



**AGENDA**  
**REGULAR BOARD OF EDUCATION MEETING**  
**November 10, 2016**  
**Fantastic 49 - 6:00 p.m.**  
**Business Meeting – 6:30 p.m.**  
**Education Service Center – Board Room**

**Fantastic 49**

- Falcon Education Foundation Mini Grants

- 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 and Special Board of Education Meetings 10/13/2016
  - 4.02 Approval of Minutes of Special Board Meeting 10/26/16
  - 4.03 Approval of Matters Relating to Licensed Personnel
  - 4.04 Approval of Matters Relating to Educational Support Personnel
  - 4.05 Approval of Matters Relating to Schedule B Personnel
  - 4.06 Approval of District Accountability Advisory Committee (DAAC) Membership
- 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 Approval of Resolution for Alternative Forms of Transportation for Events
  - 7.02 Action on Policy Review
    - a. EBBB Accident Reports
    - b. JEA Compulsory Attendance Ages
    - c. JICB Care of School Property by Students
    - d. JIHB Parking Lot Searches
    - e. JJH Student Travel
    - f. JLCB Immunization of Students
  - 7.03 Action on Revised Job Descriptions
    - a. Accounting & Grants Fiscal Compliance Manager
    - b. Accounting Technician
    - c. P-Card Coordinator
  - 7.04 Approval of American Education Week Resolution
  - 7.05 Approval of 2017 Graduation Dates and Times
  - 7.06 Items Removed from Consent Agenda

**8.00 Information Items**

- 8.01 Process Improvement Update
  - a. JJH-E, JJH-R Student Travel
  - b. JLCB-R, JLCB-E Immunization of Students
- 8.02 Expulsion Information
- 8.03 Student Study Trips
- 8.04 Chief Operations Officer's Goals for 2016-17

**9.00 Discussions Items**

- 9.01 District Accountability Advisory Committee Annual Report (10 minutes)
- 9.02 POWER Zone Performance Dashboard (10 minutes)
- 9.03 POWER Zone Performance Report (10 minutes)
- 9.04 Sand Creek Leadership Team Update (10 minutes)
- 9.05 Communications Department Performance Report (10 minutes)
- 9.06 Post-Election Update (10 minutes)

**10.00 Other Business**

- 10.01 Executive Session: Pursuant to C.R.S. 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Business Officer evaluation and review

**11.00 Adjournment**

DATE OF POSTING: November 3, 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>	November 10, 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 and Special Board of Education Meetings 10/13/2016
<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 October 13<sup>th</sup> regular and special board of education meetings.

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

**DATE:** October 19, 2016

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

<b>BOARD MEETING OF:</b>	November 10, 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 10/26/2016
<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 October 26<sup>th</sup> special board of education meeting.

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

**DATE:** October 19, 2016





**BOARD OF EDUCATION AGENDA ITEM 4.03**

<b>BOARD MEETING OF:</b>	November 10, 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:** October 24, 2016



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

<b>BOARD MEETING OF:</b>	November 10, 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:** October 24, 2016



**BOARD OF EDUCATION AGENDA ITEM 4.05**

<b>BOARD MEETING OF:</b>	November 10, 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:** October 24, 2016

## BOARD OF EDUCATION AGENDA ITEM 4.06

<b>BOARD MEETING OF:</b>	November 10, 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 name of one DAAC member 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: Jennifer VanHook-SCHS. 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 November 10, 2016  
Item 4.06 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:** October 28, 2016

## BOARD OF EDUCATION AGENDA ITEM 7.01

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	R. Gene Hammond
<b>TITLE OF AGENDA ITEM:</b>	Resolution for Alternative Forms of Transportation for Events
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** On April 30, 2015, Colorado Department of Education adopted an update to the “Colorado Minimum Standards Governing School Transportation Vehicles.” One of the updates concerns a school district’s use of motor coaches. It states, in essence, that if a school district desires to either buy a used motor coach or attain a short term rental, the board of education must pass a resolution authorizing such.

**RATIONALE:** The Board of Education decision shall be reviewed annually.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Recommend that the board adopt the attached resolution to allow such rental within the restrictions, if any, set forth by the resolution.

### **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 launch each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Approve the attached resolution for the use of charter buses to transport district students to and from school events which complies with the annual resolution review requirement

**APPROVED BY:** Jack W. Bay Chief Operations Officer

**DATE:** 10-28-16



## **RESOLUTION APPROVING THE USE OF CHARTER BUSES TO TRANSPORT DISTRICT STUDENTS TO AND FROM SCHOOL EVENTS**

WHEREAS, pursuant to C.R.S. § 22-32-122 El Paso County School District 49 (the District) has the power to contract for services that it is authorized by law to undertake;

WHEREAS, pursuant to C.R.S. § 22-32-110(l)(w) the District has the power to contract for the transportation of students and to require any such contractor operating a bus or motor vehicle for such purpose to procure liability and property damage insurance on such bus or motor vehicle and pay all premiums for such insurance, without the right of contribution from the school district to the insurer;

WHEREAS, pursuant to C.R.S. § 22-32-113(1)(a) & (d) the District has elected to provide transportation to and from public schools of the District and to and from certain school-sponsored activities within or without the territorial limits of the District, and whether or not occurring during school hours;

WHEREAS, pursuant to 1 CCR 301-25 § 2251-R-4.01 (a) allows for the short-term rental of a motor coach bus from a contract carrier for the transportation of students to school related events but not to and from school or school to school; and

WHEREAS, the Board of Education of El Paso County School District 49 (the Board) has given consideration to the standards of safety to promote the welfare of students, including recommendations of national transportation organizations, and finds that it is in the best interests of pupils, the District and the community to allow the short-term rental of motor-coach buses on an as-needed basis.

NOW, THEREFORE, BE IT RESOLVED by the El Paso County School District 49 Board of Education that the short-term rental of motor coach buses for the transportation of students to and from school related events, including school related events at other schools, on an as-needed basis is hereby authorized and approved, and that all transportation of students be in accordance with applicable federal and state law.

BE IT FURTHER RESOLVED that the Chief Operating Officer shall develop procedures so the District exercises appropriate diligence in selecting contract carriers and only contracts with those that are properly licensed, permitted, registered and insured.

BE IT FURTHER RESOLVED that this resolution shall be re-considered on an annual basis by the Board. Should any material factor arise while this resolution is in effect that may cause the Board to re-consider this resolution, the Chief Operating Officer may at any time bring the factor to the Board's attention.



ADOPTED AND APPROVED this 10<sup>th</sup> day of November 2016.

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Marie LaVere-Wright, Board President  
El Paso County School District 49

(SEAL)

ATTEST:

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Tammy Harold, Board Secretary  
El Paso County School District 49



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

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to the BOE
<b>TITLE OF AGENDA ITEM:</b>	Action on Policy 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:**

No.	Designation	Title	Reviewed by	Recommendations
8.a	EBBB	Accident Reports	G. Hammond S. Hathaway	Periodic review; no revisions
8.b	JEA	Compulsory Attendance Ages	L. Fletcher	Align with CASB
8.c	JICB	Care of School Property by Students	D. Watson P. Hiltz B. Miller	Periodic review; updated legal review
8.d	JHIB	Parking Lot Searches	D. Watson	Periodic review; align with CASB
8.e	JJH	Student Travel	B. Seeley	Periodic review; align with CASB
8.f	JLCB	Immunization of Students	N. Lemmond	Align with CASB August updates; add form

### **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

BOE Regular Meeting November 10, 2016  
Item 7.02 continued

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** After review and discussion, I move to approve the 6 policies in item 7.02.

**REVIEWED BY:** Chief Officers

**DATE:** October 24, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Accident Reports</b>
Designation	<b>EBBB</b>
Office/Custodian	<b>Operations &amp; Business/Director of Transportation &amp; Risk Benefit Manager</b>

Adequate and prompt accident reporting is essential if similar accidents are to be prevented from happening again. If there are injuries or property damage, prompt reports also are vital in assuring the district staff, students and others of insurance coverage.

The Board requires therefore that an accident report be filed on every accident that takes place on District property or that involves a District vehicle, students or staff on school-sponsored trips, including staff members on authorized District business trips. Such reports are required whether or not there is any apparent evidence of injuries or damage to property. District staff must file appropriate worker's compensation form.

The Chief Education Officer in conjunction with the Chief Business Officer and Chief Operations Officer shall establish procedures for filing accident reports and shall make sure reports include details that:

1. Might be helpful in preventing similar accidents in the future.
2. Are needed for filing insurance claims.
3. Might be important in case of litigation.

District staff must file appropriate accident reporting forms in accordance with all regulations.

- Current practice codified 1980
- Adopted: date of manual adoption
- Revised: March 4, 1999
- Revised: October 3, 2002
- Revised: March 11, 2010
- Revised: January 10, 2013
- [Reviewed: November 10, 2016](#)



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Compulsory Attendance Ages</b>
Designation	<b>JEA</b>
Office/Custodian	<b>Education/<del>EXCEL Dean</del>Director of Culture and Services</b>

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

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

~~The compulsory school attendance laws also apply to a six year old child who has been enrolled in a public school in the first grade or in a higher grade level unless the parent or guardian chooses to withdraw the child.~~

- Adopted: August 4, 1994
- Revised: August 10, 2000
- Revised: November 8, 2007
- Revised: May 13, 2010
- Revised: November 10, 2016

### LEGAL REFS:

- C.R.S. 22-32-110(1)(mm) *Board may authorize school employee to represent school district in judicial proceedings to enforce compulsory attendance).*
- C.R.S. 22-33-104(*compulsory school attendance ages*)
- C.R.S. 22-33-104.5(*home-based education*)
- C.R.S. 22-33-107(*enforcement of school attendance laws*)
- C.R.S. 22-33-108(*judicial proceedings to enforce school attendance laws*)

~~NOTE 1: On or after July 1, 2008, a parent of a five or six year old child who is attending preschool or kindergarten may notify the child's school of the parent's wish that the child not advance to first grade in the following school year. The school shall not advance the child to first grade after receiving this notice from the parent.~~

~~NOTE: 2: The Board of Education may pass a resolution authorizing one or more employees of the school district to represent the school district in truancy proceedings in state court.~~



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Care of School Property by Students
Designation	JICB
Office/Custodian	Operations/Director of Safety & Security

When, after consideration of the evidence and providing the student an opportunity to explain, a school administrator determines that school property was damaged or destroyed by an intentional act or through the negligence of a student, the district may request payment ~~it shall be the responsibility of from~~ the parent or guardian of the student and student to pay for the damages. The school may either ~~either shall~~ contract for repairs and request payment from bill the student's parent or guardians for the amount of the repairs, or repairs may ~~shall~~ be made by school staff, with a record of time and materials used, and payment thereof by the parent or guardian may be requested ~~be billed~~ accordingly. When an item must be replaced, the school may ~~purchases~~ ~~shall secure~~ the item and request payment from bill the parent or guardians for the replacement cost. Payments shall be made to Falcon School District #49. A receipt shall be issued at the time payment is received in the central office. If the parent or guardian refuse to make the requested payment, the district may choose to seek further legal recourse.

Nothing in this policy shall alter the provisions of Board Policy JQ or JQ-R, or limit the district's ability to seek any of its available legal options in connection with the damaged or destroyed property, including referring the incident to law enforcement.

- Adopted: November 3, 1977
- Revised: August 10, 2000
- Reviewed: January 27, 2010
- Revised: November 10, 2016

### CROSS REF:

- ECAC, Vandalism



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Parking Lot Searches</b>
Designation	<b>JHIB</b>
Office/Custodian	<b>Operations/Director of Safety &amp; Security</b>

The privilege of bringing a student-operated motor vehicle onto school premises is conditioned on consent by the student driver to allow search of the vehicle when there is reasonable suspicion that the search will yield evidence of contraband.

Refusal by a student, parent/guardian, or owner of the vehicle to allow access to a motor vehicle on school premises at the time of a request to search the vehicle shall be cause for termination without further hearing of the privilege of bringing the vehicle onto school premises ~~without further hearing~~. Refusal to submit to search may result in disciplinary action and notification of law enforcement officials.

Routine patrolling of student parking lots and inspection of the outside of student automobiles shall be permitted at all times.

- Adopted: May 19, 1994
- Reviewed: September 2, 1999
- Revised: April 28, 2010
- Revised: November 10, 2016

### LEGAL REF:

- C.R.S. 22-32-109.1 (2)(a)(I)(I) ( *Board of education-specific powers and duties-safe schools* )

### CROSS REF:

- JIH, Student Interrogations, Searches, and Arrests



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	Student Travel
Designation	<b>HCB/JJH</b>
Office/Custodian	<b>Education/Executive Assistant to the Chief Education Officer</b>

All travel study trips (not field trips during the school day) sponsored by school personnel or offered by other individuals or groups through the schools shall require prior approval from the Innovation Leader and Chief Education Officer. These student activity trips are defined as overnight trips and trips exceeding 200 miles round trip.

- Adopted: January 17, 1990
- Revised: August 4, 1994
- Revised: July 12, 2007
- Revised: June 30, 2011
- Revised: November 10, 2016

### LEGAL REF:

- C.R.S. 13-22-107 (*parental liability waivers*)
- C.R.S. 40-10.1-301(4) (*definition of children's activity bus*)
- C.R.S. 40-10.1-302(1)(a) (*permits required for operation of children's activity bus*)~~C.R.S. 40-10-116(1)(b)~~

### CROSS REFS:

- EEAF, Extracurricular Activity Buses/Field Trips/Special Events Transportation
- EEAG, Student Transportation in Private Vehicles
- IJOA, Field Trips

## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Immunization of Students</b>
Designation	<b>JLCB</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

The Board of Education directs the Chief Education Officer or designee to annually provide parents/guardians of each student enrolled in the district a copy of the standardized immunization document developed by the Colorado Department of Public Health and Environment. The standardized immunization document includes a list of required and recommended immunizations and the age at which each immunization should be given.

No student is permitted to attend or continue to attend any school in this district without meeting the legal requirements of immunization against disease unless the student has a valid exemption for health, religious, personal, or other reasons as provided by law. Parents should use JLCB-E “Immunization Non-Medical Exemption Form (Religious and Personal Belief) to notify the District of an exemption due to religious or personal beliefs.

Students who do not submit an up to date certificate of immunization ~~or a written authorization signed by one parent/guardian requesting local health officials to administer the immunizations~~ or a valid exemption will be suspended and/or expelled from school according to regulation JLCB-R.

All information distributed to parents/guardians by the district will inform them of their rights to seek an exemption for immunization requirements.

- Adopted: November 3, 1977
- Revised to conform with practice: date of manual adoption
- Revised: September 2, 1999
- Reviewed: April 8, 2010
- Revised: July 21, 2011
- Revised: November 10, 2016

## LEGAL REFS:

- C.R.S. 22-32-140 (*annual distribution of standardized immunization document required*)
- C.R.S. 22-33-106 (*grounds for suspension, expulsion and denial of admission*)
- C.R.S. 25-4-901 *et seq.* (*school entry immunizations*)
- 6 CCR 1009-2 (*school immunization requirements*)

## CROSS REFS:

- JF, Admission and Denial of Admission
- JF-R, Student Admission and Denial of Admission (Procedures for Students in Out-of-Home Placements)
- JKD/JKE, Suspension/Expulsion of Students
- JRA/JRC Student Records



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

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Ryan Johanson, Accounting Group Manager
<b>TITLE OF AGENDA ITEM:</b>	Job Description Updates
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** As part of a renewed focus on the all of the positions within the Business (Finance) office, we are reviewing and updating job descriptions to more accurately reflect the work that is being done.

**RATIONALE:** The updated job descriptions will give a clear picture of the work and expectations of the positions.

**RELEVANT DATA AND EXPECTED OUTCOMES:** This will not require any new headcount as the work is already being done by current employees. This will give more focus to the employees and help with employee reviews.

### **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	Major Impact
<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:** None

**AMOUNT BUDGETED:** \$0

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the job descriptions in item 7.03 as recommended by the Administration.

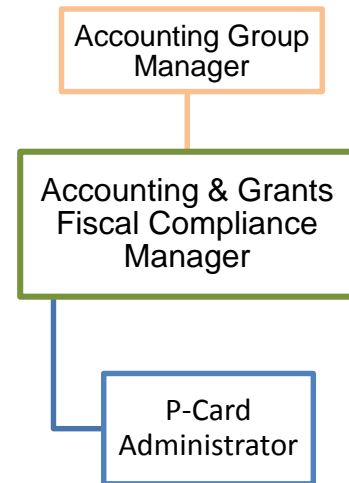
**APPROVED BY:** Brett Ridgway, Chief Business Officer

**DATE:** 10/24/2016

## GRANT ACCOUNTANT I ACCOUNTING & GRANTS FISCAL COMPLIANCE MANAGER

<b>Job Title:</b>	<u>Accounting &amp; Grants Fiscal Compliance Manager</u> <del>Grant Accountant I</del>
<b>Initial:</b>	July 7, 2009
<b>Revised:</b>	<u>September 22, 2010</u> <u>November 2016</u>
<b>Work Year:</b>	261 days
<b>Office:</b>	Business
<b>Department:</b>	Accounting
<b>Reports To:</b>	<del>Chief Business Officer</del> <u>Accounting Group Manager</u>
<b>FLSA Status:</b>	Exempt
<b>Pay Range:</b>	Professional/Technical Salary Schedule <u>Range 3</u>

### Related Organization Chart



**POSITION SUMMARY:** The Accounting & Grants Fiscal Compliance Manager establishes and maintains fiscal record keeping systems for all grant-funded projects, monitors grant budgets and cash flow to assure funds are being received and expended appropriately, and establishes budgets with program administrators.

### 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.

- Coordinates cost factors, receipts and budget administration, ensures compliance with state and federal laws and regulations and Board policies, and maintain knowledge of legal and regulatory changes.
- Prepare interim and final fiscal reports to funding agencies. Act as authorized fiscal representative for the district.
- Provide assistance, support and training for administrative staff, whose locations have grant awards.
- Establish budgets with program administrators. Coordinate cost factors, receipts and budget administration.
- Ensure compliance with state/federal laws, regulations and Board policies.
- Provide oversight of grants, as the Administrative Unit, awarded to the district on behalf of the Charter Schools, to ensure compliance.
- Maintain knowledge of legal and regulatory changes.
- Reconciliation of balance sheet accounts related to grant funds.
- Reconciliation of Insurance Fund bank account.
- Initiate bank transfers between district accounts and between the District and Charter Schools.

- Supervise P-Card Coordinator

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

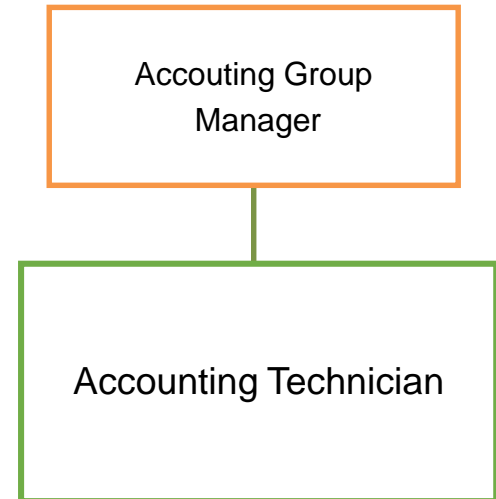
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**Mental Functions:** While performing the duties of this job, the employee is frequently required to compare, analyze, communicate, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills and compile. Occasionally required to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

## ACCOUNTING ~~s-PAYABLE~~ TECHNICIAN

<b>Job Title:</b>	Accounting <del>s-Payable</del> Technician
<b>Initial:</b>	November 1, 2006
<b>Revised:</b>	November 2016
<b>Work Year:</b>	261 Days
<b>Office:</b>	Business
<b>Department:</b>	Finance
<b>Reports To:</b>	<del>Finance Department Supervisor</del> Accounting Group Manager
<b>FSLA Status:</b>	Non-Exempt
<b>Pay Range:</b>	Range <del>642</del>

Related Organization Chart



**SUMMARY:** ~~At the direction of the Accounting Group Manager, the Accounting s-Payable Technician performs general accounts payable duties including day-to-day processing of accounts payable transactions to ensure that district finances are maintained in an effective, up-to-date, and accurate manner. supports the administration of the district's business affairs so as to provide the maximum services with the financial resources available.~~

### 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.

- Process accounts payable including the following tasks: verify receipt of all merchandise, analyze and verify internal consistency, completeness, account codes, and mathematical accuracy of accounting documents; and perform adjustments in an accurate and timely manner.
- Process and verify all payments for goods and services, check settlements to see if all invoices have been paid, perform all payables data entry, match check copies to paid invoices and mail out all payable checks.
- Process purchase requisitions.
- ~~by typing into computer, print purchase orders, make three color copies, match to the original requisitions, fax orders to vendors, send schools a copy, file yellow copies into purchase order books.~~
- Prepare, verify and enter checks and cash for daily receivables to include verification of bank reconciliation's and deposit slips for all accounts, delivering deposits to bank as needed.
- Enter and update W-9's that have been received; maintain report of outstanding W-9 vendors; send out 1099's.

*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.*

- Provide back up for receptionist as needed.
- Provide support for district purchasing cards including: answering questions, auditing of purchases, and other administrative duties as needed.
- Process, prepare and distribute monthly reports, ~~set up print reports, separate, distribute to schools and administrative personnel.~~
- ~~Process Coca-Cola spreadsheet and checks, send checks and spreadsheet copies to school.~~
- Perform filing as needed.
- Perform other duties as assigned.

#### **Supervision & Technical Responsibilities:**

- This position has no supervisory responsibilities at this time.

#### **Budget Responsibility:**

- This position has no direct budget responsibility.

### **QUALIFICATIONS**

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

#### **Education & Training:**

- High school diploma or equivalent.
- Specialized courses in accounting, or vocational classes, business classes in typing, 10 key preferred.

#### **Experience:**

- Over two years and up to and including three years of experience in finance and office skills.

#### **Knowledge Skills & Abilities:**

- 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.
- Operating knowledge of and experience with personal computers and peripherals.
- Operating knowledge of and experience with general office equipment, including telephones, copier, fax machine, 10 key, etc.

#### **Certificates, Licenses, & Registrations:**

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

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

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## OTHER WORK FACTORS

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

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

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

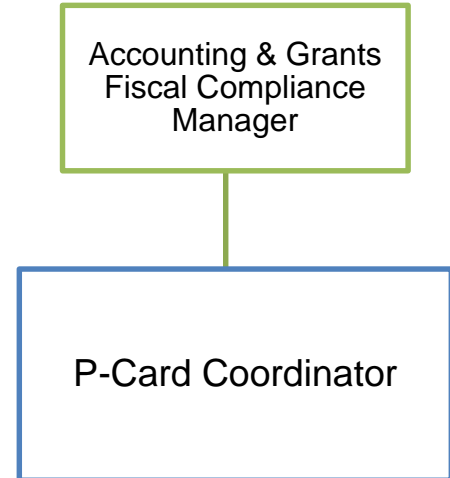
**Mental Functions:** While performing the duties of this job, the employee is regularly required to compare, analyze, communicate, copy, coordinate, instruct, compute, synthesize, evaluate, use interpersonal skills, compile and negotiate.

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

## P-CARD COORDINATOR

<b>Job Title:</b>	P-Card Coordinator
<b>Initial:</b>	August 2011
<b>Revised:</b>	October 13, 2016
<b>Work Year:</b>	261 days
<b>Office:</b>	Finance
<b>Department:</b>	Business Office
<b>Reports To:</b>	Accounting & Grants Fiscal Compliance Manager
<b>FLSA Status:</b>	Non-Exempt
<b>Pay Range:</b>	ESP Salary Schedule Range 14

### Related Organization Chart



**SUMMARY:** The P-Card Coordinator administers the purchasing card and travel card program. The P-Card Coordinator performs analysis and monitoring of the automated card program, reinforces the control environment to ensure compliance with policies and procedures, provides direct support to district cardholders and their managers, and supports all aspects of program operations with heavy focus on customer service and driving card program development.

### 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.

- Manage card application/issuance process.
- Review card applications and employee agreement forms for completeness and approvals.
- Review new account set up, including card distribution.
- Ensure timely closing of accounts (terminations), including card collection.
- Conduct new cardholder and card manager training. Update training documents as required.
- Data management oversight and reporting, including cardholders listings, account status, terminations, etc.
- Ensure transactions are in compliance with accounting and internal control policies and reporting deadlines are met.
- Coordinate period audits and policy compliance reviews; communicate findings and recommendations to management.
- Manage communications with cardholders, card managers and bank provider.
- Ensure web based reconciliation platform activities are conducted in a timely and accurate manner, within established financial and operational guidelines, including: 1) User profile set up and maintenance; 2) Card

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



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manager/approver set up and maintenance; 3) Monitor security settings; 4) Default account coding set up and maintenance; 5) Routine monitoring of all transaction activity to identify exception items.

- Provide recommendations for process improvements and efficient use of resources.
- Performs other related duties as assigned.

**Supervision & Technical Responsibilities:**

- This job has no supervisory responsibilities.

**Budget Responsibility:**

- This position has no direct 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, plus specialized courses in accounting or field relative to the position.

**Experience:**

- Three years of experience in finance related field.

**Knowledge Skills & Abilities:**

- Oral and written communication skills
- Basic knowledge of spreadsheets
- 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 and ability to manage multiple priorities and tasks
- Ability to maintain confidentiality in all aspects of the job
- Ability to manage and defuse volatile and stressful situations
- Operating knowledge of and experience with personal computers and general office equipment.

**Certificates, Licenses, & Registrations:**

- Criminal background check required for hire

**OTHER WORK FACTORS**

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

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

**Work Environment:** The noise level in the work environment is usually moderate.

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

*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 7.04**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Peter Hilts, Chief Education Officer
<b>TITLE OF AGENDA ITEM:</b>	Action on Resolution in Support of American Education Week
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education would like to recognize the efforts of all the District 49 staff members for their commitment to providing an excellent education for every student in the district. American Education Week presents all Americans with a wonderful opportunity to celebrate public education and honor individuals who are making a difference ensuring that each child receives a quality education.

### **RATIONALE:**

### **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	As part of the larger state and national educational community, it is appropriate for the leaders of District 49 to celebrate our shared commitment to educators and education.
<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 each student toward success	.

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the attached resolution celebrating American Education Week from November 14-18, 2016.

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

**DATE:** October 24, 2016



**RESOLUTION**  
**American Education Week**  
**November 14-18, 2016**

**WHEREAS**, public schools are the backbone of our democracy, providing young people with the tools they need to maintain our nation's precious values of freedom, civility and equality; and

**WHEREAS**, by equipping young Americans with both practical skills and broader intellectual abilities, schools give them hope for, and access to, a productive future; and

**WHEREAS**, education employees, be they substitute educators, custodians, teachers, bus drivers, or librarians, work tirelessly to serve our children and communities with care and professionalism; and

**WHEREAS**, schools are community linchpins, bringing together adults and children, educators and volunteers, business leaders and elected officials in a common enterprise;

**NOW, THEREFORE**, we, the District 49 Board of Education, do hereby support the annual observance of American Education Week in District 49 and urge all community members to recognize those who provide our young people with an excellent education.

Approved and adopted this 10<sup>th</sup> day of November 2016.

District 49

By: \_\_\_\_\_  
Marie LaVere-Wright, President,  
Board of Education

Seal

Attest:

\_\_\_\_\_  
Tammy Harold, Secretary, Board of Education

## **BOARD OF EDUCATION AGENDA ITEM 7.05**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Barbara Seeley, Executive Assistant to CEO
<b>TITLE OF AGENDA ITEM:</b>	Approval of Graduation Dates and Times
<b>ACTION/INFORMATION/DISCUSSION:</b>	Action

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education takes this action to secure the World Arena for graduation 2017. For the class of 2017, graduation will be held at the World Arena on Saturday, May 27, 2017 with VRHS at 9:00 am, SCHS at 1:00 pm and FHS at 5:00 pm. Saturday, May 26, 2018 and Saturday, May 25, 2019 are also currently being held with the World Arena.

### **RATIONALE:**

**RELEVANT DATA AND EXPECTED OUTCOMES:** This item will lead to clarity regarding the date and times for the graduation ceremonies for 2017.

### **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>	
<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:**

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to approve the graduation dates and times listed in item 7.05 as recommended by the administration.

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

**DATE:** October 20, 2016

## USE AGREEMENT

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**Falcon School District 49** ("Licensee") desires to use the **Arena Bowl, 2-4 Locker Rooms and Penrose Club** ("Room") at the Broadmoor World Arena ("BWA") on the **27<sup>th</sup>** day of **May, 2017**, beginning at **6:00** o'clock **A.M.** and ending at **7:00** o'clock **P.M.**, on the following terms and conditions, to which the Licensee and BWA agree:

- (1) **RENT.** Licensee will pay **See Exhibit A** for the use of the Room for the dates and times set forth above. In addition, Licensee will deposit with BWA the sum of see **Exhibit A** as a deposit to defray costs of damages, if any, and any unpaid compensation required hereunder. The rent and deposit will be delivered to BWA, in certified funds (if required by BWA) at least **See Exhibit A** days before the date the Room is to be used. BWA will not reserve the Room for the Licensee until the rent, estimate provided in **Exhibit A**, evidence of insurance, and deposit has been received.
- (2) **USE.** Licensee will use the Room in accordance with the Rules and Regulations governing the Room, whether or not published. Licensee will obey any directions given by BWA before or during the use of the Room. BWA reserves the right to eject anyone from the Room for conduct not consistent with the Rules and Regulations of the Room or for other reasonable grounds. BWA may terminate the use of the Room by the Licensee during an event for unreasonable conduct, and in such event Licensee shall not be entitled to any refund. Licensee must vacate the Room on or before the ending time set forth above. Licensee will provide to BWA the names or identification of the persons who will be using the Room in connection with this Agreement; BWA may otherwise control access to the Room; and no other persons will be allowed entrance without the permission of BWA personnel. Licensee will comply with Civil Rights, ADA and non-smoking rules of BWA.
- (3) **CATERING; BEVERAGES.** No food or beverages will be served in the Room except through BWA's caterer or representatives, unless agreed to, in writing, by BWA. Costs of food, beverages, personnel for service and other related items shall be in addition to the rent; and BWA may provide Licensee with an estimate of that cost, and may require Licensee to pay in advance up to said estimated amount at the same time as the rent is required. BWA may adopt such rules as it deems appropriate for purchases of beverages by the drink or otherwise. A description of the food, catering, beverages, and estimate of costs are attached hereto.
- (4) **CLEAN UP.** Licensee is responsible for the cost of clean up by BWA personnel, which shall include cost of any repair or missing items resulting from Licensee's use of the Room. An estimate of the cost of clean up is included on the attachment, but the actual cost may exceed said estimate. The deposit will be used, to the extent necessary, for said cost, and Licensee shall be liable for any additional cost.

*C. Brooks*

Initials *PH*

*10/14/2016*

- (5) **INSURANCE; INDEMNIFICATION.** BWA will require the Licensee to provide insurance for the use of the Room through a separate insurance policy or by naming BWA as an additional named insured on an existing policy, which requirement shall be noted on the attachment. If insurance is required, Licensee shall provide BWA by the date on which the deposit and rent is due, with evidence of insurance, which shall be acceptable to BWA, which has been paid for and which cannot be canceled for the period of the Use of the Room; and the Room shall not be considered reserved until compliance with this provision. Regardless of insurance coverage, Licensee shall indemnify and hold harmless the BWA and its directors, officers, employees and agents from all losses, liabilities, claims, demands, suits, actions, payments and judgments arising in any way from the use of the Room or other Arena facilities by Licensee and its employees, agents, contractors, subcontractors, customers, guests or other persons using the Room or other Arena facilities as a result of this Agreement, including any and all expenses, costs, attorney's fees incurred by BWA and other indemnified persons or entities in the defense of any suit or claim. BWA is not responsible to Licensee for the loss of any personal property by the guests or employees of Licensee.
- (6) **PARKING.** Parking locations shall be designated by BWA; and, if required by BWA, the guests and employees of Licensee shall pay separately for parking.
- (7) **TICKETS.** If the use is in conjunction with an event in the Arena, all guests and employees of the Licensee must have tickets to the event, the cost of which shall be separate from the rent. BWA may deny entrance to the Room to anyone not so having a ticket.
- (8) **PROPERTY; SIGNAGE.** Licensee shall not bring into the Room signs or other items of equipment or similar personal property without the prior consent of BWA; and the same shall be removed upon BWA demand.
- (9) **WAIVER.** Licensee waives any rights to damages or other claims against BWA for the failure, for any reason, to provide the Room, except for the return of unused rent, deposit or other monies paid.
- (10) **MISCELLANEOUS.** This Agreement may not be assigned, nor the Room sub-leased. The Agreement will be binding when executed by representatives of both parties.

*C. Brooks*

*10/14/2016*

Initials *PT*

Agreed by:

**Colorado Springs World Arena**

a Colorado nonprofit corporation

dba Broadmoor World Arena

3185 Venetucci Blvd.

Colorado Springs, CO 80906

Phone **(719) 477-2100**

Fax **(719) 477-2199**

Email: dlishick@broadmoorworldarena.com

Signature

Dorothea E. Lischick, CFE

General Manager

Date

For: **Falcon School District 49**

**10850 E. Woodman Road**

**Falcon, CO 80831**

Phone: **719-495-1119**

Fax: **719-495-1157**

Email:

Signature

Print Name

Title

Date

Event Contact: **Barb Seeley**

Phone: **(719) 495-1119**

Email: **bseeley@d49.org**

*C. Brooks*

*10/14/2016*

Initials *PH*



**EXHIBIT "A"**

Name of Licensee **Falcon School District 49 Graduations (Falcon, Sand Creek and Vista Ridge HS)**

Day/Date of **Saturday, May 27, 2017**

**Estimated Rent and Other Compensation:**

Rental:	<b><u>\$4,300.00</u></b>	Based on the use of the Broadmoor Arena Bowl, Locker Rooms and the Penrose Club for three high school graduations. Should Friday be required for a Load In add \$2,950.00 for a Load In day.
Labor/Service:	<b><u>\$11,485.00 (Est.)</u></b>	Based on 2016 Graduation Schedule: House Staff               \$2,315.00 Public Safety             \$3,895.00 Ops Staffing              \$5,275.00 <b>Final billing will be based on actual man-hours worked.</b>
Equipment Rental:	<b><u>To Be Determine</u></b>	Stage and chairs are included in rental. Following is a listing of additional equipment and rates: Scoreboard - \$350.00, plus Staffing for Input & Production Curtain System - \$2,000.00 Supplemental Sound – To Be Determined Carpet - \$2,500.00 Dasher Drape - \$150.00 Internet Service - \$175.00
Concessions/ Hospitality:		Centerplate is the Broadmoor World Arena's exclusive concessionaire. Concession stands will be open during Graduation.
Insurance:		School District 49 to provide the Broadmoor World Arena with evidence of <b><u>\$1 Million</u></b> insurance naming the Broadmoor World Arena, its directors, trustees, officers, agents and employees as additional insured.
Merchandise:		Broadmoor World Arena will sell flowers, cameras and other Merchandise during graduations.
Advertising:		If appropriate, Broadmoor World Arena logo in a horizontal format to be carried in all advertising.
Parking:	<b><u>\$2,575.00</u></b>	Parking will be free to students, faculty, family and friends. There will be a buyout of \$2,575.00.

*C. Brooks*

Initials *PH*

*10/14/2016*

**Pay Terms:**

Signed Agreement and **Purchase Order or \$4,300.00** deposit due on or before **November 14, 2016**.  
 Balance due on or before **June 5, 2017**.

Late Fee: A \$20.00 fee will be charged on all returned checks. All balances 30 days past due from the original due date will be subject to a finance charge of 1.5% per month, 18% per annum.

**Schedule of Events:****Saturday May 27, 2017**

6:00am – 8:00am	Access and Staff Arrive
7:00am – 8:00 am	Student's Arrive/Rehearsal
8:00am	Doors open to public
8:00am – 9:00am	Photo's
9:00am – 11:00am	Ceremony for <u>VRHS</u> (please fill in)
11.00am – 12Noon	Students Arrive/Rehearsal
12:00pm	Doors open to public
12:00pm – 1:00pm	Photos
1:00pm – 3:00pm	Ceremony for <u>SCHS</u> (please fill in)
3:00pm – 4:00pm	Students Arrive/Rehearsal
4:00pm	Doors open to public
4:00pm – 5:00pm	Photos
5:00pm – 7:00pm	Ceremony for <u>FHS</u> (please fill in)
7:00pm	Load Out

**Contacts:**

**PLEASE FILL IN THE CONTACT NAME, PHONE NUMBER & EMAIL FOR EACH SCHOOL**

	CONTACT NAME	PHONE	EMAIL
• Falcon	<u>Kathy McCulloch</u>	<u>495-1149 ext 2066</u>	<u>kmcculloch@d49.org</u>
	<u>Lauren Stuart</u>	<u>495-1149 ext. 2128</u>	<u>lstuart@d49.org</u>
• Sand Creek	<u>Alenís Corral</u>	<u>495-1183</u>	<u>acorral@d49.org</u>
• Vista Ridge	<u>Nicky Fry</u>	<u>494-8807</u>	<u>nfry@d49.org</u>

**Miscellaneous:**

Lost and Found: Broadmoor World Arena has a lost and found procedure for all events. Please coordinate efforts with the Broadmoor World Arena.

There may be efficiencies in sharing sound and video needs with graduations held before or after School District 49, ask your Event Coordinator.

**Future Dates On Hold:**

Saturday, May 26, 2018

Saturday, May 25, 2019

*C. Brooks*

Initials PH

*10/14/2016*

## BOARD OF EDUCATION AGENDA ITEM 8.01

<b>BOARD MEETING OF:</b>	November 10, 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>	Discussion

**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	JJH-E, JJH-R	Student Travel	B. Seeley	Periodic review; align with CASB
8.01b	JLCB-R, JLCB-E	Immunization of Students	N. Lemmond	Align with CASB August updates; add form

### **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:** Information only

**REVIEWED BY:** Chief Officers

**DATE:** October 24, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Travel Student (Parent Permission/Consent)</b>
Designation	<b><del>IHCB-E-1/JJH-E-1</del></b>
Office/Custodian	<b>Education/Executive Assistant to the Chief Education Officer</b>

### Travel Study (Parent Permission/Consent)

\_\_\_\_\_ has my/our permission to participate in the  
\_\_\_\_\_.

We understand that although the Falcon School District 49 has given its approval, it cannot be held responsible or liable for problems that develop relative to the trip.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Parent/Guardian Signature

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

- Adopted: August 4, 1994
- Reviewed: June 30, 2011
- Reviewed: November 10, 2016



## BOARD-APPROVED POLICY OF DISTRICT 49

Title	<b>Student Travel</b>
Designation	<b><del>HCB-R</del>/JJH-R</b>
Office/Custodian	<b>Education/Executive Assistant to the Chief Education Officer</b>

Travel study trips are defined as student trips which involve overnight stays and/or exceed ~~9200~~ miles round trip one-way or which involve out-of-state travel. Such trips must be planned and conducted in accordance with the following guidelines:

1. The sponsor and the building principal will review the trip criteria prior to making arrangements for the trip.
2. Indications of student/parent/guardian interest in a travel study trip may be solicited prior to submission of a request. However, it must be clearly understood that no commitment will be made for the trip until approval of the Chief Education Officer is secured.
3. All trips as defined in these guidelines involving district staff members and students, whether during a school or vacation period, must comply with these guidelines.
4. Requests for approval of all travel study trips will be processed through appropriate District staff and directed to the Chief Education Officer for final approval. The Chief Education Officer will inform the Board of Education of all approved student travel.
5. A proposal for a travel study trip will be submitted according to the following timelines. All deadlines are minimum and in terms of calendar days.
  - a. One hundred twenty (120) days prior to departure for any trip which requires fund raising.
  - b. Ninety (90) days prior to departure for any trip using an outside agency and/or going outside the continental United States.
  - c. Thirty (30) days prior to departure for all other trips which:
    - (1) Require overnight stays and/or exceed ~~9200~~ miles round trip one-way, or
    - (2) Are out-of-state but within the continental United States and without the involvement of any outside agency.
6. Proposals for travel study trips will be submitted on the "Request for Travel Study Trip" form found on the district website.
7. Permission forms from the students' parents and teachers must be signed and returned prior to departure. These documents will be in the possession of the trip sponsor during the trip.
8. Medical release and insurance forms must be provided as appropriate.
9. Parents will be provided with all pertinent information pertaining to the trip.
10. The District will pay for a maximum of three substitute days regardless of the number of teachers involved. Activities required for established school vocational programs may be exempt from this requirement.
11. Any substitute days which are required to cover a trip will consist of professional and/or personal leave days.

12. The maximum number of regular school days for any trips shall be three.
13. Student-adult ratios will not exceed eight-to-one with appropriate coverage to be approved by the administration. All adult chaperones must have approval of the principal. Those not employed by the District must register with the District administration office to determine liability coverage prior to trip departure.
14. Proof of adequate liability and insurance coverage must be provided for all out-of-state travel study days. Additional trip insurance must be secured in case of default by any outside agency.
15. No fund raising activity may begin until approval for the trip has been granted by the Chief Education Officer.
16. The sponsor will review acceptable standards of conduct with students and parents prior to the trip.
17. Provisions must be made in advance for coping with emergency or disciplinary situations. Students and parents must be informed of these provisions.
18. When a travel study trip is in a country which is non-English speaking, at least one of the adult guides/chaperones with the group must have adequate language skills to be functional in the country visited.
19. Any transportation needs will be addressed in accordance with Board policies and regulations related to transportation of students.
20. In addition to these guidelines, any student group which is accountable to the Colorado High School Activities Association must conform to the organization's guidelines, including those pertaining to out-of-state travel.

**Criteria**

Prior to planning for any travel study trip with students, the sponsor and building principal should consider the following criteria which are among those that will be applied in the decision-making process.

1. Educational value of the trip.
2. For any teacher involved, the number of students to be involved in the trip, the number who will be left behind, and the quality of the program for the students who will be left behind.
3. Total cost of the trip.
4. Priority of this trip in relationship to other school and/or district activities.
5. The impact of fund raising activities if necessary.
6. The effect of the students' absences on other obligations and responsibilities of the students.
7. Ability of the District to support any of the proposed costs (released teacher time, etc.) if such support is necessary.

8. The degree to which some students might be discriminated against through cost—\_factors.
  9. Ability of the student and family to support participation.
  10. Liability factors:
    - a. Will the District have adequate coverage?
    - b. Is there a need for the District to transport students?
    - c. Does the District have a supplemental insurance agreement for this trip? (This does not imply that the District will pay for additional coverage.)
    - d. Did the trip or information regarding the trip originate in the school or from a school employee?
    - e. Will the students take time off from the regular school program?
    - f. Did the school system approve this?
    - g. Will a school employee serve as chaperone?
  11. The amount of time away from school that can be scheduled during vacation periods. The willingness of staff to use that time.
  12. The kind of supervision that will be provided on the trip.
  13. Necessary arrangements for travel outside the USA, if appropriate.
  14. Provisions available for coping with emergency or disciplinary situations.
  15. Approval of all travel study trips by the Board of Education.
- Approved: January 17, 1990
  - Revised: August 4, 1994
  - Revised: July 12, 2007
  - Revised: June 30, 2011
  - Revised: November 10, 2016

Title	<b>Immunization of Students</b>
Designation	<b>JLCB-R</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

1. No student may attend school in the district unless the student has presented to the school an up to date certificate of immunization or a completed exemption form.

4.2. A student shall be exempted from required immunizations only upon submission of:

- certification from a licensed physician that the students physical condition is such that immunization would endanger the student's life or health or is otherwise medically contraindicated due to other medical conditions.
- a statement signed by the parent/guardian or the emancipated student that the student adheres to a religious belief whose teachings are opposed to immunizations.
- a statement signed by the parent/guardian or the emancipated student that the student holds a personal belief that is opposed to immunizations.

In the event of an outbreak of disease against which immunization is required, no exemption will be recognized and those students will be excluded from school.

3. Parents/guardians or emancipated students who assert an exemption from immunizations based on a religious or personal belief ("non-medical exemption") shall submit the required exemption form to the school on an annual basis. Such submission shall occur at the beginning of each school year that the non-medical exemption is asserted.

4. Parents/guardians or emancipated students who assert an exemption from immunizations based on a medical reason shall submit the required medical exemption form to the school one time. The medical exemption form shall be maintained on file at each new school the student attends within the district.

2.5. The district will provide upon request an immunization form as required by the Health Department. The school nurse is responsible for seeing that required information is included on the form.

3.6. If there is a failure to comply with the immunization requirements, the school ~~nurse~~ will personally notify the parent/guardian or emancipated student. Such notification will be accomplished either by telephone, e-mail, or in person. A follow up letter regarding the failure to comply with immunization requirements will be sent home. If this is not possible, contact will be by mail. Emancipated students must be contacted directly rather than through their parents/guardians.

The parent/guardian or emancipated student will be notified of the following:

- that up to date immunizations are required under Colorado law.
- that within fourteen (14) days of notification, the parent/guardian must submit either an authorization for administration of the immunization by health officials or a valid exemption or documentation to the school showing that the next required immunization has been given and a written plan for completion of all required immunizations.
- that if the required documentation is not submitted within fourteen (14) days of notification or if the student begins but does not continue or complete the written plan, the student will be suspended or expelled.



~~4.7.~~ A student who fails to comply will be suspended by the principal for up to five days and notice of the suspension sent to the Health Department in accordance with the applicable law.

~~5.8.~~ If no certificate of immunization is received during the period of suspension, the Innovation Leader will institute proceedings for expulsion.

~~6.9.~~ Any suspension or expulsion under this policy will terminate automatically upon compliance.

~~7.10.~~ Record of any such suspension or expulsion will be contained in the student's health file, with an appropriate explanation—not in the student's disciplinary file.

Any student expelled for failure to comply with the immunization requirements will not be included in calculating the dropout rate, but will be included in the annual report to the State Board of Education.

### **Students in out-of-home placements**

The following procedure shall apply to students in out-of-home placements, as that term is defined by C.R.S. 22-32-138 (1)(e).

Unless the district or school is otherwise authorized to deny enrollment to a student in out-of-home placement, the district or school shall enroll the student regardless of whether the district or school has received the student's immunization records. Upon enrolling the student, the school shall notify the student's legal guardian that unless the school receives the student's certificate of immunization or a written authorization for administration of immunizations within fourteen (14) days after the student enrolls, the school shall suspend the student until such time as the school receives the certificate of immunization or authorization.

- Adopted: February 17, 1977
- Revised to conform with practice: date of manual adoption
- Revised to conform with practice: date of manual revision
- Revised: September 7, 2000
- Revised: April 28, 2010
- Revised: June 30, 2011
- Revised: July 21, 2011
- Revised: November 10, 2016

Title	<b>Immunization of Students Non-Medical Exemption Form (Religious and Personal Beliefs)</b>
Designation	<b>JLCB-E</b>
Office/Custodian	<b>Education/Executive Director of Individualized Education</b>

## Immunization - Non-Medical Exemption Form (Religious and Personal Belief)

Vaccines are one of the greatest public health achievements of the past century and save an estimated 3 million children's lives every year. The Colorado Department of Public Health and Environment strongly supports vaccination as one of the easiest and most effective tools in preventing diseases that can cause serious illness and even death. For nearly all children, the benefits of preventing disease with a vaccine far outweigh the risks. Declining to follow the advice of a health care provider, or public health official who has recommended vaccines may endanger an unvaccinated child's health and others who come into contact with him/her. Some vaccine-preventable diseases are common in other countries and unvaccinated children could easily get one of these diseases while traveling or from a traveler.

Colorado law C.R.S. § 25-4-902 requires all students attending any school in the state of Colorado to be vaccinated against certain vaccine-preventable diseases as established by Colorado Board of Health rule 6 CCR 1009-2, unless an official exemption form is filed. This law applies to students attending child care facilities licensed by the Colorado Department of Human Services, public, private and parochial kindergarten, elementary and secondary schools through 12<sup>th</sup> grade, and colleges or universities. Prior to kindergarten, an official non-medical exemption form must be filed each time a student is due for vaccines according to the schedule developed by the Advisory Committee on Immunization Practices.<sup>1,2</sup> From kindergarten through 12<sup>th</sup> grade, an official non-medical exemption form must be filed every year during the student's school enrollment/registration process<sup>1</sup>. **Students with an exemption may be kept out of child care or school during a disease outbreak.**

Please complete all required fields below; incomplete forms will not be accepted. *All fields are required unless noted optional.*

Type of Non-Medical Exemption Claimed:	<input type="checkbox"/> Personal Belief	<input type="checkbox"/> Religious
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### Student Information:

Last Name:	First Name:	(optional) Middle Name:
Gender: <input type="checkbox"/> Female <input type="checkbox"/> Male	Date of Birth:	
Street #:	Street Name:	Street Type (e.g. Ave.):
Unit #:	P.O. Box:	
City:	State: CO	Zip Code:
Email Address:	County:	
Phone Number:	<input type="checkbox"/> Home <input type="checkbox"/> Cell	

### Parent/Guardian Completing This Form: ☐ Check if an emancipated student or student over 18 years old

Last Name:	First Name:	(optional) Middle Name:
Relationship to student: <input type="checkbox"/> Mother <input type="checkbox"/> Father <input type="checkbox"/> Guardian		
Street #:	Street Name:	Street Type (e.g. Ave.):
Unit #:	P.O. Box:	
City:	State: CO	Zip Code:
Email Address:	County:	
Phone Number:	<input type="checkbox"/> Home <input type="checkbox"/> Cell	

### School/Licensed Child Care Facility Information:

School Name/Licensed Child Care Facility:	
Phone Number:	Grade of Student:

<sup>1</sup> Colorado Board of Health rule 6 CCR 1009-2: <http://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=6437&fileName=6%20CCR%201009-2>.

<sup>2</sup> 2016 Recommended Immunizations from Birth through 6 Years Old: [www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf](http://www.cdc.gov/vaccines/parents/downloads/parent-ver-sch-0-6yrs.pdf). Based on this schedule, a non-medical exemption form would be submitted at 2 months, 4 months, 6 months, 12 months and 18 months of age.

## Vaccine Preventable Disease Information

The information provided below is to ensure parents/guardians/students are informed about the risks of not vaccinating.

**Diphtheria, tetanus, pertussis (DTaP, Tdap)** - Unvaccinated children may be at increased risk of developing diphtheria, tetanus and/or pertussis if exposed to these diseases. Serious symptoms and effects of diphtheria include heart failure, paralysis, breathing problems, coma, and death. Serious symptoms and effects of tetanus include “locking” of the jaw, difficulty swallowing and breathing, seizures, painful tightening of muscles in the head and neck, and death. Serious symptoms and effects of pertussis (whooping cough) include severe coughing fits that can cause vomiting and exhaustion, pneumonia, seizures, brain damage, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/dtap.pdf> and <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/tdap.pdf>

**Haemophilus influenza type b (Hib)** - Unvaccinated children may be at increased risk of developing invasive Hib disease if exposed to this disease. Serious symptoms and effects include bacterial meningitis, pneumonia, severe swelling in the throat, permanent neurologic damage including blindness, deafness, and mental retardation, infections of the blood, joints, bones, and covering of the heart, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hib.pdf>

**Hepatitis B** - Unvaccinated children may be at increased risk of developing hepatitis B if exposed to this disease. Serious symptoms and effects include jaundice, life-long liver problems such as liver damage, scarring, liver cancer, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/hep-b.pdf>

**Inactivated poliovirus (IPV)** - Unvaccinated children may be at increased risk of developing polio if exposed to this disease. Serious symptoms and effects include paralysis of muscles that control breathing, meningitis, permanent disability, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/ipv.pdf>

**Measles, mumps, rubella (MMR)** - Unvaccinated children may be at increased risk of developing measles, mumps, and/or rubella if exposed to these diseases. Serious symptoms and effects of measles include pneumonia, seizures, brain damage, and death. Serious symptoms and effects of mumps include meningitis, painful swelling of the testicles or ovaries, sterility, deafness, and death. Serious symptoms and effects of rubella include rash, arthritis, and muscle or joint pain. If a pregnant woman gets rubella, she could have a miscarriage or her baby could be born with serious birth defects such as deafness, heart problems, and mental retardation. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/mmr.pdf>

**Pneumococcal conjugate (PCV13) or polysaccharide (PPSV23)** - Unvaccinated children may be at increased risk of developing pneumococcal disease if exposed to this disease. Serious symptoms and effects include pneumonia, lung infections, blood infections, meningitis and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/pcv13.pdf> and <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/ppv.pdf>

**Varicella (chickenpox)** - Unvaccinated children may be at increased risk of developing varicella if exposed to this disease. Serious symptoms and effects include severe skin infections, pneumonia, brain damage, and death. For more information: <http://www.cdc.gov/vaccines/hcp/vis/vis-statements/varicella.pdf>

**Required Vaccines for School Entry** - Place an “X” next to each vaccine you are declining.

Diphtheria, tetanus, pertussis (DTaP)		Inactivated poliovirus (IPV)
Tetanus, diphtheria, pertussis (Tdap)		Measles, mumps, rubella (MMR)
Haemophilus influenza type b (Hib)		Pneumococcal conjugate (PCV13) or polysaccharide (PPSV23)
Hepatitis B		Varicella (chickenpox)

I am the parent/guardian of the above-named student or am the student himself/herself (emancipated or over 18 years of age) and am declining the vaccine(s) indicated above due to a religious or personal belief that is opposed to vaccines. The information I have provided on this form is complete and accurate.

- I may change my mind at any time and accept vaccination(s) for my child/myself in the future.
- I can review evidence-based vaccine information at [www.colorado.gov/cdphe/immunization-education](http://www.colorado.gov/cdphe/immunization-education), or [www.immunizeforGood.com](http://www.immunizeforGood.com) for additional information on the benefits and risks of vaccines and the diseases they prevent.
- I can contact the Colorado Immunization Information System (CIIS) at [www.ColoradoIIS.com](http://www.ColoradoIIS.com) or my health care provider to locate my child's/my immunization record.<sup>3</sup>

**I acknowledge that I have read this document in its entirety.**

Parent/Guardian/Student (emancipated or over 18 yrs old) signature: \_\_\_\_\_ Date: \_\_\_\_\_

I authorize my/my student's school to share my/my student's immunization records with state/local public health agencies and the Colorado Immunization Information System, the state's secure, confidential immunization registry.

Parent/Guardian/Student (emancipated or over 18 yrs old) signature: \_\_\_\_\_ Date: \_\_\_\_\_

<sup>3</sup> Under Colorado law, you have the option to exclude your child's/your information from CIIS at any time. To opt out of CIIS, go to: [www.colorado.gov/cdphe/ciis-opt-out-procedures](http://www.colorado.gov/cdphe/ciis-opt-out-procedures). Please be advised you will be responsible for maintaining your child's/your immunization records to ensure school compliance.

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

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Nancy Lemmond, Executive Director of Individualized Education
<b>TITLE OF AGENDA ITEM:</b>	Expulsion Information
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

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

See attached confidential sheet for list of expulsions in October 2016.

**RATIONALE:** Board Policy

**RELEVANT DATA AND EXPECTED OUTCOMES:** See attachment

### **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>	Ensures compliance with all Colorado Revised Statutes
<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 each student toward success	Provide alternative pathways to students that align with 49 Pathways Initiative

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

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

**APPROVED BY:** Peter Hilts, CEO

**DATE:** October 24, 2016

## BOARD OF EDUCATION AGENDA ITEM 8.03

<b>BOARD MEETING OF:</b>	November 10, 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:

#### **SCHS**

University of New Mexico Zia Marching Band Fiesta

Departure-10/28/16 Returning-10/30/16

52 students will attend this trip.

Cost of trip will be \$200 per student and includes transportation, meals, lodging and tours.

Learn from adjudicators at this event after hearing and seeing our performance. Learn from watching other bands perform. Additional trip to Albuquerque Biopark.

Fundraising will be part of this program.

#### **RATIONALE:**

#### **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>	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:** October 28, 2016

## **BOARD OF EDUCATION AGENDA ITEM 8.04**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Marie LaVere-Wright, Board President
<b>TITLE OF AGENDA ITEM:</b>	Chief Operations Officer's Goals for 2016-17
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education and the Chief Officers have developed a process to efficiently evaluate their performance on an annual basis.

**RATIONALE:** Once the Board of Education completes the review process for a Chief Officer in Executive Session, the Chief Officer's goals for the upcoming year are published.

### **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	<p>Rock – 1 By providing transparent information regarding operating performance including the Goals of the Chief Operation Officer we continue to move in the direction of maintaining Taxpayer Trust</p> <p>Rock -2 The Chief Officers can make a significant impact on the community though their involvement and interaction with community stakeholders and professional groups that can leave a positive and lasting impact. By providing key performance metrics, benchmarking performance and continually reviewing performance of its personnel including executive leadership on an annual basis, the district will accomplish this Big Rock</p>
<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:** No

**AMOUNT BUDGETED:** N/A

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

**APPROVED BY:** Marie LaVere-Wright, Board President,  
Jack Bay, Chief Operations Officer

**DATE:** October 28, 2016



To: Board of Education  
Date: Monday, October 31, 2016  
From: Jack W. Bay

**Reference: 2016 – 2017 Goals for my COO 2017 Improvement plan**

Listed below are my five key goals for the 2016-2017 fiscal year

**2017 Goals**

1. Provide leadership development and training opportunities for each of our staff members.

**Leadership Development**

Mission - Best Choice to Learn Work and Lead

Big Rock – Firm Foundations

2. Become an active member in a local, Colorado Springs based organization that benefits D49 and continue to become more involved in the community activities in order to communicate, disseminate D49 information and interact with key community leadership.

- a. Actively join and outward facing Colorado Springs organization

**Communication & Community**

Big Rock – Community Engagement

3. Develop a dash board report with KPI's for each operating department and continue to enhance and refine the school dude operating system to provide KPI's, benchmarking and trending of our facilities and IT operational performance.

**Operational Leadership**

Big Rock – Trust

Big Rock – Firm Foundation

Big Rock – Community Engagement

4. Continue to enhance and refine my personal leadership ability
  - a. interact with Lyle Wells and the Flippen Group in 2016/2017 for one team building and leadership development training to obtain feedback and input on effective leadership skills
  - b. Implement a cultural awareness program in the operations department

**Strategic Leadership**

Big Rock – Community Engagement

Big Rock – Firm Foundations

**Skill Development**

1. Improve in the following areas by taking s professional development seminar in:
  - a. Listening skills - Listening more deeply with employees
  - b. Why Innovation Requires a Relentless Attitude
  - c. Communicate more powerfully and prolifically



## BOARD OF EDUCATION AGENDA ITEM 9.01

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	DAAC President
<b>TITLE OF AGENDA ITEM:</b>	DAAC Update to the Board of Education
<b>ACTION/INFORMATION/DISCUSSION:</b>	Information

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The DAAC is a statutorily convened body of the state of Colorado, which empowers community engagement with school districts. The DAAC reports its activities and future initiatives to the BOE to highlight community challenges, opportunities, and outcomes.

**RATIONALE:** Communication between the school district and the community fosters shared vision and unity of purpose, which creates better outcomes for every student.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Community engagement is a proven factor in improving the educational outcomes for students. The DAAC makes the BOE's actions more community focused.

### **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	Community engagement creates trust in the community.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	The DAAC gives the community a voice in shaping the school district.
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	DAAC involvement provides insight into the community's desired portfolio of schools.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	DAAC members are part of the community; therefore their recommendations are valuable elements of proposed strategies.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	As the voice of the community, the DAAC has a vested interest in launching every student toward success using customized educational systems.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** For Information Only

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

**DATE:** November 8, 2016





# District Accountability Advisory Committee (DAAC) Annual Report

Ms. Erica West  
Mr. David Rex  
DAAC Chairperson

THE BEST DISTRICT TO LEARN, WORK & LEAD



# District Accountability: Senate Bill 13-193



District Accountability Committees were created to;

Increase Parent Involvement:

- Solicit parent participation on school and district accountability committees (SACs and DACs), including parents that represent the student population.
- Incorporate strategies on the Unified Improvement Plan to increase parent engagement in schools (Priority Improvement and Turnaround Schools).
- Each school district board of education shall adopt a district policy for increasing and supporting parent engagement in the public and charter schools of the district.
- Districts shall identify a family partnership point of contact for family engagement training and resources.

In District 49 we are getting the job done through our DAAC subcommittees



# District Accountability: Subcommittee Activity



- Budget subcommittee
- Bylaws subcommittee
- Charter Subcommittee
- Parent Engagement subcommittee
- Restorative Practices subcommittee
- Unified Improvement Plan subcommittee
- Zone subcommittee\*



# District Accountability: Initiatives



- Charter Schools
  - Subcommittee Will Be Engaged
  - May Encompass More DAAC Members Than is Typical
- Community Engagement
  - A Fall 2017 Event Is The Goal
  - Community Engagement Subcommittee
  - Every Student Succeeds Act (ESSA) CDE Update (Tentative)

District Accountability



# Questions?

THE BEST DISTRICT TO LEARN, WORK & LEAD

## **BOARD OF EDUCATION AGENDA ITEM 9.02**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Mike Pickering, POWER Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	POWER Zone Performance Dashboards
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion Item

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

POWER Zone would like to present our Performance Dashboard accountability work to our BOE. This work began in a focused and concentrated manner in August of 2014 with deep collaboration between School Accountability Committee members at each POWER Zone school, Zone Innovation Assembly members, and student's from our Student Innovation Assembly.

### **RATIONALE:**

When POWER Zone first become a zone of innovation in August of 2013 it was clearly communicated from members of our School Accountability Committees that we needed a more robust and local model to determine performance across POWER Zone schools than just the state standardized data we received from the state. This lead to an over two year collaborative process across multiple POWER Zone stakeholders in order to determine what indicators matter most to our community and to determine how these indicators would be measured at each academic level.

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

The zone will share our community's work in the areas of Performance Dashboards in an effort to shift accreditation determinations away from a solely state driven assessment model to a local, community grown and approved accountability model.

### **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	Structured, frequent, and meaningful School Accountability Committee work increases parent and community trust in our system. Our High Reliability Schools work supports this rock as well.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Zone Innovation Assembly and School Accountability Committee collaboration over community created and approved performance framework indicators.
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Local dashboards define what it means to be the “best” in the POWER Zone.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive	Schools become exceptional, in part, by having great processes. The dashboard work supports the zone in recognizing what “exceptional” means and helps schools decide where to focus their process improvement efforts.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Customizing a performance and accountability system to a specific community helps drive programming and resources into areas that are most important to them.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

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

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

**DATE:** October 4, 2016

**9.02 POWER Zone Performance Dashboard**  
**&**  
**9.03 POWER Zone Performance Report**

**Handouts for both Presentations:**

- 1) Dashboarding Timeline
- 2) Zone Dashboard
- 3) School Dashboards
- 4) Dashboard Measures List
- 5) POWER Plan 2016

**Presentations:**

- 1) POWER Zone Performance Dashboard Powerpoint
- 2) POWER Zone Performance Report Powerpoint



# Creating a Local Community Accountability System

## PROCESS OVERVIEW

Create a process to discover what performance indicators matter most to our local community: students, parents, educators and other local community stakeholders. Once indicators are identified, find tools to measure each agreed upon indicator's effectiveness level. Use these community driven indicators to transfer performance accountability from federal and state levels to our local community.



## Timeline: POWER Zone's Performance Dashboarding Process

### June 2016 - Today

Innovation vote passes at all zone schools. Final indicators are approved. Transfer from federal and state accountability to Local Community Accountability (LCA): Create relevant, easily understood, and accessible accountability dashboards to begin local accountability.

### April 2016

Each school sends aggregated feedback to ZIA.

### January - March 2016

SAC and StIA reviews suggested measurement tools for each indicator and give final feedback to ZIA.

### November - December 2015

SAC and StIA review "final" selected elements and provide feedback for ZIA review.

### September - October 2015

Each SAC and StIA member in the zone prioritizes ZIA feedback.

### August - September 2015

Survey disseminated to parents, students and staff.

### Spring 2015

Student Innovation Assembly (StIA) and School Accountability (SAC) meetings to brainstorm indicators.

### August 2014

Local performance dashboard idea presented at Zone Innovation Assembly (ZIA).

### April - May 2016

Final feedback reviewed. Six indicators and aligned measurement tools are presented to the schools for innovation vote. Same guidelines apply as for an official local/state innovation vote.

### March 2016

ZIA presents six indicators and aligned measurement tools (Marzano High Reliability Schools survey, district Cultural Compass survey, literacy assessments, etc.) to each school.

### January 2016

ZIA reviews measurement tools for each selected indicator: Safety & Security, Literacy, 49 Pathways, School Climate, Problem Solving, Critical Thinking.

### October 2015

ZIA reviews all SAC feedback and prioritizes a "final" 5-7 indicators.

### September 2015

ZIA aggregates survey feedback via elementary, middle and high school grade levels.

### May 2015

Survey developed using collaboratively collected indicators.

### November 2013

Idea emerges from innovation vote showing strong interest in using more than state measures to determine educational performance.



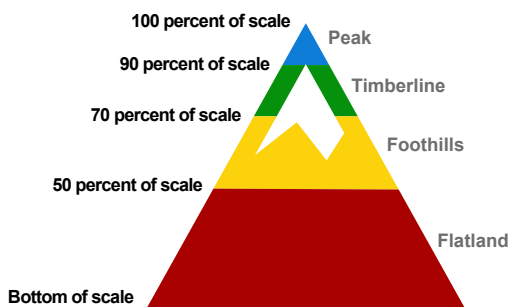
# POWER PERFORMANCE DASHBOARD

## Overall Zone Performance

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Our School Accountability Committees at each school told us they were not satisfied with only using state assessment data to analyze the effectiveness and overall performance of our schools. This lead to a two year collaborative process between parents, students, and educators to develop POWER Performance Dashboards to include the performance indicators that were voted most important by our community.

Our zone uses six indicators to measure performance across our schools: Literacy, POWER Pathways, Problem Solving, Critical Thinking, School Climate, and Safety & Security. We hope you will find more value in tracking growth on performance indicators that our community decided was of most value in our schools. We are on a journey to peak performance so our scores are broken down into performance levels (0-100 scale) that represent our progress on the journey to the peak.



- Peak** - Systematic processes are in place, effective, tested & validated schoolwide. Role model processes and performance.
- Timberline** - Systematic processes are evident and effective.
- Foothills** - Systematic processes are emerging.
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Details about the six indicators can be found at [D49.org/power-zone](http://D49.org/power-zone)

### Literacy

88

Timberline



### POWER Pathways

88

Timberline



### Critical Thinking

80

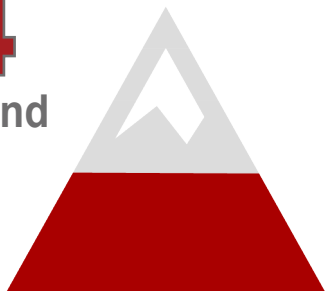
Timberline



### Problem Solving

54

Flatland



### School Climate

78

Timberline



### Safety & Security

76

Timberline





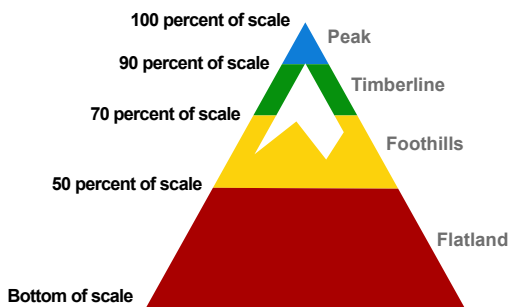
## Odyssey Elementary School



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### Literacy

82

Timberline



### POWER Pathways

99

Peak



### Critical Thinking

62

Foothills



### Problem Solving

71

Timberline



### School Climate

84

Timberline



### Safety & Security

81

Timberline





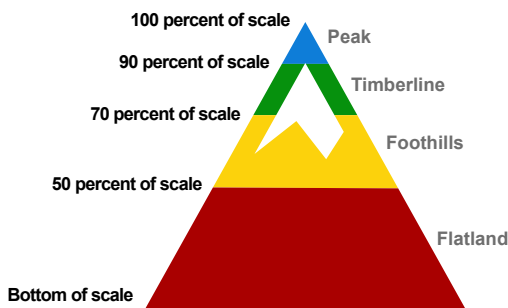
## Ridgeview Elementary School



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### Literacy

88

Timberline



### POWER Pathways

90

Peak



### Critical Thinking

71

Timberline



### Problem Solving

84

Timberline



### School Climate

80

Timberline



### Safety & Security

75

Timberline



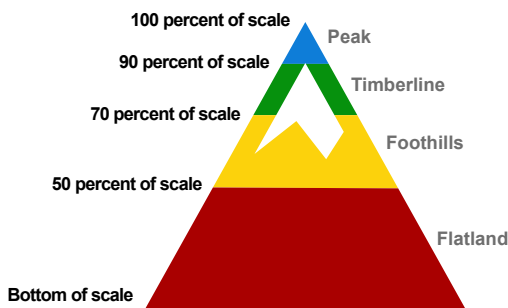
## Stetson Elementary School



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### Literacy

**82**  
Timberline



### POWER Pathways

**99**  
Peak



### Critical Thinking

**77**  
Timberline



### Problem Solving

**69**  
Foothills



### School Climate

**84**  
Timberline



### Safety & Security

**80**  
Timberline





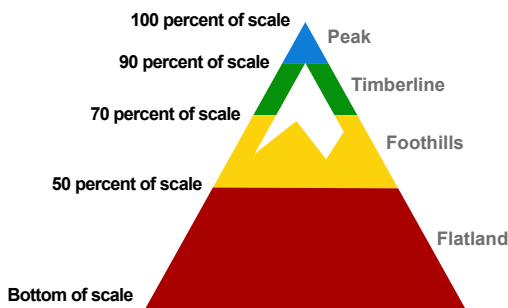
## Skyview Middle School



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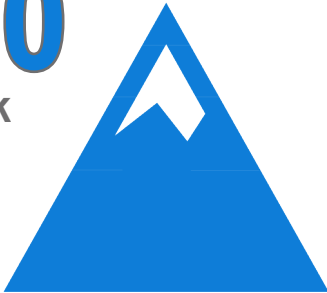


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### Literacy

**100**  
Peak



### POWER Pathways

**82**  
Timberline



### Critical Thinking

**89**  
Timberline



### Problem Solving

**74**  
Timberline



### School Climate

**78**  
Timberline



### Safety & Security

**78**  
Timberline





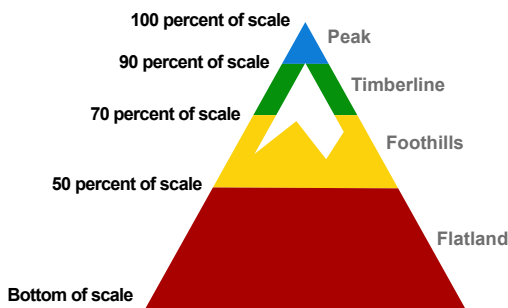
## Vista Ridge High School



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### Literacy

**80**  
Timberline



### POWER Pathways

**86**  
Timberline



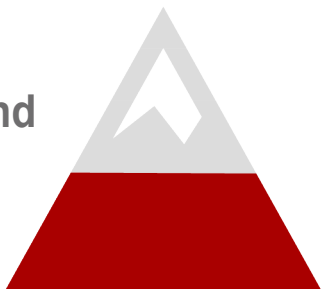
### Critical Thinking

**80**  
Timberline



### Problem Solving

**13**  
Flatland



### School Climate

**74**  
Timberline



### Safety & Security

**72**  
Timberline



# Performance Dashboard Measures

**Literacy:** DIBELS, PARCC, ACT

**POWER Pathways:** ICAP, STEM & CTE Course Success, Enrichment Opportunities

**Critical Thinking:** Driven Through Scale (in progress)

**Problem Solving:** Driven Through Scale (in progress)

**School Climate and Safety & Security:**  
District Cultural Compass Survey & Marzano High Reliability School Survey







# POWER Performance Dashboards

November 2016

OES \* RVES \* SES \* SMS \* VRHS



The Best Choice to Learn, Work and Lead





# Overview

- Over 2 ½ Year Process
- Initiated from School Accountability Committee Conversations Around Performance and Accountability
- Community Desire for Something More than State Reporting Model



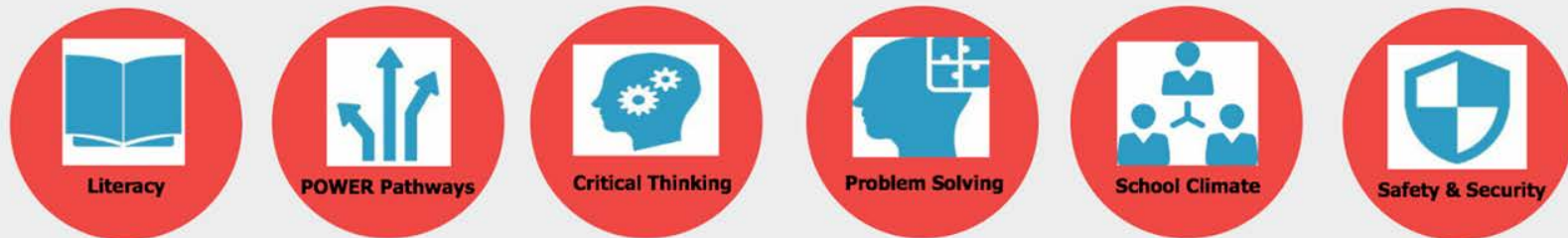
# Overview

- **Brainstorm Indicators and Measurements:**  
School Accountability Committee, Student Innovation Assembly, & Zone Innovation Assembly
- **2 Years Later 6 Indicators Are Determined:**  
Literacy, POWER Pathways, Problem Solving, Critical Thinking, School Climate, & Safety & Security
- **Confirming Valid and Reliable Measures**



# POWER Zone's POWER Indicators

(May 2016)



## Community Approved POWER Indicators

(Innovation Vote 2016)

### POWER PERFORMANCE DASHBOARD

#### Overall Zone Performance

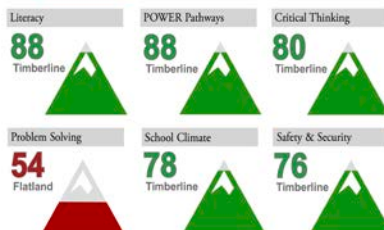
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Details about the six indicators can be found at [d49.org/zone-one](http://d49.org/zone-one)



District 49 Prepare, Engage, EmPOWER - The POWER Zone Difference

### POWER PERFORMANCE DASHBOARD

#### Odyssey Elementary School

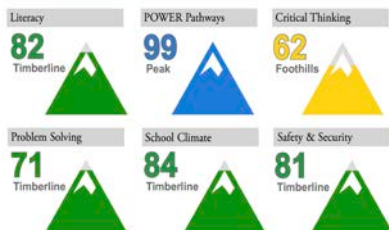
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### POWER PERFORMANCE DASHBOARD

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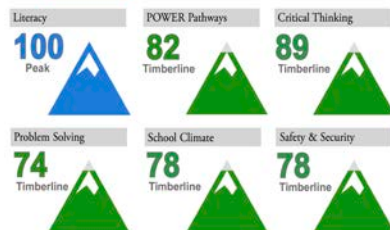
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District 49 Prepare, Engage, EmPOWER - The POWER Zone Difference

### POWER PERFORMANCE DASHBOARD

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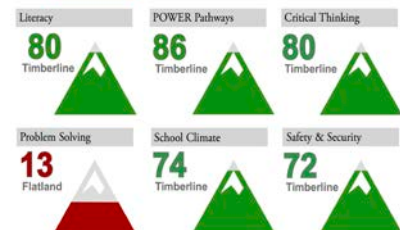
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District 49 Prepare, Engage, EmPOWER - The POWER Zone Difference

# The Best Choice to Learn, Work and Lead



# Marzano's High Reliability School's Process Improvement Process



## Level 1: Safe and Orderly Environment: That Supports Cooperation and Collaboration

- Safe and Orderly Environments, Input into the Optimal Functioning of the School, Collaboration Around Essential Topics, Fiscal and Operational Responsibility

## Level 2: An Instructional Framework: That Develops and Maintains Effective Instruction in Every Classroom

- Clear Vision on Instruction, Support for Educators in Growing Pedagogical Skill, Predominant Instructional Practices are Evident, Educators Receive Job Embedded PD, Ongoing Evaluations, & the Opportunity to Learn from Peers

## Level 3: Guaranteed and Viable Curriculum: Focused on Enhancing Student Learning

# En'Shalla Wesley - Student Innovation Assembly



-Process/Collaborative

-How could this benefit/impact students?

# Jen Newberg - Zone Innovation Assembly



- Impact on Teaching

- Literacy (DIBELS, PARCC, ACT)

- Critical Thinking/Problem Solving  
(Scales, Observation, Activities, etc.)



# Cathy Tinucci - Zone Innovation Assembly



- Impact on School/Administration
- Safety & Security and School Climate  
(HRS Survey and District Cultural Capacity Survey)
- Balanced Complement of Local and State  
Measures

# Sam Romero - School Accountability Committee (SAC) Chair - VRHS



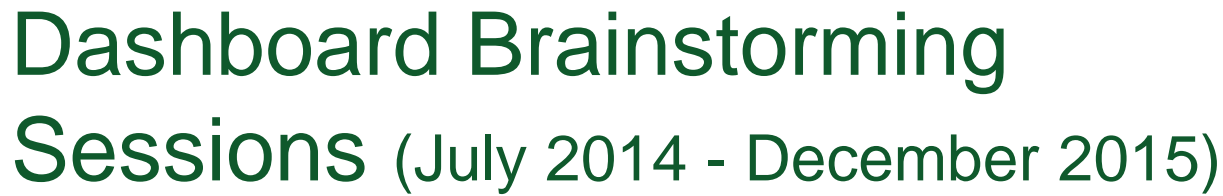
- Process/Collaborative

- POWER Pathways

  - (ICAP, Enrichment Opportunities, Passing and Completing STEM and CTE courses)

- Accountability w/ Local and More Meaningful Measures







# POWER Performance Dashboards

(Next Steps)



Literacy



POWER Pathways



Critical Thinking



Problem Solving



School Climate



Safety & Security

## Community Approved POWER Indicators (Innovation Vote 2016)

- Confirm Final Problem Solving and Critical Thinking Measurements w/ Zone Innovation Assembly
- Drive BOE Performance Updates Through Dashboards
- Encourage Board of Education to accredit PZ schools through POWER Dashboards



*Questions?*

The Best Choice to Learn, Work and Lead

## **BOARD OF EDUCATION AGENDA ITEM 9.03**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Mike Pickering, POWER Zone Leader
<b>TITLE OF AGENDA ITEM:</b>	POWER Zone Performance Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion Item

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

POWER Zone would like to present our BOE with relevant data and information that will help explain overall zone progress and performance in key areas. As we near completion on the development of POWER Zone's performance dashboards, working towards creating a local community accountability model, we are more readily able to report out performance on measures that were voted most important to our community. This report will also include data to evidence progress in the areas of Primary Literacy at the elementary levels and POWER Pathways at the secondary levels.

### **RATIONALE:**

By keeping our BOE informed of the zone's progress towards increased student learning and seeking any resultant feedback we believe we will have an even stronger opportunity to serve our students and families at the highest levels possible.

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

The zone will share available and relevant data that is aligned to zone and district priorities.

### **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	Our High Reliability Schools work supports this rock well.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	Zone Innovation Assembly and School Accountability Committee collaboration over community created and approved performance framework indicators.
<b>Rock #3</b> — Grow a robust <u>portfolio</u> of distinct and exceptional <u>schools</u>	Increased efforts and resources in primary literacy and pathway opportunities are leading to increased opportunity for our students.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	Schools become exceptional in part by having great processes. The work being done within the primary literacy programming, our strong curriculum pathway work, and the POWER Pathway work continuing to emerge from VRHS are examples of these types of processes.
<b>Rock #5</b> — Customize our educational systems to launch each student toward success	Customizing a performance and accountability system to a specific community helps drive programming and resources into areas that are most important to them.

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** None

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

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

**DATE:** October 4, 2016

# POWER Zone Performance Report

November 2016

OES \* RVES \* SES \* SMS \* VRHS



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# Why these measures?



- Community Created and Approved



- More Robust Measures to Launch Every Student to Success



- Providing Every Student the Opportunity for a Firm Foundation



- More Ownership & Accountability Over Learning

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# Zone - POWER Performance Dashboard



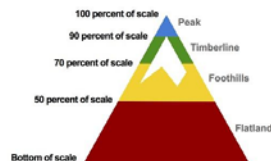
## POWER PERFORMANCE DASHBOARD

### Overall Zone Performance

In 2012 POWER Zone created a strategic innovation plan that has led to increases in early literacy skill attainment in our elementary schools, marked increases in ELA and math proficiency in middle school, and all-time high ACT scores in high school.

Our School Accountability Committees at each school told us they were not satisfied with only using state assessment data to analyze the effectiveness and overall performance of our schools. This led to a two year collaborative process between parents, students, and educators to develop POWER Performance Dashboards to include the performance indicators that were voted most important by our community.

Our zone uses six indicators to measure performance across our schools: Literacy, POWER Pathways, Problem Solving, Critical Thinking, School Climate, and Safety & Security. We hope you will find more value in tracking growth on performance indicators that our community decided was of most value in our schools. We are on a journey to peak performance so our scores are broken down into performance levels (0-100 scale) that represent our progress on the journey to the peak.



**Peak** - Systematic processes are in place, effective, tested & validated schoolwide. Role model processes and performance.

**Timberline** - Systematic processes are evident and effective.

**Foothills** - Systematic processes are emerging.

**Flatland** - Systematic processes not yet in place.

Details about the six indicators can be found at [D49.org/power-zone](http://D49.org/power-zone)

#### Literacy

88

Timberline



#### POWER Pathways

88

Timberline



#### Critical Thinking

80

Timberline



#### Problem Solving

54

Flatland



#### School Climate

78

Timberline



#### Safety & Security

76

Timberline



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# Zone - POWER Performance Dashboard



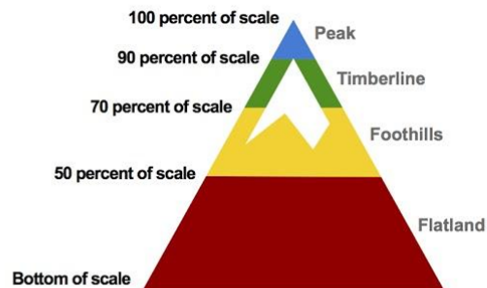
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# Zone - POWER Performance Dashboard



Literacy

**88**

Timberline



POWER Pathways

**88**

Timberline



Critical Thinking

**80**

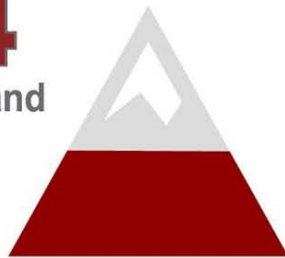
Timberline



Problem Solving

**54**

Flatland



School Climate

**78**

Timberline



Safety & Security

**76**

Timberline



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# POWER Dashboard Measures



**Literacy:** DIBELS, PARCC, ACT

**POWER Pathways:** ICAP, STEM & CTE Course Success

**Critical Thinking:** Driven Through Scale (in progress)

**Problem Solving:** Driven Through Scale (in progress)

**School Climate and Safety & Security:** District Cultural  
Compass Survey & Marzano High Reliability School  
Survey



# OES - POWER Performance Dashboard



## POWER PERFORMANCE DASHBOARD POWER Zone School



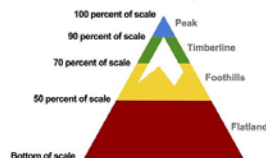
Odyssey Elementary School



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Literacy

82

Timberline



POWER Pathways

99

Peak



Critical Thinking

62

Foothills



Problem Solving

71

Timberline



School Climate

84

Timberline



Safety & Security

81

Timberline



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# RVES - POWER Performance Dashboard



## POWER PERFORMANCE DASHBOARD POWER Zone School



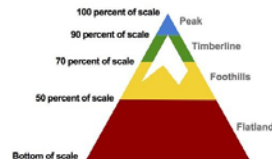
Ridgeview Elementary School



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Literacy

**88**

Timberline



POWER Pathways

**90**

Peak



Critical Thinking

**71**

Timberline



Problem Solving

**84**

Timberline



School Climate

**80**

Timberline



Safety & Security

**75**

Timberline



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# SES - POWER Performance Dashboard



## POWER PERFORMANCE DASHBOARD POWER Zone School

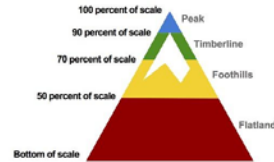
### Stetson Elementary School



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#### Literacy



#### POWER Pathways



#### Critical Thinking



#### Problem Solving



#### School Climate



#### Safety & Security



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# SMS - POWER Performance Dashboard



## POWER PERFORMANCE DASHBOARD POWER Zone School



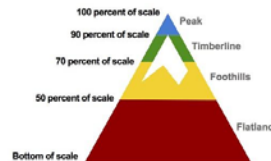
Skyview Middle School



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### Literacy

100  
Peak



### POWER Pathways

82  
Timberline



### Critical Thinking

89  
Timberline



### Problem Solving

74  
Timberline



### School Climate

78  
Timberline



### Safety & Security

78  
Timberline



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# VRHS - POWER

## Performance Dashboard



### POWER PERFORMANCE DASHBOARD POWER Zone School



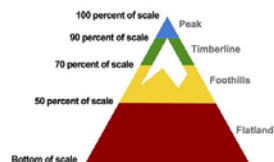
Vista Ridge High School



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#### Literacy

80

Timberline



#### POWER Pathways

86

Timberline



#### Critical Thinking

80

Timberline



#### Problem Solving

13

Flatland



#### School Climate

74

Timberline



#### Safety & Security

72

Timberline



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# Performance Report Summary



- Strong Results in Literacy, Pathways, School Climate, and Safety & Security
- Focus on Critical Thinking & Problem Solving Measures Across Levels
- Begin to Increase Focus on Math K-5
- Increase Focus on Pathways 6-12





# *Questions?*

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### **BOARD OF EDUCATION AGENDA ITEM 9.04**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Audra Lane, Janet Giddings, Jared Felice
<b>TITLE OF AGENDA ITEM:</b>	Sand Creek High School Leadership Team Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education approved the new innovative leadership structure for Sand Creek High School effective July 2016. The Sand Creek High School Leadership team is comprised of three Associate Principals, four Teacher Leaders, and two Deans of Students. This model allows for a broader depth of skills and knowledge to lead a complex organization with developing career and college pathways and programs.

**RATIONALE:** The Sand Creek High School Leadership team will provide periodic updates on the state of the school, leadership structure and Campus Council.

**RELEVANT DATA AND EXPECTED OUTCOMES:**

- Status of the Campus Council and Teacher Forum
- Student and Athletic data
- New Hire feedback regarding the leadership team, which was received during the first building professional development day
- Studer Education Group Leadership Training, schedule of surveys and rollout of results

**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.	X
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	X

**FUNDING REQUIRED:** None

**AMOUNT BUDGETED:** N/A

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

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

**DATE:** October 28, 2016



# SCHS Leadership Team Update

November 10, 2016

Area Bartlett

Mike Brandt

Nicole Sides

Andrew Smith

David Ramirez

Nathan Truex

Jared Felice

Janet Giddings

Audra Lane

# Campus Council



- Representation:
  - 6 Teachers
  - 1 Classified
  - 1 Counselor
  - 1 Community Liaison
  - 1 Teacher Leader
  - 1 Associate Principal
- First meeting October 27<sup>th</sup>
- Developing Norms and Scope of Work
- Communication to staff
- Working with Staff Forum for clarity and transparency of issues

# Staff Forum

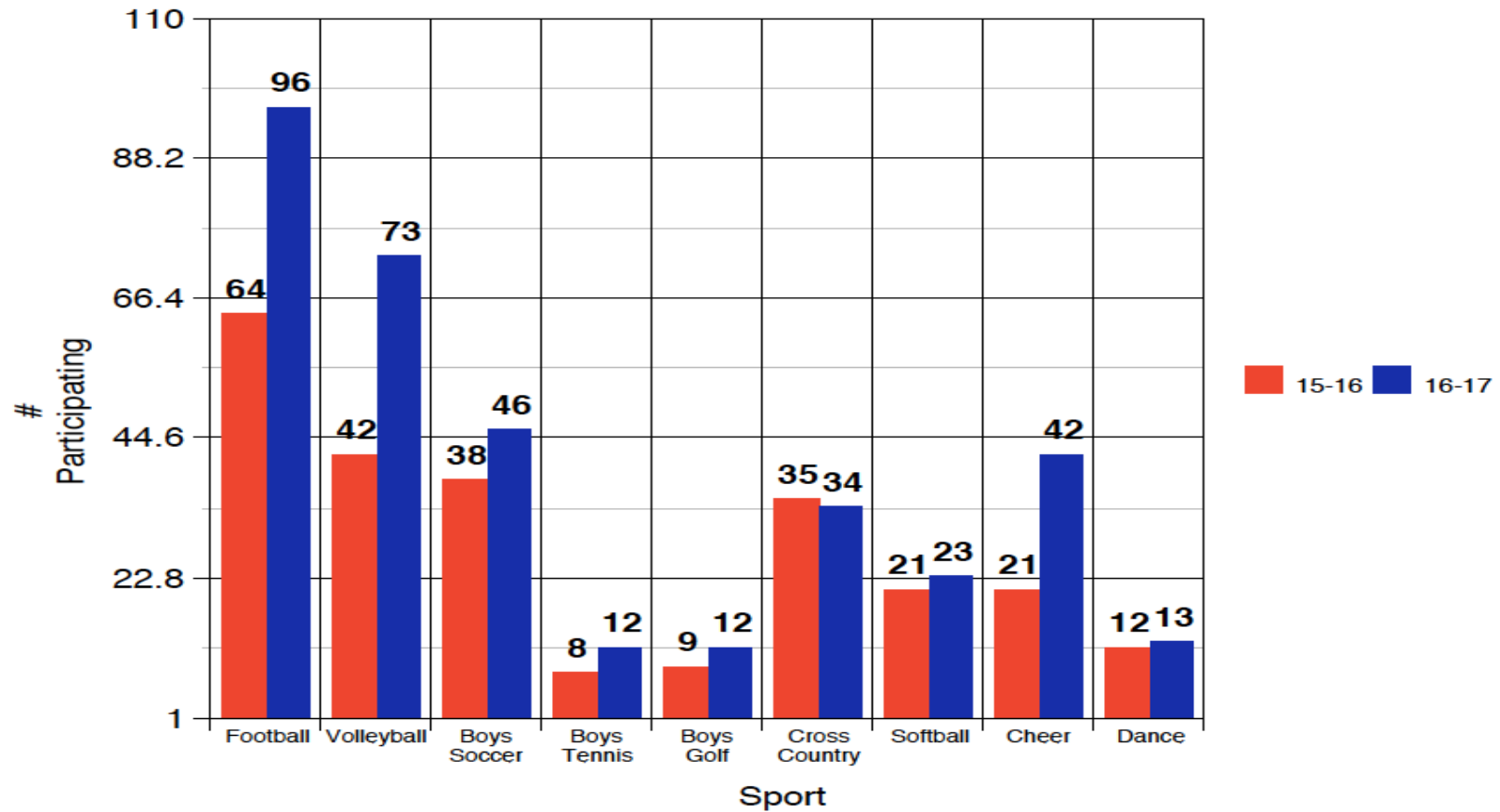


- Teacher Leaders facilitate forum
- Meetings every two weeks – all faculty and staff are welcome to attend
- Agenda driven by staff concerns
- Minutes are shared to all staff
- All issues are addressed and communicated to staff

# Student Athletic Data



Fall Sports Participation



# New Hire Feedback



- Feedback from first building PD session:
  - Bright Spots
    - Support from staff, departments and leadership team
    - Growing school pride
    - Cultural diversity
    - Questions answered
    - Great Kids!!
  - Opportunities for Improvement
    - Technology issues and program training
    - More time to plan as departments
    - Align curriculum with middle school

# Studer Education Group Leadership Training



- Development of a Scorecard (draft)
  - Three pillars
    - Student Achievement
    - Service
    - People
  - Goals and Action Steps will be added based on survey results



# Studer Education Group Leadership Training



- Parent Satisfaction Survey
  - Anonymous survey
  - Sent out electronically with paper copies available
  - 17 statements for parents to choose the best response which describes their experience
  - 3 free response questions
    - What is working well?
    - What needs improvement?
    - Recognition of someone for their good work

# Studer Education Group Leadership Training



- Employee Engagement Survey
  - Anonymous survey
  - Sent out electronically
  - 14 statements for staff to choose the best response which describes their experience
  - 3 free response questions
    - What is working well?
    - What needs improvement?
    - Recognition of someone for their good work

# Studer Education Group Leadership Training



- Parent Satisfaction Survey
  - November 9<sup>th</sup> – November 22<sup>nd</sup>
- Employee Engagement Survey
  - November 29<sup>th</sup> – December 13<sup>th</sup>
- Results Rollout
  - January 31, 2017

SCHS Leadership Team



# Questions

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## **BOARD OF EDUCATION AGENDA ITEM 9.05**

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Matt Meister, Director of Communications
<b>TITLE OF AGENDA ITEM:</b>	Communications Department Performance Report
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** Key metrics on the performance of District 49 communication tools and platforms is presented, including D49.org, LiveChat, Bronto email and social media platforms. Brand coverage and performance in the earned media space is also presented. Communication department story coverage breakdown year-to-date is presented. Overall strategy is discussed.

**RATIONALE:** Twice a year the director of communications provides an update to the Board of Education on the performance of communications department through key metrics and a review of strategy.

**RELEVANT DATA AND EXPECTED OUTCOMES:** The communications department has made strategic investments in communication technology to target information down to unique customer segments. Effective use of the technology through the communication department strategy leads to increased consumption of and engagement with content created by the team.

### **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	Continue non-biased communication of BOE meetings, school and zone initiatives and any challenging issues that develop in the district.
<b>Rock #2</b> —Research, design and implement programs for intentional <u>community</u> participation	All district communications support the community rock. Each communication platform targets unique community segments. The Peak Partners initiative targets the 60% of residents that don't have a direct district connection in a new way.
<b>Rock #3</b> — Grow a robust <u>portfolio of</u> distinct and exceptional <u>schools</u>	We'll continue to use a “show” versus “tell” philosophy in highlighting the impacts our educational programs make for young learners in the portfolio of schools.
<b>Rock #4</b> — Build <u>firm foundations</u> of knowledge, skills and experience so all learners can thrive.	We'll continue to use a “show” versus “tell” philosophy in highlighting the firm foundations being built through our educational programs.
<b>Rock #5</b> — Customize our educational systems to <u>launch each student toward success</u>	We'll continue to use a “show” versus “tell” philosophy in highlighting how students are launching to success through 49 Pathways.

**FUNDING REQUIRED:** N/A

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Continued support from BOE of district communication initiatives to continue building trust and increasing community engagement.

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

**DATE:** 10/24/16



# Communications Update

Matt Meister

Director of Communications

# Trends & Results



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# Trends (D49.org)



	<b>April 2014</b>	<b>Nov. 2016</b>	
Sessions	319,132	2,109,722	+561%
Users	124,471	751,572	+504%
Page Views	664,192	4,400,882	+563%

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**April 2014      Nov. 2016**

Tickets &  
Chats

0

6659

# Trends (Comm Team Stories)



**April 2014    Nov. 2016**

Published &  
Shared

27

172

+537%

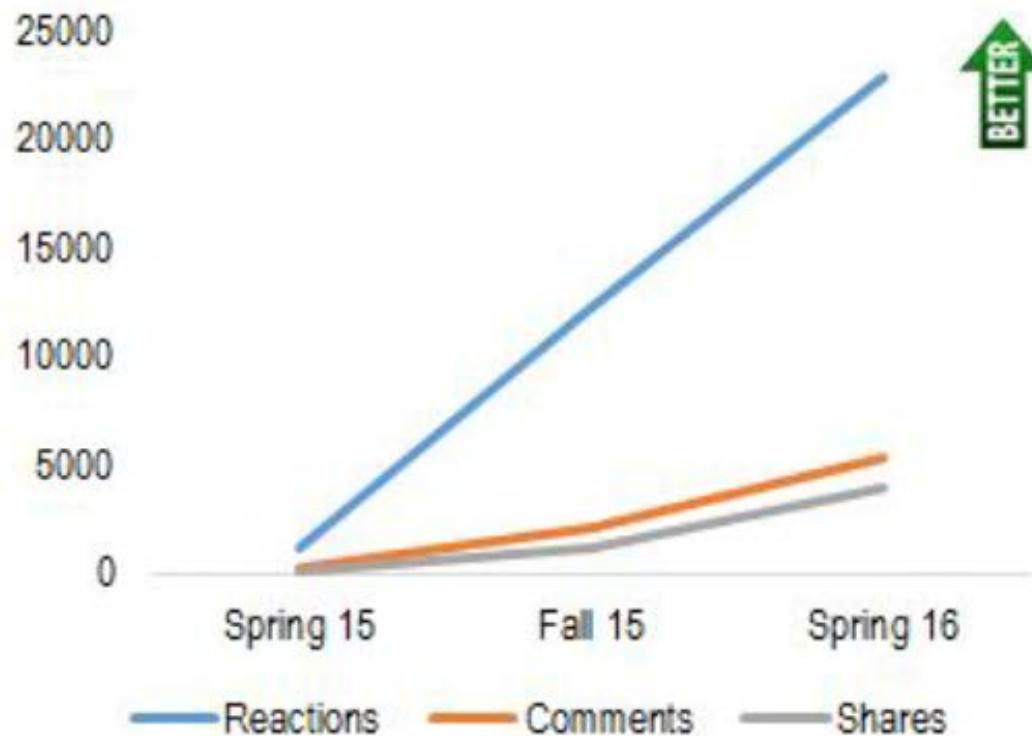
# Trends (Bronto Email)



	<b>April 2014</b>	<b>Nov. 2016</b>	
Sent	481,912	1,184,234	+146%
Opened	110,869	283,979	+156%
Open Rate	23.0%	23.98%	
Click Rate	6.6%	9.2%	

# Trends (Facebook)

**Figure 7.2-12**  
**Facebook Interactions**  
**Meaningful Positive Trend**



# Strategic Communication



SCHOOL  
FAMILY  
CALENDAR

POSITIVE MEDIA  
RELATIONS

MEDICAL  
CANNABINOID  
POLICY

WEATHER

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# Strategic Communication



## Important Takeaways

- Reported clown sighting today in POWER Zone
- No information of credible threats to any school
- Talk to children about safe social media use

Dearest District 49 Family,

As you know, the safety of your children



## RECENT SOCIAL MEDIA THREAT

turned over to a Colorado Springs Police Department school resource officer, who investigated the report.

With the investigation complete, our law enforcement partners have not informed us of any credible threats near any of our schools. Because the safety of our children is a collaborative effort, we want to ensure you know about this reported sighting.



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# Strategic Communication



## Direct Communication Circulation: 32,000

Visit The District's Digital Home at [D49.org](http://D49.org)

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POSTAL CUSTOMER

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All Pages  
Page 1 of 1  
Printed on: 10/14/2016

### FESoT Teacher Advances For Colorado's Top Educator Award

By Dustin Senger  
District 49 Communications Director

When Melissa Hobbins enters her classroom each day to teach her students, she finds herself where she always envisioned: Preparing children for their next phase in life. Hobbins is a second grade teacher at Felsom Elementary School of Technology in District 49, a school district in the rapidly developing northeastern corner of Colorado Springs and the Falcon area of El Paso County. She is now one of six finalists for Colorado's teacher of the year.

While gathering with the groups, she helped students carefully consider word choices. When she asked why LEGO bricks are "creative," a student suggested they were "fun." She guided the group to think about the word "fun" and how it relates to the word "creative." "That way, it's about us, not just the toys," she said.

Hobbins has taught for 20 years, from preschool to eighth grade. She has 10 years of her career in District 49. She spent 2 years teaching elementary students in Brazil.

"The first thing I love," said Hobbins, "is finding small group writing circles Sept. 13, and considering the possibility of becoming Colorado's top educator. The day is a mix of individual and small group work."

While gathering with the groups, she helped students carefully consider word choices. When she asked why LEGO bricks are "creative," a student suggested they were "fun." She guided the group to think about the word "fun" and how it relates to the word "creative." "That way, it's about us, not just the toys," she said.

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### Unanimous Approval of Resolution Supporting Ballot Issue 3B

By Kayla Melendrez  
Marketing and Communications Specialist

The District 49 Board of Education unanimously approved a resolution of support for El Paso County's ballot issue 3B at a 24-0 vote during its monthly meeting Oct. 11.

"This proposal of all the work that has gone into this," said Marie LaVigne-Wright, board president, prior to the vote. "I believe this will do a great deal of good in our community, furthering our success, taking care of what we have without raising taxes."

With voter approval, the proposal would provide funding toward the bond will in the district paper off to bond debt, keeping it within its existing budget.

"I think everyone benefits from this, and I'm thrilled we can vote on the resolution of support," said LaVigne-Wright.

During her board update, LaVigne-Wright Rocky Mountain School District board of directors and trustees, with pay funds being spent on administrative and district operations, a strong school district decreases crime rates and retains property and home values for residents.

**New Resolution Is Reached**

The Board of Directors of School District 49 approved a resolution and strongly encourage the residents of District 49 to vote in favor of this 3B of October 2016 by a 24-0 vote.

### Wolves Take Down Indians With '12th player'

By Dustin Senger  
District 49 Communications Director

When the Wolves won their homecoming football game after a strong second half comeback, it was perhaps their "12th player" who was most critical.

The District 49 team took down the Indians of Montrose High School in Montrose and Charles School District, 15-14, during a homecoming football game Oct. 7 at Vista Ridge High School.

As the team first entered the field, surrounded by cheerleaders and the band of hundreds of fans, their 12th player carried the school colors. For the third consecutive year, this student Gregory Meyer was selected as the Wolves' mascot, representing his enthusiastic pride.

Gregory, 16, was wearing a jersey with the number 12, along with a football helmet. The helmet belonged to teammate Nathan Hobbins. He received it after called by the referees to flip a coin, which would determine which team took initial possession of the ball.

"He's our backup kicker, best punter and our biggest fan," said 12th grader Nathan. "He's the one who's been with us since we started playing football. He's been with us since we started playing football. He's been with us since we started playing football."

Gregory has watched football since he was a baby, according to father Ken Meyer. However, due to developmental delays, eventually appearing as a missing chromosome, it's tough for him to master a player's identity. He's affiliated by low muscle tone and slow reflexes.

But Nathan and his teammates stepped back from keeping him completely off the field at Vista Ridge High School.

### 'So, What Do You Think?'

By Dustin Senger  
District 49 Communications Director

Students in the District 49 Learning Center are working on a project called "So, What Do You Think?"

The project is a series of questions that students are asked to answer. The questions are designed to help students think about their own experiences and how they relate to the world around them.

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### Excitement, Energy Displayed During Celebration of Achievement

By Dustin Senger  
District 49 Communications Director

Students in the District 49 Learning Center are working on a project called "So, What Do You Think?"

The project is a series of questions that students are asked to answer. The questions are designed to help students think about their own experiences and how they relate to the world around them.

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### COMMUNITY

FOUND THE DISTRICT: page 4

### TRUST

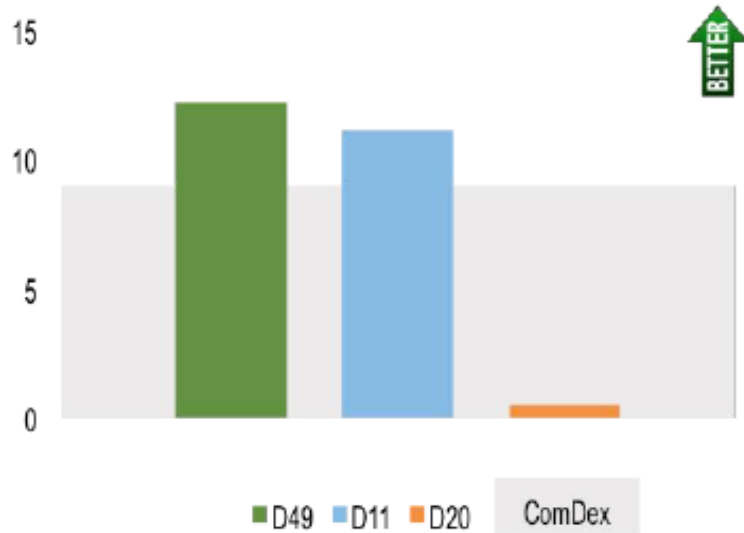
# The Best Choice to Learn, Work and Lead

# Results (Social Media)



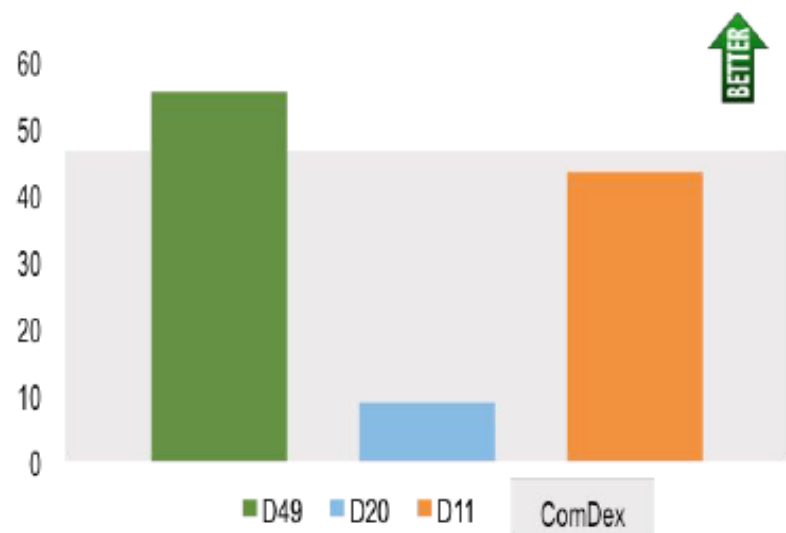
**Figure 7.2-13**  
**Twitter Followers Normalized**  
**Per 100 Students**

Superior Level Vs. Competitors and ComDex



**Figure 7.2-14**  
**Facebook Likes Normalized**  
**Per 100 Students**

Superior Level Vs. Competitors and ComDex

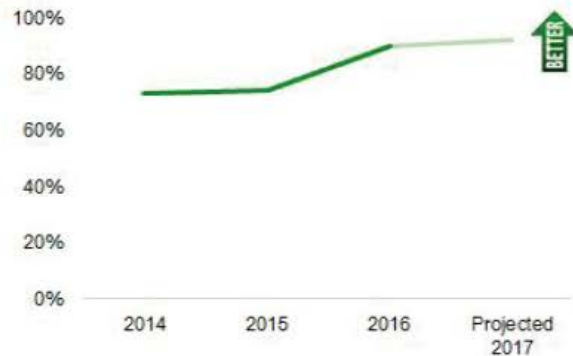




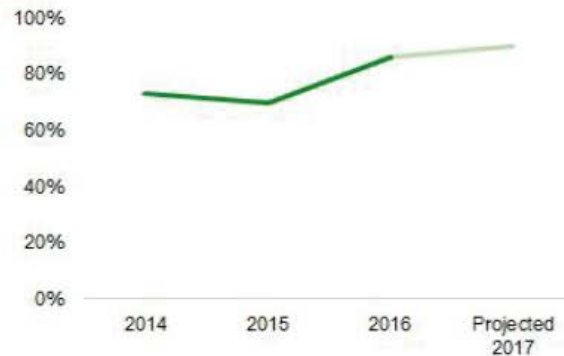
# Results (Learn, Work, Lead)



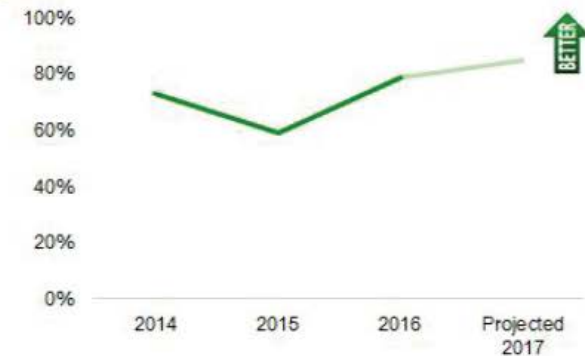
**Figure 7.3-5**  
*I Would Recommend D49 as a  
Great Place to Learn*  
*Meaningful Upward Trend*



**Figure 7.3-6**  
*I Would Recommend D49 as a  
Great Place to Work*  
*Meaningful Upward Trend*



**Figure 7.3-7**  
*I Would Recommend D49 as a  
Great Place to Lead*  
*Meaningful Upward Trend*

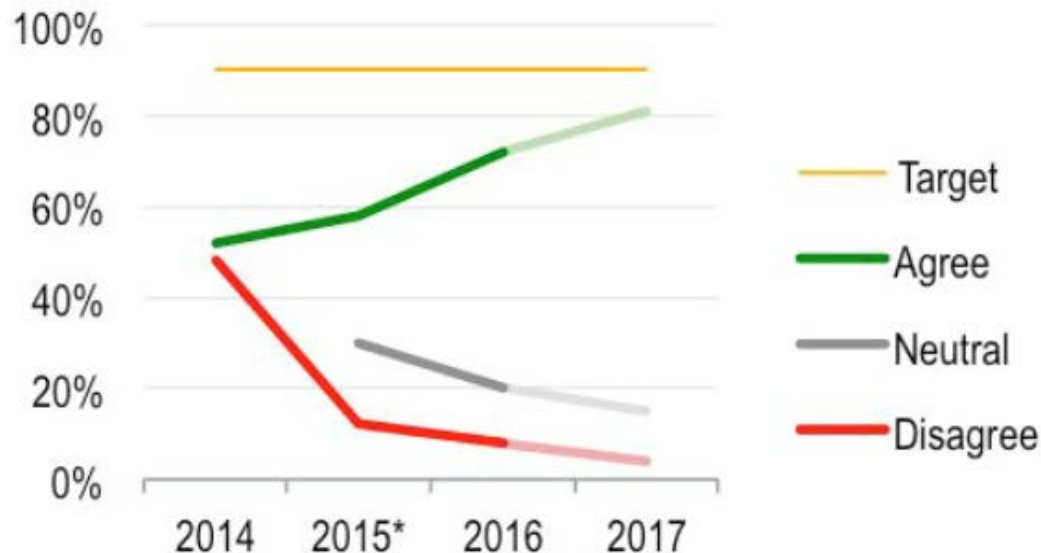


The Best Choice to Learn, Work and Lead

# Results (Transparency Builds Trust)



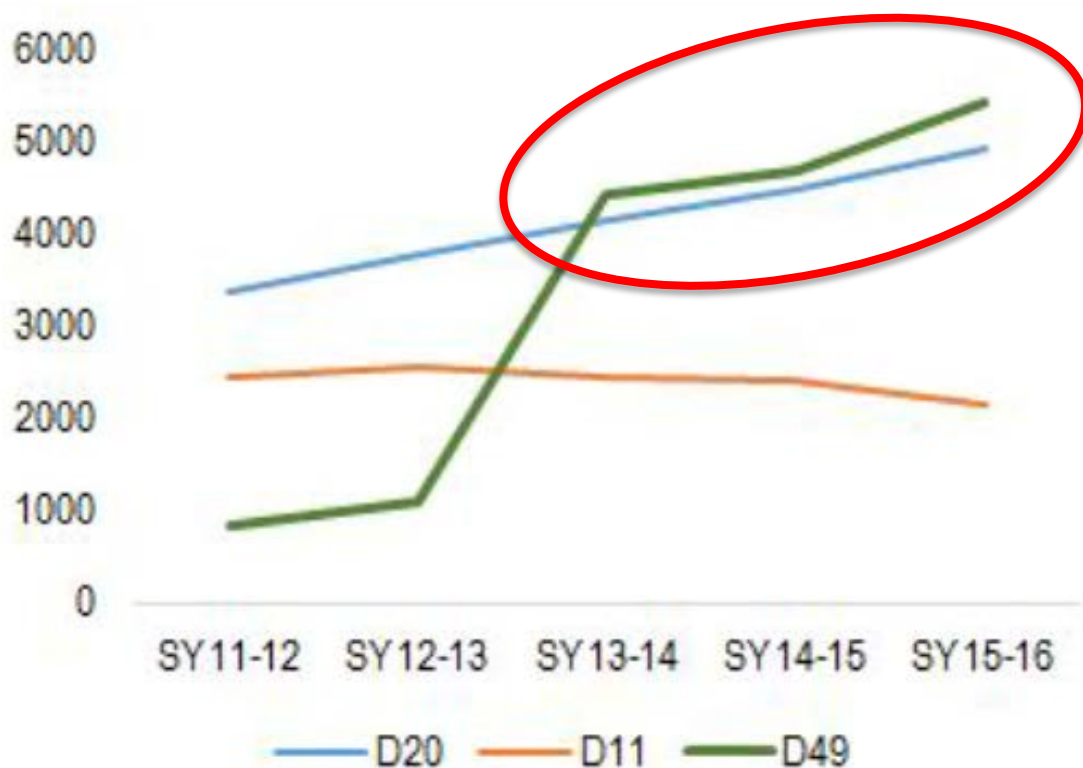
**Figure 7.4-3**  
***D49 Is Transparent In Decision Making***  
***Positive Trend***



# Results (Choice Enrollment)



**Figure 7.2-2**  
**Number of Choice Enrollment Students**  
**Meaningful Upward Trend**



# A Critical Mass



- Communication Efforts Support District 49's Strategic Plan
- Extraordinary Surge of Effort
- Unsustainable
- Evaluation Underway Regarding Work, Production and Available Resources

## BOARD OF EDUCATION AGENDA ITEM 9.06

<b>BOARD WORK SESSION OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	Brett Ridgway, Chief Business Officer Matt Meister, Director of Communications
<b>TITLE OF AGENDA ITEM:</b>	Post-Election Update
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

**BACKGROUND INFORMATION, DESCRIPTION OF NEED:** The Board of Education provided guidance to the administration to conduct research for needs, options and financing vehicles for potential participation in the November 2016 election.

The Board of Education voted to send a mill levy override question to the electorate. The issue appears on ballots as El Paso County Issue 3B. 3B meets four priorities: 1) Major remodel / additions at the three largest high schools, refreshing and refurbishing all existing District 49 schools, more competitive teacher salaries and two new elementary schools. Learning from the electorate after 2014 election results and in community engagement efforts, District 49 presented a mill levy override question that does not raise the overall tax rate.

**RATIONALE:** The Board of Education and administration worked collaboratively to present a plan to voters that supports students, teachers, and taxpayers.

**RELEVANT DATA AND EXPECTED OUTCOMES:** Results of the 2016 coordinated election, including results from El Paso County Issue 3B will be presented. Analysis of results will be limited, as the election occurs two days prior to the regularly scheduled meeting.

### **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 of</u> distinct and exceptional <u>schools</u>	<i>An election campaign should have clear connection 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>

**FUNDING REQUIRED:** Yes

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** Provide guidance for future work given the presented election results.

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

**DATE:** October 26, 2016



# Post-Election Update

Matt Meister

Director of Communications

# Current Results for 3B



- Information Not Available At Packet Printing
- Will Be Included in the Onscreen Presentation at Meeting

# Precinct Breakdown for 3B



- Not Available Until Election Is Certified
- Analysis Will Be Communicated at Future Meeting



# Thank You



- Citizens For Building Our Future Community in District 49
- Board Directors
- Staff
- Community

The Best Choice to Learn, Work and Lead

## BOARD OF EDUCATION AGENDA ITEM 10.01

<b>BOARD MEETING OF:</b>	November 10, 2016
<b>PREPARED BY:</b>	D. Richer, Executive Assistant to BOE
<b>TITLE OF AGENDA ITEM:</b>	Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of a specific staff member with prior written notification for Chief Business Officer evaluation and review
<b>ACTION/INFORMATION/DISCUSSION:</b>	Discussion

### BACKGROUND INFORMATION, DESCRIPTION OF NEED:

### RATIONALE:

### 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>	
<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 each student toward success	

**FUNDING REQUIRED:** No

**AMOUNT BUDGETED:** N/A

**RECOMMENDED COURSE OF ACTION/MOTION REQUESTED:** I move to go into Executive Session: Pursuant to C.R.S. § 24-6-402(4)(f)(I) for discussion of performance of a specific staff member with prior written notification for Chief Business Officer evaluation and review.

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

**DATE:** October 24, 2016