students in out-of-home placements)
  -
- C.R.S. 22-33-101 et seq. (School Attendance Law of 1963)

C.R.S. 22-33-105 (3)(d)(III) (opportunity to make up work during suspension)

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

C.R.S. 22-33-203 (educational alternatives for expelled students and determination of credit)

- 1 CCR 301-78 Rules 1.00 et seq. (standardized calculation for counting student attendance and truancy)

#### CROSS REFS:

- IC/ICA, School Year/School Calendar/Instruction Time
- JEA, Compulsory Attendance Ages
  - JF-R, Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)
  - JFC, Student Withdrawal from School/Dropouts
  -
- JHB, Truancy
- JK, Student Discipline
- JKD/JKE, Suspension/Expulsion of Students
- JLIB, Student Dismissal Precautions

Title	<b>Truancy</b>
Designation	<b>JHB</b>
Office/Custodian	<b>Education/ Director of Culture &amp; Services</b>

If a student is absent without a signed parental excuse or if the student leaves school or a class without permission of the teacher or administrator in charge, the student shall be considered truant. "Habitually truant" shall be defined as a student of compulsory attendance age who has four unexcused absences during one month or 10 total days of unexcused absences in any school year. Absences due to suspension or expulsion shall not be counted in the total of unexcused absences for purposes of defining a student as a "habitual truant."

In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.

The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent/guardian is aware of the absence, school personnel or volunteers under the direction of school personnel shall make a reasonable effort to notify the parent/guardian by telephone.

A plan shall be developed for a student who is at risk of being declared habitually truant with the goal of assisting the child to remain in school.

### **Penalties**

In accordance with law, the District may impose appropriate penalties that relate directly to classes missed while truant. The administration shall develop regulations to implement appropriate penalties for truancy.

- Adopted: May 13, 1994
- Revised: July 8, 2010
- Revised: September 8, 2016

### **LEGAL REFS:**

- C.R.S. 22-14-101 et seq. (*dropout prevention and student re-engagement*)
- C.R.S. 22-33-104 (*compulsory school attendance*)
- C.R.S. 22-33-105 (*suspension/expulsion*)
- C.R.S. 22-33-107 (*enforcement of compulsory school attendance*)
  - C.R.S. 22-33-108 (*judicial proceedings to enforce school attendance laws*)
  - —
- ~~1 CCR 301-67, Rule 2.01 (7) (*definition of "dropout" student*)~~
- 1 CCR 301-78 Rules 1.00 et seq. (*standardized calculation for counting student attendance and truancy*)

### **CROSS REFS:**

- IHBG Home Schooling
- JEA, Compulsory Attendance Ages

- JFC, Student Withdrawal from School/Dropouts
- JH, Student Absences and Excuses

~~NOTE 1: The law requires the local board of Education to designate an attendance officer for the district to enforce the provisions of the compulsory attendance law, counsel students and parents and investigate the causes of nonattendance and report those findings to the board. C.R.S. 22-33-107(1). State law allows the board by resolution to authorize one or more school employees to represent the school district in judicial proceedings to enforce compulsory attendance. C.R.S. 22-32-1109(1)(MM)~~

~~NOTE 2: State law provides that court proceedings to compel compliance with the compulsory attendance law shall only be used as a last resort approach for addressing the problem of truancy. The district shall first have attempted other options for addressing truancy that employ best practices and research-based strategies to minimize the need for court action C.R.S. 22-33-108(5).~~

~~NOTE 3: CASB recommends that the district's philosophy regarding make-up work be consistent throughout the attendance and discipline policies. In accordance with state law on educational opportunities during suspension, a student is entitled to full or partial credit to the extent possible for work completed satisfactorily. See C.R.S. 22-33-105 (3)(d)(III). The district has discretion regarding the amount of credit to be awarded for the educational services provided to expelled students. See C.R.S. 22-33-203 (2)(a). The objective should be to reintegrate the student back into the classroom after sufficient remediation opportunities are provided.~~

~~NOTE 4: The rules of the State Board of Education define an "habitual truant" as a child who has attained the age of 6 on or before August 1 of the school year in question and is under the age of 17 and who has 4 days of unexcused absences from school in a month or 10 days of unexcused absences during the school year.~~

~~Beginning in the 2009-10 school year, school districts must report the number of students identified as "habitually truant" to the Colorado Department of Education, in accordance with the State Board of Education's rules regarding the calculation of student attendance and truancy. 1CCR 301-78. CDE must then make this information accessible to the public by posting it on its website. The State Board's rules also specify how districts shall record and aggregate student absences.~~



BOARD-APPROVED POLICY OF DISTRICT 49

Title	<del>Released Time for Students</del>
Designation	<del>JHC</del>
Office/Custodian	<del>Education/Executive Director of Learning Services</del>

~~Seniors who meet school requirements for graduation may be released up to one half of the school day.~~

- ~~• Adopted: November 3, 1977~~
- ~~• Reviewed: September 2, 1999~~
- ~~• Reviewed: August 10, 2000~~
- ~~• Revised: November 11, 2010~~



Title	<b>School-Related Student Publications</b>
Designation	<b>JICEA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

School sponsored publications are a public forum for students as well as an educational activity through which students can gain experience in reporting, writing, editing, and understanding responsible journalism. Because the Board of Education recognizes creative student expression as an educational benefit of the school experience, it encourages freedom of comment, both oral and written, in a school setting with a degree of order in which proper learning can take place.

The Board encourages students to express their views in school-sponsored publications and to observe rules for responsible journalism. This means expression which is false or obscene, libelous, slanderous, or defamatory under state law; presents a clear and present danger of the commission of unlawful acts, violation of school rules, or material and substantial disruption of the orderly operation of the school; violates the privacy rights of others; or threatens violence to property or persons shall not be permitted.

Student editors of school-sponsored publications shall be responsible for determining the news, opinions, and advertising content of their publications subject to the limitations of this policy and state law. The publications advisor within each school shall be responsible for supervising the production of school-sponsored publications and for teaching and encouraging free and responsible expression and professional standards of journalism.

The publications advisor has authority to establish or limit writing assignments for students working with publications and to otherwise direct and control the learning experience that publications are intended to provide when participation in a school-sponsored publication is part of a school class or activity for which grades or school credits are given.

All school-sponsored publications shall contain a disclaimer that expression made by students in the exercise of freedom of speech or freedom of the press is not an expression of Board policy. The District and employees are provided immunity from civil or criminal penalties for any expression made or published by students.

The Chief Education Officer or designee shall develop, for approval by the Board, a written official school publications code which shall include:

1. A statement of the purposes of official school publications.
2. Responsibilities of official school publications' advisors and student editors.
3. A list of prohibited materials.
4. Reasonable provisions for the time, place, and manner of distributing school-sponsored student publications within the [District's](#) jurisdiction.
5. Procedures for resolving differences.

The publications code shall be distributed to all students and teachers at the beginning of each school year.

- Adopted: February 14, 1991
- Revised: November 21, 1991
- Revised: May 19, 1994
- Revised: August 10, 2000
- Review: January 14, 2010
- [Revised: October 27, 2011](#)
- [Revised: September 8, 2016](#)

**LEGAL REFS:**

- C.R.S. 22-1-120 (*rights of free expression for public school students*)
- C.R.S. 22-1-122 (5)(e) (*state law does not prevent a student who is working under the supervision of a journalism teacher or sponsor from preparing or participating in a survey, analysis, or evaluation without obtaining written parental consent as long as participation is not prohibited by federal law*)
- C.R.S. 22-32-110 (1)(r) (*power to exclude materials that are immoral or pernicious*)

**CROSS REFS:**

- JICED, Student Expression Rights
- JLDAC, Screening/Testing of Students

Title	<b>Secret Societies/Gang Activity</b>
Designation	<b>JICF</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education ~~desires~~[strives](#) to keep district schools and students free from the threats or harmful influence of any groups or gangs which advocate drug use, violence, or disruptive behavior. The principal or designee shall maintain continual, visible supervision of school premises, school vehicles, and school-related activities to deter gang intimidation of students and confrontations between members of different gangs.

The Chief Education Officer or designee shall establish open lines of communication with local law enforcement authorities so as to share information and provide mutual support in this effort. The Chief Education Officer or designee shall provide inservice training to help staff members identify gangs and gang symbols, recognize early manifestations of disruptive activities, and respond appropriately to gang behavior. Staff members shall be informed about conflict management techniques and alerted to intervention measures and community resources which may help students.

### **Gang symbols**

The Board prohibits the presence on school premises, in school vehicles and at school-related activities of any apparel, jewelry, accessory, notebook or manner of grooming which, by virtue of its color, arrangement, trademark, or any other attribute, denotes membership in gangs which advocate drug use, violence, or disruptive behavior. This policy shall be applied at the principal's discretion after consultation with the Chief Education Officer or designee as the need for it arises at individual school sites.

### **Prevention education**

The Board realizes that many students become involved in gangs without understanding the consequences of gang membership. Early intervention is a key component of efforts to break the cycle of gang membership. Therefore, gang violence prevention education in the schools shall start with students in elementary school.

- Adopted: May 19, 1994
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Reviewed: March 24, 2010
- Revised: June 30, 2011
- Revised: [September 8, 2016](#)

### **LEGAL REFS:**

- C.R.S. 22-1-120 (8) (*rights of free expression for public school students*)
- C.R.S. 22-32-109.1 (2)(a)(I)(F) (*policy required as part of safe schools plan*)

### **CROSS REF:**

- IHACA, Law-Related Education
- JICA, Student Dress Code

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Weapons in Schools</b>
Designation	<b>JICI</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The Board of Education determines that student possession use and/or threat of use of a weapon is detrimental to the welfare and safety of the students and school personnel within the district.

### **Dangerous weapons**

Using, possessing or threatening to use a dangerous weapon on district property, when being transported in vehicles dispatched by the district or one of its schools during any school sponsored or district sponsored activity or event and off district property when the conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or the district is prohibited. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms.

As used in this policy, “dangerous weapon” means:

- A firearm,
- Any pellet, BB gun, or other device, whether operational or not, designed to propel projectiles by spring action or compressed air
- A fixed-blade knife with a blade that exceeds three inches in length or a spring-loaded knife or a pocket knife with a blade exceeding three and one-half inches in length
- Any object, device, instrument, material, or substance, whether animate or inanimate, used or intended to be used to inflict death or serious bodily injury including, but not limited to slingshot, bludgeon, brass knuckles, or artificial knuckles of any kind

Students who use, possess or threaten to use a dangerous weapon in violation of this policy shall be subject to disciplinary action, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

In accordance with federal law, expulsion shall be mandatory for no less than one full calendar year for a student who is determined to have brought a firearm to or possessed a firearm at school in violation of this policy. The Chief Education Officer or designee may modify the length of this federal requirement for expulsion on a case-by-case basis.

### **Firearm facsimiles**

Carrying, using, actively displaying or threatening with the use of a firearm facsimile that could reasonably be mistaken for an actual firearm on district property, when being transported in vehicles dispatched by the district or one of its schools during a school sponsored or district sponsored activity or event, and off district property when such conduct has a reasonable connection to school or any district curricular or non-curricular event without the authorization of the school or district is prohibited. Students who violate this policy provision may be subject to disciplinary action including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

A student may seek prior authorization from the building principal to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on District property for purposes of a school-related activity. A student’s failure to obtain such prior authorization is a violation of this policy and may result in disciplinary action, including but not limited to suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions. The principal’s

decision to deny or permit a student to carry, bring, use or possess a firearm facsimile that could reasonably be mistaken for an actual firearm on school property shall be final.

School administrators shall consider violations of this policy provision on a case by case basis to determine whether suspension, expulsion or any other disciplinary action is appropriate based upon the individual facts and circumstances involved.

### **Local restrictions**

The Board determines that extra precautions are important and necessary to provide for student safety. Therefore, using, possessing or threatening to use any knife, regardless of the length of the blade, in any school building, on school grounds, in any school vehicle, or at any school-sponsored activity without express authorization of the school or school district is prohibited. Students who violate this policy provision shall be subject to disciplinary proceedings, including suspension and/or expulsion, in accordance with Board policy concerning student suspensions, expulsions and other disciplinary interventions.

### **Recordkeeping**

The district shall maintain records which describe the circumstances involving expulsions of students who bring weapons to school including the name of the school, the number of students expelled, and the types of weapons involved, as required by law.

### **Referral to law enforcement**

In accordance with applicable law, school personnel shall refer any student who brings a firearm or weapon to school without authorization of the school or the district to law enforcement.

- Adopted: May 19, 1994
- Revised: April 20, 1995
- Revised: July 20, 1995
- Revised: September 2, 1999
- Reviewed: August 10, 2000
- Revised: July 8, 2010
- Revised: June 30, 2011
- Revised: July 27, 2012
- Revised: September 12, 2013
- Reviewed: September 8, 2016

### **LEGAL REF:**

- 18 U.S.C. §921 (a)(3) (*federal definition of "firearm"*)
- 20 U.S.C. §7151 *et seq.* (*Gun-free Schools Act*)
- 20 U.S.C. §7151 (h) (*requiring schools to have policies requiring referral to law enforcement*)
- C.R.S. 22-32-109.1 (2)(a)(I)(G) (*policy required as part of safe schools plan*)
- C.R.S. 22-33-102 (4) (*definition of dangerous weapon*)
- C.R.S. 22-33-106 (1) (*grounds for suspension, expulsion, and denial of admission*)
- C.R.S. 22-33-106 (1)(f) (*must adopt policy regarding firearm facsimiles*)

### **CROSS REF:**

- JK-2, Discipline of Students with Disabilities
- JKD/JKE, Suspension/Expulsion of Students
- KFA, Public Conduct on School Property

~~NOTE: As a condition of receiving federal funds the school district is required to expel for one calendar year students who bring firearms to school. The district is required to include a description of the circumstances surrounding these expulsions, the name of the school concerned, the number of students expelled and the types of weapons.~~

~~The language allowing the Chief Education Officer Superintendent to modify the length of expulsion on a case-by-case basis is intended to permit the district to discipline students with disabilities and maintain eligibility for federal financial assistance. It is important to note that federal law requires that educational services must continue although they may be provided in another setting for students with disabilities who are properly expelled.~~

Title	<b>Student Organizations (<del>Secondary Schools</del>)</b>
Designation	<b>JJA-1</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~The Board of Education shall encourage organization and operation of curriculum-related, school-sponsored student organizations in the secondary schools and shall permit such organizations to meet on school premises during activities periods and non-instructional time. The Board shall not create or permit an open forum for student-initiated organizations in the secondary schools. All student organizations are required to open membership to all interested and/or eligible students.~~

### **Recognition**

~~Curriculum-related student organizations serve as an extension of the regular school curriculum. Their function is to enhance the participants' students' educational experience and supplement the course materials within the educational program of the schools. The activities of these organizations should bear a clear relationship to the regular curriculum. The principal is responsible for determining whether the purpose of a student organization is related to the curriculum.~~

~~Student organizations shall be considered directly related to the curriculum if one or more the following applies:~~

- ~~1. Activity offerings shall be of sufficient variety and number to meet the wide range of interests of students.~~
- ~~2. Most activities shall be an outgrowth of curriculum activities.~~
- ~~3. All participation shall be voluntary.~~
- ~~4. Guidance shall be offered to encourage nonparticipants who need the activity and to curb the overly enthusiastic from over-participation at the expense of academic performance.~~
- ~~5. The goal for each student shall be a balanced program of academic studies and extracurricular activities.~~
- ~~6. All activities shall be supervised. All clubs and groups shall have a faculty advisor.~~
- ~~7. Activities for public view shall be kept to a minimum. They shall be closely supervised to avoid the expenditure of excessive time and effort by students.~~
- ~~8. Participation in any school or interscholastic school activity could be barred because of a student's participation in unlawful activities during out-of-school hours and off school property.~~

Schools in the district may encourage students to broaden their knowledge and citizenship by permitting the formation of clubs or other groups that relate to subject matter covered by the curriculum. Such organizations shall operate within the framework of state statutes, Board policy, administrative rules and the parameters of the learning program.

Each building principal shall develop general guidelines for the establishment and operation of student organizations within the particular school. Among other provisions, such guidelines shall require the approval

of the principal prior to the formation of any club or organization in a school and the assignment of at least one faculty advisor to each approved student organization.

All student organizations are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy.

All forms of hazing in initiations shall be prohibited in a student organization. No initiation shall be held for a student organization which will bring criticism to the school system or be degrading to the student.

The faculty advisor must attend every meeting of the student organization whether conducted on school premises or at another location.

The principal is responsible for determining whether the purpose of a student organization is related to the curriculum.

Student organizations shall be considered directly related to the curriculum if one or more of the following applies:

1. The subject matter of the group actually is taught in a regularly-offered course.
2. The subject matter of the group concerns the body of courses as a whole.
3. Participation in the group is required for a particular course.
4. Academic credit or extra credit is given for participation in the group.

When the principal denies the request of a student organization desiring to meet or form in a particular school, the principal shall inform the group of the reasons for the denial. The students and/or group may submit a written request to the chief education officer within 10 days of the denial for a review of the principal's decision.

"In the event the principal denies a group of secondary students the right to organize and conduct meetings as a curriculum-related student organization, students may seek permission to meet as a non-curricular student organization in accordance with Board policy JJA-2."

- Adopted: September 2, 1999
- Revised: April 28, 2010
- Revised: September 8, 2016

#### LEGAL REF:

- 20 U.S.C. 4071 et seq.
- C.R.S. 22-1-117 (*Secret fraternities forbidden*)
- C.R.S. 22-1-118 (*School board to enforce*)

#### CROSS REF:

- JJA-2 Student Organization – Open Forum (Secondary Schools)





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Organizations – Open Forum (Secondary Schools)</b>
Designation	<b>JJA-2</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

In addition to clubs and groups related to the curriculum, students in secondary schools (grades 7-12) in this district shall be permitted to organize and conduct meetings of non-curriculum-related student clubs or other groups to pursue specialized activities outside the classroom. Such groups shall not be considered school-sponsored student organizations nor be given all the privileges afforded to school-sponsored organizations.

Students may conduct meetings under this policy on school premises only during non-instructional time so that meetings do not interfere with the orderly conduct of the educational activities of the school. Meetings of non-curricular student groups must be scheduled, organized and conducted within the guidelines established by this policy and accompanying regulations.

For purposes of this policy, "non-instructional time" means time set aside by each school before actual classroom instruction begins or after actual classroom instruction ends.

Requests for permission to conduct a non-curricular student meeting must originate from a student or groups of students. Persons not attending school in this district, parents, school personnel or any other non-school persons are prohibited from directing, conducting, controlling or regularly attending the activities of a non-curricular student group.

All non-curricular student groups meeting on school premises are required to open membership to all interested and/or eligible students. Fraternities, sororities and/or secret societies shall not receive recognition in any manner under this policy. Attendance at all meetings must be voluntary.

The administration shall develop general guidelines and rules so that students will be informed about the procedure for scheduling meetings and activities, the hours available for meetings and the facilities available for meeting space. Students must request permission for a meeting of a non-curriculum-related group from the principal and submit all scheduling requests to the principal for approval.

A member of the professional staff must be invited to attend every meeting or activity scheduled on school premises as a monitor for purposes of general supervision.

Students shall be responsible for ensuring the presence of a faculty monitor prior to every meeting.

Under no circumstances shall the school compel a faculty member or school employee to monitor or attend a meeting of a non-curricular student group if the content of the speech at the meeting is contrary to the beliefs of the school employee.

School employees may be present at religious meetings of a non-curricular group only in a non-participatory capacity.

All forms of hazing in initiations shall be prohibited in any group meeting on school premises. No initiation shall be held for any non-curricular student group which will bring criticism to the school system or be degrading to the student.

The school district, through the building principal, retains the authority to prohibit meetings which otherwise would be unlawful. Further, nothing in this policy shall be construed to limit the authority of the school to maintain discipline on school premises, to protect the well-being of students and faculty and to ensure that attendance at meetings is voluntary. Neither shall anything in this policy be used to imply that the school is sponsoring a non-curricular student group. No public funding or support shall be extended to non-curricular student groups other than an opportunity to meet on school premises.

In providing equal access to school facilities for all non-curricular groups, the district is not expressing any opinion or approval of the subject matter discussed at any meeting nor is it advocating or supporting in any manner the point of view expressed by any student or group meeting as allowed by this policy.

Non-curricular student groups shall not be denied equal access to school facilities solely on the basis of the religious, political, philosophical or other content of any speech at such meetings.

- Adopted: September 8, 2016

LEGAL REF:

- 20 U.S.C. 4071 et seq.
- C.R.S. 22-1-117 (*Secret fraternities forbidden*)
- C.R.S. 22-1-118 (*School board to enforce*)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Supervision of Students</b>
Designation	<b>JLIA</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~During all times that a teacher is on district property and is performing services on behalf of the school Ddistrict and while performing such services at school-sponsored activities off-district property, the teacher shall be responsible for the control supervision of all students that fall within the assigned supervision care and to other students physically present.~~

~~• Adopted: November 4, 1999~~

~~— Reviewed: January 27, 2010~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Sharing of Students Records/Information between School District and State Agencies</b>
Designation	<b>JRCA</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

It is the Board of Education's intention to utilize all allowable avenues under state law to facilitate the sharing of relevant student records and information when necessary to protect the safety and welfare of District staff, visitors, students, and the public and to protect property.

The Chief Education Officer and Innovation Leaders are directed to develop procedures and a training program for staff consistent with this policy. The procedures shall direct District personnel to provide and obtain student records and information to/from state agencies, including law enforcement and judicial department agencies, to the extent required or allowed by state and federal law.

### **Sharing of information by the school district**

Disciplinary and attendance information shall only be shared with a criminal justice agency investigating a criminal matter concerning a student enrolled or who will enroll in the District when necessary to effectively serve the student prior to adjudication. Such information shall only be shared upon written certification by the criminal justice agency that the information will not be disclosed to any other party, except as specifically authorized or required by law, without the prior written consent of the student's parent/guardian.

District personnel who share disciplinary and attendance information concerning a student pursuant to this policy, are immune from civil and criminal liability if they act in good faith compliance with state law.

Nothing in this policy shall prevent administrators, teachers, or staff from disclosing information derived from personal knowledge or observation and not derived from student's education records.

### **Information obtained from state agencies**

Within the bounds of state law, District personnel shall seek to obtain such information regarding students as is required to perform their legal duties and responsibilities, including protecting public safety and safety of the student. Such information may be obtained from the judicial department or any state agency that performs duties and functions under the Colorado Children's Code.

District personnel receiving such information shall use it only in the performance of their legal duties and responsibilities and shall otherwise maintain the confidentiality of all information obtained. District personnel who knowingly violate this provision are subject to disciplinary action pursuant to District policy and to a civil penalty of up to \$1,000.

If such information is shared with another school or district to which a student may be transferring, it shall only be shared in compliance with the requirements of federal law, including the Family Education Rights and Privacy Act of 1974 (FERPA).

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

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

- Adopted: August 10, 2000
- Revised: July 8, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016

#### LEGAL REFS:

- 20 U.S.C. §1232g (*Family Educational Rights and Privacy Act*)
- 34 C.F.R. §99.1 *et seq.* (*Regulations*)
- C.R.S. 19-1-303 and 304 (*records and information sharing under Colorado Children's Code*)
- C.R.S. 19-1-304(5.5) (*duty of prosecuting attorney to provide juvenile delinquency records*)
- C.R.S. 19-2-921 (7.5) (*department of human service shall notify school district if student's parole conditions require school attendance*)
- C.R.S. 22-1-123 (*district shall comply with FERPA*)
- C.R.S. 22-2-139(7) (*within confidentiality limits of state and federal law, information shall be shared to determine appropriate educational placement when a student is transferred to public school from day treatment facility, facility school or hospital*)
- C.R.S. 22-32-109.1(6) (*duty to establish policy on sharing information consistent with state and federal law in the interest of making schools safer*)
- C.R.S. 22-32-109.3(2) (*duty to share disciplinary and attendance information with criminal justice agencies*)
- C.R.S. 22-33-106.5 (*court to notify of conviction of crime of violence and unlawful sexual behavior*)
- C.R.S. 22-33-107.5 (*school district to notify of failure to attend school*)
- C.R.S. 24-72-204 (2)€ (*denial of inspection of materials received, made or kept by the Safe2Tell Program*)
- C.R.S. 24-72-204(3)(e)(I) (*certain FERPA provisions enacted into Colorado Law*)
- C.R.S. 24-72-204(3)(e)(II) (*disclosure by staff of information gained through personal knowledge or observation*)

#### CROSS REF:

- JKD/JKE, Suspension/Expulsion of Students
- JRA/JRC, Student Records/Release of Information on Students

~~NOTE: By July 1, 2011, the department of human services and the department of education shall enter into a memorandum of understanding concerning the enrollment of students in public schools from state-licensed day treatment facilities, facility schools, or hospitals which shall include a consistent and uniform approach to sharing medical, mental health, sociological and scholastic achievement data about the student within the limits of state and federal privacy and confidentiality law between school districts, charter schools, institute charter schools and county departments of social services. The purpose of sharing information is to foster collaboration in the placement of students, facilitate the creation of transition plans for these students and ensure the safety of people in the school community.~~

Title	<b>Public Conduct on District Property</b>
Designation	<b>KFA</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

Persons using or upon school district property, including all district buildings, parking lots, and any district vehicle used to transport students, shall not engage in the conduct described below.

~~Persons upon or using District property for any purpose shall not engage in:~~

1. Any conduct ~~that intended to~~ obstructs, disrupts, or interferes with teaching, research, service, administrative, or disciplinary functions, or any activity sponsored or approved by the Board.
2. Physical abuse or threat of harm to any person or District owned or controlled property at District sponsored or supervised functions.
3. Threat of damage or damage to property of the District regardless of the location, or property of a member of the community or a visitor to the school when such property is located on District controlled premises.
4. Forceful or unauthorized entry to or occupation of District facilities, including both buildings and grounds.
5. Use, possession, distribution or sale of drugs and other controlled substances, alcohol and other illegal contraband on district property, at district or school-sponsored functions or in any district vehicle transporting students. For purposes of this policy, "controlled substances" means drugs identified and regulated under federal law, including but not limited to marijuana, cocaine, opiates, phencyclidine (PCP) and amphetamines (including methamphetamine).
6. ~~Unlawful use, possession, distribution, or sale of drugs and other controlled substances, alcohol, and other illegal contraband on District property, at school sponsored functions, on any school bus transporting students, or within 1,000 feet of the perimeter of the school grounds. Persons known to be under the influence of liquor shall not be permitted to enter the school building or grounds.~~
7. ~~Distribution, manufacture or sale of controlled substances or the possession of controlled substances with intent to distribute them within 1,000 feet of the perimeter of school grounds. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings unless the person falls within one of the exceptions in state law for possession of a deadly weapon including that the person:~~
  - ~~a. Has legal authority to carry or possess a deadly weapon.~~
  - ~~b. Is presenting an authorized public demonstration for the school or an organized class.~~
  - ~~c. Is carrying out duties for the District, which require the use of a deadly weapon.~~
  - ~~d. Is participating in an authorized extracurricular activity or team involving the use of firearms.~~
  - ~~e. Is a peace officer.~~

8.7. Profanity or verbally abusive language.

~~9.8. Unlawful use of any tobacco product, to include e-cigarettes. Any conduct constituting a breach of any federal, state, or city law or duly adopted policy and/or regulation of the Board.~~ 9. Entry onto district grounds or into a district building by a person suspected or known to be under the influence of alcohol or a controlled substance.

~~10.9. Unlawful possession of a deadly weapon, as defined in state law, on school property or in school buildings.~~

~~10.10. Violation of any federal, state or municipal law or Board policy.~~

Any member of the general public considered by the Chief Education Officer/~~Innovation Zone~~ Leader or designee to be in violation of this policy shall be instructed to leave the property of the District.

- Adopted: August 16, 1984
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: September 7, 2000
- Revised: September 10, 2009
- Revised: October 27, 2011
- Revised: September 8, 2016

#### LEGAL REFS:

- 21 U.S.C. 860 (crime to distribute or manufacture controlled substances within 1,000 feet of a school)
- C.R.S. 18-1-901 (3)(e) (definition of deadly weapon)
- C.R.S. 18-9-106 (disorderly conduct)
- C.R.S. 18-9-108 (disrupting lawful assembly)
- C.R.S. 18-9-109 (interference with staff, faculty or students of educational institutions)
- C.R.S. 18-9-110 (public buildings - trespass, interference)
- C.R.S. 18-9-117 (unlawful conduct on public property)
- C.R.S. 18-12-105.5 (unlawful carrying/possession of weapons on school grounds)
- C.R.S. 18-12-214 (3)(a) (person with valid concealed handgun permit may have a handgun on school property as long as hand gun remains in his or her vehicle and if, while the person is not in vehicle, the gun is kept in a compartment and the vehicle is locked)
- C.R.S. 18-18-407 (2) (crime to sell, distribute or possess with intent to distribute any controlled substance on or near school grounds or school vehicles)
- C.R.S. 25-1.5-106 (12)(b) (possession or use of medical marijuana in or on school grounds or in a school bus is prohibited)
- C.R.S. 25-14-103.5 (boards of education must adopt policies prohibiting tobacco and retail marijuana use on school property)
- C.R.S. 25-14-301 (Teen Tobacco Use Prevention Act)

#### CROSS REFS:

- ADC, Tobacco-Free Schools
- GBEB, Staff Conduct & Responsibilities
- GBEC, Alcohol and Drug-Free Workplace
- JICH, Drug and Alcohol Involvement by Students

- JICI, Weapons in School
- KI, Visitors to Schools





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Visitors to Schools</b>
Designation	<b>KI</b>
Office/Custodian	<b>Operations/Director of Safety &amp; Security</b>

The Board of Education encourages parents/guardians and other citizens of the District to visit classrooms, activities, and functions to observe the work of the schools. The Board believes that there is no better way for the public to learn what the schools actually are doing.

In order to insure that no unauthorized persons enter buildings with wrongful intent, all visitors to the schools shall report to the school's main office when entering, and show state issued proper identification and reason for being at the school. All visitors will have their information scanned by Raptor, a visitor management software that checks the sex offender database in all states. Visitors shall wear visitor's badges provided by the school which identify them as visitors. This will not apply when parents/guardians have been invited to an assembly program.

Visits to the building from former students, teachers and other non-citizens of the District must be pre-approved. Visits will not be authorized during class time except for approved reasons.

To promote the general health, welfare, and well-being of all who enter school property, and pursuant to state law, smoking, chewing, or any use of tobacco products by staff, students, or visitors is prohibited on all school property.

The District shall notify the public in an appropriate manner that persons violating the criminal law by using, selling, or distributing any controlled substance on school grounds, on school buses transporting students, or within 1,000 feet of the perimeter of the school grounds shall be subject to enhanced criminal penalties.

- Current practice codified: 1980
- Adopted: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: August 4, 1994
- Revised: September 7, 2000
- Revised: August 12, 2010
- Revised: September 8, 2016

### LEGAL REFS:

- C.R.S. 18-9-109 (*interference with school staff or students*)
- C.R.S. 18-9-110 (*trespass, interference at or in public buildings*)
- C.R.S. 18-9-112 (*definition of loitering*)
- C.R.S. 18-9-117 (*unlawful conduct on public property*)
- C.R.S. 18-12-105.5 (*unlawful possession of weapons on school property*)
- C.R.S. 22-32-109.1 (7) (*Board must adopt open school policy*)

### CROSS REF:

- ADC, Tobacco-Free Schools
- ECA/ECB, Security/Access to Buildings
- JLIA, Supervision of Students
- KFA, Public Conduct on School Property



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Teaching and Internships</b>
Designation	<b>LDA</b>
Office/Custodian	<b>Business and Education/Director of Human Resources and Executive Director of Learning Services</b>

~~The Ddistrict acknowledges the benefits of may acceptingcept student teachers to give back and help train our future educators, and to provide leadership opportunities for staff. However, while recognizing the responsibilities of the Ddistrict in training student teachers, the first concern priority is that maintaining a quality of the educational program, is maintained.~~

~~Any compensation or tuition waivers from the institution of higher education shall be given to the supervising teacher.~~

- ~~• Adopted: April 17, 1977~~
- ~~• Revised to conform with practice: date of manual revision~~
- ~~• Reviewed: January 27, 2010~~
- ~~— Revised: March 11, 2010~~

### ~~LEGAL REFS:~~

- ~~• C.R.S. 22-62-101 through 22-62-105 (Cooperative Teacher Education Act)~~

## **BOARD OF EDUCATION AGENDA ITEM 7.04**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Dr. Louis L. Fletcher, Director of Culture and Services
<b>TITLE OF AGENDA ITEM:</b>	Action on BRIGHT Project Manager Job Description
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion and Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The 5-year Department of Defense Education Activity (DODEA) grant award funds District 49's Building Restorative Interventions Growing Honorable Traditions (BRIGHT) initiative, which included two grant funded positions to support the district. The Military Student Transition Consultant (MTSC) is hired directly by the Military Child Education Coalition (MCEC) in coordination with the district's BRIGHT grant oversight team and Human Resources (HR). The BRIGHT Project Manager (PM) is hired directly by the district using the district's HR process.

**RATIONALE:** Out of cycle board approval action is being requested to ensure that a thorough hiring process could be conducted before DODEA's grant training event being held during the third week of October 2016 in Norfolk, VA. It would be beneficial for the BRIGHT PM to have the opportunity to ask direct questions and network with peer institutions.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The BRIGHT PM will be the coordinator of the district's social-emotional support through restorative practices initiative; therefore, a thorough hiring process and the opportunity to interact with DODEA early would enable the BRIGHT initiative and empower every student.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Good stewardship of a federal grant in the interest of supporting every student builds the community's trust.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	BRIGHT is an initiative that moves the community from engagement to investment with respect to the social-emotional health of District 49's students.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Distinct and exceptional schools are places where students feel safe, have a voice, and perceive that discipline processes are fair.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	The social-emotional support through BRIGHT will equip students with foundational skills that will benefit them throughout their lives.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	The implementation of restorative practices through the BRIGHT initiative fundamentally changes the administrator-teacher-student-parent experience and cultivates a growth mindset, which launches every student toward success.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** grant funded

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve the BRIGHT Project Manager Job Description.

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

**DATE:** August 31, 2016

## PROJECT MANAGER, BUILDING RESTORATIVE INTERVENTIONS GROWING HONORABLE TRADITIONS (BRIGHT)

<b>Job Title:</b>	Project Manager, Building Restorative Interventions Growing Honorable Traditions (BRIGHT)
<b>Initial:</b>	September 8, 2016
<b>Revised:</b>	
<b>Work Year:</b>	196 days
<b>Office:</b>	Education
<b>Department:</b>	Culture and Services
<b>Reports To:</b>	Director of Culture and Services
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Grant Funded

### Related Organization Chart



### SUMMARY:

The Building Restorative Interventions Growing Honorable Traditions (BRIGHT) Project Manager directs the project to ensure timely implementation and fidelity of project activities at participating campuses in District 49. The BRIGHT Project Manager maintains alignment of contracted agencies to ensure competencies of project implementation and achievement of stated outcomes. A five-year planning document will be used to communicate expectations and monitor progress.

### ESSENTIAL DUTIES & RESPONSIBILITIES

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

- Leads the planning and implementation of the project, and appropriate professional development to implement the project strategies with fidelity.
- Works with the External Evaluator, the Director of Culture and Services, and key district stakeholders to ensure all grant objectives, job requirements and responsibilities of participating schools are reflective of DoDEA standards.
- Ensure the successful execution of grant activities, reporting, and communication.
- Stays attuned to both the nuances of the community and core schools, as well as the parameters of the project that are set forth within this grant.

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

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## **Project Planning**

- Coordinates and collects progress monitoring documentation of the 2016-2017 planning year.
- Sets criteria and expectations for roles and responsibilities in alignment with grant proposal intent
- Collaborates with External Evaluator to purchase assessments/measures
- Establishes communication protocol
- Establishes problem-solving protocol
- Reviews and develops 5-year planning document in planning year to include timelines, milestones, strategies, and activities to achieve project goals
- Schedules professional development (PD) for Restorative Practices with the International Institute for Restorative Practices (IIRP)
- Supports implementation of Restorative Practices, schedule training, and purchase resources
- Ensures BRIGHT Project Manager and other key staff receive thorough training in Restorative Practices
- Hires Military Specialist to meet grant intent
- Establishes and maintains a positive climate among project personnel, school staff, and community members
- Selects and schedules professional development opportunities

## **Project implementation**

- Hosts a monthly planning meeting to ensure fidelity and progress of planning activities to establish Restorative Practices as a school-wide behavior program, transition counseling to military-connected students, and professional development training are all on track
- Provides an informal “A Month in Review” report of monthly activities to share with district leadership and External Evaluator
- Communicates with External Evaluator on a regular basis to review data.
- Communicates with the Military Specialist on a regular basis to ensure project alignment
- Ensures Restorative Practices implementation includes training observations, campus walk-throughs and review of coaching or feedback documents
- Maintains a collaborative climate between project staff and community stakeholders
- Carries out the project implementation plan as developed during the planning year

## **Supervision & Technical Responsibilities:**

Coordinates BRIGHT initiative assessment with the district’s External Evaluator. Manages the licenses for the district’s IIRP trainers. Communicates with the Military Child Education Coalition (MCEC) to informally evaluate the activities of the Military Specialist. Manages the professional development (PD) stipend award process.

## **Budget Responsibility:**

Monitors the BRIGHT initiative budget process with oversight from the Director of Culture and Services.

## **QUALIFICATIONS**

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

### **Education & Training:**

Bachelor’s degree or equivalent, Master’s preferred, in Education, Social Work, Psychology, or Business Administration.

### **Experience:**

- Three years or more managerial experience in Education Administration, Project Management, Social Work, *To perform this job successfully, an individual must be able to perform each essential function satisfactorily. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.*

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Behavioral Health Administration or Business Administration is highly desired. Experience with restorative approaches to student discipline in an educational setting is also desired.

**Knowledge Skills & Abilities:**

- Excellent written and verbal communication skills including the ability to effectively communicate technical information to a non-technical audience.
- Knowledge of the standards adopted in the project management body of knowledge is desired.
- Ability to perform, track, and provide the current status of multiple ongoing tasks is desired.
- The ability to compartmentalize and keep sensitive information confidential is highly desired.
- Outstanding real-time (in-person or distant) presentation ability, written communication prowess, and strong interpersonal skills are desired.
- Possessing advanced skills in word processing, electronic project tracking, and data visualization are key attributes.
- In-depth experience with Microsoft and Apple Operating Systems, Microsoft Office Suite, and resource planning applications appropriate for a medium to large organization is desired.
- The ability to work with vendors to manage the logistics of goods and services is highly desired.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire
- Valid Colorado driver's license required for hire
- Project Management Professional (PMP) certification or equivalent experience desired

**OTHER WORK FACTORS**

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

**Physical Demands:** While performing the duties of this job, the employee is regularly required to communicate. The employee frequently needs to exercise the flexibility to relocate between their primary workplace, schools, and offices to perform duties and provide support. The employee is occasionally required to transport computer equipment.

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

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

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

## BOARD OF EDUCATION AGENDA ITEM 7.05

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Paul Andersen, Human Resources Director
<b>TITLE OF AGENDA ITEM:</b>	Pay Schedule-Limited Employee Compensation Proposal
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** All District 49 employees are compensated from one of our four compensation schedules. These schedules have a very traditional education design in which the employee is able to increase their compensation over time by moving along the ‘steps’ in their schedule when the Board of Education grants an additional step for a new school year. In this way, an employee’s step placement is often similar to their years of experience, but they are always not definitively equal. Each schedule has an upper limit, where there are no additional steps available. The District has, and has had, employees, then, who do not receive an adjustment to their compensation because to this point, none has been available to them.

**RATIONALE:** The reasons for the traditional schedule structure that we utilize are rooted deep in educational tradition. While it makes sense that that structure may need to be reviewed to be restructured for a more modern era, we are utilizing them in the traditional way until, and if, that day comes. Some schedules have employee-choice options for salary advancement, and the limitation on the number of steps was and is a way to encourage employees to follow those options when they are available to them. However, some employees either do not have that option, or they have fully pursued those options and still reach a limit to their compensation due to the design of the schedule that is relevant to them.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Currently there are 17 employees whose compensation is limited by their current placement on their respective pay schedule. We seek to end the abrupt and somewhat insensitive limit to their growth in compensation with a proposal that is tied to their continued value to the organization and the District’s changes in program formula funding.

### **IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>Caring for staff only enhances the quality of our portfolio.</i>
<b>Rock #4</b> — Build <u>firm</u> foundations of knowledge, skills and experience so all learns can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to adopt the attached Schedule Limited Supplementary Pay as recommended by the administration.



BOE Regular Meeting September 8, 2016  
Item 7.05 continued

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

**DATE:** August 26, 2016



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*Providing stewardship, customer service and communication with and through our business team*

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The district desires to provide a supplemental benefit, to its most veteran employees that have reached the end of their salary schedule, by maintaining its relative investment in their position. Through Schedule Limited Supplementary Pay, the District wishes to maintain its relative investment in a schedule-limited employee's position subject to the following conditions:

1. General Fund per-pupil revenue rate increases from the prior year
2. Overall funded student count does not decrease from the prior year
3. Employee's most recent performance review is 'satisfactory' or better, according to the employee's relative performance evaluation process.

When those criteria are met, the Board of Education may choose to supplement the employee's base pay with an additional amount equivalent to the net change in PPR rate measured from the point at which the employee became limited, or 'capped', on their pay schedule, beginning June 30, 2016.

For the current District pay schedules, this would apply at the following step:

- Licensed – step 27
- Educational Support Personnel (ESP) – step 26
- Professional-Technical – step 21
- Administrative – step 31

Impacts:

Current Employees that could be effected:

ESP – 10 employees  
PT – 1 employee  
Licensed – 6 employees

## **BOARD OF EDUCATION AGENDA ITEM 7.06**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Resolution for Constitution Day 9-17-16
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Constitution week is an opportunity for our schools to focus on the very important part of our country's heritage. We are fortunate to live in a community that believes that the preparation for the next generation of leaders is the responsibility of the entire community. Teachers in the district welcome the opportunity to review with our students the importance of this document to our country.

**RATIONALE:** Recognition of the importance of setting aside a specific period of time to focus as a district on the Constitution of the United States.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The community and staff will understand the Board's commitment to and support of Constitution Week.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	As a culture and community, we rely on the structure and rule of law provided under the U.S. Constitution. This action connects our district with that larger community legacy.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Move to approve the attached resolution supporting Constitution Day.

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

**DATE:** August 26, 2016



**RESOLUTION  
NATIONAL CONSTITUTION DAY  
September 17<sup>th</sup> 2016**

**WHEREAS, District 49 recognizes the importance of the Constitution in the development of our country; and**

**WHEREAS, District 49 is dedicated to providing a quality education for the students; and**

**WHEREAS, it is appropriate for District 49 to endorse the observance of National Constitution Day as an opportunity to support better understanding of our nation's history and culture;**

**NOW THEREFORE, WE THE DISTRICT 49 BOARD OF EDUCATION PROCLAIM  
September 17<sup>th</sup> 2016 NATIONAL CONSTITUTION DAY.**

**ADOPTED AND APPROVED this 8<sup>th</sup> day of September 2016.**

**(District Seal)**

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Marie LaVere-Wright, President

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David Moore, Vice President

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Kevin Butcher, Treasurer

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Tammy Harold, Secretary

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John Graham, Director

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Peter Hiltz, Chief Education Officer

## BOARD OF EDUCATION AGENDA ITEM 7.07

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Marie LaVere-Wright, Board President
<b>TITLE OF AGENDA ITEM:</b>	Board Evaluation Process
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** High performing Boards of Education utilize a process of evaluation of the Board's leadership, goal setting, and professional development to continuously improve their leadership as a governing body. The behaviors and qualities necessary to be a high performing Board were documented in the Iowa Lighthouse Study, and have also been defined in the Key Work of School Boards. The District 49 Board of Education currently uses a checklist for board members and chiefs to evaluate the efficiency of regular board meetings however this tool is not adequate to evaluate our strengths and opportunities for improvement as a governing body or to guide in the development of performance goals and professional development for the board.

**RATIONALE:** In order to fulfill our vision of becoming the best district to learn, work, and lead, the Board should consider adopting a process for Board Evaluation and growth. District 49 has adopted the Baldrige Model for continuous improvement. It is appropriate for the Board of Education to use a tool for evaluation and professional growth aligned with the Baldrige model. The Baldrige Model is also consistent with the Iowa Lighthouse Study and Key work of School Boards.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Adopting a formal process of evaluation, goal setting, and professional development for the Board will improve our leadership as a governing body, improve the relationship between the board and our community and increase support for our district.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	A high performing Board of Education will earn the trust and respect of our community, which will in turn increase community support for our district. This support is key to providing the resource needed to achieve Rocks 2-5
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** TBD

**AMOUNT BUDGETED:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve policy BAA Board of Education Evaluation and Professional Development.

**APPROVED BY:** Marie LaVere-Wright, BOE President

**DATE:** August 26, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

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

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

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

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

- Adopted: September 8, 2016

## BOARD OF EDUCATION AGENDA ITEM 7.08

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Dave Watson, Director of Safety and Security
<b>TITLE OF AGENDA ITEM:</b>	Intergovernmental Agreement Regarding School Resource Officer Program
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** School District 49 seeks to grow and maintain School Resource Officer services through the El Paso County Sheriff's Office. There is an additional need for coverage at the Falcon Legacy Campus, and for a liaison for the CRT unit.

**RATIONALE:** SRO services are an important component of Student Safety and Wellness strategies. Student safety and security is a primary mission in School District 49. The presence of law enforcement officer's assist in day to day operations, as well as monitor for criminal violations.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The BOE will approve and allow additional SRO services in the district.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	A safe learning environment is key to an excellent education. An SRO helps alleviate fears of our community with their presence.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Safe schools equal successful schools.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	SRO's conduct community outreach as part of their duties. This type of interaction can help boost student confidence and more.

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** \$67,510

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the revised Intergovernmental Agreement between El Paso County Sheriff's Office and Falcon School District 49 for a full time School Resource Officer position as proposed by the administration.

**APPROVED BY:** Jack Bay, Chief Operations Officer

**DATE:** September 1, 2016

**INTERGOVERNMENTAL AGREEMENT**  
**Between**  
**EL PASO COUNTY AND FALCON SCHOOL DISTRICT 49**  
**Regarding**  
**SCHOOL RESOURCE OFFICER PROGRAM**

THIS INTERGOVERNMENTAL AGREEMENT (hereinafter referred to as "Agreement") is made by and between **EL PASO COUNTY** (hereinafter referred to as "County") through the El Paso County Sheriff's Office (hereinafter referred to as "EPSO") and **FALCON SCHOOL DISTRICT 49** (hereinafter referred to as "School District").

**WHEREAS**, the EPSO, School District and the community are significantly impacted by the demands placed upon them to address incidents and situations directly or indirectly related to juveniles and the schools; and

**WHEREAS**, juvenile delinquency, alcohol and substance abuse, gang involvement, and other youth related problems, which negatively affect the community and the schools, are best resolved through a collaborative approach to proactive prevention and education; and

**WHEREAS**, the EPSO and the School District have partnered to develop a School Resource Officer Program, which assists in providing a safe learning environment while improving the relationships between students and public safety through role-model mentorship; and

**WHEREAS**, such proactive programs are nationally recognized as effective tools in the development of positive relations between public safety and the students, faculty and parents, and in the prevention of delinquency, alcohol and substance abuse, gang involvement and the overall decay of acceptable social standards.

**NOW THEREFORE, FOR AND IN CONSIDERATION OF THE** covenants and agreements below appearing, THE PARTIES AGREE TO THE FOLLOWING:

**I. AUTHORITY:**

This Intergovernmental Agreement is made by and between the parties hereto, under the authority of C.R.S. § 29-1-203, *et seq.*

**II. PURPOSE AND MISSION:**

The primary mission of the SRO will be to conduct law enforcement and to enhance public relations and educational activities for School District 49. It is the mission and goal of the SRO to act as a role model for the students and as a liaison between the students, school staff, parents and the Sheriff's Office.

Further, the SRO will aid School District 49 in providing a safe and secure campus.

### **III. PARTIES:**

The parties to this intergovernmental agreement are:

A. El Paso County, for the use and benefit of the El Paso County Sheriff's Office. The contact for notice for El Paso County shall be:

Bureau Chief of Support Services  
El Paso County Sheriff's Office  
27 East Vermijo Avenue  
Colorado Springs, CO 80903  
719-520-7100

B. Falcon School District 49. The contact for notice for Falcon School District 49 shall be:

Chief Operations Officer  
10850 East Woodmen Road  
Peyton, CO 80831  
719-495-1100

### **IV. LEGAL RELATIONSHIP:**

It is mutually established and understood that nothing contained in this Agreement shall imply that the School District, including its officers, staff, volunteers and employees, are agents of the County; or that the County, including its deputies, staff, volunteers and employees, are agents of the District. School Resource Officers shall never be represented as employees or agents of the District. School Resource Officers are sworn officers appointed by the Sheriff pursuant to C.R.S. § 30-10-506. Disciplinary actions for sworn employees are governed by EPSO policy.

### **V. TIME PERIOD:**

A. The duration of this Agreement will be from \_\_\_\_\_ to \_\_\_\_\_, after which this Agreement will expire. Nothing in this Agreement shall be construed as imposing an automatic renewal period beyond \_\_\_\_\_. Any desire of the parties to continue the role of the SRO for Falcon School District 49 for the next or any subsequent calendar or academic year must be evidenced in writing by a new, signed agreement.



B. Performance of the parties' obligations under this Intergovernmental Agreement is expressly subject to appropriation of funds by the El Paso County Board of County Commissioners and Falcon School District 49, and the availability of those appropriated funds for expenditure.

C. In accord with the Colorado Constitution, Article X, Section 20, performance of the Sheriff's obligations under this IGA is expressly subject to appropriation of funds by the Board of County Commissioners. Further, in the event that funds are not appropriated in whole or in part sufficient for performance of the County's obligations under this MOU, or appropriated funds may not be expended due to Constitutional spending limitations, then the County may terminate this MOU without compensation to the other party.

D. Consistent with Article X, § 20 of the Colorado Constitution, any financial obligations of the County not performed during the current fiscal year are subject to annual appropriation, and thus any obligations of the County hereunder shall extend only to monies currently appropriated and shall not constitute a mandatory charge, requirement or liability beyond the current fiscal year.

## **VI. TERMINATION:**

Either EPSO, by and through the county, or School District may terminate this Agreement without cause upon 30 days written notice. Upon termination, any funds provided by the School District for the services of a School Resource Officer under this Agreement that have not been provided as of the termination date, shall be returned to the School District. Upon termination, all services of a School Resource Officer provided by the County under this Agreement prior to the termination date that have not been paid for by the School District as of the termination date, shall be paid by the School District within thirty days of the effective date of termination of this Agreement. Notice shall be given to the EPSO or the School District Chief Operations Officer as appropriate. Should EPSO terminate the agreement, EPSO will give a date for the final day that the SRO will be present.

## **VII. GENERAL SCOPE OF SERVICES**

School Resource Officers provide a unique community policing emphasis in the school environment. SROs shall be assigned to work with the administration, faculty, and students on school sites determined through mutual consensus of the School District and EPSO on an annual basis. An emphasis will be made to select priority level sites (high school campuses) with the intent to continue services at the middle and elementary level schools as time and resources allow.

A. The School Resource Officer Program, in general, may perform functions including, but not limited to the following:

1. Assist in the prevention and control of crime, delinquency, truancy, and disorder on the campus.
2. Enforce laws and conduct or assist in the investigation of offenses on campus, and conduct or assist in the investigation of offenses involving students off campus. This will include, but is not limited to:
  - a. Writing reports, handling evidence, issuing summonses and making arrests.
  - b. Interviewing witnesses, suspects and victims of criminal violations
  - c. Appearing in court and other judicial processes as required.
  - d. Assisting in the coordination of other law enforcement entities having business on campus.
3. Provide presentations, guidance and available educational resources in areas to include alcohol and substance abuse, safe driving, law related education, criminal justice system orientation, delinquency prevention, gang involvement and awareness and community responsibility for students, parents, and other groups associated with the school.
4. Provide a highly visible law enforcement presence on campus, and enforce traffic laws near campus.
5. Attend school-related functions during normal classroom hours, as well as after hours, including programs such as school dances and sporting events, etc. This will not replace school security or extra-duty assignments already in place. Attendance at these functions will be done within the context of a 40 hour work week.

B. The School District will provide, but is not limited to, the following:

1. Provide a school district security coordinator, if available.
2. Provide a school facilitator (liaison in the school).
3. Provide time for their school principal or designee, and the assigned SRO, to participate in a review of the school crisis plan at the beginning of each semester.
4. Adhere to School District Policies and Procedures including, but not limited to crisis prevention, emergency response procedures (practice drills), threat assessments, and a plan for addressing behavior or other information that may indicate impending violence.

5. Report any criminal activities on the school campus.
6. Provide a secure office for the assigned SRO, and/or provide an area for the SRO to conduct confidential business; and a lockable desk or locker where the SRO may secure items of a confidential nature.
7. Allow for the principal or his/her designee to assist the SRO in any Counseling session or contract resulting from mediation.
8. Coordinate other meetings as deemed necessary by the district, school staff, SRO, or SRO supervisors.
9. Observe and evaluate the SRO, and communicate with the SRO supervisor any concerns.

C. The County, through EPSO, will:

1. Provide one or more deputies to be assigned to the SRO unit (as provided for in Exhibit A).
2. Provide SRO supervision through EPSO chain of command.
3. Provide SRO uniforms, equipment, vehicles, and training.
4. Provide an SRO in the school, whenever possible, each day the school is in session

**VIII. SPECIFIC SRO DUTIES:**

A. The SRO will:

1. Enhance safety on school grounds to provide a safe learning environment.
2. Provide a high visibility presence on campus.
3. Assist school staff and students with locating community resources.
4. Assist school staff and security in identifying and solving issues affecting the School District and the community.
5. Maintain confidentiality of any information obtained pursuant to the Colorado Children's Code, Title 19 of the Colorado Revised Statutes, and shall not disclose the information except as provided for by law or court order.

6. Assist with and promote restorative justice programs when applicable. This may include mediation sessions with contracts between students.
7. Attend when possible, school functions, activities and meetings associated with the SRO program.
8. Assist or provide supplemental course instruction relating, but not limited to, constitutional and local law presentations, social media and cyber safety, drug interactions, explicit mobile device communication and constitutional law.
9. Provide a positive liaison between EPSO, the students, the school administration, and the District school security.
10. Conduct visits to the feeder middle school(s) on a time-available basis and respond to calls for service as requested by the middle school principal or designee or District personnel on a time-available basis.
11. Adhere to the Colorado Revised Statutes and EPSO's Policies and Procedures including, but not limited to crisis prevention, emergency response procedures (practice drills), threat assessments, and addressing behavior or other information that may indicate impending violence.

**B. The SRO will not:**

1. Be used for lunchroom, hallway or other monitoring duties.
2. Volunteer for any uncompensated activities at the school to which he/she is assigned, unless previous approval by their chain of command.
3. Disclose any confidential information to anyone regarding investigations, pursuant to the Colorado Children's Code, Colorado Revised Statutes and El Paso County Sheriff's Office Policy, except as provided for by law or by court order.

**IX. Special Considerations:**

1. SROs are working in a collaborative effort with the school staff, but they:
  - a. Do not work for, and are not agents of the school.
  - b. They shall report directly to their EPSO chain of command for any administrative matters.
2. SROs are sworn Peace Officers and are required to perform various tasks throughout the year, including but not limited to:

- a. Weapons qualifications;
  - b. annual In-Service training;
  - c. court appearances as subpoenaed; and
  - d. team meetings as directed.
3. It is understood, that as sworn peace officers with an obligation to protect the entire community, SROs may be called upon in the event of an emergency or unusual circumstance, to leave their assignment at the school to respond to calls off of the school grounds for the public good.
  - a. If an incident occurs on school grounds and the normal SRO is not available, the Sheriff's Office will avail either another SRO or a Patrol Deputy to handle the call. Schools should never "hold" an incident until their normal SRO returns.
4. During the schools' summer vacation, spring break, holiday breaks, and on other days when the schools are not in session, and there are no other school related activities, the School Resource Officers will participate in training, take accumulated vacation, compensatory, or holiday time off, or engage in community outreach programs, crime prevention, enforcement, and other duties as assigned by their chain of command.
5. It is understood that there are 64 schools in El Paso County, of which 14 are middle and high school level. SROs may be responsible for more than one specific school and as such may be required to share their assignment obligations and/or assist other SROs with assignments or calls for service.

#### **X. COSTS:**

- A. The respective costs for the County and the School District for the school year are contained in **Exhibit A**.
- B. The respective payment plan and obligations of the School District are contained in **Exhibit B**.

#### **XI. CONDITIONS AND PROCEDURES:**

In order to provide guidance to the continued working relationship between the parties, the following conditions and procedures shall apply:

##### **A. Operational Expenses**

1. Each Party shall at all times be responsible for its own costs incurred in the performance of this IGA and, except as set forth in Exhibit A, shall not receive any reimbursement from the other Party to this IGA.

B. Individual Party Responsibility

1. Nothing in this IGA shall be construed to place the personnel of any Party under the control or employment of the other Party. Each Party remains responsible for all pay (to include overtime pay), entitlement, employment decisions, and worker's compensation liabilities for its own personnel. Nothing in this IGA is intended to create or grant to any third party or person any right or claim for damages or the right to bring or maintain any action at law, nor does any Party waive its immunities at law, including immunity granted under the Colorado Governmental Immunity Act.

C. Severability

1. The terms of this Agreement are severable. If one or more terms are found to be invalid or void, they shall be severed from the remainder of this Agreement, to the extent that this Agreement is capable of being executed without the severed terms.

D. Assignment

1. Neither Party to this IGA shall assign or otherwise transfer this MOU or any right or obligation hereunder without the prior written consent of the other Party.

E. Jurisdiction

1. This IGA is subject to and shall be interpreted under the law of the State of Colorado and jurisdiction shall exclusively rest in the Colorado District Court for El Paso County, Colorado. The Parties agree that this IGA shall be deemed to have been made in, and the place of performance is deemed to be in El Paso County, State of Colorado. Both Parties shall insure that their employees, agents, and officers are familiar with, and comply with, applicable Federal, State, and Local laws and regulations as now written or hereafter amended.

F. Liability

1. Each Party agrees to be responsible for its own liability incurred as a result of its participation in this IGA. In the event any claim is litigated, each Party will be responsible for its own expenses of litigation or other costs associated with enforcing this IGA. No provision of this IGA shall be deemed or construed to be a relinquishment or waiver of any kind of the applicable limitations of liability provided to each Party by the Colorado Governmental Immunity Act, C.R.S. § 24-10-101, *et. seq.* and Article XI of

the Colorado Constitution.

G. No Third-Party Beneficiary

1. It is expressly understood and agreed that enforcement of the terms and conditions of this IGA, and all rights of action relating to such enforcement, shall be strictly reserved to the Parties, and nothing contained in this IGA shall give or allow any such claim or right of action by any other or third person or entity on such IGA. It is the express intention of the Parties hereto that any person or entity, other than the Parties to this IGA, receiving services or benefits under this IGA shall be deemed to be incidental beneficiaries only.

H. No partnership or joint venture

1. The Parties to this IGA are not partners or joint venturers as a result of this IGA.

I. Authority

1. The Parties to this IGA represent or warrant to each other that they have all the necessary authority to enter into this IGA and to perform their obligations hereunder and that this IGA does not conflict with any other intergovernmental agreement or contract that any Party is subject to or to which it may be bound.

2. The signers of this document have the authority to bind the respective organizations to this IGA.

J. Headings

1. The headings of the several articles and sections of this IGA are inserted only as a matter of convenience and for reference and do not define or limit the scope or intent of any provisions of this IGA and shall not be construed to affect in any manner the terms and provisions or the interpretation or construction of the IGA.

K. Entire Understanding

1. This Agreement contains the entire understanding between the parties, and no modification, amendment, novation, or other alteration to this Agreement shall be valid or of any force or effect unless mutually agreed-to by the parties in writing as an addendum to this Agreement. At the time of the execution of this Agreement, there are no other terms, conditions, requirements, or obligations affecting this Agreement that are not specifically set forth herein.

Signatures:

FOR: Falcon School District 49

BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_

APPROVED: William D. Elder, Sheriff of El Paso County

SIGNATURE: \_\_\_\_\_

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_

FOR THE: Board of County Commissioners of El Paso County, Colorado

BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_

As to Form,

FOR THE County Attorney for El Paso County

BY: \_\_\_\_\_

TITLE: \_\_\_\_\_

DATED THIS \_\_\_\_\_ DAY OF \_\_\_\_\_, 20\_\_\_\_



EXHIBIT A

COST OF ONE SENIOR DEPUTY ASSIGNED AS A SCHOOL RESOURCE DEPUTY

**Cost to EPSO/County (including benefits) for 12 months\*:**

Salary: \$68,850

Benefits: \$15,896

FICA: \$5,267

Total Cost: \$90,013

**Cost to School District:**

\$67,510 (9/12 of total cost, school in session for 9 months.)

\*based on 2016 rates

EXHIBIT B

PAYMENT SCHEDULE

**Cost to School District:**

\$67,510\*

Payment due August 31, 2016	33,755.00
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January 31, 2017	33,755.00
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\*based on 2016 rates

## BOARD OF EDUCATION AGENDA ITEM 8.01

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Process Improvement Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** We seek to continuously improve our processes in the district.

**RATIONALE:** Administrative regulation development and revision and systematic review of district policies are designed to increase the probability of an effective and efficient school system.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

No.	Designation	Title	Reviewed by	Recommendations
8.01a	EBCB-R	Safety Drills	D. Watson	Periodic review; minor revisions
8.01b	GCI-R	Staff Professional Development	A. Whetstine	Periodic review; no changes
8.01c	IHA-R	Basic Instructional Program	A. Whetstine	Recommend repeal; no CASB policy; included in other policies
8.01d	IMB-R	Teaching about Controversial Issues	A. Whetstine L. Fletcher	Periodic review; see revisions
8.01e	JH-R, JH-E	Student Attendance	L. Fletcher A. Whetstine	Periodic review; simplify regulation; create flowchart
8.01f	JHB-R	Truancy	L. Fletcher	Periodic review; repeal regulation
8.01g	JICEA-R	School-Related Student Publications	A. Whetstine	Periodic review; minor changes
8.01h	JICF-R	Secret Societies/Gang Activity	D. Watson	Periodic review; minor changes
8.01i	JJA-1-R, JJA-2-R	Student Organizations	A. Whetstine	Periodic review; align with CASB

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Updating policies and regulations to reflect current laws, regulations and best practices provides a solid foundation to lead the District.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	



BOE Regular Meeting September 8, 2016  
Item 8.01 continued

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

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

**REVIEWED BY:** Chief Officer Team

**DATE:** August 26, 2016

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Safety Drills</b>
Designation	<b>EBCB-R</b>
Office/Custodian	<b>Operations/Director of Safety and Security</b>

The health and safety of students and personnel in the public schools shall be the first concern of all employees. Principals and supervisors are expected to take all reasonable safety precautions to protect the health and safety of students and employees in their buildings, and to report any potentially dangerous conditions to campus and/or maintenance staff Zone Lead Building Manager, Zone ~~Innovation~~ Leader and the Chief Education Officer or designee.

Since emergencies can arise on the first day of school as readily as on any other school day, orientation programs for employees and students shall include instruction in the school emergency plan and the use of emergency equipment. Particular attention shall be given to:

1. Whom to notify when the alarm sounds..
2. Where the nearest fire extinguisher is located for each classroom.
3. Where the nearest fire alarm box or station is located for each classroom.
4. How to use the types of fire extinguishers in the building.
5. The usual exits, line of travel, or emergency procedure that students shall be expected to follow in case of fire, earthquake, civil defense, or other emergency for every classroom.
6. The alternate exits, line of travel, or emergency procedure which students will be expected to follow in case the usual exit and line of travel are blocked.
7. Where first aid supplies are located and where other equipment (such as stretchers or cots) is kept.

Emergency exit information shall be posted in each room. Such information shall be printed clearly in large letters on a card posted next to the corridor of the room.

Sufficient fire drills shall be held during the first two weeks of each school term to satisfy the principal that students and employees thoroughly understand the proper procedures and evacuation routes. After the first two weeks of school, fire drills must be held at least once a month during the school year. School personnel, as well as students, must evacuate.

Each school shall be required to conduct two severe weather safe area drills annually, and four drills addressing intruders and school lockdowns annually.

An after action report (AAR) shall be made to the office of the Chief Education Officer or designee after the first two weeks of school and after each subsequent emergency drill and- fire drill during the school year. This report shall give the date, time of day, required time for building evacuation, and a general evaluation of the drill and shall report any unusual conditions associated with the drill. Special mention shall be made of equipment, alarm systems, exits, or other circumstances which in any way limit the complete safety of the school.

- Adopted: March 4, 1999
- Revised: April 28, 2010
- Revised: January 10, 2013
- Revised: September 8, 2016

LEGAL REFS:

- C.R.S. 22-32-109.1 (*Board of education-specific powers and duties-safe schools.*)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Staff Professional Development</b>
Designation	<b>GCI-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The Board of Education recognizes the importance of developing, improving, and extending staff skills. The District shall provide opportunities to ensure continued growth through such means as the following:

1. Planned in-service programs and workshops offered within the school system from time to time. The dates of all in-service programs shall be included in the District on-line staff professional development registration system or on individual school calendars.
2. Released time for visits to other classrooms and schools and for attendance at conferences, workshops, and other professional meetings.
3. Sabbaticals and other leaves of absence for advanced educational training.
4. Salary credit for additional educational training in accordance with the salary schedule.

The Chief Education Officer, ~~Innovation~~ Zone Leaders, Chief Business Officer, Chief Operation Officer -or designee shall have authority to approve released time for conferences and visitations and reimbursements for expenses, provided such activities are within budget allocations for the purpose.

The following general rules will be used by teachers and their supervisors for the development and approval of plans for professional growth activities:

1. Approved activities will be those which:
    - a. Develop increased competence in a present teaching contract area
    - b. Assist teachers who change or plan to change from one teaching area to another
    - c. Develop competencies in additional curriculum or instructional skills areas
    - d. Contribute to the ability of a teacher to stimulate student growth in the directions indicated by the District's and the individual school's goals
  2. Activities may be recognized for professional growth credits following the signing of a contract with the district for employment as a certificated staff member on the salary schedule.
  3. Activities may be recognized for professional growth credits while on an approved leave of absence from the district.
- Adopted: January 20, 1983
  - Reviewed: May 11, 2000
  - Revised: November 11, 2010
  - Revised: September 8, 2011
  - Revised: January 10, 2013

- Revised: September 8, 2016





## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Basic Instructional Program (Implementation Plan for Student Individual Career and Academic Plans)</b>
Designation	<b>IHA-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

~~These regulations specify the conditions and procedures under which the District may achieve accreditation.~~

~~In accordance with state law and the timeline prescribed by applicable State Board of Education rules, the District shall create a plan for the development and implementation of student individual career and academic plans (ICAP).~~

~~At a minimum, the District's ICAP plan shall address:~~

- ~~1. How the District will ensure that all students, beginning in the seventh grade, have access to and assistance in the development of an ICAP.~~
- ~~2. The roles and responsibilities of the student, parents and District staff in creating and updating an ICAP for the student.~~
- ~~3. The activities that will be addressed at each grade level of a student's ICAP.~~
- ~~4. How students' ICAPs will be stored.~~
- ~~5. If possible, the professional development that will be provided to appropriate District staff regarding ICAPs and the staff's role in implementing the District's ICAP plan.~~
- ~~6. The method that will be used to evaluate the implementation and effectiveness of the District's ICAP plan.~~

- ~~• Adopted: November 11, 2010~~

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Teaching About Controversial/Sensitive Issues</b>
Designation	<b>IMB-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

The teaching of controversial issues and the selection and use of controversial learning resources requires the recognition of responsibilities by the teacher to students, by the principal to the school, and by the school to the community.

### Process for the Approval of Teaching about Controversial Issues or for Using Controversial Materials:

The teacher must confer with the principal prior to the teaching of controversial issues or using controversial materials. At this conference the teacher must identify the controversial issue or resource, present the educational purpose for the proposed instruction, and identify the ~~content~~academic standards to be addressed in the instruction.

The teacher may make this initial presentation verbally. However, the principal may, in his or her discretion, require the teacher to submit a written proposal for the use of the resource.

The principal may approve the teacher's request on the basis of a teacher's verbal presentation at the initial conference. If the principal thinks that the request should be denied or is unsure of whether the request should be approved or denied, he or she shall require the teacher to submit the request in writing, addressing the issues that are discussed at the initial conference and any other issues or concerns that the principal deems appropriate.

If a written request is required, the principal shall advise the teacher of his or her decision in writing within five working days of submission of the written request. A decision denying a teacher's request shall be accompanied by a statement of reasons for the denial. Those reasons must be reasonably related to legitimate educational concerns.

### Guidelines for Principals

In reviewing a specific request from a teacher for teaching about controversial issues or for use of controversial materials, the principal will adhere to the following guidelines:

1. The principal will approve or disapprove the teaching of controversial issues and the use of controversial learning resources on the basis of the teaching guidelines listed in this regulation under guidelines for teachers. The principal must pay particular attention to how the request relates to student achievement of the ~~content~~academic standards.
2. The principal will also determine whether parental permission should be obtained.

### Guidelines for Teachers

Teaching about controversial issues and use of controversial learning resources are permitted in accordance with this regulation as long as the issue or resource is relevant to the ~~content~~academic standards and curriculum objectives of the course.

1. Controversial learning resources include those which are not included in the approved curriculum of the district and which are subject to disagreement as to appropriateness. Examples of such materials include, but are not limited to, those that depict explicit sexual conduct, graphic violence, profanities, drug use, or other socially undesirable behaviors, or materials that are likely to divide the community along racial,

ethnic, or religious lines. If a teacher has a question ~~regarding as to~~ whether a resource is controversial within the meaning of this policy, he or she shall ~~consult with~~ the principal.

2. ~~R~~, PG-13, or PG rated films and/or videos shall be considered controversial within the meaning of this policy and regulation and shall require prior approval of the principal according to the guidelines listed below. X rated, full length *R rated* and NC-17 rated films and videos shall not be used in ~~Falcon District D49-S~~ Schools.
  - PG rated films and videos shall be considered controversial at the elementary school level.
  - PG-13 rated films and videos shall be considered controversial at the middle and high school level.
  - Excerpts from R rated films and videos shall be considered controversial at the high school level.
3. Issues and learning resources selected for discussion and study must be appropriate for instructional use and contribute to the attainment of the ~~content~~ academic standards of the course.
4. All course content and activities must be consistent with relevant ~~content~~ academic standards and stated course objectives.
5. The issues and learning resources should be within the level of the student's ability and maturity.
6. In teaching about controversial issues or using controversial learning resources, student achievement in the ~~content~~ academic standards and understanding of the democratic process will be the primary goals.
7. Teaching strategies should be fairly employed so that various sides of the issues are explored.
8. Suitable materials including facts and concepts relating to various aspects of the issue should be available.
9. If the application to the principal is approved, then the teacher will plan for alternative learning activities at the request of the student's parent.

### Discussion with School Principal

If, following the ~~is~~ decision, the teacher and principal are still in disagreement concerning the denial of the proposed teaching of a controversial issue or the planned use of controversial learning resources, upon receipt of the written request of the teacher, the principal will forward the matter to the ~~Innovation-Zone~~ Leaders. Copies of the request will be placed in the school file.

The ~~Innovation-Zone~~ Leaders will within two working days review the teacher's written request for review to determine its completeness and specificity. If the request lacks complete and/or specific information, the form will be returned to the teacher for additional information prior to review by a committee of staff and citizens. An information copy will also be provided to the principal.

After the administrative review is completed, and the request has met the requirements for completeness and specificity, the ~~Innovation Leaders~~ Zone Leader will schedule a meeting of the review committee for the purpose of reviewing the disagreement.

### Membership of the Review Committee

The members of the review committee will be appointed by the ~~Innovation Leaders~~Zone Leader or designee. The ~~Innovation Leaders~~Zone Leader, or designee, will serve as chairperson of the review committee. The members of the review committee may include members of the administrative staff, ~~school~~-principals, library ~~information services~~-staff, teachers, and ~~lay members~~community members at the ~~Innovation~~Zone Leader's discretion. However, not less than 25% of the members will be classroom teachers employed by the district. 25% of the committee shall be parents and/or community members.

The chairperson will not be a voting member of the review committee except in instances of tie votes. The chairperson will be authorized to establish all procedures and rules to be followed by the review committee.

### **Role of the Review Committee**

The committee will review all materials submitted by the principal and any additional materials submitted by the teacher.

Oral and/or written testimony for consideration by the committee will be limited to the teacher and principal involved, and the appropriate program manager(s).

After reviewing the challenge and considering the principal's report, pertinent testimony, available professional reviews and applicable curriculum guides, the committee will share its recommendation with the teacher and principal within five working days after the hearing.

The committee's recommendation will be based on its assessment of the issue's or resources demonstrable relevance to curriculum objectives and ~~content~~academic standards, its predicted effectiveness in the classroom, and the provisions of Board policy and regulation. The committee's recommendation will take one of the following actions:

- A recommendation that the issue or resource should be approved for use in the course
- A recommendation that the issue or resource should not be approved for use in the course

### **Role of the Chief Education Officer**

If the teacher chooses to appeal the committee's decision; the Chief Education Officer or designee will review the committee's report and will submit an administrative decision to the Board. The Chief Education Officer or designee will also inform the teacher, the principal, the committee and the staff members involved of that decision. The Chief Education Officer's or designee administrative decision will be rendered no later than 20 working days after the teacher's original written request for review has been delivered to the principal.

### **Administrative Decision**

All administrative decisions concerning teaching about controversial issues or controversial learning resources reported to the Board will be kept on file in the District.

### **Status during Review**

The teacher involved will not present the controversial issue or controversial learning resource to students during the review procedure outlined above.

### **Time Limits**

It is the intent of this procedure to provide for a prompt resolution of the issues. Time limitations are to be adhered to except upon mutual agreement of the parties.

- Adopted: September 13, 2007

- Reviewed: July 8, 2010
- Revised: October 27, 2011
- Revised: September 8, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Attendance</b>
Designation	<b>JH-R</b>
Office/Custodian	<b>Education/Director of Culture &amp; Services and Executive Director of Learning Services</b>

The following criteria is set forth to maintain established protocol regarding the number of unexcused absences a student has and is aligned with the procedures that are enacted accordingly. Parents are encouraged to review their child's attendance on a regular basis.

Absences are measured and recorded at the secondary level in period absence increments while absences at the elementary school level are measured and recorded in half-day increments.

The set number of absences varies according to the level of the school (i.e. elementary, middle and high school). However, the procedures set forth are aligned with the same number of "days" regardless of the school level. For example, due to the block schedule at a high school, a student may miss sixteen (16) periods (i.e. four (4) days) with unexcused absences before their parents receive a letter, yet an elementary student may miss eight (8) half-days (i.e. 4 days) of unexcused absences before their parents receive a letter.

### The following criteria will require the associated district response:

3 "days" > Letter of Concern is initiated

5 "days" > 2<sup>nd</sup> Letter of concern is issued and Building Administrator or Designee completes an attendance contract

7 "days" > Notice of Non-Compliance is issued

10 "days" > A Truancy Petition is completed, and Building Administrator or Designee completes a Truancy Intervention Summary; in accordance with terms of Notice of Non- Compliance

### Tardiness

~~In order to deliver the quality education expected by the community, students must attend classes on a regular basis and remain in school for all classes scheduled each school day. These regulations have been written to support and enforce policy JH.~~

~~Each year the Board establishes the school attendance period by adopting a school calendar. Students are expected to be in attendance in accordance with the District adopted calendar.~~

~~Absences occur any time a student misses a class/period late to class more than the approved amount of time without permission, is truant, or fails to follow correct check-out/check-in procedures. There are two classifications of absences: excused or unexcused, with associated categories listed below.~~

### **Classifications of absences:**

#### **~~A. Excused absences which are defined as:~~**

~~1. Absences because of temporary illness or injury.~~

~~2. A student who is absent for an extended period due to physical, mental, or emotional disability.~~

- ~~3. A student who is pursuing a work-study program under the supervision of the school.~~
- ~~4. A student who is attending any school-sponsored activity.~~
- ~~5. Absences by those who are in the custody of court or law enforcement authorities.~~
- ~~6. Absences determined by school administration to be excusable, such as doctor's appointments or appointments with outside agencies~~

~~Excessive excused absences will require verification from the appropriate doctor, dentist, agency, etc. Parents/guardians must notify the appropriate attendance office within 48 hours (excluding weekends) when their child will not be in school. When the absences have been deemed excused by school administration, students are expected to make up work and will be allowed 2 school days to make up work for each day of absence. For example, if a student is absent for 2 days, he/she will be allowed 4 days to make up work. Students under a block scheduling system will be allowed two school days to complete make up work for each day of school they missed. All major projects are due on the day specified.~~

~~Out-of-school suspensions will not count as absences, and work may be made up for partial credit only, unless the building administrator has determined otherwise. Absences because of doctor's appointments, outside agency appointments, or juvenile court appearances may be considered excused with appropriate documentation of the appointment. The absences may be considered unexcused until the appropriate documentation has been provided to the school's administration. At that time, the school's administration may deem the absences to be excused. If appropriate documentation of the appointment is not provided to the school, the absence may remain as unexcused.~~

~~All students will be allowed no more than ten (10) days of excused absences per school year. Absences for elementary school students will be documented in half day increments. Absences for secondary school students will be documented in class periods.~~

~~Once students have exceeded the approved number of excused absences, and there are more absences, written documentation from a practitioner or agency may be required in order for the absences to not only be considered excused, but to also address the reasons for the excessive absences. The absences may therefore be considered unexcused until the appropriate documentation is provided to the school's administration.~~

## **~~B. Prearranged absences~~**

~~Family vacations during school time are strongly discouraged, as they are counted towards total student absences which may exceed the specified limit and may become unexcused absences. Vacations should be planned for times when school is not in session. Parents are encouraged to follow the District approved calendar for scheduled breaks.~~

~~A written request for a prearranged absence should be made at least a period of time equal to the length of time the student will miss school and presented to the school's administration. For example, a one day absence would require a one day notice. All assignments are due prior to the period of absence unless otherwise specified by a teacher. Excused/prearranged absences in excess of District designated number of allowable absences may become unexcused.~~

## **~~C. Weather~~**

~~Parents/guardians will be expected to take the responsibility for determining whether it is safe to send their child to school due to severe weather.~~

~~When the District makes the decision to close school, or have a delayed start to the school day due to severe weather, the student will not be penalized for the duration of the closure.~~

#### **~~D. School-sponsored activities~~**

~~Absences incurred when students miss class because of participation in school field trips, musical performances, student conferences, or other school-related activities will be considered excused. Teachers and administrators will be provided with a list of students participating in such activities at least 48 hours in advance. Assignments are to be completed and turned in prior to a school-sponsored trip unless otherwise specified by a teacher. Administrators/teachers may refuse a student the right to participate in academic, behavioral and attendance expectations are not being met.~~

#### **~~E. Unexcused absences~~**

~~An unexcused absence is defined as an absence that is not covered by one of the foregoing excused absence exceptions. Each unexcused absence shall be entered on the student's record. The parents/guardians of the student receiving an unexcused absence will be notified by the District of the unexcused absence whenever possible.~~

~~When students accumulate three (3) days or more of unexcused absences, a letter will be sent to the parents/guardians notifying them of the school's concern. If after a further period of time, there is no significant improvement in the student's attendance, or the student's attendance continues to accrue in unexcused absences to a total of five (5) days, the parents/guardians will receive another notification in writing. If upon further days of unexcused absences totaling seven (7) days, the District will file a Notice of Non-Compliance with the attorney's office and El Paso County Courts. Finally, if the student continues to demonstrate unexcused absences which have accrued to ten (10) days, the school will file a Petition with the attorney's office and El Paso County Courts. When a Petition gets filed, the student is mandated to appear in Truancy court.~~

~~In accordance with state law, students with excessive absences may be designated as "Habitually Truant" and shall be reported to the Department of Education.~~

~~When a student demonstrates excessive unexcused absences, the student, parents and school working together are to determine the cause of the absences. The school may utilize site-based teams to address academic and behavioral concerns, utilize an attendance contract with the student and/or parent/guardian, make referrals to outside agencies if deemed appropriate to remediate the causal factors for the unexcused absences. In accordance with the law, the District may impose academic penalties which relate directly to classes missed while unexcused. The administration shall develop regulations to implement appropriate penalties.~~

~~Students with unexcused absences are expected to make up work and will receive partial credit towards the earned grade.~~

~~Any student who has been absent from class for ten (10) or more consecutive days of unexcused absences in any one school year, except for reasons of expulsion, out-of-district placement, excused long-term illness and death shall be considered a "dropout" and shall be reported to the Department of Education by the District. However, if the student returns back to school by re-enrolling, is in attendance at the end of the school year, enrolled in another school with appropriate proof of enrollment including an approved home school program,~~



~~on-line school program, or appropriate proof of enrollment in another school district, such student is not considered a dropout and shall not be reported as such.~~

~~Student and parents/guardians may petition the Board of Education for exceptions to this policy or the accompanying regulations provided that no exception shall be sustained if the student fails to abide by all requirements imposed by the Board as conditions for granting such exception.~~

#### **~~F. Tardiness~~**

~~Tardiness is defined as the appearance of a student without proper excuse after the scheduled time that a class begins. Because of the disruptive nature of tardiness and the detrimental effect upon the rights of the non-tardy student to uninterrupted learning, penalties shall be imposed for excessive tardiness. Parents/guardians shall be notified of all penalties regarding tardiness.~~

Students with excessive tardies to class or who habitually leave school early for reasons other than those listed under reasons for excused absences, may be placed on an attendance contract and/or referred for truancy proceedings. A student who has excessive tardies may be designated as “Habitually Tardy” and the administration may impose penalties associated with such designation.

~~In an unavoidable situation, a student detained by another teacher or administrator shall not be considered tardy provided that the teacher or administrator gives the student a pass to enter his next class. Teachers shall honor passes presented in accordance with this policy.~~

General procedures for penalties for tardiness and/or leaving school early as defined as an “early out” are as follows:

1. On the fourth tardy/early out, the teacher will contact the parent/guardian.
2. On the fifth tardy/early out, or an accumulation of five tardies for any/all classes, a referral may be written, the student may have an administrative conference and may receive disciplinary consequences, and the parent will be notified. At that time, the student will be notified of the consequence for further incidences of tardiness.
3. Upon accumulation of ten (10) tardies/early outs, the student will have an administrative conference and may receive further disciplinary consequences. At that time parents/guardians will be called and an administrative conference will be held to establish an attendance contract.
4. The contract will include the consequences for further occurrences of tardiness, including a possible designation of being “Habitually Tardy”. After this conference, the behavior will be considered “insubordination,” and consequences will be assigned accordingly including a referral for truancy.

- Adopted: October 5, 2000
- Revised: July 8, 2010
- Revised: September 8, 2016

# BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Attendance</b>
Designation	<b>JH-E</b>
Office/Custodian	<b>Education/<del>Director of Culture &amp; Services and Executive Director of Learning Services</del></b>

This exhibit supports Board of Education policies JH, JH-R and JHB. The following criteria is set forth to maintain established protocol regarding the number of unexcused absences a student has and is aligned with the procedures that are enacted accordingly. Parents are encouraged to review their child's attendance on a regular basis.

Absences are measured and recorded at the secondary level in period absence increments while absences at the elementary school level are measured and recorded in half-day increments.

The set number of absences varies according to the level of the school (i.e. elementary, middle and high school). However, the procedures set forth are aligned with the same number of "days" regardless of the school level. For example, due to the block schedule at a high school, a student may miss sixteen (16) periods (i.e. four (4) days) with unexcused absences before their parents receive a letter, yet an elementary student may miss eight (8) half-days (i.e. 4 days) of unexcused absences before their parents receive a letter.

## **~~A. For High School students the following criteria will require the associated district response:~~**

- ~~3 "days" or 12 period absences —> Letter of Concern is initiated~~
- ~~5 "days" or 20 period absences —> Letter of concern is issued and Building Administrator or Designee completes an attendance contract~~
- ~~7 "days" or 28 period absences —> The Notice of Non-Compliance is issued~~
- ~~10 "days" or 40 period absences —> A Truancy Petition is completed, and Building Administrator or Designee completes a Truancy Filing Checklist, in accordance with terms of Notice of Non-Compliance~~

## **~~B. For Middle School students with an 8 period schedule, the following criteria will require the associated district response:~~**

- ~~3 "days" or 24 period absences —> Letter of Concern is initiated~~
- ~~5 "days" or 40 period absences —> Letter of concern is issued and Building Administrator or Designee completes an attendance contract~~
- ~~7 "days" or 56 period absences —> The Notice of Non-Compliance is issued~~
- ~~10 "days" or 80 period absences —> A Truancy Petition is completed and Building Administrator or Designee completes a Truancy Filing Checklist, in accordance with terms of Notice of Non-Compliance~~

## **~~C. For Middle School students with a 7 period schedule, the following criteria will require the associated district response:~~**

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<del>3 “days” or 21 period absences</del>	<del>&gt; Letter of Concern is initiated</del>
<del>5 “days” or 35 period absences</del>	<del>&gt; Letter of concern and Building Administrator or Designee completes an attendance contract</del>
<del>7 “days” or 49 period absences</del>	<del>&gt; Notice of Non- Compliance is issued</del>
<del>10 “days” or 70 period absences</del>	<del>&gt; A Truancy Petition is completed and Building Administrator or Designee completes a Truancy Filing Checklist in accordance with terms of Notice of Non- Compliance</del>

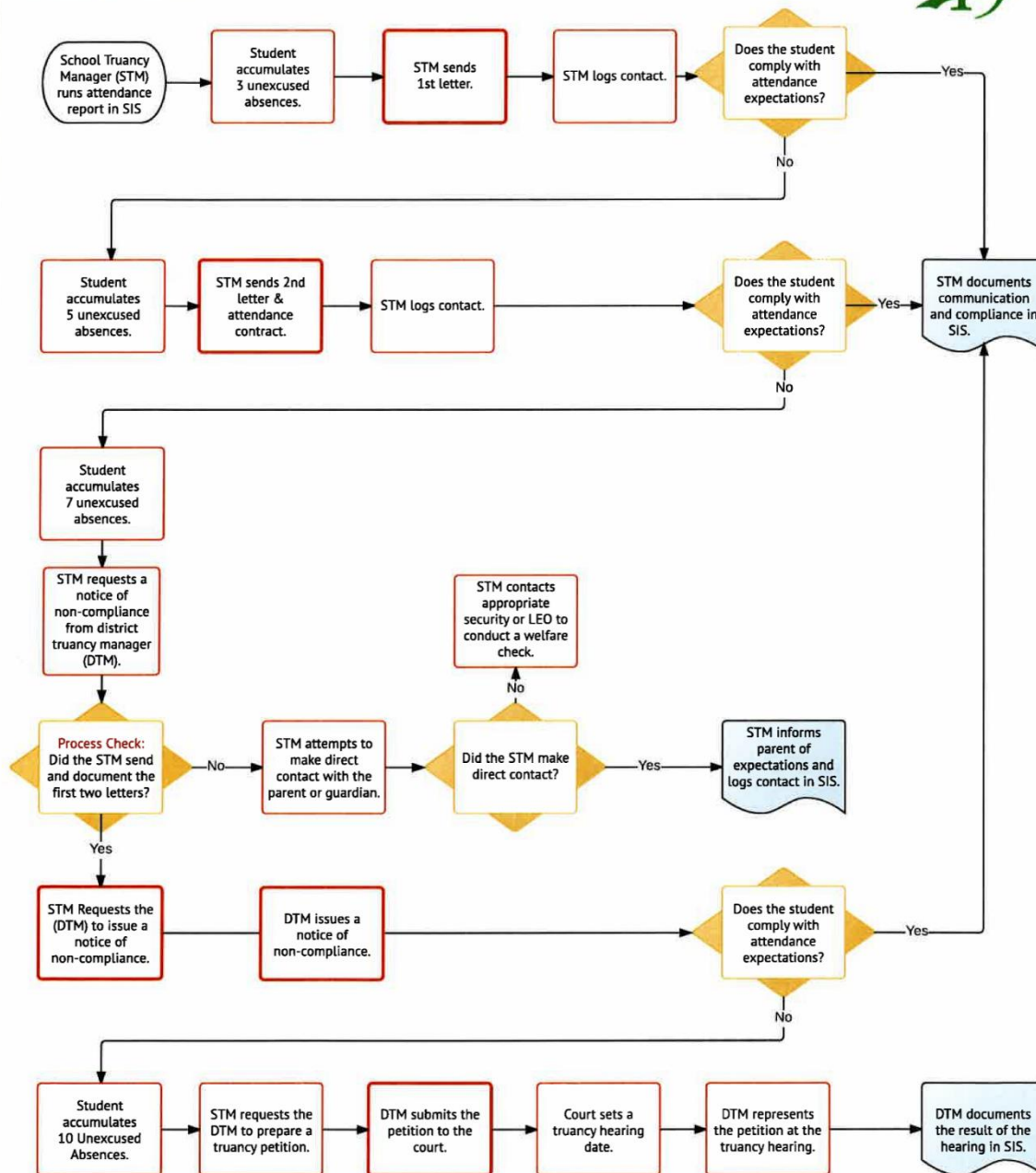
**~~D. For Elementary school students with absences measured in half days, the following criteria will require the associated district response:~~**

<del>3 “days” or 6 half days</del>	<del>&gt; Letter of Concern is initiated</del>
<del>5 “days” or 10 half days</del>	<del>&gt; 2nd letter of concern is issued and Building Administrator or Designee completes an attendance contract</del>
<del>7 “days” or 14 half days</del>	<del>&gt; Notice of Non- Compliance is issued</del>
<del>10 “days” or 20 half days</del>	<del>&gt; A Truancy Petition is completed and Building Administrator or Designee completes a Truancy Filing Checklist; in accordance with terms of Notice of Non- Compliance</del>

- ~~• Adopted: July 8, 2010~~
- ~~• Revised: June 30, 2011~~

## JH-E Truancy Process Flowchart

### Truancy Process Flowchart



Version: 151008 Construction: BS and LF Design: BS and LF

- Adopted: July 8, 2010
- Revised: June 30, 2011
- Revised: September 8, 2016

Title	<b>Truancy</b>
Designation	<b>JHB-R</b>
Office/Custodian	<b>Education/ Director of Culture &amp; Services</b>

~~In order to reduce the incidents of truancy, parents/guardians of all students shall be notified in writing at the beginning of each school year of their obligation to ensure that all children of compulsory attendance age attend school. Parents/guardians shall be required to acknowledge in writing awareness of their obligations and to furnish the school with a telephone number or other means of contacting them during the school day.~~

~~The school shall establish a system of monitoring individual unexcused absences. When a student fails to report on a regularly scheduled school day and school personnel have received no indication that the parent is aware of the absence, school personnel shall make a reasonable effort to notify the parent/guardian.~~

### **Penalties**

~~General procedures for penalties for tardiness and/or leaving school early as defined as an "early out" are as follows:~~

- ~~1. On the fourth tardy/early out, the teacher will contact the parent/guardian.~~
- ~~2. On the fifth tardy/early out, or an accumulation of five tardies for any/all classes, a referral may be written, the student may have an administrative conference and may receive disciplinary consequences, and the parent will be notified. At that time, the student will be notified of the consequence for further incidences of tardiness.~~
- ~~3. Upon accumulation of ten (10) tardies/early outs, the student will have an administrative conference and may receive further disciplinary consequences. At that time parents/guardians will be called and an administrative conference will be held to establish an attendance contract.~~
- ~~4. The contract will include the consequences for further occurrences of tardiness, including a possible designation of being "Habitually Tardy". After this conference, the behavior will be considered "insubordination," and consequences will be assigned accordingly including a referral for truancy.~~

● ~~Adopted: July 8, 2010~~

Title	<b>School-Related Student Publications (School Publications Code)</b>
Designation	<b>JICEA-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

### **1. Purpose**

As stated in Board of Education policy, school-sponsored publications are a public forum for students, as well as an educational activity through which students can gain experience in reporting, writing, editing, and understanding responsible journalism. Content of school publications should reflect all areas of student interest, including topics about which there may be dissent or controversy.

### **2. Responsibilities of student journalists**

In addition to the responsibilities set forth in the accompanying Board policy, students who work on official student publications will:

- a. Rewrite material as required by the faculty advisers to improve sentence structure, grammar, spelling, and punctuation.
- b. Check and verify all facts and verify the accuracy of all quotations.
- c. In the case of editorials or letters to the editor concerning controversial issues, provide space for rebuttal comments and opinions.

If the Board determines that advertising is allowed in the publication, the student editor will determine the content of any advertisements.

### **3. Responsibilities of publications advisors**

In addition to the responsibilities set forth in the accompanying Board policy, the publication advisor will exercise general supervision over all activities to create a proper learning environment.

### **4. Prohibited materials**

- a. Students may not publish or distribute material which is obscene. "Obscene" means:
  - (1) The average person applying contemporary community standards finds that the publication, taken as a whole, appeals to a minor's prurient interest in sex.
  - (2) The publication depicts or describes in an ~~un~~ patently offensive way sexual conduct such as ultimate sexual acts (normal or perverted), masturbation, excretory functions, or lewd exhibition of genitals.
  - (3) The work, taken as a whole, lacks serious literary, artistic, political, or scientific value.
- b. Students may not publish expression which is libelous, slanderous, or defamatory under state law. "Libelous" is defined as a false and unprivileged statement about a person which injures the individual's reputation in the community.

- c. Expression which is false as to any person who is not a public figure or involved in a matter of public concern is prohibited.

If the allegedly libeled individual is a “public figure or official,” the official must show that the false statement was published with actual malice, as the terms are defined in law.

Under the “fair comment rule,” a student is free to express an opinion on matters of public interest. Specifically, a student enjoys a privilege to criticize the performance of teachers, administrators, school officials, and other school employees.

- d. Expression which presents a clear and present danger of the commission of unlawful acts, violation of lawful school regulations, or material and substantial disruption of the orderly operation of the school, violates the rights of others to privacy, or threatens violence to property or persons is prohibited.

In order for a student publication to be considered disruptive, there must exist specific facts upon which it would be reasonable to forecast that a clear and present likelihood of an immediate, substantial material disruption to normal school activity would occur if the material were distributed.

Undifferentiated fear or apprehension of disturbance is not enough; school administrators must be able to show affirmatively substantial facts which reasonably support a forecast of likely disruption. Material that stimulates heated discussion or debate does not constitute the type of disruption which is prohibited.

## **5. Time, place, and manner restrictions**

The principal will coordinate with the publication advisor on the time, place, and manner of distributing school-sponsored publications to reduce any conflict with school instructional time and/or reduce any disruption of the orderly operation of the school which might be caused by the distribution of school-sponsored publications.

## **6. Procedures for resolving differences**

Student editors will work first with the publications advisor to resolve any differences. If the problem cannot be resolved at this level, the student editors and/or the publication advisor may work with the principal to resolve any problems. If the problem is not resolved at the principal level, the student editors and/or the publications advisor may work with the Chief Education Officer or designee to resolve any problem. If the problem is not resolved at the Chief Education Officer level, the student editors and/or publications advisor may work with the Board. If the problem is not resolved at the Board level, the student editors and/or publications advisor may seek relief through the judicial system.

## **7. Legal advice**

- a. If in the opinion of the student editor, student editorial staff, or faculty advisor, material proposed for publication may be “obscene,” “libelous,” or “cause a substantial disruption of school activities,” the legal opinion of the District’s attorney should be sought if authorized by the principal.
- b. Legal fees charged in connection with this consultation will be paid by the Board.

- Adopted: May 19, 1994
- Revised: August 10, 2000
- Reviewed: January 14, 2010
- [Revised: October 27, 2011](#)

- [Revised: September 8, 2016](#)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Secret Societies/Gang Activity</b>
Designation	<b>JICF-R</b>
Office/Custodian	<b>Operations/Director of Safety &amp; Security</b>

### **Gangs**

At the principal's discretion, staff members may use the following techniques to discourage the influence of gangs:

1. Any student wearing or carrying overt gang paraphernalia or making gestures that symbolize gang members will be referred to the principal or designee. The student's parents/guardians will be contacted, and the student sent home to change clothes if necessary.
2. Any gang graffiti on school premises will be quickly removed, washed down, or painted over as soon as discovered.
  - a. Daily checks for graffiti will be made throughout the campus, including restroom walls and doors.
  - b. Graffiti may be photographed before it is removed. These photographs will be shared with local law enforcement authorities and used in future disciplinary or criminal action against the offenders.
3. Classroom and after-school programs at each school will be designed to enhance individual self-esteem, provide positive reinforcement for acceptable behavior, and foster interest in a variety of wholesome activities.
4. Staff members will actively promote membership in authorized student organizations which can provide students companionship, safety, and a sense of purpose and belonging.

### **Gang prevention education**

Gang prevention instruction offered in the schools will:

1. Explain the dangers of gang membership.
2. Include lessons or role-playing workshops in nonviolent conflict resolution and gang avoidance skills.
3. Promote constructive activities available in the community.
4. Involve students in structured, goal-oriented community service projects.
5. Encourage positive school behavior.

Gang prevention lessons may be taught jointly by teachers and law enforcement officers.

### **Community outreach**

Gang prevention classes or counseling offered for parents/guardians will address the following topics:

1. Dangers of gang membership.
2. The nature of local gang apparel and graffiti.

3. Ways to deal effectively with one's children.
4. Warning signs which may indicate that children are at risk of becoming involved with gangs.

Community programs offered for staff, parents/guardians, churches, city officials, business leaders, and the media will address:

1. The scope and nature of local gang problems.
2. Ways that each segment of the community can help to alleviate these problems.

**Intervention measures**

Staff members will make every effort to assimilate gang-oriented students into the academic, extracurricular, and social mainstream and into work experience programs. To this end:

1. Staff members will be provided with the names of known gang members.
2. Insofar as possible, classroom teachers will assign individual gang-oriented students to cooperative learning groups in which they may work toward common goals with students who are not members of their gang.
3. Students who seek help in rejecting gang associations may be referred to community-based gang suppression and prevention organizations.

- Adopted: September 2, 1999
- Reviewed: March 24, 2010
- Reviewed: September 8, 2016

Title	<b>Student Organizations (<del>Secondary Schools</del>)</b>
Designation	<b>JJA-1-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

1. Any group seeking recognition as a student organization must submit a written application through its faculty sponsor to the principal. Applications must be made only on District-approved forms and must include at least the following information:
  - a. Name of organization.
  - b. Names of faculty sponsors.
  - c. General statement of the purpose of the organization.
  - d. Description of the qualifications for membership, if any. If a student's gender is a qualification for membership, the description will state the reasons therefore.
  - e. Statement of the relation of the organization to the regular school curriculum. This will include specific reference to classes or other elements of the educational program which the organization will serve as an extension of or adjunct to the curriculum.
  - f. Description of the function of the faculty advisor in the promotion, supervision, and leadership of the organization.
  - g. Budget or funding statement.
2. The principal will review the application and such other information as he/she considers appropriate and will approve or disapprove the recognition of the organization within 20 school days after receipt of the application. The principal's decision will be in writing, and a copy will be given to the faculty sponsor. If the application is disapproved, the principal will state the reasons for approval in the decision.
3. The faculty sponsor may appeal the principal's decision in writing to the ~~Innovation Zone~~ Leader within five (5) school days after receipt of the decision. The written appeal must state the reasons for the appeal. Copies of the application and the principal's decision must be enclosed with the appeal.
 

The ~~Innovation Zone~~ Leader will review the appeal and such other information as he considers appropriate and will give a written decision within 10 school days after receipt of the appeal.
4. The faculty sponsor may appeal the decision of the ~~Innovation Zone~~ Leader in writing to the Chief Education Officer (~~CEO~~) within five (5) school days after receipt of the decision.
5. The appeal will be submitted to the secretary of the Board. The written appeal must state the reasons for the appeal. Copies of the application, the appeal to the ~~superintendent~~~~CEO~~, and all other prior decisions must be enclosed with the appeal.

The Board will review the appeal and such other information as it considers appropriate and will notify the faculty sponsor of the date and time at which it will meet to render a decision. At the meeting, the Board will enter its order affirming or reversing the decision of the ~~Chief Education Officer~~~~CEO~~ or ~~Innovation Zone~~ Leader.

The decision of the Board will be final.

6. The principal may revoke recognition of any student organization at any time for good cause upon his own initiative or on complaint by any student or staff member. Revocation may be appealed to the ~~Chief Education Officer~~CEO, ~~Innovation Zone~~ Leader or designee and the Board as provided above.
  7. At any time, the ~~Chief Education Officer~~CEO, ~~Innovation Zone~~ Leader or designee or the Board on his/her or its own initiative may review the recognition of any student organization and revoke same for good cause. Any such action by the ~~Chief Education Officer~~CEO or ~~Innovation Zone~~ Leader may be appealed to the Board as provided above.
- Adopted: January 23, 1986
  - Revised: April 28, 2010
  - Revised: October 27, 2011
  - Revised: September 8, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Organizations – Open Forum (Secondary Schools)</b>
Designation	<b>JJA-2-R</b>
Office/Custodian	<b>Education/Executive Director of Learning Services</b>

1. The principal or designee shall review the weekly school calendar and indicate when time and space are available for meetings of student organizations so that the meetings will not interfere with the regular educational activities of the school
2. General information about time periods available for student meetings shall be made available to students upon request.
3. Students seeking permission to meet on school premises during non-instructional time must complete a form available in the principal's office indicating the name of the organization (if any), the nature of the organization, the purpose of the meeting, and the time and place of the meeting.
4. Upon reviewing this information, the principal or designee shall schedule the meeting if time and space are available. Requests shall be denied only in accordance with the Board policy on meetings of non-curricular student organizations.
5. The principal or designee shall verify that the students requesting permission for a meeting have made arrangements for a faculty monitor and obtain whatever assurances are deemed necessary to see that the meeting is appropriately supervised.
6. Notices of meetings of non-curricular student organizations may be posted only on a designated bulletin board used by all non-school-sponsored organizations. No announcements shall be made over the public address system or in any school-sponsored publications.
7. The principal or designee shall provide a fair opportunity to any students requesting permission to meet on school premises so long as time and space are available.
8. If a meeting request is denied by the principal, the principal shall inform the students of the reason for the denial. The students shall be given an opportunity to request a review of the principal's decision by the chief education officer by requesting a review in writing within 10 days of the denial of the request.

- Adopted: September 8, 2016

## **BOARD OF EDUCATION AGENDA ITEM 8.02**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Barbara Seeley, Executive Assistant to CEO
<b>TITLE OF AGENDA ITEM:</b>	Student Study Trips
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

#### **Vista Ridge High School**

FCCLA National Cluster Meeting in Denver

Departure-11/4/16 Return-11/6/16

Approximately 12 students will attend this trip.

Cost of trip will be \$90 per student and includes transportation, leadership academy and lodging.

Students in FCCLA will participate in the FCCLA Leadership Academy as well as other training in FCCLA programs while meeting students from around the country. This training will provide students with a leadership certificate and the preparation to making the FCCLA chapter at VRHS successful.

Fundraising will be part of this program.

#### **Falcon High School**

Adams State Top of the Nation Honor Choir trip to Alamosa, CO

Departure-2/18/16 Return-2/20/16

15 students will attend this trip.

Cost of trip will be \$100 per student and includes transportation, meals and lodging.

Students are selected by the choral staff at Adams State University through an audition process. This honor choir represents the top performing choral students at high schools around Colorado. Students prepare their music ahead of time, rehearse with other top choral students, professors, and other high school directors. The culminating event is a combined concert on Saturday afternoon.

Fundraising will not be part of this program.

#### **Skyview Middle School**

Educational Trip to New Zealand, Australia and Hawaii

Departure-6/4/18 Return -6/17/18

Approximately 10-15 students will attend this trip.

Cost of trip will be \$5,975 per student and includes transportation, 2 meals a day, insurance, tours and lodging.

Students will study the history, land, people and cultures of these lands.

Fundraising will not be part of this program.

#### **Springs Ranch Elementary School**

Camp Elim 5<sup>th</sup> grade trip to Woodland Park, CO

Departure-5/10/17 Return-5/12/17

100 Students will attend this trip.

Cost of trip will be \$115 per student and includes transportation, meals and lodging.

Outdoor education and team building. All Educational activities are led by the 5th grade teachers. GPS skills, teambuilding, comparing and contrasting different environments, journaling, descriptive multiple paragraphs and ecosystems will be explored.

Fundraising will be part of this program.

### **RATIONALE:**

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

**BOE Regular Meeting September 8, 2016**

**Item 8.02 continued**

**IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Travel study is an important component of an appealing education, and participation in student leadership is central to our commitment to be the best district for leaders.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

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

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

**DATE:** September 1, 2016

## BOARD OF EDUCATION AGENDA ITEM 9.01

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Andy Franko, iConnect Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	iConnect Zone Performance Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### **BACKGROUND INFORMATION, DESCRIPTION OF NEED:**

The Zone Leader will provide the board with an update of student performance within iConnect Zone schools. This information includes summative results on PARCC, CMAS, ACT, and DIBEL's. In addition, the board will receive an update on the launch of programs at the Falcon Legacy Campus and as well as a status update on Power Technical Early College.

**RATIONALE:** The iConnect Zone performance report provides clarity to the board of education and general public of student outcomes within the zone.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	Major Impact
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Major Impact
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Major Impact

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** No action required

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

**DATE:** August 26, 2016





# iConnect Zone Performance Update

Andy Franko

iConnect Zone Leader



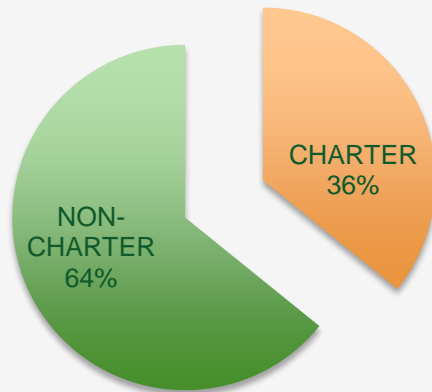
# iConnect Zone Programs



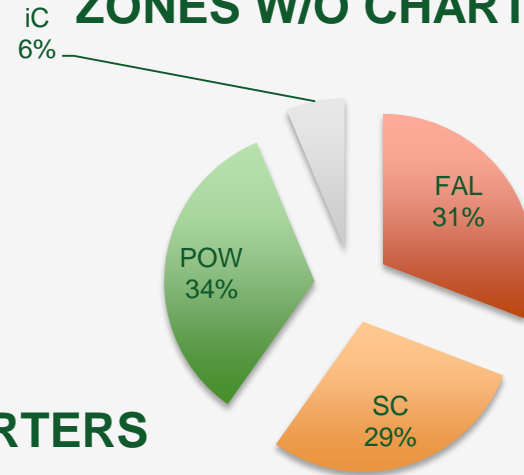
	CHARTER	ELEMENTARY	MIDDLE	HIGH
<i>Banning Lewis Ranch Academy</i>	x	x	x	x*
<i>Falcon Homeschool Program</i>		x	x	x
<i>GOAL Academy</i>	x			x
<i>Imagine Classical Academy</i>	x	x	x	
<i>Patriot High School</i>				x
<i>Pikes Peak Early College</i>				x
<i>Pikes Peak School Expeditionary Learning</i>	x	x	x	
<i>Power Technical Early College</i>	x		x	x
<i>Rocky Mountain Classical Academy</i>	x	x	x	x**
<i>Springs Studio for Academic Excellence</i>		x	x	x
<b>TOTAL</b>	6	6	7	8
	*Approved for HS students starting in Fall '17			
	**Homeschool High School			



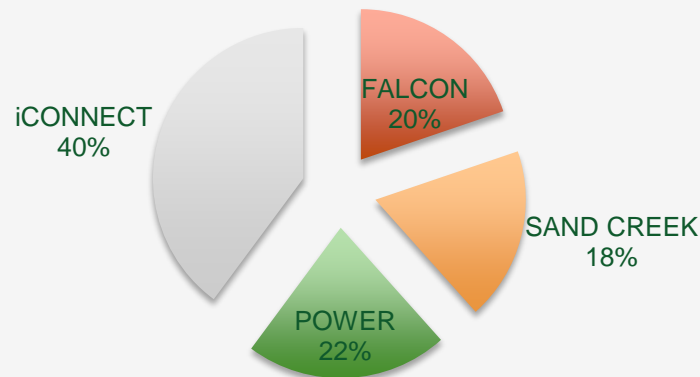
# CURRENT ENROLLMENT



## ZONES W/O CHARTERS



## ZONES with CHARTERS



## Enrollment Numbers

iConnect:	780
Charter:	6918
Non-Charter:	12398
Total D49:	19316

# Results

## Primary Literacy



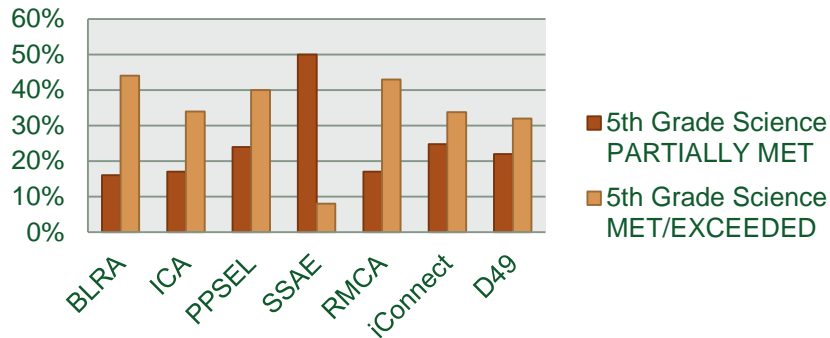
SCHOOL	% BM BOY	% BM EOY	CHANGE	2015-2016 BOY-EOY Progress category Reaching Benchmark	% WBB BOY	% WBB EOY	CHANGE	2015-2016 BOY-EOY Progress category Reducing Well Below
Banning Lewis Ranch Academy	70%	86%	16%	Well above average progress	17%	5%	13%	Well above average progress
Pikes Peak School Expeditionary Learning	70%	83%	13%	Well above average progress	19%	9%	10%	Above average progress
Rocky Mountain Classical Academy	62%	79%	17%	Above average progress	22%	9%	13%	Well above average progress
Springs Studio for Academic Excellence	62%	68%	6%	Below average progress	35%	18%	18%	Well above average progress
The Imagine Classical Academy	65%	81%	16%	Well above average progress	21%	7%	14%	Well above average progress

# Results

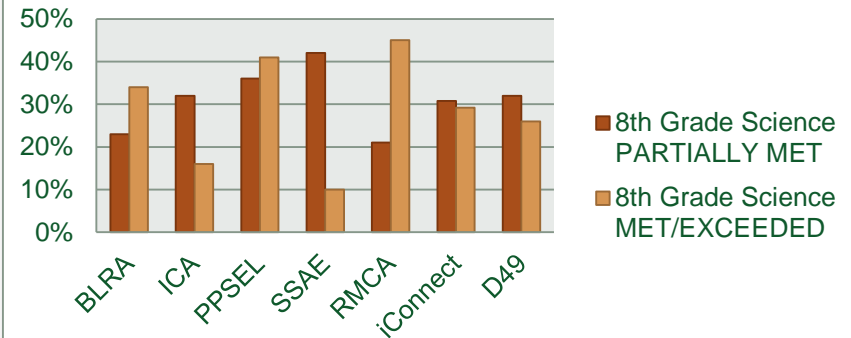
## CMAS - Science



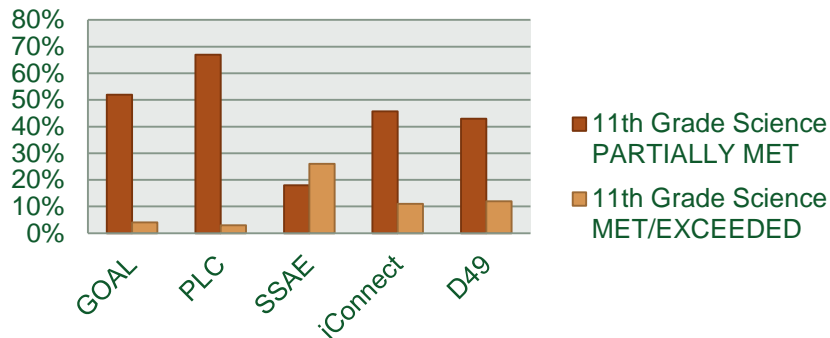
### 5th Grade Science



### 8th Grade Science



### 11 Grade Science

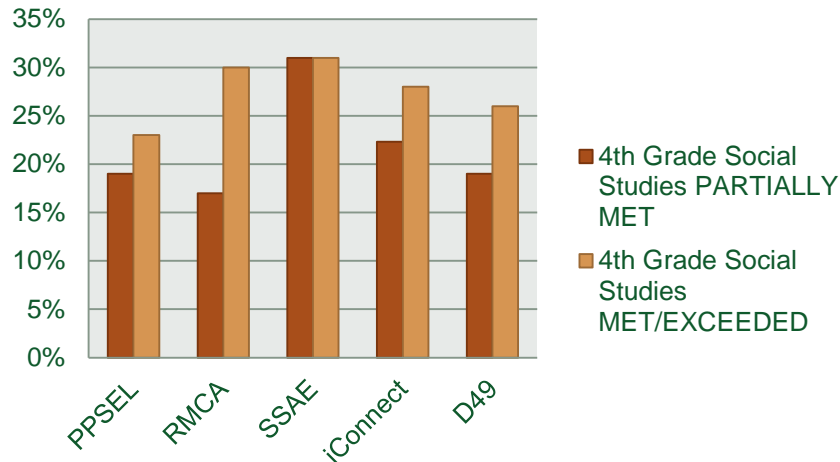


# Results

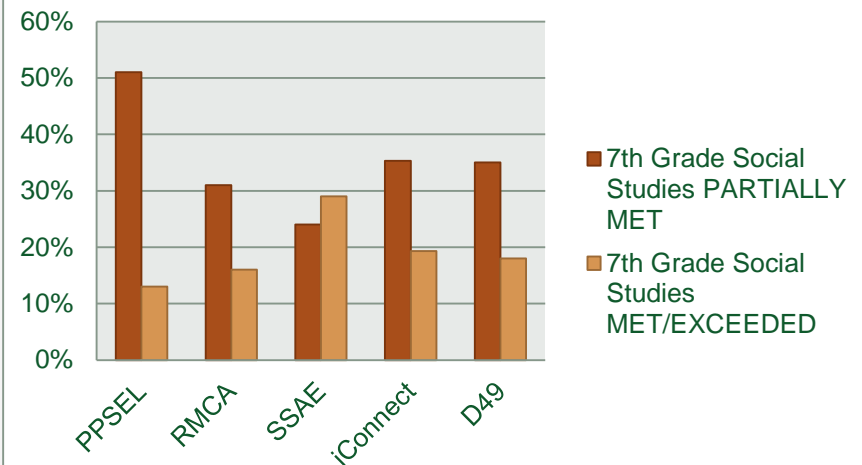
## CMAS – Social Studies



### 4th Grade Social Studies



### 7th Grade Social Studies

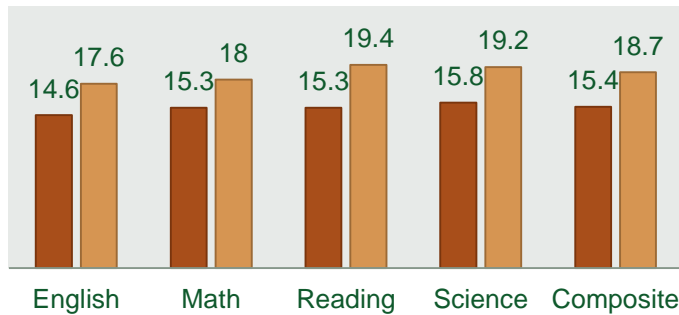


# Results ACT



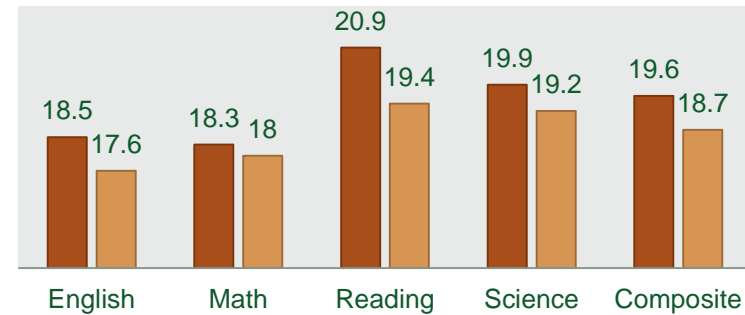
## PHS - 2016 ACT

■ Patriot Learning Center (PHS) ■ D49



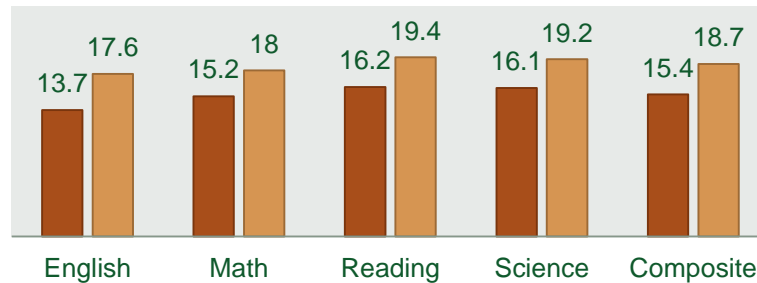
## SSAE - 2016 ACT

■ SSAE ■ D49



## GOAL - 2016 ACT

■ GOAL Academy ■ D49





## **BOARD OF EDUCATION AGENDA ITEM 9.02**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Jim Bonavita, iConnect Solutions Coordinator
<b>TITLE OF AGENDA ITEM:</b>	Summer School Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The D49 Summer School Credit Recovery Program is open to high school students in grades 9-12 (during the 2015-2016 school year) who are credit deficient and not on track to graduate. These students must have taken and failed a course at their high school of attendance and the course must be available to be re-taken through FuelEd Online Credit Recovery

**RATIONALE:** This gives students another avenue in which to make up credit and get back on track for graduation.

### **RELEVANT DATA AND EXPECTED OUTCOMES:**

#### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	Monies collected will go toward payment of student support coaches' time and effort
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The district website and all high school websites in D49 have been updated to include all relevant information
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	This gives students another avenue in which to make up credit and get back on track for graduation
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	The High School Credit Recovery Summer Program offers students the ability to catch up on lost credits.

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** \$6,900

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

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

**DATE:** August 26, 2016



## 2016 Summer School Performance Report

### Summer School

Total Enrollments - 257

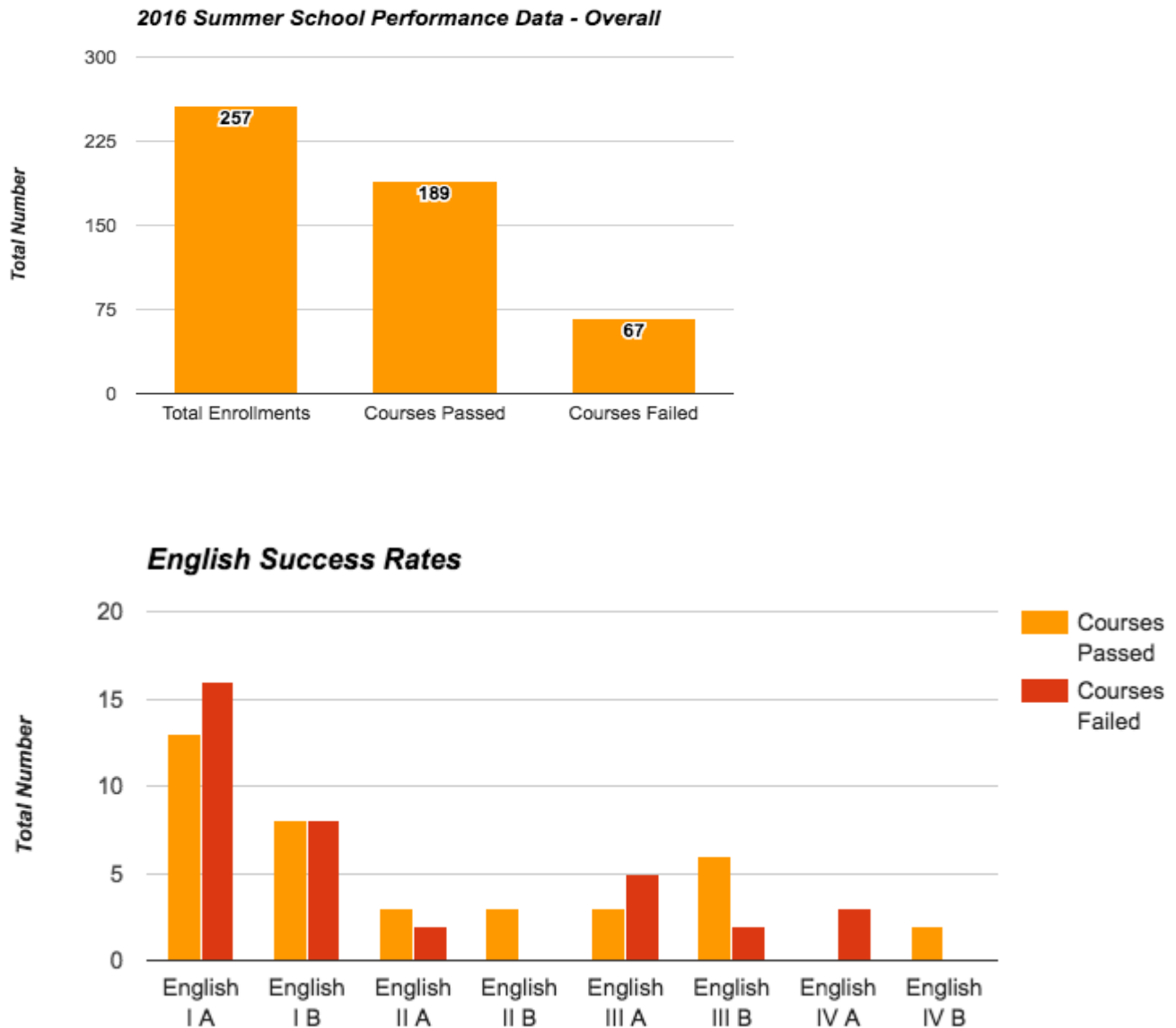
Courses Passed - 189 (74%)

Courses Failed - 67 (26%)

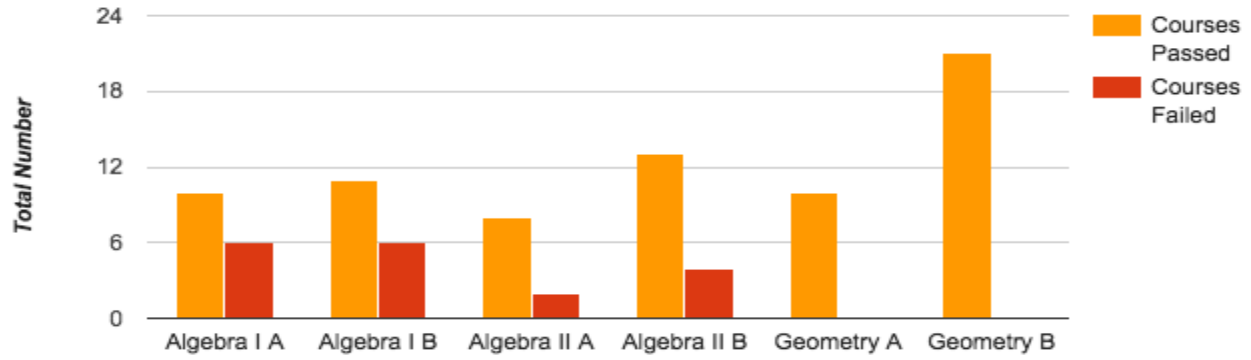
88 Students were not required to pay the required \$100 per course due to their specific circumstances

All fees applied to student IC accounts

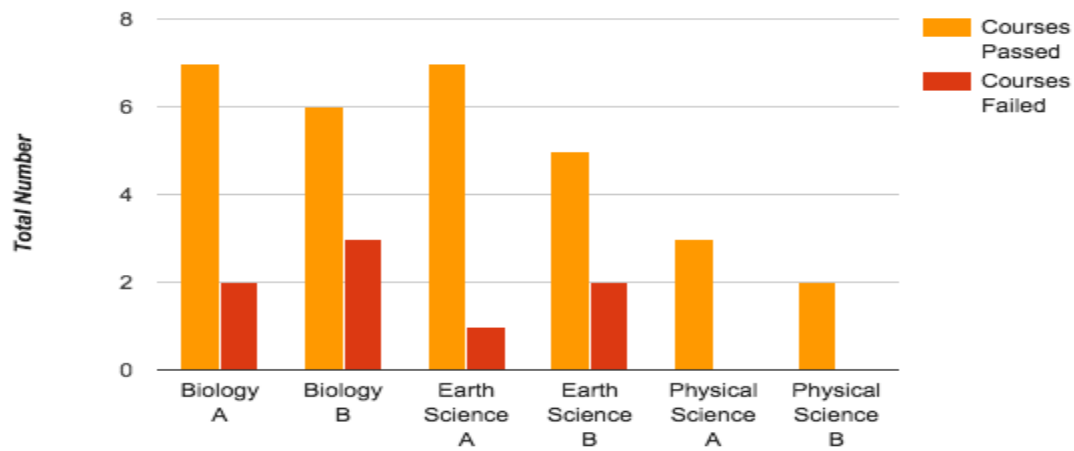
All grades uploaded to student IC accounts and transcripts



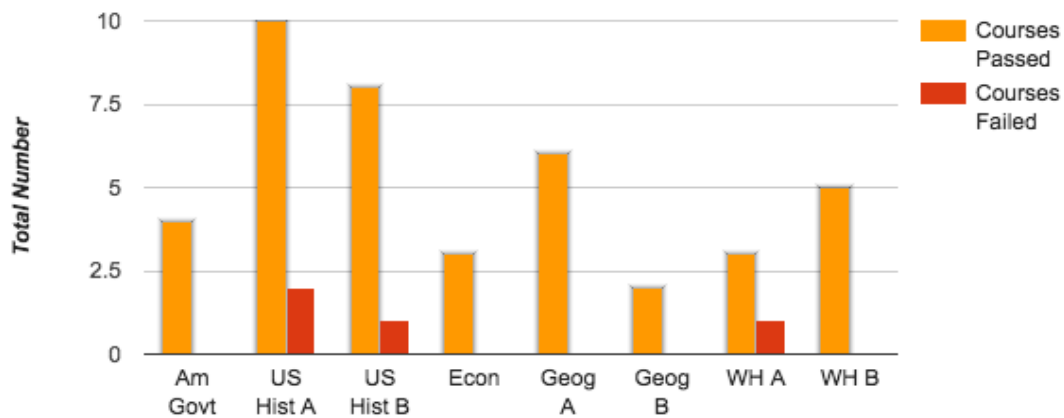
### Math Success Rates

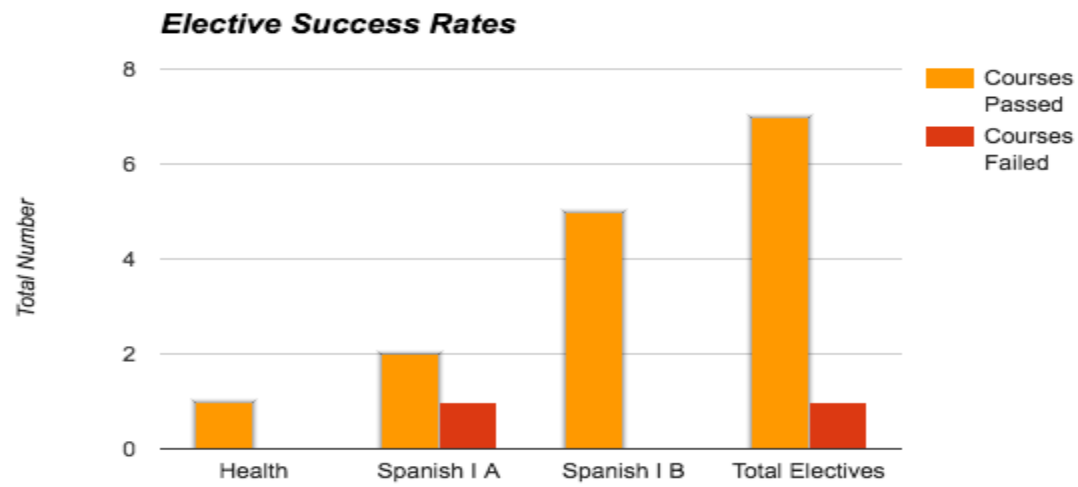


### Science Success Rates

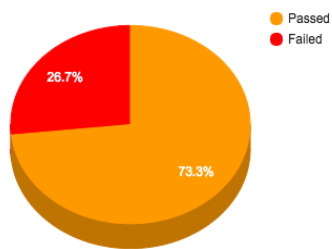


### Social Studies Success Rates

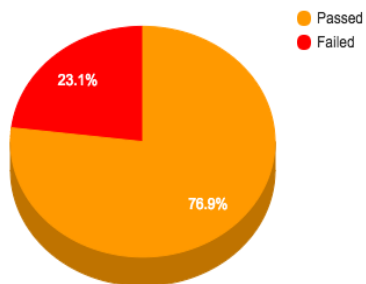




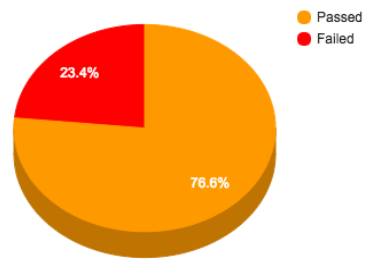
**Senior Enrollments**



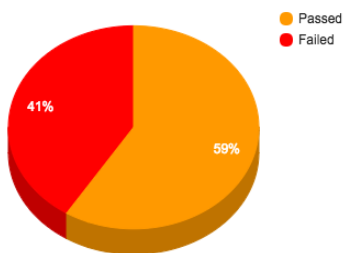
**Junior Enrollments**



**Sophomore Enrollments**



**Freshman Enrollments**



## **BOARD OF EDUCATION AGENDA ITEM 9.03**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Kathleen Granaas, Coordinator of Academic Performance
<b>TITLE OF AGENDA ITEM:</b>	2016 CMAS ELA, Math, Science and Social Studies Results
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** 2016 CMAS ELA, Math, Science and Social Studies Results - 2015 was the first year the PARCC ELA and Math assessment was given. With the 2016 results, we have the ability to observe trends across the two years. The 2016 results indicate mixed results across our schools. Overall, the district performed higher than the state in most areas. With the latest results, we have the ability to observe trends across three years in science. The state reduced the amount testing in SS by only testing a sampling of schools. The 2016 results indicate mixed results across our schools. Participation in Science testing stayed higher in School District 49 than the state average.

**RATIONALE:** D49 has a comprehensive assessment system to evaluate how students are progressing, and how schools and the district are preparing students. State assessment is one data point used in this evaluation. CMAS-PARCC ELA and Math results, participation rates, data considerations will be presented. It is valuable for Board members to understand the state assessment results in order to understand district performance.

**RELEVANT DATA AND EXPECTED OUTCOMES:** CMAS- ELA, Math, Science and Social Studies results and data considerations will be presented.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	State assessment results are one indication of district performance and one that families rely on to gauge performance of districts, schools and their students.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	State assessment results are used to evaluate the effectiveness of instruction and programming among our portfolio of schools.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	CMAS is an indicator of academic success for students beginning in 3 <sup>rd</sup> grade. CMAS science and social studies are indicators of academic success for students beginning in 4th grade.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	Overall school assessment results and individual student assessment results, provide teachers and leaders with information to support instructional programming decisions, and developing individual student plans so every student succeeds.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

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

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

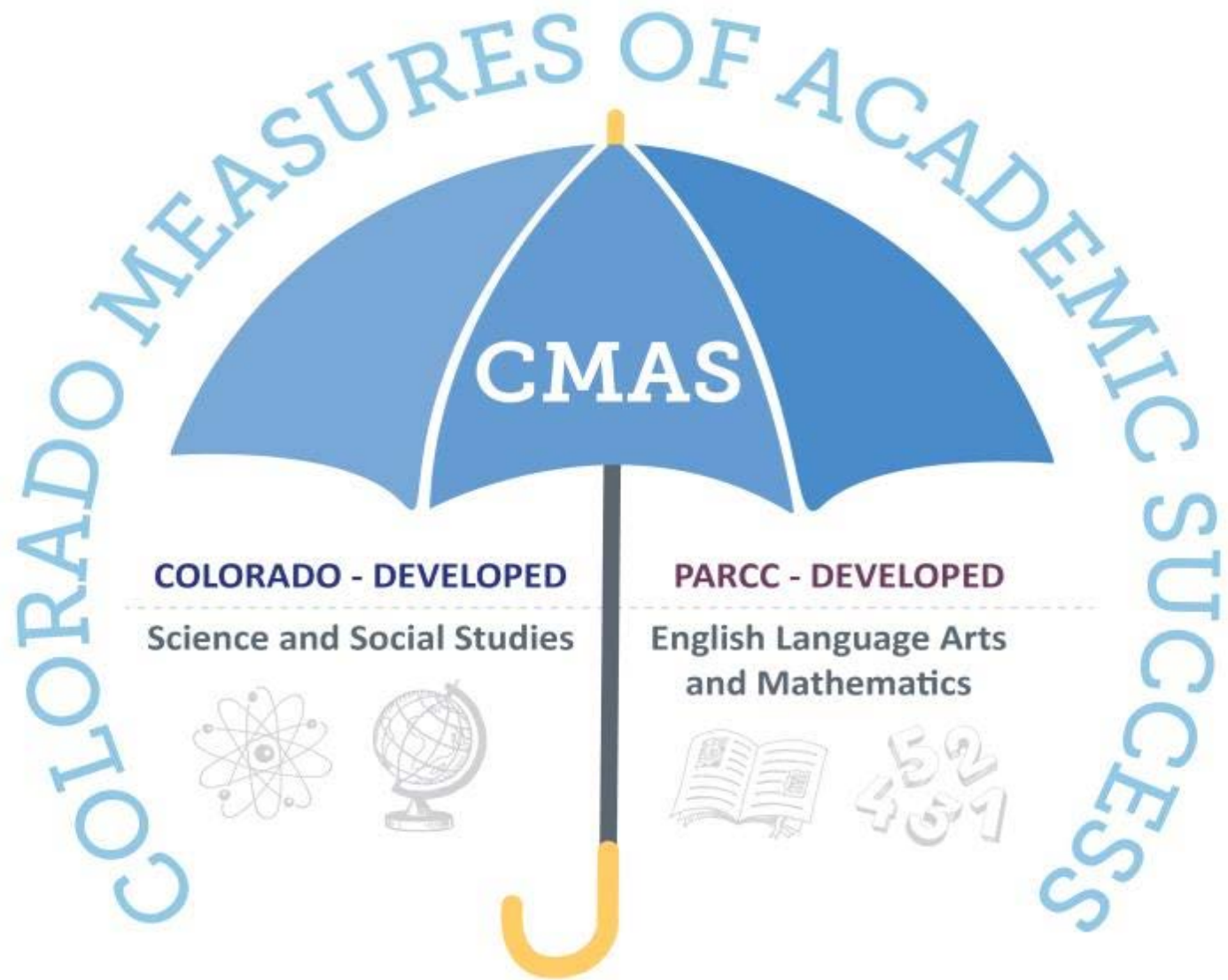
**DATE:** 8/26/16



# Colorado Measures of Academic Success and PARCC Summary of Results Report 2016

District 49 Board of Education Meeting  
September 8, 2016

Presented by Kathleen Granaas,  
Coordinator of Academic Performance



The Best Choice to Learn, Work and Lead



# CMAS Assessment Results



Give us:

- One snapshot of student progress towards the Colorado Academic Standards
- Indication of the degree to which schools' instruction has addressed the standards
- The ability to track student growth
- Ability for teachers refine instruction and to identify next teaching steps
- Provide school and district comparisons and accountability information for parents, students, and the community



# CMAS Performance Levels



CMAS ELA and Math (PARCC), CSLA	CMAS Science and Social Studies
<b>Level 5:</b> Exceeded expectations	<b>Level 4:</b> Exceeded expectations
<b>Level 4:</b> Met expectations	<b>Level 3:</b> Met expectations
<b>Level 3:</b> Approached expectations	<b>Level 2:</b> Approached expectations
<b>Level 2:</b> Partially met expectations	<b>Level 1:</b> Partially met expectations
<b>Level 1:</b> Did not yet meet expectations	



# Student Performance Reports

- Reports individual student performance
- Intended for parents and teachers
- Scale Scores
  - Overall
  - Breakdown per reporting category performance
- Performance Levels
- Student Percentile Rank
- Percent Correct (science and social studies only)
  - Prepared Graduate Competency or Grade Level Expectation

<http://www.cde.state.co.us/communications/resourcesforparents>



## Colorado Measures of Academic Success

STACY M. LASTNAME

ID: 5200154007 Grade: 6

SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

GRADE 6 ELA

### English Language Arts/Literacy Assessment Report, 2015–2016

This report shows whether STACY met grade-level expectations and is on track for the next grade level. **This assessment is just one measure of how well your child is performing academically.**

To learn more about the test and to view sample questions and practice tests, visit [UnderstandTheScore.org](http://UnderstandTheScore.org).

#### How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

#### How Did STACY Perform Overall?

##### Performance Level 3

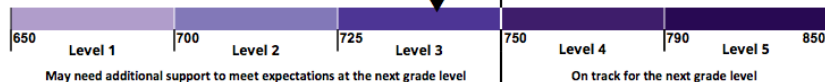
Score: **740**

CO Percentile Rank: **75th**

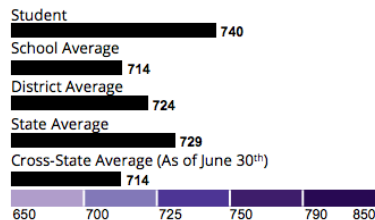
- Level 5** Exceeded Expectations
- Level 4** Met Expectations
- Level 3** Approached Expectations
- Level 2** Partially Met Expectations
- Level 1** Did Not Yet Meet Expectations

Your child's score

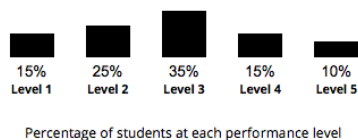
740



The probable range in the student's overall score on this test is plus or minus 4.3 points. This is the amount of change that would be expected in your child's score if he/she were to take the test many times. Arrows beneath your child's score represent the probable range.



#### How Students in Colorado Performed



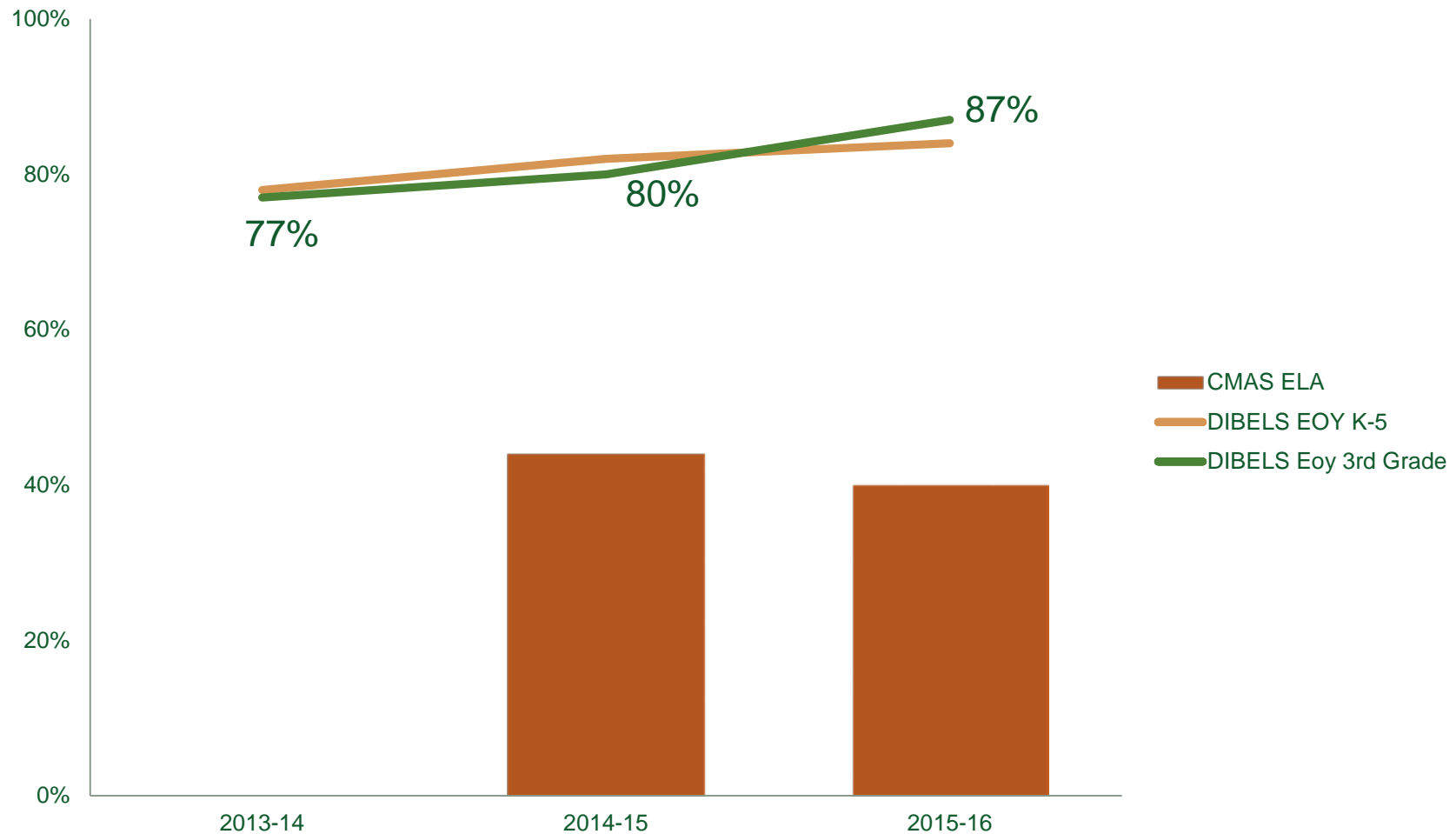
## Sample Score Report

<http://www.cde.state.co.us/communications/parcc-scorecardsupportyourstudent>

# The Best Choice to Learn, Work and Lead



# Firm Foundations



The Best Choice to Learn, Work and Lead



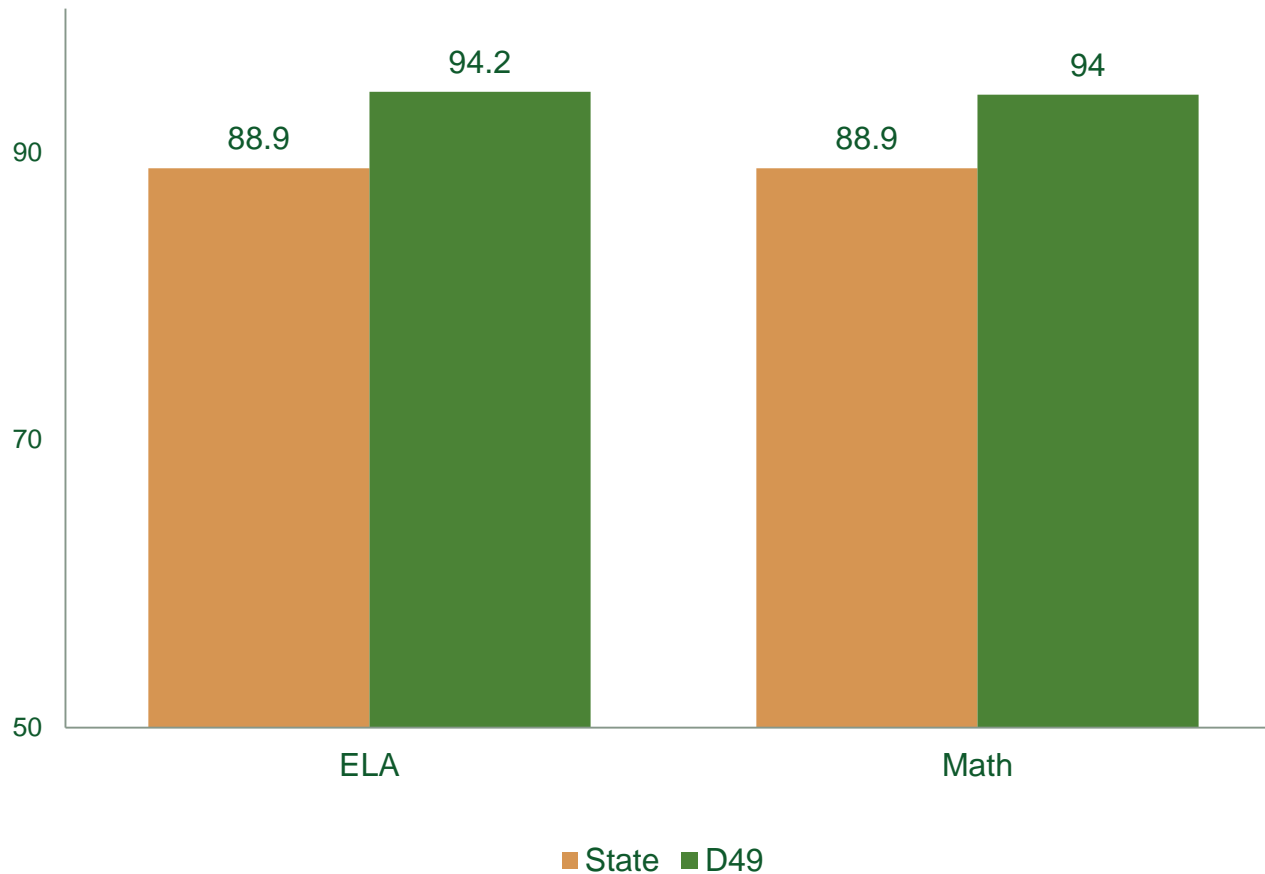
# PARCC Comparisons



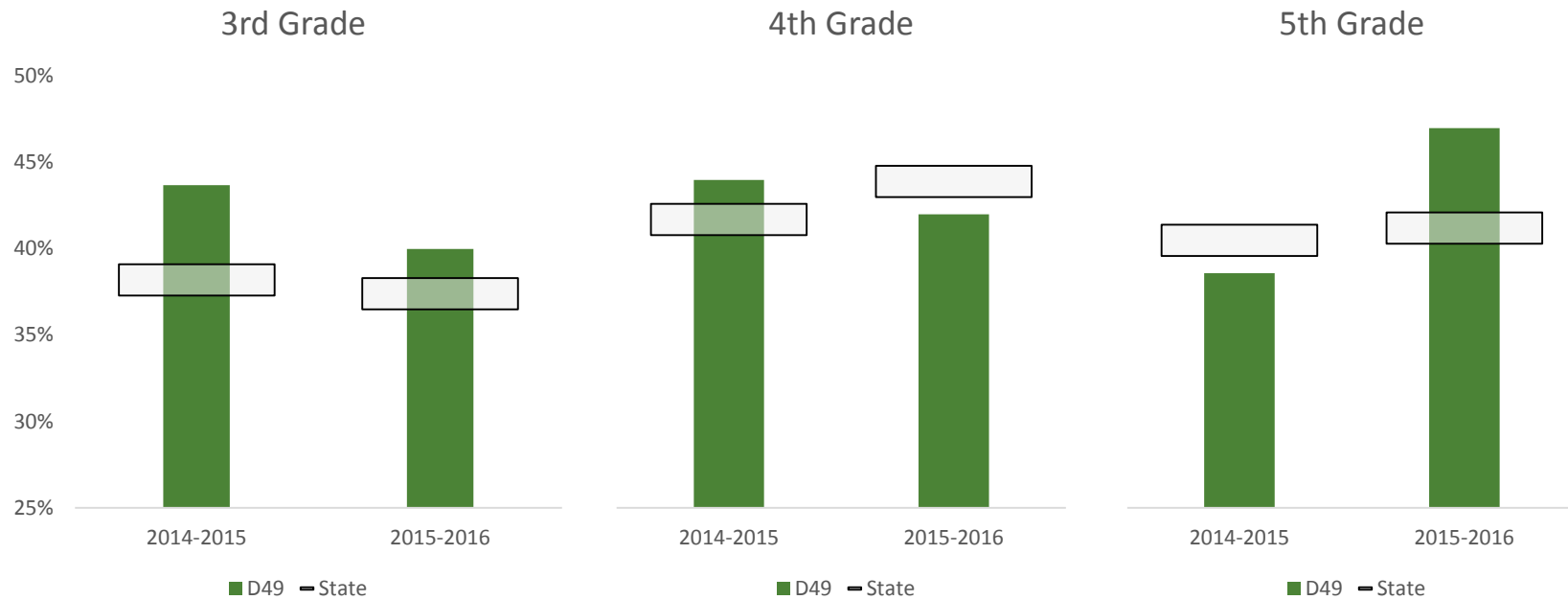
ELA Comparisons		
	D49 compared to last year	Compared to the state
3rd	lower	higher
4th	lower	higher
5th	higher	higher
6th	higher	higher
7th	higher	higher
8th	higher	higher
9th	lower	lower

Math Comparisons		
	D49 compared to last year	Compared to the state
3rd	lower	higher
4th	higher	higher
5th	higher	higher
6th	lower	lower
7th	lower	lower
8th	lower	same
9th	higher	lower

# 2016 PARCC Participation



# ELA Primary Results



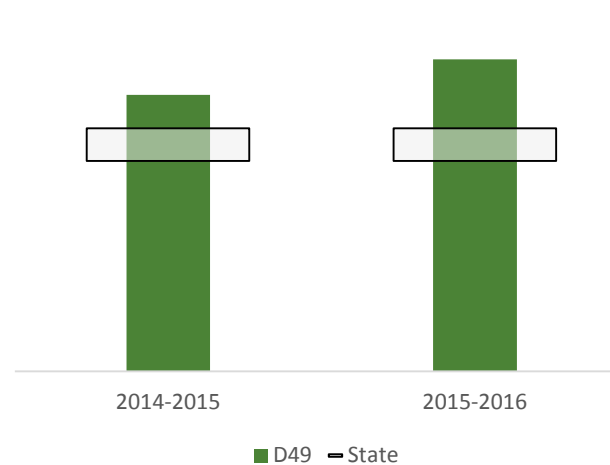
# ELA Secondary Results



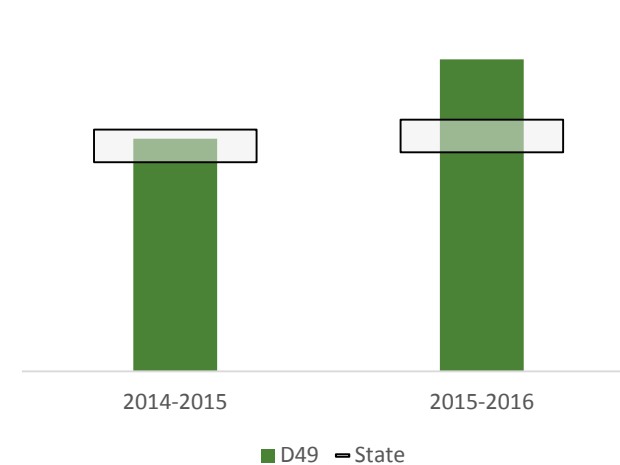
6th Grade



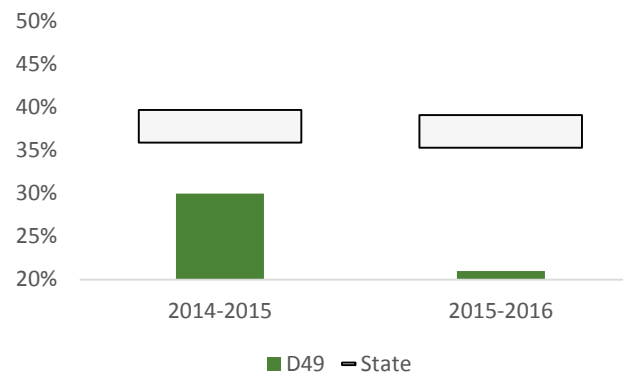
7th Grade



8th Grade

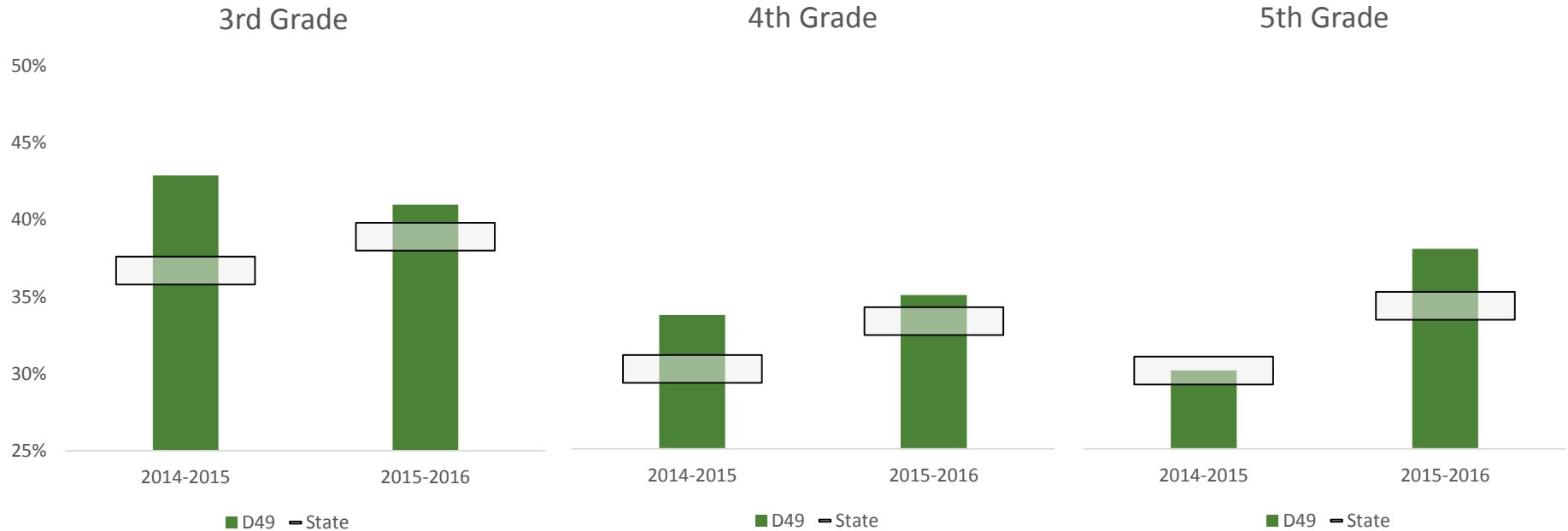


9th Grade





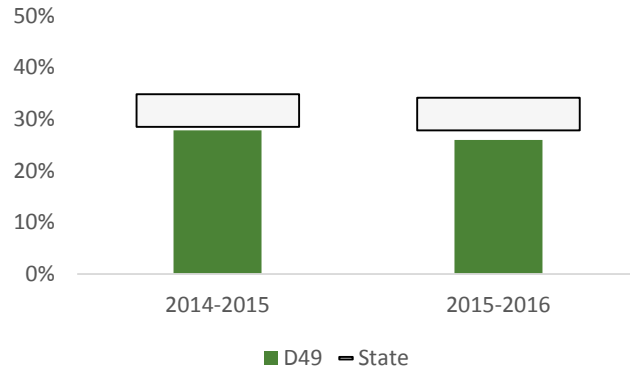
# Math Primary Results



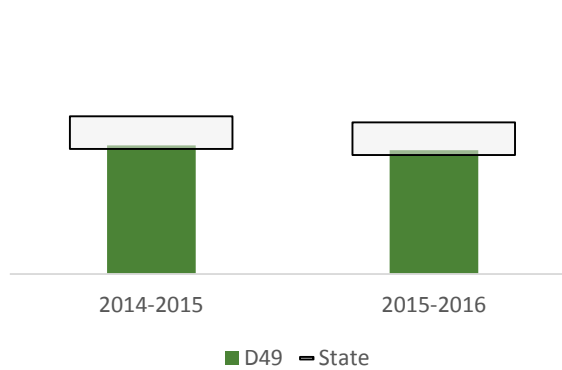
# Math Secondary Results



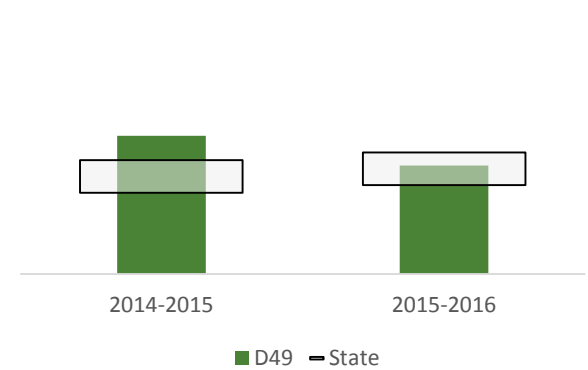
6th Grade



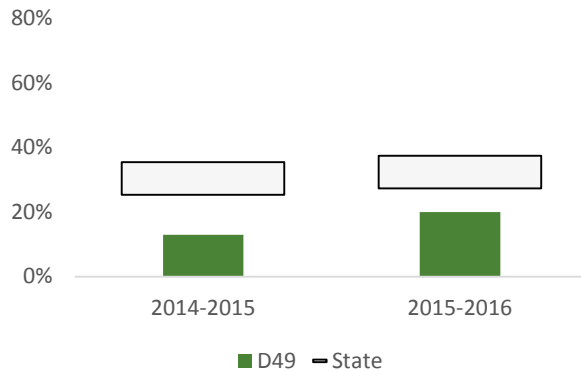
7th Grade



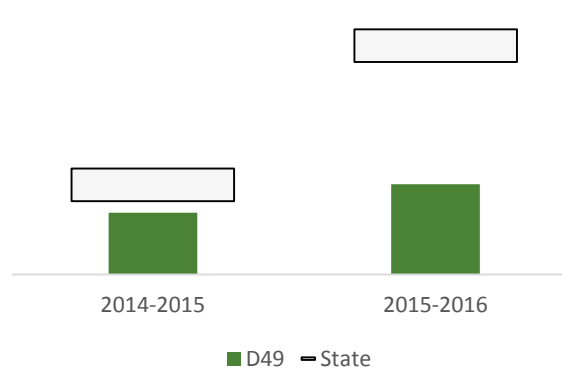
8th Grade



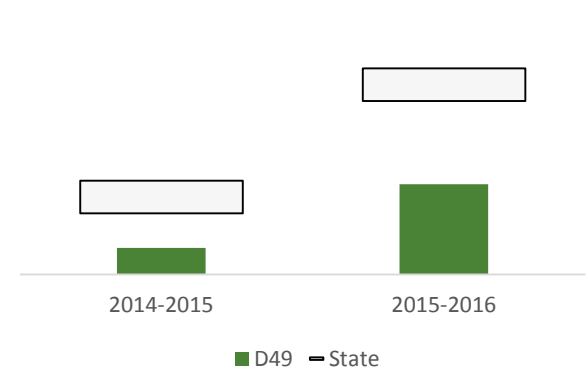
Algebra



Algebra II



Geometry



# Social Studies Sampling



- In 2015 Senate Bill 15-056 reduced the number of schools that will administer the state social studies assessments each year.
- This is the second year of a three year cycle in which 1/3 of elementary and middle schools will be selected to administer the CMAS and CoAlt social studies assessments each year

# CMAS Comparisons



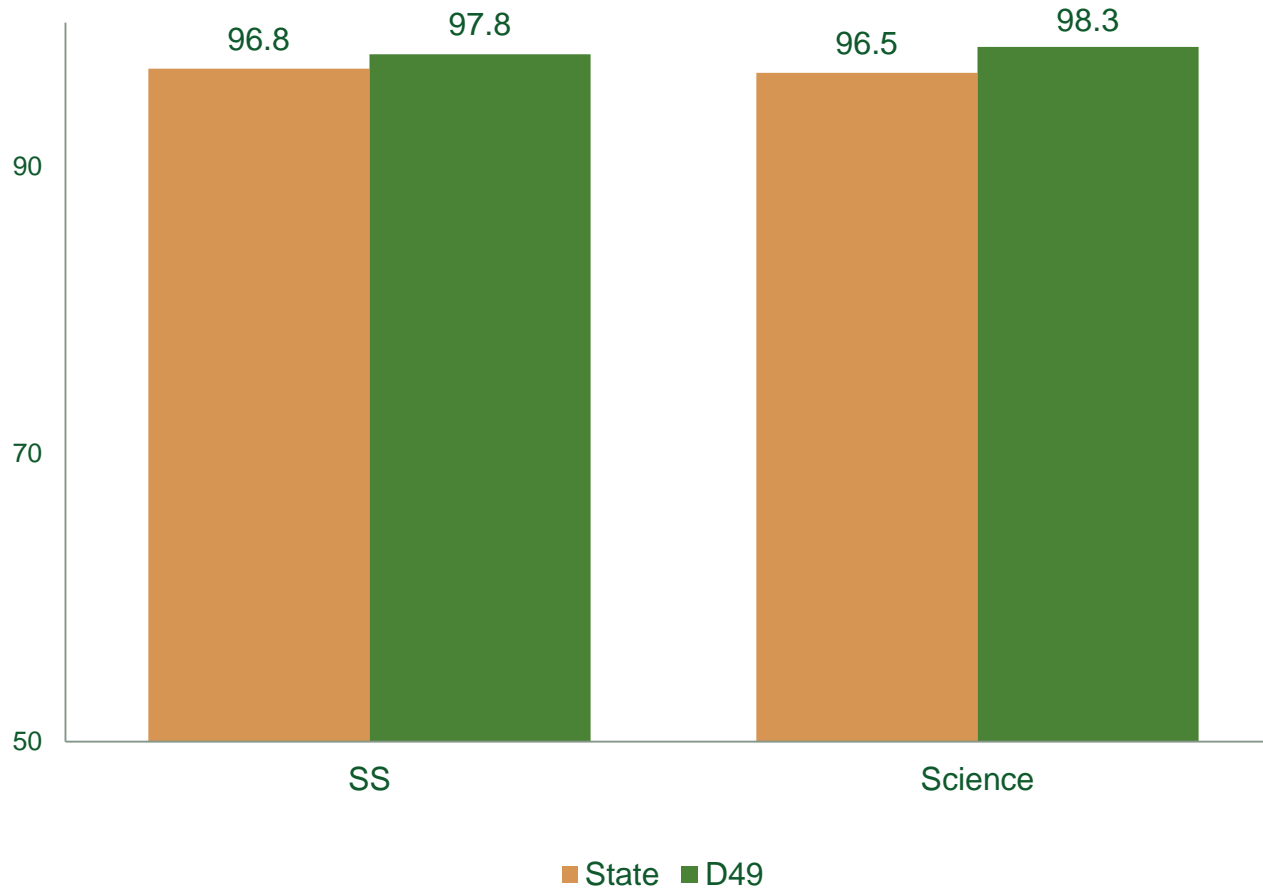
## Science Comparisons

	D49 compared to last year	Compared to the state
5th	lower	lower
8th	same	lower
11th	1st year	lower

## Social Studies Comparisons

	D49 compared to last year	Compared to the state
4th	higher	higher
7th	higher	same

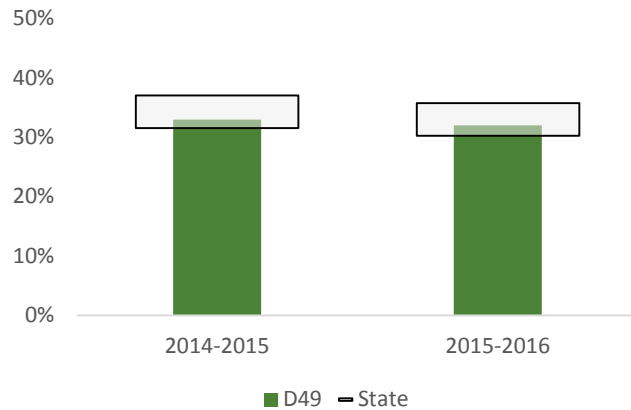
# CMAS Social Studies and Science Participation



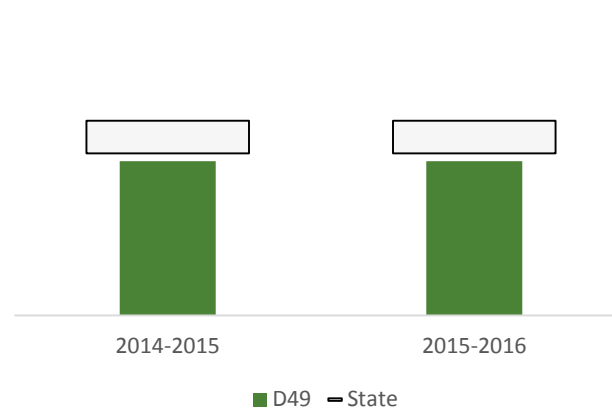
# Science and Social Studies



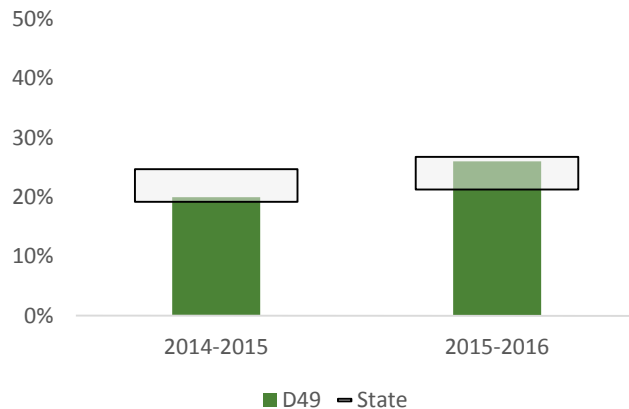
5th Grade Science



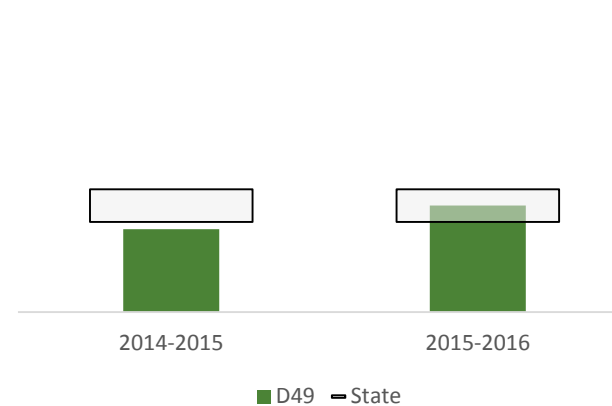
8th Grade Science



4th Grade Social Studies



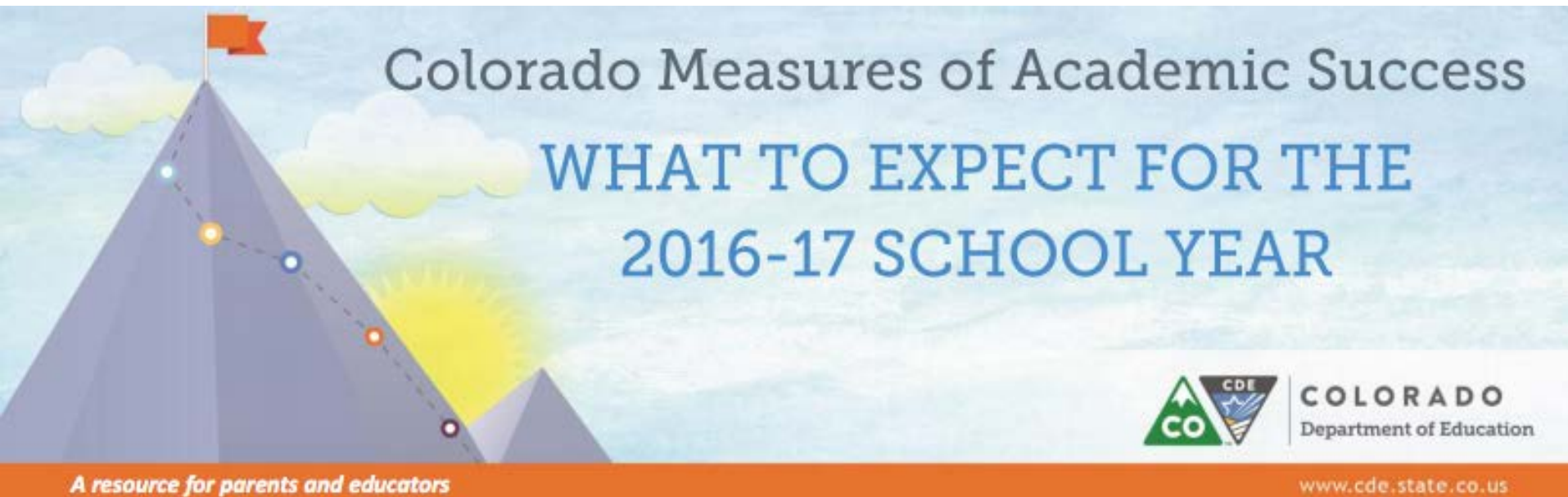
7th Grade Social Studies



# Parent Resources



- [CDE Resources for Parents](#)
- [What to Expect for 2016-17 School Year - CMAS](#)



The Best Choice to Learn, Work and Lead

## **BOARD OF EDUCATION AGENDA ITEM 9.04**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Ron Sprinz, Finance Group Manager
<b>TITLE OF AGENDA ITEM:</b>	Preliminary Enrollment Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Under current statute, Colorado school districts' program formula funding is largely based on the 'October Count' of full time equivalent students (sFTE). Like many districts, we try and monitor how enrollment is trending as compared to the adopted budget.

**RATIONALE:** sFTE is the largest variable in determining program formula funding and since program formula funding accounts for 94% of our total general fund revenue budget, and since we are continuing to move toward a full student-based funding model, it is very appropriate to monitor sFTE early in the school year to determine what issues may come from fluctuations to the adopted budget in terms of sFTE by school.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The actual October Count result will be the driving factor in compiling the amended budget, to be approved by the Board of Education prior to January 31, 2016. Estimates of how the October Count will unfold, and how that will affect each school and zone in turn, in terms of financial impacts, will be used in strategic decisioning throughout the course of the fall semester.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Presenting such information in an open and transparent manner validates the importance placed on community trust.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	<i>Informed decision making and organizational agility are key strategies we continue to pursue.</i>
<b>Rock #4</b> — Build <u>firm</u> foundations of knowledge, skills and experience so all learns can thrive	
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:**

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

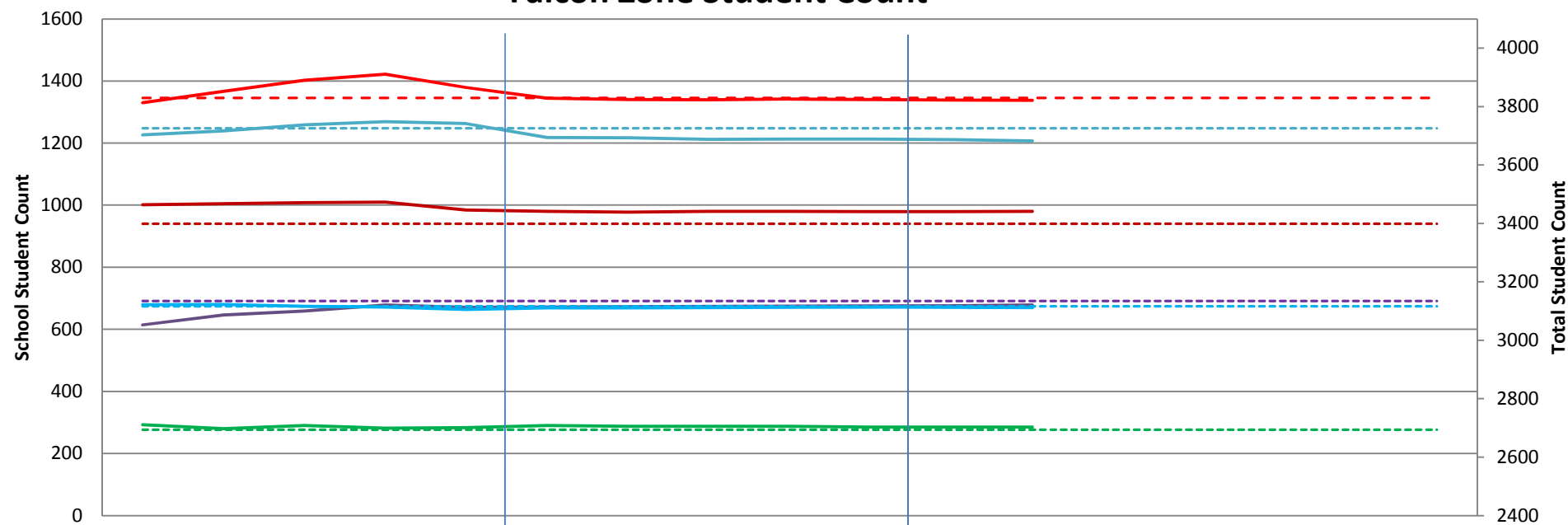
**APPROVED BY:** Brett Ridgway, Chief Business Officer

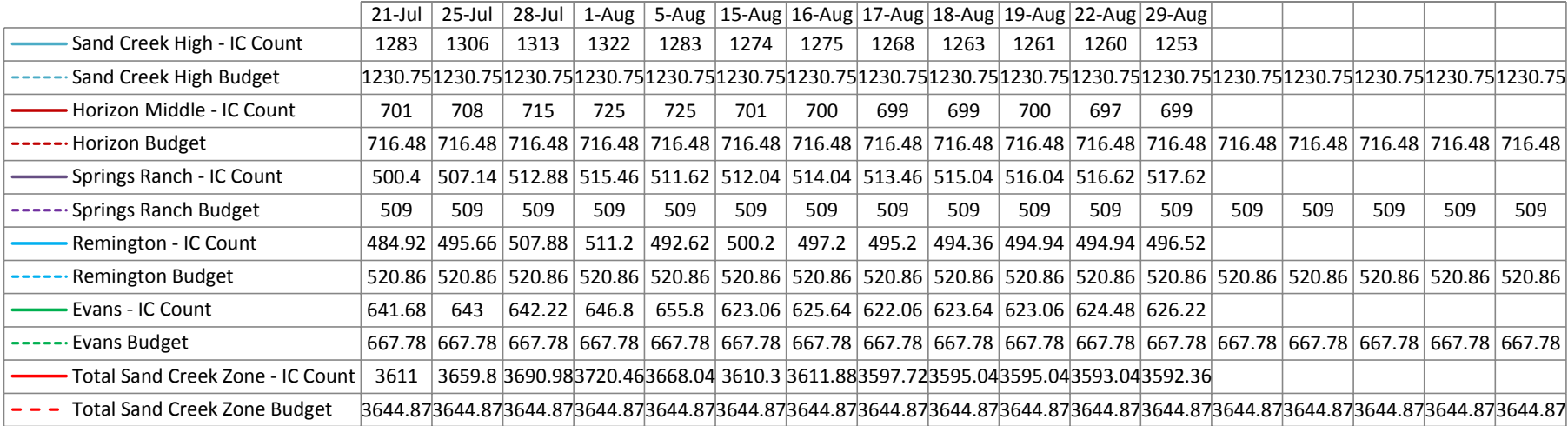
**DATE:** August 26, 2016





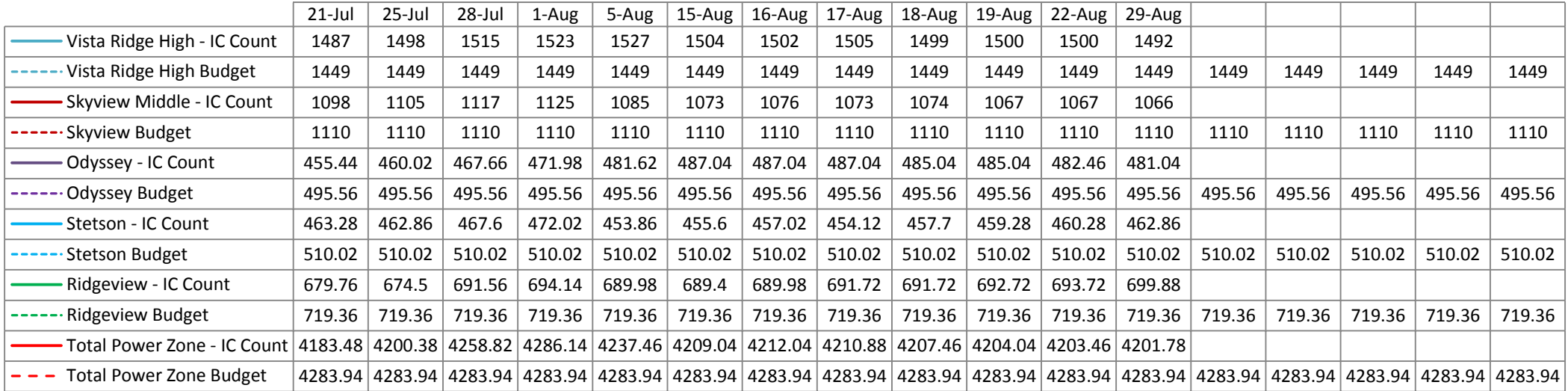
## Falcon Zone Student Count

[illegible]



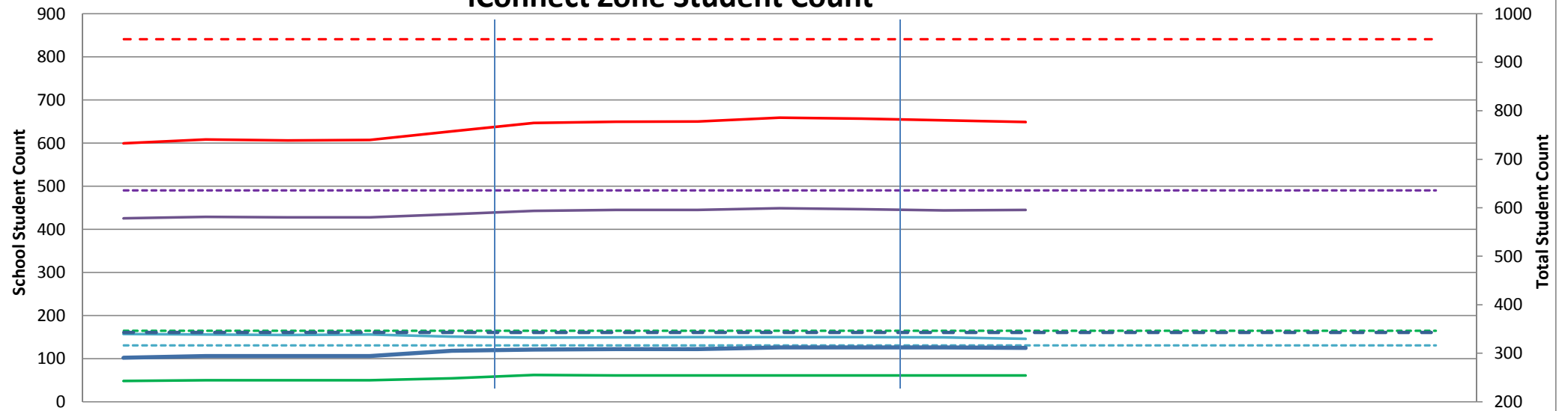


### Total Student Count





## iConnect Zone Student Count

[illegible]



Pupil Counts

Coordinated Schools

Falcon Innovation Zone			Principal	Budgeted change		Campus			schools @ (5/6) PPR	
132	Falcon Elementary School	Malinda Keck	292.26	(15.67)	276.59	285.26	8.67	\$ 5,665.25	49,118	
134	Meridian Ranch Elementary School	Kim Leon	675.22	(0.91)	674.31	669.70	(4.61)	\$ 5,665.25	(26,117)	
137	Woodmen Hills Elementary School	Kathy Pickering	656.36	35.16	691.52	678.98	(12.54)	\$ 5,665.25	(71,042)	
220	Falcon Middle School	Brian Smith	908.00	32.00	940.00	980.00	40.00	\$ 5,665.25	226,610	
310	Falcon High School	Cheryl DeGeorge	1,234.50	13.00	1,247.50	1,207.00	(40.50)	\$ 5,665.25	(229,443)	
312	Total Zone	Julia Roark	3,766.34	63.58	3,829.92	3,820.94	(8.98)	Zone (Risk)/Op	(50,874)	
				1.7%		to Bud	-0.2%			
						to LY	1.4%			
Sand Creek Innovation Zone										
131	Evans International Elementary Schl	Michelle Slyter	617.78	50.00	667.78	626.22	(41.56)	\$ 6,029.33	(250,579)	
135	Remington Elementary School	Lisa Fillo	528.10	(7.24)	520.86	496.52	(24.34)	\$ 6,029.33	(146,754)	
138	Springs Ranch Elementary School	James Kyner	512.06	(3.06)	509.00	517.62	8.62	\$ 6,029.33	51,973	
225	Horizon Middle School	Dustin Horras	650.50	65.98	716.48	699.00	(17.48)	\$ 6,029.33	(105,393)	
315	Sand Creek High School		1,266.50	(35.75)	1,230.75	1,253.00	22.25	\$ 6,029.33	134,153	
317	Total Zone	Sean Dorsey	3,574.94	69.93	3,644.87	3,592.36	(52.51)	Zone (Risk)/Op	(316,600)	
				2.0%		to Bud	-1.4%			
						to LY	0.5%			
POWER Zone										
136	Ridgeview Elementary School	Theresa Ritz	685.62	33.74	719.36	699.88	(19.48)	\$ 5,654.73	(110,154)	
139	Stetson Elementary School	Jeff Moulton	508.52	1.50	510.02	462.86	(47.16)	\$ 5,654.73	(266,677)	
140	Odyssey Elementary School	Sarah McAfee	508.00	(12.44)	495.56	481.04	(14.52)	\$ 5,654.73	(82,107)	
230	Skyview Middle School	Cathy Tinucci	1,127.00	(17.00)	1,110.00	1,066.00	(44.00)	\$ 5,654.73	(248,808)	
320	Vista Ridge High School	Bruce Grose	1,403.00	46.00	1,449.00	1,492.00	43.00	\$ 5,654.73	243,153	
322	Total Zone	Mike Pickering	4,232.14	51.80	4,283.94	4,201.78	(82.16)	Zone (Risk)/Op	(464,593)	
				1.2%		to Bud	-1.9%			
						to LY	-0.7%			
iConnect Innovation Programs										
510	Patriot Learning Center (w/ Nt Schl)	Dan Mulay	200.50	(39.37)	161.13	125.00	(36.13)	\$ 6,674.50	(241,150)	
464	SSAE	Jodi Fletcher	517.06	(26.29)	490.77	444.80	(45.97)	\$ 6,674.50	(306,827)	
340	PPEC	Dave Knoche			165.00	61.00	(104.00)	\$ 6,674.50	(694,148)	
525	Homeschool Program	Jessica McCallister	104.28	27.00	131.28	146.00	14.72	\$ 6,674.50	98,249	
522	Total Zone	Andy Franko	821.84	(38.66)	948.18	776.80	(171.38)	Zone (Risk)/Op	(1,143,876)	
				-4.7%		to Bud	-18.1%			
						to LY	-5.5%	\$ 1,679.76	(529,175)	
Internal Service & Vendor Groups										
Total Coordinated Schools			Peter Hilts	12,395.26	146.65	12,706.91	12,391.88	(315.03)		(2,505,117)
					1.2%		(3.38)			
						to Bud	-2.5%			
						to LY	0.0%			
If we trend similar to last year, we will see a small bump of students after Labor Day weekend followed by a slow decrease as we get to the official Oct Count.										

## **BOARD OF EDUCATION AGENDA ITEM 9.05**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Matt Meister, Director of Communications
<b>TITLE OF AGENDA ITEM:</b>	Election Education/Information Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education previously provided guidance to the Administration to conduct primary research for needs, options and financing vehicles for potential participation in the November 2016 election. That work resulted in the development of a plan dubbed “Building our Future Community” and requisite language that will be placed on the November 2016 general election ballot as a result of the Board’s decision at a special meeting held on August 24, 2016.

From that point on, the District is limited by the Fair Campaign Practices Act, to ‘informing’ our public rather than advocating for the initiative. The informing must be cognizant of both protagonist and antagonist positions on the subject. To this point, District Administration is not aware of any organized opposition to the initiative, but is aware of organized support being provided by “Citizens for Building Our Future Community in D49”.

**RATIONALE:** While the District, and the Board of Education, naturally support the initiative, as evidenced not only by the unanimous vote to place the measure on the ballot, by also by the months and months of discussion, presentation, gathering of thought and opinion feedback – the District also desires to be properly observant of its responsibilities now that the ballot initiative has been formally approved. That does not, and should not, mean, however, that the district ‘go silent’. District Administration, in particular should still strive to inform our community but to carefully do so with a balanced perspective.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Above all, the hope of District 49 leadership is that our constituents are able to make an informed decision on initiative 3B – a decision not merely based on opinions and quick reactions to limited information, but one based on deep information full of context and accurate data.

### **IMPACTS ON THE DISTRICT’S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Clarity and transparency in revenue generation strategies and related decisions.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	<i>There is no closer engagement for community participation than an election. Pursuing an election question in 2016 will need significant community participation for it to be reflective of the community’s wishes for D49</i>
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	<i>The election proposal has clear connections to increasing our portfolio of distinct and exceptional schools</i>
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	<i>Recognizing that the efficiencies D49 has achieved the last several years puts the district in a position to be trusted, to be innovative and through the continuous exercise of both; building a firm foundation for the future..</i>
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	<i>A commitment to improving facilities and programs will have a positive contribution to ensuring each student has their best opportunity for success.</i>



BOE Regular Meeting September 8, 2016  
Item 9.05 continued

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Continue to be aware of community involvement on both sides of the ballot initiative.

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

**DATE:** August 31, 2016



The Best Choice to Learn, Work, and Lead

CITIZENS FOR BUILDING OUR FUTURE COMMUNITY IN DISTRICT 49

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# Vote YES! on 3B

Supporting Students, Teachers, and Taxpayers

## 3B SUPPORTS STUDENTS

3B provides every District 49 school, including charter schools and the Falcon Homeschool Program, money every decade to improve their learning facility. It's efficient and effective, taking care of what we already have.







The Best Choice to Learn, Work, and Lead

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# Vote YES! on 3B

Supporting Students, Teachers, and Taxpayers





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# Vote YES! on 3B

Supporting Students, Teachers, and Taxpayers



3B - FOUR PRIORITIES

1. Major Remodel/Additions at Three Largest High Schools
2. Renovate and Refresh All Schools
3. More Competitive Teacher Salaries
4. Build Two New Elementary Schools

...○...



BuildingOurFutureD49@gmail.com 

The Best Choice to Learn, Work, and Lead

CITIZENS FOR BUILDING OUR FUTURE COMMUNITY IN DISTRICT 49

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# Vote YES! on 3B

Supporting Students, Teachers, and Taxpayers

## 3B SUPPORTS TAXPAYERS

3B does not raise the tax rate, allowing for investment in District 49 schools and teachers without increasing the burden on taxpayers. 3B will increase home values by supporting successful schools while not increasing the taxes we pay.

...o...



## **BOARD OF EDUCATION AGENDA ITEM 9.06**

<b>BOARD MEETING OF:</b>	September 8, 2016
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Performance Excellence
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** In 2015, D49 began formal pursuit of 'Performance Excellence' through the Rocky Mountain Performance Excellence, our regional affiliate of the Baldrige Foundation which oversees the Malcom Baldrige National Quality Award. Our intention is to continue pursuing Performance Excellence through the full award. As we have heard from previous recipients, and as we are experiencing currently, it is the journey that is more informative and valuable than the award stages along the way.

To that end, after having made our first application and having been given the Foothills award for that application, we have sought to continue our journey towards performance excellence with specific focus on (1) Engaging with a simpler Mission and Vision; (2) Defined-Issue focus for Strategic Action Planning; and (3) improving Reporting and Relevant Results.

**RATIONALE:** RMPex and the Baldrige criteria are a good pursuit for District 49 because it does not only fit education. D49 is unique in Colorado, and around the country for that matter, with our focus on innovation, creativity and running our district like a business – all priorities identified from and continually reinforced by our community. This pursuit, we believe is the best option for us to honor that desire from our community rather than pursuing a traditional path for traditional education.

**RELEVANT DATA AND EXPECTED OUTCOMES:** We have submitted our application and expect a site visit in early November.

### **IMPACTS ON THE DISTRICT'S STRATEGIC PRIORITIES—THE BIG ROCKS:**

<b>Rock #1</b> —Reestablishing the district as a <u>trustworthy</u> recipient of taxpayer investment	<i>Being open to honest, critical evaluation in order to get better.</i>
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	<i>Pursuing a path that is consistent with the values of the community we serve.</i>
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	
<b>Rock #5</b> — Customize our educational systems to launch <u>each student</u> toward success	

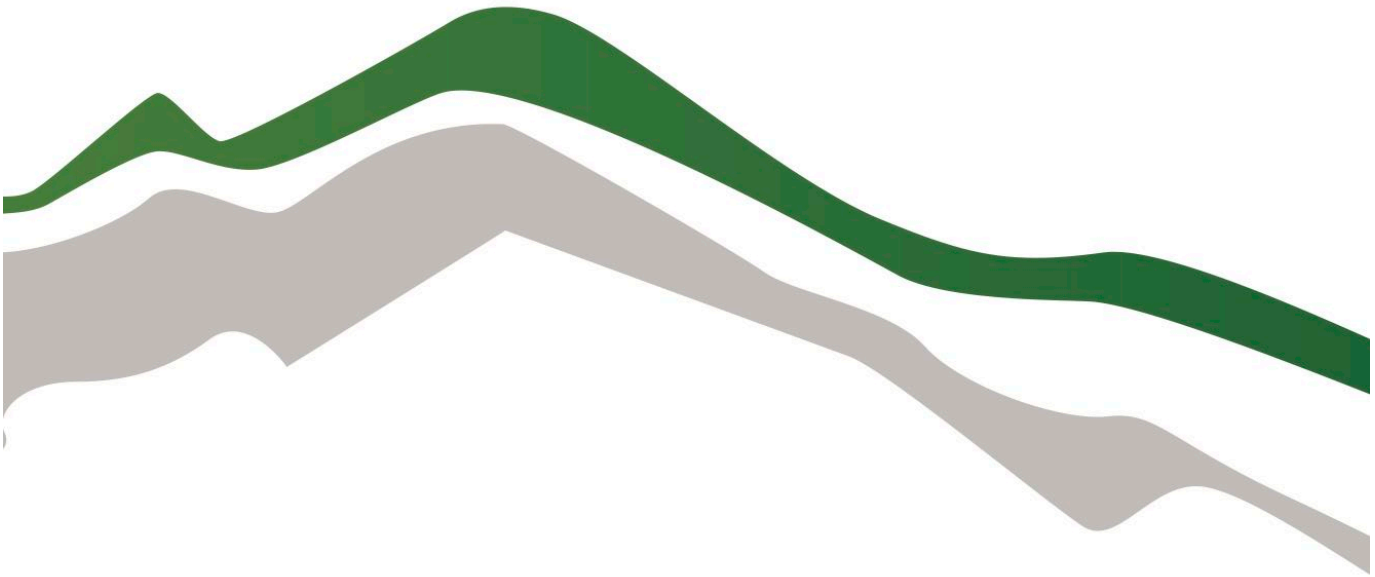
**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** \$~10,000

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

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

**DATE:** September 1, 2016



# RMPEx Excellence Application

August 29, 2016





<b>INTENT TO APPLY</b>	I
<b>ORGANIZATIONAL CHART</b>	I
<b>GLOSSARY</b>	I
<b>P ORGANIZATIONAL PROFILE</b>	I
<b>P.1 Organizational Description</b>	i
<b>P.2 ORGANIZATIONAL SITUATION</b>	iv
<b>1.0 LEADERSHIP</b>	1
1.1 Senior Leadership	1
1.2 Governance and Societal Responsibilities	5
<b>2.0 STRATEGY</b>	7
2.1 Strategy Development	7
2.2 Strategy Implementation	13
<b>3.0 CUSTOMERS</b>	16
3.1 Voice of the Customer	16
3.2 CUSTOMER ENGAGEMENT	19
<b>4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT</b>	23
4.1 Measurement, Analysis, and Improvement of Organizational Performance	23
4.2 KNOWLEDGE MANAGEMENT, INFORMATION AND INFORMATION TECHNOLOGY	27
5.1 Workforce Environment	31
<b>6.0 OPERATIONS</b>	38
6.1 Work Processes	38
6.2 Operational Effectiveness	41
6.2c Safety and Emergency Preparedness	41
<b>7.0 RESULTS</b>	42
7.1 Student Learning and Process Results	42
7.2 Customer Focused Results	45
TOC	

<b>7.3 Workforce Focused Results</b>	<b>47</b>
<b>7.4 Leadership and Governance Results</b>	<b>48</b>
<b>7.5 Budgetary, Financial and Market Results</b>	<b>49</b>

**GLOSSARY***49 Pathways*

Our brand for individualized education programs in secondary schools

*504 ----- §504 of the American's with Disabilities Act*

A plan of accommodations developed by teachers and parents to ensure that every student has access to the full curriculum

**A***AAR ----- Annual Academic Report*

After the Colorado Department of Education releases statewide academic data, the leadership team develops an annual academic report that is presented at the next board work session

*A-AR ----- After-Action Report*

Acronym used to define an after action report when we have had a significant safety or security incident at one of our schools

*ACT----- American College Test*

The ACT is one of two nationally normed college admissions test. It is the test commonly used in Colorado because it is required by the state Department of Education

*Action Plans*

As one step in our strategic planning process, leaders and others develop implementation plans to link specific activities and programs to strategic objectives

*AD----- Active Directory*

An underlying technology that registers network users with a login and password so that they can access district network resources

*ADA ----- Americans with Disabilities Act*

Federal legislation that requires public entities including school districts to provide appropriate accommodations and modifications to ensure that students with all sorts of disabilities are able to benefit from educational programming

*Admin*

A colloquial abbreviation for administration or a user with elevated access rights to a computer or network system

*AE-----Alternative Education*

A federally defined program of education for students who meet one of several categories that place them at high risk for not proceeding or completing their educational program

*AEC -----Alternative Education Campus*

In Colorado, an alternative education campus is one where at least 95% of the students served meet the characteristics of at least one high-risk category

*Aha! Network*

In District 49, we have branded our professional development services and programs as a regional resource for licensure, evaluator training, and all types of adult learning. The name of our network is an allusion both to the learning epiphanies that students regularly experience as they encounter new material, and the joy that teachers gain when seeing students progress past a difficult educational challenge

*AIMS Web*

Assessment tool primarily used to track student growth in reading, math and writing from students receiving special education services

*Alio*

A user-facing interface to our purchasing and billing financial system



*Alpine Achievement Systems*

A data warehousing application that aggregates, displays, and cross references academic data from a variety of local state and national assessments

*Amplify*

This software product is a suite of tools that assess, track, report, and archived information about individual and groups of students

*AP-----Assistant Principal*

Although most commonly referred to as assistant principals, there are times in our secondary schools when the role of an AP is called a dean or athletic director

*APEx Team Leadership Model*

District 49's system for unconventional leadership structures. In the main example, three chief officers with unique areas of expertise replace the traditional school district superintendent management model

*Applitrack*

Our system to post job positions, receive application materials, track hiring processes, generate personnel requisitions, capture material gathered from reference checks, generate personnel reports to the state department of education, and distribute necessary updates to all employees

*ASPIRE*

A system of assessments aligned to both Colorado academic standards and norms to national performance levels

*ATS ----- Applicant Tracking System*

A system within Applitrack which we use to monitor data about our candidate pool

*AUA ----- Acceptable Use Agreement*

All users of district networks and technologies sign this document to indicate that they understand the expectations and responsibilities of using districts technologies

**B***Backpack Budgeting*

A colloquial label for weighted student funding conveying the concept that individual students represent a budget resource, and that budget resource should travel with the student to the various schools, programs, and services that support that student

*BLR----- Banning Lewis Ranch*

A very large development on the eastern boundary of the city of Colorado Springs which is developing rapidly into a mixed use neighborhood projected to grow to more than 8000 homes

*BLPA----- Banning Lewis Preparatory Academy*

An approved secondary expansion of BLRA intended to serve secondary students with a college preparatory curriculum. The school is under construction scheduled to open in fall of 2017.

*BLRA----- Banning Lewis Ranch Academy*

A K-8 charter school serving more than 750 students located in Banning Lewis Ranch

*Big Rocks*

The informal and commonly used name for our district's strategic priorities, derived from the metaphor espoused by Stephen Covey in his book *The Seven Habits of Highly Effective People*

*Blended School*

A school where mechanisms of teaching and learning include both traditional physical classrooms as well as digital resources such as online learning classrooms, cloud-based assessment systems, and other methods that allow teachers and students to work in flexible configurations

**BOCES** -----*Board of Cooperative Educational Services*

In order to purchase resources and hire itinerant employees more efficiently, schools and districts of schools may collaborate as a formal entity known in Colorado as a BOCES

**BOE**

Board of Education, also “The Board” or “Board”

**BOY**-----*Beginning of Year*

A sequence of assessments administered during the first month of the school year to determine levels of student performance

**BR** -----*Big Rocks*

The informal and commonly used name for our district's strategic priorities, derived from the metaphor espoused by Stephen Covey in his book *The Seven Habits of Highly Effective People*

**Bronto**

A software tool that allows our communications department and other educational leaders to create and deliver customized messages with rich media content and automatic tracking of read and response rates

**BRS**-----*Big Rocks Survey*

An annual survey presented to our students and other customers designed to gauge how well did the district is progressing on meeting the objectives and commitments embedded in our strategic plan

**C****CAP** -----*Center for American Progress*

A national advocacy organization that has developed a report on educational return on investment

**CPC** -----*Capital Planning Committee*

A team of educators, parents, and community representatives who set district priorities for facility design development and utilization

**CKH**-----*Capturing Kids Hearts*

A proprietary program delivered through the Flippen Group that trains educators to establish and sustain a positive learning environment in classrooms and schools

**CASB** -----*Colorado Association of School Boards*

A statewide advocacy organization providing legal, tactical, and legislative support to school boards and school executives

**CASBO** ---- *Colorado Association of School Business Officers*

A statewide peer group of school finance leaders

**CASE** ----- *Colorado Association of School Executives*

An umbrella organization of school executives including superintendents, business officials, communications leaders, instructional technology leaders, and directors of personnel departments

**CBO** ----- *Chief Business Officer***CC**----- *Cultural Compass***CCHE** ----- *The Colorado Commission on Higher Education***CCS** ----- *Colorado Computer Support*

A primary supplier of information technology services, especially those related to network infrastructure and the acquisition, configuration, and deployment of new technologies

**CD**----- *Communications Department*

*CD BOCES---Colorado Digital Board of Cooperative Educational Services*

Most of the BOCES in Colorado are organized around traditional geographic school districts, but this organization is specifically designed to support online schools, so it has no geographic boundaries. District 49 is a founding member of this organization.

*CDE ----- Colorado Department of Education (K-12)*

*CDHE ----- Colorado Department of Higher Education (Postsecondary)*

*CDCSC----- Center for Disease Control and Prevention Worksite Health ScoreCard (CDCSC)*

*CE----- Concurrent Enrollment*

A program that permits and funds students to enroll in college courses to receive simultaneous high school and college credit

*CEO ----- Chief Education Officer*

*Charter School*

A public school governed by a board of parent and community representatives and operated under a contract (charter) with a local school district or the state authorizing institute

*Choice Enrollment*

A basic principle of public education in Colorado which allows parents to enroll in any school district subject to minimal limitations on space availability and proximity

*CIA -----Curriculum, Instruction, and Assessment*

A common acronym for both position descriptions and program descriptions across our schools and zones

*Citizens*

Members who reside in our community, and may pay taxes, vote, and express requirements and expectations about public education

*CKLA -----Core Knowledge Language Arts Curriculum*

A system of curricular, instructional, and assessment materials and approaches used across many district elementary schools

*CMAS -----Colorado Measures of Academic Success*

The third generation of statewide academic assessments used to assess student and school performance in accomplishing the Colorado Academic Standards

*COALT -----Colorado Alternative Assessment*

A differentiated system of assessments for students who may need specific accommodations

*CE -----Concurrent Enrollment*

A program that allows high school students to enroll in college courses, both on their natural high school campus as well as at institutions of higher education and receive both transcript and college credit as well as transcript in high school credit toward graduation simultaneously

*COO-----Chief Operations Officer*

*CORA-----Colorado Open Records Act*

The Colorado equivalent of the national Freedom of Information Act this statute permits public review of most public documents

*CPC -----Capital Planning Committee*

*CPI----- Crisis Prevention Intervention*

Crisis de-escalation protocol.

*CRS ----- Colorado Revised Statutes*

The collected laws and regulations that constitute the rule of law in Colorado

*CS Gazette*

The Colorado Springs Gazette is the primary newspaper in the community, providing daily reporting on matters of community interest, including educational performance and other developments

*CS Independent*

The Colorado Springs Independent is an alternative publication that provides a broad range of community perspectives with an overt to complement mainstream reporting and analysis

*CSAP -----Colorado School Accountability Program*

The first generation of statewide assessments of students' and schools' progress toward meeting Colorado academic standards

*CSPD ----- Colorado Springs Police Department**Cultural Compass*

The visual representation of our organization's values and principles—divided into an inner ring describing how we treat each other, and an outer ring describing how we treat our work

*D**D11----- Colorado Springs School District 11*

The largest school district in the Colorado Springs metro area is situated immediately west of District 49. A key competitor of District 49.

*D20----- Academy School District 20*

Located immediately northwest of District 49, this is the second largest school district in the Colorado Springs metro area. A high performing district academically and a key competitor of District 49

*D49----- School District 49**DAAC ----- District Accountability Advisory Committee*

Committee comprised of parents, teachers, administrators and community members that provide input to the Board of Education on District improvement efforts, budget and charter school approval.

*DAS-----District Assessment System*

The collection of common assessments delivered at prescribed times to monitor student achievement and growth and to inform instruction and intervention

*Dashboard*

A feature of software tools that serves as the collection point for process output information.

*DBS-----Data Business System*

Vendor of point of sale system for student meal services

*DF-----Director of Facilities*

Reports to COO and oversees maintenance of D49 campuses and buildings

*DHS -----Department of Health Services*

El Paso County department structured around protecting children and other vulnerable citizens.

*DIBELS-----Dynamic Indicators of Basic Early Literacy Skills*

An assessment designed to monitor the acquisition of early literacy skills in students from Kindergarten through 6th grade

*DIS-----Data Information Systems*

Collection of computer software programs that monitor and share data

*DMS -----Data Management System*

Software that facilitates monitoring and management of one or more informational databases

*DPF-----District Performance Framework*

Document issued by Colorado Department of Education annually recommending accreditation of each public school district based on performance indicators.

*Dravet Syndrome*

A rare and catastrophic form of intractable epilepsy that begins in infancy; also known as Severe Myoclonic Epilepsy of Infancy (SMEI)

*DOSS -----Director of Safety and Security**DSS -----Data Security Standard*

A device or system for allowing computers on otherwise separate networks to communicate, subject to configured constraints. In many respects a guard is like a firewall and guards may have similar functionality to a gateway.

*E**EA----- Executive Assistant*

Supports BOE or chief officer, performing research, communications, correspondence, and office management functions

*EAP ----- Employee Assistance Program*

Benefit program offered by D49 intended to help employees deal with personal problems that might adversely impact their job performance, health, and well-being

*EEN----- Effectiveness Network*

Group of school leaders representing all zones who collaborate and share best practices for educator evaluation.

*EEO----- Equal Employment Opportunity*

Equal employment opportunity is employment practice where employers do not engage in employment activities that are prohibited by law. It is illegal for employers to discriminate against an applicant or employee on the basis of race, age, color, sex, religion, or national origin

*EIES ----- Evans International Elementary School*

Elementary School offering the International Baccalaureate Primary Years Program in the Sand Creek Zone

*EPC ----- El Paso County*

El Paso County, located in the south central region of Colorado, is a mix of urban, suburban, and rural communities with about two-thirds of the population residing within the city of Colorado Springs. El Paso county has an estimated population of 663, 519 (2014).

*ELA----- English Language Arts*

Literacy standards for preschool through twelfth that describe what students must know and be able to do to be successful in college and careers

*ELAT ----- Early Literacy Assessment Tool*

Grant funded through the Colorado Department of Education providing access to online literacy assessment tools, comparison data results and professional development for teachers and leaders.

*ELD----- English Language Development*

Educational program designed to meet the needs of the ELL to focus on Language Acquisition.

*ELL ----- English Language Learner*

A student who has a primary language other than English and is acquiring English as a second language at school.

*ELT ----- Education Leadership Team*

Group of leaders reporting to the Chief Education Officer

**EOY ----- End of Year**

Frequently used in reference to the final benchmark assessment of an academic year, e.g. DIBELS. Paradoxically, EOY results for state assessments are usually reported early in the next academic year because the state report takes some time to compile.

**EPCSO -----El Paso County Sheriff's Office**

The law enforcement agency serving unincorporated areas of El Paso County. A key partner of District 49, EPCSO has school resource officer in Falcon Zone.

**eSchool**

Internet based system we use for employees to report an absence management and secure a substitute.

**ESEA -----Elementary and Secondary Education Act**

Title Programs, a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families and English Learners.

**ESP ----- Education Service Provider****ESP -----Educational Support Personnel**

Designation we use to refer to the category of employees who serve in support roles, including paraprofessionals, nutrition services, transportation, custodial and others; all ESP positions are non-exempt

**ESSA ----- Every Student Succeeds Act**

Reauthorization of the previous ESEA Act, a provision of the Elementary and Secondary Education Act passed in 1965, is a program created by the United States Department of Education to distribute funding to schools and school districts with a high percentage of students from low-income families and English Learners.

**F****FCBC----- Falcon Community Builders Consortium**

A consortium of home builders in District 49. Members of this key collaborator contribute \$1500 for each house built to provide financial support for the success of District 49.

**FCC-----Future Classroom Cohort****FERPA-----Family Education Rights and Privacy Act**

Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**FESoT-----Falcon Elementary School of Technology**

An elementary school located in Falcon Zone.

**FHS-----Falcon High School**

The high school located in Falcon Zone.

**Flippen Group**

Partner Organization which provides consultation and professional development.

**FMLA-----Family Medical Leave Act**

Federal law requiring covered employers to provide employees job-protected and unpaid leave for qualified medical and family reasons

**FMS----- Falcon Middle School**

The middle school located in Falcon Zone

**FLSA ----- Fair Labor Standards Act**

Federal law establishing minimum wage, overtime pay, recordkeeping, and youth employment standards affecting employees in the private sector and in Federal, State, and local governments

*FTE ----- Full-time Equivalent*

Term used to quantify in budgeting in reference to either students/enrollment or employees/staffing

*FZ ----- Falcon Zone*

Encompasses geographic feeder patterns of FES, MRES, WHES, FMS and FHS

## G

*GADS----- Google Apps Directory Sync*

Google Apps Directory Sync is a utility that automatically adds, modifies, and deletes our users, groups of users, department groups, shared contacts, and calendar resources in Google Apps to match our organization's directory server.

*GAFE----- Google Apps for Education*

Google Apps is a core suite of communication and collaboration applications that allow students and staff to work from any device on documents and projects.

*GE ----- General Education*

Description used to refer to comprehensive educational programs in preschool-grade 12.

*GOAL----- GOAL Academy*

Colorado's largest online Alternative Education Campus, authorized by District 49, serving approximately 3,000 high-risk high school students state-wide.

*GAFE-----Google Apps for Education*

*Graduation Rate*

Publically available on-time (4 year) graduation rate. It is calculated by taking the number of graduates and dividing by the number of students eligible for graduation.

*Graduation Requirements*

Colorado's state minimum expectations for high school graduation must be fully implemented by all public school districts graduating students by 2021.

*GT----- Gifted and Talented*

Students identified as having ability at or above the 95th percentile in English language arts and/or math.

## H

*HA -----High Availability*

High Availability refers to a system or component that is continuously operational for a desirably long length of time. Availability can be measured relative to "100% operational" or "never failing"

*Hanover Research*

Independent company contracted by D49 to conduct research, in the form of investigative inquiry and/or reviews of best practices.

*HBA-----Home and Building Association*

*HEAR -----Higher Education Admissions Requirements*

Colorado Department of Higher Education entry requirements for students planning to attend any of Colorado's public four-year colleges or universities

*HHFKA-----Healthy and Hunger Free Kids Act*

*High-Risk*

Term used by the Colorado Department of Education describing students who qualify for attendance at an Alternative Education Campus. High risk indicators include truancy rates, suspensions, expulsions, and gang affiliation, among other risk factors.

*HIPAA -----Health Insurance Portability and Accountability Act*

*HMS-----Horizon Middle School*

The middle school in the Sand Creek Zone feeder system

*Home School Support*

Resources and education programming delivered to assist families choosing to homeschool children. Falcon Homeschool Program is an important component of D49's portfolio of schools

*HQ -----Highly Qualified*

As defined in No Child Left Behind, the previous iteration of the ESEA, a highly qualified teacher must hold a bachelor's degree, be fully certified as defined by the state department of education, and be able to demonstrate subject area competence in any core subject taught

*HR -----Human Resources*

Refers to the department that serves the district strategy in the areas of talent acquisition, compensation and performance management

## I

*I-Observation*

Teacher and principal evaluation system used in the Power Zone

*ICA ----- Imagine Classical Academy*

A K-8 charter school in iConnect Zone

*ICAP----- Individualized Career and Academic Plan*

*IDEA ----- The Individuals with Disabilities Education Act*

*IE----- Individualized Education*

District 49 Department which includes Special Education, Gifted and Talented, and English Language Development services, led by the Executive Director of Individualized Education reporting to the Chief Education Officer.

*IEP ----- Individualized Education Plan*

Federally mandated plan developed for students qualifying for special education services

*IM ----- Interim Measure*

An assessment given periodically throughout a school year to determine growth and achievement

*iNACOL --- The International Association for K-12 Online Learning*

*Incident Command*

The individual responsible for all incident activities, including the development of strategies and tactics and the ordering and the release of resources. The IC has overall authority and responsibility for conducting incident operations and is responsible for the management of all incident operations at the incident site.

*Independence Institute*

A non-partisan, non-profit public policy research organization

*Individualized Pathways*

Through 49Pathways and ICAP advising, students will engage in meaningful conversations to map out individualized academic and experiential educational pathways of courses, including postsecondary options, job shadows, capstone projects, and internships, leading towards students' postsecondary goals

*Infinite Campus*

Student information system, stores demographic information as well as recording other student information such as attendance, discipline incidents, etc



*Innovation*

The first phase of SCCI during which investigation, preparation, and evaluation occur.

*Innovation Zone*

Geographical and program-based groups of schools led by a Zone Leader

*IM---Interim Measures*

Assessments administered to students on a frequent basis to identify leading indicators of student performance.

*ISP -----Internet Service Provider*

Internet Service Provider. A for profit-community partner that supplies a sustainable connection to the world wide web

*IT -----Instructional Technology*

Instructional technology is the effective use of technological tools in learning. As a concept, it concerns an array of tools, such as media, machines and networking hardware, as well as considering underlying theoretical perspectives for their effective application

*ITA -----Instructional Technology Analyst*

A field technician who has the skill to resolve hardware and software related issues rapidly, decreasing the amount of instruction time lost

*ITMP----- Instructional Technology Master Plan*

Plan which guides the work of the D49 Instructional Technology Team and contracted partners supporting technology infrastructure.

*ITS----- Instructional Technology Specialist*

Learning Services team members who support the daily technology instructional and assessment needs of schools.

**iZ ----- iConnect Zone**

Consists of charter and non-traditional schools, BLRA, RMCA, SSAE, GOAL, IIR, PPSEL, PHS, FSP, PTEC, PPEC.

*J**JAMF*

Computer systems management software designed to minimize downtime by giving users the tools to be self-sufficient.

*K**K----- Kindergarten*

The first year of school. D49 includes both half day and full day Kindergarten classes.

*KPI ----- Key Performance Indicators*

A key performance indicator (KPI) is a metric used to evaluate factors that are crucial to the success of a process or series of processes

*KSA----- Knowledge, Skills and Abilities*

Refers to the attributes required of a candidate to perform a job effectively; may include capabilities gained through education, service, or training

*L**Learn, Work, and Lead*

The mission of District 49, integrated into our key work processes through SCCI generally as well as multiple strategic initiatives and processes.

*LEx----- Literacy Excellence*

*LEx Center*

Innovation initiative at OES which supports students who fit a Dyslexia profile

*Lexia*

Online literacy intervention program used in PZ elementary schools

*LMS ----- Learning Management System*

Online system which facilitates student and staff learning

*LS -----Learning Services*

Education office department led by Executive Director of Learning Services, reporting to Chief Education Officer which includes Curriculum, Instruction, Assessment, Instructional Technology, Health and Wellness, Title Programs, and Professional Development

*M**Mastery*

Term used to describe the highest level of competence. Often related to mastery of Colorado academic Standards or other course requirements.

*MGP -----Median Growth Percentile*

Derived using the Colorado Growth Model, provides a measure of student learning on the state assessment. Statistically, statewide, like-performing students are grouped and the median amount of growth is computed. From there, individual students are assigned a growth percentile, which assess their degree of growth, with 50 being the median or average.

*MLO -----Mill Levy Override*

A **mill levy override** is money generated from property taxes that support the general operating budget of District 49.

*MOY -----Middle of Year*

Commonly used to refer to the middle of the year assessment window for interim measures

*MRES -----Meridian Ranch Elementary School*

Neighborhood elementary school in the Falcon Zone feeder system.

*MS -----Milliseconds*

A millisecond (ms or msec) is one thousandth of a second and is commonly used in measuring a packet of data's travel time on the Internet.

*MTSS -----Multi-Tiered Systems of Support*

Term used to describe a robust system of core-curriculum and interventions to support student learning needs

*myON*

A digital library with multimedia supports, real-time reporting and assessments, and reading/writing tools

*N**NABSE ----- National Alliance of Black School Educators**NACEP ----National Association of Concurrent Enrollment Programs**NSBP ----- National School Breakfast Program**Negative Factor*

Starting in 2009, in order to make across-the-board cuts from all districts, the Colorado General Assembly added a new “budget stabilization” or “negative factor” to the School Finance Act formula. The negative factor is an annual adjustment used to reduce the funding to schools so that actual funding meets a target. The negative factor has been increased each year.

*NIMS ----- National Incident Management System*

A consistent nationwide approach for Federal, State, local, and tribal governments; the private sector; and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity.

*NSLP ----- National School Lunch Program*

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

*NTO ----- New Teacher Orientation*

Three-day on-boarding process for new educators in the district

*O**OES ----- Odyssey Elementary School*

Neighborhood elementary school in the POWER Zone feeder system.

*OFI*

Opportunity for improvement.

*Online School*

Non-traditional school that delivers instruction online utilizing tools such as online assessments, webinars, and learning management systems.

*OS-----Operating System*

A system software that manages computer hardware and software resources and provides common services for computer programs. The operating system is an essential component of the system software in a computer system. Application programs usually require an operating system to function.

*OU -----Organizational Units*

A system for defining a common container of users with an attribute that belongs to a group, such as a school or department. Used in active directory and Google directory.

*P**PARCC -----Partnership for Assessment of Readiness for College and Careers*

Multi-State consortia formed to develop an assessment based on English Language Arts and Math Common Core State Standards (which align with Colorado Academic Standards).

*Parents*

A key customer of the district.

*PC-----Personal Computers*

Windows based machines

*PCI -----Payment Card Industry*

The Payment Card Industry Data Security Standard (PCI DSS) is a proprietary information security standard for organizations that handle branded credit cards from the major card schemes including Visa, MasterCard, American Express, Discover, and JCB.

*PD----- Professional Development*

Training Face-to face and online learning experiences including courses, workshops and conferences to improve staff knowledge and skills.

*PIP ----- Principal Induction Program**Peak Partners Initiative -----PPI*

*PPEC----- Pikes Peak Early College*

Online blended early college coordinated public school in District 49 iConnect Zone hosts students in Grade 9 through age 21.

*PL----- Primary Literacy*

D49Key initiative aligned with “Firm Foundations” strategic priority to ensure that in District 49, Every Third Grader Reads.

*PHS----- Patriot High School*

Coordinated Alternative Education Campus serving high school students in the iConnect Zone.

*PLCs----- Professional Learning Communities*

Model Regularly scheduled meetings which include educators and administrators at the school, zone and department levels aimed to review student performance data and share best practices.

*PLT ----- Principals’ Leadership Team*

*PM----- Progress Monitoring*

Assessments used to frequently monitor acquisition of skills and objectives.

*PP BOCES-----Pikes Peak Board of Cooperative Educational Services*

Cooperative entity between schools in the Pikes Peak Region allowing shared resources to deliver regional cooperative which provides some special education support services for D49 students.

*PPCC----- Pikes Peak Community College*

Local community college which provides Concurrent Enrollment support in D49.

*PPEA----- Pikes Peak Education Association*

A Pikes Peak region affiliate of the Colorado Education Association.

*PPR ----- Per-Pupil Revenue*

The amount of state funding a school district receives for each student utilizing its educational programs and services. Amount is based on a complex formula.

*PPR----- Pikes Peak Region*

A multi-county area surrounding Pikes Peak. Generally accepted to include El Paso, Teller and Fremont counties

*PPSEL----- Pikes Peak School of Expeditionary Learning*

District 49 charter school in iConnect Zone.

*PQS----- Principal Quality Standards*

CDE-outlined standards which guide the annual evaluation process for principals and assistant principals, mandated by the Colorado legislation.

*Pro-Tech*

Classification of non-instructional positions that support various facets of the district’s operations; Pro-Tech positions are classified exempt.

*Process PACE*

Performance rubrics which evaluates our processes for Primary Literacy and 49 Pathways key initiatives.

*Proficiency*

Performance level describing achievement meeting standards.

*PPEC-----Pikes Peak Early College*

District 49 operates Colorado’s only statewide, online, early college providing high school and college level coursework for grades 9-14.

*PTEC-----Power Technical Early College*

An authorized charter secondary school operated by the James Irwin Collaborative. PTEC serves students career and technical preparation in a configuration that extends through associate’s degrees.

*PZ-----Power Zone*

A traditional geographic feeder pattern of schools including: RVES, SES, OES, SMS, and VRHS.

*Q**QA -----Quality Assurance*

Review process designed to ensure accuracy of data or adherence to prescribed process

*R***RANDA**

Randa Solutions, Inc. contracted with CDE (Colorado Department of Education) to design COPMS (Colorado State Model Performance Management System) an online teacher evaluation system

*RE -----Resident Expert*

A District 49 team member with particular knowledge and skill in an area of program or service

*READ----- Reading To Ensure Academic Development Act*

Colorado READ Act was passed by the Colorado Legislature during the 2012 legislative session to improve literacy instruction in grades K-3.

*ReadyOp*

Collaborative communication tool used by D49 to send, monitor and manage safety and security data in collaboration with first responders and other emergency services

*RES ----- Remington Elementary School*

Neighborhood elementary school in Sand Creek Zone.

*RMCA----- Rocky Mountain Classical Academy*

District 49 charter school in iConnect Zone.

*RTI----- Response to Intervention*

System in place to support students through a variety of interventions and programs to meet their individual needs

*RVES ----- Ridgeview Elementary School*

Neighborhood elementary school in the POWER Zone.

*S**SA ----- Summative Assessment*

A type of assessment given at the culmination of a year, or end of a unit of instruction.

*SAC SA ----- School Assessment Coordinator*

Person responsible at the school level for coordinating state assessments.

*SAAC ----- School Accountability Advisory Committee*

Committee of parents and teachers that meet monthly at each school to discuss curriculum, instruction and school budget

*Safe2Tell*

Anonymous reporting system for students, parents and to report any threatening behaviors or activities endangering themselves or someone they know.

*SBD ----- Student Biographical Data*

Data commonly collected during the administration of state assessments to include student demographic data and data used for determination in accountability calculations such as “continuously enrolled in the school” or “continuously enrolled in Colorado.”

*SCC-----Sand Creek Campus*

In the 2015-2016 school year, Sand Creek High School is instituting a Schools and Pathways model focused on a School of Design, a School of Advanced Academics, a School of Business, and a core Freshman Academy. Within each school, students follow determined course pathways to college and career or create a program of study in support of their individual career and academic plan (ICAP).

*SCCI -----Strategy and Culture of Continuous Improvement*

System of continuous improvement which guides organizational learning from innovation through transformation

*SchoolDude*

Workflow process management system used by the Operations Office for work order submittal, monitoring and tracking of performance.

*Schoology*

Organization-wide Learning Management System used in District 49 with staff, students and parents

*Schoolview*

Publicly available section of CDE website that publishes district and school data to include population data, finance data and performance on state assessments

*SchoolWires*

Web vendor and service provider for the District 49 family of responsive design websites on the D49.org domain.

*SCHS-----Sand Creek High School*

A comprehensive public high school located along the Power’s business corridor on Falcon D49’s western boundary with CSSD11. SCHS offers a choice of academic (International Baccalaureate, Advanced Placement, concurrent enrollment) and career (engineering, broadcasting, design) development programs to approximately 1300 students.

*SCZ---- Sand Creek Zone*

A traditional geographic feeder pattern of schools including: EEIS, RES, SRES, HMS and SCHS.

*SDMS -----Student Data Management System*

Software system to manage student data including demographics, attendance, behavior and grades. Also called a student information system. Is also a data management system used by Nutrition Services Department to track student lunch participation

*SEAC-----Special Education Advisory Committee*

SEAC provides District 49’s Board of Education and special education administration with a staff, parent and community perspective regarding the needs of students receiving special education services

*SES -----Stetson Elementary School*

Neighborhood elementary school in the POWER Zone feeder system

*SHIP ----- School Health Improvement Plan*

Addendum to unified Improvement Plan for each school which supports student, staff and community wellness initiatives

*SIP ----- School Improvement Plan*

The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan.

*SL ----- Senior Leader(s)*

One of or all leaders who report directly to one of the three Chief Officers (Education, Business, Operations)

*SLA ----- Service Level Agreement*

A service-level agreement is a part of a contract where a service is formally defined. Particular aspects of the service - scope, quality, responsibilities - are agreed between the service provider and the service user.

*SLG ----- Senior Leadership Group*

A portion of the senior leaders assembled for a specific purpose

*SLT- Senior Leadership Team*

Team consisting of all Chief Officers (Education, Business, Operations) and their direct reports.

*Smartsource*

Software system to collect and track data related to health policies and practices in D49 to assess and improve school health.

*SMES----- State Model Evaluation System*

Colorado's teacher and principal evaluation model; all school districts adopt the SMES or seek approval to use an alternate evaluation system that aligns with the state model

*SMS----- Skyview Middle School*

District 49 middle school in POWER Zone feeder system.

*Social Contract*

An agreement made between team members to guide work together. Part of the Flippen Group work with senior leaders in 2012. This social contract played a role in the creation of the cultural compass.

*SP -----Strategic Priorities, the Five Big Rocks*

Based on a Stephen Covey metaphor: Trust, Community, Best District, Portfolio of Schools and Every Student guide District 49 decision making and planning

*SPED -----Special Education also SpEd**SPF-----School Performance Framework*

Document issued to all Colorado Public Schools indicating the comparative level of performance on state accountability measures

*SRES -----Springs Ranch Elementary School*

Neighborhood elementary school in the Sand Creek Zone

*SRO -----School Resource Office*

Colorado Springs Police Department Officer or El Paso County Sheriff Deputy assigned to a District 49 zone of schools. SROs assist with school security and improve school culture through engagement with students and staff.

*SRP -----Standard Response Protocol*

A critical ingredient in the safe school recipe is the uniform classroom response to any incident. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

*SSAE -----Springs Studio for Academic Excellence*

Online blended school serving grades K-12 in the iConnect zone

*SSM -----System Support Manager*

Individual with primary responsibility for a data system. This responsibility could include ongoing maintenance, database development and/or staff training on the system in question.

*SSP -----Specialized Service Professionals*

CDE's designation for licensed non-instructional professionals, such as audiologists, occupational therapists, physical therapists, counselors, nurses, psychologists, social workers and speech language pathologists.

*Staff*

Term used to refer to workforce members generally; may refer to departments, offices, employee groups or all employees of the district

*Standards*

A set of expectations defined for a given group or content area or job set (ie. Colorado Academic Standards, Teacher Quality Standards).

*SBFM -----Student-Based Financial Management*

Allocation of dollars to zones/schools based on the number of enrolled students, where each student receives a funding "weight" based on need.

*Students*

D49's identified key customer group

*SWAAAC-- Statewide Assistive Technology, Augmentative and Alternative Communication**SY ----- School Year*

July 1 through June 30. Coincides with District 49's fiscal year.

*T**TABOR-----Taxpayer Bill of Rights*

An amendment to the Colorado constitution that sets guidelines for public financing and campaigns

*TCAP*

Transitional Colorado Assessment Program. Based on Colorado Model Content Standards and used for SYs 12-14. Assessment once the CMAS and PARCC assessments were available

*TeachBack*

D49 provides graduate level tuition scholarships to teachers interested in earning a college level professor credential, authorized by PPCC department chairs. Teachers must have a master's degree in their content area or any master's degree plus 18 graduate level credits in their content area. In exchange for this scholarship, teachers must commit to repaying the district's investment towards tuition assistance by teaching district- approved concurrent enrollment courses to district-qualified concurrent enrollment students. Teachers must teach back 2-4 semesters of concurrent enrollment courses depending on the number of graduate level credits financed by the district

*Teachers*

Staff members responsible for directly providing key educational services to small groups of students

*Title I*

Tenet of Every Student Succeeds Act which provides federal grant funding to support the education of economically disadvantaged students.

*Title II*

Federal Grant Program Tenet of Every Student Succeeds Act which provides federal grant funding to support professional development for teachers and principals

*Title III*

Tenet of Every Student Succeeds Act which provides federal grant funding to support the education of English Language Learners.

*TQS-----Teacher Quality Standards*

State-defined standards for teachers that outline the knowledge and skills required of an excellent teacher; they are the core of the evaluation process and offer a tool for teacher self- reflection, goal setting and ongoing professional growth

*Transformation*

The second phase of SCCI which integrates consolidation, integration and reflection



*Trello*

Online Project management software, used primarily by IT staff and Senior Leadership Team

*TtT-----Train the Trainer*

Model of professional development in which a lead team is trained as trainers and expected to share the training across the organization

*U**UIP -----Unified Improvement Plan*

The Colorado Department of Education has developed a unified improvement planning template and process to support schools and districts in their performance management efforts. The Education Accountability Act of 2009 requires each Colorado district and school to create an annual improvement plan

*USDA -----United States Department of Agriculture*

Many USDA regulations impact nutrition services operations

*UTM-----Unified Threat Management*

Evolution of the traditional firewall into an all-inclusive security suite able to perform multiple security functions within one single system

*V**VRHS -----Vista Ridge High School*

District 49 high school in POWER Zone

*W**WAC----- Wellness Advisory Council**WAN -----Wide Area Network*

A wide area network (WAN) is a telecommunications network or computer network that extends over a large geographical distance.

*WHES ----- Woodmen Hills Elementary School*

Neighborhood elementary school in the Falcon Zone feeder system

*WSCC ----- Whole School, Whole Community, Whole Child Committee*

District 49's Wellness Council Initiative

*WSF ----- Weighted Student Funding*

See student based budgeting.

*Wunderlist*

Online tool that allows supervisors to delegate and assign tasks to subordinates

*Z**ZIA -----Zone Innovation Assembly**ZL ----- Zone Leader*

Executive administrator responsible for supervising principals and overall zone operations. Serves as superintendent of zone.

*Zone Autonomy*

The operating principle of District commitment to zone-based decision-making

## P ORGANIZATIONAL PROFILE

### P.1 Organizational Description

#### P.1a Organizational Environment

District 49 (D49) is a public school district located on 133 square miles in the shadow of Pikes Peak. D49 spans eastern Colorado Springs and several unincorporated areas of El Paso County. As our logo represents, Pikes Peak is our landmark inspiration and a pathway toward peak performance unifies our communities. Students and other customers choose from our portfolio of schools designed to meet the unique educational needs of every student.

As the fastest-growing district in Colorado<sup>1</sup>, our enrollment of nearly 21,000 students ranks third largest in El Paso County (EPC) and 13<sup>th</sup> in Colorado. District 49 operates in a highly competitive educational choice environment with larger and wealthier districts along our western boundary. To compete more effectively, we have embraced the Baldrige framework as our key criteria for performance excellence. Our commitment is to improve outcomes for students and other customers by gathering internal and external feedback that guides systematic process improvement. By benchmarking our practices against high-performing enterprises, we can see more clearly where we are already excellent and where we have the most need to improve.

#### P.1a(1) Educational Program and Service Offerings

In D49 we build “firm foundations” and “launch every student to success” by operating a “robust portfolio of distinct and exceptional schools.” These programs and services fulfill our vision and mission to be “the best choice to learn, work, and lead.” Our key educational program and service offerings are consistent across all schools and programs, while specialized offerings are differentiated among the four zones that make up our school portfolio. The blends of basic and specialized offerings are tailored to match the educational needs, learning styles, political values and social structures of the communities within each zone. These key programs and services (Figure P.1a(1)) are implemented differently in each zone, but each zone uses process improvement tools to align and measure performance.

Because basic proficiency is the foundation of all academic performance, we prioritize instruction in reading, writing, math, and science as our most important commitment. Specifically, we have set primary literacy (reading at grade level by the end of third grade) as the #1 priority for elementary students and schools. Elementary students who demonstrate mastery of basic academic content and skills are able to access higher and more specialized learning as they matriculate toward graduation and post-secondary success. As secondary students build on a firm foundation, they display divergent abilities and passions. So, the most important program in our secondary schools is designing individualized learning plans for every student. Through a strategic initiative called *49 Pathways*, we provide personal and academic advising to help every student pursue meaningful learning.

With nearly 21,000 students, it is not possible for a single school or educational approach to optimize learning for all students. That is why District 49 has embraced its identity as a portfolio district. As the third big rock of our strategic plan articulates, we offer a “robust portfolio of distinct and exceptional schools.” Our school portfolio is the overarching mechanism by which District 49 delivers educational services and programs.

Figure P.1a

Key Organizational Characteristics of District 49	
Key Factors	Major Elements
<b>Customer Segments</b>	<ul style="list-style-type: none"> <li>Students</li> <li>Parents</li> <li>Staff</li> <li>Citizens</li> </ul>
<b>Workforce Segments</b>	<ul style="list-style-type: none"> <li>Professional-Technical (Pro-Tech)</li> <li>Education Support Professionals (ESP)</li> <li>Teachers</li> <li>Administrators</li> </ul>
<b>Challenges</b>	<ul style="list-style-type: none"> <li>Citizen and Voter Distrust</li> <li>Community Disengagement</li> <li>Inferior Reputation</li> <li>Divergent Academic Expectations</li> <li>Graduate Readiness</li> </ul>
<b>Advantages</b>	<ul style="list-style-type: none"> <li>Necessity Breeds Innovation</li> <li>Strategic Planning Process</li> <li>APEX Leadership Model</li> <li>Community of Collaboration</li> <li>Pursuit of Peak Performance</li> </ul>
<b>Key Strategic Initiatives</b>	<ul style="list-style-type: none"> <li>Primary Literacy</li> <li>49 Pathways</li> <li>Alignment to Colorado Academic Standards</li> </ul>
<b>Competitors</b>	<ul style="list-style-type: none"> <li>Academy School District 20 (D20)</li> <li>Colorado Springs School District 11 (D11)</li> </ul>
<b>Comparators</b>	<ul style="list-style-type: none"> <li>Jefferson County Schools (JeffCo)</li> <li>St. Vrain Valley RE 1J (SVV)</li> <li>Johnstown-Milliken RE-5J (JMR)</li> <li>Widefield District 3 (D3)</li> </ul>
<b>Key Communities</b>	<ul style="list-style-type: none"> <li>Falcon Innovation Zone</li> <li>iConnect Innovation Zone</li> <li>POWER Innovation Zone</li> <li>Sand Creek Innovation Zone</li> </ul>
<b>Key Work Systems</b>	<ul style="list-style-type: none"> <li>Student-Based Financial Management</li> <li>Portfolio School Management</li> <li>Material Supports for Optimal Conditions to Learn, Work, and Lead</li> </ul>
<b>Key Work Processes (SCCI)</b>	<ul style="list-style-type: none"> <li>Innovation Learn→Work→Lead</li> <li>Transformation: Learn→Work→Lead</li> </ul>
<b>Key Support Process</b>	<ul style="list-style-type: none"> <li>Budget normalization and equalization</li> <li>Educational Assessment and Intervention</li> <li>Facility Operations and Maintenance</li> </ul>
<b>Core Competencies</b>	<ul style="list-style-type: none"> <li>Portfolio School Management</li> <li>APEX Team Leadership</li> <li>Primary Literacy Programming</li> <li>Individualized Pathways in Secondary Education</li> <li>Precise Resource Management</li> </ul>

<sup>1</sup> Over the last decade—according to CDE

Figure P.1a(1)

**Key Educational Program and Service Offerings**

**ALTERNATIVE EDUCATION (AE)** programs serve students with one or more high-risk characteristics. Alternative Education Campuses (AEC's) deliver AE programming.

**ENGLISH LANGUAGE DEVELOPMENT (ELD)** programming serves students with no or limited English proficiency.

**CAREER TECHNICAL EDUCATION (CTE)** prepares students in grades 6-12 to enter the workforce with skills and certifications

**COLLEGE PREPARATORY EDUCATION (CP/CE)** prepares students to begin college while in high school (CE) or continue their education in a two or four-year college program (CP)

**GIFTED AND TALENTED (GT)** programs serve accelerated students with enriched learning activities

**SPECIAL EDUCATION (SpEd)** services provide personalized support, accommodations, and modifications for students with individualized education plans (IEP's).

**PROFESSIONAL DEVELOPMENT (PD)** programs provide district and regional educators with advanced training and support.

and support staff are committed to create educational environments where students maximize their learning potential. Further, our cultural compass keeps us on course to meet students' needs in all domains: academic, social and physical.

Figure P.1a(2)-1

**Vision, Mission and Values**

**VISION** *The Best Choice*

**MISSION** *To Learn, Work, and Lead*

**VALUES** The organizational values displayed on our cultural compass are a commitment to treat each other in a respectful and caring manner while being transparent and accountable. We value approaching our work strategically, taking creative and innovative risks while being and creating life-long learners.

We use metaphors like big rocks, the compass, and climbing Pikes Peak to tell our story because they communicate essential agreements in a memorable way. The big rocks are the foundation of our strategic plan. The cultural compass keeps us on course with our work and with each other. The climb to excellence reflects the preparation, dedication and perseverance it takes to ascend our national landmark—Pikes Peak. Together, these underlying commitments make up our Strategy and Culture of Continuous Improvement (Figure P.2c).

**P.1a(3) Workforce Profile**

1,675 talented and hard working employees enable D49 to pursue its vision and fulfill its mission. Employees in District 49 fall into one of four categories; licensed, professional-technical, educational support staff and administration. All teachers and paraprofessionals at D49 coordinated schools are licensed through the Colorado Department of Education (CDE).

Figure P.1a(3)

**Key Workforce Segments in District 49**

**LICENSED:** 871 TEACHERS | 681 Female 190 Male

8 DOCTORAL, 507 MASTERS, 356 BACHELORS

**PRO-TECH:** 32 Accountants, Analysts, Managers, Supervisors  
20 Female 12 Male | Ranging from HS Diploma to Masters

**ESP:** 692 Specialists, Assistants, Technicians  
552 Female 140 Male | Ranging from HS Diploma to Masters

**ADMIN:** 80 Officers, Zone Leaders, Directors, Principals  
42 Female 38 Male | 6 DOCTORAL, 68 MASTERS, 3 BACHELORS

technologies. In total, the value of District 49 real property assets is \$312.2 million. D49 also operates a transportation fleet of 97 buses and 56 support vehicles with a value of \$380,000. District 49 owns 17,309 computers, laptops, tablets and other peripheral devices such as printers and projectors that support learning in the classroom and work across our offices. District 49 contracts with Colorado Computer Support (CCS) for network and other IT services and support at all facilities. CCS and the SLT manage an upgrade and refresh cycle to maintain technology equity and effectiveness.

**P.1a(5) Regulatory Requirements**

District 49 operates in an environment that is highly regulated with many prescribed state and federal mandates. Colorado Revised Statutes (CRS) Title 22 sets the framework for most educational requirements, including mandated curriculum subjects, days and

Because basic learning proficiency is the foundation of all academic performance, we prioritize core instruction in reading, writing, math, and science as our most important commitment. Specifically, we have set primary literacy (reading at grade level by the end of third grade) as the #1 priority for elementary students and schools. Elementary students who demonstrate mastery of basic academic content and skills are able to access higher levels and more specialized learning as they matriculate toward graduation and post-secondary success. As secondary students build on a strong foundation, they display increasingly divergent abilities and passions. So, the most important program in our secondary schools is designing individualized learning plans for every student. Through a program called *49 Pathways*, we provide personal and academic advising to help students identify and pursue meaningful learning.

**P.1a(2) Vision and Mission**

District 49's vision, mission and values set expectations that apply to everyone who makes up our organization. Through the five big rocks—our strategic priorities—district teachers, administrators

Figure P.1a(2)-2

**Cultural Compass and Strategic Priorities**

D49 staff segments have not certified any union or association to represent them. Therefore, D49 has not entered into a collective bargaining agreement with any association. However, some individual staff members associate with the local arm of the Colorado Education Association. D49 has 1,425 employees that have identified themselves as Caucasian and 125 as minority or unknown.

**P.1a(4) Assets**

Along with substantial human capital across the workforce, District 49 maintains physical assets including 20 campuses and facilities as well as maintenance equipment and learning

hours of instructional time, and operational mandates. National educational policy derives from both the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Educational Act (IDEA). Federal workplace regulations, including the Equal Employment Opportunity Act (EEO), the Fair Standards Labor Act (FSLA), the Family Medical Leave Act (FMLA) and the Americans with Disabilities Act (ADA) frame D49's role as an employer. The federal laws governing the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP), in addition to Colorado law, regulate D49 in providing free and fee-based meals to learners.

## P.1b Organizational Relationships

### P.1b(1) Organizational Structure and Governance System

District 49 is governed by a five-member Board of Education (BOE) with directors elected to at-large seats serving four-year terms. Beginning in 2013, the board and administration began a cycle of learning to determine whether or not an alternative model would increase trust and meet our community's expectations for representative leadership. Learning about best practices in school district governance led our board to propose that representation be linked to geographic communities. In 2015, voters overwhelmingly supported (74% Yes) a transition to a "director district" model where each member of the BOE represents a defined subdivision made up of political precincts in the district. As members' current at-large seats expire, new members will be elected from these representative districts. The BOE's power is granted and defined by the Colorado Constitution and Revised Statutes.

In contrast to a conventional model with a single superintendent, the BOE directly hires, supervises, and evaluates three chief officers who in turn supervise the executive directors, program directors, managers and zone leaders. District 49 is organized into four innovation zones that maintain localized autonomy and leadership of the district's mission and strategic plan. The chief officers and their direct reports constitute a 24-person senior leadership team (SLT). The three chief officers lead the SLT and charge all senior leaders to work with and guide their team members to reach our SP goals and carry out procedures to support BOE approved policy.

### P.1b(2) Students, Other Customers and Stakeholders

District 49 has identified four key customer segments: Students, Parents, Staff and Citizens. Key student segments are defined by location, program and grade level. Key student segments include resident students, students who choose into District 49 from around our region and students across the state who attend GOAL Academy or Springs Studio for Academic Excellence.

D49's most significant customer segment naturally clusters into further, significant segments. For example, students from military-connected families have unique expectations and requirements. Students from any of our specialized programs, (including AEC, CE, CTE, ELD, SpEd) require high compliance with technical specifications set by statute and identified needs. Specialized programs are organized around the specific needs and expectations of these student segments.

### P.1b(3) Partners, Suppliers and Collaborators

To advance our vision and mission, District 49 actively seeks productive relationships with key community agencies and business interests to partner and collaborate. The following entities are key partners without whom we could not accomplish our mission. District 49 is actively working to improve the performance of every key partner by recommending or requiring (where appropriate) they pursue performance excellence.

Figure P.1b(2)



#### Student, Other Customers, and Stakeholders R&E

**STUDENTS** require learning environments that are physically and socially safe with authentic learning opportunities and effective preparation for college and careers. Students expect equal treatment, excellent instruction, meaningful assessment and support to secure future opportunities.

**PARENTS** also require safety and an excellent education. Further, parents expect responsive communication that enhances their ability to support their child's education.

**STAFF** members require that District 49 provide a productive workplace with clear expectations and necessary resources. They further expect fair compensation: salary, benefits, opportunities for advancement, and respect for their expertise.

**CITIZENS** express requirements and expectations that, while fragmented, are critical to the district's success. Taxpaying voters expect the district to exercise exemplary fiscal stewardship. Business owners who hire our graduates require skilled and ethical workers. All four stakeholder communities expect honorable and productive contributions to society.

Figure P.1b(3)



#### Key Partners, Suppliers, and Collaborators



**PPCC** Pikes Peak Community College is our primary partner for concurrent enrollment. PPCC sets standards for college enrollment and college-level instructors.



**CCS** Colorado Computer Support supplies technology management services for infrastructure, help desk, large-scale deployment, and consulting projects.



**THE FALCON EDUCATION FOUNDATION** is a community organization that hosts events, provides scholarships, and funds school-based strategic innovation.



**HANOVER RESEARCH** is a private research and strategy firm that supports District 49's efforts to collect and analyze actionable performance insights.



**FCBC** The Falcon Community Builders for Classrooms is an industry association that collaborates with D49 to fund district facilities as needed.



**SCHOOLGY** partners with D49 to provide a learning management system to create online classes, groups, and productivity systems for all customer segments. Schoology is the LMS that drives the Aha! Network.



**CSPD** and **EPCSO** The Colorado Springs Police Department and the El Paso County Sheriff's Office place uniformed school resource officers (SRO's) at district high schools in their respective jurisdictions.



**myON** is a digital library provider that provides leveled texts and teacher development. myON has collaborated with D49 to host regional literacy conferences.



**CDE** The Colorado Department of Education provides extensive support and collaboration with primary literacy and 49 Pathways.



**AUTHORIZED CHARTER SCHOOLS** District 49 authorizes six unique charter schools that complete our portfolio of schools and extend programs and services to over 7,000 students from around El Paso County and greater Colorado.



## P.2 ORGANIZATIONAL SITUATION

### P.2a Competitive Environment

#### P.2a(1) Competitive Position

Because Colorado allows open school choice, families and students may attend school outside their district of residence. This creates inter-district competition between neighboring districts. District 49 competes directly with two of its geographical neighbors. Our key competitors—Colorado Springs District 11 (D11) and Academy District 20 (D20) are larger and wealthier districts immediately to our west. District 49 measures a net gain of students from D11 and tracks a net loss of students to D20. Although District 49 has fewer local resources compared to both competitors, we operate with superior financial efficiency. In terms of academic performance, students in District 20 earn better results than those in D49 while students in District 11 earn lower results.

D49 has identified four Colorado districts for comparability across our business, education, and operations units. The four key comparison districts have similar demographic and organizational characteristics to D49, such as the percent of students on free and reduced lunch, the percentage of minority students, and the percentage of students with special needs Reference figure.

#### P.2a(2) Competitive Changes

Key competitive changes in Colorado's landscape of K-12 education include ongoing reductions in state funding along with a significant shift in graduation requirements for all public schools. For D49 specifically, key changes include the proliferation of competitive programs offering concurrent enrollment and the dramatic expansion of our charter school sector to serve high-risk students across the state through GOAL Academy. Although GOAL Academy serves a disproportionately large population of traditionally underserved students (including ELL, High-Risk, teen parents, adjudicated and formerly expelled students) District 49 has embraced that larger community in fulfillment of our commitment to offer all students individualized pathways through a robust portfolio of distinct and exceptional schools.

#### P.2.a(3) Comparative Data

The Colorado Department of Education provides academic, free and reduced lunch, financial, demographic and workforce data for both competitors and comparator districts. The Colorado Department of Higher Education provides college remediation data for D49's competitors and comparators. D49 has identified four comparison districts to evaluate academic performance. Comparison districts were chosen because of similar student demographics, from the number of students on free and reduced lunch and in special education programs to the total per-pupil funding for each student.

### P.2b Strategic Context

D49's key strategic challenges in educational programs and services all relate to meeting the growing and divergent requirements of our students and other customers.

① **Taxpayer Distrust and Funding Support** Beginning in the late 90's, School District 49 struggled to earn the trust of citizens and voters. As Colorado Springs expanded eastward, District 49 became the fastest-growing district in the state. Explosive growth created enrollment pressures in D49 schools and political infighting. Local media described conditions of "chaos" "turmoil" and "mayhem" as District 49 endured decades of board infighting, recall elections, and a "revolving door" of superintendents. During that season of turmoil, district voters rejected four facility bond proposals and held local contributions near the bottom of districts in the region. Under Colorado's school funding formula and local tax contribution. District 49 is the second lowest funded per-pupil district in Colorado. D49's key strategic challenge for the workforce is directly related to per-pupil funding too. In the economic downturn that began in 2008, staff wages were frozen for three years. Competitors, D11 and D20, recouped lost steps in compensation scales faster than D49.


② **Disengaged Community** Along with the problems of growth and fragmentation, District 49 has struggled to attract consistent levels of community involvement. With residents from three major military installations and developing neighborhoods, high mobility has undermined long-term relationships between residents and the district. Since residential sprawl has far outpaced manufacturing and business development, District 49 has few established private sector partners to supplement the district's efforts.

③ **Inferior Reputation** In times of turmoil and uncertainty, scandals drive perception. From 2006 through 2012, the district had major turnover of senior leadership along with scandals and infighting on the board and in the larger community. During that period, The *Colorado Springs Independent* observed that, "Academically, D-49 actually has performed fairly well" but "eruptions of chaos" and "widely unpopular" and "radical moves" held the district's reputation below performance. The *Colorado Springs Gazette* referred to harassment and discrimination while reporting that, "Turmoil is nothing new in district 49." In a state with open choice, District 49 struggled to attract and retain students who enrolled in neighboring districts with better test scores and superior public standing.

④ **Divergent Academic Expectation** In District 49, neighborhoods and communities have widely differing expectations and requirements. Many parents expect the district to prepare students for college acceptance and competitive scholarships. Other families value career and technical preparation or classical education through a charter school. Community and business leaders require a skilled and competent workforce. In this environment, the district is challenged to meet the multiple requirements of students and other customers.

⑤ **Graduate Readiness** The challenges of divergent expectations impact directly on graduate readiness. The critical distinction is that District 49 is helping graduates meet external requirements and expectations of colleges, employers, and service agencies. Preparing graduates to clarify and then pursue their dreams requires us to develop new programs for early college, vocational preparation, and individualized learning. A single lane through education cannot accommodate all students, so we are faced with the task of building individualized pathways.

Faced with such significant strategic challenges, District 49 leaders have carefully worked to build the following strategic and cultural advantages.

- ① In response to citizen distrust, the D49 BOE and SLT have made explicit and public commitments to transparent governance and fiscal efficiency. This commitment includes a public pledge not to extend or accept multi-year administrative contracts. These actions build public accountability as a responsive advantage. D49 also leads the state in transparency through live video streaming and permanent archiving of board meetings along with full agendas and thorough documentation of all board discussions and decisions.
- ② In response to community disengagement, the district has invested deeply in systems to amplify and attend to the voice of our customers, such as the BOE student representative, the SEAC, the DAAC, and the Peak Partners Initiative. Deeper interaction with students and other customers is a growing advantage. D49 has also increased our ability to learn through the Voice of the Workforce (VOW) about how implementation and leadership efforts are working across the district.
- ③ To combat our inferior reputation, D49 has set performance improvement as our central focus by committing to performance excellence in both of our key work processes—innovation and transformation—by learning, working, and leading to standards of peak performance. By building local solutions through our  SCCI, D49 is gaining a competitive advantage and earning the validation of our community.
- ④ Through educational innovation and transformation, D49 is expanding the variety and quality of schools across our portfolio. No competitor, comparison, or neighboring district offers their students a comparable complement of schools. D49 operates Colorado's highest-performing K-12 online school (Springs Studio for Academic Excellence); Colorado's only statewide, online early college; the top-rated home school program in El Paso County; and authorizes Colorado's first school to earn designation as a Pathways in Technology (P-TECH) Early College.
- ⑤ Under the system of *49 Pathways* we are identifying personalized destinations and customized educational pathways to launch every student to success. We have the advantage of operating the only state-awarded ICAP system among all our competitor and comparison groups.

### P.2c Performance Improvement

Over the last five years, the District 49 community has renewed our commitment to become an excellent organization. The drive for performance emerged in 2012 as an outgrowth of the innovation initiative and our strategic planning work with the Flippen Group. Along with the big rocks of the strategic plan, we have organized our values and key principles as a “cultural compass” that guides us along a pathway of continuous improvement toward peak performance. Symbolized by our landmark destination—Pikes Peak—we designate peak performance as being the highest ten percent, the top decile or “Grade A” level of performance. That is our target.

Figure P.2c


 **Strategy and Culture of Continuous Improvement**



Figure P.2c represents the two phases of our continuous cycle of process improvement. The SCCI begins with an INNOVATION PHASE, where learning, working and leading often takes place on a specific campus, or within one of the four innovation zones. The TRANSFORMATION PHASE includes discussions with the broader community about performance results and projections about expanding the successful innovation. D49's vision to transform K-12 education often leads to presenting results externally at state and national conferences. In District 49, we begin improvement and innovation with learning. Matching the practices of high performing and role model organizations, we learn about our own strengths and potential approaches to improve our performance. Through the work cycle, we pilot, implement, and deploy approaches that show promise for improving performance. In the lead cycle, we revisit, restart, abandon, or scale up the improvement approach so that all our schools or other organizational units can improve.

In daily practice, the three activities that keep us improving are summed up in our vision and mission to be the best choice to *learn, work, and lead*. Every day, students, parents, staff and citizens model the importance of these three key behaviors. As a *learning* organization where we *work* to develop *leaders*, it is natural that improvement in our district mirrors the development of our students.

That is why we pursue innovation and transformation.

To maintain our focus on action, we are highly intentional about converting or expressing our work in terms of learning, working and leading. For example, any input we receive—whether it is from regulatory agencies, partners, students and other customers, or our community at large is an opportunity to *learn*. Even if that input is unsolicited, critical, or even wrong, it is an opportunity to learn. Similarly, everything we learn is an invitation to *work*. Sometimes we work at new learning. Sometimes there is no way to learn from the source so we respond by working to improve. Finally, we *lead* by reflecting on our learning and our work to see if they produced valued results. When they do, we do more of that. When our learning and work do not result in improvement, we learn more about that outcome and start the process again. We believe that learn, work, and lead are a localized expression of the Baldrige commitment to cycles of systematic evaluation and improvement. As successive SCCI cycles of learning and improvement become embedded in our operational rhythm, we aspire to become even more strategic and innovative to the point where we are a role model organization.

## 1.0 LEADERSHIP

### 1.1 Senior Leadership

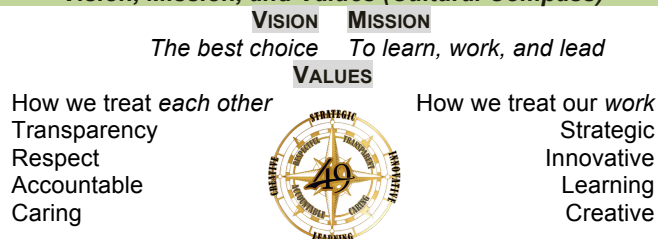
#### 1.1a Vision, Values, and Mission

##### 1.1a(1) Vision and Values

District 49 embraces aligned partnerships as the most efficient and effective approach to lead the organization. Alignment to our vision, mission and values (Figure 1.1a(1)) unites students, parents, staff, and citizens with a strong sense of purpose and commitment. The three elements of Alignment, Partnership, and Expertise comprise the acronym that represents our leadership system for peak performance. APEX teams are evident across the district, modeled first by the working relationship between the five-member Board of Education and the three-member Chief Officer Team. District 49's unique leadership model does not include a traditional superintendent and the board has not employed a superintendent since 2009. From its beginnings as an unproven innovation to the mature, transformative model in place today, we have learned that a partnership of three highly skilled senior leaders working in their areas of particular expertise has become a key competency for stabilizing and strengthening the organization. This structure compels a high degree of alignment to our vision and values among senior leaders. Instead of relying on a single, forceful personality to lead the district, we depend on explicit alignment with vision and values as the driver of partnership and unity. Other APEX teams around the district provide aligned leadership to zones, schools, and programs.



**Figure 1.1a(1)**  
**Vision, Mission, and Values (Cultural Compass)**



From 2010-2015, D49 partnered with management consultants to align strategic leadership with our vision and mission. After a cycle of learning that began in 2015, district leaders endorsed the observation that our community needed to align around a simplified vision and mission. After reviewing multiple years worth of comments from our Culture and Climate/Cultural Compass surveys as well as our Big Rocks Survey, senior leaders proposed a simplified vision of District 49 as *the best choice*. Paired with our longstanding mission *to learn, work, and lead*, this combination means that we aspire to be *the best choice to learn* for students and

families who are choosing a school, and for educators who want to keep improving their professional capacity. Similarly, we aspire to be *the best choice to work*, both for employees of the district who make up our work family, but also for students who are learning how to work—first at being students and later at contributing to the larger community. Finally, we aspire to be *the best choice to lead*. From our students who lead by their scholarship, sportsmanship, and creative expression to employees who lead as teachers, administrators, and support staff, we are unified by a commitment to be *the best choice to learn, work, and lead*.

Senior leaders set and deploy our vision and mission through personal involvement and observable commitments to continuous improvement. In 2014, all five members of the BOE attended a full-day training for new board members, even though only one member was actually a rookie. In 2015, all five members of the BOE attended two Baldrige/RMPEx Quest conferences, and participated in receiving feedback from the RMPEx site visit team. Similarly, all three chief officers are trained as performance excellence examiners either through the Baldrige program or Rocky Mountain Performance Excellence. These actions show that senior leaders are personally involved in learning, working, and leading to our district to performance excellence. As part of the SPP, SL re-present the VMV and SCCI (Big Rocks, Cultural Compass, and Strategic Goals) each January (during the annual planning retreat) for community and board review. Whether they recommend retaining or adjusting elements, the SL justify their recommendation and then execute the board's governance decisions. As one specific indicator of their personal alignment to the VMV and SCCI, the Chief Officers and Zone leaders develop personal performance goals that support the strategic goals and cultural values *after* the annual affirmation or adjustment by the BOE. For example, at the 2016 annual planning retreat the board completed a cycle of learning by responding to the 2015 RMPEx feedback report. As part of their work, the board developed and adopted a simplified vision and mission, retired one of the big rocks (best district), adopted a new big rock (firm foundations) and then charged the SL with implementing those adjustments. Each of the chief officers then developed strategic action plans for their areas of responsibility, which became part of their individual performance evaluations for 2016-2017.

The most important day on the calendar for District 49 is the Annual Planning Retreat. During the APR, members of the BOE, all Chief Officers, and many of the SLT gather for a full day to review and reset the district's direction. For several months before the APR, members of the BOE task the SL with preparing analysis and recommendations for action. At the APR, the BOE reviews and affirms the vision, mission, cultural compass, strategic priorities and strategic initiatives. The board selects performance measures for the district's aligned commitments, and SL to develop specific innovation and other action plans during the spring semester. The BOE then schedules specific follow-up reports on their annual action calendar to ensure that SL are moving forward with the strategic commitments from the APR.

During the 2016 annual planning work session, the BOE and SL concluded a cycle of learning by agreeing that District 49 needed unity around a shared vision for continuous improvement and performance excellence. To make that agreement meaningful, the SL developed a powerful event called the *Ascent to Excellence*. Beginning in the winter, representatives of every zone, workforce segment, school and department began training together for a climb up Pikes Peak. On July 18, 2016, 49 climbers represented District 49 on a climb that was both literal and metaphorical. The preparation, partnership and commitment we displayed for that event came to symbolize our





district's journey toward peak performance. Every climber reached the summit, and ten days later we assembled the entire work force in one location to share and celebrate our vision. That kick-off meeting, which we dubbed *Base Camp* was a purposeful strategy to unite our work family around a vision for continuous improvement toward peak performance. As we explained it then, the *Ascent to Excellence* represents our overarching commitment to be *the best choice to learn, work, and lead*. The fact that a board member, three zone leaders, a chief officer, multiple principals, and leaders from every segment of our work family climbed 13.1 miles and 7,000 feet up Pikes Peak was evidence to our community that our leaders are personally committed to living out our vision, mission, and values. The response of our workforce has been overwhelmingly positive, and we are already gathering reflective survey and narrative data to improve our process for celebrating and reinforcing our VMV. Results of that learning process are AOS.

Commitment to our vision and mission ideals is integrated through overall strategies like the SCCI, but also through details like the design of agenda cover sheets for items at each BOE meeting. Every item includes a written statement of the board's purpose which is: "Board members are dedicated to providing leadership and direction in cooperation with the community, schools, and governing officials to meet the district's mission." In addition, every proposed policy and board action must be explicitly linked to one or more of our strategic priorities or cultural values. That rationale is written into every agenda item and is included in the public packet to show our community how we set the vision, mission and values as the center of our leadership.

### 1.1a.2 Promoting Legal and Ethical Behavior

D49 recognizes that effective leadership must also be ethical leadership. While many districts in Colorado—including our competitor and comparison districts—utilize a standard set of board policies to govern their district, it is common for D49 to go farther, often setting a higher standard of responsiveness or transparency. To integrate ethical behavior across our APEx teams, relevant board policies include: BC—*School Board Member Conduct*; BCA-E1 and E2—*Board Member Code of Ethics*; BCB—*Board Member Conflict of Interest*; and GBEA—*Staff Ethics/Conflict of Interest*. One regulation in particular is designed to exceed the expectations of our community by prohibiting the hiring of a board member for any position with the district for at least six months after that individual finishes serving as a BOE member. This policy is an example of the district being sensitive and intentional in responding to concerns of the community as well as a signal that the board collectively, as well as individual board members desire to hold themselves accountable for their actions. To ensure that our commitments to ethical and legal behavior are well-deployed, District 49 requires annual training and affirmation of relevant practices and policies. Materials are AOS.

In another example, the BOE and Chief Officers acknowledged that past practices of "buying out" multi-year superintendents' contracts had eroded trust with the citizens that fund our district. In response, the BOE and Chief Officers publicly signed a commitment that administrators will not seek, and the board will not grant any multi-year contracts. This essentially makes job performance the sole source of job security. The BOE and Chief Officers systematically reaffirm these commitments annually through goal-setting, evaluation, and contract discussions held in public meetings for full transparency. One result of this public commitment to honorable leadership is the dramatic improvement in our workforce perception of leader integrity in Figures 7.4-2—4.

Our commitment to exceed expectations is further manifested with another 'go farther' policy regarding fiscal health. While state statute requires fund balance to be a minimum of 3% of District revenues, Policy DAC—*Continuing Financial Stability* pushes D49 farther by requiring a fund balance be held in the window of 10% to 11% of District revenues. This self-imposed requirement allows the district to be entirely self-sufficient for cash flow each year (i.e. not borrowing from cash flow loan programs as many districts do) but also requires that funds not be over-accumulated to the detriment of our students' education experience. In 2014, the Center for American Progress validated our fiscal practices by giving D49 the highest rating in Colorado for educational return on investment.<sup>2</sup>

Finally, the Board and Chief Officers have made robust evaluation a cornerstone of ethical accountability. While the majority of school boards (including 100% of our competitors and comparison districts) supervise only one employee—the superintendent—and many struggle to complete a meaningful evaluation, the board in D49 conducts three comprehensive evaluations every year. Each chief officer receives a formal 360° review from subordinates, peers and board members, which the board then analyzes to set performance improvement expectations.

### 1.1a.3 Creating a Successful Organization

The spirit of collaboration and appreciation of expertise has let D49 to be highly selective about professional service providers. Over the past five years, D49 has engaged The Flippen Group for guidance and consulting through their products, services, and presentations including *Capturing Kid's Hearts*, *Organizational Blueprint*, and *Leadership Blueprint*. We have also contracted with Hanover Research, a leading business intelligence firm that has shaped our community engagement, communications, and grant-writing efforts. The Power Zone has affiliated with the Marzano Research Group in a program called *High Reliability Schools* which is a continuous improvement model for school systems that incorporates formal certifications and annual customer and workforce satisfaction surveys. Similarly, the Sand Creek Zone has selected the Studer Education Group, a Baldrige Award-winning organization that has coached multiple national winners of the Baldrige award in education.

One of the successful business models we have adapted for education is the cross-functional structure of matrix management expressed through our APEx Leadership System. Our organization is not limited to the transition from a solo superintendent to the Chief Officer APEx team. Through our innovation zones, we have decentralized allocation of more than 80% of our budget and nearly 100% of educational decisions about curriculum and instructions. The decentralized environment with distributed leadership across a flattened organization chart allows the organization's process and strategy to sustain momentum even with changes to personnel. In fact, D49 has had a normal amount of turnover since initiating innovation and reorganization, but the SCCI endures.

<sup>2</sup> See *Return on Educational Investment: 2014*

*A District-by-District Evaluation of U.S. Educational Productivity* by the Center for American Progress



## 1.1b Communication and Organizational Performance

### 1.1b.1 Communication

District 49 has invested intelligently in communication tools and processes to reach all stakeholders. Performance related to those efforts has been so well validated that our D49 Communications Department has received multiple awards. D49's communications processes have changed and improved dramatically over the past three years. With the advent of many forms of digital communications, it has become possible and necessary to deliver targeted messaging to specific segments of our community, customer and workforce audiences. By carefully tracking the reach and response rates of various communications tools, SL are able to introduce or abandon specific techniques to maximize the effectiveness of our communications performance.

Many of our communications effort are directed by the board and carried out by the Chief Officers and other members of the SLT. In a case of exceeding expectations and requirements, the BOE directed that we go beyond the statutory requirement of audio recordings and archives to video recording and archiving of all board meetings. From there, it was a logical extension to add live video streaming, live tweeting, and interactive web content to more fully engage with our community. Today, any member of our community can watch the board meeting via the live stream, ask questions (via email, Twitter, Facebook or our web page Live Chat), and get a response before the meeting is over. The blend of attentive and responsive communications means we are able to model two-way dialogue in service of our mission and culture.

One of the most potent examples of this strategy is the way we handle communications about missteps or controversy. District 49 has adopted a principle of "transparency over image" that has strengthened our connection with our stakeholders. When Colorado's winter weather interferes with safety, we sometimes decide to delay school or close for the day. Any serious weather condition leads to dozens or hundreds of posts on our district website and Facebook page. Some of those comments are simple questions about impacts on schedule. Others are harsh condemnations of the decision or strong praise. As part of our commitment to transparency, we do not filter or curate the comments. Instead, we make a good faith effort to respond to questions, and honor the public's right to disagree with our decisions. As a result, instead of protecting a fragile image through censorship and heavy-handed message discipline, we are building a stronger image as a district that owns its decisions and is willing to take criticism constructively.

Through systems that target messaging based on customer characteristics and preferences, we are able to provide narrative reports, photo essays, and polished video communications to a wide range of district constituencies. For example, in 2015 a zone leader sent out a back-to-school welcome message with text, photos, video, and a link to a short feedback survey. The software enabled our team to send limited reminders about completing the survey to increase our feedback rate and direct students and other customers to valued resources on our website and in other communications channels. After learning from that innovation in 2015, we scaled up to transformation in 2016 by using multi-channel, two-way dialogue to seek out the voice of our customers about our district calendar, our policies for weather delays, a proposal to permit administration of medical marijuana on campuses, and a decision about whether or not to pursue additional funding through a mill levy override election. In each case, a powerful consensus emerged from our community that drove decisions aligned to the expectations of our students and other customers.

As all our stakeholders attend our board meetings, stream our video, follow our social media presence or visit our website, one of the major emphases since 2013 has been the recognition and affirmation of excellent performances across the district and community. Through a formalized recognition program branded as *Fantastic 49*, the board seeks out high-profile and low-key but high-performing achievers for public recognition. As a systematic process, the board assembles at 6:00 before every regular board meeting for a 30-minute pre-agenda session to celebrate and honor our students, staff, parents, and citizens for their character and achievements. Those recognitions have included state champion student-athletes but also those who overcame personal challenges to meet fitness goals. They include teachers and students of the year, but also staff who give extraordinary effort to care for our students and grow our community. We have honored Boettcher, Daniels (two highly selective Colorado Scholarships) military academy appointments and National Merit Scholarship recipients, outstanding athletic team accomplishments, and national award recipients for food service worker and state nursing, along with receiving district wellness recognition from the American Heart Association. We have honored musicians, boy scouts, school nurses, cheer team champions, innovative teachers, leaders from the business community and a host of groups and individuals who exemplify our district's appreciation of peak performance.

As part of their annual cycle of continuous improvement, the communications team submits materials and communications campaigns for external review by the Colorado Association of School Public Relations (COSPPRA). The process of submitting materials for evaluation begins a cycle of learning, as we gather input about the quality of our performance relative to external industry standards. After receiving systematic feedback from experts and anecdotal feedback from our community, the communications department works to improve our performance by enhancing our strengths and correcting our deficits. The cycle is complete when SL validate the improved performances (written, visual, digital and personal communications) as responsive to the original evaluation and submit it once again for another round of feedback. Over the last three cycles, District 49's performance of leadership through organizational communications has surged from competent to excellent: Figure 7.2-4.

### 1.1b.2 Focus on Action

Since launching the innovation initiative that reorganized district operations—our board and senior leadership team have demonstrated commitment to active and constructive leadership. After the election in 2014, the board took the unprecedented action of registering the entire board and chief officer team (including some members with five or more years experience) for *New Board Member Boot Camp* with the Colorado Association of School Boards (CASB). That single action showed that our entire senior leadership structure is committed to learning and leading from a common understanding of best practices and processes. As a result of that shared learning, we are experiencing high levels of constructive board involvement in district operations.

As part of their systematic commitment to excellent governance, the board developed an annual calendar of recurring decisions and actions. As part of that process, the board annually selects representatives and liaisons to various district committees and initiatives. This ensure that board members are actively engaged with the work of the district and our community partners. Based on those assignments, one board member is an active member of our district's Special Education Advisory Committee (SEAC). Another member acts as a liaison to the District Accountability Advisory Committee (DAAC). Still others represent the district's interests with partners such as the board of the Falcon Community Builders for Classrooms (FCBC) the Colorado Digital BOCES, and by participating in leadership development with our internal and external providers. In just the last year, board members were present as participants or presenters at two literacy conferences, multiple SAAC meetings, the *Ascent to Excellence*, *Base Camp* and countless hiring committees for principals, zone leaders, and senior administrators. Our board delegate to the CASB policy conference actively sought input for items where we might seek the support of our statewide association. At the 2015 delegate assembly, D49 proposed multiple successful resolutions related to Colorado school law and regulations.

As the leaders who were elected to set and steward our district's vision, board members are best equipped to monitor performance and identify needed improvements when they are active and present where decisions are being made. But our board members do more than just show up—they consistently speak with the voice of our students and other customers by holding district leaders and our activities to a high standard of excellence. When board members and senior leaders meet and work with students, parents, community leaders and educational association, we are much more equipped to balance the expectations and requirement of the diverse market segments we serve. That is why the BOE has formally approved inviting a non-voting student representative to board workshops and meetings. By interacting with students and parents, the board learned that the voice of the student customers was missing from deliberations. This is just one example where board collaboration with the community has led to board insight and improvement.

Figure 1.2a(1)

**SCCI as the Governance System for District 49**

	<b>Recurring Processes</b>	<b>Systematic Communications</b>	<b>Repeated Action</b>
<b>Systematic Learning</b>	<ul style="list-style-type: none"> <li>At regular meetings, special meetings, and work sessions the board learns about district performance through reports, financial documents, presentations, and hearings.</li> <li>Every office, zone, and department presents on a regular schedule.</li> <li>Additional communications inform the BOE about unscheduled events, new developments or necessary decisions.</li> </ul>	<ul style="list-style-type: none"> <li>Every office submits a performance report every month, in time for BOE members to read the report in advance and prepare additional questions for deeper learning.</li> <li>With the exception of confidential personnel or legal discussions, the meetings are held in public with live and archived video streaming.</li> </ul>	<ul style="list-style-type: none"> <li>The BOE regularly directs SL to follow up on presented materials with clarifying or expanded information about specific topics. This maintains the board's position as our lead learners.</li> <li>Board members also learn about district performance through direct participation and presence in the community.</li> </ul>
<b>Responsive Work</b>	<ul style="list-style-type: none"> <li>The board reviews published meeting packets (often in excess of 400 pages) before and during meetings.</li> <li>The board completes or delegates work in response to specific learning.</li> <li>The board tracks its own deliverables through agenda setting, revision, and approval.</li> </ul>	<ul style="list-style-type: none"> <li>The board generates written assignments formally, after clarifying amongst itself the consensus expectation for chief officer performance.</li> <li>The board "tasks" the appropriate chief officer(s) to complete projects and report back on a specific timeline.</li> </ul>	<ul style="list-style-type: none"> <li>To improve its own performance, the board reflects on its own performance at each meeting.</li> <li>The board develops their own capacity through monthly presentations by their president about governance topics.</li> </ul>
<b>Accountability for Leading</b>	<ul style="list-style-type: none"> <li>As the board members learn about proposed policy or other actions, they move items forward for action or decline the proposed action. This creates organic accountability (measured by a formal vote) for the quality of the proposal.</li> <li>The board schedules formal evaluation of chief officers as well as zones and departments multiple times a year.</li> </ul>	<ul style="list-style-type: none"> <li>The board responds to acceptable reports by "receiving" the contents, thus communicating approval.</li> <li>If the reported performance does not meet expectations, the board directs additional action and schedules a follow-up report.</li> <li>Board deliberations and decisions are streamed live, archived permanently, summarized in writing, and published through multiple channels to create natural accountability for BOE and SL.</li> </ul>	<ul style="list-style-type: none"> <li>The board complies with state-mandated reporting deadlines for budget, personnel, academic and security reporting.</li> <li>The board holds itself and the workforce accountable through formal affirmation as well as formal corrections including reprimands, censure, and separation actions if necessary.</li> </ul>

Per Colorado's *Innovation Schools Act*—the enabling legislation that structures our innovation efforts—the board must engage in initial approval, ongoing monitoring, and a formal triennial review of innovation plans and performance. Because the first set of innovation plans were approved in 2011-12, they came due for a full and formal review in 2014-15. Rather than simply accepting the administration's process and recommendations, the BOE set a higher standard and required the chief officer team to develop a systematic process with tools such as review templates, flow charts, checklists, timelines, and decision criteria. Rather than accepting an ad hoc effort, the board required that we build a strong process and then use the process to validate performance.

In part because our board expected a thoroughly systematic process, 100% of D49's innovation requests have been approved by the State Board of Education (SBOE). All innovation carries some risk, but through active presence and process guidance, our board

and other leaders are minimizing risk and maximizing the performance of new approaches. That is why we are so committed to the SCCI—it keeps us focused on activities that lead to continuous improvement while deemphasizing activity that is not aligned to, or validated by enhanced results.

## **1.2 Governance and Societal Responsibilities**

### **1.2a Organizational Governance**

#### **1.2a(1) Governance System**

To provide overall governance for the organization, D49 has a five-member, publicly elected, board of individual at-large directors who serve four-year terms, with a two-term limit. BOE members are elected by residents every two years (in odd years) in November; staggered with two seats in one election and three seats in the following election, unless an additional seat is open from a resignation. BOE seats are non-partisan and directors do not receive any financial compensation. Because board elections alternate with general election cycles, our board is typically anticipating or responding to developments in the national and state political systems.

Management accountability is achieved via bi-monthly board meetings. One meeting is a work session to discuss policies, approve SIPS and explore new innovations along with progress updates on projects and new legislation. The other is a business meeting, taking action to adopt policies and innovations previously discussed at a work session. All BOE meetings comply with the Colorado Open Meetings Law. Notice of meetings is posted on the homepage of D49.org, outside our administration offices and at all schools. Agendas, information, and minutes are posted on our website. Regular BOE meetings have a public comment, along with live streaming and archives (documents, audio and video) on the D49 website. Emails describing highly relevant BOE actions to key stakeholder groups and media are distributed through the CD after each meeting. BOE members also participate on various district committees including Wellness, DAAC, and SEAC, and are designees to external groups like CASB, FCBC and the CD BOCES. Stakeholders are included in our SIPs development, hiring committees, advisory committees and community forums.

The board conducts the people’s business in public. This fulfills our cultural value of transparency, and keeps D49 compliant with public meeting “sunshine” laws as well as our community’s expectations. Figure 1.2a(1) shows how the BOE applies our SCCI as an effective governance system. Through their application of SCCI, the BOE ensures fiscal accountability and transparency in operations through systemic deployment of controlling policies and processes that provide specifications for budget preparation, handling of expenditures, and account management. The budget process begins with BOE “receiving” a proposed budget each May, approving a budget in June, and subsequent reviews at monthly BOE meetings that lead to adoption of the final, amended, budget in January.

BOE policy, CDE, and Governmental Accounting Standards Board (GASB) mandate that an independent external audit be conducted annually, with the findings reported directly to the BOE and CDE. The BOE supports proactive management of finances with processes to ensure accountability in managing D49 assets and debt. The BOE supports proactive management of debt service to take advantage of favorable interest rates and in 2013 refinanced bonded debt to achieve \$170k in savings over two years and in 2015, plans to refinance again to generate another \$1.0mm in savings. In addition, after the public endorsed a November 2014 ballot initiative, D49 refinanced Certificates of Participations to better match long term financial goals with Mill Levy Override revenues and operational needs—freeing as much as \$3mm annually for operational needs that weren’t previously available. All transactions involve outside experts and a complete reporting of the transaction is reported to the BOE before and after the security sale date.

#### **1.2a.2 Performance Evaluation**

All three Chief Officers go through a rigorous annual evaluation process with the BOE that is aligned with the goals and performance expectations in accordance with timelines set forth in board policy. All evaluations include peer and staff reviews (an anonymous 360 process), review of measurable performance targets, and goal setting; leading to a final written evaluation and a recalibration of goals. Those goals are stated publicly, for the record, at the Regular board meeting following the completion of the review. The evaluation period is a calendar year performance rather than a fiscal (school) year; to coincide with BOE elections and, in the event a change is necessary, allow for good transition planning.

BOE member behavior expectations are clearly delineated in BOE policy. Policy outlines specific expectations for their roles, communication with each other, the community, and Chief Officers and staff. At a full-day planning session in late January, the BOE sets annual and long-term goals for the upcoming calendar year. Those goals and initiatives drive the agenda for BOE meetings, define the work of the chief officers, and focus leadership across our APEx system of matrix management. BOE members also participate in monthly professional development at business meetings, attend educational workshops and are present and contributing delegates at regional and annual conferences such as those hosted by the Colorado Association of School Boards (CASB). To bring their learning to a practical level, each board member and chief officer completes a meeting evaluation review form after every BOE meeting to provide feedback on BOE effectiveness. This practice makes each meeting a starting point for a short-term cycle of learning—consistent with our SCCI.

### **1.2b Legal and Ethical Behavior**

#### **1.2b.1 Legal, Regulatory, and Accreditation Compliance**

D49 adheres to systematic compliance and risk management approaches to identify, anticipate, analyze and manage, the district’s regulatory, safety, accreditation and legal risks and responsibilities. As part of being the best district to learn, work, and lead, we are making our community the best place to live. Active participation in CASB conferences and workshops increases the BOE understanding of legal changes and fosters appropriate compliance through policy changes. Our membership with CASB allows D49 to have continual information on recommended legal and regulatory changes to policies and procedures in a timely manner to assure full compliance with new laws and regulations.

Through parent, student, and staff surveys, public comments at BOE meetings, and open door communication with stakeholders; D49 anticipates public concerns of current and future programs and services. Public forums, SAC and DAAC are used to gather



feedback from stakeholders. Community engagement is an essential part of our Big Rocks strategies and is embedded in all levels of D49. Engaging staff, parents and the community through focus groups and meetings, in developing School and Zone Innovation Plans, is key to anticipating the impact of academic changes. Collaboration with all stakeholder segments increases the likelihood of success and acceptance of new ideas and action plans.

D49 is systemic in minimizing risk to students, staff and the community. Routine inspections by fire department and The El Paso County Board of Health ensure safety in our buildings and our food service operations. All D49 buses and vehicles are inspected by the Colorado Department of Transportation to ensure regulatory compliance and safety of students. We have partnered with the local law enforcement to have full-time SRO's in our high schools. Conducting lockdowns and fire drills, automated external defibrillators (AED) and cardiopulmonary resuscitation training to staff and students, has created multiple processes that surpass minimum requirements for emergency preparedness. In addition, D49 has adopted the National Incident Management System (NIMS) to ensure that we have common expectations and protocols in the event of a crisis where we have to partner with community agencies and first responders. We have also adopted a distributive communications technology called ReadyOp that is used by city and county agencies so we can be on the same system in real time. Annual safety surveys of staff, students and parents are utilized to proactively respond to safety concerns on campuses. Improvement strategies are implemented if necessary. A Crisis Response Team is in place to address concerns about safety and provide compassionate care when traumatic events affect our students and staff.

As a public entity in an era of budget cuts and limited resources, D49 has embraced a culture of sustainability. Conservation of natural resources is reflected in our transition from natural grass athletic fields to artificial turf at two high schools' athletic fields, as well as increased use of artificial turf in elementary play areas. Water conservation not only helps the environment but also allows for lower utilities bills diverting more money into the classrooms. The district is sensitive to impacts of climate change on our society and future operations, we have committed to design and build new and modernized schools that meet a minimum LEED Silver rating. This tactic will reduce our district carbon footprint, model good organizational citizenship, and provide an example to our students and other customers of practical, social responsibility. We also stress the benefit of recycling in our curriculum starting in elementary schools and continuing through middle and high school. All buildings in D49 have recycling systems for plastic and paper; and obsolete electronics are recycled through a district-wide facilities program.

### **1.2b.2 Ethical Behavior**

D49 systematically deploys BOE policies, regulations, handbooks and training programs to promote ethical behavior. The BOE has adopted the *Code of Ethics* and *Ethics Policy* to govern actions of its members and employees. Key policies are supported by regulations for specific requirements and procedures to support behavior. State statutes also regulate BOE roles and ethics.

The HR Director and Director of Culture and Services, monitor the deployment of ethical training. Promotion of ethical behavior starts with hiring and initial training of staff. As part of the induction program, new employees receive training regarding high standards, requirements and reporting processes for ethical behavior in all areas of their job. All employees receive the electronic link to BOE policies and sign an affidavit of acknowledgement. Changes to policies are communicated through email and at staff meetings to employees to ensure changing expectations are clearly defined. Volunteers, in addition to new employees, are fingerprinted and must pass a criminal background check to identify and minimize risks to students, staff, and guests. Student and stakeholder safety is a main priority and D49 exceeds requirements for ethical behavior expectations.

BOE Policies dictate when disclosures of ethical violations are required in full compliance with state and federal mandates for reporting any major ethical breach to our stakeholders. The HR Director, and Director of Culture and Services, along with a Chief Officer investigate and respond to cases of ethical behavior problems per BOE policy.

### **1.2c Societal Responsibilities**

#### **1.2c.1 Societal Well-Being**

D49 values caring for society as part of its responsibility to teach students citizenship; we model these behaviors at all levels of our organization. Teachers, parents, and educators systematically teach the principles of citizenship which are then modeled, practiced, and proactively recognized, at school and senior leadership levels. In elementary schools, Positive Behavior Systems recognize students for good behavior and have decreased negative referrals to the office.

D49 participates in the Harvest of Love food drive held exclusively within area schools. Students are encouraged to bring in non-perishable food donations to help homeless and low-income families in the local area. Springs Studio for Academic Excellence, a small blended-program school, brought in 7,905 pounds of food and was recognized as the Grade Level Winner in El Paso County. Every year, the schools rally around the desire to help less fortunate families during the holidays and students learn valuable lessons in giving back to their community, thus benefiting the society they live in.

The biggest example of this desire is 'Santa's Toy Express', a voluntary program of the district's transportation department that has existed for 13 years. Santa's Toy Express raises \$6,000 in donations each year through coordinating themed potlucks that raise roughly \$1,500 each. Employees shop year-round for seasonal discounts and clearances for decorative and serving items to provide 49 exceptional experiences for children from families facing job losses, terminal illnesses, parent deaths and other troubles. Santa's Toy Express receives financial support from Wal-Mart, Wendy's, Falcon Lions Club, Farmers State Bank and The State Bank. In 2014, stocking stuffers arrived from Dollar Tree, and craft projects were supplied from Home Depot. Air Force Junior ROTC cadets from Falcon High School volunteer for the event. The cadets contribute \$500 each year by selling cookie dough. District 49 provides busses for the event. Children arrive at D49's education service center for breakfast in a Christmas themed warehouse after a pick up at their home. After breakfast, the children board buses with sponsors and travel a mile east to Wal-Mart. Many sing Christmas carols along the way, several with Santa Claus. As each sponsor steps off the bus, they receive a \$40 gift card to purchase gifts for family and pets with the assistance of a sponsor.

Arriving back at the ESC to wrap presents for their family and meet Mr. and Mrs. Claus, the kids head home around noon. On the way home, they find several surprises buried in their bags, including a jam-packed, hand-decorated stocking. With a new coat and gloves, they find a handmade hat and scarf. There's also a \$20 Safeway card for holiday food.

### 1.2c.2 Community Support

Identifying and partnering with key communities helps D49 support students, staff and stakeholders. Partnerships have been developed with these key communities to strengthen volunteer organizations, incorporate builders and developers, and support improved student achievement. BOE, senior leaders and principals actively participate in and contribute to these key community organizations and partnerships. Our approach is reciprocal and collaborative. We don't just ask parents to join our school organizations and committees, but we also serve and lead on boards, work teams, and through community agencies.

PTA/PTO groups support D49 at elementary, middle and high schools by bringing parents and community members into schools to volunteer time and expertise in programs like Watch DOGS (Dads of Great Students), as well as safety programs, academic tutoring, and advocacy for parent involvement. Junior Achievement volunteers provide educational programs on topics of entrepreneurship, micro and macroeconomics, and citizenship. Boy and Girl Scout Troops hold meetings in our schools to promote leadership, community service and citizenship. Because of our proximity to four major military installations, District 49 also has a significant population of students from military-connected families. Many of our staff are veterans, or have a direct connection to active-duty service members. In response, D49 emphasizes outreach to our military communities through programs such as Student-to-Student (StS) that pair students arriving through military transfer with peers who support their transition into a new academic and social setting. In 2014, the U.S. Secretary of Education, Arne Duncan, visited District 49 to recognize and affirm our support for military-connected students as a national model.

D49 has a unique partnership with local builders called Falcon Community Builders for Classrooms (FCBC). It is unique in that builders voluntarily contribute \$1,500 per house built in D49 to the non-profit entity that then supports project needs of D49 schools. The seven-member board has one D49 BOE member and two senior employee leaders of D49, along with three representatives of the housing and building industry, and one person from a city or county elected position. Since its inception, FCBC has contributed over \$5mm to D49. Their generous donations have provided facilities and facility upgrades that D49 could not have otherwise afforded.

D49 also engages with our community through the Falcon Education Foundation. Established in 1998, FEF conducts independent fundraising events to award teacher grants each year to support new and innovative educational programs. The FEF board includes a representative from the D49 Communications Department. Although our district is smaller than our two competitor districts, our educational foundation generates more financial support on a per-capita basis than D11 and less than D20. FEF support jumped in 2014, as our new CD director and the director of culture and services now serve on the FEF board. Fundraising strategies during an annual awards dinner were improved and actively pursuing scholarship sponsorships in the business community resulted in \$2.53 dollars raised per student and \$2.29 disbursed per learner last year.

## 2.0 STRATEGY

### 2.1 Strategy Development

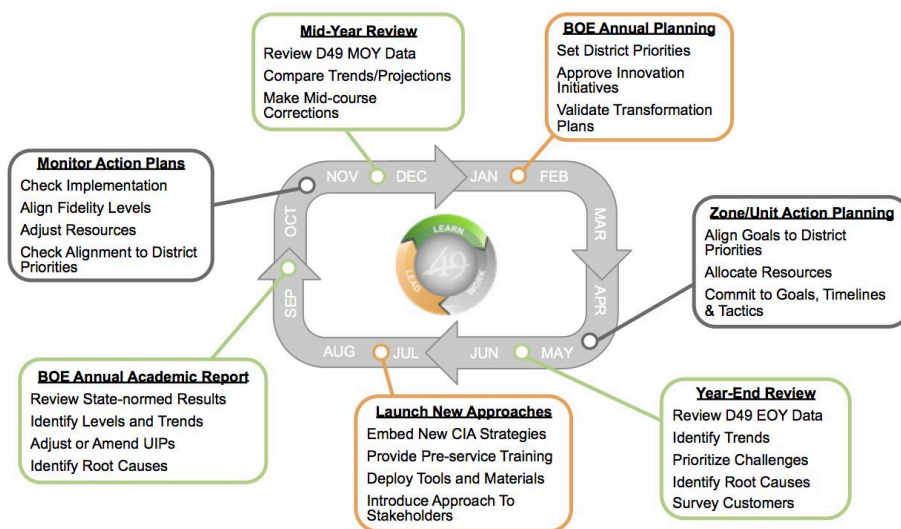
#### 2.1a Strategy Development Process

##### 2.1a(1) Strategic Planning Process

District 49 conducts strategic planning as a process within our SCCI. Beginning in 2012, D49 launched a formal Strategic Planning Process (SPP) in consultation with the Flippen Group. In 2013, D49 added the Cultural Capacity Initiative (CCI) to pair organizational culture with organizational strategy. Together, our strategy and culture (SCCI) define the district pathway to continuous improvement. On the strategic side of that pairing, the Strategic Planning Process—SPP—refreshes each January at the APR and carries forward with interim evaluations and regular reporting to the BOE. Throughout the cycle, the SLT along with zone and unit leaders engage in key practices such as regular reviews of progress and purposeful mid-cycle enhancements to improve performance. As it operates in District 49, the SPP is our highest-level cycle of learning and improvement.

The cycle begins with strategic direction from the BOE and Chief Officers at the beginning of the spring semester. In preparation for the APR, SL's learn from internal and external sources. In the late November/December timeframe D49 receives a performance excellence report following a RMPEX site visit. This feedback report provides a comprehensive internal review of performance conditions within the district. Concurrently, the BOE and Chief Officers attend the statewide CASB conference the first week of December. This timing allows the senior leaders to learn about statewide conditions including the most current information about

**Figure 2.1a(1)**  
**Strategic Planning Process**



legislative and financial developments that might impact district planning and performance. The board is also informed by the results of the November election as well as any MOY academic reports. Consequently, SL arrive at the APR with the most current and comprehensive learning possible. Also, by setting annual priorities for the following school year in January, the BOE gives district leaders and the workforce time to develop action plans, pre-position resources, and cultivate understanding and support for new and ongoing priorities.

Leaders put plans and resources in place throughout the spring semester and launch new approaches in July as teachers and students return from break to start the new school year. Each initiative proceeds through planned implementation, monitoring, and revisions to plan before review by the BOE. This ensures that new programs are ripe for evaluation, and that the BOE has valid intermediate measures and at least one external measure in hand to assess levels and trends.

In addition to the general planning process, some specific initiatives—such as the Primary Literacy initiative at the elementary level—embed regular progress monitoring at the beginning, middle, and end of the academic year (B/M/EOY). In addition, district leaders supplement general plans with enrichments like a READ camp offered during fall and spring breaks, and for six weeks during summer. To measure the impact of these programs, district, school, and program leaders compare the performance of students who access the supplement with similar-performing students who did not participate.

To ensure that district leaders incorporate the voice of the customer into our planning process, the district engages in a multitude of surveys and “listening” strategies to collect user perspectives. For example, we conduct our “Big Rocks” survey to gauge how students and other customers rate our performance in achieving strategic objectives. In addition, we conduct a survey about our cultural compass, and program-specific surveys for programs such as ELD and stakeholder groups such as the SEAC. No single leader or functional office can access the complete intelligence of the community, so our SPP depends heavily on contributions from building and teacher leaders as well as the leadership teams in each office. These planners make up the key participants in our SPP. Members of the BOE and the Chief Officers facilitate the SPP, but priorities emerge from the contributions of the community.

### **2.1a(2) Innovation.**

Our SCCI ensures that our strategic planning process stimulates and incorporates strategic innovation (Figure 2.1a(1)). Specifically, proposals for innovation are introduced at the BOE APR for consideration in the context of the annual strategic review. This ensures that the board considers innovation proposals in the immediate context of aligning the vision, mission, values, and strategic priorities. Whether they are large-scale innovations like launching a new school or targeted innovations like the Campus Leadership Team—an APEx team that replaced the traditional principal at Sand Creek High School—all innovation is integrated within the board’s annual cycle of learning—working—leading. Based on board direction and emphasis, SL respond to the APR with specific initiatives or solutions that address strategic challenges or capitalize on strategic opportunities.

An excellent illustration of our innovation process embedded in the SPP is the proposal, approval, and launch of Power Technical Early College. In late fall of 2014, after losing a bond election that would have added high school capacity, the board faced a strategic challenge of growth above capacity with no resources to add new buildings. At the same time, the Colorado Legislature dedicated funding and created a structure for a new high school model embracing an early college approach for career and technical education. This challenge and this opportunity created an imperative for action. Recognizing the large proportion of district students in K-8 charter schools, the board authorized an intelligent risk to develop a proposed partnership with a regional network of charter schools. That network, the James Irwin Collaborative, worked closely with D49 SL to secure approval of Colorado’s first Pathways in Technology (P-Tech) early college. From inception in January of 2015, through application that spring through state approval one year later, followed by launch with students in the fall of 2016, PTEC exemplifies our process of initiating, evaluating and then implementing innovation within the SPP. Because innovation is the first phase of our SCCI, the twin strands of strategy and innovation comprise a double helix that is our organizational DNA.

Our innovation process takes advantage of flexibility provided through our state government and agencies. The Innovation Schools Act, passed by the Colorado State Legislature in 2008, provides a pathway for schools and districts to develop innovative practices, better meet the needs of individual students and allow more autonomy to make decisions at the school-level. The stated purpose of the Act is to provide additional flexibility to schools and districts for the purpose of meeting student needs, and it is the intent of the Colorado Department of Education to interpret the provisions of the Act broadly so as to maximize this flexibility. The Act allows a public school or group of public schools, or innovation zones, to submit an innovation plan to its’ local board of education that is designed to increase student outcomes and strategically align the school’s resources with their approach to teaching and learning.

Once approved, school district boards of education must submit the innovation plans and waiver requests to the Colorado State Board of Education for approval. In January 2011, the BOE made a first foray into large-scale innovation when it realigned our district into groups of schools (innovation zones) organized by geography or educational emphasis. Each zone then began to work with stakeholders to define a unique identity and deploy strategic innovation initiatives for localized education and operations. Schools and zones used a technique called storyboarding to facilitate sessions and decide which strategic opportunities and intelligent risks to pursue. Storyboarding sessions with inclusive community town halls in each zone, resulted in Innovation Plans defining the significant innovations, strategic opportunities and intelligent risks to be pursued at each school and in each zone including submission for waivers from District policies and Colorado Revised State Statutes related to staffing, curriculum adoption, and programming. Those waivers, aggregated into school innovation plans make up the systematic component of the Innovation Plan Approval and Review Process AOS.

### **2.1a(3) Strategy Considerations**

**BUDGET**—In both our general strategic planning process, as well as the more regulated process of innovation planning, equitable distribution of resources is critical. In the spring of 2011, D49 began implementing Student-Based Financial Management (SBFM).








D49 implemented SBFM to equitably fund students across the district, empower schools to design staffing plans to meet the needs of students, drive creative innovations, place accountability and responsibility at the school site level, and increase transparency for all stakeholders with regard to how much money schools receive and how the allocation process best serves students.

SBFM fosters zone and school decision agility to quickly meet the educational needs of students and families. Staffing is allocated across the district based on actual personnel costs - not an average cost as in many other school districts' processes. Thus, schools are free to use funds flexibly to hire staff aligned with key school, zone, and district initiatives. SBFM normalizes certain costs experienced through the implementation of distinct programs and uncontrollable factors from zone to zone. Hence, school sites are supported, in taking intentional risks to implement new programs and approaches to learning.

To maintain moderate control over budget efficiency, D49 reserves some centralized funds to support the strategic plan and capture economies of scale. For example, D49 is expanding a program of concurrent enrollment in partnership with Pikes Peak Community College (PPCC) in support of 49 Pathways. During the transition from innovation to transformation, leaders determined that we could better serve our students by centralizing district resources, purchasing a facility, and then leasing a portion of that space to PPCC as a campus for our students. Further, the business office created a single innovation account to supply and monitor tuition payments for students as we expand the initiative across the district. This facilitates tight oversight and better-informed decisions as the program matures.

**Figure 2.1a(3)**  
**District 49's Strategic Priorities – The Five “Big Rocks” in 2016**

5		D49 will ensure educational experiences are individualized—capable of launching every student toward success. The other strategic priorities all build toward this ultimate outcome: Success is different depending on the type of learner a student strives to become. Through <i>49 Pathways</i> , the district will individualize educational experiences that build on firm foundations—across our robust portfolio of schools, hosted by a community that is fully engaged with its schools. By customizing learning for every student, and launching them to success, we will retain the trust of the citizens who sustain us.
4		District 49 will ensure that all students begin with a firm foundation in the academic and personal skills necessary to be successful in school and life. Through our multi-year commitment to primary literacy, we are building the most critical foundation that every student needs to be successful in any learning setting.
3		D49 will create a robust portfolio of distinct and exceptional schools. It's not enough to have a bunch of different kinds of schools; the district will have high quality, exceptional schools. District 49 strives to offer wonderful schools in all of its zones, schools that are different from each other and superior to the options students might have in neighboring districts and communities.
2		D49 will engage with its community by being present outside district offices and schools, as well as through connecting with local agencies and nonprofit organizations. The district has much to offer, including facilities, insights and professional partnerships in advancing education and strengthening ties with the community. Likewise, District 49 leadership recognizes the community has a great deal to offer in kind to their district, and encourages its patrons to be present in schools and programs.
1		The fundamental bedrock is maintaining D49 as a trustworthy recipient of taxpayer investment. Our community members want to support education. However, they expect the district to be efficient, to do the right things and do them in the right way. District 49 will work to earn its community's trust, not by telling its patrons that it's trustworthy but by demonstrating it.

**PRIORITIES**—In 2012, the BOE and senior leaders selected the Flippen Group to help chart a long-term strategic plan complete with goals, actions, KPI's, and outcomes. The Flippen Group, based in College Station, Texas, has a proven track record of success with private and public enterprises by fostering organizational excellence through strategic planning and building strategic leadership capacity. The resulting partnership, facilitated complementary processes known as Organizational Blueprint and Leadership Blueprint with members of the BOE, SLT, principals, and multiple stakeholder groups in the development of a unified vision, mission, and five strategic priorities. The strategic priorities are organized using the metaphor of the “Big Rocks” (Figure 2.1a(3)), popularized by author Stephen Covey in *The Seven Habits of Highly Effective People*. Covey illustrated the concept that if you fill your plans and work processes with trivial details you'll leave no room for what's really important—what he called the big rocks. However, if an organization begins by committing to a limited set of strategic priorities, then all the other details of planning, learning, working and leading will fit in and support the big rocks. In January 2016, during its APR, the BOE reviewed feedback from the RMPEX examiner team and determined the need to communicate a simpler mission and vision. The Five Big Rocks were subsequently revised to incorporate the importance of “Building Firm Foundations” and to promote Rock #3, *Best Choice To Learn Work And Lead* as a simpler statement of our vision and mission.

**DATA-DRIVEN**—Although all strategic planning and decisions are evaluated with regard to their alignment with the Big Rocks, we used data-driven decision making to identify strategic challenges and advantages, and to identify risks to our future success. D49 uses of a data warehouse, Alpine Achievement Systems (AAS), to harbor and mine vital information pertinent to K-12 student achievement. AAS provides school districts with a comprehensive data management solution and useable, state-of-the-art analytical tools. AAS partners with 180 school districts nationwide in data management, integration, and analysis.

Alpine Achievement Systems creates upload specs and reporting for state assessments including PARCC, WIDA-ACCESS, end of course, DIBELS, and ACT. AAS synchronizes and stores data from local, state, and national assessments into a single interface. AAS uses D49 data to populate expansive displays, reports, and comprehensive student portfolios. AAS offers pre-designed and

customizable templates for Student Learning Plans, RTI, 504, ELL, READ, and GT, allowing teachers to create student plans that are dynamic and actionable, rather than filed away in a notebook. The system also allows teachers, principals, and district level administrators to easily view, report, and compare data across multiple data points and sources, and use the data in PLC's across D49 to inform instructional planning and delivery. In a true example of teacher leadership, review of assessment data is often the stimulus to identify organizational challenges and propose innovative solutions. We go where the data and our expert teachers tell us to go.

**PRIMARY LITERACY**—For example, the Primary Literacy initiative was born out of deep concern with regard to flat and/or declining reading scores at the 3rd grade level. After the 2013 Annual Academic Report (AAR) featured a series of flat lagging indicators, illustrated by anecdotes from individual students and teachers, the BOE charged senior leadership with improving primary literacy across the District. Zones and schools set aggressive performance targets and actions through their respective UIP's. Zone and building leaders developed action plans steeped in targeted literacy interventions to ensure every student reads by the end of 3rd grade. The zone-district collaboration includes district-sponsored READ Camps during fall, spring, and summer breaks created to meet the challenge of bringing students who read below benchmark-level up to a grade-level standard of proficiency. A host of Literacy Summits involving teachers, leaders and experts were also initiated as strategic actions in response to this challenge.

**49 PATHWAYS**—As part of D49's unwavering commitment to "Launching Every Student Toward Success" District leaders commenced a deep investigation into Colorado's modern approach to graduation requirements. Through learning at state-level events hosted by CASE, CASB, and CDE, district leaders concluded that the most effective means of launching every student toward success was to amplify the depth and breadth of our Individual Career and Academic Plan (ICAP) implementation. Hence, in the spring of 2014, the EO focused our strategic planning process on the opportunity of re-conceiving student matriculation and graduation. Key stakeholders from every school and zone, including parents, teachers, counselors, administrators and board members gathered for a full day Graduation Summit to build common understanding and cast a shared vision for a new era in K-12 public education.

As a result of that collaborative session, senior leaders initiated 49 Pathways, a rebranded vision for secondary education. At the heart of 49 Pathways is our belief that every student should travel down an individualized pathway that leads through competency and skill development to certain success after high school. The essential mechanism that moves students down the path is our commitment to creating viable ICAP's for every student enrolled in D49.

To engineer a system that would align our efforts, District 49 charged a dedicated task force—the Pathbuilders—to lead ICAP enhancement efforts. The Pathbuilders committed to making the ICAP the center of every student's journey through secondary education. Every aspect of general, special, career, technical, and non-traditional education is accessible on the path of every student. Students may demonstrate mastery of core subjects prior to graduation and concurrent enrollment in college courses is included on many paths. The emphasis on creative, critical thinking, and service learning of International Baccalaureate programs may be included as part of some individualized pathways. Every student's strengths, weaknesses and areas of interest are embraced on the individualized pathway. As D49 leads every student down a unique journey to success after high school, our graduates demonstrate competency in core subjects and many earn an industry or technical certification prior to leaving our schools.

**ENGAGING COMMUNITY**—D49 seeks to understand our community's requirements and expectations. Through tools such as our Big Rocks Survey (BRS) our cultural compass survey and heightened attention to SAAC and the DAAC requirements, we seek to ascertain the desires of our customers with regard to educational programming and outcomes. After losing two school finance elections (in 2010 and 2011) and a mixed result in 2014 (the facilities bond failed, but the operating levy passed), District 49 learned that the members of our community without a direct connection to our school system felt disengaged and unwelcome in our deliberations. We were good at listening to our existing school communities, but not as effective at extending the dialogue to our broader community. So, district leaders engaged in a cycle of reflection, research, and problem-solving to learn more about what highly successful districts do to build community support. In response to this learning, the BOE, at the 2015 annual-planning work session, commissioned the formation of a Peak Partners Initiative (PPI)—an intentional and systematic effort to build deeper relationships in the broader community. Other districts in Colorado had demonstrated the value of intentional engagement with existing community leaders. The PPI provides community leaders a systematic introduction to the financial, operational, programmatic, and policy challenges facing D49. PPI enables D49 to discover blind spots in our strategic planning process and to create new solutions by engaging community leaders in direct conversations with district leaders.

The most prominent element in PPI during SY15-16 was the Pikes Peak Leadership Academy. This endeavor engaged and invested in the district's community stakeholders. Working with local consultants, who brought a long-standing level of credibility and established networks, the Leadership Academy invigorated, informed, included, involved and inaugurated long-term collaboration with individuals who already had a leadership presence in our community. The consultant-leaders recruited business operators, military leaders, members of the clergy, executives of nonprofit agencies, partners from higher education, hospital administrators, governmental officials and student leaders to form a cohort of informed advocates. The Leadership Academy, conducted over seven topical sessions, aimed to ensure that community stakeholders had a sustainable voice heard by the district's leadership. Designed to be informative and inspiring while providing a process for active engagement in the education of young people, this is a major initiative with specific, measurable, and desirable short term, intermediate, and long term goals. The PPLA is also a strategic approach to succession planning for volunteer leadership roles such as membership on SAAC's, the DAAC, and ultimately the Board of Education. To infuse the PPLA with a commitment to continuous improvement toward peak performance, the final session included an in-process review of the approach along with specific recommendations for improving the process of recruiting new participants for the second cohort. SL incorporated those recommendations as a cycle of learning which led to adjustments to the consulting cohort as we proceed to the second year of PPLA. Details of the process plan, goals, and results for PPLA are AOS.



## 2.1a(4) Work Systems and Core Competencies

In District 49, each office (business, education and operations) manages a key work system to support the two key work processes (innovation and transformation) that make up our SCCI. As Figure 2.1a(4)-1 displays, the expertise needed to manage these distinct work systems helps define the roles of the chief officer APEx team.

To support these key work systems, District 49 has developed core competencies to serve our students and enhance our competitive advantage as a district of innovation. From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to measure the effectiveness of our work system.

All coordinated and charter schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. Unified Improvement Plans UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives.

The BOE also determines which key systems will be supported by current and potential partners and suppliers during SSP and through formal SL-facilitated RFP processes. When considering whether to approve charter school applicants, the DAAC reviews applications materials and makes recommendations to the BOE based on a robust set of quality standards. The SLT also reviews each application and interviews potential charter partners, providing additional recommendations to the BOE.

**Figure 2.1a(4)-1**  
**Key Work Systems Across Three Offices**

<b>Business Office</b>	The key work system of the business office is student-based financial management or SBFM. Known colloquially throughout the community as "Backpack Budgeting" this system allows dollars to follow students no matter which school or program they choose. District 49 has become a national leader in tracking investments in specific educational programs and services. By costing out the unique programs offered in each zone, school, and program, the business office is able to ensure that funds follow the students in an equitable manner. Through a technical process of budget normalization, the business office ensures that every program has a fair proportion of district funds to serve students. The transparency and equity of SBFM are essential to big rock #1—maintaining trust with our district. Results of the business office's success are detailed in Figures 7.5-1—4.
<b>Education Office</b>	Because it is a school district, D49's most visible key work system is managing a portfolio of schools. As our third big rock describes this system, we offer the community a "robust portfolio of distinct and exceptional schools." The work system of portfolio management necessarily includes partners such as charter schools, institutions of higher education, and technology providers who make our blended and online schools possible. Because managing diverse schools to a level of excellence is complex, we regularly create contracts, memorandums of agreement and service level agreements with our partners—including charter schools—to ensure they meet the needs of our students and the expectations of our community. Examples of contracts, MOU's and SLA's are AOS. Results that manifest the success of the education office are detailed in Figures 7.1-1—24
<b>Operations Office</b>	The key work system of the operations office is providing material support (facilities, grounds, nutrition, transportation, and security) to preserve optimal conditions to learn, work and lead. The operations office partners with leaders in the education office to meet the expectations of students and educators. The operations office also partners with leaders in the business office to monitor and optimize resource efficiency. Results that manifest the success of the operations office are detailed in Figures 7.1

From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to continuously measure the effectiveness of our work system. All schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives. From school operations to financial stewardship, the district monitors and measures performance regularly. A variety of assessment methods and strategies are used to continuously measure the effectiveness of our work system. All coordinated and charter schools participate in state administered accountability assessments. These assessments include PARCC English language arts and math assessments in grades 3-9, and PSAT in grade 10 and ACT in grade 11 measuring college and career readiness in alignment with our 49 Pathways strategic initiative. Additionally, to measure our Primary Literacy strategic initiative, all schools administered the DIBELS reading assessment in grades K-3. Unified Improvement Plans UIPs are submitted to the BOE quarterly for all coordinated and charter schools. These plans include strategic action steps, implementation benchmarks and interim measures aligned with the district's strategic objectives.

As an illustration of the synergy between our core competencies, we apply our strategic priorities and cultural compass to information technology services—contracted through Colorado Computer Support. During monthly meetings with representatives of the EO, BO and OO we decide which key processes will be performed internally, by Instructional Technology Specialists ITS and which are better performed by CCS. These decisions are made based on external supplier core competencies by reviewing monthly key performance indicators including customer satisfaction and IT ticket resolution time.

**Figure 2.1a(4)-2**  
**Core Competencies For A District Of Innovation**

<b>Portfolio School Management</b>	District 49's portfolio of schools includes both traditional neighborhood schools as well as a group of schools and programs that are unique in our region and state. We authorize the only school of expeditionary learning in our region. We authorize the state's largest AEC, highest-performing K-12 online school, the region's only career-technical early college, and the only online early college in Colorado. Responding to the varying needs and opportunities our schools present is uniquely difficult, so our competency at moving all our schools toward excellent performance is an exclusive strength among our competitors.
<b>APEX Team Leadership</b>	Our second core competency developed out of our identity as a district of innovation. Our willingness to disrupt the traditional district hierarchy in favor of autonomy and invention made us willing to try alternate models of leadership. At our central office , where you would expect to find a superintendent, you find an APEX team of chief officers. At SCHS, where you would expect to find a conventional principal, you find an APEX team of teacher leaders and associate administrators. In our iConnect Zone, a unique combination of principals, an executive principal, learning coaches and a zone operations administrator form an APEX team with a custom composition engineered to serve the unique needs of the schools in that zone. With our innovation of an APEX team roles inventory, we are increasing our advantage at aligning partner-experts to our VMC.
<b>Primary Literacy Programming</b>	From Title I schools that serve high proportions of at-risk readers to schools where nearly every student arrives for kindergarten ahead of the curve, District 49 is creating reliable, scalable strategies to build firm foundations through primary literacy programming. As the Colorado Department of Education noted recently, No other district in Colorado has such a high percentage of schools where students performance in literacy is growing at rates <i>well above average</i> —the top rank possible.
<b>Individualized Pathways in Secondary Education</b>	As the only district among our competitors or comparators to earn statewide distinction for individualized career and academic planning, D49 is several cycles of innovation and transformation ahead of our neighboring districts. Through rapid adoption of new graduation guidelines (over a year sooner than either competitor district) D49 has been able to build job descriptions, hire staff and complete a cycle of innovation at our high schools. After learning from that first phase, we are leveraging our competency with individualizing secondary education to begin a cycle of transformation based on our singular expertise.
<b>Precise Resource Management</b>	With limited resources relative to our competitor districts, D49 is under tremendous pressure to spend carefully and invest only where we are likely to get a strong educational return on investment. Although external agencies have validated our performance, the greatest accountability comes from the local scrutiny of our community. As examples, D49 has created measures such as the administrator costs as a percentage of District Adjusted Gross Revenue (Admin/DAGR) and the window of precise performance (WPP) that are developed by our business office and reported exclusively to our BOE and community.

## 2.1.b Strategic Objectives

### 2.1b.1 Key Strategic Objectives

**Figure 2.1b(1)-2**  
**Initiatives and Objectives for Strategic Improvement**  
**Primary Literacy**

<b>STRATEGY</b> Commit to a focus on Primary Literacy instruction in grades K-3 with a goal of ensuring all students are proficient in reading by the end of 3rd grade.	<b>ROOT CAUSE ADDRESSED</b> Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. <b>OBJECTIVE</b> Increase the percentage of third graders reading at Benchmark by EOY by 5 percentage points annually with a goal of 100% of students reading by the EOY third grade 2018.
<b>49 Pathways</b>	
<b>STRATEGY</b> Ensure all students succeed by implementing individualized pathways for students.	<b>ROOT CAUSE ADDRESSED</b> Leaders and teachers haven't yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, knowledge and application. <b>OBJECTIVE:</b> 100% of secondary students have an Individual Career and Academic Plan to guide pathway to college and career readiness by EOY 2017.
<b>Alignment to Standards</b>	
<b>STRATEGY</b> Continue to support leaders and teachers with aligning instruction to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application.	<b>ROOT CAUSE ADDRESSED</b> Leaders and teachers have not yet consistently ensured that instruction is aligned to grade-level Colorado Academic Standards (CAS) with an appropriate level of rigor, depth of knowledge and application. Leaders and teachers continue to need, training, resources and assessments to effectively differentiate instruction and provide intervention to address achievement and growth gaps. Leaders and teachers need continued support in understanding how to use data to increase student achievement and growth. <b>OBJECTIVE:</b> Increase District Percentile Rank by 5 percentage points annually in English language arts and math at the elementary and middle school levels. Increase college readiness exam composite scores for comprehensive high schools by .5 points annually to achieve the equivalent of a 22 average composite on the ACT by 2018.
<b>Building Professional Capacity</b>	
<b>STRATEGY</b> Provide professional development	<b>ROOT CAUSE ADDRESSED</b> With the size and growth of our licensed staff, D49 must be intentional about sustaining instructional improvement efforts. <b>Goal</b> Increase the number of professional development offerings from an average of 34.7 to 38.2 offerings per month. Increase professional development participation from an average of 644 to 708 participants per month.

Our two key strategic objectives relate directly to our strategic priorities for firm foundations and launching every student to success. They are:

- 1: Primary literacy—every third grader reads, and
- 2: 49 Pathways—every graduate is ready to succeed

To achieve our vision, Best Choice, UIPs are developed at each school and the district-level align with the goal of increasing our percentile rank relative to our identified competitor districts and like demographic districts across Colorado. Our progress toward ensuring Every 3rd Grader Reads is measured three times annually in grades K-3 utilizing the DIBELS benchmark assessment. Progress toward ensuring Every Graduate is Ready combines ACT rates of comprehensive high schools and graduation, dropout and accreditation rates of AECs. One and two year targets are set within UIPs for achieving specific goals for each strategic initiative.

Similarly, the EO, BO and OO develop Plans on a Page, to set annual strategic objectives aligned to the Big Rock priorities. Goals are set for each strategic objective on an annual basis and measured at checkpoints through the year. For example, Learning Services measures professional development participation and Schoology usage monthly as leading indicators of whether goals for will be met, while the Individualized Education department monitors student ICAP development three times annually.

### 2.1b(2) Strategic Objective Considerations

District 49 achieves balance among varying and potentially competing organizational needs by filtering all key decisions through the strategic plan, using our SCCI. These decisions include program development, significant capital outlay, technology acquisition, and talent development. We intentionally consider each key decision in alignment with our CC, mission and vision.

Short and longer-term planning horizons are balanced through the SPP during the BOE's annual retreat. Like other school districts, D49 is subject to state and federal mandates, such as the Colorado Educator Effectiveness Act (SB 10-191), Colorado READ Act, IDEA, and ESSA. Innovation plans allow schools autonomy to address mandates creatively, yet responsibly in alignment with short and longer-term planning horizons. Moreover, all schools develop UIPs as a means of setting short and longer-term planning by identifying site-specific root causes for academic performance and major improvement strategies aligned with strategic challenges, core competencies, strategic advantages and opportunities.

District 49 considers and balances the needs of key stakeholders through a variety of means. The BRS is a comprehensive survey administered to external and internal stakeholders to gauge their understanding and support of academic programs. Notably, on the 2014 BRS our students and other customers expressed a clear expectations for concurrent enrollment and career/technical education programs beyond the level then offered. As a result, D49 invested significant resources into creating and expanding programs for career and technical education as well as concurrent enrollment: Figures 7.1-9—12. Rapid approval and deployment of new programs like Pikes Peak Early College (a CE school) and PTEC (a school blending CE with

CTE) show how clarity with strategic objectives allows us to practice organizational agility. Moreover, zones are provided the autonomy and responsibility to be responsive to identified expectations of their stakeholders. Zones utilize storyboarding, open space meeting techniques, and town halls in an effort to not only engage the community, but to ascertain the expectations of stakeholders with regard to decision-making input, educational programming, and educational innovation.

## 2.2 Strategy Implementation

### 2.2a Action Plan Development and Deployment

#### 2.2a.1 Action Plans

Action plans at all levels are aligned with our strategic priorities and oriented to our cultural compass. Each office has one or more key action plans, which are replicated and localized through the zones, schools, and departments.

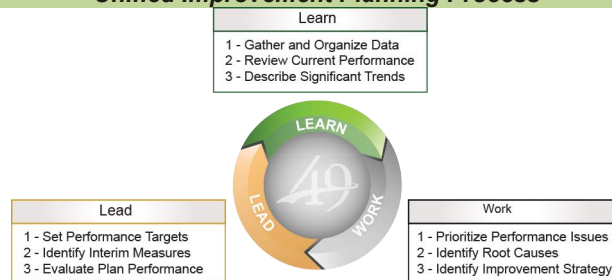
The BOE has set a key action plan to implement excellent governance. In the Business Office the key action plan is to optimize fiscal efficiency by increasing informed and agile decision-making across the organization. In the Education Office, the key action plans are long-term commitments to primary literacy and 49 Pathways. In the Operations Office, the key action plan is tracking performance metrics to optimize key work processes to deliver consistently excellent facilities and services.

From the members of our Board through the SLT to zone, school, and classroom leaders, our commitments to these initiatives are consistent and persistent. Rather than describing our district as a top-down organization where “higher ups” direct activity at the “lower levels”, we have intentionally positioned the board and SLT as a “support team” whose role is to equip the school and classroom leaders who provide direct service to our students and other customers. High-level priorities and direction flow from the back office to the classroom, while operational intelligence and performance feedback flows from the customer back through educators to the administration.

D49 is well aware of the organizational and educational practice of adopting a new set of approaches and objectives every year. Knowing that shifting priorities can undermine and demoralize our workforce and customers, we have intentionally avoided counterproductive disruption. All of the key action plans for senior leaders (board, office, program and zones) are multi-year commitments that will evolve and improve, but will not disappear and be replaced by new fads or impulses.

This inversion of normal authority has become an essential quality of how our district develops action plans. Rather than treating the voice of the customer as a final judgment on our performance, district leaders turn to surveys, focus groups, and input from the SACs and DAAC to begin development of action plans. Within broad parameters from the BOE and SLT, zone and school leaders build localized implementation schedules and strategies as part of the UIP development process.

**Figure 2.1b(1)-1  
Unified Improvement Planning Process**



**Figure 2.2a.1**  
**Key Action Plans and Alignments**

<b>BOARD OF EDUCATION</b> The key action plan for the Board of Education is <b>Delivering Excellent Governance</b>	The primary alignments for the Board's key action plan are to Big Rocks #1 and #2—Reestablishing Trust and Community Engagement. Past distrust and disengagement with the district has correlated with board dysfunction and misconduct. By providing stable and excellent governance, the board is reclaiming community trust and inviting productive community engagement.
<b>BUSINESS OFFICE</b> The key action plan for the Business Office is <b>Informed and Agile Decision-Making</b>	The Business Office's key action plan is aligned most closely with Big Rocks #1 and #5. Transparent stewardship is a source of confidence and earned trust, while agile allocations optimize each student's ability to receive the highest benefit from their relative share of PPR. Backpack budgeting and precise performance are key performance criteria for the BO.
<b>EDUCATION OFFICE</b> The key action plans for the Education Office (including the four innovation zones) are <b>Primary Literacy</b> and <b>49 Pathways</b> .	The Education Office's key action plans are differentiated by level, but both plans align with Big Rock3 to deliver the promise of rocks 4 and 5. The Primary Literacy plan ensures students have foundational skills and experiences necessary to prepare them for individualized pathways, launching them to success after graduation. Robust CE and CTE programs are the final push launching students to success in whatever they do beyond high school.
<b>OPERATIONS OFFICE</b> The key action plan for the Operations Office is <b>Optimized Processes and Services</b>	The Operations Office set its key action plan in alignment with the Business Office #1 and the BOE. By ensuring that our facilities are safe and inviting, we give our students and other customers a reason to trust our work. By providing security, safe transportation, and nutritious meals, we give our community the environment they need to learn, work, and lead as the best.

As customer-facing leaders in classrooms and schools draft preliminary and short-horizon action plans, building principals and zone leaders consult with each other and with members of the SLT to ensure alignment and allocate resources. Long-term action plans are set by senior leaders, but all the site-specific and short-cycle action planning begins and ends with school teams and teachers. In keeping with our watch phrase of “centralized planning with localized implementation” zone leaders are critical liaisons—managing alignment and deployment of the strategic priorities.

## 2.2a.2 Action Plan Implementation

District action plans are deployed through SLT meetings to leaders in each zone and department. Executive Directors, Directors, and Zone Leaders collaborate within their respective to customize implementation as it relates to their responsibility. As more local experts, these leaders know what types of activities and communications will meet the expectations of students and other customers. An example of such an action plan is the district's key action plan related to primary literacy. The overarching objective at the district level is to disrupt and reverse a trend toward lower proficiency levels after third grade. This objective was deployed to the senior leadership team and the building principals through large group and school-specific meetings. Then, and leader within the educational portion of our district was tasked with localizing the implementation.

In some schools, the action plan for primary literacy included selection of new core curricula. In other settings, principals collaborated with teachers to design new schedules that increased the length of literacy instruction. One school reorganized schedules, staffing, and even class sizes to support students with significant, reading challenges. No two zones or two schools pursued the objective in the same way, but all principals prepared a common report to give accountability and comparability around the district.

At the secondary level, principals recognized that setting every student on an individualized pathway to unprecedented success would take a higher degree of personal and technical support than every before. To make sure that students could collaborate with teachers or advisors outside the school day, all secondary schools adopted some form of technology-mediated system. To ensure effective implementation, those building leaders collaborated with our business office to allocate necessary resources and acquire the best devices at the best price possible. They collaborated with the Operations Office to ensure that system infrastructures such as power, cooling and secure storage were adequate to facilitate needed upgrades. Finally, building leaders collaborated with our key service provider CCS for information technology support for configuration, deployment, and training on the new devices and systems. Even though the action plan was clearly student-centered, the implementation required collaboration and accountability across the entire organization and with our community partners.

From large-scale action planning as described above to same-planning such as that needed to plow sidewalks and carpool routes after a mid-day blizzard, District 49 is becoming more and more expert at using process tools to align, unify, measure and celebrate the excellent efforts of all our workforce and community members.

## 2.2a.3 Resource Allocation

District 49 has a comprehensive budgeting system structured around standard operating protocols such as the Colorado chart of accounts, generally accepted accounting principles (GAAP) and the requirements of public entity accounting. Within that structure, our Business Office has been innovative and diligent to move as much resource and authority as close as possible to the classroom level. As with the district's strategic plan, this system was founded upon the rock of trust and transparency and is intended to make financial resources more responsive to the requirements and expectations of students and other customers. The primary source of district revenues is the state funding system that allocates dollars to districts on a per-pupil basis—hence the acronym PPR. Additional sources include local contributions through voter-approved override taxing authority, as well as program fees, grants, rentals, scripted program subsidies, and other small-scale revenue sources. Since budget planning runs on a fiscal year from July 1st through June 30th, allocating resources for action plans is an important part of the spring planning cycle to develop proposals and projections.



In 2012-13, according to the Colorado Department of Education, District 49 collected \$8,580 in general fund revenues per full-time student—making us one of the 10 lowest funded districts in the state. Although this has been a consistent constraint, D49 has refused to yield to self-pity and prototypical apathy around resource availability for education and instead worked stridently to increase efficiency, increase effectiveness, and improve results.

Also in response to timing and resource constraints, District 49 has become nearly fanatical about informed and agile decision-making. Since 2011, central administrative staff and spending have decreased significantly in order to push more funding closer to the classrooms. Centrally chief officers, executive directors and directors oversee the budgets within their departments. The responsibilities for the fiscal management of each zone of schools have shifted to four ZL's and their respective school principals. However, we employ zone leaders to be educational experts, not business specialists; so, we depend on close collaboration with true business experts to make sure zone action plans include necessary clarity about potential financial impacts from potential decisions, so that decision making is measured and intentional. For example, when schools and zones developed formal innovation plans in 2011-2012, the business office conducted a line-by-line analysis of every proposed innovation—to project direct costs and anticipate indirect expenditures or savings.

When the SLT and secondary principals made a commitment to concurrent enrollment as a major element of 49 Pathways, the business office built a shared budget to project costs for instructors, class fees, textbooks, transportation and tuition. With that projection, educators were able to build a sustainable model that covers instructors, tuition, and fees, but depends on students for the costs of textbooks and transportation. Those principals also made purposeful allocations of the resource of time by reorganizing calendars and bell schedules to facilitate college enrollment and make sure qualified students had travel time to get to and from the college campus. Finally, the principals identified teachers who had the graduate credits needed to instruct college courses. By shifting schedules and teaching assignments, those principals redeployed the resource of human capital to meet our strategic objectives.

When all the localized conversations are complete, the BOE approves new schedules, affirms new staffing models, and adopts an amended budget with input from SACs and the DAAC. These final approvals preserve the necessary time, human, and financial resources to launch action plans and sustain implementation.

#### **2.2a.4 Workforce Plans**

In keeping with the key action plans at the district level, each zone, school, and department creates workforce plans to support the district's strategic vision. Even the BOE has a workforce mindset that aligns with the key action plans and our strategic objectives. For example, the BOE is committed to excellence governance. A major fiduciary obligation of the BOE is to understand and approve budgets and the associated allocations and expenditures. To make them more effective in that role, the Business Office focuses on one or two important elements of "budget literacy" at each work session of the board. This ongoing learning makes the workforce of the board more effective at meeting their goal of excellent governance. For other workforces, the link between action planning and building workforce capacity is just as essential. To support the importance of *49 Pathways*, principals created new roles for teacher-advisors to help each student plan and navigate their individualized pathway to success. That decision required a reallocation of time in those teachers' schedules as well as new compensation for additional customer support responsibilities.

In each program, zone, and school, workforce plans are aligned to the big rocks and to our district's cultural compass. These plans of action identify and deploy the resources that are necessary for successful implementation. Those same leaders review workforce structures annually to ensure they can best support current and future strategic objectives within each unit's action plan. Additional staff, reduction in staff, staff transfers, and staff training are strategies used throughout each year to ensure our workforce plans meet the requirements of our strategic objectives.

#### **2.2a(5) Performance Measures**

Whenever possible, those who oversee our action plans use student data to measure the effectiveness of our implementation efforts. Timelines are created and agreed upon prior to implementation and departments meet with Chief Officers to evaluate progress and determine necessary course changes. Specific implementation strategies may differ between zone and schools based on differences in local community expectations. For example, strategies to increase student learning in a Title I school with a large portion of students qualifying for our free and reduced lunch programming may differ from a school with a very low free and reduced lunch population that may have a different level of active parent involvement. While core underlying strategies are consistent in alignment with our mission, vision and strategic priorities, there will be differences in the resources and strategies used based on student and community requirements.

The UIP process ensures continual progress is maintained towards each major strategic objective. Since the plans are written at the individual school level, each building becomes a unit of accountability for addressing the key action plans and meeting strategic objectives. Since UIPs are public documents reviewed by the SAACs and the DAAC, this process creates visibility of and accountability for action steps towards each initiative at the building level. The building level UIP process also helps ensure deployment strategies meet the needs of the stakeholders and that the action steps are integrated into current practice. This is where the process of learning, working, and leading integrates with investigating, preparing, and evaluating performance on an ongoing basis.

The key performance measures we use to track our educational action plans are defined in the District's UIP. The district UIP serves as a template and exemplar for each school's UIP development process. District initiatives such as Primary Literacy, *49 Pathways*, and our cultural capacity work are all integrated through required UIP goals at each building that align to these initiatives. These measures include:

- Measuring our effectiveness at focusing on primary literacy through local DIBELS Achievement Data (UIP) Figures 7.1-1—8
- Measuring our effectiveness at increasing academic performance of our students through performance percentile rankings on state assessment Figures 7.1-1—8
- Measuring our success at ensuring all students are career and workforce ready by creating individualized pathways for students Figures 7.1-18—19
- Tracking the participation and success rates for students enrolled in CTE and CE programs Figures 7.1-9—11
- Tracking the number of completed 2, 4, and 6-year pathways developed for each graduating class Figures 7.1-13—6
- Measuring increased college readiness exam composite scores at comprehensive high schools Figures 7.1-17
- Measuring our delivery of relevant professional learning by tracking the number of district teachers, leaders, and out-of-district colleagues who have taken professional development through the Aha! Network.

For the key action plans developed by the BOE, we track completion rates of learning objectives such as self-assessment reviews after each board session or meeting. We also include BOE performance as a section on the BRS.

The Business Office tracks performance through bimonthly reports to the BOE as well as annual audits and external reviews. The Business Office is also collaborating with the Operations Office to integrate contract management metrics and service level performance with our major suppliers and vendors using the dashboard KPI's available in SchoolDude

Finally, the Operations Office has invested heavily in performance measurement and informed decision-making via the SchoolDude™ service and technology that tracks performance based on work orders, facility plans, and service levels for transportation and nutrition. By comparing D49 performance against thousands of other school districts, the Operations office can set aspirational benchmarks for excellent service and then measure progress toward achieving those standards.

## 2.2a.6 Performance Projections

Setting performance projections is a key task of the annual UIP development process. Currently projections are extrapolated from levels and trends in our past performance. ZLs and principals submit UIPs to the BOE annually including specific performance projections that align to district objectives and differentiate based on the unique needs of school. Projections for SY 16-17 include:

- Increasing the % of students scoring on benchmark from BOY to EOY according to DIBELS Next (UIP)
- Increasing the district's percentile rank for English language arts and math as measured by state assessments (UIP)
- Increasing the average composite score for all comprehensive high schools on college readiness exams (UIP)

When considering these projections with the performance projections of our identified comparison and competitor districts, our projections are significantly more aggressive. We use our identified leading indicators to make informed projections related to student performance outcomes. In the spring of 2015, we contracted with an external statistician to review typical change in percentile rank of schools across Colorado. The result of this analysis found that little to no change occurs over three years time statewide. Additionally, the early Literacy Assessment Tool grant provides us access to comparison data results for Primary Literacy statewide and nationally.

Our results consistently show more positive gains than typical districts with similar and like demographics. Further, in fall semester 2015, we projected an increase from less than 30 students in concurrent enrollment CE to over 300 students by the fall semester of 2016. This projection considers D49's intentional pursuit to increase CE offerings by expanding its partnership with Pikes Peak Community College PPCC entering into a long-term lease to provide classes in a district facility, engineering systems of college-level advising at all of our comprehensive high schools, hiring a Director of CE and Coordinator of CE and submitting an application for approval of the state's first online blended early college program. In addition to these strategic actions, we consider that our competitors have not yet announced any new marketing plans, schools, staff, or partnerships with higher education agencies aligned with increasing CE programming for students. Because of this, we expect to continue to increase CE enrollment by more than 1,000% over the same timeframe where our competitors and comparison districts will remain relatively flat.

In the domain of BOE performance, In November of 2015, only two board seats were open to be filled with only two candidates filed for election, giving District 49 non- contested election for the upcoming two years. This opportunity gave D49 platform of unprecedented stability and unity at the most foundational level of leadership. While our competitors and comparison districts continued to engage in traditional, adversarial board campaigns, we proceeded to plan with our directors-elect and incumbent board members. During the past year, the sitting BOE has embraced the Baldrige Framework as a template for Performance Excellence. The BOE's beginning development of Baldrige-based performance survey causes us to project future improved BOE performance.

## 2.2b Action Plan Modification

Benchmark indicators are used at key points 3-4 times throughout each year to measure the effectiveness of the current plan(s). Senior leaders at the district level are responsible for ensuring each benchmark in the district UIP is attended to in a timely manner. ZL's and building principals are responsible to ensure building UIPs are updated and appropriately modified on a continual basis throughout each year. With each office, zone and program making formal reports to the board on a monthly or quarterly basis, we have multiple opportunities to improve our plans as results indicate.

## 3.0 CUSTOMERS

### 3.1 Voice of the Customer

#### 3.1a Listening to Students and Other Customers














The voice of the customer travels on many frequencies and District 49 is attuned to multiple means and modes of communication. Student, parent, staff and citizen customer segments all have differing needs that could also manifest as competing demands. District 49 listens actively to each customer segment so that it can prioritize intelligently and respond effectively to the expectations and requirements of each individual customer.

### 3.1a(1) Current Students and Other Customers

As the largest customer segment, our students require that we are attentive, responsive, and eager to serve student needs. For younger students, especially those in grades K-5, parents serve as an important proxy for the voice of the student. By the time students are in high school, they are very capable and willing to express their own levels of satisfaction and dissatisfaction. In the middle, students range widely from immaturity with silence, to immaturity at volume, to early maturity, or even precocious wisdom. Given the wide range of communication capacity, it is incumbent on adults across the district to initiate communications and solicit the voice of the student. Fortunately, students are particularly adept at adopting new forms of communication, especially those that allow them to form social connections with peers and adults. For example, a majority of the district's customer interactions over Twitter are with students. Parents and other adult customers are more likely to use the phone, email, live chats on D49.org and Facebook.

Although listening to the voice of the customer is a shared responsibility among every staff member, we rely on our communications department to build, maintain, and train staff how to use our multitude of communications channels. For example, in a cycle of learning in 2013, the communications department determined through a digital communications survey that our website provider could not support the level of updating and interactivity that our community expected and required. As a result of the learning, the communications department initiated a year-long cycle of work to convert our website to a modern provider. Evaluation during the lead cycle of our SCCI innovation phase showed a marked increase in customer traffic to D49.org (Figure 7.2(4)) that continues today. In the resulting transformation phase, exemplar pages are identified (Learn) and shared with staff, site directors from each campus attend quarterly site director trainings (Work) where best practices are modeled, and the results are presented externally (Lead) through an annual Colorado School Public Relations Association review - resulting in D49.org being a 2015 and 2016 recipient of COSPPRA's Award of Excellence for Best Internet site.

**Figure 3.1a(1)**  
**Options to Hear Our Customers' Voices**

	Real-Time	Asynchronous	Text	Image	Video	Personal	Anonymous	Archived	Public	Private
 Telephone	✓	✓				✓	✓			✓
 Email		✓	✓	✓	✓	✓		✓		✓
 Facebook		✓	✓	✓	✓	✓		✓	✓	
 Website Surveys		✓	✓	✓		✓	✓	✓	✓	✓
 Online Forums		✓	✓	✓	✓	✓	✓	✓	✓	
 Live Website Chat	✓		✓	✓		✓	✓	✓		✓
 Text Messaging	✓	✓	✓	✓	✓	✓		✓		✓
 Safe-2-Tell		✓	✓			✓	✓			✓
 Twitter	✓	✓	✓	✓	✓	✓		✓	✓	
 Pinterest		✓		✓		✓		✓	✓	
 Bronto Emailer		✓	✓	✓	✓	✓		✓		✓
 ReadyOP <sup>3</sup>	✓		✓			✓		✓	✓	✓
 SAC, DAAC, BOE	✓			✓	✓	✓		✓	✓	

In addition to the innovations that modernized our website, we have evaluated or enhanced virtually every communications channel through our SCCI to de-emphasize one-directional broadcasting in favor of true dialogue. As Figure 3.1a(1) illustrates, there are multiple channels that foster on-demand communications with rapid feedback from our students and other customers. These tools allow the district to actively listen to every customer segment so that the needs of the many are addressed, the needs of the few are prioritized, and the needs of the one are honored in the context of supporting everyone in District 49 with a spirit of equity. This approach is guided by the communication department, but often executed throughout the workforce by department directors, principals, front office staff at schools and individual classroom teachers. As an example of listening with a heart of service, Falcon High School engaged in a long-term conversation with the student, parent, and teacher communities during the 2014-2015 school year. The primary topic was a school innovation called standards-based grading that was a source of significant dissatisfaction and controversy. Instead of shutting down and avoiding the conversation, leaders at Falcon High doubled down on active listening to all three segments. The principal hosted over ten hours of community meetings. Communications staff created online forums to solicit input and facilitate collaborative discussions about the grading system. Board members and chief officers analyzed data and presented reports at site-based gatherings and regular board meetings. School, zone, and district leaders engaged with students, parents, alumni and staff through community meetings, surveys, Facebook groups, and D49.org. The level of engagement was extraordinarily

high, and every customer had multiple opportunities to provide their perspective.

Customer input is not always easy to quantify. Some forms of input are anonymous, other channels may amplify the perspective of the minority who are ecstatic or disgruntled. Nevertheless, customer input is valuable qualitative data, and we use both quantitative and qualitative data to shape our strategy and culture of continuous improvement. As an approach to accomplishing this, the director of communications visits every school monthly for a 60-90 minute communication check-in. During these visits,

During the innovation phase, we listen with a heart of service as the district investigates, prepares, and evaluates multisource actionable information (social media, live chat sessions, emails, surveys, letters, phone calls, organizational participation, event attendance, etc.) from our customer segment to challenge the status quo, identify opportunities for action, and initiate our input-action-

<sup>3</sup> ReadyOp is a rapid-response system linking phones, radios, school alarms, text and email services with first responders and other emergency services in our community. We use it to alert parents to dangerous conditions or situations in or around our schools and facilities.

outcome chain; “learn, work, lead”. During the transformation phase leaders review performance data, refines and replicates successful process tools, and verifies/validates the results of the input-action-outcome chain. The transformation phase leads to another innovation phase, which keeps District 49 on a continuous growth vector. Unquestionably, it is District 49’s intention to learn from our customers, take action through our work, and lead honoring our students and other customers with a heart of service.

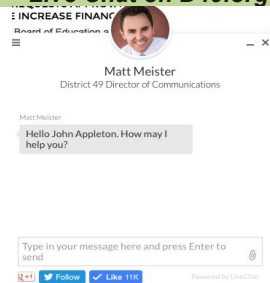
### 3.1a(2) Potential Students and Other Customers

Just as our current students and other customers can share their perspectives through many channels, prospective students and other customers can do the same. The difference is that potential members of our community may not be familiar with our resources and communications efforts. Communication is a powerful mechanism that must be actively managed to maximize district outcomes. Dialogue is the goal, therefore active and passive means are employed to both push and pull information within District 49. Actionable information must be gleaned using precise knowledge management practices and multiple nodes of customer segment contact.

This reality explains why, in 2015, an innovation phase of learn, work and lead was initiated in an investment in LiveChat, an interactive chat response system to interact with all customer and staff segments on our website. While D49.org passively displays multilevel information (school, district, community, etc.) for consumption by potential customers, the LiveChat component equips the communication department and other staff to conduct outreach based on the activity of the web visitor. For example, if a student, or by

**Figure 3.1b(1)**

#### Live Chat on D49.org



proxy a parent, has a question about a district program or policy, they could initiate a chat session to gain greater insight. During the lead cycle of the SCCI innovation phase, evaluation revealed that also inviting potential customers to chat may yield a higher number of opportunities to serve new customers via LiveChat. Implementing this innovation of LiveChat during the transformation phase across all D49.org pages has yielded a 174 percent increase in LiveChats per semester. The LiveChat approach was also deployed from the CD to a larger segment of the workforce during the transformational phase of the SCCI, including: transportation, enrollment, human resources, BOE, building and field use, business office, culture, FHP, FMS, PPEC, SSAE and SMS. Now, when visitors reach the information page of a particular school, the front office staff can respond to their virtual presence as easily as if a live person walked up to the reception desk.

In one particular example, our enrollment department engaged a potential customer who was about to be transferred to Colorado Springs as part of a deployment with the Canadian military. Through a simple live chat session, we were able to clarify our enrollment processes, answer some general questions about the Pikes Peak region, and build a positive contact that has resulted in a new customer who now has two students in District 49 schools.

Through our practice of live-streaming BOE meetings and graduation ceremonies, celebrating Fantastic 49 celebrations in front of the BOE and sharing these honorees on public facing communication channels, potential customers can get a sense of how we live out the cultural compass, valuing each other and honoring our work.

### 3.1b Determination of Student and Other Customer Satisfaction and Engagement

#### 3.1b(1) Satisfaction, Dissatisfaction, and Engagement

**TIMELY RESPONSES-**Just as our customers expect us to respond to their needs, we depend on our customers to give us clues and cues about satisfactory actions that will earn their positive response. The communications team collaborates with all necessary segments of the work family to resolve customer concerns in a timely manner. The CD is also proactive, using LiveChat on D49.org to reach out to the customer to offer assistance as shown in **Figure 3.1b(1)**. As an example of this approach, if a customer loiters on the district policy page, indicating a possible desire to engage with policy, LiveChat is configured to begin a chat session that introduces the staff member and asks if the customer needs assistance. Letters, phone calls, emails, social media, and face-to-face visits are other examples of our broad approach to obtain active actionable information that leads to dialogue and ultimately resolution. Board Directors, chief officers, department directors, principals, teachers and all segments of our workforce engage in providing timely responses to all of our customer groups using these methods. This information funnels up through the organization in regular, typically weekly, meetings between department directors and chief officers. This funnel ensures the aforementioned learning does not terminate with the resolution of the customer’s issue. The data is aggregated in chief officer reports to the BOE, where it enters the strategic planning cycle and used to make more immediate decisions about value, cost, and revenue implications of existing and potential programs. The information will also often serve as the learn cycle of our SCCI innovation phase.

**SOLICITED INSIGHTS-**Many of our responsive communications address unmet needs or frustrations of the moment. When we solicit the insights of our students and other customers, we are attempting to refine our practices and communications to preempt future dissatisfaction. One of our most common tactics is to develop surveys that capture specific intelligence about our performance and presence in the community. By working with partners such as Hanover Research and education associations such as CASE, CASB, MCED and NAME, we are able to craft surveys that are more reliable, valid, nuanced and sensitive to customer perspectives than if we created them on our own.

The cultural compass survey is the primary tool for soliciting the dissatisfaction levels of the student customer segments on a large scale and measures the experience of the school’s culture. The cultural compass survey is reviewed each year and has evolved in each iteration to improve the quality of data collected. The options for student responses have improved from a yes/no to indicate agreement with statements, then to a measure of frequency. The amount of disagreement with statements regarding the perceived safety of schools and degree of caring of staff is on a favorable overall decline as indicated in Figures 7....

These surveys combined with direct conversations, meetings, focus groups, online forums, open forums at BOE meetings, and monthly SAC and DAAC meetings are the best way we have to understand the requirements and expectations of our students and

**Figure 3.1a(2)**  
**Total Live Chat Services**

Spring 2015	1,758
Fall 2015	2,195
Spring 2016	4,819



other customers. Those expectations become key parameters in District 49's listening/learning and customer service strategy, based on the 'trust' rock of the strategic plan; "District 49 will work to earn its community's trust, not by telling its patrons that it is trustworthy but by demonstrating it". Our ability to demonstrate trust is totally dependent upon the district's ability to listen authentically to customer segments. Listening is the catalyst for the learn cycle of the innovation and transformation phases of our SCCI, therefore it is a key enabler of District 49's organizational strategy. The competing demands of customer segments can only be mediated if the requirements are well understood.

For example, in April 2015, a student with severe special needs was suspended from school per BOE policy after his mother inadvertently sent him to school with his medical marijuana medication in his lunch. Mom chose to bring her dissatisfaction with the policy directly to the BOE in open forum several days later. This learning began an innovation phase of the SCCI that included investigating the use of medical marijuana on campuses in New Jersey and Maine and a plan to survey our customer segments and work family regarding the potential use of cannabinoid products on school property in District 49. In addition to the direct listening through the survey, the CD hosted community discussions on social media and D49.org, using the breadth of district communication channels and local media to bring the discussion to district and regional residents. This cycle of work included the development of an action plan in the form of a board policy to permit the compassionate administration of therapeutic cannabinoid products on district property. In the lead cycle of our SCCI innovation phase, the BOE initiated implementation of the policy through a unanimous approval of the first such policy in Colorado. In this instance, the transformational phase of our SCCI will occur outside the organization, as other school districts in the state are learning from District 49 to construct their own policies.

### **3.1b(2) Satisfaction Relative to Competitors**

The Colorado is a school choice state; therefore, students are not relegated to attending a neighborhood school based on the location of their domicile. Hence this is a convenient, but general, indicator of satisfaction and dissatisfaction with any particular school district. Another indicator of satisfaction in a choice state is consistent growth on a year-over-year basis. District 49 has a net positive trend for students exercising choice to enter the school district versus students who use choice to leave. Additionally, District 49 has grown consistently during the past decade, while adjacent and geographically close school districts have experienced declining enrollments. District 49's portfolio of schools provides a diversity of experiences to engage the interest of students and parents. The four innovation zones within District 49; each with a distinct emphasis, provide students and other customers more choice than any single district in the state. The latter factor is a competitive advantage that allows the district to offer authentic choices within its own boundaries; this is a unique attribute that currently has no peer. Hence District 49 has the capability to compete with itself and offer our customers choice while enhancing our competitive position in the region.

Given our ability to listen on many channels, District 49 is well positioned to access informal reports of satisfaction relative to other customers. Although social media can be anecdotal, we often observe a preview of patterns of satisfaction, dissatisfaction, confusion and support by monitoring social media. Gossip, rumor, misinformation, and innuendo were once the purview of small local grape vines, which were routinely contained to small pockets of influence. Although many non-digital natives perceive social media as a threat, the District 49 Communications Team has a record of success through proactively engaging online. For example, some upset parents felt that the environment of their child's school was not in line with their expectations based on a perceived negative interaction with a staff member. The parents took their grievance to social media rather than choosing to engage with the school's administration. Communications staff were able to engage with the parent and connect them with the relevant Zone Leader. The issue was resolved and the parent used social media to express their satisfaction. Listening with a heart of service allows District 49 to bypass defensiveness, and get to a point of resolution that preserves relationships with our students and other customers. As part of our approach, the director of communications reports social media interactions and metrics in monthly SLT/ELT meetings during the check-in portion of the agenda and more formally in monthly CEO reports.

Just as we are able to track satisfaction about District 49, we can also observe and lightly engage with customers and other community members when they opine about their satisfaction with competitors. Since our two competitor districts are in the same metropolitan area, we track their comment threads, Facebook posts, Twitter feeds, public-facing communications and stories covered by local media. District 49's approach to having a dynamic and highly engaging social media and online presence has led higher ratios of active followers on Facebook and Twitter than both our competitor and comparator school districts as shown in Figure 7.2. Although we are much smaller than our competitors in terms of student population and overall budget, our media presence is superior, allowing us to passively monitor and compare levels of engagement and satisfaction.

We also exploit our limited access to internal survey results and data when those items are shared and published through board meetings, public DAAC sessions for other districts, and reports by state and industry agencies that capture satisfaction levels by various means. In the case of student transfers across district boundaries, we have asymmetrical information. We know from incoming students why they preferred District 49 over the option, but if a student leaves our district, we have no reliable mechanism to gain insights about their reasons for leaving.

## **3.2 CUSTOMER ENGAGEMENT**

### **3.2a Program and Service Offerings and Student and Other Customer Support**

#### **3.2a(1) Program and Service Offerings**

Districts that only offer one kind of school have difficulty inferring choice other than by proximity and neighborhood affiliations. As a portfolio district with state-leading levels of choice and customization, District 49 has developed personal and technical methods to understand the relative value that students and other customers place on our various school offerings. Three of the most direct methods of understanding customer voice about school preference are school and program choice, school preference surveys, and citizen support in school district elections.

When students and their parents choose anything other than the default option of attending a neighborhood school, that gives us direct evidence that they prefer a specific option. Among our competitor and comparison districts, District 49 has the highest number of students entering our district through choice enrollment. Furthermore, we have thousands of students who choose district charter schools, thousands more who choose blended and online schools, hundreds of secondary students in career and technical education, thousands who attend alternative education campuses (AEC's) and many hundreds of families who come to District 49 to support their investment in schooling at home. As the only system in Colorado that hosts a full array of all those programs, District 49 is growing through our commitment to a robust portfolio of exceptional schools. With their enrollment applications, students and parents are voting with their feet to enter the District 49 and voting again to choose the school, program or service that meets their needs.

The second major channel for the voice of customer preference is through our annual survey of our four customer segments. By differentiating our survey questions by customer segment (through a technique called branching) we are able to capture fine-grained detail about what our customer segments prefer, and how the preferences of each group compare to previous years and to each other. We track trends and gaps over time and across populations. *Survey data AOS* shows information we gather from our customer segments. This data indicates support across all customer segments for rigorous academics, charter schools and schools offering career and technical education. Enrollment numbers in program offerings and other aspects of this data is reported to the BOE at their monthly meetings as the school year begins, after the official state student counts are completed, and as survey results are tabulated. The planning department, business office, facilities department, education office, principals and BOE use this information as part of the strategic planning process, ensuring that future program and service offerings are aligned to the strategic plan for the organization.

A result of this approach is the BOE authorization of Power Technical Early College (PTEC), a charter school designed to offer career and technical programming in a charter school setting with options for concurrent enrollment and Pikes Peak Early College (PPEC), Colorado's only online and blended early college, offering free college credits, certifications and associate's degrees to its students. Both schools are new in District 49 for the current 2016-2017 school year and show how attending to preference of our customers through a formal survey instrument, we were able to offer two new school solutions that meet multiple needs expressed by our community and offer additional program and service offerings that our competitors cannot match.

As a final indicator of customer preference, we hear from citizen voters (a segment that overlaps with staff, parent, and a small number of student customers) during elections when we seek voter support for school facilities, programs, or BOE governance changes. In the 2014 election voters approved (by 60-40%) a measure in support of increased technology and program innovation in the classrooms along with funds for school security and teacher compensation. During the same election, voters rejected (also by 60-40%) a proposal to build additional neighborhood schools along with high school expansions and a charter high school. During the 2015 election, voters approved (74%-26%) a measure to change the method of selecting Board Directors from five at-large seats to a director district, allowing for consistent representation of the unique communities within District 49. These results are confounded by other factors such as trust in the district and disinterest in raising taxes, but they do triangulate with other preference data such as choice enrollment, survey results, polling data and anecdotal information from conversations and district meetings.

A school district cannot serve its students if it does not fully comprehend the students' outcomes beyond attendance in the district. College, vocation, and military training are potential outcomes for students completing secondary education, but so are unemployment and incarceration. During the 2013 strategic planning process, an assessment of the outcomes of previous students determined that an overemphasis on the college track for students minimized the value of vocational education and other learning options. During 2014, an SCCI innovation phase resulted in the creation and implementation of the district's *49 Pathways* program, an education office initiative that formally addresses the 'every student' rock of the strategic plan, where "We launch every student to success by building individualized pathways that guide each student toward a valued future. By the time they finish their pathways, every student will be prepared to learn, work, and lead our communities into the future." Students, parents, and teachers work to develop Individual Career and Academic Plans (ICAP) to tailor a path for successful student outcomes. The transformation phase of the *49 Pathways* initiative is under the stewardship of the "Pathfinders", a dedicated task force, which meets monthly to ensure District 49 lives out its commitment to ICAP enhancement efforts by coordinating efforts between secondary teachers, counselors and administrators with district departments. In 2016, the lead cycle of our SCCI transformational phase, the Pathbuilders reviewed performance data with high school principals, counselors and academic department leaders to check progress and affirm bright spots within *49 Pathways*. The work cycle of the transformational phase included a refining of the *49 Pathways* legend, describing the program components that a student can use to build the ICAP, leading to intentional learning outcomes.

### 3.2a(2) Student and Other Customer Support

Students and parents receive information from District 49 from a variety of sources. Institutional information is provided as part of the enrollment process when families begin their journey as learners in the district. School program information is communicated via the school's website on D49.org, school newsletters from principals, teacher webpages, and teacher emails. District support program and policy information is communicated to students and other customer segments by the CD on social media, the Bronto email system through highly targeted emails on an as needed basis. BOE vote results are communicated through a targeted Bronto email that highlights BOE decisions most relevant to an individual as identified through their school and innovation zone enrollment, demographic information, and habits when visiting D49.org. In 2015, the CD entered an SCCI innovation phase regarding Bronto emails, adding results of monthly BOE votes as a scheduled email to all customer segments. Figure 7.4a.1 shows a drop in open-rate that year as a result of the increased delivery volume. Monthly analysis of this data by the CD is reported to the CEO and BOE as part of the CEO report. This analysis resulted in a 2016 improvement to the segment targeting and inclusion of links to updated BOE policies. Combined with new automated workflows triggered by customer activity on D49.org these improvements have resulted in a consistent increase of click-thru rate in emails since 2014, even as the number of emails sent each year has risen.

Once enrolled, the general education student segment receives direct feedback from teachers via formative and summative assessments throughout the year. This information is communicated to parents at back to school nights, parent-teacher conferences, quarterly report cards and direct communication from instructors as needed, either through emails, phone calls or face to face meetings. LS is the District 49 intermediary for standardized and locally developed formative and summative evaluations intended to assess student growth and/or growth gaps. Students that aren't meeting grade-level benchmarks seek and receive support through interventions to provide additional educational instruction to individual learners in their areas of deficiency. Resources allocated to interventions in the district are managed by SL, and implemented by principals, APs and specialized educators in each building.

On a larger scale, this data is aggregated and presented to principals, zone leaders, ELT members and BOE directors as part of the strategic planning cycle. The SPP includes the development of Unified Improvement Plans (UIPs) for all district schools. UIPs are a formal process to assist school and district leaders in complying with state education requirements. They are refined annually within each school in coordination with LS and evaluated and adjusted as necessary as part of the SPP. During the 2014 SPP, it was identified that many early learners were not meeting established benchmarks for literacy. As a result of this SPP, a key strategic initiative was implemented to improve the impacts of the educational program on our youngest learners with respect to literacy. Figure 7.1 shows the direct impact of this initiative on primary literacy in just one year.

The individualized education department (IE) engages with the customer segment and abides by legislation in an effort to provide equitable services to students across the spectrum of exceptionality. The robust legislative requirements are specified through individual 504s and IEPs that drive human capital requirements and fiscal decision-making. Key communications protocols, including informal teacher observations, parent reports, educator intuition and more, along with formal assessments of learning needs, psychosocial needs, developmental gaps, giftedness and other exceptionalities to customize interventions and ongoing programming.

These educational program and service offerings are the key interface for students to seek support and district leaders (including teachers, coaches, counselors, psychologists, other support staff and administrators) to deliver responsive service. Just as a hospital might provide compassionate personal care alongside technical health services, a school provides personal support and development in the context of educating each child and preparing every student for success. Both Learning Services (LS) and Individualized Education (IE) are primary stewards of this district competency, in partnership with our schools and direct service programs.

Although curricular engagement is extremely important, co-curricular engagement cannot be discounted as a success criterion to provide support for District 49 students. Functions such as human resources, finance, nutrition, enrollment, student information, facilities, transportation, safety, and security are critical supports for District 49's curricular engagement. For example, in 2014, HR assessed workforce quality as a key performance parameter to support District 49's growth, diversity, and retention with respect to human capital. In 2015, HR widened the district's recruiting scope from a Colorado-centric practice to a nationally inclusive paradigm; the district joined the American Association for Employment in Education (AAEE) to share best practices and lessons learned with peer-competitors nationwide.

The finance department began an SCI innovation phase with respect to the distribution of PPR in 2011. In the resulting multi-year transformation phase, their efforts created a system that returns 83% percent of per pupil revenue to support student outcomes while our Colorado peer-competitors are routinely in the low 30% range. As another example, nutrition services implemented a food handling accountability model Hazardous Analysis Critical Control Points (HACCP) developed by the National Aeronautics and Space Administration (NASA) to improve quality and consistency for student meals. The nutrition services team reviews school data monthly and uses the lessons learned to improve practice.

Student information management is the life's blood of a school district; without it student progress and accountability would resemble chaos. This is an integrated function that requires data from multiple district stakeholders. A PACE initiative was implemented to improve data integrity, interoperability, and the customer segment interfaces. The resulting innovations included a new fee payment system, better human resources integration, and an evaluation of the standardized testing interface.

Finally functions such as transportation, safety, and security serve every aspect of the customer segment in a dynamic environment where failure can have immediate catastrophic outcomes. Therefore these functions are governed closely by city, state, and national standards, which may cause inconvenience for the customer segment. For example, running response drills for safety and security purposes or using an accountability protocol during transportation requires precise instruction and implementation. Therefore, annual unannounced drills are conducted at schools by the safety and security team to ensure continuity of operations (COOP), information is collected, routes are tested and outcomes are measured using the learn, work, lead innovation and transformation phases.

### **3.2a(3) Student and Other Customer Segmentation**

In a district positioned to serve many kinds of students across a robust portfolio of schools, customer segmentation is a key work process for delivering exceptional results that meet the requirements and expectations of our students and other customers. In District 49, we segment our students according to the programs they choose, the learning characteristics and interventions they require, and the mode by which they access our programs and services. This means that an English Language Learner (characteristics) might receive language acquisition services (interventions) from our English Language Development (ELD) department while attending a blended (modality) charter school (program choice). The combinations are so varied that we have moved beyond groups or subpopulations to truly individualized education. That is the underlying implication of *49 Pathways* and the commitment to operate a robust portfolio of distinct and exceptional schools. While the resulting data sets are complex and interrelated, they also provide rich opportunities to innovate, compare results, and choose the innovations that advance student performance. For example, many of our district charter schools have significant success at instruction in reading, but our traditional middle schools are much more effective at preparing students for vocational opportunities through career and technical education.

Since we aim to offer student-centered programming and services, we segment the parent population according to the character and needs of the students they entrust to our care. Likewise, we segment our staff population based on their role in providing support (either front office or backstage) or direct academic services to students. We also adjust and emphasize programming in response to the shifts in student preferences and requirements. As District 49 has grown and diversified, we have increasingly served students from varied communities and traditions. That has increased the importance of supporting programs like GOAL Academy and the Springs Studio for Academic Excellence to offer more flexible options to a wider range of students.

### **3.2a Student and Other Customer Relationships**

#### **3.2b(1) Relationship Management**

Because of rapid community growth and mobility as a military community, a District 49 student who attends from kindergarten through graduation is a rarity. That means that many of our student relationships begin with a passage through central enrollment. Prior to our intentional process improvement efforts, District 49 did not offer a coherent process to guide enrollment activity. In fall 2014, the communication department reported multiple instances of dissatisfied customers who had recently completed the enrollment process, so, in 2015 the director of culture and services initiated an SCCI innovation phase. Members of the SLT implemented action plans to improve performance and conform more closely with our cultural commitments to treat people with respect and care while being transparent and accountable.

Results from the learn cycle, which including a short survey for customers at the end of the enrollment process, showed that central enrollment operated out of an inadequate facility, offered delayed customer processing, and depended on inefficient work processes. Therefore, action plans were developed during the work cycle to target each factor for improvement. Central enrollment moved into a purpose-built facility, developed a new customer service process, enhanced their core software, and set new prioritization criteria to streamline application processing as part of the lead cycle. Now in the transformation phase, central enrollment has reduced the average enrollment processing time from more than 48 hours to under 24 hours, overtime has been reduced overtime and emergency staffing costs decreased enough to reduce the staffing model by one FTE.

A 2014 SCCI innovation phase that coincided with the hiring of new communications director resulted in the creation of a new District 49 brand. During the resulting transformation phase, the CD emphasized the importance of brand development and management across all domains of our organization and in the broader community marketplace. This was accomplished through BOE presentations, ELT and SLT meetings, ZL meetings, and email communication to staff and parents. Instead of using fragmented and outdated images across our district, we have deployed a brand identity kit throughout our work family. Originally distributed to principals, zone leaders and department directors via hard copy and the entire work force in the digital inbox, the brand identity also resides on the website. New staff members receive the brand identity kit at the beginning of each school year during new teacher orientation. The brand identity kit includes information about the district's approved color palette, logo options, font choices, nomenclature and style guide for writing, photos, and references to the district and its schools.

The district has cultivated positive relationships with local and regional media providers by being more available and more prepared to offer media availability. All members of our work family are attentive to promoting our positive stories and submit communications plan through D49.org for story coverage by the CD and local media. The amount of positive story coverage, both internally and externally are tracked and reported to the BOE every semester during a communications update. Coinciding with the updates, the CD analyzes the data to track year-over-year results (data AOS) and set strategy over each six-month period.

When our performance falls short of expectations in any way, we aim to preserve relationships by being a district that will "Tell the truth; tell it all and tell it fast." By using technologies like ReadyOp, auto-dialers and social media, we keep our responses on message and unified. As a result, the absolute number of positive and informative stories in earned media has grown, and the ratio of positive to neutral or negative reports has tilted dramatically in our favor.

A district that has earned the confidence of its students and other customers—especially staff members—can speak with confidence and clarity in response to tragic news, celebrations, and everything in between. The consistent symbolism and messaging distinguish us as a knowable and trusted entity. This traces to the 'trust' rock—which is the foundation of all our relationship.

When we miss the mark and have an opportunity to rebuild credibility, we embark on the key work process of complaint management. A critical component of complaint management resolution is listening, and that competency serves District 49 whether the communication constitutes dialogue or discord. Customer expectations do not fall into neat, perfectly aligned categories; therefore, the district's response cannot rely on prepackaged solutions. Authentically listening to, and learning from, all sources of information (e.g., survey and test data, customer concerns, case studies, etc.) is a necessity when building a world-class student service strategy.

#### **3.2b(2) Complaint Management**

Once process that emerged from a cycle of innovation is our Stakeholder Grievance Process—a systematic methodology for connecting with dissatisfied customers in a tangible, sincere and effective way. It is also a policy-based solution that meets our customers' requirement for a judicious and timely method to resolve disagreements with individuals or procedures. Policy and regulation KEA outlines what may be grieved, who may use the policy, how it may be accessed, and who facilitates the process. This process allows all customer segments to be heard in an authentic way and further affords a means of relief. A signal characteristic of the new process is that it was specifically designed to invite both staff and community members to seek redress from the district. The grievances must be based on policy and cannot amount to personal attacks, so it is also a mechanism for conflict de-escalation and resolution. The Director of Human Resources and the Director of Culture and Services collaborate to ensure the process is orderly and fair. In the event an investigation needs to be conducted, the facilitating directors may secure an independent investigator to protect the due process rights of all involved.



In 2010, District 49 was subject to a formal allegation of racial discrimination filed by parents with the U.S. Department of Justice (DoJ). Beginning in the fall of 2013, District 49 commenced a responsive initiative called the cultural capacity initiative.

District 49 hired a full-time senior leader charged to develop and initiate a strategy to not only address and satisfy the complaints, but become an organization keenly attuned to the needs of a burgeoning diverse population. Key steps taken in the initiative include:

- Coordinating efforts and strategy between multiple departments (i.e. Learning Services, Human Resources, Chief Officers),
- Deploying a comprehensive professional learner program for all staff, including a district-wide class conducted via Schoology.
- Implementing *Teaching Tolerance—Perspectives for a Diverse America* a curriculum from the Southern Poverty Law Center
- Hosting community outreach meetings with diverse stakeholders, such as university representatives and the Educating Children of Color board, to refine the district’s approach to diversity training and education.

After several years of survey administration, District 49 added demographic categories and a several new items to an existing climate survey to disaggregate data along demographic categories. The survey was given in age-appropriate versions in English and Spanish. The target population for the survey was students at all of the district’s coordinated and charter schools; the parents answered as proxies for the youngest respondents in the sample. The results were analyzed and presented to the District’s leadership. The principals received their data and submitted their top three strategies for improvement and were asked to determine whether their mitigation strategies should be added to their UIPs. This survey was a direct engagement with the customers in District 49. As a result, an emphasis was put on mitigation of school safety concerns, teaching students more anonymous reporting systems, and the delivery of anti-bullying presentations.

#### 4.0 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

#### 4.1 Measurement, Analysis, and Improvement of Organizational Performance

##### 4.1a Performance Measurement

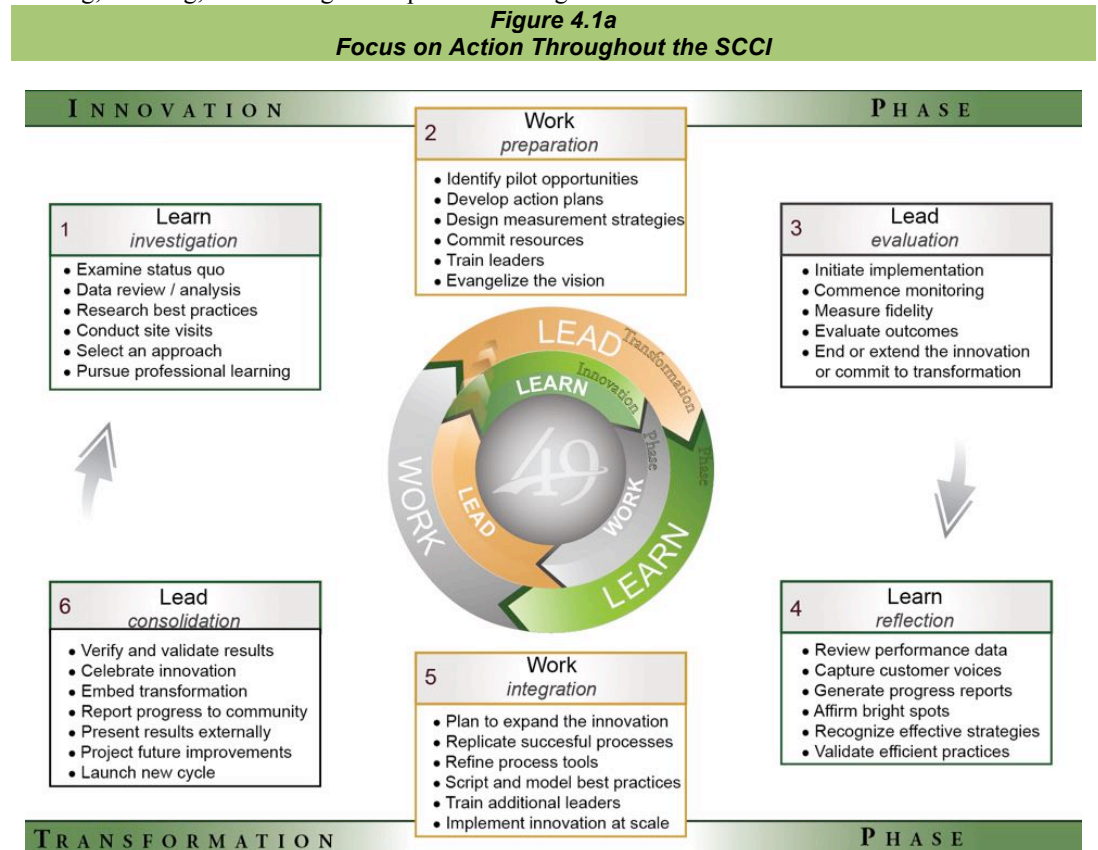
In order to launch every student toward success, SL as well as members of the workforce playing a leadership role consistently deploy SCCI throughout the organization to measure, analyze and improve academic and organizational performance. By systematically applying the three phases of SCCI, we learn, work and lead to improve our processes and performance. In its basic representation as Learn, Work, and Lead, the SCCI is a process with two cycles depicted in Figure P.2c. However, to drive a focus on action and deliver value and results, we augment the core SCCI with a series of observable behaviors that all members of the organization can use as in-process checks to measure where we are in our process and what we need to do next. Figure 4.1a combines the titles we use for the actions of learning, working, and leading as we proceed through innovation and transformation.

Because it is brimming with verbs, this expanded representation of the SCCI helps our workforce and stakeholders monitor performance by asking, “What should we be doing now?” and “What is our next step?” Monitoring the now and the next aligns our performance measurement efforts by directing us to the measures that are appropriate for our current and planned activity.

##### 4.1a(1) Performance Measure

As an organization committed to SCCI, we recognize the importance of collecting data that enables problem identification, root cause analysis (LEARN), targeted interventions/data driven decisions (WORK) and evaluation of intervention/program efficacy (LEAD). To this end, we focus on data and measure processes

that are aligned to strategic objectives, paying special attention to measures that offer cross-agency comparative data, such as state assessment data and data that is nationally normed. We use a variety of data management systems to track daily operations and overall organizational performance Annotated lists of data information systems (DIS) for the business, education, and operations offices are AOS. If leaders identify a need for data that is not routinely and consistently tracked, we either adjust the current data collection array, or do ad-hoc data collection, including form submissions and surveys.



Key performance measures are set at the district, zone and school levels. The overall strategic plan, priorities, action plans and key performance measures are set at the district level. Individual zones and schools then add additional priorities with associated measures and may raise their goals relative to the district. Unit directors and managers also have the authority and responsibility to identify performance measures for the areas they lead, aligned with district performance measures.

The Big Rocks Survey (BRS) is administered annually to collect data from our students and other customers. The BRS is designed to collect opinions and attitudes about our performance on advancing our strategic priorities. Students take an annual cultural compass (CC) survey designed to assess their experiences with school climate and safety. Additionally, the EO, BO and OO conduct annual cultural surveys designed to measure employee engagement and satisfaction with their leadership. Parents are also surveyed at the school and department level to assess their level of satisfaction with specialized programming.

Surveys are administered to all key customers and stakeholder segments through D49.org. Email notifications about the survey are customized for individual segments through Bronto. Stakeholders that don't open the email receive a reminder and stakeholders that open one of the emails but do not click through to the survey are sent a different reminder. The notification email contains a cookie that allows the communications department to track when an individual stakeholder has taken and completed the BRS. During SY14-15; a cycle of learning was implemented to improve the BRS process. An external partner, Hanover Research reviewed our survey process and design and provided suggestions for improvement. These improvements were implemented in the following survey cycle.

The frequency of student assessment tracking varies depending on the type of assessment. Almost all interim measures (IM) are computer-based and results become available immediately after testing. Most operational systems have real-time reporting capability, so process-owners have up-to-date information. Report-outs to SLs and staff occur typically monthly or weekly.

Teachers and administrators use IMs such as DIBELS, Beacon, AimsWeb, Scholastic Math Inventory (SMI) Scholastic Reading Inventory (SRI) and ACT Aspire, in addition to summative state/mandated assessments CMAS, PARCC PSAT and ACT to systematically identify performance relative to academic standards. Educators examine data in terms of overall student performance and in comparison to other district schools/zones and state /national norms when available.

By identifying areas of strength and concern across grade levels, zones, student demographic groups and the district proper, we then provide targeted professional development aligned with the Colorado Teacher Quality Standards (TQS). Zone leaders, principals and department leaders monitor the effectiveness of instruction through ongoing evaluation and feedback cycles with teachers. In SY 15-16 an RFP process was instituted in a cycle of learning to improve interim measures and academic data collection to drive instructional decision-making. Representatives from all zones and the EO and BO were included in the selection of ACT Aspire as new data collection and analysis system to improve academic performance.

Leaders employ multiple data sets to effectively identify performance measures, monitor trends and drive operational decision-making. Previously, we compared our performance to the six districts nearest to us in proximity. In June 2015, we systematically evaluated the way we select and use key academic comparison data, and identified a need to improve how we monitor our performance in context with districts with similar demographics/funding. Comparison districts are now systematically selected based on like-demographic population districts in our state based on key characteristics including: percentage of students receiving special education services, percentage ELLs, percentage of economically disadvantaged students and percentage of students classified as minorities.

Our data team uses the publicly available CDE DISH tool to select districts within 10 percentage points of the population percentages for D49. The identified districts and D49 are rank-ordered on the aforementioned variables as well as total student population, per-pupil funding and the total number of points earned on the district's performance framework (DPF). The average ranking of each district across the variables is compared to D49's and those numerically closest are identified as comparison districts. In addition, we compare our performance to our two top competitor districts, D11 and D20 based on choice enrollment movement across our shared district boundaries. We compare academic trend data annually with our comparison and competitor districts to help determine performance level targets.

#### **4.1a(2) Comparative Data**

Leaders employ multiple data sets to effectively identify performance measures, monitor trends and drive operational decision-making. Previously, we compared our performance to the six districts nearest to us in proximity. In June 2015, we systematically evaluated the way we select and use key academic comparison data, and identified a need to improve how we monitor our performance in context with districts with similar demographics/funding. Comparison districts are now systematically selected based on like-demographic population districts in our state based on key characteristics including: percentage of students receiving special education services, percentage ELLs, percentage of economically disadvantaged students and percentage of students classified as minorities. Our data team uses the publicly available CDE DISH tool to select districts within 10 percentage points of the population percentages for D49. The identified districts and D49 are rank-ordered on the aforementioned variables as well as total student population, per-pupil funding and the total number of points earned on the district's performance framework (DPF). The average ranking of each district across the variables is compared to D49's and those numerically closest are identified as comparison districts. In addition, we compare our performance to our two top competitor districts, D11 and D20 based on choice enrollment movement across our shared district boundaries. We compare academic trend data annually with our comparison and competitor districts to help determine performance level targets.

While D49 has one of lowest per-pupil funding rates in the state, we elect to compare our financial health to the 20 largest districts in population, though it is understood that these districts are not comparable in terms of financial resources. Total local funding contribution is compared with identified area competitors, D20 and D11. Enrollment data is monitored daily for the first month of

school, to appropriately plan for staffing and gauge budgetary implications. Lagging and leading indicators are used to project future trends in enrollment to make informed decisions based on data. We also track net population change through IC. This helps us predict changes in total student count. Our competitors, D11 and D20, typically start the SY two weeks later than D49. We keep this in perspective knowing that we have some families that may not be aware of our early start date. We also monitor net population and decline of our competitors.

The Operations Office (OO) uses data provided by SchoolDude, a national data management system that identifies the top 20 (of 6,000) performing organizations as comparisons, to track operational effectiveness and efficiency. D49 Nutrition Services (NS) compares operational efficiency with the top 20 performing of 181 total programs statewide.

Comparative data results are shared during BOE, ELT, SLT, ZL, principal and DAAC meetings. Comparative data and information is also shared with all key market segments on our district website. Once a year, an annual report to the public is generated which details our organizational profile (OP) including achievement data and financial stability. Our BOE annually reviews our performance results compared to our competitor and comparison districts to drive strategic planning.

#### 4.1a(3) Student and Other Customer Data

A variety of data are selected, collected, and used to build a more student-focused culture and to support operational decision making in D49.

A Cultural Compass (CC) Survey is administered to all students and parents of young students annually to measure perception of safety within schools. Results of this survey identify trends at the district/zone/school levels. BRS is administered on an 18-month cycle to students, parents, alumni, community members and staff to gauge satisfaction related to each of our strategic priorities. Safe-to-tell reports are collected and aggregated by the Director of Safety and Security. In SY14-15 safe-to-tell data reporting was refined to include demographics including gender, race, school, grade-level. All school counselors are trained annually on mandatory reporting requirements in the state of Colorado. All reports to notify the Department of Health Services (DHS) are coordinated through the school principals and copies sent to IE for auditing and compliance purposes. Also in SY14-15, action plans to improve student-focused culture were incorporated into the Unified Improvement Plan (UIP) to support integration of processes. D49.org, LiveChat and district social media are used to track student and parent complaints on operational effectiveness daily.

#### 4.1a(4) Measurement Agility

Innovation and agility are key attributes of our organizational structure, which ensure our performance management systems can respond and adjust rapidly to internal and external change. The CEO, CBO, and COO each have oversight and expertise in the data management systems (DMS) specific to the areas they lead. In contrast to traditional school districts, led by a superintendent, the three-chief model minimizes disruptions caused by internal and external change. In addition, each ZL has autonomy to make decisions regarding performance measurement, including the use of student assessment tools, workforce satisfaction surveys, student and parent engagement and satisfaction measurement systems aligned with district strategic priorities. Because of this intentionally distributed leadership design and a commitment to school / zone autonomy, internal and external change impacts are minimized.

The SLT is strategic in efforts to serve on committees at the state and national levels related to compliance and regulation in the field, so that we may anticipate and adapt quickly to new mandates, and inform policy and legislation that may impact our performance. SLs also lead and attend director meetings with regional and statewide representation to ensure that we are knowledgeable about and can anticipate changing trends, regulations and statutory requirements.

D49 has designed a detail-level accounting system to provide for rapid adaptation and response to change. Financial reporting is designed as a reference tool rather than a cover-to-cover read, so that all stakeholders have access to specific zone and school financial information and can consider financial implications quickly. In SY14-15 BO SLs systematically evaluated the detailed accounting of personnel costs with each zone/school. By deploying each phase of SCCI, it was determined that opportunities and risks in personnel costs could be attended to in a more timely manner. To support organizational change and improvement, a greater emphasis was put into reviewing and analyzing Applitrack data to update zone/school staffing models and budgets. This innovation helped better identify opportunities for funds to be reallocated to address needs.

**Figure 4.1a(1)-4**

#### **District Assessment Systems (DAS) Interim Measures (IM)**

**AIMSWEB** Assessment progress monitoring (PM) system that tracks effectiveness of student interventions. Used for 90% of student special education population. Is nationally normed and is used to systematically monitor student progress in alignment with IEP goals

#### **READING AND MATH INVENTORIES (RI / MI)**

Assessment measures to track mastery of reading and math skills aligned with college and career readiness in grades 2-10

#### **AMPLIFY DIBELS DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS)NEXT, DIBELS DEEP, BURST**

Assessment system and academic performance database that tracks student benchmark performance in reading and response to administered interventions

**AMPLIFY FLUENCE** Assessment system that tracks student mastery of standards in English language arts (ELA) and math used in Sand Creek Zone schools

**ACT ASPIRE** Assessment of Post-secondary workforce readiness administered in grades 3-10 to gauge mastery of English, math, reading, science and writing

**FITNESSGRAM** Nationally normed measures of student fitness

**LEXIA** Literacy intervention and assessment providing ongoing measures of student progress

**MYON** Documents vehicle mileage and fuel pumped by vehicle number. Digital library, real-time reporting and assessments, and embedded close reading tools. Tracks students' reading activity and growth at the student, class, building and district level. Provides actionable data on: number and type of books opened and read; time spent reading; completion of book quizzes; results of regular benchmark assessments; and a report that forecasts long-term reading growth

**READING PLUS** Literacy intervention and assessment that collects multiple measures related to student literacy

**TS GOLD** Multi-dimensional assessment of school readiness for preschool and kindergarten students



#### 4.1b Performance Analysis and Review

As illustrated in figure 4.1b(1), District 49's performance and capabilities are reviewed through monthly meetings involving representatives from all offices EO, BO and OO, school-level representation and stakeholders. Chief Officers meet monthly to review key organizational performance measures and comparative and customer data. These reviews drive the SLT and EO, BO and OO leadership meeting agendas. Each office also provides representation on the IT integration team, which reviews the performance of IT contracted services monthly to support the achievement of strategic priorities.

Performance measures related to our two key initiatives, Primary Literacy and 49 Pathways are review by the Primary Literacy Leadership team and Pathbuilders Team with school leadership teams and zone leaders at each school site. Primary Literacy meetings are held once per semester to review DIBELs performance data and progress toward integrating six components of Effective Primary Literacy Leadership (Curriculum and Intervention, Staffing, Professional Development, Libraries, Parent Involvement and Use of Data).

The Pathbuilders also meet with high school principals annually along with their leadership teams to review measures related to the implementation of eight components of career and college readiness (Academic Course Sequence, Studio Services, Concurrent Enrollment, Career and Technical Education, Service and Leadership, Workforce Experiences, Athletics and Activities and Critical Skills). Primary Literacy and 49 Pathways measures are reviewed using a Process PACE rubric. Progress toward goals related to these two strategic priorities are shared with the Board of Education in CEO reports monthly and during scheduled Board of Education presentations.

Financial health results and action plan results for key initiatives are reviewed during Chief Officer meetings monthly and shared with Zone leaders and Executive Directors during monthly Zone Leader Meetings to ensure conclusions are valid. Additionally the strategic action plans developed by the SLT and leading indicator results are shared in monthly Board reports by the Chief Officers.

Figure 4.1b-2

#### Meetings and Summits for Strategic Priorities

	Primary Literacy	49 Pathways
<b>Summits</b>	<ul style="list-style-type: none"> <li>Leaders in Literacy Summit November, 2015</li> <li>Pursuing Peak Literacy Summit April 2016</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Requirements Summit April 2014</li> <li>Capstone Summits September 2016</li> <li>Pikes Peak ICAP Summit October 2016</li> </ul>
<b>Meetings</b>	<ul style="list-style-type: none"> <li>Twice-monthly PL Team Meetings</li> <li>Meetings with Primary Literacy Team, School Leadership and ZLs</li> </ul> <p>September 2015, December 2015 and May 2016</p>	<ul style="list-style-type: none"> <li>Monthly Pathbuilders Team Meetings</li> <li>Meetings with Pathbuilders Team, School Leadership and ZLs</li> </ul> <p>May 2016</p>

In January of each year at the APR, the BOE reviews strategic priorities and action plans and reviews measures and analyzes progress towards achievement of the strategic plan. The Unified Improvement Plan is our key action-planning tool for student academic performance. This action-planning template is required for all Colorado public schools. The District UIP and school-level UIPs each contain specific actions, root-causes and priority improvement strategies to accomplish our strategic priorities Primary Literacy at the elementary level and 49 Pathways at the secondary level. Additionally, schools analyze their performance in all academic areas and conduct root-cause analyses to determine specific additional actions for overall academic improvement. Progress on the development, implementation and results of UIPs are presented to the BOE quarterly.

#### 4.1c Performance Improvement

##### 4.1c(1) Best Practices

The Central Office, comprised of the EO, BO and OO, is comprised of experts in specific specialty areas who serve as key consultants to schools and zones. For example, our Data and Assessment Analyst supports departments, schools and zones with data presentation, analysis and interpretation, the Executive Director of LS provides support with professional learning, Unified Improvement Planning and teacher evaluation practices, while the Coordinator of ELD supports educators with implementing teaching strategies to support ELLs. These experts share best practices across the organization by modeling, sharing exemplars and providing data and resources across departments, schools and zones. Figure 4.1b-1—2 identify the systematic processes we use to identify and

Figure 4.1a(1)-5

#### DAS Summative Assessments (SA)

**ACCESS** State mandated English Proficiency Assessment for English Language Learners.

**AMERICAN COLLEGE TEST (ACT)** Consists of four multiple-choice tests: English, mathematics, reading, and science. The ACT with writing includes the four multiple-choice tests and a writing test. Administered to all 11th graders through SY 15-16

**PSAT** State-mandated assessment of college and career readiness administered to all 10th grade Colorado public school students beginning in SY 15-16

**SAT** State-mandated assessment of college and career readiness administered to all 11th grade Colorado public school students beginning in SY 16-17 to replace ACT

**COLORADO MEASURES OF ACADEMIC SUCCESS (CMAS)** Colorado developed, state-mandated assessments in the areas of science and social studies. Science tests are administered to students in grades 5, 8, and 11. The Social Studies assessment is administered to a sample of students throughout Colorado.

**COLORADO ALTERNATIVE ASSESSMENT (COALT)** Science and Social Studies assessment for Special education students for whom the general PARCC assessments is not appropriate.

**DYNAMIC LEARNING MAPS (DLM)** USDA menu planning software that analyzes the nutritional components of recipes to maintain compliance with the HHFKA. ELA and Math assessment for Special education students for whom the general PARCC assessments is not appropriate.

**PARTNERSHIP FOR ASSESSMENT OF READINESS FOR COLLEGE AND CAREERS (PARCC)** Colorado adopted state-mandated PARCC assessments in English language arts and math administered to all Colorado public school students in grades 3-9



share best practices across the organization. Additionally, principals, ZLs and District leaders identify best practices through our SCCI and the UIP by analyzing student performance outcomes progress toward implementing strategic priorities and action steps. Best practices aligned with Primary Literacy and 49 Pathways initiatives are identified and shared during Primary Literacy and 49 Pathways Meetings and Summits listed in Figure 4.1b-2.

#### **4.1c(2) Future Performance**

Key statistical drivers from the best available data-management resources (**Figures 4.1 – 4.3**) are used to project performance. Future academic performance is projected as part of the UIP process. We set, monitor and evaluate progress towards attainment of academic targets within the UIP by deploying SCCI. One and two year targets are set annually, considering cohort student data which is tracked within our assessment DAS (**Figure 4.4**) to more accurately predict and plan for future performance outcomes. In addition to considering cohort performance, we also consider anticipated changes in student population to project future performance. In SY13-14 we acquired GOAL Academy, the state's largest online high school Alternative Education Campus as a key partner. As an AEC, GOAL serves a population of 95% or more high-risk students. With this addition to our portfolio, we projected our state assessment scores as well as our district accreditation rating to be negatively impacted. Additional factors considered in projecting academic performance outcomes include; 1) interim assessment results (**Figure 4.4**) 2) known changes to levels of rigor in state-mandated assessments 3) student growth and significant population / demographic changes 4) anticipated impacts of programmatic changes such as implementation dips and spikes 5) staff turnover and changes in placement 6) financial stability.

To improve our ability to project student achievement, we used SCCI to evaluate the alignment of our DAS in SY 13-14. In SY 14-15, several new IMs were examined to determine which would improve our ability to measure mastery of standards throughout the year. A formal RFP process was implemented in SY 15-16 that included principals, ZLs and LS leaders. By conducting a systematic review and evaluation of our current DAS, we determined the need for more closely aligned IMs at the middle and high school levels, leading to the purchase and implementation of ACT Aspire district-wide in SY 16-17.

Student count data, roll forward counts, and demographic data are used to project future enrollment. Established hardware lifecycle management enables the district to effectively predict the future performance of hardware and budget appropriately for upgrades/replacements/additions. BO projections largely rely on the detailed accounting analysis of each department, zone and school. Monthly budget analysis helps predict future expenditures and potential cost increases for recurring service contracts, energy consumption and salary changes.

#### **4.1c(3) Continuous Improvement and Innovation**

**Figures 4.1b-1 and 4.1b-2** illustrate how we use findings from performance reviews at the BOE and SL levels of the organization to develop priorities for continuous improvement and opportunities for innovation. The BOE, CEO, CBO, COO and SLT utilize SCCI to determine progress toward improving key performance measures aligned with strategic priorities, accomplishing identified strategic initiatives, and evaluating effectiveness of innovations. Priorities and opportunities are deployed through all staff communication including BOE meeting summaries, electronic newsletters, and the district website. In an effort to further deploy our priorities, an all staff welcome back event was held in August 2016 to emphasize our commitment to continuous improvement and innovation.

In the spring of 2014, the BOE reviewed with the CEO results from the spring state reading assessment. The BOE and CEO determined a priority to improve reading test results in grades K-3. Primary Literacy (PL) performance improvement updates have since been standing agenda items during BOE and EO meetings. This direction provided focus for all zones and schools and our partner charter schools which included site visits to six top performing elementary schools regionally in SY14-15, PD offerings for teachers and principals aimed to increase knowledge of instruction in literacy, initiation of a Literacy Excellence (LEx) program at OES to support students with dyslexia and implementation of intersession READ Camps for struggling students. In SY14-15, MRES implemented a new Core Knowledge Language Arts Curriculum (CKLA) to improve reading scores. After systematically evaluating and comparing results in reading achievement of MRES with other schools, six additional schools in three zones are now implementing CKLA as a core-reading program to improve results.

Monthly meetings between the ITSs and CCS allows for identification of overall responsiveness to staff needs (IT ticket times) system performance/limitations (network uptime) and identification of issue trends. This information is then used to evaluate the performance of our contracted IT service provider CCS, the allotted staffing patterns, the need for the expansion/improvement of network capacity, and the need to target remediation in areas that are deficient or below expected service levels. After needs have been identified, project plans are developed and entered into Trello or corrective actions are taken to fix identified issues.

### **4.2 KNOWLEDGE MANAGEMENT, INFORMATION AND INFORMATION TECHNOLOGY**

D49's goal of launching every student towards success hinges on how well we manage and grow our knowledge assets. Utilizing a combination of knowledge management practices and tools, D49 is able to effectively support all stakeholders with the organizational information needed to be successful. The efforts in this area also help promote our drive to be the best choice to learn, work and lead.

#### **4.2a Organizational Knowledge**

##### **4.2a(1) Knowledge Management**

D49 leverages staff talent and experience as well as communication tools and technology to manage organizational knowledge. The district recognizes that one of its greatest assets is its staff. To this end, mentors, and train the trainer (TtT) models are critical. Upon hire, a mentor is assigned to support with onboarding each new teacher to the profession and orient more experienced teachers new to D49 with the district's mission, vision and values. New administrators also receive mentorship from their immediate supervisor, the ZL and Central Office Leaders. Established mentor meetings and induction process formalizes these relationships and allows for sharing of experiences. TtT is commonly used when onboarding new products/processes. In the cases of Mentors and TtTs, the transfer of information is direct person-to-person interaction. Published reports, documents and plans serve as formal

knowledge collection and dissemination. Often, these are the products of working groups consisting of SLs. As an example, the IT master plan (ITMP) serves all stakeholders by informing and clarifying a unified vision for the use of current technology. In addition, the ITMP describes the integrated vision on acquiring and deploying future technology. SLs from the EO, BO and OO collaborate in developing the ITMP and align and update it with the district's goals. Strategic criteria are used to ensure that technology decisions are cohesive, based on true functional needs and also consider the true cost of ownership. Several key tools are used for knowledge transfer to our internal and external stakeholders. Our district web site was redesigned and launched in 2015. Hosted by Schoolwires and managed by our CD, the website is our digital front door and the primary tool that facilitates the transfer of knowledge and information for the district. The website acts as a repository for district information and a central hub that provides links to various digital online tools that service our students, staff, and the community as a whole.

Various online resources (e.g. Aha! Network, Schoology, AAS) offer a repository for sharing staff knowledge. The information in the electronic sources ranges from raw data, publically available resources, internal tools created for training purposes, and comprehensive professional courses designed to be delivered to staff in person and electronically. D49 made the transition to Google Apps for Education (GAFE) beginning in SY14-15. GAFE provides an integrated suite of digital tools that enable collaborative communication and the sharing of electronic resources and workspaces. Both staff and students were provisioned with Google email accounts used for communication and collaboration and are managed within the district's Google domain console. Each registered user is also provided the Google drive resource. In addition, GAFE also provides the Google Classroom resource where teachers can augment their learning knowledge management system.

Weekly meetings between district ITSs and CCS are held. During this time, the cloud based Trello tool that is used for task and project management, is referenced and key activities are reviewed. Information is discussed, analyzed and then transferred to the Trello board for monitoring and updating as tasks and/or projects are completed. We deploy our SCCI to assemble and transfer knowledge for use in our innovation and strategic planning processes during various meetings as illustrated in Figure 4.1b(1)1—2.

#### **4.2a(2) Organizational Learning**

Our SCCI ensures that learning is embedded as part of all organizational processes. SCCI is deployed throughout the organization in all offices, at the zone and school levels. The "Learn" phase of SCCI systematically supports embedded organizational learning through initial data collection, review and analysis, reporting, awareness building, identification of opportunities for improvement and innovation, while transformational learning takes place during the "Lead" phase of SCCI, as new learning is expanded, replicated and deployed across schools, departments and zones. Examples of systematic structures that support our organizational learning include a three-day new teacher orientation and three all instructional staff professional development (PD) days prior to the start of each school year, scheduled PD days throughout the calendar year, and scheduled professional learning community (PLC) time in each school and zone weekly. In 2012, the Power Zone proposed an innovation to increase learning time for staff by revising the school-year calendar to include additional PD days. Since then, other schools and zones sought waivers to the BOE to increase PD embedded within the annual calendar. After systematic evaluation of increased learning due to increased PD, the BOE and CEO directed zones in SY 15-16 to collaborate to create a consistent calendar to support PD. The integration of Schoology LMS has also been transformational to how we embed learning throughout the organization. In SY 13-14, the LS team deployed SCCI and identified a need to expand professional learning opportunities for staff by providing online PD, resource sharing, collaboration and archiving. After review and analysis of several potential LMSs, Schoology was identified as the resource most aligned with our organizational learning needs. Schoology was then piloted on a trial basis from January 2014-June 2014 and implemented district-wide beginning July 2014. In SY15-16 Schoology was fully deployed to train all offices throughout the organization.

#### **4.2b Data, Information and Information Technology**

##### **4.2b(1) Data and Information Quality**

System Support Managers (SSM) are responsible for the data integrity of their systems, but often data verification is a shared task. In addition to internal verification of accuracy, validity, integrity, reliability and currency through regular data checks and cross-verification, D49 also contracts with external consultants for to conduct audits and data health checks. Also, as a public entity in receipt of government funds, D49 is subject to both state and federal audits, which are conducted regularly.

Assessment data is verified through a variety of processes, including a designated full-time employee (FTE), a data clerk, who ensures the quality of data collected and adherence to documentation and state regulations. Assessment data submitted to CDE undergoes a Student Biographical Data (SBD) process. In this process, file errors are identified by the state and the district has the ability to rectify them. Local assessment data (not subjected to SBD) that is stored in AAS is often screened before uploading. Data analysts review the file for valid data and valid student information, particularly student IDs. Data analysts also have access to the base assessment platforms to conduct ongoing quality assurance (QA). Because of the stringent regulations around data collection and maintenance for ELL and SPED units of the IE division and Title Programs unit of the LS division, these units also have designated data staff, to ensure that all required data and documentation is collected and accurate. The integrity of the financial data maintained by the BO is primarily ensured with the transparency of reporting. As every office/department/zone /school maintains control of their daily expenditures they have the ability to look at expenses in real time. Additionally, there are staff that oversee specific financial regulations (e.g. grants, purchasing cards) who function as REs and ensure expenses/charges are comply with governing laws.

Contracted private audits are also initiated in response to identified issues or concerns, or at the implementation phase of a new project/innovation. For instance in SY13-14, there was some question as to whether we were systematically capturing reliable data on the admissions/eligibility criteria for students enrolling in our AEC program. Consequently, an external consultant was contracted, an audit was conducted, and findings from the audit were used to update processes including enrollment and acceptance documents to improve compliance and accuracy of data. In SY14-15, an external audit of our GAFE configuration was initiated. The audit focused

on four areas, operations and GAFE management, service and configuration settings, security and compliance, and adoption and usage. This audit will be our base line as we continue to audit our services in the future.

#### **4.2b(2) Data and Information Security**

D49 takes a multi-level approach to protect the security of collected electronic data and ensure compliance with applicable law such as FERPA and HIPAA. The approach includes expectations placed on staff, overarching protections built into the district network and deployed district wide, and the management of individual systems/databases by SSMs. Additionally, D49 employs Fire King locking cabinets in secured locations to protect paper data and physical access to protected information.

Upon hire, each employee signs an Acceptable Use Agreement (AUA) which governs use of the district network and district devices and cautions against sharing of passwords and accessing unauthorized information. All district-issued staff devices are password protected. Regular training is provided about policies and regulations that apply to the use of sensitive data.

Four hardware appliances are dedicated to network security, which operate in high available pairs (HA) for redundancy in the event of a hardware failure. The HA Fortinet is our unified threat management (UTM) solution for Windows based anti-virus and vulnerability scans, data leak prevention, endpoint control, intrusion prevention, traffic shaping, and Virtual Private Network (VPN) authentication. Our HA Lightspeed is our content filter and provides access to various content categories on the Internet based on user group and permission. A third tier of content filter can be applied via layer seven application control at the individual access points.

Active Directory (AD) is used to grant access to the district network and email. Both active directory and GAFE are set to lockout after five failed access attempts. When this occurs, the user's account is immediately suspended and an ITS is notified via email. Resetting passwords can only be performed by designated members of CCS and the ITSs. No passwords can be reset as the result of an email request for security purposes. Staff must provide two confidential verification sources of personal data for a reset to be initiated. The temporary password must then be changed by the end user. Also provided is a web-based two factor and password reset link for staff who have configured the service. Wireless guests who access the network are not allowed to communicate with other devices on the network. They are routed directly to the edge of the network for Internet access only and receive content filtering consistent with guest use. Our Organizational Units (OU) in GAFE are a mirror of active directory; however, we separate staff from students and schools from the district to maintain the highest level of granularity when applying settings and policy. Administrator roles are setup to delegate specific administrative (admin.) privileges to either OUs or areas of the admin. console. When granted access, an admin. can perform actions only for the selected OU (including its sub- organizations) and its users. Google Apps Directory Sync (GADS) provisions users and groups automatically by connecting our user directory to our Google Apps domain. This allows us to create, update, disable and delete accounts all from our existing AD environment. These changes are automatically replicated in our Google Apps environment, saving time and streamlining account management.

Our SSMs control the access of their respective systems, independent of AD, which allows them to continually ensure the “need to know” staff have access to systems and to adjust the level of staff access as situations/staff needs change. While SSMs have the ongoing responsibility for managing area specific systems/databases, the decision to initially purchase or onboard a new program requires the involvement of ITSs, who evaluate the potential product on a variety of factors, to include security. In this manner we ensure all programs have built in security features. All cloud-based systems utilize secure socket layer (SSL) Authentication. The SSL protocol secures and authenticates the connection between the customer’s browser and the server ensuring all data transmitted is encrypted. Individual programs also have varying security features. For example, All Data Business System (DBS) servers reside inside a Payment Card Industry (PCI) compliant environment. The Payment Card Industry Data Security Standard (PCI DSS) is a set of requirements that data is maintained in a secure environment. PCI compliance requires periodic review of business practices, software, network, and data vulnerability. Data Business Systems is required to maintain the highest level of PCI compliance.

The security of printed or hard-copy data is also considered in terms of access, maintenance and destruction. While there has been a concerted effort to move away from the need for physical documents, some offices and operations still require the use of hard-copy, such as gathering survey data from parents who may not have internet access, and route books used to document special needs of students on busses. The same “need to know” rule applies and only staff with a legitimate need to protected information have access to it. Secure documents are kept in lockable cabinets. Only staff members requiring access to a particular room or cabinet have an assigned key. For instance, SPED staff do not have access to NS offices, just as NS staff do not have access to SPED data. One notable exception to the locked cabinet rule, are the route books that are stored on busses during business hours and locked offices outside of work hours. These books are maintained for use in student emergencies and by design, must be immediately accessible.

#### **4.2b(3) Data and Information Availability**

D49 works to ensure information availability to both external and internal stakeholders. Information is delivered in a variety of formats, determined by the intended audience, timeliness and security considerations of the individual data element. D49.org is public and often the first step for prospective parents or students to receive more information about the district. The CD manages the district-wide portion of the website and monitors overall quality and formatting of all pages. Individual departments, zones and schools maintain pages within their subsections. High quality information is fed from the district section to individual sections on school websites. For example, a district level service, such as transportation or nutrition, is fed down to the school sites to best serve all customer segments. A student achievement summary is published annually on the website. The CD also manages district social media accounts including Facebook, Twitter, Google Plus and Pinterest. In the event of emergency, or district weather closure/delay, in addition to email notifications and flash-alerts, this information is immediately published to the website and social media platforms. District events, BOE meetings/documents and other district news is published through these different communication channels.

Another source of public data is information housed at the state level and maintained by CDE on their website. The publically accessible tools Schoolview, Data Lab, and DISH have data on all schools and districts in the state. This data encompasses student

achievement, student demographics, staffing information, safety, financial performance and accreditation ratings. This data is reported to parents on an annual basis a few months after the close of the reporting year. For more immediate operational data needs, much of our data is housed in cloud-based assessments that are kept current through real-time processes. Staff are granted access to these systems, based on identified need by the respective SSM. The majority of these programs have ready-built reports, customized visualizations and ad hoc analytic capabilities.

If needed data is not readily accessed through our online systems, or data is needed by an external partner, an individual is able to contact the SSM to supply data in the area of specialty (Figure 4.1). It is also important to note that all district performance information is available through the Colorado Open Records Act (CORA). Upon request, D49 is obligated to supply all data that is not personally identifiable. This includes demographics, workforce data, and achievement data.

#### **4.2b(4) Hardware and Software Properties**

D49 ensures that hardware and software systems are reliable, user-friendly, and secure through a combination of support from ITSs, and CCS. D49 employs an internal IT department made up of three FTE including two ITS's and one Instructional Technology Analyst (ITA). One ITS focuses on integration of MacOS and iOS systems to improve teaching and learning. The second ITS primarily supports with assessment software, student hardware and systems implementation. The ITA supports mobile device maintenance and management on MacBooks, iPads, and Chromebooks. Additionally, our IT Purchasing Specialist manages a procurement process to ensure that all purchased software and hardware are cost effective and meet district needs and requirements.

The deployment and return of staff hardware is overseen by CCS, who initialize and assign devices as well as maintain the inventory and clean and image all devices. Hardware, both that which is designated for staff use and that comprising the infrastructure, is purchased and maintained in accordance with stipulations outlined in the ITMP, which serves to promote cross-system/cross-device compatibility as well as device/system longevity. Technology is issued to staff on a three- year operational lease. This process solidifies our commitment to providing the most relevant and current technology to our teachers by aligning the total cost of ownership to a replacement cycle. After three years the district re-assigns teacher laptops to schools for student use and enters into a new lease for staff technology.

All licensed staff use MacBook Air or MacBook Pro laptops to support teaching and administrative work functions. These are separated from a network based authentication system to ensure reliability in the event of network failure. Students use a variety of devices including Apple Macintosh desktops and laptops, Apple iPads, Windows based desktop and laptop personal computers, Chrome OS based Chromebooks and Chrome Bases, and Kindles. Applications are managed by the staff of their respective departments. Great care was taken to move the management of application deployment as close as possible to the personnel who benefit the most from it. For iPads in schools, a dedicated teacher has the ability to load and update applications for all students. Chromebooks are configured to have extensions loaded from our Google dashboard for immediate deployment. Staff members are full administrators on their assigned laptops. We encourage them to explore and load applications they feel will benefit them professionally and share the outcomes with staff in PLCs and department meetings. We use JAMF software to monitor the health of all Apple machines. JAMF monitors the health and statistics while automatically sending a report or taking action on machines that do not meet our reliability or security thresholds. Bandwidth is actively monitored for peak data usage. All network infrastructure is designed to carry the full amount (1 GB) of bandwidth from our internet service provider (ISP) to district clients. Our wide area network (WAN) is a 1GB ring owned and operated by Falcon Broadband with two paths back to the data center for redundancy. This contract has a service level agreement (SLA) of no more than 1% jitter or packet loss with network latency never to exceed 45 milliseconds (ms).

#### **4.2b(5) Emergency Availability**

To mitigate the impacts of an emergency, our MITP has designated several fail-safes. Each school has its own server, thus isolating the effects of catastrophic events to single points of failure. The solution allows for fully automated backup processes, rapid data recovery, and enhanced backup reporting. These servers are backed up daily to restore files or servers in under an hour if needed. Software is configured across storage and hosts, allowing quick recovery if one system fails. Backup software takes server images and stores them at FHS and VRHS on backup arrays. Student data, to include individual assessment platforms and the student data warehouse is maintained by vendors, who have their own system of data backups and mirrored servers.

A service called Backupify backs up all Google data for users. This service ensures that user data in the Google domain can be recovered and restored. Backupify also allows movement of Google resources from an employee who has resigned their position and assigns it to the employee hired to replace them. This eliminates personnel hours spent looking for data from the previous custodian by making it available on the first day of work for the newly assigned staff. The data transfer includes all calendar invites, documents, recurring meetings, and email.

Our wireless network is auto-meshing, in the event one of the access points is not able to connect to the internet, it will connect to the nearest access point and continue providing service to all devices that are currently connected. D49 utilizes an emergency IT response system for critical IT issues with a dedicated phone number available to district leadership. All district personnel have a distributed model of problem resolution. Mission critical systems that provide communication and learning services are hosted off site and have service level agreement (SLA) of 99.95% or higher with 24/7 monitoring and response. These services include all email, website, learning management, and student information.



## 5.1 Workforce Environment

### 5.1a Workforce Capability and Capacity

#### 5.1a(1) Capability and Capacity

D49 recognizes that maintaining a talented workforce is essential to fulfilling our mission and achieving our strategic goals. Therefore, we systematically assesses our workforce capability and capacity needs on an annual basis through a collaborative process (Figure 5.1a.1) aligned with our SCCI by which zone/school administration and district leadership review key factors including strategic goals and priorities; enrollment trends and projections; projected staff attrition; evolving or emerging instructional practices; and resource availability.

Because personnel costs comprise approximately 80% of our annual expenditures, the BO provides close coordination and oversight to ensure that staffing plans are aligned with the overall district budget goals and priorities. Zone and school leaders have the primary responsibility to establish staffing plans based on their goals and priorities for the coming year.

**Figure 5.1a.1**  
**Budget and Staffing Process Overview**

**FEBRUARY** Business Office gives budget guidance with enrollment projections and staffing models – February  
**FEBRUARY/MARCH** Zone leaders and school administrators establish staffing plans  
**JUNE** BOE approves annual budget  
**OCTOBER/NOVEMBER** District reports actual enrollment  
**DECEMBER/JANUARY** Business Office and Zone leaders adjust budget based on actual enrollment

School and zone initiatives drive workforce capability and capacity decisions. Enrollment is a key driver in determining workforce capacity needs. Therefore, we track enrollment closely and put significant resources into developing reliable student enrollment projections. Zone and building administrators rely heavily on enrollment projections for staffing models and for balancing student to teacher ratios.

Occasionally, district-level strategic priorities impact workforce capability and capacity decisions. For example, in 2014-15, the district established Primary Literacy as a strategic priority in response to state assessment reading results. Given the charge to reverse the trend, principals and ZLs chose an approach and implementation

strategy. Leaders determined the knowledge, skills and abilities KSA staff would need to be successful. They adapted budgets to ensure funding was available to train school staff (capability) and add support (capacity) where needed to achieve Primary Literacy goals.

The District also hosts a robust professional development system, the Aha! Network, which consists of online courses and shared professional learning resources along with participation and certification tracking. The Aha! Network is an additional tool used to assess the knowledge, skills and abilities of staff along with training certifications.

#### 5.1a(2) New Workforce Members

D49 follows a clear recruiting and hiring process to systematically attract and employ high value candidates (Figure 5.1a.2). The Human Resources (HR) department partners with administrators to recruit and hire new staff members, and every school and department follows the standard hiring process. We use Applitrack, an application tracking system ATS, to organize our hiring process steps, including personnel requisition, job posting, application screening, reference checking, job offer and orientation. HR prescreens applicants to determine basic employment eligibility. The hiring administrator facilitates the interview process, makes the final selection and submits a recommendation to hire to HR. HR extends every formal offer of employment in the district and prepares a hiring recommendation for BOE review and approval.

D49 recruits new workforce members via multiple, nationwide efforts, though the vast majority of candidates come from the local market. Local applicants find openings through word-of-mouth advertising and our district web site. In 2013, we initiated efforts to ensure that our workforce more fully reflects the diverse ideas, cultures, and thinking of our student and other customer communities. HR is coordinating these efforts with our Director of Culture and Services to build an effective recruiting strategy. We now expand our recruiting outside of Colorado. To supplement that effort, we joined the American Association for Employment in Education AAEE, an organization that helps connect school districts with colleges and universities. To bolster that effort, we attend in-state and out-of-state job fairs to help reach new and different pools of talented teachers and administrators. The annual recruitment season typically begins at career fairs held in March, April and May.

For certain key leadership positions, we also advertise in professional publications such as Education Week and Diversity Recruitment Partners in Education or with associations such as the National Alliance of Black School Educators NABSE and the Colorado Association of School Executives CASE.

#### 5.1a(3) Work Accomplishment

D49 systematically organizes and manages our workforce through the annual budget and staffing process. During the course of the year, we use ongoing budget reviews to refine how we manage the workforce. For example, when actual enrollment varies from projections, we alter our workforce plans to calibrate our capacity for serving students.

At the zone and school level, principals and ZL's organize and manage their respective workforces based on the strategies, initiatives and needs of the zone or school. Together they evaluate resource needs and organize their workforce. For example, when

**Table 5.1a(2)**  
**Recruiting and Hiring Process**

1. Hiring Admin Creates Requisition
2. HR Posts Vacancy Online
3. HR Prescreens Applications
4. Hiring Admin Selects Applicants for Interview
5. Hiring Admin Leads Interview Process
6. Hiring Admin Leads Makes Selection and Performs Reference Checks
7. HR Makes Offer of Employment and Performs Criminal Background Check
8. BOE Approval
9. New Hire Orientation and Induction

the Power Zone embarked on an innovation to pilot a Literacy Excellence (LEx) center at Odyssey Elementary School in 2014-15, the building and zone leadership deconstructed several existing positions and created two new *Literacy Interventionist* positions.

When the chief officers consider adding a centralized resource, it is either in response to an expressed need by zone leaders or in consultation with zone leaders. This collaboration ensures that centralized services only expand to solve an identified need and fit with the district's strategic priorities. For example, to ensure a successful launch of 49 Pathways, a key strategic priority, district and zone leaders committed budget resources to fund a concurrent enrollment initiative, immediately establishing capability and capacity to advance this priority. As a result, hundreds of D49 high school students are now taking college classes on our campuses and at local colleges.

We reinforce a focus on students and other customers by using our BR and CC to guide our conversations and decisions. Our approach to work accomplishment is an expression of our empowered autonomy model for shared performance in a decentralized system. It connects resources and efforts more closely to students and student learning. The result is a high degree of natural accountability for actions, decision and results.

#### **5.1a(4) Workforce Change Management**

Preparing the workforce for change is critical in a district striving to offer a robust portfolio of schools and experiencing a high rate of growth. D49 prepares our workforce for changing capability and capacity needs through planning and communication. The strategic planning and budgeting processes enable our leaders to anticipate changing workforce capability and capacity needs. Most change initiatives originate and mature in the zones and schools through staff who are most affected by the changes. Therefore, we rely on building principals and department/program leaders to engage their teams in change initiatives that prepare the workforce for changing capability and capacity needs using SCCI.

When capability and capacity needs change due to district level initiatives, district administrators invite zone and school voices into early planning conversations. For example, when the district embraced Colorado's new graduation guidelines, the CEO invited key stakeholders, many of whom would be directly impacted by the transition, to a summit to start the conversation. That collaboration produced a framework that the zones and schools used to build their plans. This approach to preparing the workforce has paved the way for successful program implementation.

When launching new programs, initiatives or functions, we often assign responsibilities to existing staff while we evaluate the viability or effectiveness of the new program. When vacancies occur, we evaluate the best use of the resources moving forward. This means we may backfill the position, modify the position, or completely retool the position. These approaches help us prepare for and manage growth and avoid fluctuations that might otherwise lead to workforce reductions.

In January 2016, a significant change in organizational structure and work systems was identified as a need in preparation for launching Pikes Peak Early College PPEC in the iConnect Zone. To prepare for this change, the CEO, CBO and iConnect ZL met to deploy our SCCI to determine specific strategic objectives related to adding to our school portfolio. By considering the need for continuity, and to prevent workforce reduction, the principal of Springs Studio for Academic Excellence was promoted to Executive Principal of PPEC, recognizing the opportunity to grow a current leader while addressing changing workforce needs.

#### **5.1.b Workforce Climate**

D49 supports the workforce with policies and regulations that ensure a healthy, secure and accessible workplace. For each major decision or initiative, we expect a justification for how the new approach will make D49 a better place to learn, or work, or lead—or all three.

#### **5.1b(1) Workplace Environment**

##### **WORKPLACE HEALTH AND WELLNESS**

We ensure workplace health for the workforce in part through Board policy ADF, School Wellness Policy. As part of policy ADF, D49 adopted the *Whole School, Whole Community, Whole Child* WSCC model, which is recommended by the Association of Supervision and Curriculum Development ASCD and the Centers for Disease Control and Prevention CDC as the framework for schools to follow for improving student learning and health. One component of the WSCC model is employee wellness. Our Health & Wellness Coordinator collaborates with our health insurance provider and local wellness vendors to design and deliver programs aimed at improving the health of the workforce. District-wide employee wellness initiatives are often supplemented by additional offerings at individual schools. During SY 2015-16, offerings included: Mindfulness Based Stress Reduction for Educators Course, 12-week Maintain Don't Gain Healthy Weight Challenge, Finding Peace in A Frantic World course, Hiking Challenge and on-site Biometric Health Screenings. D49's goal is to offer at least five staff-wellness programs each school year. We promote wellness offerings through district-wide emails, flyers, school leader communication, orientations, and staff meeting communication.

The district has an established Wellness Advisory Council WAC, that is charged with maintaining the wellness policy and supporting employee wellness initiatives. In addition, each school has a team in place representing all components of the WSCC model including employee wellness. Schools also include employee wellness in their School Health Improvement Plans (SHIPs) if identified as an area for improvement by the WSCC team. SHIPs are submitted to the Health & Wellness Coordinator and presented to the BOE annually as an attachment to the UIP.

In April 2015, D49 adopted the CDC's Worksite Health Scorecard, a tool designed to help employers assess whether they have implemented science-based health promotion and protection interventions in their worksites to prevent heart disease, stroke, and related health conditions such as hypertension, diabetes, and obesity. By using this scorecard annually, the district will identify trends and opportunities for improvement and compare our performance with national average worksite scores. D49's goal is a 5% increase in the scorecard total annually.

##### **WORKPLACE SECURITY**

Workplace security for our workforce is maintained through an effective and comprehensive safety and security program. The district's commitment to ensuring all stakeholders, including students and staff, have safe environments in which to learn, work and lead begins with BOE policy. We budget for and fund a centralized Safety and Security department, which provides leadership and oversight of all security matters in the district.

We ensure workplace security by closely managing building access. Building doors are locked at all times and visitor access to our schools is controlled via "buzz entry" monitoring systems. HR issues every staff member an identification badge and building access fob. HR sets access privileges for all employees. Employees are required to display the staff ID badge at all times as per BOE policy. We ensure workplace security by providing a school resource officer SRO in each of our three geographic zones. An SRO is assigned to each high school and serves each of the feeder elementary and middle schools. In addition, the secondary schools fund teams of dedicated security officers. D49's Director of Safety and Security DoSS ensures the security officers are trained to perform their duties effectively. In addition, D49 staff receive ongoing training on district and building procedures. This training is conducted through staff meetings, tabletop exercises and monthly drills.

We ensure workplace security for the workforce through our district-wide surveillance program. All buildings are equipped with a robust surveillance system. We also equip all front office and receptionist workstations with "panic" buttons for use by front office staff members in the event of an emergency.

Finally, we ensure workplace security by training employees and conducting drills. The DoSS provides training to staff in topics such as CPR/ AED, standard response protocols SRP's, crisis de-escalation CPI, and threat assessment.

#### **WORKPLACE ACCESSIBILITY**

D49 ensures workplace accessibility by complying with laws and regulations concerning accommodation. In the hiring process, we use the job description to inform job applicants about essential job functions and accommodations. When job applicants or current employees need accommodation, we engage in the interactive process to determine effective accommodations. HR's oversight of the hiring and accommodation processes ensures consistent accessibility across the district.

#### **5.1b(2) Workforce Benefits and Policies**

D49 supports our workforce via a portfolio of services, benefits and policies. We strive to keep our benefits affordable for all qualified staff groups and to compare favorably with our competitors in the area of benefits. We annually benchmark our benefit plans with other school districts to ensure that we remain highly competitive in our regional market. We offer our benefits package to a very large portion of our workforce at rates that all school employee groups can use. We continue working with our health benefits provider to add more attractive and effective wellness benefits.

We systematically evaluate and consider workforce needs and expectations through the District Wellness Advisory Council, led in collaboration by the EO and BO and which includes representation from the all schools and zones. Additionally, the central office leaders meet with diverse workforce groups throughout the year including ZLs, principals, instructional coaches, curriculum administrators, teachers and support staff to solicit input regarding workforce policies and benefits.

#### **5.2 Workforce Engagement**

We approach workforce engagement by asking, "What does our workforce expect of us?" Our efforts to ask that question are increasingly systematic as we learn more about high-performing organizations and their practices for building a workplace culture of high performance. As we learned through our first RMPEX site visit in 2015, our workforce has not historically engaged with a unified vision, mission, and culture. That is why we branded our first all-staff event in over seven years as "Base Camp" and described our future as an "Ascent to Excellence." We understand well that before our district can climb the mountain, our workforce family needs a vision, a mission, and a call to action. Base camp is not the peak, but we won't perform on the peak unless we start climbing together.

#### **5.2a(1) Organizational Culture**

To reach peak performance, which we have clearly defined as top decile results, we depend on an engaged workforce. In District 49, workforce engagement is cultural work. We understand and practice organizational strategy, but we are more committed and dependent on organizational culture for long-term sustainability. We understand that our students and staff do not choose us as much for our strategy as for our culture. Nevertheless, since our strategic objectives and priorities are challenging, we need an excellent workplace culture to bring out the best from our workforce family. We begin understanding the cultural expectations of our workforce through the practice of building social contracts. This practice, which we have adapted from the school culture training *Capturing Kids Hearts* is one of the most consistent practices across schools, zones, departments, and offices. Even the BOE has a tradition of creating and revising their social contract.

Social contract are built through a facilitated process structured around conversational questions such as, "How do you want your administrator to treat you?" and "How do you expect to be treated by your colleagues?" The responses are synthesized and merged

**Table 5.2a(1)**  
**Strategic Workforce Engagement 2014-2016**

<b>Campaign</b>	<b>Result</b>
2014 MLO election for new operational funding	With workforce support we earned 60% support
2015 general election to create director districts for the BOE	With workforce engagement we earned 74% support
2014-15 initiative to restore teacher wages frozen during state cutbacks	With teacher involvement, lead to a solution that earned overwhelming support
2015 Calendar Conversation	Teachers and other staff were opinion leaders in a conversation that created high (>70%) support for a unified calendar
2016 Cannabinoid Administration Conversation	Teachers and other staff were opinion leaders in a conversation that created high (>80%) support to permit medical cannabis on campus



until a shorter list (8-10) of statements remains. That list of expected behaviors and values becomes a contract when the members of the staff, team, etc. sign a physical copy to mark their commitment to abide by the contract. In times of celebration or conflict, the social contract is a touchstone that stakeholders can use to re-align to shared commitments.

At the district level, we built our cultural compass (Figure P.1a(2)-2) by aggregating and synthesizing over 80 distinct social contracts from classroom, staff, grade level, department and service teams all over the district. The eight values on our cultural compass are the beginning point of our workforce engagement strategy. Following the inner ring of our CC, we engage our staff by treating them with respect and care while practicing transparency and accountability. All of these inner ring values are interpersonal, so they are mutual by definition. We also engage our workforce by following the outer ring of our cultural compass to treat our work as strategic, innovative, creative and learning.

The processes we use—especially SCCI—respect our workforce by beginning with learning. We learn *with* our workforce. We learn *through* our workforce and their engagement with our student and other customers. We learn *from* our workforce. In 2015, the BOE tasked SL to review our school year calendar. We heard anecdotal concerns through our BRS and public communications channels to indicate dissatisfaction with calendars that were differentiated by zone. So, we initiated a formal learning cycle by surveying our staff, students, and parents. That process engaged our workforce as part of our larger community and led to deep clarity and consensus. As a result, the BOE adopted a policy that both restored the district back to a single unified calendar, and enshrined the system of early (August 1) start date with two week breaks in the spring and the fall. That process of learning *from* our workforce, working *with* our workforce, and then leading *on behalf* of the entire community defines our organizational culture at the highest level. The artifacts from that cycle of learning, working and leading are AOS, but they also remain a permanent part of our history because they are part of the digital archive at D49.org/calendarsurveyresults.

Similarly, after Colorado legalized medical marijuana and an influx of families moved to our district to take advantage of cannabis-based medical therapies, we engaged in an in-depth cultural conversation with our workforce about the implications of hosting families and students with such unique and complex expectations. The result of that conversation are also archived at D49.org/polycypolls and AOS, but more importantly they are part of a culture of mutual respect that we are systematically building with our workforce and our community. The input of teachers and other employees helped us make decisions and craft policies that helped us realize our vision of being the best choice.

In addition to the use of surveys and digital discussions, we engage our workforce through a technique of strategic storyboarding sessions that bring together teams of employees to make decisions and build action plans. Over the past 18 months, workforce members at all levels have participated in Strategic Storyboarding Process sessions and on task teams to work on solving problems. Teams are designed to access the diverse ideas, cultures, and thinking of our workforce. As a result (Figure 5.2a(1)-2), teams most often are comprised of employees representing a variety of schools or departments.

D49 fosters a culture of open communication, high performance and employee engagement by empowering members of our workforce to help make us a better choice to learn, work and lead. Feedback from staff in our BRS and Peak Reflections indicate that we are cultivating a compelling culture. By significant and increasing margins, staff said they plan to continue their career in D49 (Figure 7.3-6) and that they would recommend D49 “as a great place to learn, work, and lead.” (Figure 7.3-5—7).

To foster a culture of open communication, we start by offering a welcoming environment. In the 2014 BRS, nearly 80% of staff members indicated agreement (either “agree” or “strongly agree”) with the statement that the district has an open and welcoming culture. We also foster open communication through each supervisor’s meaningful feedback to employees. Additionally, more than 70% of staff members indicated agreement (either “agree” or “strongly agree”) with the statement that their supervisor provides meaningful feedback to improve performance. Additional results are AOS.

Additionally, we foster open communication through our stakeholder grievance policy, which is a formal means of bringing concerns forward for resolution. Adopted in 2014, the stakeholder grievance policy was created to upgrade a previous ineffective staff grievance policy. The former grievance policy did not foster communication or resolution. Rather, it tended to be used to defame others and it often served to escalate conflict, rather than defuse tensions. Realizing the need for an improved grievance process, senior leaders proposed a new process that provides a process facilitator and clearer accountability for all parties. The grievance policy is designed to serve parents, community members and employees. Finally, it includes a feedback component that we will use to measure along the way and improve the process. Finally, we foster a culture of open communication by facilitating the plethora of reciprocal and collaborative communication strategies Figure 5.2 a 1.

To foster an organizational culture that is characterized by high performance, we make it a point to praise and promote high performance. Prior to each BOE regular meeting, we take time to recognize individuals, groups and schools for their high

**Figure 5.2a(1)-2**  
**Strategic Storyboarding Processes 2013-2016**

<b>AHA! NETWORK</b>	Lead Mentors, Professional Development Team
<b>GRADUATION GUIDELINES SUMMIT</b>	School administrators, counselors, district leaders
<b>ESP EVALUATION REDESIGN STORYBOARDING</b>	ESP staff, supervisors, HR
<b>TEACHER COMPENSATION TASK FORCE</b>	Teachers
<b>ZONE SUPERINTENDENT CANDIDATE INTERVIEW TEAMS</b>	Teachers, ESP staff, administrators, volunteer parents, students, board members
<b>INNOVATION PLAN UPDATES/REVISION (MULTIPLE SCHOOLS)</b>	School staff
<b>SAND CREEK HIGH SCHOOL RE-VISIONING</b>	Sand Creek High School Teachers, Administrators and ZL
<b>FALCON ZONE LITERACY PATHWAYS</b>	Falcon Zone ZL, CIA Administrator, Principals, APs, and Instructional coaches
<b>BUSINESS OFFICE</b>	Defining excellence in business office customer service strategies
<b>OPERATIONS OFFICE</b>	Setting vision, mission, and action plans for organizational units (nutrition, transportation, facilities, security)
<b>SECURITY AND SAFETY DEPARTMENT</b>	Enhancing operational protocols and protection for security staff

performance, contributions and achievements. Fantastic 49 reinforces a culture of high performance by applauding bright spots. Fantastic 49 also ensures that our organizational culture benefits from the diverse ideas, cultures, and thinking of our workforce. These highlights are shared with key stakeholder groups through a targeted Bronto email campaign, customized for key stakeholder segments by the communications department.

We foster workforce engagement in our culture by keeping resources, responsibility as possible. Consequently, our school leaders are highly invested in the plans, goals and initiatives promoting culture at the school level. Additionally, we use the Strategic Storyboarding Process as a means to gather input and engage our diverse workforce. Strategic Storyboarding is a systematic process by which diverse ideas and thinking are generated around a specific topic, and used to make organizational improvement. Storyboarding empowers the workforce by providing opportunities for workforce teams to contribute to the continuous improvement of our processes.

### 5.2a(2) Drivers of Engagement

To become the Best Choice to Learn, Work and Lead, a systematic approach to collecting, analyzing and acting upon input from the workforce is deployed to determine the key drivers of workforce engagement. Beginning in 2014 with the BRS survey and continuing since then, members of the community, parents, students, and members of our workforce family responded to survey items to indicate their specific drivers of engagement. For the workforce segment, highly rated drivers have consistently been trust, effective communications, responsible financial decisions, ethical leadership and effective governance. Tabular data from the BRS are AOS.

**Figure 5.2a(1)**  
**Workforce Support Benefits and Policies**

Diverse Workforce Group	Leader/s	Meeting	Frequency
Teachers, Principals, BOE, Community Partners, support staff,	District Wellness Coordinator	District Wellness Advisory Council	Quarterly
Principals, Teachers, Curriculum Administrators, Parents, ZLs	Zone Leaders	Zone Evaluation Council	Quarterly
Zone Leaders, Executive Directors	CEO, CBO, COO	ZL Meetings	Twice Monthly
Coordinated and Charter School Principals	CEO	Principal Meetings	Monthly
Instructional Coaches	Executive Director of Learning Services	Instructional Coach PLC	Quarterly
Lead Mentors	Executive Director of Learning Services	Lead Mentor PLC	Monthly
ZLs, Principals, APs, Zone CIAs	Executive Director of Learning Services / Consultant	Educator Effectiveness Network	Monthly
English Language Development ELD Teacher	Coordinator of English language Development	ELD Teachers	Monthly
Specialized Service Providers	Director of Special Education	SSP PLCs	Monthly

In 2014, a Teacher Compensation Task Force was convened to gain insight directly from teachers, our largest workforce segment on key drivers that would influence staff satisfaction and performance. The Teacher Compensation Task Force's main goal from 2014-2015 was to develop a compensation model, which was fair and honorable, yet affordable with available funds. We also determine the key drivers of workforce engagement for different workforce groups and segments through surveys, VIP (Figure 5.2a2) and on-going one-on-one communication with teachers, support staff and administrators. The BRS also provides insight from all segments of the workforce to determine workforce drivers of engagement.

### 5.2a(3) Assessment of Engagement

D49 assesses workforce engagement through the BRS. In addition to BRS, schools and departments administer surveys that assess employee engagement. Additional methods used to determine workforce engagement include staff absenteeism rates, retention data and participation in professional learning. In the Power Zone, leaders are in the second year of a partnership with Marzano Research to certify schools using the High Reliability Schools framework. The HRS model requires significant community and workforce participation, so that improvement model creates ongoing assessment of workforce engagement and satisfaction. Similarly, the Sand Creek Zone has contracted with the Studer Education Group to begin working on consistent actions to recognize and reinforce employee contributions.

### 5.2a(4) Performance Management

D49 49's performance management system fosters high performance and workforce engagement. We systematically evaluate the performance of our workforce members to support high performance and workforce engagement. At its essence, our performance management system motivates adults to learn, work, and lead at ever-increasing levels. D49 has a longstanding commitment to providing staff with performance feedback. Board policy requires that administrators and supervisors provide written evaluations for staff on an annual basis. Over the past three years, we have improved evaluation systems for every workforce segment.

BOE policy also provides for an annual evaluation of the chief officers. As D49 evolved and adopted the innovation model, the legacy evaluation process designed for the superintendent model proved ineffective for evaluating chief officers. The former model lacked essential elements of effective evaluation and its associated timeline did not allow for an alignment

with outcomes/results. Recognizing this, the BOE and chief officers began work in 2013 to build a better evaluation system, which was implemented in 2014. The new system, summarized in Figure 5.2a(4)-2 is significantly improved in every dimension.

The collaborative process of establishing quantitative performance targets ensures the work of chief officers and the evaluation focuses on our strategic priorities. The performance domains align with CDE's Principal Quality Standards PQS (AOS). A multi-rater feedback element adds an important qualitative perspective to the process that the BOE and each Chief Officer might not otherwise hear. Finally, we aligned the timeline with the business and results cycles for each chief officer.

Each ZL evaluates school principals according to the PQS. ZL evaluations incorporate principal performance and overall school performance. Likewise, principal evaluations incorporate the performance of teachers and overall classroom performance.

BOE policy has required that principals and teachers and support staff receive written annual evaluations for many years. Additionally, in 2010, the Colorado legislature set passed the *Educator Effectiveness Act*, SB 10-191 aimed in part at creating more comparability in principal and teacher evaluation processes across Colorado public schools. The bill requires local school boards to implement an approved, licensed-personnel evaluation system to link educator effectiveness with measures of student academic growth. CDE developed a State Model Evaluation System aligned with new, more rigorous teacher quality standards TQS AOS. The state now requires districts to either adopt the State Model Evaluation System or develop an alternative system aligned with the TQS.

In SY 14-15, HR initiated an improvement project to improve the evaluation system for Education Support Personnel ESP. HR solicited feedback from numerous evaluators including central office administrators and principals about the deficiencies of the system the district had been using for several years. Recognizing the validity of the feedback, HR set out to build a better evaluation system. Storyboarding was used to gain feedback from a broader group of stakeholders representing all ESP. This feedback provided a framework for a new evaluation tool, which was developed and implemented across the district in the spring of 2015.

The TQS and PQS emphasize a focus on student and learning and incorporate high performance expectations for including students and parents in the educational process. For example, TQS V expects teachers to advocate for schools and students, partnering with students, families and communities. PQS VI requires principals to design and/or utilize structures and processes which result in family and community engagement, support and ownership for the school. Additionally, PQS aligns the expected outcomes for principals to achievement of action plans within the UIP.

## 5.2.b Workforce and Leader Development

### 5.2.b(1) Learning and Development System

Our learning and development system, The Aha! Network, supports the organization's needs and personal development of workforce members, managers and leaders. The Aha! Network is a comprehensive professional development PD system inclusive of a website housing a variety of resources for educators, leaders and staff, internally offered courses, workshops and training delivered face-to-face, and online on-demand. The PD department vets courses and other PD offerings by considering which activities are closely aligned with our strategic priorities and action plans within the UIPs to improve focus on student learning and parent engagement.

Learning for D49 workforce members begins with the new hire onboarding process during which HR meets with all new workforce members to orient them to D49. We follow this up with training tailored to the position for which a person is hired. To ensure our newly hired educators start strong, we invest three full days in our New Teacher Orientation NTO. One day is coordinated at district level and addresses ethics and professionalism and introduces new teachers to our cultural compass, Big Rocks, mission, vision and strategic priorities. ZLs then devote two days to training new educators to further introduce them to the zone/school and prepare them to serve students.

The Aha! Network addresses our core competencies of innovation and autonomy by allowing for individual zones, schools and departments to offer a variety of training that aligns with our district challenges overall, and the individual and unique challenges of schools. To further ensure the reinforcement of new knowledge and skills on the job, the PD department initiated the concept of SPARK courses within the Aha! Network in SY 15-16. SPARK courses are five hour

5.2a(4)-2 Improving the Strategic Nature of our Chief Officer Evaluation System			
	SY 2013-14	SY 2014-15	SY 2015-16
<b>CRITERIA</b>	Broad, subjective criteria. Limited quantitative measure	Performance domains aligned with CDE quality standards	Performance domains aligned with CDE quality standards and identified strategic priorities and initiatives
<b>PLANNING</b>	BOE and chief did not set goals or discuss performance targets	BOE and chief agree on performance targets	BOE and chief agree on performance targets based on specific strategic objectives
<b>INPUT</b>	Did not include a 360° component	Includes 360° multi-rater feedback	Includes 360° multi-rater feedback with items aligned to SCCI
<b>PARTICIPATION</b>	Some BOE members participated	All BOE members assign ratings and provide evaluative comments	All BOE members, direct reports and other workforce representatives assign ratings and provide evaluative comments
<b>TIMING</b>	Evaluation was due by June 30	Evaluation follows natural business, education, and operations cycles	Evaluation follows natural business, education, and operations cycles



personalized-learning modules which require individuals to apply new learning on the job. For example, a Classroom Management course may require a teacher to research best-practices in classroom design, implement the design in his / her classroom and reflect in writing on the impact of the new design.

In SY 15-16, the PD team identified a need through SCCI for additional training in compliance with ethics and ethical business practices. In response, a regional attorney was contracted to provide training for all leaders, and to develop online modules to be distributed to staff. Ethics is also reinforced annually during our New Teacher Orientation and through BOE policy. Operational and support departments provide job-specific training to new hires. D49 uses the performance evaluation system to determine PD needs of the individual and thereby support personal development of our workforce members. The TQS / PQS rubrics within the evaluation system ensures that performance and development conversations are focused on the organization's needs and that PD is tailored to the individual in accordance with the performance evaluation, student learning outcomes and district and school strategic priorities. We deploy SCCI as our approach to continuously improving PD as illustrated.

The UIP ensures that training is relevant to the root causes identified at the district and school-levels related to student learning. For example, in August of 2014, we identified that 27% of third grade students were not reading at grade level as measured by the state assessment. The CEO and BOE established a strategic priority, aligned with Building Firm Foundations focused on Primary Literacy. Since SY 14-15, we have prioritized providing training for educators on the components of early literacy instruction including site visits to schools outside of our district with higher student literacy performance than our own. In SY 15-16 we wrote and received a Early Literacy Grant to extend professional development to our schools making the least amount of progress beginning in SY 16-17. We also partner with CDE to provide Reading Foundations Training for teachers and leaders.

D49 supports the personal development of our workforce members through wellness programming and opportunities that support the physical, mental and emotional health (5.1b.1).

### **5.2b.2 Learning and Development Effectiveness**

We evaluate the effectiveness and efficiency of our learning and development system in a variety of ways. We seek input from external experts. For example, in 2014, LS engaged Global Scholar to conduct a thorough review of our teacher induction program. We implemented findings from the report to improve our teacher induction program for the following school year. In another example, HR asked Hanover Research to develop a survey tool to help assess the new hire and onboarding experience. We implemented the new survey during SY 214-15 and have used it annually to help improve the new hire experience.

We also use participant feedback to evaluate the effectiveness and efficiency of our learning and development. After every Aha! Network training, we ask participants to complete a survey to provide an evaluation of the training. For example, we learned that NTO participants prefer to have choices for breakout sessions. In response to their feedback, we improved NTO by adding breakout choices in SY 15-16. Additionally the effectiveness and efficiency of our learning and development offerings are evaluated by closely monitoring engagement rates through our LMS Schoology, and Aha! Network participation rates.

We systematically review the interim and long-term results by the learning provided. For example, we provided PD to support the primary literacy initiative. We are now monitoring student results for PL and evaluating the correlation between PD and results.

### **5.2b.3 Career Progression**

We manage career progression primarily through the direct relationship between the supervisor and the employee. As such, management of career progression is decentralized and takes place in the zone, school or department. Across the district, leaders encourage people to explore new responsibilities. For example, teachers have the opportunity to serve in dean or lead teacher roles in their schools. This benefits the school by adding leadership capacity and it benefits the teacher by supporting career progression. We also manage career progression through the evaluation process. Professional development plans are embedded in educator and leader evaluation systems. This provides an opportunity for the supervisor and the employee to talk about career aspirations and identify steps to move toward career goals. The Aha! Network also establishes partnerships with various universities to support career progression by offering discounted tuition and scholarship opportunities to our workforce. Our Principal Induction Program PIP provides a foundation for aspiring principals that helps the district achieve some consistency in and supports the career progression of the individual.

Chief Officers and senior leaders discuss potential vacancies and identify high potential leaders. At the zone level, there is no consistent practice of succession planning, but there are some exemplars that support specific zone strategies. For example, in the Sand Creek zone, the ZL expects all AP's to become effective instructional leaders. The ZL fosters this by requiring that AP's perform numerous classroom observations and participate in intensive learning teams. The ZL provides the AP's with opportunities to develop and deliver zone-wide PD. Additionally, the ZL meets with zone's AP team regularly throughout the year to help prepare them for the principal role. In our next phase of development as an organization, we have targeted the practice of succession planning as an opportunity for improvement. We will identify functions and positions where we lack depth or possible successors in SY 14-15 through 15-16, D49 received a grant from the CDE to support with deeper analysis of teacher effectiveness data. Through this grant, a consultant was hired to support principals with analyzing the achievement of each educator within their building aligned with the Teacher Quality Standards (TQS). ZLs, and principals meet as an Educator Effectiveness Network Monthly to discuss teacher quality data, develop strategic develop plans and share improvement strategies across the organization related to increasing teacher effectiveness. To assess how D49 supports the on-going and continuous professional growth of our workforce, the Aha! Network provides an electronic survey to evaluate the effectiveness of each professional development course taken.



## 6.0 OPERATIONS

### 6.1 Work Processes

In district 49, our mission to learn, work, and lead is embedded in two key work processes, innovation and transformation. We refer to these processes as the two phases of SCCI. In each phase, we expect to learn, work, and lead, but the requirements and results of those processes increase in formality and clarity as we move from innovation to transformation. Although we are a school district, and educational programs are more customer-facing, we expect all three offices to execute our mission through innovative and transformational processes. Therefore, all three offices are key work centers.

#### 6.1a Program, Service, and Process Design

##### 6.1a.1 Program, Service, and Process Requirements

Because they operate in differing regulatory environments with distinct customer expectations, the three offices emphasize distinct and complementary work processes. The ultimate goal of every work process is fulfilling our vision and mission.

**BUSINESS OFFICE** The business office is a team of REs who serve the district by forecasting, budgeting, accounting, and reporting on the district's fiscal activity. The complementary work processes of budgeting and planning include forecasting future revenue and expense conditions and then creating a budget that guides decision-makers. Because SLs depend on budgets to determine program offerings, the key requirements are insight about in-process budgets and foresight about future budgets. From the board through SLs all the way to the classroom teachers who serve students directly, D49 relies on the budgeting process for clarity and guidance.

A second complementary set of key business processes includes accounting, purchasing and payroll. Since these processes generate technical communications that must be precise and timely, the major requirements include accuracy and transparency. While students may not be aware of the importance of these business services, they would feel deep impacts if learning was disrupted by a missed payroll submission, lost grant funding or wasteful spending. Business processes function more in the background, but no other district function is possible if the business office doesn't meet requirements and expectations.

**EDUCATION OFFICE** The education office brings together administrators, educators, and support staff who represent the expected faces of public education. Customers may not interact with accountants or mechanics, but they understand the roles of teachers, principals, and front office staff. Because of that familiarity, customers express their expectations and requirements with great intensity.

The first key work process in education is programming. Determining the preferences of students (and their parents) informs the kinds of programs and schools the district should operate. Determining the developmental needs of the students informs the specific curricular materials and services the district should provide. Together, the combination of a particular learning plan (curriculum) delivered in a particular setting (school) constitute our educational programs. Programming the choices that students and parents require is the first key work process of the education office.

The second key work process is instruction. All of the careful selection and programming are wasted efforts without effective instruction. For younger students, the parents take a primary role in defining the expectations and requirements of teachers and other educators. As students grow older they transition through sharing expectations with parents till they finally act independently as educational consumers and decision-makers.

The third key work process for education is assessment. Teaching and learning are complex and abstract phenomena. Students, parents, and teachers depend on assessments to give some concrete measure of whether or not instruction in a specific program is effective. The key requirements for assessment are clarity and efficiency. We have seen tremendous resistance (via non-participation or "opt-outs") from students and parents to inefficient assessments if they are perceived as too disruptive. Students, parents and teachers also expect assessments to deliver accurate and timely feedback about student progress.

The final key work process in education is support. Academic support can include interventions for students who are not meeting standards as well as enrichment opportunities who need more rigorous challenges. Support includes interventions, accommodations, advanced opportunities and assistance in competing for selective scholarships, college admissions, and other competitive programs.

**OPERATIONS OFFICE** The Operations Office hosts support services that make the district welcoming and hospitable. Those services orient around buildings and grounds, security, transportation and nutrition. When students, parents, or citizens are guests in our district, they expect (and regulations require) that the facilities are safe and sustainable. We expect our schools to be clean and in good repair—free from unsafe physical conditions and secure from potential threats in the community. When the buildings they support are safe, welcoming and aesthetically pleasing, the teams that manage our facilities and grounds are collaborating with our safety and security teams to execute key work processes, managing safe and secure facilities and grounds.

Figure 6.1b(2)

#### Key Work Processes, Requirements and Measures

Innovation and Transformation	Measures and Results		
	Work Processes	Requirements	
	Learn	<ul style="list-style-type: none"><li>• Data Analysis</li><li>• Performance Reviews</li><li>• Professional Development</li></ul>	<ul style="list-style-type: none"><li>• Accurate</li><li>• Relevant</li><li>• Meaningful</li><li>• Actionable</li></ul>
	Work	<ul style="list-style-type: none"><li>• Primary Literacy: Figures 7.1-1—8</li><li>• CTE Reporting: Figures 7.1-9—11</li><li>• CE Reporting: Figures 7.1-12</li><li>• PD Participation Section 7.3a4</li></ul>	
Lead	Work	<ul style="list-style-type: none"><li>• Action Planning</li><li>• Allocate Resources</li><li>• Create Process Tools</li></ul>	<ul style="list-style-type: none"><li>• Formal Plans</li><li>• Budget Clarity</li><li>• Implementation Clarity</li></ul>
	Learn	<ul style="list-style-type: none"><li>• UIP Plans Completed AOS</li><li>• Performance to actual budget Figure 7.5-5</li><li>• Plans-on-a-Page AOS</li></ul>	
Lead	Work	<ul style="list-style-type: none"><li>• Monitor Fidelity</li><li>• Report Progress</li><li>• Embed Transformation</li></ul>	<ul style="list-style-type: none"><li>• Strategic Monitoring</li><li>• Formal Reporting</li><li>• Integration</li></ul>
	Learn	<ul style="list-style-type: none"><li>• Primary Literacy MOY</li><li>• 49 Pathways Annual Review</li><li>• Reports to BOE AOS</li><li>• Transformation integrated into zone/school plans AOS</li></ul>	

If students use transportation services to get to and from school or to participate in co-curricular activities, then they are depending on the operations team to provide safe and reliable vehicles operated by trained drivers. Students, along with teachers, coaches, and other program planners, depend on busses to be timely and reliable. They expect drivers to be competent and courteous.

Finally, should a student or guest have a meal at one of our schools, they will certainly expect food that is well-prepared, nutritious, and appealing. Providing food service that can meet those requirements—at the scale of a large-district nutrition department—is the final key work process of the operations office.

### **6.1a.2 Design Concepts**

Although the three offices support divergent key work processes, that reflect intentional design. Just as our APEx model adds value by staffing three expert specialists in senior leadership roles, the structure of our offices is engineered to keep work units aligned to the particular requirements of their domain.

#### **BUSINESS OFFICE**

In the business office, data—especially quantitative data—is fundamental. Many of the work performance standards that apply to the business office are set by external conditions. For example, the federal government, state of Colorado and most of our service providers (banking, payroll, retirement systems, health insurance, etc.) do business with District 49 over internet-based data exchanges. In those environments, where information perfection is the standard, the business office uses technology to build error-recognition and cross-checking capacity. Although the technologies are adept at performing mass calculations, REs in the office must still program those systems, monitor their performance, and adjust them as modified requirements and reporting protocols come on line. A supporting work process in the business office is designed to recruit and employ experts who have both the technical savvy to keep technology on line and the interpersonal skills to translate highly technical calculations into terms that non-experts can use to make decisions. At its highest levels of performance, the business office is designed to promote agility and efficiency across the organization through informed decision-making.

#### **EDUCATION OFFICE**

Where the business office focuses on data, the education office centers on students. Schools are architecturally and programmatically designed to anticipate and meet the needs of learners across a wide range of abilities and as they grow from small, dependent kindergarten learners through young adulthood in high school. The constant question that drives decisions in the education office is, “What will our students need to be successful?” This means that the education office is designed with a future orientation and a growth mindset. Knowing that information access is a growing currency for personal success, our schools and programs incorporate technology to identify resources, deliver instruction, facilitate assessment, manage communications, and document progress. No aspect of the education office is outside the influence of technology systems. But the most important design consideration for our schools remains the personal connection between students and teachers. Although there are customers other than students and educators other than teachers, the student-teacher relationship is the heart of education. That means that the education office must hire teachers who have the knowledge and disposition to stay engaged with children as they develop into mature and competent citizens. All of the hiring, evaluation, and compensation systems that populate the education office are designed to attract adults who excel at the business of developing people. They may not have the technical expertise of the business office, but teachers and other educators understand the individual needs of students and they are agile enough to adapt the cycle of teaching and learning for every child.

#### **OPERATIONS OFFICE**

If business focuses on data and education on students, then the operations office focuses on environments. From the classrooms they clean to the fields they maintain, the work of operations is to provide optimal settings for all district activity. Whether those settings roll along on four wheels through our transportation department or surround a serving line in one of our many cafeterias, the operations department is designed to make sure students and others are safe, nourished, supported, and able to focus on learning, working, and leading. The operations office is organized around the many regulatory and permitting regulations for safe and sustainable operations of buildings, grounds, vehicles, equipment, and service facilities. When operations reaches peak performance, those functions are utterly reliable, nearly invisible, and fully accessible to all our students and other customers.

### **6.1b Process Management**

#### **6.1b.1 Process Implementation**

Across the three offices, we align to ongoing performance measure embedded in each work process as well as reflective measures that look back at patterns and trends. For example, the business office conducts a monthly review of all purchasing card transactions. That review is a check to ensure that P-card users have not incurred illegitimate tax, personal, or fraudulent charges. That review is part of a monthly cycle of oversight and reporting, so it constitutes an ongoing (in-process) performance measure. The business office monitors the number, accuracy, and quality of transactions across the organization. In addition, the purchasing group conducts reflective analysis to measure performance over a longer time span, examining how efficient we are at tracking expenses and processing payments; or what categories of spending are increasing, declining or stable over time. The business office applies dozens of such measures as a part of their normal work to provide precise and insightful fiscal stewardship to inform district decisions.

In the education office, teachers are constantly measuring student engagement and proficiency. When a teacher checks for understanding (informal, formative assessment), that is an in-process measure of the effectiveness of student learning. When the principal walks through the classroom to observe teachers’ use of formative assessment, that is an informal, in-process measure of teaching effectiveness. When those insights are formalized via a written assessment for students or a feedback report to teachers, they become more durable reflective measures that we track over time and aggregate into summative assessments and teacher evaluations.

#### **OPERATIONS OFFICE**

Just as the other offices measure work processes as they unfold, the operations department measures daily service levels such as the percentage of bus routes that are completed on time and without incident. We measure average energy consumption on daily, weekly, monthly and annual timelines to account for patterns of seasonal use and waste or efficiency. Mechanics track maintenance records, nutritionists track food costs, and building managers track safety and maintenance issues through a sophisticated system of work orders and KPI's reported through SchoolDude. All of the offices work interdependently to increase awareness and decrease response time when any work process falls below expectations and impacts on teaching and learning. The combination of early awareness and rapid responses empower organizational agility to solve problems or seize opportunities as they emerge.

### 6.1b.2 Support Processes

In a sense, any process that doesn't create a direct interface with students is a support process. That means that much of the business and operations work along with many education processes are support processes. However, since we are a system of schools, "every process is a people process" so how we provide support is always crucial to performing our mission. For District 49, support processes include anything we do to create and sustain the conditions for excellent teaching and learning. Our key support processes are characterized by advance planning and careful follow-through. For example, the forecasting and planning it takes to enroll a high school student in college courses takes almost six months of advising and anticipation. Then, formal course registration takes place nearly four months before classes start. In nearly all cases, our key support processes such as professional development, enrolling students, maintaining facilities, etc. are necessary but not sufficient to deliver our mission.

### 6.1b.3 Program, Service, and Process Improvement

As an organization with two key work processes, we are most intentional about improving innovation and transformation. Since those are large, meta-processes, we focus on improving our mission-critical behaviors to learn work and lead. To ground our improvement efforts in specific strategies, we apply SCCI to our strategic initiatives, which are primary literacy, *49 Pathways* and aligning educational programs to the CAS. Our primary method of process improvement is attentiveness to the Baldrige criteria and the feedback report from our annual site visit through RMPEX. When the BOE gathers at the APR, they have three major sources of information about our programs and services. The first is a set of summative academic results from the previous year that are normed and ranked and released by CDE in the fall. These usually include all of the state-mandated assessments as well as other measures related to operational performance such as enrollment, financial performance and performance of specialized programs like SPED, ELD, gifted education and AEC's. The second major source of information is the feedback report from a performance excellence site visit team. Finally, the board has its own portfolio of performance reports, chief officer evaluations, self evaluations and results from the November election. Based on this rich set of data points, the board identifies process OFI's by working backward from OFI's on results. By treating items like academic performance, organizational excellence, and board performance as lagging indicators, the board can focus their attention on any low-performing processes that delivered results below expectations.

In context of our major operational initiatives, the board has been very attentive to both summative measures like EOY literacy performance or graduation rates, but also directs interim reports on measures like growth from BOY to MOY or progress on iCaps at secondary schools. Specifically, when the board identifies performance below expectations or targets, they may direct additional training, increased frequency of reporting, or greater scrutiny of specific measures. For example, when EOY results showed that numbers of students finished 3<sup>rd</sup> grade reading below grade level proficiency, the board directed the CEO and education office to develop and present a strategic plan for further intervention with those students in 4<sup>th</sup> grade. Part of the plan, the fall, spring, and summer literacy camps, was so successful as an innovation, that we made it a permanent transformation across the district.

### 6.1c Innovation Management

For many years, District 49 has lived with resource constraints and challenges. As one of the lowest-funded districts in the state formula with equally sparse local contributions, we have coded innovation into our district DNA as a survival mechanism to cope with our challenging environment. In our experience, desperation breeds innovation. Although we never act as desperados, we do embrace innovation as the starting point of every performance improvement. As figure P.2c illustrates, our SCCI always begins with a reflective look at district performance. Working from the "inside out" on our SCCI graphic, we learn about what needs to improve and which are the most promising options to drive needed improvement. If we cannot identify a best practice in the industry, we follow the guidance of our cultural compass to treat our work with creativity and design a new process or program.

For D49, we have the advantage of operating in a state with a formal commitment to innovation. Although our competitor and comparison districts have the same opportunity to innovate, only D49 is designated as a "District of Innovation" by formal action of

Figure 6.1b(2)

#### Key Support Processes, Requirements and Measures

	Work Processes	Requirements	Measures and Results
<b>Business</b>	<ul style="list-style-type: none"> <li>Budgeting</li> <li>Planning</li> <li>Accounting</li> <li>Payroll</li> <li>Purchasing</li> </ul>	<ul style="list-style-type: none"> <li>Insight/Foresight</li> <li>Efficiency</li> <li>Accuracy</li> <li>Transparency</li> </ul>	<ul style="list-style-type: none"> <li>Window of Precise Performance for 5 Measures</li> </ul>
<b>Education</b>	<ul style="list-style-type: none"> <li>Programming</li> <li>Instruction</li> <li>Assessment</li> <li>Support</li> </ul>	<ul style="list-style-type: none"> <li>Personalized</li> <li>Flexible</li> <li>Accessible</li> <li>Effective</li> <li>Competitive</li> </ul>	<ul style="list-style-type: none"> <li>Assessment completion</li> <li>UIP Fulfillment</li> <li>SA and IM results</li> </ul>
<b>Operations</b>	<ul style="list-style-type: none"> <li>Facilities</li> <li>Grounds</li> <li>Security</li> <li>Transportation</li> <li>Nutrition</li> </ul>	<ul style="list-style-type: none"> <li>Safe and Secure</li> <li>Welcoming</li> <li>Aesthetically Pleasing</li> <li>Hospitable</li> <li>Sustainable</li> </ul>	<ul style="list-style-type: none"> <li>Work Orders Completed: Figure 7.1-23—24</li> <li>IT Tickets completed: Figure 7.1-23</li> <li>Resolved Security Incidents: Details AOS</li> </ul>



the State Board of Education. By following processes established in the *Innovation Schools Act* of 2008, we have been initiating large-scale, school-based, formal innovation processes since 2011. Although the state process treats the school as the unit of innovation, it has been our purpose and experience in District 49 to foster a spirit of innovation at all levels, from individual practices by students and adults, to macro-innovation about how the board hires, supervises, and coordinates the work of three chief officers.

As one anecdotal illustration of this spirit, the teachers and administrators at Evans International Elementary School (EIES) decided that mid-year results for primary literacy were not growing fast enough. So, over Christmas break in 2014, they devised a new schedule to incorporate a two-hour, universal, dedicated literacy block for all students at the start of the day. For an elementary to ask every students and teacher to focus on literacy at the same time is unprecedented and highly disruptive to other schedules—but it paid immediate dividends as EIES showed district-leading growth in primary literacy over the spring semester. With that initial success in place, EIES refined the innovation for 2015-2016 by splitting the universal literacy block into one block for primary grades (K-3) and a second block for grades 5-6. This innovation to the innovation made more teachers available for intervention and support in each literacy block. Although their schedule adjustments did not require approval from the D49 or Colorado boards of education, they were in the same spirit of innovation unleashed by the enabling legislation.

## **6.2 Operational Effectiveness**

### **6.2a Process Efficiency and Effectiveness**

The overall costs of D49 are managed by: development and management of a detailed staffing plan to allocate staffing efficiently. Our support processes tools identified in *Figure \_\_\_\_* to reduce costs and standardize service. Centralized bidding, state and national contract use and supplier selection processes reduce the overall cost of procurement. The district's web-cloud based work order system, integrated nutrition services point of sale and computerized bus routing software offer effective turn-around time while maintaining safety and efficiency for our staff and students. D49 views this as cost effective, in that we allocate scarce resources in the most efficient manner to meet the needs of customers while controlling the overall cost of operations. Balancing the need for cost control with students' needs is achieved by our budget process and SPP.

### **6.2b Supply-Chain Management**

Supply chain is managed by the identification of key requirements that are placed in contract of our key suppliers. These are evident in our user requirements. For example, on-time delivery and departure of students is a supply chain requirement placed in the contract of our transportation department. We set a goal for this and monitor the key performance indicators (KPI's) our monthly transportation directors meetings. The nutrition services supply chain is evaluated after a careful review of supplier KPI's. We also use a qualification-based selection matrix process to select strategic partners for specific projects. This includes an assessment of financial strength, customer references, experience with NYS school districts, and industry reputation. The district works to ensure that we partner with firms that are financially stable and can complete the work timely and as outlined in a competitive bid or contract in accordance with BOE purchasing policies. Feedback is provided through the use performance review project meetings, with improvement plans developed as necessary. Contractors failing to meet performance contracts will have their contracts terminated, if needed.

### **6.2c Safety and Emergency Preparedness**

#### **6.2c.1 Safety**

The district has a DSC consisting of parents, fire officials, the SRO, insurance representatives, transportation, SL, and administrators. The DSC brings information to and from the building level committees. The DSC specifies procedures to implement in the event of a natural or man-made disaster and threats or acts of violence against students, the workforce, or district property. In a cycle of learning, emphasis has been placed on awareness and prevention for district safety. D49 uses the Safe2Tell model to provide young people a way to report any threatening behaviors or activities endangering themselves or someone they know, in a way that keeps them safe and anonymous. Safe2Tell is a state-funded strategic initiative of the Colorado Department of Law, Office of the Attorney General. The District maintains a safety and compliance officer through the operational office to support, identify and ensure compliance with federal and state regulations as well as assist in providing a safe environment for students and staff. Visitor to school facilities access via "Buzz Entry" monitoring systems Staff utilize an HR provided badge and FOB for access. Staff are required to display Identification badge under NOE policy (GBM). D49 maintains a district wide surveillance camera program and uses "Panic" style buttons for front office staff members.

#### **6.2c.2 Emergency Preparedness**

Emergencies in school must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, as well as natural or man-made disasters. D49 has been NIMS complaint since 2007. Our DSC is dedicated to crisis prevention and emergency preparedness. Each school developed a building-level Emergency Response Plan (ERP) in order to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the execution of the building-level plan with local and county resources in the event of such incidents or emergencies.

The SRO performs both tabletop drills and mock lockdowns with each building several times throughout the year with the assistance of local and state law enforcement and fire officials. Risk analyses are conducted to secure the district grounds and facilities against intrusion. Evacuations and lockdowns are conducted with all employees to ensure effective training in exiting the building to a safe zone and identify opportunities to improve emergency preparedness. In the event of an emergency, the ERP is executed by the incident commander. After the emergency has been mitigated, the building-level School Safety Team is reconvened to discuss OFIs. The SRO attends each monthly safety meeting at each building

## 7.0 RESULTS

To fulfill our vision and mission, we monitor key performance measures on the performances and plans that serve our strategy and culture of continuous improvement. Systematic review of data and results is crucial for problem identification, determinations of program efficacy and designating programs/initiatives for continuation, expansion or abandonment. Results can be both a launch point for a new cycle of innovation and transformation or they can inform the lead phase to determine whether to scale up an innovation or validate the performance of transformative practices.

### 7.1 Student Learning and Process Results

#### 7.1a Student Learning and Customer-Focused Service Results

To verify that we are ascending toward peak performance, our most important results measure the primary literacy and 49 Pathways initiatives. To analyze our data in the context of competitor *and* comparator performance, D49 has developed a representation we call the “ComDex”, for “comparator index.” Wherever possible, we use the highest and lowest performance of our comparator districts to define the upper and lower boundaries of a band of performance—depicted on many charts as a grey band or region. Thus, we can see how our performance and our competitors’ performance relates to our comparator districts.

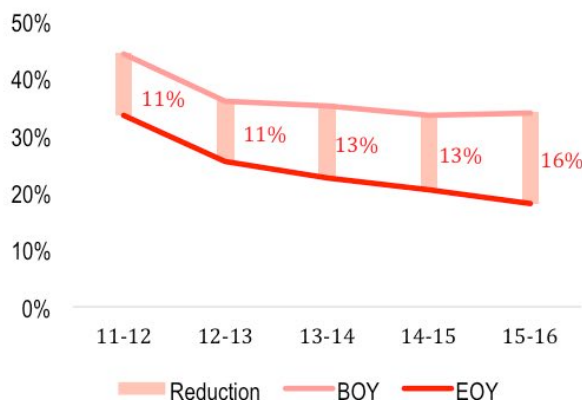
##### PRIMARY LITERACY PERFORMANCE

The best source for data about primary literacy is our percentile rank in Colorado. Using state mandated performance data gives us a clean point of comparison. For District 49, primary literacy performance is both a lagging indicator telling us about the effectiveness of our programming in grades K-3, but it is a leading indicator for performance in subjects other than literacy as well as performance in secondary and postsecondary programs. Figures 7.1-1—8 display our elementary and middle school performance.

Participation in the state assessment is not only mandated at the state level but also fulfills requirements related to federal law.

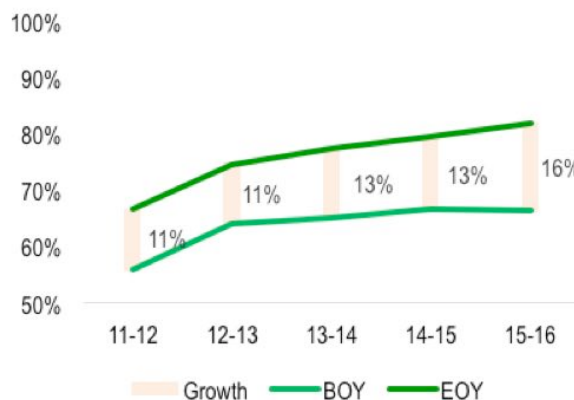
**Figure 7.1-1**

**Decreasing Literacy Non-Proficiency for BOY, EOY and Growth**  
Meaningful Positive Trends



**Figure 7.1-2**

**Increasing Literacy Proficiency for BOY, EOY and Growth**  
Meaningful Positive Trends

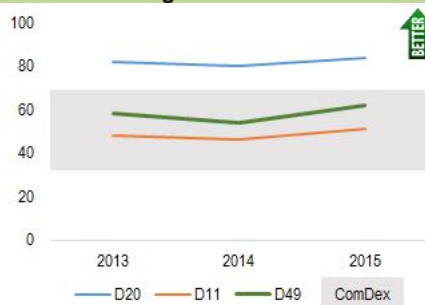


The resultant data are used in state accountability and accreditation measures. To account for changes in the state assessment in SY 14-15 (moving from TCAP to PARCC), the state has ranked ordered each district’s performance on each assessment (percentile rank). This key performance measure is publicly reported and allows for comparison to other districts. It should be noted that TCAP had separate assessments for reading and writing while PARCC has collapsed the tested standards into a single ELA assessment. Consequently, the PARCC percentile rank is trended with both TCAP reading and writing percentile ranks. The following graphs show the percentile rank of District 49 along with our competitor districts, the geographically close D11 and D20. The highlighted grey band depicts the 5 year low and high of our comparison districts (those with similar demographics).

Across grade levels and content areas, D49 outranks D11 and is below D20. D49’s scores fall in the middle or high in the ComDex. At the elementary level, D49’s percentile rank has increased over the prior year across content areas, resulting in a 3-year high mark for performance. The most dramatic increases in percentile rank is in the content area of reading, which we attribute to the district’s focus on Primary Literacy.

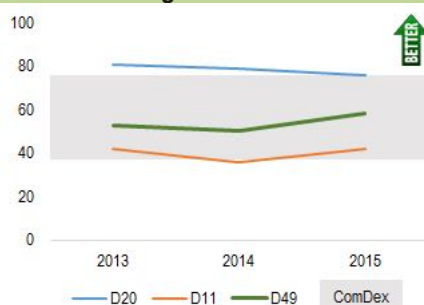
**Figure 7.1-3**

**Elementary Math Percentile Rank**  
Meaningful Positive Trend



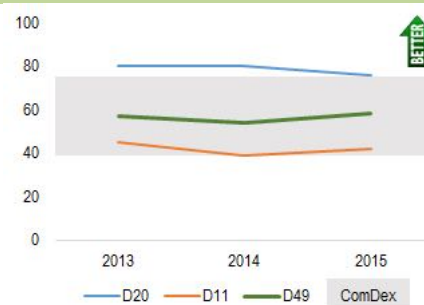
**Figure 7.1-4**

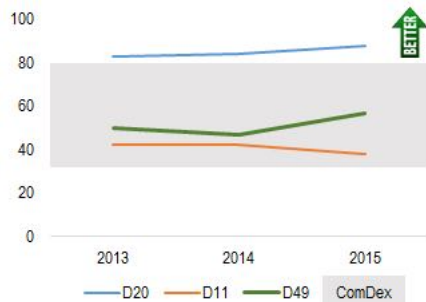
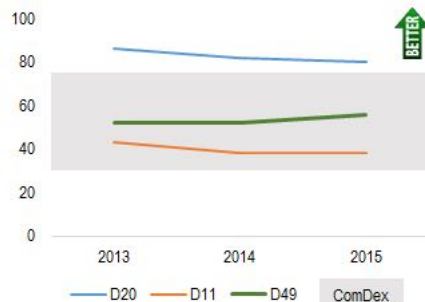
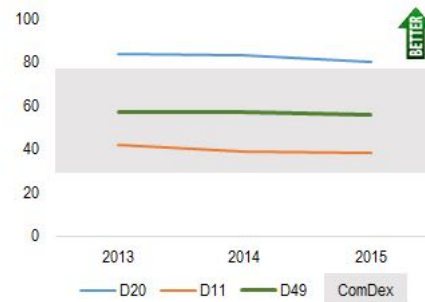
**Elementary Reading Percentile Rank**  
Meaningful Positive Trend



**Figure 7.1-5**

**Elementary Writing Percentile Rank**  
Positive Trend



**Figure 7.1-6****Middle School Math Percentile Rank  
Meaningful Positive Trend****Figure 7.1-7****Middle School Reading Percentile Rank  
Positive Trend****Figure 7.1-8****Middle School Writing Percentile Rank  
Stable Trend**

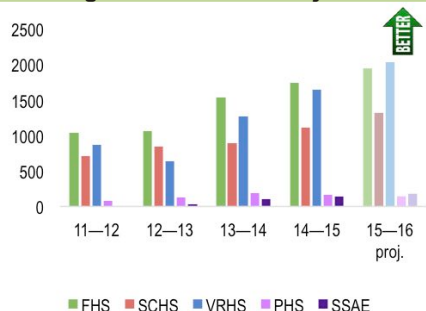
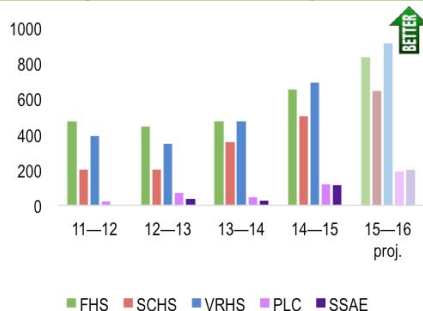
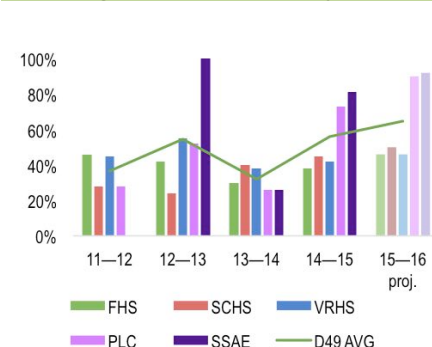
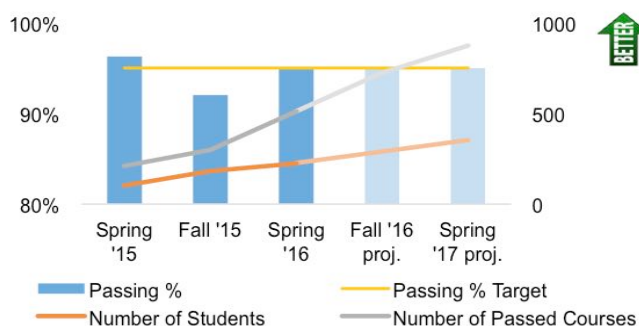
The Dynamic Indicator of Basic Early Literacy Skills (DIBELS) is a state-mandated assessment (for grades K-3) which measures student reading performance three times per academic year. The assessment provides data on specific reading skills and a single composite score that is then classified into one of three levels: well below expectation, below expectation, and at/above expectation. Because historically we were not as successful at reducing the percentage of students scoring “well below” at the 3<sup>rd</sup> grade level (as compared to the lower grade levels) as well as the pivotal nature of this grade level for lifelong literacy, D49 established the key strategic initiative of ensuring every child reads by the end of 3<sup>rd</sup> grade.

Five year trend data shows that District 49 is significantly reducing the number of students in grades K-3 that score “well below” and “below” expectations on DIBELS; while increasing our students scoring at/above expectations. Student growth was not consistent across grade levels (data available onsite). As shown below, while the percentage of students scoring “well below” benchmark at the beginning of the year (BOY) is relatively stable, the number of students scoring “well below” benchmark at the end of the year (EOY) shows a continuous positive trend.

For middle school (6-8), the 3-year trend shows an increase in the areas of reading and math and a slight decrease in writing. D49’s math and writing percentile ranks are mid-ComDex, indicating our performance is in line with our comparison districts.

**49 PATHWAYS PERFORMANCE**

Many secondary programs contribute to our strategic priority of launching every student to success. While building a firm foundation of primary literacy is a critical starting point, we also need programs to help students finish well. Both Career-Technical Education (CTE) and Concurrent Enrollment (CE) are key performance measures for our implementation of 49 Pathways. For CTE classes, we measure total enrollment, total completion, and the completion percentage. We want to see growth in all three measures to ensure that more students are proceeding toward success after high school. Figures 7.1-9—11 represent our CTE performance.

**Figure 7.1-9****Students Enrolled in CTE Courses  
Meaningful Growth on a Key Measure****Figure 7.1-10****Students Completing CTE Courses  
Meaningful Growth on a Key Measure****Figure 7.1-11****Completion Rate for CTE Courses  
Meaningful Growth on a Key Measure****Figure 7.1-12****Growth and Success for CE Enrollment  
Breakout Results on a Key Measure**

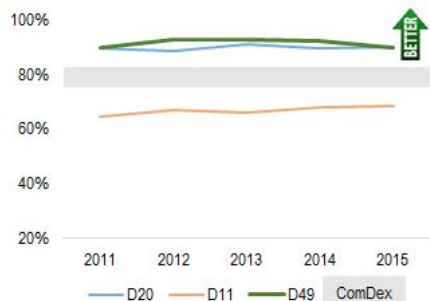
For CE classes, we measure total enrollment as well as the student pass rate. We target a 95% passing rate because that means we are setting students up to be successful but not so cautious that we exclude students who could exceed expectations. Our partnerships with Pikes Peak Community College and our launch of PTEC and PPEC are key inputs to the breakout growth in Figure 7.1-12.

Our third key performance measure is postsecondary success which is combination of ACT scores, graduation rate from high school and remediation rate in college. Figures 7.1-13—17 report these data, and further breakouts by individual schools are AOS. These metrics are D49 key performance measure for all comprehensive / coordinated high schools (non-AECs). When

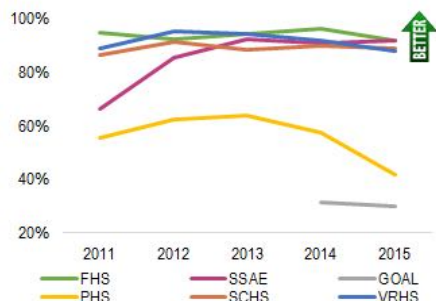


comparing ACT results of D49 with competitor and comparison districts, all D49 schools fall in the middle of the ComDex. While D20 ACT scores are higher, D49 outperforms D11 and all D49 schools showed an increase in 2016 as compared to year prior.

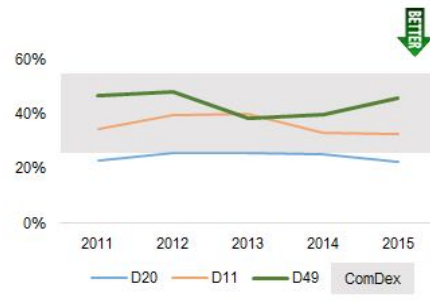
**Figure 7.1-13**  
**District Graduation Rate**  
**Downward Trends**



**Figure 7.1-14**  
**District 49 Graduation Rates**  
**Mixed Trends**



**Figure 7.1-15**  
**District Remediation Rate**  
**Negative Upward Trend**



As a leading indicator of *49 Pathways* success, ICAPs are designed to guide a student's academic career through secondary school with the goal of the student being prepared to enter the workforce or be equipped to continue education upon graduation from high school. From 6th grade to graduation, each year, components of the plan are added and updated. D49's goal is 100 percent completion of all required grade-level components at the conclusion of each SY.

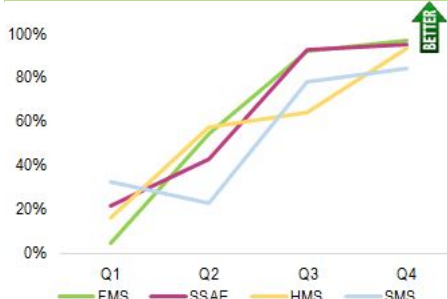
### 7.1b Work Process Effectiveness

#### Results

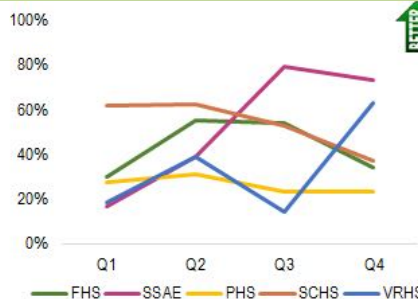
#### 7.1b(1) Process Effectiveness and Efficiency

In 2014, The OO employed SchoolDude to track various elements operation efficiency and quality. SchoolDude is used by school districts (and some other industries) across the nation. The system aggregates the data of all clients and provides the data for the top 20 percent of performers for metrics that serves as a comparison metric. The COO monitors the performance on work orders on an at least monthly basis, seeking to identify trends in the data and possible performance challenges in need of action. Data show were are on overall upward trend, though we are not yet performing in the top 20 percent.

**Figure 7.1-18**  
**Middle School ICAP Completion Rate**  
**Positive Trends with Excellent Levels**



**Figure 7.1-19**  
**High School ICAP Completion Rate**  
**Positive Trends with Mixed Levels**



The Transportation office has been consistently monitoring performance data for years. While the total miles traveled by district buses continues to increase, Transportation management examines other data points such as miles per gallon, trips on time, preventable accidents per 100,000 miles and most importantly, the number of student injuries. It was this monitoring of trends that allowed staff to identify the uptick in preventable accidents in SY13-14 and subsequently alter practices and training to reduce that number in SYs 14-15 and 15-16. Though the district has had transportation accidents, there have been no injuries in the past 5 years.

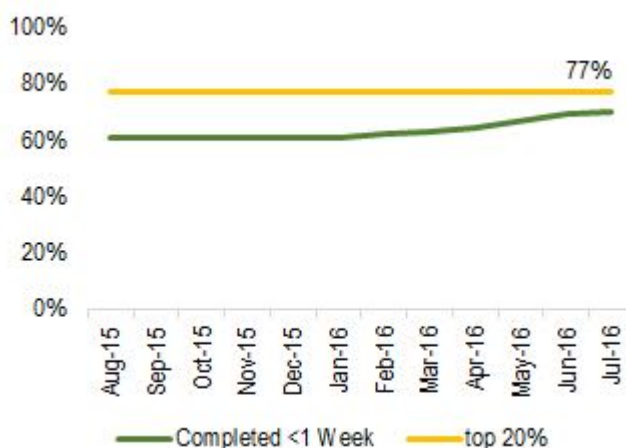
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#### 7.1b(2) Emergency Preparedness

Emergency preparedness can be gauged by measuring both adherence to standard preventative schedules/tasks and responsiveness to situations requiring attention. Both district staff and local emergency services share the responsibility for tracking these standard procedures. Our partnership with local emergency services, particularly ongoing relationships with the police and fire services are crucial to ensuring the safety of students, staff, and community. Within the district, the security department oversees preparedness of facilities and staff to deal with security threats and related compliance issues while the lead nurse oversees compliance with state mandates around student health (to include vision and hearing screening) and availability of health devices.

Responses to identified incidents comprise the 2nd component of emergency preparedness. Using SSCI, we identified the need for better tracking of safety and security data, so a new tracking system for staff response/activity was developed and deployed during the summer of 2016. This system allows for the identification of trends in incident types, help monitor district response time to incidents and

**Figure 7.1-21**  
**Percent of Work Orders Completed In Under One Week**  
**Meaningful Upward Trend**



evaluate/validate current staffing levels. Because the deployment has just begun for this system, and we are in the “work” phase of data collection, incident data is being monitored weekly, with number of incidents and closure type being the first measures evaluated. Future reporting will expand to include time for resolution. Since the tracking system’s inception, there have been a total of 324 recorded incidents. Of these, 94% have been closed, 6% remain open and <1% (1 incident) has been referred to another agency. Additional detail is AOS.

### 7.1c Supply-Chain Management Results

Directors in all three offices monitor and review supply chain (provider) performance according to schedules that vary by vendors and partners. The Director of CE and Director of CTE evaluate provider performance by PPCC (serving CE and CTE students), but the majority of provider relationships are overseen by the BO or OO. Our two largest contracts are with CCS for technology services and with US foods for our school nutrition programs.

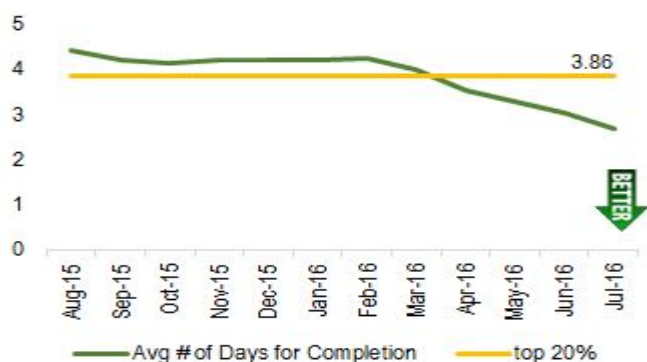
**Figure 7.1-22**

#### **District 49 Emergency Preparedness Measures Percent Completed**

Key Preventative Measure	Responsible Party	SY 11-12	SY 12-13	SY13-14	SY 14-15	SY 15-16
Unannounced Lockdown Drills	D49 Safety & Security	100%	100%	100%	100%	100%
Fire Safety Inspections	Local Fire Dept	100%	100%	100%	100%	100%
Fire Drill Completion	Local Fire Dept	100%	100%	100%	100%	100%
Student Vaccination Compliance Rate	D49 School Nurse Chair	100%	100%	100%	100%	100%
Locations with CPR Trained Staff	D49 School Nurse Chair	100%	100%	100%	100%	100%
Locations with AEDs	D49 School Nurse Chair	100%	100%	100%	100%	100%

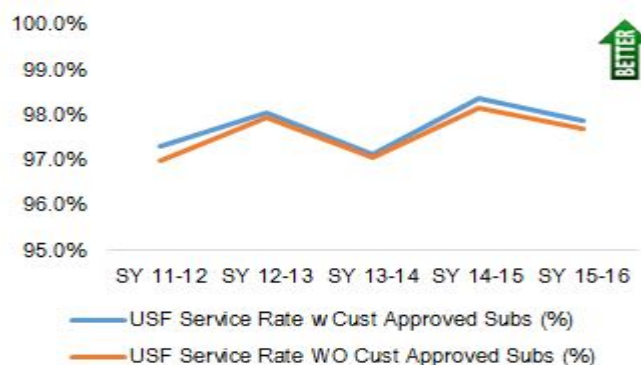
**Figure 7.1-23**

#### **CCS - Average Number of Days for Ticket Completion Meaningful Upward Trend**



**Figure 7.1-24**

#### **CCS - Average Number of Days for Ticket Completion Meaningful Upward Trend**



For purposes of ticket resolution times, D49 compares CCS against the top 20% of participating organizations. Because of the importance of efficient technical support, this data is reported monthly internally and to the BOE. Not only is the overall trend downward (positive), but there has been a consistent positive decline since February of 2016.

The overall measure of US Foods performance is the Annual Service rate, with and without customer approved substitutions. Any disruption to service/supply such as late deliveries, out of code product, vendor recall, etc., will lead to a decrease in service rate. Performance is monitored by item and then summarized across all products. There have been some yearly fluctuations, but the five-year trend is positive and at no point does the service rate go below 97% over the past five years.

## 7.2 Customer Focused Results

### 7.2a Student and Other Customer-Focused Results

#### 7.2a(1) Student and Other Customer Satisfaction

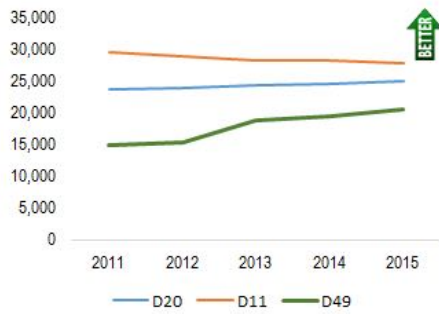
District 49 measures student satisfaction in a variety of ways. Factors such as population growth and choice numbers are measures of satisfaction. Addition, the district deploys surveys to ask customer groups (students, staff, parents, community members) directly about their satisfaction with and opinions around D49.

Our competitors, D11 and D20 are defined by geographic proximity. Parents in these neighboring communities are most likely to make a deliberate choice between the three school districts for choice enrollment. The large spike in the number of students choosing D49 in SY13-14 can be attributed to the acquisition of GOAL Academy. However, it is noteworthy that the trend has continued in the two years following (Figure 7.2-2). Currently, D49 has more students whose parents are electing to send them to school than both D20 and D11. The rate in which this number is growing faster than D20, while D11 is experiencing a decrease in choice enrollment.

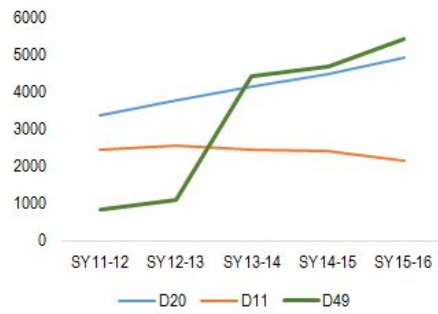
#### 7.2a(2) Student and Other Customer Engagement

As with satisfaction, engagement is measured directly, with surveys (as presented in 7.2.a.1) and with more indirect measures. Student engagement, as defined by a willingness to use provided services, can be gauged by participation in individual programs and more generally, the lack of participation in district education as measured by truancy rates. D49, specifically the communications department, has made a concerted effort to engage all stakeholders leveraging technology, which yield useful information about the receipt of district communication, attitudes towards the district, and use of district informational tools.

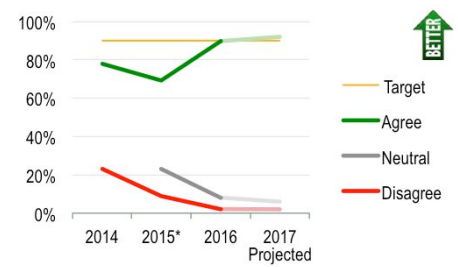
**Figure 7.2-1**  
**Total Enrollment Numbers**  
**Meaningful Upward Trend**



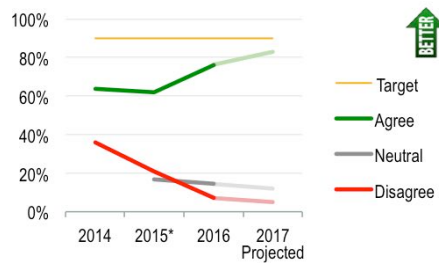
**Figure 7.2-2**  
**Number of Choice Enrollment Students**  
**Meaningful Upward Trend**



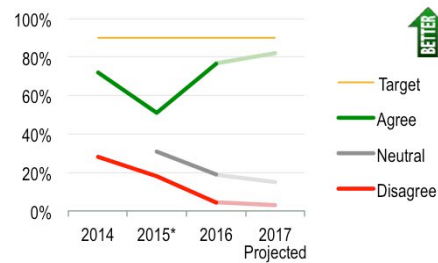
**Figure 7.2-3**  
**D49 Has High Quality**  
**Education Opportunities**  
**Meaningful Upward Trend**



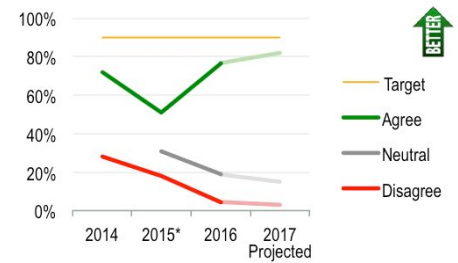
**Figure 7.2-4**  
**D49 Communicates Effectively**  
**Meaningful Positive Trend**



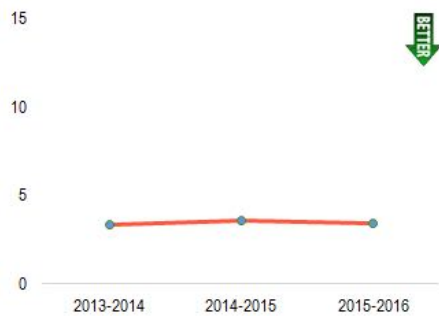
**Figure 7.2-5**  
**D49 IS Receptive to**  
**Questions & Concerns**  
**Meaningful Positive Trend**



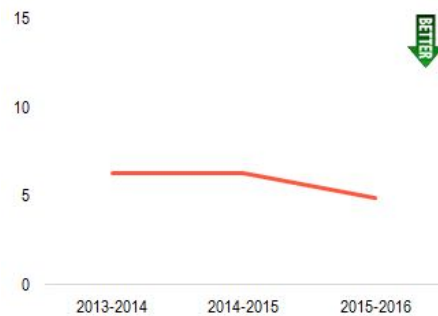
**Figure 7.2-6**  
**D49 IS Responsive to**  
**Questions & Concerns**  
**Meaningful Positive Trend**



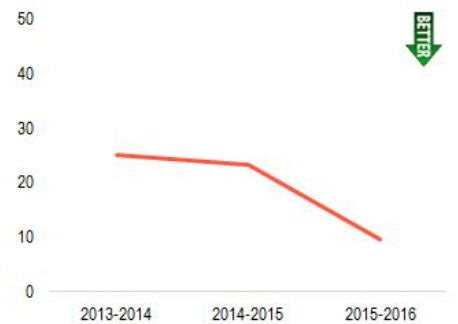
**Figure 7.2-7**  
**% Disagreeing that: My Classroom**  
**Teacher Cares About Me (Elem.)**  
**No Trend Evident**



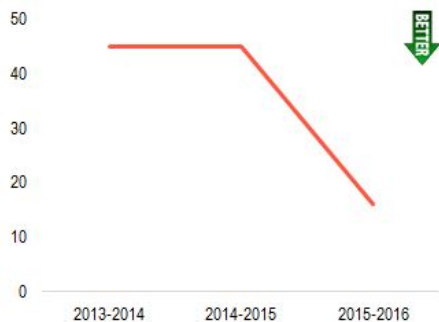
**Figure 7.2-8**  
**% Disagreeing that: The Other Adults**  
**at School Care About Me (Elem.)**  
**Positive Trend**



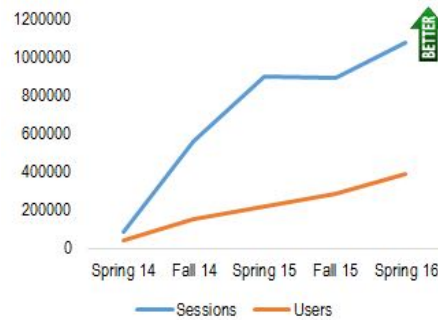
**Figure 7.2-9**  
**% Disagreeing that: School Staff Cares**  
**About Me (H.S.)**  
**Meaningful Positive Trend**



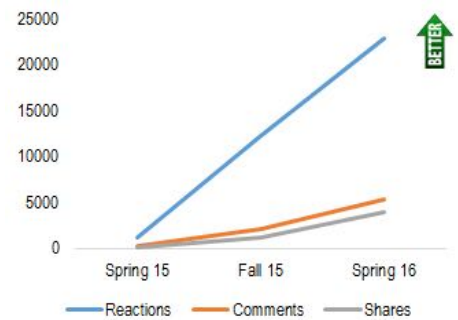
**Figure 7.2-10**  
**% Disagreeing that: I'm Comfortable**  
**Asking HS Staff For Help**  
**Breakthrough Positive Trend**



**Figure 7.2-11**  
**D49.org Total Website Sessions & Users**  
**Breakthrough Positive Trend**



**Figure 7.2-12**  
**Facebook Interactions**  
**Meaningful Positive Trend**





### 7.3 Workforce Focused Results

#### 7.3a Workforce Focused Results

Key metrics around D49's workforce are obtained from accountability measures from the state, metrics captured in the HR data system, applitrack, and data collected solely for the purposes of ascertaining employee attitudes and engagement. Surveys are conducted at the levels of the overall district, office, special program, and school.

##### 7.3a(1) Workforce Capability and Capacity

An appropriately staffed workforce is critical to ensuring the district is able to provide quality educational opportunities to students. D49 currently employs 807 teachers, of which 55 percent have advanced

degrees. This is slightly down from a high of 58 percent in the 2014-2015 school year. We forecast this number to increase significantly over the next three years due to enhanced Concurrent

Enrollment planning and commitment. D49 has 77 administrative staff and 83 percent have advanced degrees. Administrative positions currently require 25 days to fill, the lowest of any job category in the district and the only category to have a decrease in the average days to fill over year prior. Educational Support positions are currently filled in an average of 70 days, a three-year high and

the longest of all job categories. It is suspected that the days to fill positions are increasing as the job market has strengthened. Moving forward the HR department will undergo a deliberate cycle of SCCI to ensure D49 remains a competitive employer and continues to attract highly qualified candidates.

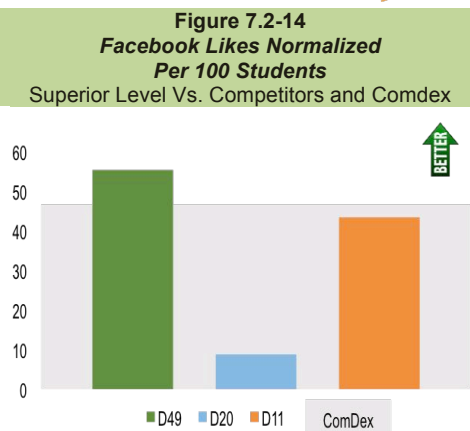
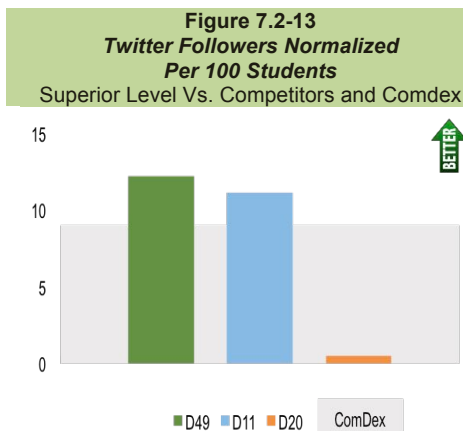
##### 7.3a(2) Workforce Climate

In fulfillment of the district's mission and vision "be the best choice to learn, work, and lead", staff wellness has been an area of focus, including the addition of health and wellness coordinator. D49 aims to offer at least five wellness programs per work site. The goal was achieved in SY15-16 as there were 5 district level initiatives and smaller programs offered at the school level. Beginning in April of 2015, the district began using the CDC's Worksite Health Scorecard, to track the amount of initiatives around health and wellness for the work family. D49 experienced in five percent increase in total score, reflective of offering more programs and an additional five percent increase is projected for SY16-17.

##### 7.3a(3) Workforce Engagement

A stable workforce creates the environment for process improvement to take place and grow and can be viewed as a measure of employee satisfaction. D49 is currently experiencing growth in the average length of service for our employees in the professional-technical classification. Length of service has been

been relatively stable, albeit with slight decrease from year prior for the licensed and administrative categories. The educational support category had a dramatic decrease, marking a four-year low in the length of service. Work family engagement is also directly measured by their willingness to recommend as the best choice to learn, work, and lead as an indirect measure of how well the district is meeting its vision.



**Figure 7.3-1**  
*Highly Qualified Teachers*

	SY 11-12	SY 12-13	SY13-14
Percent Highly Qualified	100%	99.81%	99.81%

**Figure 7.3-2**  
*Number of Days to Fill Position Per Year By Job*

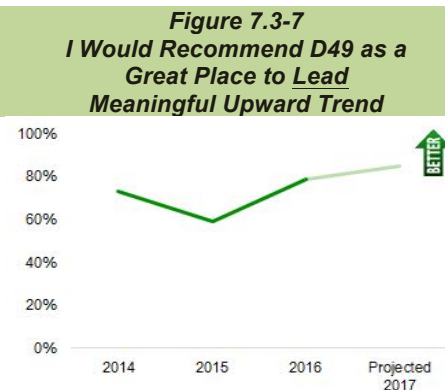
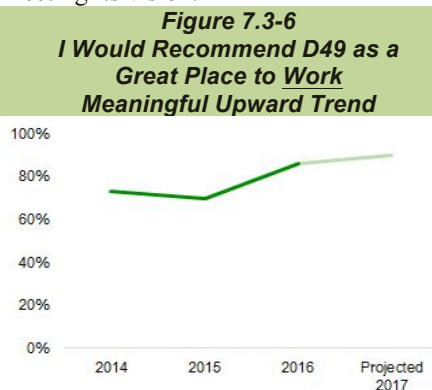
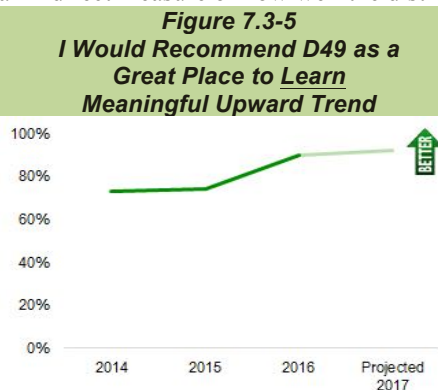
Category	2013	2014	2015	2016
Administrative	33	49	49	25
Pro-Tech	11	37	29	46
Licensed	27	34	38	46
Ed. Support	33	30	35	70

**Figure 7.3-3**  
*CDC Scorecard Results*

	SY 14-15	SY 15-16	Projected SY16-17
District 49 Score	121	128	135

**Figure 7.3-4**  
*Average Length of Service (Years) for D49 Employees*

Category	2013	2014	2015	2017
Administrative	8.36	7.66	7.68	7.67
Pro-Tech	6.93	6.45	7.58	8.60
Licensed	6.31	6.44	6.76	6.62
Ed. Support	5.93	5.77	6.54	4.86





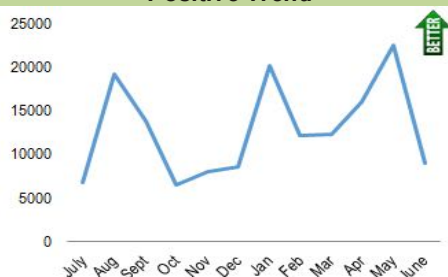
### 7.3a(4) Workforce Development

Because we aspire to be the best choice to learn, work and lead, ongoing development of all workforce segments is crucial to achieving our mission and vision. Workforce and leader development results are tracked, monitored and reported on a monthly basis through the Aha! Network and through Schoology. Additionally, we track and report degrees earned by all workforce segments. Page view trends mirror trends in staff attendance due to the nature of the school calendar year. For example, views are lower in months when employees are on vacation during fall, winter and spring breaks and over the summer months. Initial Schoology results year over year indicate a significant increase from SY15-16 to SY 16-17.

To align with the strategic priority of Primary Literacy, D49 partners with CDE to provide a Reading Foundations Academy for teachers and leaders. This professional development focuses on increasing teacher capacity and instructional skills

to improve acquisition of the five components of reading. Due to the overwhelmingly positive feedback from this course, D49 has offered it multiple times and each class has been at or near capacity. The district has also organized other literacy events that have attracted significant numbers of participants as shown in Figure 7.3-12.

**Figure 7.3-8**  
**Aha! Network Page Views**  
**Positive Trend**



**Figure 7.3-9**  
**Aha! Network Enrollments and Courses**  
**Positive Trend**



**Figure 7.3-10**  
**Staff Schoology Page Views**  
**Positive Trend**



**Figure 7.3-12**  
**Various D49 Literacy Events 2015-16**

Quarter	Events	Participants
Q1	10	265
Q2	3	92
Q3	4	136
Q4	4	217

**Figure 7.3-11**  
**D49/CDE Reading Foundations Academy**

	Jan. 2015	April 2015	Nov. 2015	April 2016	Projected SY16-17
Participants	20	13	21	31	140

### 7.4 Leadership and Governance Results

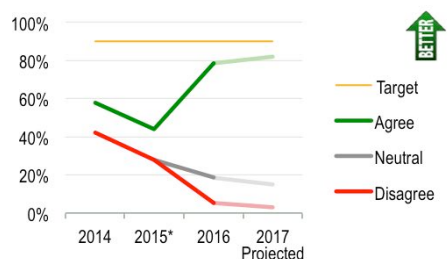
#### 7.4a Leadership, Governance Results

Key metrics around D49's workforce are obtained from accountability measures from the state, metrics captured in the HR data system, Applitrack, and data collected solely for the purposes of ascertaining employee attitudes and engagement. Surveys are conducted at the levels of the overall district, office, special program, and school. As described in 7.2a.2, the district website and social media are publically available and allow for the greatest reach among customer groups to communicate, particularly for community members. For other customer groups for whom we have digital contact information (student, staff, parents), the district uses email communication. The Bronto email system allows the district to track the receipt and response to these emails. Consistent analysis of this data as reported in CEO reports to the BOE results in improved targeting to customer segments. Combined with automated workflows triggered by customer activity on we observe consistent improvement of click-thru rate in emails over the four-year period, even as the number of emails each year has risen. The noticeable drop in open-rate during 2015 is the direct result of an increase in emails sent through an innovation of reporting monthly results of BOE emails to customers.

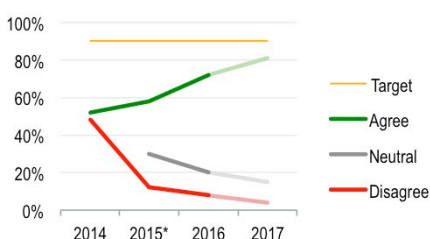
**Figure 7.4-1**  
**Bronto Targeted Email System Results**

	2013	2014	2015	2016
Sent Emails	489,354	481,912	1,184,234	603,109
Opens	114,570	110,869	246,834	129,439
Open Rate	23.4%	23.0%	20.8%	21.5%
Click-Thru	5.6%	6.6%	7.20%	9.20%

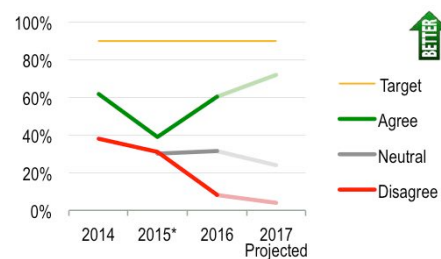
**Figure 7.4-2**  
**D49 Has Effective Leadership**  
**Positive Trend**



**Figure 7.4-3**  
**D49 Is Transparent In Decision Making**  
**Positive Trend**



**Figure 7.4-4**  
**D49 Has Earned The Community's Trust**  
**Positive Trend**



### 7.4a(2) Governance

Figure 7.4-5

#### Key Governance Process Results

	2012	2013	2014	2015
<b>Retreat Agenda Items</b>	<ul style="list-style-type: none"> <li>Long/Short term mission/vision for the district</li> <li>Innovation Update</li> <li>Communication Plan</li> <li>Mill/Bond 2012</li> <li>Organization Structure- Current and Future</li> </ul>	<ul style="list-style-type: none"> <li>Strategic Plan</li> <li>Organizational Chart</li> </ul>	<ul style="list-style-type: none"> <li>Personnel Training</li> <li>Board Roles &amp; Responsibilities</li> <li>Governance Review</li> <li>Board Action Calendar</li> <li>Board/District Commitments</li> </ul>	<ul style="list-style-type: none"> <li>RMPEX Feedback Review</li> <li>Strategic Planning</li> <li>Mission, Vision and Strategic Priority Review</li> </ul>
<b>Policies Reviewed By BOE</b>	100%	100%	100%	100%

### 7.4a(3) Law, Regulation and Accreditation

Figure 7.4-6  
State Accreditation Totals

	2012	2013	2014	2015
<b>Turnaround</b>	0	0	0	0
<b>Priority</b>	1	0	0	0
<b>Improvement</b>	0	2	2	2
<b>Performance</b>	20	20	20	20

counts of accreditation levels are presented below and represent a positive trend as only 2 schools remain on improvement status (updated information for 2016 will be AOS).

### 7.4a(4) Ethics

Figure 7.4-7  
Grievance Process Submissions



D49 operates in a highly regulated environment, subject to local, state and federal regulations. As mentioned earlier, the district maintains compliance with health and safety regulations and financial law. The district is accredited at the state level. Accreditation is determined by district and school scores with regard to academic achievement, academic growth, academic gaps and postsecondary and workforce readiness. The district Accreditation categories from optimal to worst are “Accredited with distinction”, “Accredited”, “Accredited with Improvement plan”, “Accredited with priority Improvement plan” and “Accredited with Turnaround Plan”. From 2010 to 2015, D49 maintained the ranking of “Accredited”. School

To ensure all levels of leadership are acting ethically, D49 formalized a grievance policy and process that can be used by all customer groups to appeal the decision making of leaders. To file a grievance, an individual would go to the district website and submit a form. The Director of Culture and Services works with the Director of Human Resources to review the grievance and submit to the appropriate level of leadership. From there, the leader in question will review the grievance and decide to overturn or affirm the decision of the leader who initially handled the issue. If the individual who submitted the grievance still does not agree with the finding, they may appeal to the next level of leadership. As this process was just deployed in February of 2015, there have only been 31 grievances submitted. As this process matures, we’ll employ the SCCI to make adjustments to data collection or potentially the process itself.

### 7.4a(5) Society

D49 values the input of community member and wants to be a valuable community partner. District staff participate in charity events in the community such as the Angel Tree, organized by the Transportation Office, an event to provide underprivileged children in the community with holiday gifts. In SY15-16, D49 offered 5 sessions of Love & Logic, a class focused on parenting strategies, at Title 1 schools.

### 7.4b Strategy Implementation Results

In SY2013-14, D49 identified the strategic priorities of primary literacy and 49 pathways. Subsequently there has been a deliberate focus and attention on initiatives around these 2 areas and the results of these new initiatives in strategies are evident in the positive trends shown in Figures 7.1-1—8 and Figures 7.1-9—19.

## 7.5 Budgetary, Financial and Market Results

### 7.5a Budgetary, Financial and Market Results

Positive student achievement results do not happen without sound fiscal planning that supports the district’s educational programs and services with the end results to increase achievement for all students. The Colorado school funding system, like many across the nation, is complex and flawed in specific areas. Even with these external limitations, D49 has a robust, innovative, and student-driven process for allocating funds to support all operations and instructional efforts. Our district has been recognized numerous times, and by multiple agencies, for our success in moving to an innovative student driven funding model.

### 7.5a(1) Budgetary and Financial Performance

The Finance & Accounting Groups intend to have precision through accuracy in forecasting financial performance in priority areas: Fund Balance, Personnel Costs, Implementation Costs, Program Formula Revenue and All Other Revenue. We meld the results of those five points of measuring precision performance into the ‘5 point performance’ final grade for the year. Our self-imposed window of precise performance is tight, between 98% - 100.5%. Numbers outside of the range may not be ‘bad’, just

imprecise. For measures that fall outside of the window, there is often a clear preference for which direction outside is acceptable (i.e. a 'good miss'). For example, a 'good miss' could indicate appropriate conservatism, or cumulative over performance. Personnel cost results above the window would similarly indicate poor forecasting and/or execution of financial plans while small increments below the window could indicate appropriate conservatism. Program Formula Revenue variances outside of the window in either direction, however, would indicate poor forecasting.

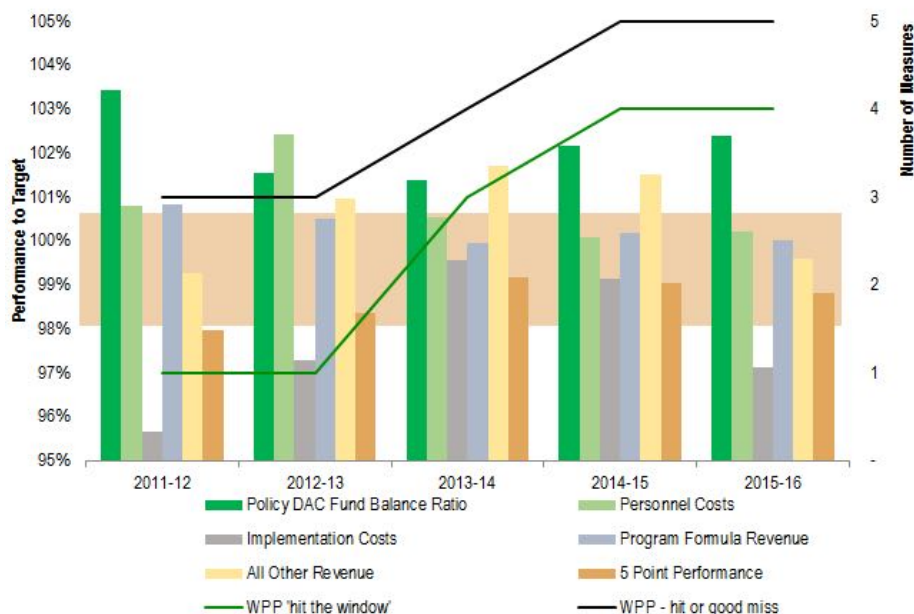
The 2015-16 and 2014-15 results represent the best achievement of what has been an improving trend over the last five years. The 5 point performance melded rate is 98.82 percent, which is just 0.43 percent off of the precision window midpoint of 99.25%. The secondary measure, then becomes informative - observing how many points hit within the window each year, and then also, how many points hit or miss in the acceptable direction. For the last two years, all five points have either hit or missed in the acceptable direction, which improved from prior years. The relationship between the two lines is also important to note. The closer those lines are, the more precise our performance is.

D49 strives to be a responsible steward of taxpayer dollars and uses innovative strategies to maintain financial health and operate efficiently. The district has worked to pay down debt with responsible spending and pro-active refinancing. This has created the consistent downward trend of general obligation debt and bonded debt per student as shown in the graphs below. It should be noted that the ComDex is very large, indicating the high degree of variability in debt of comparison districts. The debt of D49 is far lower than that of both competition districts.

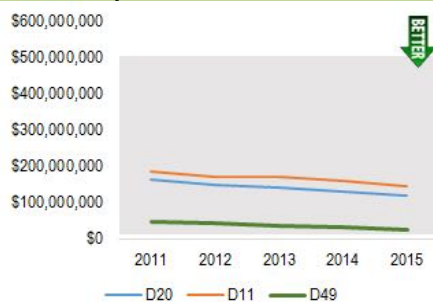
### 7.5a(2) Market Performance

To compare our financial efficiency against the market, we examine the relationship between student funding and ACT scores. For each high school in our competitor districts and D49's three coordinated high schools, an efficiency value is calculated by taking total governmental funds received for each student (PPR) at the high school and dividing by the average ACT score. The value for each high school is then averaged to get a single value for the district. Five-year data is depicted in Fig. 7.5-4. D49 has consistently been more efficient than D11 and D20. This calculation recognizes the relationship between local funding and factors that have a direct impact on student preparation such as teacher compensation, early intervention, supplemental programming and free tutoring. The best way to improve this ratio relative to our competitors is to improve ACT scores, so this illustrates the proper interdependence between the education office and the business office. Careful analysis allowed us to learn of an opportunity and now we are working to respond.

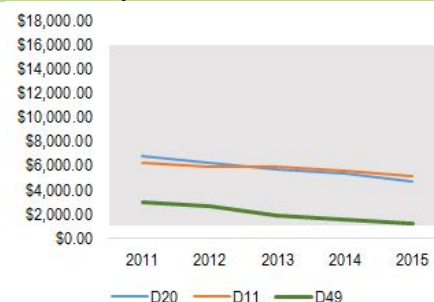
**Figure 7.5-1**  
**Five Point Performance Financial Precision**



**Figure 7.5-2**  
**General Obligation Debt Superior Levels to Competitors/Favorable Trend**



**Figure 7.5-3**  
**Bonded Debt Per Students Superior Levels to Competitors/Favorable Trend**



**Figure 7.5-4**  
**ACT Score Efficiency Superior Levels to Competitors**

