



**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
April 9, 2019 7:00pm Regular Meeting
Location: District Office—328 West 5th St-Room 11

Regular Meeting

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-Eudelia Contreras
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 March 12, 2019
 - b. Special Meeting Minutes March 26, 2019
 - c. Personnel Recommendations
 - d. Resolution NO. 19-11 Increase of funds
8. 7:11 Action Item
 - a. Resolution NO. 19-12 Friday Programming Funds Support for 2019-2023
9. 7:12 Oversight Calendar
 - a. 7:12 Update from West Park Elementary
 - b. 7:45 Health and Wellness Update
 - c. 8:15 Capital Projects and Land Updates
10. 8:45 Discussion Item
 - a. CASB-our roles and responsibilities
11. 8:55 Superintendent update
12. 9:05 Student Representative Reports
13. 9:10 Break
14. 9:15 Board Reports
15. 9:07 Agenda Planning
 - a. Reading/Energize item for next meeting-Stephanie McBride
 - b. Next Meeting or event:
 - i. April 12, 2019 Members of the board may attend a walk through @ West Park Elementary @ 9:00 am
 - ii. April 23, 2019 Work Session 6:30 pm @ District Office
 - iii. May 14, 2019 Regular Meeting 7:00 pm @ District Office
 - iv. May 23, 2019 Members may attend Class Day @ High School 1:00 pm
 - v. May 25, 2019 Members may attend Graduation @ High School 10:00 am
 - vi. May 28, 2019 Work Session 6:30 pm @ District Office
16. 9:00 Meeting Debrief
 - a. How did we do on time?
 - b. Did we do our most important work first?
17. Adjournment

Estimated duration of meeting is 2.5 to 3 hours **Updated 4/4/2019

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

March 12, 2019

Pledge of Allegiance –Director Frykholm 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 March 12, 2019 at 7:00 p.m. and was held at the District Office. Directors Contreras, Fiedler, Frykholm, McBride, Solomon and Superintendent Wyman were present. Student representative Emma Dallas and Michaela Sanchez were absent and excused.

Preview Agenda-N/A

Reading or Energize item- Jeff Fiedler provided a reflection and spoke about his teachers that he remembered and who had made a difference in his life.

Public Participation- NA

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

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

motion carried 5-0.

Oversight Calendar- Cheryl Talbot, Katie Pongrekum, and Amanda Good were present and gave an update from LCIS. They reported on their school goals. Goal #1 planning

effective lessons; how they look at them, use them, improve upon and what to look for in them. Goal #2-Culture: how crew plays into the culture.

Discussion Item-The calendar committee presented their recommendation for the calendar for the next school year and then a three-year plan that would be the 4 day school week calendar.

There was a discussion about the time line the board will follow in preparing to hire a new superintendent in the fall-winter of next school year.

Action Item: It was moved by Director Solomon to approve the first reading of policies GP-7 and SP-4C-3. Director McBride seconded the motion;

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

motion carried 5-0.

Superintendent Update: Superintendent Wyman gave an update. She spoke of the work that she has been able to share outside of the district and where she will be presenting.

Student Representative Report: Student representatives were not in attendance.

Board Reports- They were sent in ahead of time and included in the packet, we will continue to include in the packet and add in person as needed.

Agenda Planning- Eudelia will do the energizer for next regular meeting. Stephanie will do this in May.

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

Director Contreras seconded the motion; motion carried.

Meeting adjourned at 9:30 pm.

ATTEST:

Jeff Fiedler, Secretary

Amy Frykholm, President

SCHOOL BOARD MINUTES

Special Meeting

March 26, 2019

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 March 26, 2019 at 5:00 p.m. and was held at the District Office. Directors Contreras, Frykholm, McBride, Solomon and Superintendent Wyman were present. Director Fiedler was late and in attendance at 5:29 pm. Student representative Emma Dallas and Michaela Sanchez were absent and excused.

Preview Agenda-N/A

Public Participation- NA

Action items- It was moved by Director McBride to approve the 2019-20 school district calendar as presented, and to adopt a 4-day extended year school district calendar similar to the committee’s Calendar B design for school years 2020-21, 2021-22 and 2022-23.

Director Solomon seconded the motion;

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

motion carried 4-0.

It was moved by Director McBride to approve the second reading and adoption on policies GP-7 and SP-4C-3. Director Contreras seconded the motion;

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

motion carried 4-0.

Bond Finances- Dan O’Connell and Garret Mueller from RBC Capital Markets, LLC were in attendance and spoke to the board about bond finances and how a BEST grant works and what is required.

Agenda Planning- Eudelia will do the energizer for next regular meeting. Stephanie will do this in May.

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

Director Contreras seconded the motion; motion carried.

Meeting adjourned at 6:13 pm.

ATTEST:

Jeff Fiedler, Secretary

Amy Frykholm, President

Lake County School District R-1
Employee Status Report
April 9, 2019

4/3/2019

Certified Staff

Recommended for Hire

Name **Assignment** **Degree** **License** **Experience**

Transfers

Name **Current Assignment** **Transfer Assignment** **Location** **Effective**

Resignations/Terminations

Amy Frykholm, President

Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
April 9, 2019

4/3/2019

Support Staff/Classified

Recommended for Hire

Transfers

Resignations/Terminations

Lenhard, Tanya

Director of Early Childhood Programs

End of 2018-2019 Year

Amy Frykholm, President

Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
April 9, 2019

4/3/2019

Certified/Staff

Principal	2019-2020 School Year	Intermediate School
Kindergarten Teacher	2019-2020 School Year	WPE
DOOR TOSA	2019-2020 School Year	High School
Elementary Teachers	2019-2020 School Year	Intermediate School

Classified/Support Staff

CFO/COO	District
Substitute Teachers	District
Director of Early Childhood Programs	Center

Coaches/Athletics

MS Assistant Track	
MS Assistant Volleyball	
HS Assistant Football	
HS Assistant Volleyball	
Sponsorship/Fundraising Coordinator	

RESOLUTION NO. 19-11

BE IT RESOLVED THAT, the Board of Education of Lake County School District R-1 authorizes an increase in the 2018-2019 Grants Fund 22 and Capital Projects Fund 43 as follows:

Grant Fund 22

Advancing Acedemics through AfterSchool (Acquisition) \$35,000.00

USDA NSLP Equipment Assistance Grant (Acquisition) \$5,764.00

Capital Projects Fund 43

School Security Disbursement Grant (Acquisition) \$497,000.00

Total \$ \$537,764.00

Jeff Fiedler, Secretary

Amy Frykholm, President

Dated: April 9, 2019

RESOLUTION NO.19-12 AUTHORIZING THE USE OF A PORTION OF BEGINNING FUND BALANCE AS AUTHORIZED BY COLORADO STATUTES

WHEREAS, C.R.S. 22-44-105 states that a budget, duly adopted pursuant to this article, shall not provide for expenditures, interfund transfers, or reserves, in excess of available revenues and beginning fund balance.

WHEREAS, the Board of Education may authorize the use of a portion of the beginning fund balance in the budget, stating the amount to be used, the purpose for which the expenditure is needed, and the district's plan to ensure that the use of the beginning fund balance will not lead to an ongoing deficit.

WHEREAS, the Board of Education has determined the beginning fund balance is sufficient to allow for the one-time expenditure and the action will not lead to an ongoing deficit.

NOW, THEREFORE, BE IT RESOLVED: In accordance with C.R.S. 22-44-105, the Board of Education authorizes the use of a portion of the FY2019 Beginning Fund Balance for the following funds:

- General Fund, for a total amount up to \$450,000 to transfer to a sub-reserve in the General Fund to be used only as necessary to support Friday programming between 2019 and 2023.

BE IT FURTHER RESOLVED, the use of this portion of the beginning fund balance in the General Fund for the purpose set forth above will not lead to an ongoing deficit and will not need to be corrected in future years.

Jeff Fiedler, Secretary

Amy Frykholm, President

Dated: April 9, 2019

Two documents that have been fundamental to the clarity and success at West Park are our common expectations.

The **learning environment expectations** are built upon the idea that a predictable, joyful, and safe learning environment supports consistent, high-quality experiences for all learners. On these documents you will see that this is the building blocks for our cultural norms and expectations. It includes topics such as behavior, honoring diversity, parent communication, physical set up, routines, and teacher professionalism. With these common agreements, we find expectations for all in our building are much more clear and predictable.

Whereas the learning environment expectations document outlines **how** we teach, our **content expectations** outlines **what** we teach. You can see that we are very busy throughout our day as we have expected components for crew, foundational skills block, high frequency words, handwriting, the EL Module, literacy labs, and finally math. All of the blue items are links to shared Google documents which all teachers access. Each content area has a curriculum and pacing map to ensure that we are covering topics at the same time, and that we are getting through the entire scope and sequence of a curriculum within the academic year. In addition, we have many data trackers and resources to help measure if we are effectively teaching the curricula.

The ILT and OLT at West Park created these documents last spring and we fully implemented them with the staff in August. They create a common understanding and purpose, grounded in the values that we share of a caring culture combined with high academic rigor, which ensures an equitable education for our students to set up for future success. We are confident in our work and are very proud of our common agreements and focus.

As you come to visit our school, you will see these content expectations and environmental expectations in action in all of our classrooms.

Thank you for all you do in service of our community and students,

Kathleen Fitzsimmons and the WPE ILT and OLT



West Park Elementary 2018-19 Learning Environment Expectations

Rationale: The classroom environment reflects and supports the learning and the values of our school. These expectations foster a predictable, joyful and safe learning environment, that supports a consistent, high-quality experience for all learners.

<p>Behavior</p>	<ul style="list-style-type: none"> ● Expectations of behavior are clear. Celebrations for positive behaviors and habits of a learner are established and practiced. ● Time is taken to maintain the relationship by going through the questions of RJ in a private time (What happened? What are the effects of what happened? Who is responsible for what? How do we fix/repair the relationship?) ● Progression: redirect (Use “Start” instead of “Stop” directions), signal (verbal or non-verbal), break space, buddy classroom with think sheet (10 minutes or so), and reach out for further support ● RJ type of conversation always follow a consequence (not a lecture). ● Can be both strict and kind - ensure that kids know that the relationship is important (“I am on your side and on your case.”) 	<ul style="list-style-type: none"> ● WPE PBIS expectations, Habits of Learner, and Restorative Justice
<p>Honoring Diversity</p>	<ul style="list-style-type: none"> ● Engage students as individuals, including those with diverse needs and interests, across a range of ability levels by adapting their teaching for the benefit of all students ● Use comprehensible input strategies to benefit all students: Total Physical Response (TPR), Point-and-Pause, Limiting/Sheltering Vocabulary, Sentence Frames, Visuals, Repetition, Body-movements, Call/response ● Honoring all stakeholders through most effective communication methods, celebrating our own diversity as a community 	<ul style="list-style-type: none"> ● English Language Development resources ● Best practices checklist ● WIDA documents
<p>Parent Communication</p>	<ul style="list-style-type: none"> ● Monthly grade-level newsletter (translated) ● Thursday folders sent home weekly with important papers and school work ● Monthly positive communications to parents for each student - text, postcard, picture, email, call, app, etc. 	<ul style="list-style-type: none"> ● <i>EL Core Practices 24</i> (page 59 in Purple Book)

Physical Set-up	<ul style="list-style-type: none"> ● Intentionally planned spaces: large group instruction that begins with assigned seating, small group instruction, individual work space, and crew circle. ● All students can easily see the screen/boards/teacher during instruction. Teacher can see all students at all times. ● Movement pathways flow for both adults and students ● Classrooms begin with certain empty areas that will be filled with exemplary work/anchor charts and will tell the story of student learning throughout the year ● Daily Schedule posted with times and topics ● Explicit wall/window space for content resources for student use ● Consistent learning target location for each content area ● Areas are organized, tidy, and easily navigated by students and visitors 	<ul style="list-style-type: none"> ● <i>EL Core Practice 25</i> (page 61 in Purple Book)
Routines	<ul style="list-style-type: none"> ● Routines are quick and quiet, should include: arrival, dismissal, hallways, bathroom use, lunch, clean up, manners, materials management ● Practice and model student responses when in partners or small groups, including volume control while sharing/listening ● Practice and model non-verbal signals for meeting needs (getting materials, restroom, answering questions, getting class attention, etc.) ● Maintain pacing to maximize instructional time: time units are monitored to convey a sense of urgency and lessons adhere to the scope and sequence ● <u>STAR</u>: Sit up, Track the speaker, Ask/answer questions like a scholar, and Respect those around you ● All routines are taught, practiced and reset when needed 	<ul style="list-style-type: none"> ● <i>Teach Like a Champion</i>, Chapter 10
Teacher Presence & Professionalism	<ul style="list-style-type: none"> ● All staff display the habits of a learner and treat others with utmost care ● Speaking voice is understandable, with a calm, caring tone and volume ● Personal emotions are managed: demeanor is professional at all times ● Maintain dignity of all parties while redirecting behavior, with a restorative focus ● Display professionalism through timeliness (7:40-3:40) and discretion in discussing students. ● Specific, concrete, sequential and observable directions to tell students what TO DO (Use “Start” vs. “Stop” directions) <ul style="list-style-type: none"> ○ Specific words used--”walking feet, voices off” vs. “walk in the hallway like a first grader” ● Teacher radar - be seen looking and move around to monitor students. ● Cell phones and technology are used as tools, and not for personal use, during instructional times ● Our students deserve the best of us, each day. 	<ul style="list-style-type: none"> ● <i>Teach Like a Champion</i>, Chapter 11



**West Park Elementary 2018-19
Content Expectations**

Rationale: Moving students forward is our top priority; the following components of a student’s day need to be consistent across our school to ensure that all students are guaranteed access to grade-level content and have the opportunity to grow to their fullest potential.

Content/Topic	Expected Components	Resources
Crew	<ul style="list-style-type: none"> ● Fidelity to purposes and structure of Crew (all students are in a Crew) ● Explicitly teach and reinforce WPE Norms, Habits of a Learner, and appropriate social skills ● 3-4 days/week follows basic Crew structure (greeting, reading, activity, debrief, etc.) ● Incorporate characteristics of primary learners during Crew (song, movement, games, etc.) ● 1-2 days/week delivering Second Step 	<ul style="list-style-type: none"> ● Crew Planning ● Crew Resources ● <i>Morning Meeting</i> book ● <i>Teach Like a Champion</i> book ● Characteristics of Primary Learners ● Second Step
<u>Foundational Skills Block</u>	<ul style="list-style-type: none"> ● CR Success <ul style="list-style-type: none"> ○ Fidelity to Scope and Sequence ○ Follow the teacher’s manual ○ Materials modified as needed ○ Weekly assessment tracking ● Phoneme-Grapheme Mapping <ul style="list-style-type: none"> ○ Daily supplement to CR Success ● Literacy Target Groups <ul style="list-style-type: none"> ○ Daily application of phonics concepts ○ Data-driven groups with differentiated plans ○ Lexia station 	<ul style="list-style-type: none"> ● CR Success Resources ● K-2 CR Success Tracker ● PGM Resources ● Target Group Worksheet ● Lexia online
High Frequency Words	<ul style="list-style-type: none"> ● Assess high frequency word knowledge three times per year <ul style="list-style-type: none"> ○ K = 1-25 ○ 1st = 1-100 ○ 2nd = 1-200 ● Word Wall (posted or individual) as a resource for students ● High Frequency Word assessment tracking 	<ul style="list-style-type: none"> ● High Frequency Words ● High Frequency Word Tracker

<p>Handwriting</p>	<ul style="list-style-type: none"> ● Use Handwriting Without Tears for direct instruction in K; review in 1st & 2nd ● Scope and Sequence developed after training ● Consistent verbal pathways for letter and number formation are taught and practiced at K, 1st, and 2nd ● All students should learn to write their first and last name 	<ul style="list-style-type: none"> ● Handwriting Without Tears Resources
<p>EL Module</p>	<ul style="list-style-type: none"> ● Fidelity to the Scope & Sequence ● Evidence of backwards planning, standards alignment, and grade-level calibration ● Materials modified as needed ● Evidence of intentional daily planning (i.e. annotated lessons, etc.) ● Documentation panels (bulletin boards) capturing learning throughout each module ● Unit assessment tracking 	<ul style="list-style-type: none"> ● EL Curriculum online resources ● Module Unit Assessments ● EL Module Unit Assessment Tracker
<p>Literacy Labs</p>	<ul style="list-style-type: none"> ● Materials modified as needed ● Evidence of intentional daily planning (i.e. annotated lessons, etc.) ● Two lab rotations daily in K ● One lab rotation daily in 1st and 2nd 	<ul style="list-style-type: none"> ● EL Curriculum online resources ● Literacy Labs Materials List
<p>Math</p>	<ul style="list-style-type: none"> ● Fidelity to the Scope & Sequence ● Evidence of intentional daily planning (i.e. annotated lessons, 1.0 or 2.0 created, exemplars, etc.) ● At least one fluency activity as a daily warm up, varied throughout the module ● Opportunity for grapple (at least once a week) ● Opportunity for daily S-S/S-T discussion <ul style="list-style-type: none"> ○ Discussion protocols taught, practiced and used consistently ● Key vocabulary and anchor charts visible during the math lesson ● Materials (problem sets, homework, assessments) modified as needed to support LT/standard ● Mid-module and End-of-Module assessment tracking 	<ul style="list-style-type: none"> ● Engage NY ● ANet (grade 2) ● Standards for Mathematical Practice ● Achieve the Core Math Fluency <p>More standards aligned tasks:</p> <ul style="list-style-type: none"> ● Illustrative Math K ● Illustrative Math 1 ● Illustrative Math 2 <p>Standards, long-term and kid friendly targets:</p> <ul style="list-style-type: none"> ● K-2 EL CCSS Math Learning Standards / Targets

Lake County School District
Healthy Schools Department

What are we trying to do?

The purpose of LCSD's District Health Advisory Council (DHAC) is to *encourage LCSD policies and practices that utilize a whole person approach; promoting a healthy school community where all students and staff are safe, healthy, challenged, supported and engaged.*

How are we trying to do it?

The Healthy Schools Objectives (following this page), which were developed by school and community partners, demonstrate how we are achieving the work outlined in our purpose statement. We also have the following resources in place:

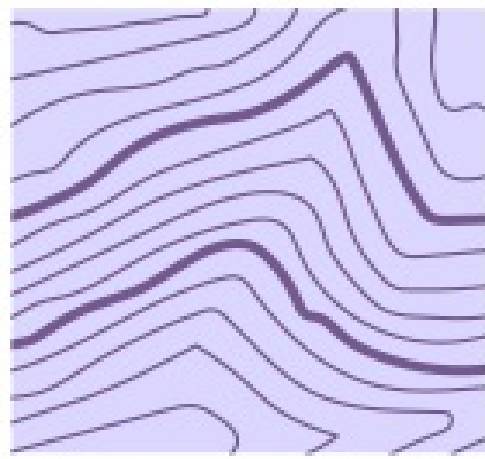
- District Health Advisory Council
- District Counseling and Social Work Team
- Youth Council
- A number of grants supporting the work

At any given moment, how will we know if we're on track?

We wanted to make sure we know if we are making progress. The last aspect of building the Healthy Schools Objectives involved developing data collection and evaluation. The measures are built into the plan, and the Healthy Schools Director works with the District Health Advisory Council and District Counseling and Social Work team to conduct evaluation at each school.

If we're not on track, what are we going to do about it?

We believe these are the right goals based on extensive research and input, however we are prepared that we could have missed the mark. If we are not seeing the results we hoped for, we will bring the school and community partners who invested time back to the table, as well as collect input from schools and students to better understand the needs. We are also carefully monitoring implementation to make sure we are implementing with fidelity.



Lake County School District

Learning Beyond Walls



Healthy Schools Objectives

2018-2023

WHO WE ARE

We believe that every student deserves equitable access to a high-quality, well-rounded education that prepares them for a successful future.



Our vision is that *all* that students will reach their full potential and become productive, contributing community members by mastering a strong academic foundation as well as actively participating in experiences that enrich their lives and teach them to thoughtfully and critically navigate the complexities of today's world. Part of the district's work in achieving this vision is to address the challenges and barriers that can obstruct a student's path toward success.

Lake County students have many strengths, yet according to the Healthy Kids Colorado Survey youth in Lake County are also vulnerable to a number of risk factors that influence the rates at which they experience violence, experiment with drugs and alcohol, and develop unhealthy lifestyle patterns. The work of school health & wellness is to expose students to healthy alternatives through access, education and empowerment--encouraging youth to be partners in determining healthy pathways for their future. In the words of LCSD superintendent, Dr. Wendy Wyman, we "do what's right for kids".

We believe that a student's health and well-being positively influences their ability to learn.

The purpose of LCSD's District Health Advisory Council (DHAC) is to *encourage LCSD policies and practices that utilize a whole person approach; promoting a healthy school community where all students and staff are safe, healthy, challenged, supported and engaged.*

We do this work because it has as much potential to influence a student's lifelong success as any of our focus areas. In our small, rural community, the schools have the potential to serve as a resource hub for children and families. Building upon its long history of community partnering, LCSD formalized a Healthy Schools program in 2013 to further support its students and the challenges they face; such as food access, behavioral and social-emotional health, physical activity and access to health care. Today, 100% of students have access to daily breakfast at no cost to their families, 57% of students are enrolled in School Based Health Center services, and all K-6 students have access to state of the art playgrounds and receive evidence-based social emotional prevention.

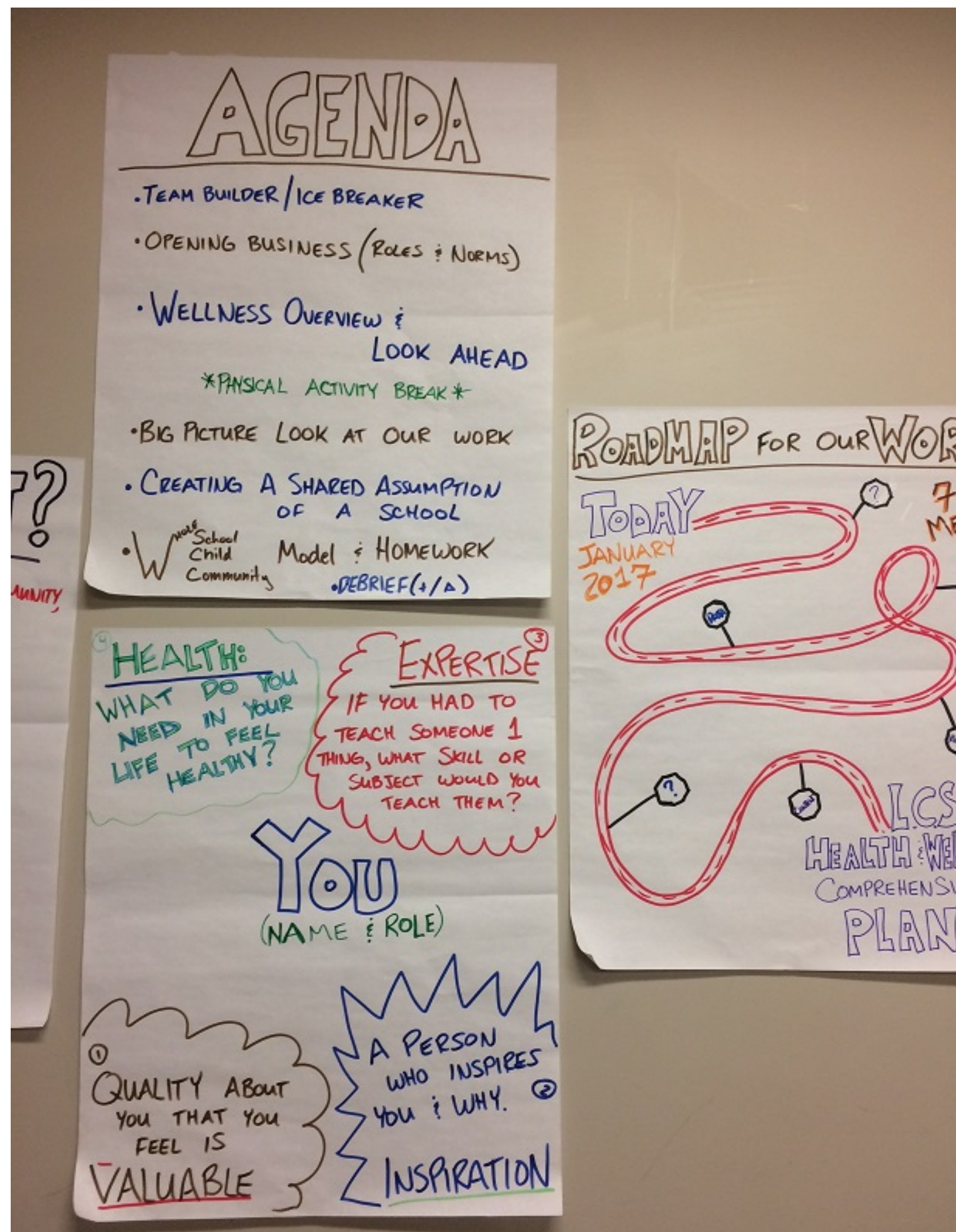
Just 3 years after initiating Healthy Schools efforts, Lake County Intermediate School was named the 2016 Governor's Platinum Healthy Schools Champion in Colorado -- an honor that legitimized the school's focus on school culture, social-emotional support, physical activity, and nutrition as part of their school's identity. In the spring of 2018, Lake County School District as a whole won a Gold level Healthy Schools Champion award, just one step behind the previous honor.

OUR WORK

WHOLE SCHOOL, WHOLE COMMUNITY, WHOLE CHILD
A collaborative approach to learning and health



Our Process



Using the Whole School, Whole Community, Whole Child model as a guide, the DHAC reviewed past successes, explored district and local data, and researched best practices in the field of school health & wellness. The team gathered additional perspectives from the Lake County Youth Council, the Equity in Schools parent group (a subset of Family Leadership Training Institute graduates), and principals and school-level staff.

Our objectives:

Support **equity** in education (levels the educational playing field for kids)

Support district **academic goals** (goals support academic achievement, schools feel like they address the needs seen “on the ground”)

Are informed by **community data** on student health needs (goals are identified by using data on local youth needs)

Align with **board of education goals** (college and career ready, rigor and engagement, diversity and culture, and planning for the future)

Are **Evidenced-Based/Best Practices** (goals are backed by evidence or research)

Our partnerships vastly increase our ability to better serve our students.

The following partners contributed time, funding support, and guidance on LCSD's Healthy Schools Objectives:



Our Partners



Healthy School Objectives



Health Education

Objective

Increase the percentage of the Colorado Comprehensive Health Standards taught in grades K-12



Performance Metrics

2019: 100% of the Colorado Comprehensive Health Standards will be taught in grades 9-12

2021: 100% of the CCHS will be taught in grades 3-12

2023: 100% of the of the CCHS will be taught in grades K-12

Associated funding

CDE School Health Professional Grant, CDE Student Wellness Grant

Associated Partners

Lake County Public Health Agency

Evidence of success

Curriculum mapping of Health Standards for each grade level

Healthy School Objectives



Physical Activity

Objective

Increase participation in physical activity offerings during and after the school day



Performance Metrics

2019: 50% of PK-12 teachers will exhibit active learning/teaching techniques in their classroom
2021: 70% of PK-12 teachers will exhibit active learning/teaching techniques in their classroom
2023: 80% of PK-12 teachers will exhibit active learning/teaching techniques in their classroom

2019: 50% of after school attendees will participate in physical activity-based interventions
2021: 75% of after school attendees will participate in physical activity-based interventions
2023: 100% of after school attendees will participate in physical activity-based interventions

Associated funding

Colorado Health Foundation, CDE Student Wellness Grant, GOCO Inspire Grant

Associated Partners

Get Outdoors Leadville!, Playworks Colorado, 21st Century Learning Center/Project Dream, Better Out of School Time (BOOST)

Evidence of success

After-school enrollment in evidence-based physical activity strategies. Educator self-assessment on active learning techniques

Healthy School Objectives



Nutrition

Objective

Increase the number of fruits and vegetables K-6 students eat daily



Performance Metric

2019: 25% of students will increase daily fruit and vegetable consumption by one fruit/vegetable per day from baseline

2021: 35% of students will increase daily fruit and vegetable consumption by one fruit/vegetable per day from baseline

2023: 45% of students will increase daily fruit and vegetable consumption by one fruit/vegetable per day from baseline

Associated Funding

Colorado Health Foundation, LCSD School Food Service budget

Associated Partnerships

Cloud City Conservation Center, Cloud City Farm, 21st Century Learning Center/Project Dream

Evidence of Success

A Day in the Life Survey

Healthy School Objectives



Health Services

Objective

Increase the number of health outreach services provided to students who are chronically absent



Performance Metric

2019: 25% of chronically absent students will receive health outreach services*

2021: 50% of chronically absent students will receive health outreach services

2023: 75% of chronically absent students will receive health outreach services

*Health outreach services are defined by the initiation of an outreach contact, and subsequent support provided, from the School Nurse, Attendance Specialist, or School Based Health Center staff.

Associated Funding

Title I, Title V, CDE Expelled and At Risk Students Grant, Colorado Alliance for School Health

Associated Partnerships

LCSD Family Engagement, Lake County School Based Health Center, LCSD School Nursing, LCSD Attendance Project

Evidence of Success

Documentation of health outreach services provided

Healthy School Objectives



Social & Emotional Climate

Objective

Increase the number of students receiving age appropriate, tiered, evidence-based, social-emotional and drug and alcohol prevention instruction



Performance Metrics

2019: 100% of students K-6 will receive evidence-based social-emotional instruction
2021: 100% of students K-8 will receive evidence-based social-emotional instruction
2023: 100% of students K-12 will receive evidence-based social-emotional instruction

2019: 100% of students 3-9 will receive evidence-based drug and alcohol prevention instruction
2021: 100% of students 3-10 will receive evidence-based drug and alcohol prevention instruction
2023: 100% of students 3-12 will receive evidence-based drug and alcohol prevention instruction

Associated Funding

School Health Professional Grant, district funds

Associated Partnerships

Communities that Care, Lake County Build a Generation

Evidence of Success

Curriculum map for Second Step and LifeSkills, discipline and mental health data

Healthy School Objectives



Counseling, Psychological and Social Services

Objectives

Increase the percentage of students who learn in a trauma informed environment

and

Increase the number of students who have access to age-appropriate, tiered, behavioral health supports



Performance Metrics

2019: All schools will score an average of 2 on the SHAPE trauma informed schools assessment
2021: All schools will score an average of 3 on the SHAPE trauma informed schools assessment
2023: All schools will score an average of 3.5 on the SHAPE trauma informed schools assessment

2019: All schools will score an average of 1.5 on the MTSS school level self-assessment
2021: All schools will score an average of 1.75 on the MTSS school level self-assessment
2023: All schools will score an average of 2 on the MTSS school level self-assessment

Associated Funding

CDE Student Wellness Grant, CDS School Health Professional Grant, Colorado Association of School Based Health Care, CDPHE Health Disparities Grant

Associated Partnerships

Colorado Association of School Based Health Care, Resilient Lake County (Lake County Build a Generation, Lake County Public Health Agency, Advocates of Lake County, Full Circle of Lake County, St. Vincent Hospital, Sol Vista Health), Communities that Care Coalition

Evidence of Success

CDE MTSS Assessment Tool, SHAPE Assessment

Healthy School Objectives



Physical Environment

Objective

Increase the number of evidence-based practices implemented by LCSD buildings to ensure healthy, safe, and welcoming physical environments.



Performance Metric

All buildings will identify and implement one new evidence based practice per school year to ensure healthy and safe physical environments.

Associated Funding
LCSD funding

Associated Partnerships
Lake County Public Health Agency

Evidence of Success
Health inspections, Smart Source

Healthy School Objectives



Employee Wellness

Objective

Increase the number of employees accessing employee wellness benefits



Performance Metric

2019: 20% of employees will access employee wellness benefits*
2021: 30% of employees will access employee wellness benefits
2023: 40% of employees will access employee wellness benefits

Employee Wellness Benefits include: School Based Health Center, flu shot clinics, Employee Assistance Program, Staff Fitness Room, and Breakfast in the Classroom

Associated Funding

Healthy Schools Champion Award Funds

Associated Partnerships

Lake County Public Health, Lake County School Based Health Center

Evidence of Success

Annual employee wellness survey

Healthy School Objectives



Family Engagement

Objective

Increase the percentage of families who feel connected to their student(s) school



Performance Metric

Develop and implement an annual Family Engagement plan including specific strategies and metrics to involve family members in school and district efforts

Associated Funding
Title I, Title V

Associated Partnerships
Full Circle, Lake County Build a Generation

Evidence of Success
Family Engagement evaluation plan

Healthy School Objectives



Community Involvement

Objective

Ensure stakeholder participation in the implementation of the LCSD Healthy Schools Objectives including families, students, staff and community partners



Performance Metric

Develop and implement an annual community engagement plan including specific strategies and metrics to involve stakeholder groups

Associated Funding

CDE Student Wellness Grant, Colorado Health Foundation

Associated Partnerships

Lake County Build a Generation, Full Circle, Advocates of Lake County, Sol Vista Health, Lake County School Based Health Center, Lake County Public Health, Cloud City Conservation Center, GOL!, Communities that Care, St. Vincent Hospital

Evidence of Success

Community Engagement evaluation plan

Acknowledgements

Karla Alder	Lizz Holm	Lake County Board of Education
Kate Bartlett	Kelly Horning	Lake County Build a Generation
Emily Blau	Jamie Hurley	Lake County Public Health Agency
Darcey Byers	Megan Jackson	Lake County Community Fund
Ben Cairns	Karen Johnson	Lake County Youth Council
Brenda Caraveo	Becca Katz	Communities that Care
Eudelia Contreras	Kendra Kurihara	Cloud City Conservation Center
Michelle Deutsch	John Nelson	St. Vincent Hospital
Anabel Domínguez	Megan Leirfallom	Equity in Schools group
Jackie Duba	Derek Lindquist	Women's Empowerment
Allison Duncan	Jackie Littlepage	Full Circle
Jena Finch	Rosa López	Sol Vista Health
Kathleen Fitzsimmons	Alma Macías	Project Dream/21st CCLC
Aidan Fleming	Lynn Meyer	Lake County Advocates
Stephanie Gallegos	Colleen Nielsen	Get Outdoors Leadville!
Kelly Hofer	Dr. Wendy Wyman	Colorado Health Foundation
	Alice Pugh	Colorado Department of Education

A special thank you to the Colorado Health Foundation!

Connect with us



719-486-6813



Lake County School District
Attn: Healthy Schools
328 W 5th St, Leadville, CO
80461



kquinlan@lakecountyschools.net

Capital Projects & Land Updates for BOE – April 9, 2019

Attached are a few documents I would like to review with the Board:

- Our updated 3-year Capital Projects Plan
- The revisions to the Lake County code regarding school land dedication that we are proposing
- An inventory of district-owned land

LCSD Three-Year Capital Projects Budget: FY20 thru FY22			
			Amount in LCHS BEST Reserve, within BFB
<i>Capital Projects Fund - Changes to Beginning Fund Balance Over Time</i>			
FY20 Beginning Fund Balance - Projected		\$ 323,334	\$ 168,000
FY20 Beginning Fund Balance - Actual			
FY20 Revenue		\$370,000	
FY20 Expenditures		\$418,500	
FY20 Net		-\$48,500	
FY20 BFB		\$323,334	
FY20 Change in BFB		-\$48,500	
FY21 Beginning Fund Balance - Projected		\$ 274,834	\$ 168,000
FY21 Beginning Fund Balance - Actual			
FY21 Revenue		\$370,000	
FY21 Expenditures		\$330,500	
FY21 Net		\$39,500	
FY21 BFB		\$274,834	
FY21 Change in BFB		\$39,500	
FY22 Beginning Fund Balance - Projected		\$ 314,334	\$ 210,000
FY22 Beginning Fund Balance - Actual			
FY22 Revenue		\$370,000	
FY22 Expenditures		\$442,290	
FY22 Net		-\$72,290	
FY22 BFB		\$314,334	
FY22 Change in BFB		-\$72,290	
FY23 Beginning Fund Balance		\$ 242,044	\$ 252,000
FY20 Capital Projects Budget			
CAPITAL PROJECTS	FY20 Budget	FY20 Planned Projects	
BUDGETED REVENUE			
BEGINNING FUND BALANCE	\$ 323,334		

PILT/SRS REVENUE	\$ (170,000)		
TRANSFER FROM GENERAL FUND to replenish cap	\$ (200,000)		
BEST CAPITAL PER PUPIL - TRANSFER FROM GENERAL FUND	[1]		
TOTAL	\$ (370,000)		
BUDGETED EXPENSE	BUDGET		
DISTRICT BUILDINGS	\$ 197,500 [2]	District Buildings Projects:	
		Demo Fed Field bleachers	\$ 50,000
		Asphalt Pave 4th Street entrance LCBS	\$ 35,000
		Energy savings	\$ 10,000
		SSD Grant Match	\$ 25,000
		LCIS Fire Panel	\$ 7,500
		Emergent Projects	\$ 70,000
			\$ 197,500
DISTRICT EQUIPMENT	\$ 17,000	District Equipment Projects:	
		Kitchen Equip	\$ 7,000
		Emergent projects	\$ 10,000
			\$ 17,000
VEHICLES	\$ 44,000	Vehicles Projects:	
		Bus Lease #1	\$ 22,000
		Bus Lease #2	\$ 22,000
			\$ 44,000
TECHNOLOGY EQUIPMENT	\$ 160,000	Technology Projects:	
		Chromebook replacement	\$ 106,000
		Firewall/Switch - ERATE match	\$ 6,000
		Teacher laptop refresh	\$ 43,000
		Emergent projects	\$ 5,000
			\$ 160,000
TOTAL EXPENSE	\$ 418,500		
FY21 Capital Projects Budget			
CAPITAL PROJECTS	FY21 Orig Budget	FY21 Planned Projects	
BUDGETED REVENUE			
BEGINNING FUND BALANCE	\$ 274,834		

PILT/SRS REVENUE	\$ (170,000)		
TRANSFER FROM GENERAL FUND to replenish cap	\$ (200,000)		
BEST CAPITAL PER PUPIL - TRANSFER FROM GENERAL FUND	\$ - [3]		
TOTAL	\$ (370,000)		
BUDGETED EXPENSE			
DISTRICT BUILDINGS	\$ 150,000 [4]	District Buildings Projects:	
		Asphalt	\$ 10,000
		Energy savings	\$ 10,000
		LCIS stair repairs	\$ 60,000
		Emergent projects	\$ 70,000
			\$ 150,000
DISTRICT EQUIPMENT	\$ 18,000	District Equipment Projects:	
		Kitchen Equip	\$ 8,000
		Emergent projects	\$ 10,000
			\$ 18,000
VEHICLES	\$ 44,000	Vehicles Projects:	
		Bus Lease #1	\$ 22,000
		Bus Lease #2	\$ 22,000
			\$ 44,000
TECHNOLOGY EQUIPMENT	\$ 118,500	Technology Projects:	
		Chromebook replacement	\$ 12,500
		Lab Upgrades	\$ 50,000
		Teacher laptop refresh	\$ 17,000
		SAN Storage	\$ 14,000
		WAP/wireless - ERATE match	\$ 20,000
		Emergent Projects	\$ 5,000
			\$ 118,500
TOTAL EXPENSE	\$ 330,500		

FY22 Capital Projects Budget			
CAPITAL PROJECTS	FY22 Budget	FY22 Planned Projects	
BUDGETED REVENUE			
BEGINNING FUND BALANCE	\$ 314,334		
PILT/SRS REVENUE	\$ (170,000)		
TRANSFER FROM GENERAL FUND to replenish cap	\$ (200,000)		
BEST CAPITAL PER PUPIL - TRANSFER FROM GENERAL FUND	\$ - [5]		
TOTAL	\$ (370,000)		
BUDGETED EXPENSE			
DISTRICT BUILDINGS	\$ 210,000 [6]	District Buildings Projects:	
		LCHS Gym Floor replacement	\$120,000
		Asphalt	\$10,000
		Energy savings	\$10,000
		Emergent projects	\$70,000
		Pitts Domestic Water	
			\$210,000
DISTRICT EQUIPMENT	\$ 18,000	District Equipment Projects:	
		Kitchen Equip	\$ 8,000
		Emergent projects	\$ 10,000
			\$ 18,000
VEHICLES	\$ 66,000	Vehicles Projects:	
		Bus Lease #1	\$ 22,000
		Bus Lease #2	\$ 22,000
		Bus Lease #3	\$ 22,000
			\$ 66,000
TECHNOLOGY EQUIPMENT	\$ 148,290	Technology Projects:	
		Chromebook replacement	\$ 108,000
		Laptops	\$ 17,000
		iPad replacement	\$ 3,290
		Emergent projects	\$ 20,000

			\$ 148,290
TOTAL EXPENSE	\$ 442,290		

[1] Kate Bartlett:
Transfer from GF

[2] Kate Bartlett:
Pitts Roof

[3] Kate Bartlett:
Transfer from GF

[4] Kate Bartlett:
Pitts Roof

[5] Kate Bartlett:
Transfer from GF

[6] Kate Bartlett:
Pitts Roof

6.2 SUBDIVISION

6.2.1 General Provisions

G) Reservation and Dedication of Public Sites.

- 1) *Dedication of Land for School Sites or Payment in Lieu Thereof.*
 - a) The obligation of a subdivider to dedicate land for school sites, or to make payment in lieu thereof, shall be governed by C.R.S. Section 30-28-133 and this subsection. In the event of any conflict between this subsection and any other provision of this Code, the provisions of this subsection shall control.
 - b) In accordance with the provisions of this subsection, a subdivider shall dedicate sites and land areas for schools when such dedications are reasonably necessary to serve the proposed subdivision and the future residents thereof. Such dedication shall also be roughly proportional to the impacts of the proposed subdivision and future residents thereof.
 - c) All proposed plans for a subdivision shall be distributed by the County to the Lake County School District as required by law and the other provisions of this Code, and the Lake County School District shall, in turn, submit to Lake County specific recommendations with regard to the adequacy of its school sites and the adequacy of its school structures in light of the proposed subdivision and future residents thereof. Such recommendation shall be submitted within the time provided in C.R.S. 30-28-136(2).
 - d) The Board of County Commissioners shall consider and give due consideration to any recommendation submitted by Lake County School District with respect to the impact of the proposed subdivision and future residents thereof. The Board of County Commissioners shall additionally have the authority to require the subdivider to meet with the Lake County School District to discuss the anticipated current and future impacts of the proposed subdivision on the Lake County School District, and possible solutions to mitigate such impacts. If the recommendations submitted to the County by the Lake County School District indicate that there is or will be a lack of available schools to serve the current and future residents of the proposed subdivision, based upon such reasonable and lawful criteria or standards as may be established from time to time by the Lake County School District, the Board of County Commissioners shall require the subdivider to dedicate such sites and land areas for schools as are reasonably necessary, in the judgment of the Board of County Commissioners, to serve the proposed subdivision and the future residents thereof, or to make payment in lieu thereof as provided in this subsection.
 - e) If the subdivider determines to dedicate sites and land areas for schools as required by this subsection, the amount of land to be dedicated shall be calculated using the following formulas:

Land Dedication/Payment in Lieu of Dedication Calculations	
Single-Family Dwelling Unit	[.0151] acre/\$[1,009] per unit
Multi-Family Dwelling Unit	[.0025] acre/\$[1,009] per unit
Mobile Home Park	[.0151] acre/\$[622] per space

- f) At the option of the subdivider, and with the approval of the Board of County Commissioners, the subdivider may pay to the County a sum of money calculated in accordance with the formulas set forth in the table above, or a combination of such dedication and payment. The dollar amounts set forth in the table above shall be adjusted annually for inflation beginning January 1, 2020, which annual adjustment shall be based on the percentage change in the United States Bureau of Labor Statistics Consumer Price Index for Denver-Aurora-Lakewood, All Urban Consumers, or its successor index, or an equivalent index applied to Lake County. Any sums collected by the Board of County Commissioners pursuant to this subsection may, if the approved by the Board of County Commissioners, be paid directly to the Lake County School District. If not paid directly to the School District, such sums shall be subject to disbursement by the Board of County Commissioners pursuant to C.R.S. 30-28-133(4.3).
- g) If sites and land area are dedicated to the county, to the Lake County School District or to the public for school purposes, the Board of County Commissioners may, at the request of the affected entity, sell the land. In such circumstance the subdivider shall have a right of first refusal as provided in C.R.S. 30-28-133(4)(a)(II).
- h) The Board of County Commissioners shall deny approval of a proposed subdivision if there is or will be a lack of available schools to serve the current and future residents of the proposed subdivision unless the subdivider dedicates land or makes a payment in lieu of such dedication as provided in this subsection.

2) *Guarantee of Improvements.*

- a) No final plat shall be recorded until the developer has submitted an acceptable Development Improvements Agreement or similar contract setting forth the plan, parties responsible and method for the construction of all required public improvements shown on the final plat documents and the Board of County Commissioners approving that agreement. The agreement or contract shall comply with the design standards of the County or prevailing engineering practices and shall, in the judgment of the Board of County Commissioners, make reasonable provision for completion of the specified improvements in a specified time period, with appropriate phasing, as a condition for acceptance by the Board.

- b) Suitable collateral in an amount not less than 100 percent of the estimated cost of the construction of the public improvements for the subdivision shall accompany the final plat submission to ensure completion of the public improvements according to design and time specifications. Such collateral shall be in the form of a payment and/or performance bond, cash, or other suitable financial security instrument acceptable to the Board of County Commissioners.
 - c) If the improvements required to be installed are not constructed in accordance with the required specifications, the County shall notify the subdivider of the noncompliance and establish schedules for the correction of the noncompliance. If the Board of County Commissioners determines that any or all of the improvements will not be constructed in accordance with the specifications, the County shall have the power to declare a default under the Subdivision Improvements Agreement and withdraw from the deposit of collateral such funds as are necessary to construct the improvements in accordance with the specifications previously established.
 - d) Should a subdivider not provide suitable collateral to ensure completion of the required public improvements, no final plat shall be accepted by the County Clerk and Recorder until said improvements are constructed and approved by the Board of County Commissioners. As the required public improvements in a subdivision are completed, the subdivider may apply in writing to the Board of County Commissioners for a partial or full release of the collateral. Upon receipt of such requests, the Board of County Commissioners or its appointed agent shall inspect the public improvements that have been completed. If the Board determines from such inspection that the improvements have been made in accordance with the final plat and the Subdivision Improvements Agreement, a portion of the collateral shall be released, provided that the Board retains collateral equal in amount to 125 percent of the cost of the uncompleted improvements.
- 3) *Dedication of Land for Other Public Services.* Such other land as may be required for the extension of necessary public services to the proposed subdivision shall also be dedicated to the appropriate public or quasi-public agencies, or payments made in lieu of such dedication shall be made to the County. The amount of such dedication or reservation shall be roughly proportional to the impacts of the proposed subdivision. Specific legal descriptions of all dedicated lands will be required at the time of preliminary plan submission.





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