



**District
Mission:**

**To ignite a
passion for
learning.**

**Board
Priorities:**

Ensure all students
stay on or above
grade level each year
and graduate prepared
to successfully
implement a plan for
college or career.

**Every day, we are
college or career
ready.**

Provide all students
with engaging
learning
opportunities.

**Rigor and
engagement are
everywhere.**

Create a space that is
safe, inclusive and
welcoming for all.

**Diversity and
culture make us
better.**

Plan and execute the
capital and human
capital investments
that will make our
district better.

**We plan for the
future.**

**Lake County School District Board of Education
March 13, 2018 7:00pm Regular Meeting
Location: Lake County Intermediate School Library**

1. 7:00 Call to order
2. 7:01 Pledge of Allegiance
3. 7:02 Roll Call
4. 7:03 Preview Agenda
5. 7:04 Reading/Energize item-Amy Frykholm
6. 7:05 Public Participation

Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up on the clipboard at the front. We ask you to please observe the following guidelines:

- Confine your comments to matters that are germane to the business of the School District.
 - Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
 - Understand that the board cannot discuss specific personnel matters or specific students in a public forum.
7. 7:10 Approve Consent Agenda:
 - a. Regular Meeting Minutes Feb. 13, 2018
 - b. Special Meeting Minutes Feb. 27, 2018
 - c. Personnel recommendations
 8. 7:12 Oversight Calendar
 - a. Lake County Intermediate School Update-Stephanie Gallegos
 9. 7:45 ERSEA (Eligibility, Recruitment, Selection, Enrollment and Attendance) Training-Tanya Lenhard/Lisa Roeder
 10. 8:00 Superintendent's Update
 - a. Celebrations/Student Achievement/Culture Update
 11. 8:15 Student Reports
 12. Break
 13. 8:30 Action Item
 - a. BOCES IGA
 - b. URA (Urban Renewal Authority) IGA
 - c. Superintendent's Evaluation
 - d. Second Reading and adoption of policies: GP-2, GP-5 and GP-9
 14. 8:55 Board Reports
 15. 9:00 Agenda Planning
 - a. Reading/Energize item for next meeting
 - b. Work Shop planning-Keth Moffett and Katie Baldassar to attend meeting
 - c. Next Meetings:
 - i. March 27, 2018 Work Session 6:30 pm @ District Office
 - ii. March 28, 2018 LCIS Walk Through 9:30 am @ LCIS
 - iii. April 10, 2018 Regular Meeting 7:00 pm @ WPE Library
 16. Meeting Debrief
 - d. How did we do on time?
 - e. Did we do our most important work first?
 17. Adjournment

Estimated duration of meeting is 2.5 to 3 hours **Updated 3/6/2018

A few welcoming notes:

The board's meeting time is dedicated to its strategic mission and top priorities. • The "consent agenda" has items which have either been discussed prior or are highly routine. By not discussing these issues, we are able to spend time on our most important priorities. • "Public participation" is an opportunity to present brief comments or pose questions to the board for consideration or follow-up. Each person is asked to focus comments to five minutes. The boundaries are designed to help keep the strategic meeting focused and in no way limits conversations beyond the board meeting. • Your insights are needed and welcomed and the board encourages you to request a meeting with any board member, should you have something to discuss. • If you are interested in helping the district's achievement effort, please talk with any member of the leadership team or call the district office at 719-486-6800. Opportunities abound. Your participation is highly desired.

SCHOOL BOARD MINUTES

Regular Meeting

Feb. 13, 2018

Pledge of Allegiance –Director Solomon led the pledge of allegiance.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on Feb. 13, 2018 at 7:00 p.m. and was held at Lake County High School in the library. Directors Fiedler, McBride, Solomon and Superintendent Wyman were present. Board president Frykholm was present via Facetime as see was out of town for work and joined the meeting at 7:15 pm. Student representative Bryce Allen and Emma Dallas were absent and excused.

Preview Agenda –No changes were needed.

Reading or Energize item- Wendy Wyman provided an energize item.

Public Participation-Julie McCluskie, a candidate for State House District 61, was in attendance. She currently works for Summit County School District and oversees the Pre-Collegiate program.

Approval of consent agenda items- It was moved by Director McBride to approve consent agenda. Director Fiedler seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X	X		X	X
Nay					
Absent			X		

motion carried 5-0.

Oversight Calendar- Ben Cairns, LCHS principal, gave an update on graduation requirements and the different pathways and certificates offered with CMC. He also reported on Panther Pride being restarted and Student Council. Jeff Sailor spoke regarding the work around grade level organization and the supports that are in place. Jeff Spencer spoke in regards to common goals for classrooms, what expectations are and how they are hoping to be consistent school wide. Roxie Aldaz and Lindsay spoke in regards to how the department structure is comprised, Common Instructional Practices and the grading policy work that is going on at the high school. Kelly Hofer presented information in regards to the Pre-Collegiate program at the high school and how things have changed and grown over the past couple of years.

Superintendent update- Wendy introduced Mariah Dickson, our new Collaborative Director and Aidan Fleming, the new District After School Program Director. She spoke about the great learning that she, Stephanie Gallegos and Cheryl Talbot got at conference in LA the Walton Family Foundation funded. She also shared more information on student in and out of our district.

Student Representative Report: Both student representatives were absent so there were no reports.

A short break was taken and the meeting resumed.

Action Items- It was moved by Director McBride to approve the LCSD Master Plan Services contract with TreanorHL P.A. Director Fiedler seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

It was moved by Director McBride to approve the first reading policies: GP-2, GP-5 and GP-9. Director Contreras seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

Discussion item: Kate Bartlett was in attendance and spoke in regards to the URA (Urban Renewal Authority) with the county and gave an update.

Board Reports- Director Frykholm spoke of going all over the state for ski meets and hearing lots about bringing Panther Pride back into the schools. Director Solomon spoke of going to Policy Council and the upcoming Family Fun Night at The Center. Director McBride spoke of planning on attending the URA board meeting and attending the basketball games where her daughter attend the cheerleading clinic. Director Fiedler spoke of the work around the Master Plan and planning to attend his first BOCES meeting. Director Contreras spoke of Padres & Jóvenes Unidos and the work they are doing to try and get free lunches for all students, she also spoke of working with Cody Jump to plan how the student representative will work in the future.

Agenda Planning- Amy Frykholm will do the energizer for next regular meeting. There was a discussion about the questions for the Capital Plan Overview and Master plan update for the work session. Dates for a walk through for both LCHS and LCIS were planned.

Meeting was debriefed and it was moved by Director Fiedler to adjourn the meeting.

Director McBride seconded the motion; motion carried.

Meeting adjourned at 9:18 pm.

ATTEST:

Jeff Fiedler, Secretary

Amy Frykholm, President

SCHOOL BOARD MINUTES

Special Meeting

Feb. 27, 2018

Pledge of Allegiance –Director Frykholm led the pledge of allegiance.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on Feb. 27, 2018 at 6:34 p.m. and was held at the District Office. Directors Contreras, Fiedler, Frykholm, McBride and Solomon were present. Superintendent Wyman was out of town and excused. Student representative Bryce Allen and Emma Dallas were present.

Preview Agenda –NA

Public Participation-N/A

Consent Agenda- It was moved by Director Solomon to approve the Consent Agenda.

Director McBride seconded the motion;

	Contreras	Fiedler	Frykholm	McBride	Solomon
Aye	X	X	X	X	X
Nay					
Absent					

motion carried 5-0.

It was moved by Director Fiedler to approve the IGA with BOCES. Director Solomon seconded the motion;

The motion was tabled and will be added to the agenda for the March 13, 2018 meeting.

Discussion items: Kate Bartlett was in attendance and gave an update on the URA. Kate also spoke in regards to wanting to do an RFP for next fiscal year for financial auditing services. Kate Bartlett led a discussion around school safety.

It was moved by Director Solomon to adjourn the meeting. Director Fiedler seconded the motion; motion carried.

Meeting adjourned at 7:56 p.m.

ATTEST:

Jeff Fiedler, Secretary

Amy Frykholm, President

Lake County School District R-1
Employee Status Report
March 13, 2018

3/6/2018

Certified Staff

Recommended for Hire

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License</u>	<u>Experience</u>
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Transfers

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
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Resignations/Terminations

Cavanaugh, Michelle	Science Teacher		LCHS	End of 2018 School Year
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Amy Frykholm, President

Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
March 13, 2018

3/6/2018

Support Staff/Classified

Recommended for Hire

Brown, Julia
Mims, Whitney
Trelka, Taylor

21st Century
Substitute Teacher
Substitute Teacher

District
District
District

Transfers

Powell, Timothy

Bus Driver to Maintenance Worker

District

Resignations/Terminations

Amy Frykholm, President

Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
March 13, 2018

3/6/2018

Certified/Staff

Classified/Support Staff

Project Dream/Get Outdoors Leadville! (GOL!) Activity Leader
Open Gym/Outdoor Club Instructor

District
District

Coaches/Athletics

HS Volleyball
MS Soccer

LCIS: School Board Presentation 2018
Pushing for a Strong Focused Finish
O3 and Q4 Goals

ELA / Content	Math
<p>Text Focused Questions</p> <ul style="list-style-type: none"> ● Texts in front of students for all lessons ● Targets and Focus Question drive the work of the whole lesson ● Daily Exit Tickets or written responses to the Focus Question or a smaller supporting question ● Deans and Principal Track Data <ul style="list-style-type: none"> ○ Plans- Are teaching planning using the text first? ○ Classroom Data (observation) ○ Student work (student's written responses to the text focus question) <p>I can craft text based focus questions and Learning Targets for my lessons that create a coherent lesson flow and require students to engage in the text .</p> <p>I can create daily exit tickets or written responses that require students to respond to a focus question with evidence.</p>	<p>Grade Level Standards and Rigor</p> <ol style="list-style-type: none"> 1. Learning Target Unpacked (and connected to student work and standard) 2. Use of mathematical vocabulary. Evidence the vocabulary has been explicitly taught. 3. Students are engaged in mathematical discourse. 4. Protocol is being used. 5. Students are doing the majority of the work (not just copying teacher's examples) <p>I can intentionally select a lesson format that aligns to the rigor of the standard and then test drive problems to analyze how students solve them and identify misconceptions.</p> <p>I can develop and maintain routines that maximize instructional time and support perseverance and engagement from students.</p> <p>I can use protocols that encourage participation and respectful discourse and enable students to connect to key concepts and build new understandings.</p> <p>I can track student's progress toward mastery of LT's regularly</p>

	by using exit tickets, strategic conferring, and/or formative assessments.
Teacher Support Cycle (weekly feedback meeting, PD on Thursdays and monthly PD days)	Teacher Support Cycle (weekly feedback meeting, PD on Thursdays and monthly PD days)
<ol style="list-style-type: none"> 1. Teacher and Dean / Principal co-plan a lesson 2. Teacher teaches the lesson and Dean/Principal observe and / or video tape lesson. 3. Teacher collects students work. 4. Feedback meeting <ol style="list-style-type: none"> a. Areas of strength b. Area of grow c. Student Work- what trends or patterns is the work showing us? d. Instructional next steps based on what is identified in the student work (whole group, small group based on need) <p>Cycle Repeats</p>	<ol style="list-style-type: none"> 1. Teacher and Dean look closely at Engage NY math materials <ol style="list-style-type: none"> a. Determine how lessons and activities/questions align to standards b. Do the math <ol style="list-style-type: none"> i. Calibrate on success criteria and exemplar for student work and exit tickets ii. Identify common misconceptions and determine what to do about them in real time and how to adjust for tomorrow c. Model/practice concept development <ol style="list-style-type: none"> i. Currently for teachers learning content 2. Standards Protocol 3. PD <ol style="list-style-type: none"> a. Mathematical Shifts b. Vertical alignment for coherence c. Year at a Glance pacing maps d. Mathematical Discourse e. Common math classroom expectations f. Learning Labs (host teacher is observed by the rest of the math team) 4. Observation / Feedback / Data Meetings <ol style="list-style-type: none"> a. (same as ELA)

Walkthrough Tool
ELA/Content

Classroom _____

Look Fors	Notes
<input type="checkbox"/> Daily Focus Question based on text	(Capture Question below)
Learning Target	(Capture Target below)
<input type="checkbox"/> Text in front of students for the lesson?	
<input type="checkbox"/> Evidence-based and/or skills-based activities that lead students to answer focus question	
<input type="checkbox"/> Written Response/Exit Ticket on focus question through analysis of the text	

Challenge: In an ELA classroom try and see if you can link the learning target with the standard. (Download the common core standards app)

Math

Classroom_____

Look Fors	Notes
<input type="checkbox"/> Learning Target Unpacked (and connected to student work and standard)	(Capture Target below)
<input type="checkbox"/> Use of mathematical vocabulary. Evidence the vocabulary has been explicitly taught.	
<input type="checkbox"/> Students are engaged in mathematical discourse. Please note if a protocol is being used.	
<input type="checkbox"/> Students doing the majority of the work (not just copying teacher's examples).	

Challenge: In an math classroom try and see if you can link the learning target with the standard. (Download the common core standards app)

Culture

Behavior Support

- Implement Reward System
- Create consistent routines for Threshold/Entry (add other areas our culture data shows need attention)
- Decrease Send Out data

I can nurture positive relationships with students through the structure of crew and the spirit of crew throughout the day.

Walkthrough Tool

Threshold Data Tracking Classroom

Teacher Expectations at Threshold/Entry	Student Expectations at Threshold/Entry
<p>Threshold</p> <p>_____ Active supervision in the hall</p> <p>_____ Uses an attention getter</p> <p>_____ Give concise directions</p> <p>_____ set expectations for Do Now</p> <p>_____ Give time limit</p> <p>_____ Greet students with a smile</p> <p>_____ Narrating the positive of compliant students inside the room and in the line</p> <p>_____ handing out habit tickets</p> <p>Entry</p> <p>_____ circulating the room to monitor the</p> <p>Do Now</p> <p>_____ consistent place for the students to find the Do Now</p> <p>_____ narrating the positive</p> <p>_____ Do Now is only between 3-5 minutes long</p> <p>_____ timer is used to track this time</p> <p>_____ handing out habit tickets</p>	<p>Threshold</p> <p>_____ HALL</p> <p>_____ voice level zero</p> <p>_____ Tracking the teacher</p> <p>Entry</p> <p>_____ Students silently walk in</p> <p>_____ Begin working within 60 seconds</p> <p>_____ Work time is independent</p>



The Center
Early Childhood Programs
Lake County School District R-1

315 West 6th Street
Leadville, CO 80461

Phone 719 486-6928
Fax 719 486-9992

Head Start, Colorado Preschool Program, Tuition-Based Preschool and School Age Programs, Services for Children with Special Needs

Head Start Approval Items for Governing Board

Contents:

1. ERSEA (Eligibility, Recruitment, Selection, Enrollment, and Attendance) Materials

**These resources will be referenced as we provide training to the board on ERSEA including the system we use to support this process and our current policies.

What does ERSEA mean??

E-Eligibility

R-Recruitment

S-Selection

E-Enrollment

A-Attendance

Eligibility- Determining, Verifying, and Documenting

Recruitment- Recruitment of children into the program

Selection- The process in which we use to select children and the program they qualify for.

Enrollment- Maintaining a full program

Attendance- Making sure children come to school, and implement strategies to help them get here every day



The Center Early Childhood Programs



Selection Criteria

Head Start Program- Use this form to insure Policy Council-approved Selection Policy is followed
Colorado Preschool Program- To determine eligibility priority based on risk factors

Child's Name		Birthdate		Revised 3/3/15	
Selection Criteria		Points	Head Start	Points	CPP
a.	Age at cutoff for program Head Start- October 1 CPP- October 1	Age 4 Age 3	10 0		10 0
b.	Disability Determined by IEP staffing team	Up to 10% of enrollment	5		Not eligible
c.	Transfer from another Head Start program		2		Not applicable
d.	Child needs	Need	Points		
		Developmental concerns	1		Not applicable
		Referral from agency	1		Not applicable
		Speech/language concerns	1		Not applicable
		Health issues	Not applicable	1	
		DHS referral/involvement	Not applicable	1	
		Needs social skills	Not applicable	1	
		Language other than English	Not applicable	1	
		Needs literacy/language development	Not applicable	1	
e.	Family needs	Need	Points		
		Parent on active duty in US military	1		Not applicable
		Drug/alcohol	1	1	
		Family Violence/abusive adult	1	1	
		Homeless/more than 1 family in home	2	1	
		One parent home	2	1	
		Teen parent (less than 18 at child's birth)	2	1	
		Abuse/neglect	1	1	
		Family in crisis/ multiple needs	2	1	
		Family member incarcerated	1	1	
		Income below poverty guidelines	1		Not applicable
		Single parent unemployed	1		Not applicable
		Both parents unemployed	1		Not applicable
		Out of home placement	1	1	
		Reliance on public assistance	1		Not applicable
		Frequent relocations	1	1	
		Parent unmarried at time of child's birth	1	1	
		Parent education- less than HS diploma	2	1	
		Qualify for free/reduced lunch	Not applicable	1	

Total Selection Points

Income in relation to guidelines (Head Start only)

Family Size	Guideline	Income	Amount under	Amount over

Signature of staff member completing form

Date

Head Start Eligibility Verification

1. Child's name: _____
2. Child's date of birth: _____
3. This child is eligible to participate in the program: ☐ Yes ☐ No
4. Check the applicable category of Head Start eligibility or potential eligibility for public assistance for this child:
 - ☐ Homeless
 - ☐ Foster Care
 - ☐ Public Assistance (TANF)
 - ☐ SSDI
 - ☐ Income below federal poverty guidelines
 - ☐ Over Income (counted as part of 10% maximum)
 - ☐ Income between 100-130% of federal poverty guidelines (no more than 35% of children may be in this category)
5. What documentation was used to determine eligibility?
 - ☐ Income Tax form 1040
 - ☐ W-2
 - ☐ TANF documentation
 - ☐ Pay stub or pay envelopes
 - ☐ Unemployment benefit notice
 - ☐ Written statements from employers
 - ☐ Foster Care reimbursement
 - ☐ SSDI documentation
 - ☐ Other – *please explain*
6. Staff signature: _____ Date of eligibility verification: _____
Staff name: _____ Title: _____
Secondary verification signature: _____ Date: _____
Secondary verification staff name and title: _____
7. An interview was conducted with this family on _____ (date) by _____ (initials).
____ In Person ____ Via telephone (Reason: _____)



CPP Preschool
Eligibility Assessment Score Summary

Accepted _____ Declined _____

Child's Name: _____ D.O.B. _____ Age _____

Parent's Name: _____

PRIMARY ELIGIBILITY INDICATORS:

Check all indicators (as defined by state statutes) below each question that apply to the child.

Is the child in need of language development?

Documented by physician, teacher observations, parental concerns, or speech evaluation by speech therapist

YES

NO

- ☐ Child is an English Language Learner
☐ Speech Language development issues

Background Information and/or Additional Documentation

- ☐ Both parents speak English
☐ Only one parent speaks English
☐ Neither parent speaks English
☐ Ages & Stages Communication score was borderline or below age expectations

Does the family have a financial need?

Documented by District based on Family Economic Survey

YES

NO

- ☐ Qualifies for free or reduced lunch program

Background Information and/or Additional Documentation

- ☐ Qualifies for CHP+
☐ Receiving Medicare, TANF support, or food stamps from Social Services
☐ Parent is unemployed (not including unemployment by choice)
☐ ~~Parent is a single parent with little to no support from others~~

Is the child receiving services from Social Services as a neglected or dependent child?

Documented by Social Services report

YES

NO

- ☐ Social Services reports neglected or dependent status

AUTOMATICALLY ELIGIBLE IF YES

Background Information and/or Documentation

- ☐ Child was referred to CPP by Social Services or another agency
☐ Child lives in a foster care situation or with guardian

Is there an abusive adult residing in the home?

Documented by parent report or Social Services or agency report

YES

NO

- ☐ Parent reports abuse in the home
☐ Social services or other agency report
☐ Police or Court report documents abusive adult in the home
☐ Medical record point to abusive adult in the home

Is there drug or alcohol abuse in the child's family?

Documented by parent report or Social Services or agency report.

YES

NO

- ☐ Parent reports drug or alcohol abuse in the family
☐ Social services or other agency report
☐ Police or Court report documents abusive adult in the home
☐ Medical record point to abusive adult in the home

Is the child considered to be homeless?

ie...lives in vehicle, no permanent housing, living with family or friends, living in motel...
Documented by parent report, Social Services, District Homeless Liaison

YES

NO

- ☐ School District Homeless Liaison verification
☐ Social Services or other agency reports
☐ Parent reports living situation

Was either parent less than eighteen years old and unmarried at the time of the birth of the child?

YES

NO

Documented by parent report or birth certificate.

- ☐ Parent has reported they were less than 18 and unmarried
☐ Birth certificate verification
☐ Social Services or other agency report

Did the child's parent fail to successfully complete a high school education or its equivalent?

YES

NO

Documented by parent report or School District report.

- ☐ Parent has reported they did not complete high school or equivalent
☐ School District verification

Have there been frequent relocations by the child's family?

YES

NO

Documented by parent report or Social Services report

- ☐ Parent has reported frequent relocations
☐ Social Services or School District have verified frequent relocations

Does the child have poor social skills?

YES

NO

Documented by reports from other preschool/child care centers, parent reports, staff documentation, and Social Services or agency reports, physician reports.

- ☐ Ages and Stages results show borderline or low social skills: Score : _____
☐ Preschool staff documents issues at school or during home visits
☐ Referred by physician or Social Services
☐ Excluded from previous preschool or child care programs
☐ Parent has reported concerns regarding social skills

Total # of Qualifying Indicators:	1	2	3	4	5	6	7	8	9	10
Total # of Indicators needed to qualify (3 for 3 year olds, 1 for 4 & 5 year olds):							1	3		
Age of child as of October 1 of current year: _____	Does the child qualify for CPP?						YES	NO		

SECONDARY ELIGIBILITY CONSIDERATIONS:

MEDICAL CONCERNS

Clear documentation must be provided regarding medical complications or potential impacts. This may necessitate parents sharing medical information as appropriate with the health provider member of the eligibility committee.

Have the following medical issues had a negative impact on the social, academic, physical, or emotional development of the child or could these issues negatively impact a child's ability to be successful in school? Mark the level of impact anticipated.

01 = low 02 = moderate 03 = high Attach explanation and/or documentation of negative impact on child for identified factors.

Level of Impact:	Low	Medium	High
Premature birth at 32 weeks or less	Yes 01	02	03
Birth Trauma	Yes 01	02	03
Failure to thrive	Yes 01	02	03
Low birth weight of 5.5 lbs or less	Yes 01	02	03
Current and/or chronic health issues with child	Yes 01	02	03

Points for Primary Indicators (1 indicator = 1 point) _____
 Points for Medical Concerns (Secondary Concerns) _____
TOTAL ELIGIBILITY POINTS _____

For Prioritization and Wait List Purposes Only

Priority: _____ out of _____ CPP applicants

Committee Member Signature: _____ Date: _____

Lake County School District
Head Start Program

Eligibility Policy

Performance Standards: 1302.12

POLICY- To establish clear eligibility guidelines to provide fair enrollment opportunities for children and families in Lake County, and to ensure funded enrollment.

PROCEDURE-

1. The following guidelines shall be used to determine eligibility:

- a. Income documentation will be examined and an Income Verification form will be completed and signed by a Head Start staff member, according to Head Start Performance Standard 1302.12 (c) (2) i, ii & iii.
- b. Staff will facilitate an intake interview with families either in person or over the phone.
- c. Children must be 3 or 4 years old on or before October 1 of each year, using birth certificate or other documentation to verify age. Any applications received for children who will be 5 or older by October 1 of the program year will be referred to the office of West Park Elementary for registration. Children may attend classes on the first day if they will be at least 3 by October 1.
- d. An exception is that a child may be enrolled on the chronological 3rd birthday if on an IEP and 10% enrollment of children with disabilities is not exceeded.
- e. A mid-year vacancy may be filled with a child who is 3 years of age but was younger than 3 on October 1 and therefore not considered for enrollment at the beginning of the year.
- f. Only 10% of the total enrollment may be filled by families who are over-income according to guidelines.
- g. 10% of enrollment opportunities must be made available to children with disabilities.
- h. Children who are in foster care or are homeless as defined by McKinney-Vento Homeless Assistance Act are also eligible for enrollment. Staff may ask for court paper work as well as a written statement from an agency verifying both foster care and homelessness.
- i. If an opening occurs and there are no income-qualified children, and 10% over-income vacancies are filled, an opening can be filled with a child whose family income is between 101%-130% of federal poverty level, up to 35% of funded enrollment.
- j. Up-to-date immunizations records or signed exemptions are required to begin school.
- k. Children of current staff must follow the same procedure. No priority is given to staff children.

2. Second-year eligibility:

- a. An eligible child enrolled at age 3 is automatically eligible for a second year of enrollment.
- b. Los padres serán notificados al final de los 3 años de edad, el primer año del programa de elegibilidad para el segundo año de Head Start.

Policy Council Approval: May 22, 2017

Governing Board Approval: June 27, 2017

Distrito Escolar del Condado de Lake
Programa de Head Start

Política de Elegibilidad

Normas de Desempeño: 1302.12

Política- Establecer claras directrices de elegibilidad para proporcionar oportunidades de inscripción para niños y familias en el condado de Lake, y asegurar financió la inscripción.

PROCEDIMIENTO-

1. Las siguientes directrices serán utilizados para determinar la elegibilidad:

- a. Documentación de ingresos será examinado y un formulario de verificación de ingresos será completado y firmado por un miembro del personal de Head Start, según las Normas de Desempeño de Head Start 1302.12 (c) (2) I, II y III.
- b. El personal facilitará una entrevista de admisión con las familias, ya sea en persona o por teléfono.
- c. Los niños deben ser 3 o 4 años de edad en o antes del 1 de octubre de cada año, usando el certificado de nacimiento u otra documentación para verificar su edad. Solicitudes para niños que tengan 5 años o más antes del 1 de octubre del año del programa se referirán a la oficina en la escuela de West Park para el registro. Los niños pueden asistir a clases el primer día si van a ser al menos de 3 por 1 de octubre.
- d. Una excepción es que un niño puede estar matriculado en el 3er cumpleaños cronológico si en un IEP y el 10% de la inscripción de los niños con discapacidad no está superado.
- e. A mediados de año vacante puede llenarse con un niño de 3 años de edad pero menores de 3 en 1 de octubre y, por tanto, no se consideran para la inscripción en el comienzo del año.
- f. Sólo el 10% de la matrícula total puede ser llenado por las familias que tengan ingresos excesivos según las pautas.
- g. 10% de oportunidades de inscripción deben facilitarse a los niños con discapacidades.
- h. Los niños que están en cuidado adoptivo temporal o están sin Hogar McKinney-Vento según lo definido por la Ley de Asistencia a personas sin hogar son también elegibles para la inscripción. El Personal puede solicitar trabajo de papel de corte así como una declaración escrita de una agencia de verificación de cuidado adoptivo temporal y falta de hogar.
- i. Si, se produce una abertura y no hay niños calificados de ingresos, y un 10% más de ingresos se llenan las vacantes, la apertura puede llenarse con un niño cuyo ingreso familiar es de entre 101%-130% del nivel federal de pobreza, hasta el 35% de los fondos de la inscripción.
- j. Registros de vacunas actualizadas o firmadas exenciones están obligadas a comenzar la escuela.
- k. Niños de personal actual deben seguir el mismo procedimiento. No se prioriza a los niños del personal.

2. Segundo año de Elegibilidad:

- a. un niño elegible inscrito a los 3 años es automáticamente elegible para un segundo año de la inscripción.
- b. Los padres serán notificados al final de primer año del programa de sus 3 años de edad de elegibilidad para el segundo año de Head Start.

Aprobación del Consejo de Política: 22 de mayo de 2017

Aprobación de Junta Gobierno: 27 de junio de 2017

Lake County School District
Head Start Program

Recruitment Policy

Performance Standard: 1302.13

POLICY: Head Start shall establish and maintain an outreach and recruitment process, which systematically ensures enrollment for funded classroom placement, regardless of race, sex, creed, color, and national origin.

PROCEDURE:

1. Identify the demographic data and needs of the community to determine areas to be targeted for recruitment
 - a. If areas are targeted, recruitment efforts will increase focus there, otherwise our recruitment area is our service area of Lake County, Colorado
2. Develop an annual recruitment plan to meet recruitment goals and to ensure all areas have an adequate number of enrollees on waiting list
 - a. Update fliers, posters, and brochures.
 - b. Determine needed quantity of materials and produce them.
 - c. Identify areas for distribution
 - d. Provide recruitment materials to staff and parents according to timeline
 - e. Submit information to local media outlets to promote program activities
 - f. Add to calendars of appropriate local agencies and announce at meetings and events
3. Identify local events and activities within the community where recruitment could take place. Also coordinate with agency's to recruit homeless families as well as children within the foster care system.
4. Recruit children with disabilities for 10% of Head Start enrollment
 - a. Update contact list of agencies providing services for special needs
 - b. Disabilities Case Manager will refer children on IEPs to Head Start
 - c. Recruitment letters will be sent out in fall and spring
 - d. Make contacts with referral sources including: Health Dept, St. Vincent General Hospital, St Vincent Leadville Medical Clinic, Rocky Mountain Family Practice, School Nurse, Mountain BOCES, Mountain Valley Developmental Services, & Early Childhood Connections
 - e. Ensure that recruitment materials include children with special needs

Policy Council Approval: May 22, 2017

Governing Board Approval: June 27, 2017

Distrito Escolar del Condado de Lake
Programa Head Start

Política de Reclutamiento

Normas de Desempeño: 1302.13

POLÍTICA: Head Start deberá establecer y mantener un proceso de extensión y reclutamiento, que sistemáticamente se asegura la inscripción para financiar la colocación de aula, independientemente de su raza, sexo, credo, color y origen nacional.

PROCEDIMIENTO:

1. Identificar los datos demográficos y las necesidades de la comunidad para determinar las áreas para ser destinados a la reclutamiento
 - a. Si las áreas están dirigidas, esfuerzos de reclutamiento aumentará enfoque allí, de lo contrario nuestra área de reclutamiento es nuestra área de servicio del Condado de Lake, Colorado
2. Desarrollar un plan anual de reclutamiento para cumplir objetivos de reclutamiento y para que todas las áreas tengan un número suficiente de inscritos en la lista de espera
 - a. Actualización de folletos y carteles
 - b. Determinar la cantidad de materiales necesarios y producirlos.
 - c. Identificar las áreas de distribución
 - d. Proporcionar materiales de reclutamiento de personal y los padres según la línea de tiempo
 - e. Enviar información a medios locales de comunicación para promover las actividades del programa
 - f. Anadir a calendarios de organismos locales apropiados y anunciar en reuniones y eventos
3. Identificar los eventos locales y actividades dentro de la comunidad donde reclutamiento podría llevarse a cabo. También coordinar con agencias para reclutar a familias sin hogar como niños dentro del sistema de cuidado adoptivo temporal.
4. Reclutar a los niños con discapacidades 10% de la matrícula de Head Start
 - a. Actualizar la lista de contactos de agencias que prestan servicios para necesidades especiales.
 - b. Gerente de Casos Discapacidad referirá a niños en IEPs a Head Start
 - c. Cartas de reclutamiento serán enviado en otoño y primavera
 - d. Hacer contactos con fuentes de referencia incluyendo: Health Department, St. Vincent General Hospital, St Vincent Leadville Medical Clinic, Rocky Mountain Family Practice, School Nurse, Mountain BOCES, Mountain Valley Developmental Services, & Early Childhood Connections
 - e. Asegurar que los materiales de reclutamiento incluye a niños con necesidades especiales

Aprobación del Consejo de Política: 22 de mayo de 2017

Aprobación de la Junta de Gobierno: 27 de junio de 2017

Lake County School District

Head Start Program

Selection Policy

Performance Standard: 1302.14

POLICY: To systematically select children who meet eligibility requirements to ensure a fair and equal opportunity for enrollment for children and families in Lake County, without regard to race, sex, creed, or national origin, ensuring funded enrollment, and to provide enrollment opportunities for children with disabilities., chronic illness, homeless children, and children in Foster care..

PROCEDURE:

1. Annual selection will take place the first week in June. Available openings will be filled first with income-eligible applicants according to the selection criteria in 6 below, which were determined using input from the Community Assessment.
2. If there are not sufficient income-eligible applicants to fill funded enrollment, over-income children on an IEP for a disability will be enrolled and may be limited to 10% of funded enrollment.
3. If any openings remain following annual selection, a second selection will be held the first week in August, following the process as in 1 and 2 above.
4. If openings remain after all income eligible families and Foster care or homeless children have been selected, families are assigned spots and 10% of over-income slots are not filled, applicants will be chosen whose family income is over 100% of the Federal Poverty Level (FPL), according to selection criteria below.
5. If any openings still remain, they will be filled with applicants from 101-130% of FPL, at a maximum of 35% of enrollment, according to selection criteria. This guideline will be used only when there are no income-eligible applicants and 10% over-income slots are filled.
6. The following point system shall be used to prioritize eligibility for enrollment and in filling vacancies from the waiting list.

	Selection Criteria		Points
a.	Age by Kindergarten cut-off date of program year	Age 4	10
		Age 3	0
b.	Disability Determined by IEP staffing team	Once 10% of openings are filled by children with disabilities, these priority points no longer apply, and children with disabilities compete for openings equally with other applicants.	5
c.	Transfer from another Head Start program		2
d.	Child needs	Developmental concerns	1
		Referral from agency	1
		Speech/language concerns	1
e.	Family needs May include the following, determined by Family Partnerships Staff	Parent on active duty in US military	1
		Drug/alcohol	1
		Family Violence/abusive adult	1
		Homeless/more than 1 family in home	2
		One parent home	2
		Teen parent (less than 18 at child's birth)	2
		Abuse/neglect	1
		Family in crisis/ multiple needs	2
		Family member incarcerated	1
		Income below poverty guidelines	1
		Single parent unemployed	1
		Both parents unemployed	1
		Out of home placement	1
		Reliance on public assistance	1
		Frequent relocations	1
		Parent unmarried at time of child's birth	1
		Parent education- less than HS diploma	2

Full Day/Full Year Selection- Following annual selection, Head Start enrolled children whose families request the Full Day/Full Year option and who are eligible for Full Day services, will be selected using the above point system to prioritize them for enrollment and for the Full Day/Full Year waiting list.

Policy Council Approval: May 22, 2017

Governing Board Approval: June 27, 2017

Distrito Escolar del Condado de Lake

Programa Head Start

Política de Selección

Normas de Desempeño: 1302.14

Política: Para seleccionar sistemáticamente los niños que cumplen con los requisitos de elegibilidad para asegurar una oportunidad justa y equitativa para la inscripción de niños y familias en el Condado de Lake, sin distinción de raza, sexo, credo u origen nacional, asegurando financiado en inscripción, y para proporcionar oportunidades de inscripción a los niños con discapacidades, enfermedades crónicas, niños sin hogar y niños en cuidado adoptivo temporal.

PROCEDIMIENTO:

1. Selección anual llevará a cabo la primera semana de junio. Aberturas disponibles se llenará primero los solicitantes ingresos elegibles según los criterios de selección en el 6 a continuación, se determinaron utilizando la entrada de la comunidad.
2. Si no hay suficientes ingresos elegibles solicitantes para llenar inscripción financiada, Los niños sobre exceso ingresos en un IEP para una discapacidad será inscrito y podrá limitarse a un 10% de los fondos de la inscripción.
3. Si las aberturas se mantienen después de selección anual, una segunda selección se celebrará la primera semana de agosto, tras el proceso como del 1 y 2.
4. Si las aberturas permanecen después de todas las familias de ingresos elegibles y cuidado adoptivo temporal, o niños sin hogar han sido seleccionados, familias se asignan espacios y 10% de ranuras sobre ingresos no están llenos, se elegirán los solicitantes cuyo ingreso familiar es más de 100% del Nivel de Pobreza Federal (FPL), según criterios de selección de abajo.
5. Si siguen las aperturas, se llenará con los solicitantes de 101-130% del FPL, en un máximo de 35% de la matrícula, según criterios de selección. Esta guía se utilizará sólo cuando no hay solicitantes de ingresos elegibles y llenan las ranuras sobre ingresos de 10%.
6. El siguiente sistema de puntos será utilizado para priorizar la elegibilidad para la matriculación y a llenar vacantes de la lista de espera.

Criterios de Selección		Puntos
a.	Edad de Kindergarten fecha de corte del año del programa	Edad 4 10
		Edad 3 0
b.	Discapacidad Determinada por equipo personal de IEP	Una vez que el 10% de las aberturas están llenos de niños con discapacidad, estos puntos de prioridad ya no se aplican, y los niños con discapacidad compiten por aberturas de igualdad con los demás candidatos. 5
c.	Transferencia de otro programa de Head Start	2
d.	Necesidades del Niño	Preocupaciones del desarrollo 1 Referencia de agencia 1 Problemas del habla y del lenguaje 1
e.	Necesidades de la Familia Pueden incluir lo siguiente, determinado por el personal de Asociaciones de la Familia	Padres en el servicio activo en las fuerzas armadas estadounidenses 1 Droga y alcohol 1 Violencia familiar/adulto abusivo 1 Personas sin hogar y más de 1 familia en casa 2 Solo un padre en casa 2 Padres adolescentes (menores de 18 en el nacimiento del niño) 2 Abuso y negligencia 1 Familia en crisis/múltiples necesidades 2 Miembro de la familia encarcelado 1 Ingresos por debajo de las pautas de la pobreza 1 Padre soltero desempleados 1 Ambos padres desempleados 1 Fuera de casa colocación 2 Dependencia de la asistencia pública 1 Traslados frecuentes 1 Padre soltero en el momento del nacimiento del niño 1 Educación de padre-menos de HS diploma 2

Selección de Día Completo/ Año Completo- Selección anual siguiente, Head Start niños matriculados cuyas familias solicitan el opción Día Completo/Año Completo y que son elegibles para servicios de Día Completo, serán seleccionados mediante el sistema de puntos anteriores para asignarles prioridad para la inscripción y para el pleno día/año completo lista de espera.

Aprobación del Consejo de Política: 22 de mayo 2017

Aprobación de la Junta de Gobierno: 27 de junio de 2017

Lake County School District
Head Start Program

Enrollment Policy

Performance Standard: 1302.15

POLICY: To establish a process that insures that families fully understand requirements for enrolling their child, and which provides equal and fair access to Head Start enrollment opportunities to families in Lake County.

PROCEDURES:

- 1) Applications are available year-round for The Center Early Childhood Programs.
- 2) Only parents or legal guardians of a child may apply for spots. An application must be signed by at least one adult whose name appears as a parent on a birth certificate or on legal documents showing custody of the child. Special consideration may be given to families with extenuating circumstances on a case by case basis after consultation with the Child Care Collaboration team and Policy Council.
- 3) A returned application will be reviewed for completeness by any manager at The Center, who will sign that all requirements are included. Requirements include: income documentation, birth certificate, up-to-date immunization record, and copy of health insurance card or indication that the family has no insurance.
- 4) Complete applications will be reviewed by the Family Partnerships Manager, income qualified if the application includes Head Start, and placed on a waiting list for enrollment.
- 5) Waiting list categories include:
 - a) Head Start income eligible below the federal poverty level
 - b) Head Start over-income above the federal poverty level
 - c) Head Start income eligible between 101-130% of the federal poverty level
 - d) Colorado Preschool Program- no Head Start
 - e) Tuition-based preschool- no CPP or Head Start
- 6) Parents will be informed of their child's enrollment status (enrolled, or on the waiting list) within three weeks of annual selection, or within two weeks of submitting complete application mid year.
- 7) It will be the responsibility of the family to provide all necessary information and documentation for a complete file. Incomplete files will not be considered for enrollment, except in the case of homelessness, when flexibility may be given to obtain needed documentation.
- 8) Mid year vacancies will be filled with use of the wait list by a qualifying child within 30 days.
- 9) Enrollment applications will be taken year-round to insure that classroom openings are filled and funded enrollment is maintained. In order to align all enrollment policies with Head Start guidelines, students on the Wait List will not be enrolled in the program less than sixty calendar days before the end of the program year. Exceptions will be made for new IEP students who require immediate enrollment and referrals from the Department of Human Services.
- 10) When enrolled, parents will attend orientation for The Center Early Childhood Programs, and attend an Open House with the child's classroom teachers before the child starts the program.
- 11) Children enrolled in no cost programs mid-year, who have an outstanding tuition balance at the time of the program change will be put on a payment plan to pay down the existing balance.
- 12) If a child is on the wait list after being dropped for non-attendance, parents must submit a plan for compliance with all program requirements, including improved attendance.

Policy Council Approval: May 22, 2017
Governing Board Approval: June 27, 2017

Distrito Escolar del Condado de Lake
Programa de Head Start

Política de Matricula

Normas de Desempeño: 1302.15

POLÍTICA Establecer un proceso que asegura que las familias comprenden plenamente los requisitos para inscribir a su niño, y que proporciona acceso equitativo y justo a las oportunidades de inscripción en Head Start para familias en el Condado de Lake.

PROCEDIMIENTO:

- 1) Las aplicaciones están disponibles durante todo el año para los Programas de Primera Infancia de The Center.
- 2) Sólo los padres o tutores legales de un niño pueden solicitar para espacios. La aplicación debe ser firmada por al menos un adulto cuyo nombre aparece como el padre en el certificado de nacimiento o en documentos legales demostrando custodia del niño. Podrá prestarse especial atención a las familias con circunstancias atenuantes sobre una base de caso por caso, previa consulta con el equipo de Colaboración de Cuidado de Niños y el Consejo de Política.
- 3) Devolución de solicitud será revisada por la exhaustividad por cualquier administrador de The Center, que será señal de que todos los requisitos están incluidos. Los requisitos incluyen: documentación de ingreso, certificado de nacimiento, registro de vacunas actualizada y copia de la tarjeta de seguro médico o indicación de que la familia no tiene seguro.
- 4) Aplicaciones completas serán revisadas por la Gerente de Asociaciones Familiares, ingreso calificado si la aplicación incluye Head Start y colocado en una lista de espera para la inscripción.
- 5) Categorías de la lista de espera incluyen:
 - a) Head Start elegibles de ingresos por debajo del nivel de pobreza federal
 - b) Head Start sobre ingresos por encima del nivel de pobreza federal
 - c) Head Start elegibles por ingresos entre 101-130% del nivel pobreza federal
 - d) Programa de Preescolar de Colorado - no Head Start
 - e) Preescolar Basada en la Enseñanza - no CPP o Head Start
- 6) Los padres le informará del estado de matrícula de sus niños (inscrito, o en lista de espera) dentro de tres semanas de selección anual, o dentro de dos semanas de presentar la solicitud completa a mediados de año.
- 7) Será responsabilidad de la familia para proporcionar toda la información necesaria y documentación para un archivo completo. Archivos incompletos no se considerarán para la inscripción, excepto en el caso de falta de hogar, Archivos incompletos no se considerarán para la inscripción, excepto en el caso de falta de vivienda, cuando se dé flexibilidad para obtener la documentación necesaria.
- 8) Medios del año vacantes se llenará con el uso de la lista de espera por un niño elegible dentro de 30 días.
- 9) Solicitudes de inscripción se tomará todo el año para asegurarse de que las aberturas del aula están llenos y financiado para mantener la inscripción. Con el fin de alinear todas las políticas de inscripción con las directrices de Head Start, los estudiantes en la lista de espera no se matricularán en el programa menos de sesenta días calendario antes de finalizar el año. Se harán excepciones para los nuevos estudiantes IEP que requieren inscripción inmediata y referencias del Departamento de Servicios Humanos.
- 10) Cuando inscritos, padres asisten a orientación para los Programas de Primera Infancia y asistir Casa Abierta con las maestras de aula del niño antes de que el niño inicia el programa.
- 11) Niños matriculados en un programa sin costo a mitad de año, que tienen un balance de matrícula excepcional en el momento del cambio de programa se pondrán en un plan de pago para pagar el saldo existente.

- 12) Si, un niño está en la lista de espera después de haber quitado por falta de asistencia, los padres deben presentar un plan para cumplir con todos los requisitos del programa, incluyendo asistencia mejorada.

Aprobación del Consejo de Política: 22 de mayo de 2017

Aprobación de unta de Gobierno: 27 de junio de 2017

Lake County School District
Head Start Program

Attendance Policy

Performance Standard: 1302.16

POLICY: The Head Start program will document absences of enrolled children, analyze causes of absenteeism, and note drop in average daily attendance below 85%

1. Families will be advised of our Attendance Policy at orientation and it will be printed in our Parent Handbook. We will also provide this information as needed throughout the program year.
2. Parents will be urged to provide information concerning absences and provided information about the benefits of regular attendance
3. Attendance will be taken by the teaching staff on sign in sheets and registered in our electronic database by the Family and Community Partnerships Manager.
4. Parents whose child has a pattern of inconsistent attendance will receive additional and appropriate family support in accordance with 1302.16.
4. The following steps will be taken:
 - a. If a child is unexpectedly absent and a parent has not contacted the program within one hour of program start time, the FCPM will attempt to contact the parent to ensure the child's well-being.
 - b. Upon multiple unexplained or consecutive absences, staff will make attempts for direct contact with the family including a home visit as necessary.
 - c. If no improvement in attendance is seen following a contact, the family may be asked if they would like to make their child's Head Start slot available to a child on the waiting list.
 - d. Following 30 consecutive calendar days of absence, with or without notice from the family with the reason for absence, the selection committee may consult on enrollment of another child from the wait list, to meet the needs of families and the program.
5. Deviation from this policy may occur under special circumstances, to be approved by the Director, the Child Care Collaboration team (consisting of the Family & Community Partnerships Manager, and the Child Care Director), and Policy Council on an as-needed basis in accordance with 1302.16.
7. Attendance data will be reported at least monthly by the FCPM to the Head Start Director. If attendance levels fall below 85%, reasons for this drop will be described and analyzed.
8. Special considerations and supports will be provided to families experiencing homelessness in accordance with provisions in 1302.16.

Policy Council Approval: May 22, 2017

Governing Board Approval: June 27, 2017

Distrito Escolar de Condado de Lake
Programa de Head Start

Política de Asistencia

Normas de Desempeño: 1302.16

POLÍTICA: El programa de Head Start documentará las ausencias de niños matriculados, analizar las causas de absentismo, y nota disminución del promedio de asistencia diaria por debajo del 85%

1. Las familias le informará de nuestra política de asistencia en orientación y se imprimirán en nuestro manual para padres. También proporcionamos esta información según sea necesario durante todo el año de programa.
 2. Los padres serán obligados a suministrar información sobre las ausencias y proporcionó información sobre los beneficios de la asistencia regular
 3. Asistencia será tomada por el personal docente en la muestra de hojas y registrada en nuestra base de datos electrónica por la Gerente de Asociaciones de la Familia y la Comunidad.
 4. Los padres cuyos niños tiene un patrón de incoherente recibirán asistencia adicional y apoyo familiar adecuado de conformidad con 1302.16.
- 4 Se adoptarán las medidas siguientes:
- a. Si, un niño está inesperadamente ausente y un padre no ha contactado con el programa dentro de una hora de programa hora de inicio, la FCPM intentará ponerse en contacto con los padres para asegurar el bienestar del niño.
 - b. Con varias ausencias inexplicables o consecutivas, personal hará intentos de contacto directo con la familia, incluyendo visitar un hogar según sea necesario.
 - c. Sí, no mejora en asistencia se observa después de un contacto, la familia se puede pedir si les gustaría disponer de ranura de su niño para Head Start a un niño en lista de espera.
 - d. Después de 30 días consecutivos de ausencia, con o sin previo aviso de la familia con el motivo de ausencia, el Comité de selección podrá consultar sobre la inscripción de otro niño de la lista de espera, para satisfacer las necesidades de las familias y el programa.
5. Desviación de esta política puede ocurrir bajo circunstancias especiales, que será aprobado por la Directora, el equipo de Colaboración de Cuidado de Niños (formado por la Gerente de Asociaciones de Familia y la Comunidad, y la Directora de Cuidado de Niños) y el Consejo de Políticas sobre una base como-necesaria según 1302.16.
6. Los datos de asistencia será comunicada al menos mensualmente por la FCPM al director de Head Start. Si los niveles de asistencia cae por debajo del 85%, las razones de esta disminución será descrito y analizado.

8. Consideraciones especiales y apoyo será proporcionado a las familias sin hogar, de conformidad con lo dispuesto en el 1302.16.

Aprobación del Consejo de Política: 22 de mayo de 2017

Aprobación de la Junta de Gobierno: 27 de junio de 2017

LCSD Board Meeting – Superintendent Update 2-7-18

Celebration

- CDE Promising Practices video in progress.

Student Achievement

- Current ANet Results are attached.

Culture Update

- Schools re-norming after winter break update.



West Park Elementary School

School Performance Over Time by Grade

SchoolYear: 2017

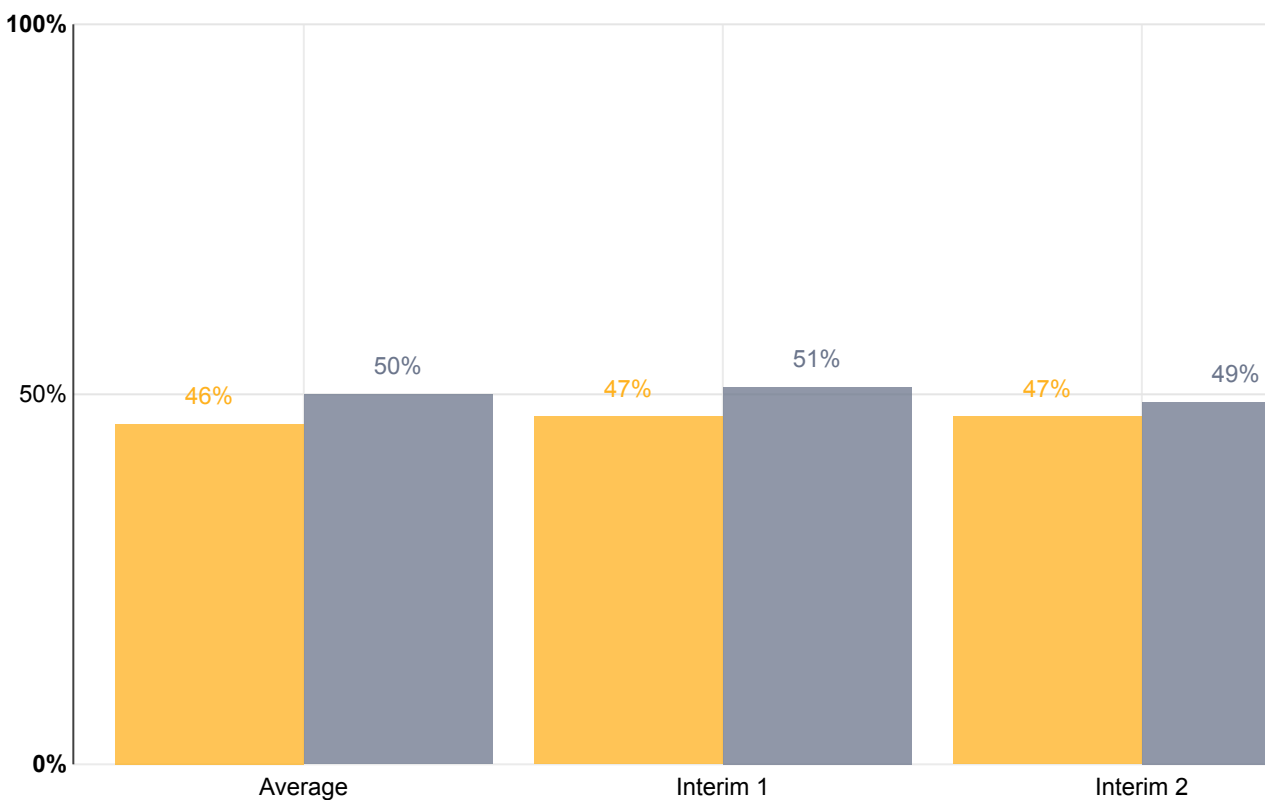
Subject: ELA

CustomSas: CrossNetwork Online ELA 17-18

InterimGrade: All Interim Grades Roll Up:

Metric: Average Network: 96 of 218

Saved Filters



	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 2	46%	-5%	47%	-5%	47%	-2%	40%	-11%



West Park Elementary School

School Performance Over Time by Grade

SchoolYear: 2017

Subject: Math

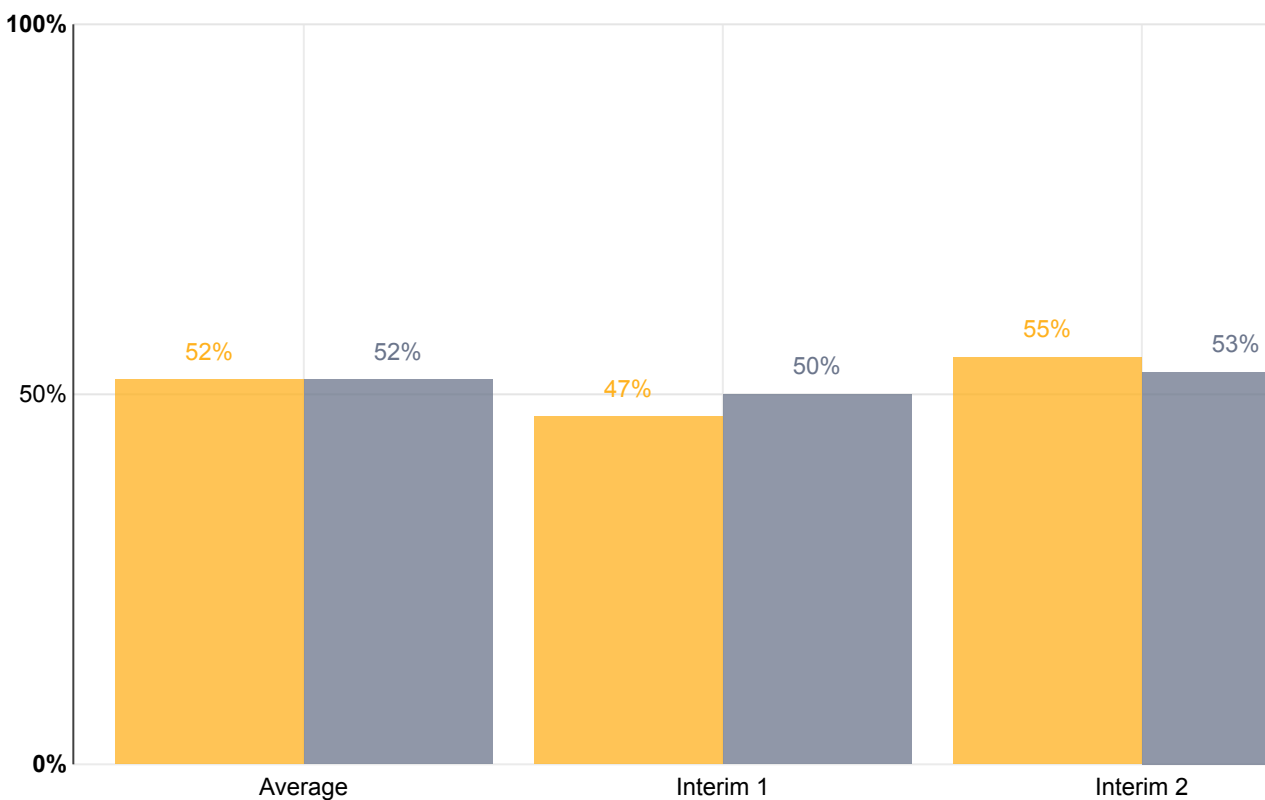
CustomSas: EngageNY-Aligned Online Math 17-18

InterimGrade: All Interim Grades

Roll Up:

Metric: Average Network:143 of 217

Saved Filters



	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 2	52%	0%	47%	-3%	55%	1%	58%	2%



Lake County Intermediate School

School Performance Over Time by Grade

SchoolYear: 2017

Subject: ELA

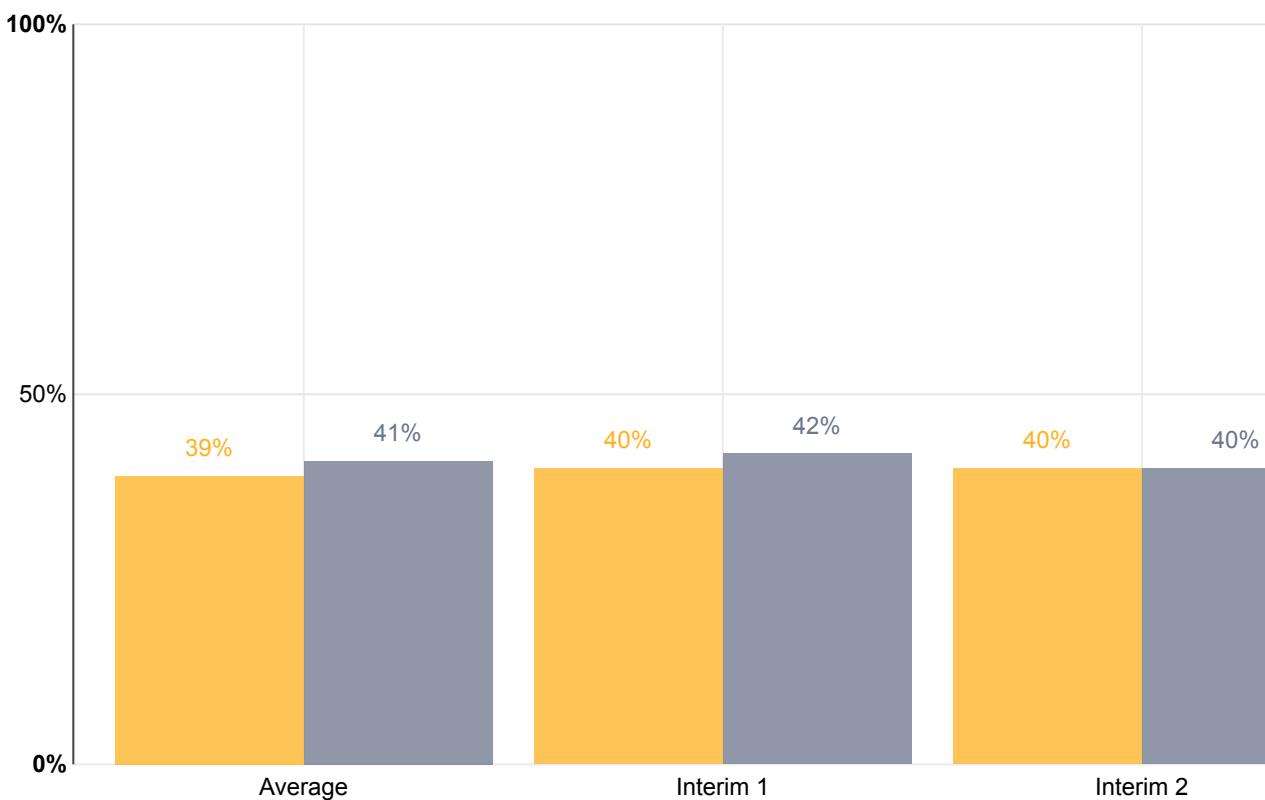
CustomSas: EL Education-Aligned Online ELA 17-18

InterimGrade: All Interim Grades

Roll Up:

Metric: Average Network:53 of 71

Saved Filters



	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 3	35%	-7%	36%	-7%	34%	-8%	36%	-10%
Interim Grade 4	39%	-6%	41%	-7%	42%	-1%	33%	0%
Interim Grade 5	37%	-3%	37%	-3%	34%	-6%	41%	0%

	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 6	43%	6%	44%	5%	46%	10%	38%	3%



Lake County Intermediate School

School Performance Over Time by Grade

SchoolYear: 2017

Subject: Math

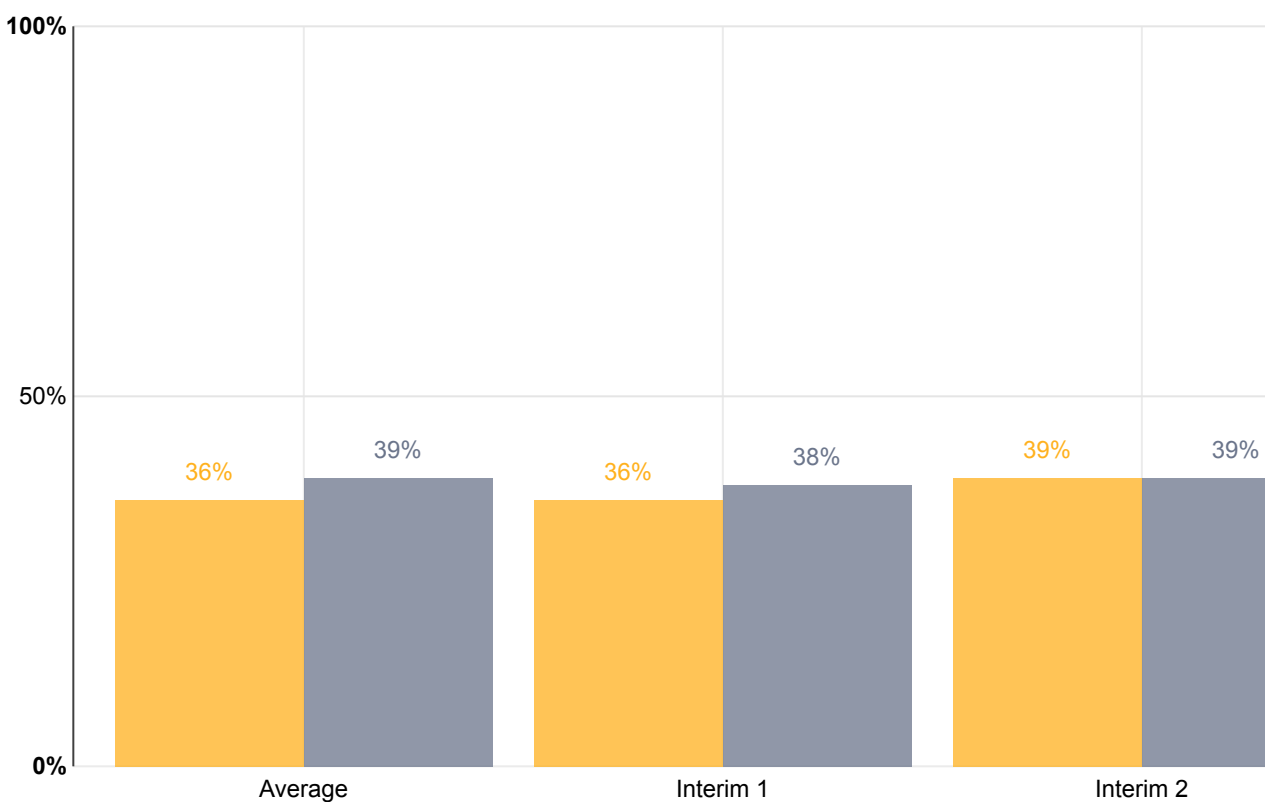
CustomSas: EngageNY-Aligned Online Math 17-18

InterimGrade: All Interim Grades

Roll Up:

Metric: Average Network:213 of 331

Saved Filters



	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 3	40%	-3%	36%	-7%	43%	-1%	-	-
Interim Grade 4	34%	-4%	30%	-6%	36%	-2%	-	-
Interim Grade 5	35%	-4%	38%	0%	40%	-1%	27%	-13%

	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 6	37%	1%	39%	4%	38%	3%	34%	-8%



Lake County High School (7-12)

School Performance Over Time by Grade

SchoolYear: 2017

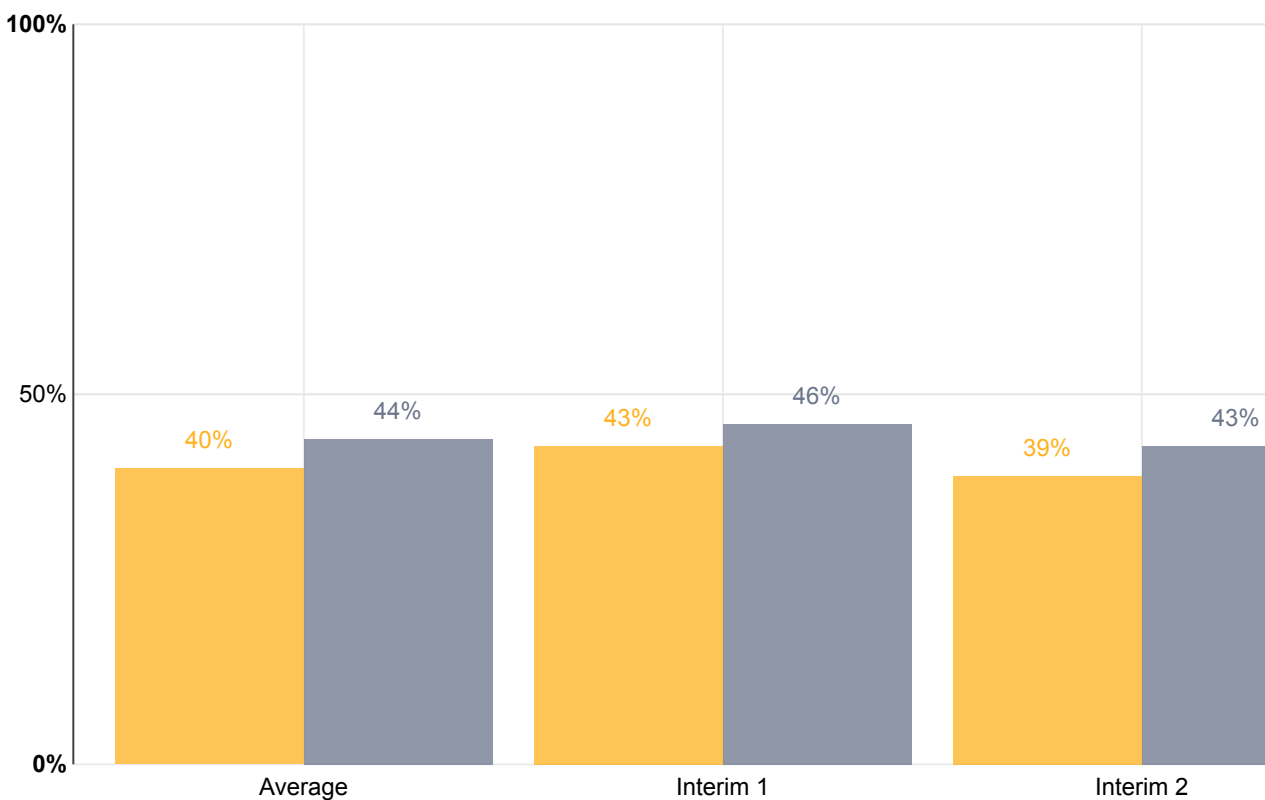
Subject: ELA

CustomSas: CrossNetwork Online ELA 17-18

InterimGrade: All Interim Grades Roll Up:

Metric: Average Network:90 of 107

Saved Filters



	Average		Interim 1		Interim 2		Interim 3	
Interim Grade ^	School	Network	School	Network	School	Network	School	Network
Interim Grade 7	39%	-5%	42%	-5%	38%	-4%	39%	-7%
Interim Grade 8	41%	-3%	45%	0%	40%	-3%	39%	-4%



Lake County High School (7-12)

School Performance Over Time by Grade

SchoolYear: 2017

Subject: Math

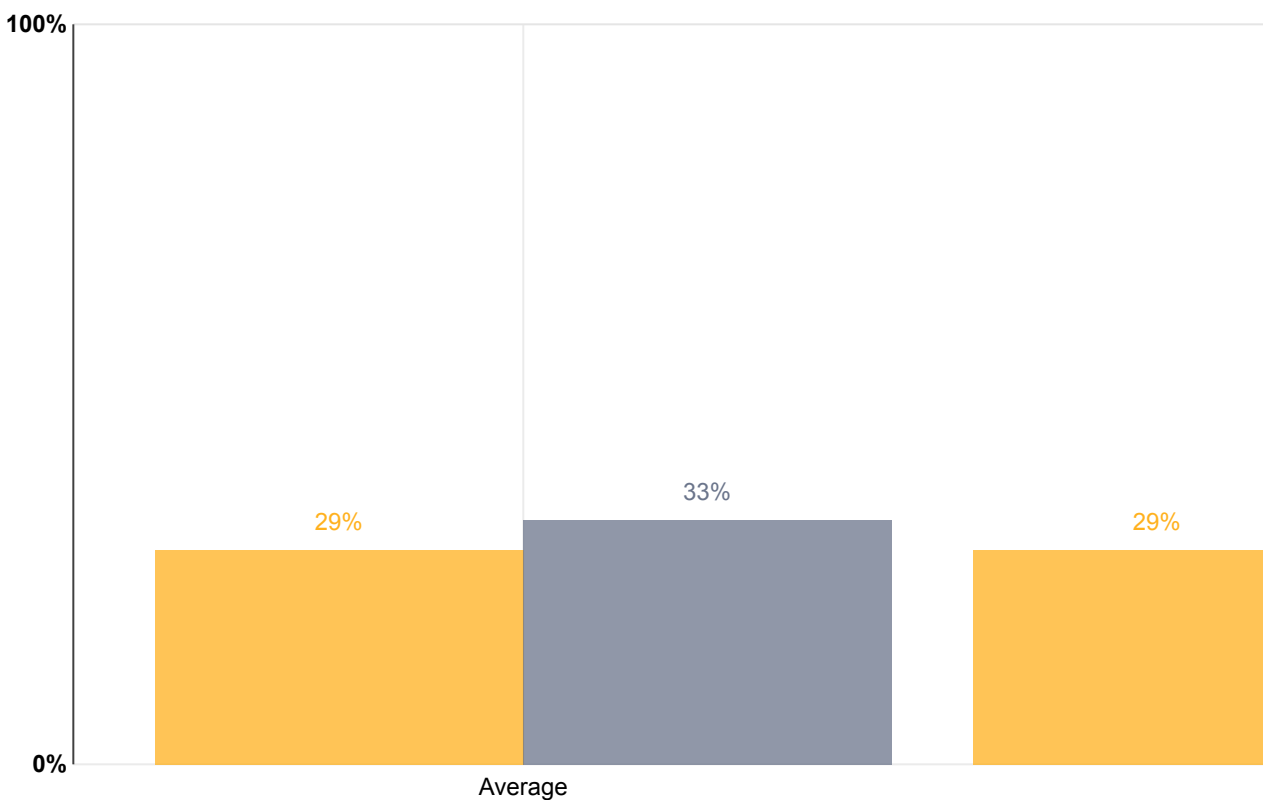
CustomSas: EngageNY-Aligned Online Math 17-18

InterimGrade: All Interim Grades

Roll Up:

Metric: Average Network:142 of 167

Saved Filters



Interim Grade ^	Average		Interim 2	
	School	Network	School	Network
Interim Grade 7	25%	-6%	25%	-6%
Interim Grade 8	34%	-1%	34%	-1%

Mountain BOCES
Operating Agreement
Concerning
Special Education Programs and Processes

THIS OPERATING AGREEMENT (“Agreement”) is entered into with an effective date of _____, by and between the Mountain Board of Cooperative Educational Services (BOCES) and each of the BOCES member school districts including the undersigned.

IN CONSIDERATION OF the mutual covenants and agreements set forth herein the parties agree as follows:

A. Introduction and Parties

1. The BOCES is designated as the administrative unit responsible for implementation and enforcement of the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), and the Colorado Exceptional Children’s Education Act (“ECEA”), throughout the entire geographical area included within its member Districts. The BOCES Special Education Director shall be legally responsible for and have legal authority for the special education functions within the Districts.
2. The following school districts are members of the BOCES:
 - ☐ Buena Vista School District R-31
 - ☐ Lake County School District R-1
 - ☐ Park County School District RE-2
 - ☐ Salida School District R-32-J

All of the above school districts are collectively designated herein as the “Districts” insofar as any provisions hereof apply to all equally.

3. The BOCES and the Districts are required by the Colorado Department of Education (“CDE”) through ECEA Rule 3.01(5)(a)(i) to enter into

agreements describing the financial commitments of the Districts and agreements concerning special education programs and services.

B. Service Model

The Districts wish to have individual autonomy and control of staff to the extent practicable in the provision of special education services, with the BOCES monitoring compliance and providing consultation. For students in the Districts who are eligible for special education under the IDEA, each of the Districts will provide special education without using BOCES staff or resources except as herein expressly provided, or as may be arranged by separate written agreement. Special education teachers (both mild-moderate and severe), para-educators, and special service providers who work within any District will be the employees of such District. The BOCES Special Education Director will be responsible for compliance monitoring and consultation as necessary and appropriate, as more fully set forth below.

C. The BOCES' Responsibilities and Authority

The BOCES is the administrative unit responsible for ensuring that the requirements of federal and state special education law and regulations are met in the Districts. The Special Education Director for the BOCES will perform the following services:

- ☐ review staff credentials and training,
- ☐ review forms, documents, and procedures
- ☐ monitor referral processes, evaluations, reevaluations, eligibility determinations,
- ☐ monitor placement decisions
- ☐ monitor development and implementation of IEPs for students with disabilities
- ☐ support and educate the parents of special needs students

- ☐ advocate for the needs of the special education students within the Region.

Additionally, if required by a separate written agreement between a member District and the BOCES, the BOCES Special Education Director will do the following:

- ☐ provide special education teachers and para-educators with specialized professional development for such District
- ☐ hire, schedule, train and supervise special service providers as necessary and appropriate to serve students within such District.

In the event of a disagreement as to the correct interpretation of a particular statute or regulation concerning the education of students with disabilities, representatives of the BOCES and particular Districts will meet to come to agreement. If the disagreement persists, the BOCES interpretation will control.

D. The Districts' Responsibilities and Authority

1. The Districts will comply with all BOCES Policies and Regulations, including Special Education procedures, the BOCES comprehensive Plan, and the requirements of federal and state law and regulations concerning the education of children with disabilities. To help ensure compliance each of the Districts will do the following:
 - a. Provide to the BOCES true, complete, and up-to-date copies of each Individual Education Program ("IEP") pertaining to each eligible student enrolled in the respective Districts. The IEPs are BOCES property and will be housed in the BOCES office to only be released by the BOCES office staff.
 - b. Provide to the BOCES any information and documentation upon request that may pertain to any student with an IEP in the District.

- c. Use the BOCES IEP forms and system exclusively, and to use other forms and procedures as instructed by the BOCES Special Education Director.
2. The Districts shall ensure that the Special Education instructional staff and special service providers in each District understand that they are subject to the directives and authority of the BOCES Special Education Director or designee appointed by the said Director in respect to all matters concerning compliance with IDEA and ECEA, and that the District Special Education staff cooperates fully with the BOCES staff in all such matters.
3. It is acknowledged that, in addition to services provided pursuant to IDEA, students who have physical or psychological impairments that substantially limit learning may be entitled to special accommodations under Section 504 of the Rehabilitation Act of 1973 (504) and/or the Americans with Disabilities Act (ADA). The Districts are responsible for such accommodations and for all compliance with 504 and ADA, including but not limited to the development and implementation of a formal 504 Plan for any student who needs such a plan, and the BOCES shall have no direct responsibility therefore, but may provide information, advice, and assistance in ADA and 504 matters upon request.
4. Each District shall ensure that all special education staff records will be accessible to BOCES administrative staff at all times.

E. Continuum of Special Education Services

It is recognized that it is not feasible to offer the full “continuum of services” in each of the Districts, or to expect each of the Districts will serve students in every disability category and across a wide spectrum of severity ratings, from mild/moderate to severe/profound. The following provisions describe the manner in which the full continuum of services will be provided within the BOCES:

1. The Districts are responsible for providing sufficient and appropriately licensed and endorsed special education instructional staff and special service providers to provide appropriate services for all children who have been determined to have a disability in each of their buildings.
2. For purposes of this Agreement, the following are considered “special service providers,” which must be provided to students in accordance with their needs as identified on each student’s IEP:
 - a. Speech/Language Pathologist
 - b. Occupational Therapist
 - c. Physical Therapist
 - d. School Psychologist
 - e. Transition Support Services
 - f. Child Find Coordinator
 - g. Early Childhood Special Education Teacher
 - h. SWAP Coordinator
 - i. Outreach Services
 - j. Gifted and Talented Coordinators
 - k. Sign Language Interpreters
 - l. School Social Worker
 - m. Specialized Teachers

The BOCES will assist in identifying and contacting service providers in the above categories as well as other outside consultation services in special situations, but the BOCES will have no financial responsibility for the costs of engaging such professionals.

3. For purposes of this Agreement, the following are considered “universal service providers,” which may be provided by the BOCES pursuant to a separate written agreement between a member District and the BOCES;
 - a. Vision Specialist
 - b. Deaf/Hard of Hearing Specialist

c. Audiologist

d. G/T Coordinator to work with district coordinators

4. Nothing herein shall prevent two or more Districts or one or more Districts and the BOCES from entering into separate agreements for the provision of services to individual students upon terms and conditions acceptable to the parties. It is the goal and intention of the Districts and the BOCES to utilize separate agreements to provide the continuum of services to the fullest extent practicable within the territory of the BOCES.
5. It is recognized that the Districts and BOCES may from time to time encounter students who cannot receive an appropriate education in a traditional public school setting. Examples include students with severe mental or emotional disorders, students such as deaf-and-blind students who may require highly specialized services not provided by any of the Districts, or students who are dangerous or exceptionally disruptive in the school setting. For such students, outside placements such as day treatment centers and other specialized facilities may be appropriate, and the BOCES will provide consultation and assistance in accessing such services. The costs of any out-of-district placement will be borne by the individual District.
6. For students who qualify for Extended School Year services, the individual Districts will be responsible for providing such services, and each District will be responsible for any costs incurred based upon the services required. The staff for such services will be employed by the individual District for the term of service.

F. Cost Reimbursement

Each District shall be responsible for its share of the costs of special education services provided by the BOCES in accordance with the BOCES Financial Policies, as the same may be adopted and amended from time to

time. As constituted on the date hereof, such Financial Policies require the following:

- The BOCES shall receive all special education federal and state funding for eligible students within the Districts, and shall distribute such funds to the Districts in proportion to total student population.
- The administrative costs of the BOCES shall be shared between the member districts in proportion to state and federal funding.
- Special programs established by the BOCES shall be funded on a “subscriber” basis with each participating District’s contribution proportionate to the number of students enrolled in such special program.
- Any overtime costs related to additional administrative duties due to lack of compliance with deadlines for submission of information of paperwork to the BOCES office by District employees will be reimbursed to the BOCES by the District where the costs were incurred.
- Costs arising from defense in a due process hearing or state-level federal complaint will be assessed to Districts separately as the need arises in the manner described in Section G.

G. Responsibility for Defense

In the event of a due process hearing or a state-level federal complaint, the District wherein such matter arose may elect to handle the defense of such claim itself, or may request that the BOCES handle the defense of such claim. If the District elects to handle the defense itself, the District shall be responsible for all costs, including attorney fees, of such defense, and for the payment of any claims, awards, or damages, including parents’ attorneys’ fees, resulting from a finding of violation of any applicable law or regulation pertaining to the education of students with disabilities who

are enrolled in such District. If the District elects to have the BOCES provide a defense, then the costs of such defense and the payment of any claims, awards, or damages, including parents' attorneys' fees, resulting from a finding of violation of any applicable law or regulation pertaining to the education of students with disabilities who are enrolled in a District, shall be allocated as follows:

1. If the BOCES determines that the defense costs and any award or damages resulted from a decision made by the BOCES or the act or directive of a BOCES employee, then the BOCES will assess member Districts to pay the full amount of such cost in proportion to enrollment; and
2. If the BOCES determines that the award or damages resulted from a decision made by the particular District or the act or directive of a District employee, then such District shall pay the full amount of such cost; and
3. If the BOCES determines that the award or damages resulted from actions of both BOCES and District employees, then the BOCES and the District will share the cost evenly. The BOCES shall assess member Districts to pay the full amount of the BOCES share of such costs. Notwithstanding the forgoing, in the event that the BOCES maintains any policy of insurance that would provide a defense or otherwise cover any special education – related claims against the BOCES or such District, then the BOCES shall do all acts and things necessary to access such coverage for the benefit of the BOCES or such District, including but not limited to participating in the defense of such claim to the extent required by such policy.
4. Any amounts assessed to Districts under Section G. 1. or G. 3. Above shall be allocated proportionately to special education funding for each District using the most recent December 1 special education pupil count.

In the event of such legal proceeding, the district involved shall give its full cooperation to and follow the advice and instructions of the BOCES and assigned defense counsel in the course of the proceeding.

SIGNED BY THE PARTIES on the date above written.

_____ School District _____

By: _____

School Board President

By: _____

School Board Secretary

By: _____

Superintendent

Mountain BOCES

By: _____

Mountain BOCES Board President

By: Mountain BOCES Board

Secretary

By: Mountain BOCES Executive

Director

Leadville Urban Renewal Authority IGA Cover Note

The attached IGA is presented for your consideration and approval. The key points are as follows:

- 1) The IGA includes language that the City agrees to adopt a land dedication ordinance into the city code (one does not currently exist) that is generally satisfactory to LCSD.
- 2) The IGA includes language that LCSD may renegotiate its tax increment revenue sharing agreement with LURA should the state legislature ever reduce the Backfill Amount. This language is our protection for ensuring that our revenue through the school finance formula remains whole.
- 3) The IGA provides a 10% shareback of tax increment revenue from the plan revenue to LCSD. This should equate to approximately \$26,000 annually in extra revenue for the district.

**AGREEMENT REGARDING LEADVILLE URBAN RENEWAL AUTHORITY
TAX INCREMENT FINANCING**

This **AGREEMENT REGARDING LEADVILLE URBAN RENEWAL AUTHORITY TAX INCREMENT FINANCING** (the “Agreement”) is entered into by and among the **CITY OF LEADVILLE** (“City”), a municipal corporation and political subdivision of the State of Colorado; the **LEADVILLE URBAN RENEWAL AUTHORITY** (“LURA”), an urban renewal authority and body corporate and politic of the State of Colorado, and the **LAKE COUNTY SCHOOL DISTRICT R-1** (the “District”), a body corporate and political subdivision of the State of Colorado (each party individually referred to herein as a “Party” and collectively referred to herein as the “Parties”).

RECITALS

WHEREAS, pursuant to the Colorado Urban Renewal Law, Section 31-25-101, et seq., C.R.S. (the “Act”), the City Council of the City formed LURA by Resolution No. 08, Series 2017; and

WHEREAS, pursuant to the Act, the City Council of the City is considering adoption of an urban renewal plan (the “Plan”) to carry out urban renewal projects within the Urban Renewal Plan Area (“Plan Area”) described with particularity in the Plan; and

WHEREAS, the District is a taxing entity whose boundary includes real property within the boundary of LURA; and

WHEREAS, the Act authorizes, and the Plan will provide, for the use of tax increment financing by LURA to assist with the development of projects subject to approval of a development agreement between LURA and a property owner or developer; and

WHEREAS, the Act provides for the division of taxes collected from the taxable property within a plan area in the following order: first, to existing taxing districts of the base amount determined in accordance with statute; second, to any bonds, loans, or advances to, or indebtedness incurred by, any urban renewal project or to make payments under an agreement executed pursuant to C.R.S. § 31-25-107(11); and third, upon payment of such bonds, loans, advances, indebtedness, and contractual obligations, to the respective taxing entities; and

WHEREAS, C.R.S. § 31-25-107(9.5) requires that the Plan may be adopted with a provision for tax increment financing and that LURA and the District must enter into an agreement regarding the sharing of incremental property tax revenue; and

WHEREAS, C.R.S. § 31-25-107(9) requires that revenues from a property tax mill levy increase approved by District voters in the future be paid to the District; and

WHEREAS, the Parties recognize that this Agreement satisfies the requirements of C.R.S. 31-25-107(9.5).

AGREEMENT

NOW THEREFORE, in consideration of the foregoing Recitals, which are incorporated herein, the mutual covenants and promises set forth herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties hereto agree as follows:

1. Incorporation of Recitals. The foregoing recitals are incorporated into and made a part of this Agreement.

2. District Mill Levy Allocation and Payment. The District agrees that LURA may retain all incremental property tax revenues generated in the Plan Area solely as a result of the levy of the District's mill levy upon taxable property within the Plan Area except that after deducting LURA's Administrative Fee and upon receipt of TIF Revenues, LURA shall calculate and deposit into the School District Account, the TIF Shareback. LURA agrees to hold and earn interest on the amounts deposited in the School District Account in investments permitted by Colorado law which investments shall mature or be subject to redemption by LURA without penalty on or before the date LURA is required to pay amounts in the School District Account to the District. On or about August 1 or within sixty (60) days of receipt from Lake County, whichever occurs first, and beginning in the first year in which TIF Revenues are received by LURA and annually thereafter, LURA shall pay to the District all amounts on deposit in the School District Account. If the voters of the District approve an increase in property taxes in the future, LURA agrees to pay to the District an amount equal to the mill levy imposed pursuant to any such voter approval times the incremental assessed value within the Plan Area if LURA receives such amount. LURA shall pay the amounts due to the District pursuant to the preceding sentence to the District on or before the 15th day of the month immediately succeeding the month in which any such amount is received by LURA.

3. Land Dedication Ordinance. The City agrees to present and consider an ordinance, generally satisfactory to the District, requiring subdividers in the City to dedicate school land to the City on behalf of the District or to make a payment in lieu of dedication (the "Ordinance").

4. Definitions. For purposes of this Agreement, the following terms shall have the following definitions:

- a) *Administrative Fee* means a fee to cover LURA's administrative expenses associated with collection, accounting and distribution of TIF Shareback in an amount equal to one percent (1%) of the total revenues received from Lake County generated from that portion of property taxes levied by the School District in excess of the amount of base property taxes paid into the fund of the School District in accordance with C.R.S. § 31-25-107(9)(a)(I).

- b) *Backfill Amount* means State of Colorado's (the "State") contribution towards the District's total program funding as determined pursuant to Title 22, Article 54, Part 1 of C.R.S. in an amount equal to the mill levy imposed by the District pursuant to C.R.S. §22-54-106 times the incremental assessed value within the Plan Area.
- c) *District* means the Lake County School District R-1, a body corporate and political subdivision of the State of Colorado.
- d) *Leadville Urban Renewal Authority* means the urban renewal authority created by the City Council of the City of Leadville, Colorado pursuant to Resolution No. 08, Series 2017.
- e) *Plan* means the urban renewal plan adopted or to be adopted by the Leadville Urban Renewal Authority known as the Central Leadville Urban Renewal Plan.
- f) *Plan Area* means the area described in the Central Leadville Urban Renewal Plan as more specifically and legally described in Exhibit A to the Plan.
- g) *School District Account* means a separate interest-bearing account held by LURA for the benefit of the School District in which is deposited the revenues of the District's TIF Shareback.
- h) *TIF Shareback* means an amount equal to ten percent (10%) of the total incremental property tax revenues generated in the Plan Area calculated in accordance with C.R.S. § 31-25-107(9)(a)(II) and received by LURA, solely as a result of the levy of the School District's mill levy upon taxable property within the Plan Area.

5. Term, Termination. The term of this Agreement shall commence on the date of mutual execution of this Agreement by the Parties, and shall run for a term of Twenty-five (25) years following the formal adoption of the Plan unless terminated earlier due to the abolishment of LURA or termination of the Plan. This Agreement may be terminated at any time upon the mutual written agreement of the Parties. This Agreement shall terminate if the City repeals or modifies the Ordinance without the consent of the District.

6. Modification. This Agreement may not be amended, modified, or changed, in whole or in part, without a written agreement executed by the Parties. The Parties agree to negotiate in good faith to amend this Agreement if the State ever reduces the Backfill Amount. The District shall give written notice to LURA that the State has reduced the Backfill Amount. If, after a period of one hundred twenty days from the date of notice or such longer or shorter period as LURA and the District may agree, there is no agreement between LURA and the District, LURA and the District shall submit to mediation on the issue of appropriate sharing of incremental property tax revenues and urban renewal project costs between LURA and the District. The mediation must be conducted by a mediator who has been jointly selected by the LURA and the District; except that, if LURA and the District are unable to agree on the selection of a mediator, then LURA shall select one mediator, the District shall select a second mediator,

and these two mediators shall then select a third mediator. In such circumstances, the mediation will be jointly conducted by the three mediators. Unless LURA and the District otherwise agree, any mediator selected must be an attorney licensed in the state for at least ten years and must be experienced in both land use and administrative law. Payment of the fees and costs for the mediation must be split equally between LURA and the District.

In making a determination of the appropriate sharing, the mediator must consider: (i) the nature of the project, (ii) the nature and relative size of the revenue and other benefits that are expected to accrue to LURA and the District as a result of the project, (iii) to what extent, if any, the State will replace the Backfill Amount with a funding source which is not available to a school district which does not have a tax increment area within its boundaries, (iv) any legal limitations on the use of revenues belonging to LURA or the District, and (v) any capital or operating costs that are expected to result from the project. Within ninety days, the mediator must issue his or her findings of fact as to the appropriate sharing of costs and incremental property tax revenues, and shall promptly transmit such information to LURA and the District. Following the issuance of findings by the mediator, LURA and the District shall incorporate the mediator's findings into this Agreement.

7. Assignment. No Party shall assign this Agreement or any interest hereunder in whole or in part, without the prior written consent of each of the other Parties. Any assignment attempted without the prior written consent of all Parties hereto, which consent shall not be unreasonably withheld, shall be deemed void, and of no force or effect. Consent to one assignment shall not be deemed to be consent to any subsequent assignment nor the waiver of any right to consent to such subsequent assignment. Notwithstanding the foregoing this Agreement may be assigned to the successor entity of the District or to the District's constituent entities.

8. Notices. Any notices or other communications required or permitted by this Agreement or by law to be served on, given to or delivered to any Party hereto, by any other Party shall be in writing and shall be deemed duly served, given or delivered when personally delivered to the Party to whom it is addressed or in lieu of such personal service, upon receipt in the United States' mail, first-class postage prepaid, addressed as follows:

To the District:

Lake County School District R-1
107 Spruce Street
Leadville, Colorado 80461

With a copy to:

Butler Snow LLP
Attn: Dee P. Wisor
1801 California Street, Suite 5100
Denver, Colorado 80202

To the City and LURA:

City of Leadville
Leadville LURA
800 Harrison Ave.
Leadville, CO 80461

With a copy to:

Michow, Cox & McAskin, LLP
Attn: Linda C. Michow
6530 S. Yosemite St., Suite 200
Greenwood Village, Colorado 80111

Any Party may change its address for the purpose of this Paragraph by giving written notice of such change to the other Parties in the manner provided in this Paragraph.

9. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original and together shall constitute one and the same instrument.

10. Binding Agreement. This Agreement shall inure to and be binding on the administrator, successors, and permitted assigns of the Parties hereto.

11. Entire Agreement. This Agreement constitutes the complete and exclusive statement of the agreement of the Parties with respect to the subject matter of this Agreement and supersedes all prior oral and written proposals, negotiations, representations, promises, agreements, warranties or understandings concerning such subject matter.

12. Severability. If any provision of this Agreement is determined by a court of competent jurisdiction to be invalid or unenforceable, the remainder of this Agreement shall nonetheless remain in full force and effect.

13. Governmental Immunity. Nothing in this Agreement shall be construed as a waiver of the rights and privileges of the Parties pursuant to the Colorado Governmental Immunity Act, § 24-10-101, et seq., C.R.S., as the same may be amended from time to time.

14. Authority to Enter Into Agreement. Each Party hereby confirms it is lawfully authorized to enter into this Agreement, has received legal counsel and advice as to the legal effect of this Agreement, and has taken all steps necessary to authorize the execution of the Agreement by the respective signatories below.

[The remainder of this page is left intentionally blank. Signature page follows.]

IN WITNESS WHEREOF, the Parties hereto have duly executed this Agreement as of the day and year first above written.

CITY OF LEADVILLE, a municipal corporation
and political subdivision of the State of Colorado:

Greg Labbe, Mayor

ATTEST:

By: _____

Its: _____

Approved as to form:

City Attorney

LEADVILLE URBAN RENEWAL
AUTHORITY, an urban renewal authority:

Chairperson

ATTEST:

By: _____

Its: _____

Approved as to form:

LURA Counsel

LAKE COUNTY SCHOOL DISTRICT R-1, a
body corporate and political subdivision of the State
of Colorado:

By: _____
President

ATTEST:

By: _____
Secretary

39323667v2

41089447v1

**Annual Evaluation of Dr. Wendy Wyman,
Superintendent, Lake County School District
Fall 2016-Fall 2017**

On January 9, 2018, the Lake County School District R-1 Board of Education held its annual evaluation with Dr. Wendy Wyman and discussed her performance over the last 12 months in her fifth year as superintendent of the Lake County School District. Present were directors Amy Frykholm, Stephanie McBride, Ellie Solomon, Jeff Fiedler, and Eudelia Contreras, as well as Superintendent Wendy Wyman. As per Board Policy BSR-5, evaluation of the Superintendent happens annually and is based on the Board's district priorities and goals as articulated in the strategic plan.

Lake County School District Context

The Lake County School District (LCSD) is comprised of four schools in Lake County, Colorado. The population of Lake County was estimated to be 7,310 people in the 2010 census, with 57% of the population identifying as Anglo and 40% of the population identifying as Latino or Hispanic. Of those in Lake County five years of age or older in 2012, 29.4% were estimated to speak a language other than English. The majority of these are Spanish speaking. In the school district, 70% of students are Hispanic or Latino, 67% qualify for free or reduced lunch, and 35% are considered English-language learners. The number of students in the district is 1074.

This year, the Colorado Department of Education rated all of our schools and the district as "performing." Two schools (Pitts Elementary and West Park Elementary) not given ratings, because these schools do not take state assessments. Working with the Instructional Leadership Team and the Principal at West Park the District rated West Park as Improving. Pitts Elementary houses the Center; it does not get a rating because it is a preschool program. The Center, however, continues to perform well on its evaluations—both internal and external. West Park continues to demonstrate academic progress. We are very excited about the fact that all of our schools are off the turnaround clock. At the same time, to keep our schools performing and to move the district toward the highest rating, we must continue to work hard.

Over Wyman's tenure, we have seen significant improvements in nearly all aspects of the school district: infrastructure, cultures of learning, district communication, leadership, resource alignment, and parent engagement. These areas have all needed and received attention, and data suggest that we are improving in all of these areas. Some of that improvement is detailed below, but some of it is not easy to document. We believe

strongly that the environment for learning has improved dramatically at our schools over the last few years, and we think this is best experienced in person. Dr. Wyman has spent much of her first few years working to improve infrastructure and systems in the school district in order to create conditions in which instruction and learning can improve. As will be described in detail below, we continue to focus our attention on academic improvements, as we believe that we have built the foundation for this more singular focus.

We are very proud of what Lake County Schools has accomplished under Wyman's leadership and this year, the board recommended Wendy Wyman for the Superintendent of the Year. We noted especially her courage in pursuing a path of reform and transformation.

The Strategic Plan

In 2015, the Board passed a three-year strategic plan for academic years 2015-2016, 2016-2017, and 2017-2018. This strategic plan was based on four district-wide priorities:

- 1) Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career. *Every day, we are college or career-ready.*
- 2) Provide all students with engaging learning opportunities. *Rigor and engagement are everywhere.*
- 3) Create a space that is safe, inclusive and welcoming for all. *Diversity and culture make us better.*
- 4) Plan and execute the capital and human capital investments that will make our district better. *We plan for the future.*

Each priority included specific goals and metrics, and during the evaluation, Dr. Wyman detailed our progress on each of these.

Evaluation

PRIORITY #1: Every day we are college and career-ready.

GOAL #1: Implement ICAP

16-17 Metric: The new ICAP structure will be fully implemented grades 9-12 with growth in at least two areas of the assessment.

Dr. Wyman's written comments: This goal has been met. Our score in the readiness assessment has increased from 118 to 190.

Dr. Wyman's spoken comments: Every student at LCHS now has an ICAP that they use toward the planning of their graduation. This is the plan that students do at the high school level in order to be college and career ready. Because of the graduation requirements, it has been transformed into a useful tool for teachers, students, and parents to think about their futures.

Board comments: The strategic plan treats the ICAP as a fairly major level that we can use to drive this goal forward. This kind of work on graduation requirements has put us on the cutting edge of how schools structure graduation requirements.

Priority #2: Rigor and engagement are everywhere.

GOAL #2: All schools will have an instructional and professional development focus that supports student access to complex, grade-level appropriate texts.

Metric: PARCC 2016 +3% improvement in a language arts area. Increase the percent of students scoring at benchmark on DIBELS by 3%

Dr. Wyman's written comments:

While our growth data is strong overall, this goal has been met for 8 out of 11 Assessments or 73% (This is stronger than last year when we met the goal for 7 out of 11 assessments or 64%)

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DIBELS

- ☐ K EOY: 79%-69% (2016 50%) (EOY is End of Year) (DNM -1%)
- ☐ 1st EOY: 44-70% (2016 43%-68%) (Met +26%)
- ☐ 2nd EOY: 47-46% (2016 40%-51%) (DNM -1%)
- ☐ 3rd EOY: 41%-56% (2016 33%-48%) (Met +15%)
- ☐ 4th EOY: 66-43% (DNM -23%)

PARCC (meets or exceeds standards)

- ☐ 3rd ELA: 12%-16% (Met +4%)

- ☐ 4th ELA WrExp: 12%-25% (Met +13%)
- ☐ 5th ELA: 14%-25% (Met +11%)
- ☐ 6th ELA: 22%-26% (Met +4%)
- ☐ 7th ELA: 5%-28% (Met +23%)
- ☐ 8th ELA: 9%-44% (Met +35%)
- ☐ 9th LitText: 15%-23% (Met +8%)

Dr. Wyman's spoken comments: We are very excited about our progress on this goal and this kind of growth is why we are no longer on the turnaround clock. However, we must move from growth to proficiency, and there is still a long way to go here. I would say that Colorado sets the standards too low. We need to drive toward 80% proficiency, and the conversation that we are engaged in is how quickly we can get there and by what means.

Board: The Board thinks that Dr. Wyman's intent to focus clearly on this goal is a good call, and as a Board, we support it. We had put a 3% growth on the strategic plan hoping that that would be a conservative goal. We are glad we are growing faster than anticipated. This raises important questions about the next strategic plan and what kinds of goals we should set.

Priority #3: Diversity and culture make us better.

Goal #3: All schools will have a professional development focus on climate and culture that supports building relational trust between all stakeholders.

Metric: The surveys which we used to write the master plan have since not proven useful and were not administered. The alternative is described by Dr. Wyman below.

Dr. Wyman's written comments: This year we are beginning a new group of climate and culture surveys in partnership with Panorama. Surveys were administered in December. Once schools have a chance to reflect on their data, it will be shared with the board. We are also in the process of administering a family survey.

Dr. Wyman's spoken comments: We are making progress on this goal.

Board comments: None.

Priority #4: “We plan for the future.”

Goal #1: Create a 5-year capital plan.

Metric: Engage a master plan firm

Dr. Wyman’s written comments: This goal was met. We began the process in December. Due to budget concerns in the last school year, it was decided to postpone the master planning process until the current school year. The Master Planning partner has been selected [update: the school board has approved a contract with TreanorHL, P.A.].

Dr. Wyman’s comments: None.

Board comments: None.

Goal #2: Create a new recruiting and hiring process.

Metric: Create an appropriate staffing level system.

Dr. Wyman’s written comments: This goal was met as we are implementing hiring processes that were learned during professional development provided by the Turnaround Network at CDE. We are still working on deciphering appropriate staffing levels in our special education department. The special education leadership team is working on this over the spring of 2018. We are also working with CDE on this effort.

Dr. Wyman’s spoken comments: None.

Board comments: None.

Overall superintendent comments:

Wyman says that her goal is to hire people who are high quality and get out of their way. This is something that we will need to think about when we are hiring the next superintendent. How will the next superintendent interact with these existing programs like the School Based Health Center? Another important question is: how will we

maintain our reform efforts? What reform efforts do we want to keep and how will we ensure institutional memory?

Wyman notes that we need to be aware that we could go back on the Turnaround Clock if we can't sustain the growth levels that we are seeing, but we also don't see kids moving to proficiency. This is a real possibility that the board and community need to be aware of. But we have to get passed a mindset that we can't get where we need to go.

See the attached list of additional achievements.

Overall Board comments:

We are pleased with the comprehensive look at culture questions and there was real movement forward to look at the whole system and address how diversity and culture are functioning in our system.

We understand the need to keep pushing the academic goals and to systematize our progress so that we can keep moving forward.



Lake County School District

Learning Beyond Walls

Every day, we are college and career ready.

We ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.

- We are working with the Achievement Network (ANet) to ensure that all students have access to grade level standards every day
<http://www.achievementnetwork.org/>.
- Weekly meetings with school leadership teams focus on this standards-based work. We have changed the makeup of the leadership teams to ensure all teachers receive support.
- We are working on creating an internal principal pipeline.
- We are still successfully participating in the Colorado Department of Education's (CDE) Turnaround Network
<https://www.cde.state.co.us/accountability/turnaroundnetwork>.
- Superintendent completed Relay Principal Managers Graduate Program
<https://www.relay.edu/>.

Rigor and engagement are everywhere.

We provide all students with engaging learning opportunities.

- We continue to work with partners, Expeditionary Learning, GOL and others to ensure that students are participating in engaging learning experiences.

Diversity and culture make us better.

We create a space that is safe, inclusive, and welcoming for all.

- Several leaders participated in a recent community-based diversity training.
- We are working with the Colorado Department of Education to arrange a diversity training for school leaders that will eventually also be offered to teachers and staff.
- We worked with a group of bilingual, Latina parents to redesign the family liaison role into a Family Engagement Specialist role. That same group of parents helped to hire the person now in the role.

- We continue to work with parents across parent groups to ensure that our schools are culturally responsive and welcoming to all parents.
- We are working with Regis University in Denver to offer 12 hours of online credits towards receiving a culturally and linguistically diverse certificate.

We plan for the future.

We plan and execute the capital and human capital investments that will make our district better.

- We have kicked off a master planning process with an experienced and proven partner.
- We have obtained a large grant from the James Walton Fund and the Gates Family Foundation to ensure that our turnaround work is finished and institutionalized.
- We continue to “right-size” and spend within our means.
- We have raised substantial funds to support our work over the past several years and continue these efforts. Including recent funding of over \$900,000 over three years from the James Walton Fund and the Gates Family Foundation to 1) continue our turnaround work and ensure the systems supporting our successes are well established and sustainable and 2) share any aspects of our work that might be relevant and/or replicable for other rural turnaround districts.



Policy Type: Governance Process

Governing Style

The Board will govern with emphasis on organizational vision rather than on interpersonal issues of the Board; encourage diversity in viewpoints; focus on strategic leadership rather than administrative detail; observe clear distinction between Board and Superintendent Roles; make collective rather than individual decisions; exhibit future orientation rather than past or present; and govern proactively rather than re-actively.

Accordingly:

1. The Board will cultivate a sense of group responsibility. The Board will work in partnership with the Superintendent, staff, students, parents and the community. The Board, not the Superintendent or staff, will be responsible for excellence in governing. The Board will use the expertise of individual Board members to enhance the ability of the Board as a body, but will not substitute individual judgments for the Board's collective values.
2. The Board will hold itself accountable to govern with excellence. This self-discipline will apply to matters such as attendance, preparation for meetings, policymaking principles, respect of roles and ensuring the continuity of governance capability.
3. The Board will direct, control and inspire the district through the careful establishment of written policies reflecting the Board's values and perspectives. The Board's major policy focus will be on the intended long-term benefits for students, not on the administrative or programmatic means of attaining those benefits.
4. Continuous Board development will include orientation of new members in the Board's governance process and periodic Board discussion and evaluation of process to assure continued improvement.
5. The Board will allow no officer, individual or committee of the Board to hinder or be an excuse for not fulfilling its commitments.
6. The Board will monitor the Board's process and performance at each meeting. Self-monitoring will include comparison of Board activity and discipline to policies in the *Governance Process* and *Board/Superintendent Relationship* categories.
7. The Board will make no decision without full consideration of all available data, which may include but are not limited to: community input, Superintendent reports, student achievement results and assessments of the environment of all students and staff.

[Revised March 2018]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Governance Process

President's Role

The President of the Board ensures the integrity of the Board's processes and normally serves as the Board's official spokesperson. Accordingly, the President has the following authority and duties:

1. Monitor Board behavior to ensure that it is consistent with its own rules and policies and those legitimately imposed on it from outside the organization.
 - a. Conduct and monitor Board meeting deliberations to ensure that only Board issues, as defined in Board policy, are discussed.
 - b. Ensure that Board meeting deliberations are fair, open and thorough, but also efficient, timely, orderly and to the point.
 - c. Chair Board meetings with all the commonly-accepted power of that position as described in *Robert's Rules of Order* and in accordance with law.
2. Make interpretive decisions that fall within the topics covered by Board policies on *Governance Process* and *Board/Superintendent Relationship*, except where the Board specifically delegates portions of this authority to others, using any reasonable interpretation of the provisions in those policies:
 - a. Refrain from exercising any authority as an individual to supervise or direct the Superintendent.
3. Represent the Board to outside parties in announcing Board-stated positions and in stating decisions and interpretations within the areas delegated to the President, delegating this authority to other Board members when appropriate, but remaining accountable for its use.
4. Sign all contracts authorized by the Board.
5. Sign all official Board reports.

In the absence or inability of the President, the Vice President has all of the powers and duties of the President.

Policy Type: Governance Process

Board Member Covenants

In order to build efficient and effective relationships, Board members shall establish a system of communication that builds on mutual expectation and trust.

Accordingly, we will:

1. exercise honesty in all communication.
2. demonstrate respect for each other's opinions.
3. focus on issues, not personalities.
4. assume and practice trust.
5. maintain focus on shared goals.
6. communicate in a timely manner to avoid surprises.
7. openly support majority decisions of the board.
8. withhold judgment on issues until fully informed.
9. seek first to understand rather than be understood.
10. criticize privately, praise publicly.
11. use executive sessions appropriately and judiciously.
12. maintain confidentiality.
13. respect defined roles and follow the chain of command.
14. openly share personal concerns, issues and agendas.
15. assume a non-defensive posture, taking the initiative to communicate and ask questions for clarification.
16. share information and knowledge.
17. give direction as the whole, not as individuals.
18. make every reasonable effort to protect the integrity and promote the positive image of the district and one another.

We will not:

1. embarrass each other or the district.
2. intentionally mislead or misinform each other.
3. maintain hidden agendas.
4. fail to keep the district office informed of our location/activity.

[Revised March 2018]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO