



<p>District Mission:</p> <p>To ignite a passion for learning.</p> <p>Board Priorities:</p> <p>Ensure all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career.</p> <p>Every day, we are college or career ready.</p> <p>Provide all students with engaging learning opportunities.</p> <p>Rigor and engagement are everywhere.</p> <p>Create a space that is safe, inclusive and welcoming for all.</p> <p>Diversity and culture make us better.</p> <p>Plan and execute the capital and human capital investments that will make our district better.</p> <p>We plan for the future.</p>	<p>Lake County School District Board of Education May 14, 2019 7:00pm Regular Meeting Location: District Office—328 West 5th St-Room 11</p> <p>Regular Meeting</p> <ol style="list-style-type: none"> 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-Stephanie McBride 6. 7:05 Public Participation <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> a. Regular Meeting Minutes April 9, 2019 b. Personnel Recommendations c. Resolution NO. 19-11 Increase of Funds-Revised d. Resolution NO. 19-13 Increase in Funds e. Superintendent Evaluation f. Head Start Program Options: Heads Start and Early Head Start 8. 7:11 Action Item <ol style="list-style-type: none"> a. Lake County School District and Friends of Twin Lake School House Lease b. Head Start COLA Application c. Resolution NO. 19-14 Beginning of fund balance transfer for CPP 9. 7:30 Discussion Item <ol style="list-style-type: none"> a. Las Voces United 10. 7:50 Oversight Calendar <ol style="list-style-type: none"> a. Celebrations-Wendy Wyman 11. 8:00 Student Representative Reports and Celebration 12. 8:00 Break 13. 8:10 Superintendent Update 14. 8:30 Board Reports 15. 8:35 Agenda Planning <ol style="list-style-type: none"> a. Reading/Energize item for next meeting b. Next Meeting or event: <ol style="list-style-type: none"> i. May 17, 2019 Members of the board may attend the End of year party @ High Mountain Pies 5:00 pm ii. May 23, 2019 Members may attend Class Day @ High School 1:00 pm iii. May 25, 2019 Members may attend Graduation @ High School 10:00 am 16. 9:00 Meeting Debrief <ol style="list-style-type: none"> a. How did we do on time? b. Did we do our most important work first? 17. Informational Items <ol style="list-style-type: none"> a. Head Start 18. Adjournment <p>Estimated duration of meeting is 2.5 to 3 hours **Updated 5/10/2019</p>
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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

April 9, 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 April 9, 2019 at 7:00 p.m. and was held at the District Office. Directors Contreras, Fiedler, Frykholm, Solomon and Superintendent Wyman were present. Director McBride was absent and excused. Student representative Emma Dallas was present. Student representative Michaela Sanchez was absent as excused as she had a soccer game.

Preview Agenda-N/A

Reading or Energize item- Eudelia Contreras provided a reading.

Public Participation- A group of Preschool parents were in attendance and spoke of the response from the district and the board regarding the arrest of a preschool teacher last week. Concerns of what have been done and what the district will continue to do were brought up.

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

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

motion carried 4-0.

Action Item: It was moved by Director Solomon to approve Resolution NO. 19-12

Friday Programming Funds Support for 2019-2023. Director Contreras seconded the motion;

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

motion carried 4-0.

Oversight Calendar- Kathleen Fitzsimmons, Karen Brungardt and Allison Reigel were present and gave an update from West Park Elementary. They reported on common expectations they have put into place and how this work is data driven.

Kerri Quinlan was in attendance and spoke on the work going on in the district around health and wellness and the programs that are in place. Kate Bartlett was in attendance and spoke of the Capital Plan for the next three years, the new Lake County Land Development Code with Lake County Building Department and the land that the district currently owns.

Discussion Item-The CASB discussion item will be at later time.

Superintendent Update: Superintendent Wyman gave an update and spoke of it being testing season and working on parent meetings in regards to the Center.

Student Representative Report: Student representative Emma Dallas spoke of the current elections at the high school and they will decide next year who will be the representative to the board, update on Prom that will be in May, a spring student summit and then looking to do a Pennies for Patients fundraiser.

Board Reports- There were no written reports but it was acknowledged that the board was will continue to work on community engagement.

Agenda Planning-Stephanie McBride will do the reading in May.

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

Director Solomon seconded the motion; motion carried.

Meeting adjourned at 9:57 pm.

ATTEST:

Jeff Fiedler, Secretary

Amy Frykholm, President

**Lake County School District R-1
Employee Status Report
May 14, 2019**

5/9/2019

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>
Berman, Lisa	Special Education Teacher	7-12 Special Education Dean	LCIS	2019-2020 Year
Bissonnette, Lauren	Special Education Teacher - Pitts	Special Education Teacher	LCIS	2019-2020 Year
Cates, Marcia	Special Education Teacher	K-6 Special Education Dean	WPE/LCIS	2019-2020 Year
Cerrone, Marina	Interventionist	Special Education Teacher	LCIS	2019-2020 Year
Finck, Bernadette	4th Grade Math Teacher	5th Grade Teacher	LCIS	2019-2020 Year
Hanger, Katrina	5th Grade Expedition	3rd Grade Teacher	LCIS	2019-2020 Year
Page, Katherine	5th Grade Math Teacher	3rd Grade Teacher	LCIS	2019-2020 Year
Talbot, Cheryl	Interim Principal	Principal	LCIS	2019-2020 Year

Resignations/Terminations

Brungardt, Karen	Culture and Operations TOSA	LCIS	End of 2018-2019 Year
Clark, Alexandra	3rd Grade Expedition Teacher	LCIS	End of 2018-2019 Year
Duran, Alexander	Band and Instrumental Music Teacher	LCIS	End of 2018-2019 Year
Knapic, Katrina	3rd Grade Math Teacher	LCIS	End of 2018-2019 Year
Rudat, Eric	6th Grade Expedition Teacher	LCIS	End of 2018-2019 Year

Amy Frykholm, President

Jeff Fiedler, Secretary

Lake County School District R-1
Employee Status Report
May 14, 2019

5/9/2019

Support Staff/Classified

Recommended for Hire

Transfers

Resignations/Terminations

Amy Frykholm, President

Jeff Fiedler, Secretary

**Lake County School District R-1
Employee Status Report
May 14, 2019**

5/9/2019

Certified/Staff

Elementary Teachers
Special Education Teacher
Pre-K Teachers (Anticipated)
Band and Instrumental Music Teacher

2019-2020 School Year
2019-2020 School Year
2019-2020 School Year

Intermediate School
The Center
The Center
High School

Classified/Support Staff

Substitute Teachers
Director of Early Childhood Programs
STEM Instructional Paraprofessional

District
Center
Intermediate School

Coaches/Athletics

MS Assistant Volleyball
HS Assistant Football

RESOLUTION NO. 19-11--Revised

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
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USDA NSLP Equipment Assistance Grant (Acquisition)	\$5,764.00
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Capital Projects Fund 43

School Security Disbursement Grant (Acquisition)	\$497,607.00
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Total \$	\$538,371.00
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Jeff Fiedler, Secretary

Amy Frykholm, President

Dated: April 9, 2019/ Revised May 14, 2019

RESOLUTION NO. 19-13

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 as follows:

Grant Fund 22

Perkins (Additional Allocation)	\$3,073.00
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21 st Century Cohort VIII (Additional Allocation)	\$5,312.00
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Total \$	\$8,385.00
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Jeff Fiedler, Secretary

Amy Frykholm, President

Dated: May 14, 2019

**Annual Evaluation of Dr. Wendy Wyman,
Superintendent, Lake County School District
Fall 2017-Fall 2018**

On January 15, 2019, 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 sixth 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 "improving." A fourth school (Pitts Elementary) was not given a rating, because only preschool is currently housed at this school and no ratings are given by the state. This school, however, continues to perform well on its evaluations—both internal and external. We are very excited about the fact that all of our schools are off the turnaround clock. This rating represents a setback from 2016-2017 when all of the schools were "performing." This reduction in rating relates to the fact that our growth scores were not as strong as the previous year. While we are eager to see our schools go back into the green zone, we also understand the importance of sustainable growth. We also recognize that growth scores have to become proficiency scores in order for us to feel that our efforts have been significant.

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. This year, we had turnover in leadership at Lake County Intermediate School, and that, we believe, has impeded our progress at that school.

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.

METRIC: The 2017-2018 metric was: High School (9th-12th) will show growth in at least two areas on the ICAP readiness assessment in 2017-18 in more than 10 indicators and in 2018-19 they showed growth on 4 indicators.

Implementation Strategy:

1. Implement processes for ensuring that all students are receiving grade level instruction or instruction appropriate for their ALP or IEP.
2. Monitor student work and assessments for progress towards grade level achievement.

Dr. Wyman's written comments: While we don't yet have the data from all assessments to know if we are hitting this target, we do know that we are making progress on ensuring students are meeting grade level and that we are not there yet. West Park data suggests that we are making considerable progress in reading with 66% of West Park students at or above benchmark. Longitudinal data that represents the school's growth is attached.

Dr. Wyman's spoken comments: While we are seeing great progress at West Park, we are not likely to see the same at LCIS. We've had some set backs in both behavior and leadership that may impede growth. We are hopeful that new leadership can help to shift this. At LCHS, progress is being made in the curriculum and teaching techniques that will help create a more academically challenging atmosphere. There is a strong foundation there in terms of school culture.

Board's spoken comments: The board expressed appreciation for making changes quickly in leadership at LCIS rather than waiting until the end of the year and for keeping academic progress as a focus even through these challenges. The board expressed support for the improvement being seen at West Park and for the curriculum development at LCHS.

PRIORITY #2: Rigor and engagement are everywhere

METRIC: PARCC 2015 +3% improvement in a language arts category. (Data attached)
Increase the percent of students scoring at benchmark on DIBELS by 3%16-17 (Data attached)

Implementation Strategy:

1. Analyze current curriculum map to identify gaps.
2. Work with faculty and leaders to select or create curriculum where we do not have it.
3. Acquire and implement curriculum.

Dr. Wyman's written comments: Our current reality is that we have worked to ensure that curriculum and instruction are engaging and rigorous. We still have areas where the curriculum is not aligned or we don't have adequate curriculum in place. Areas of need are science and social studies 6th-12th grade.

Dr. Wyman's spoken comments: It is reasonable that we could meet this goal by year's end.

Board's spoken comments: The board was curious about our curriculum vis-a-vis state and national standards. Dr. Wyman talked us through the relationship between curriculum and standard.

PRIORITY #3: Diversity and culture make us better.

METRIC: Increase community perception aggregate survey scores on 5 school-selected items. First survey to be administered in November 2016.

Implementation Strategy:

Superintendent is working with school leaders to build goals and strategies that are aligned to school culture strategies and will be measured by Panorama survey data or the Healthy Kids Colorado Data.

Staff will participate in Cultural Responsiveness training.

Dr. Wyman's written comments: We have worked to make our schools more welcoming. Schools each identified areas to work on in their Panorama data. West Park met the goal in one area and partially in two areas. LCIS met the goal in one area, partially in two and did not meet in one area. LCHS met the goal in each area. Additionally, Faculty and administrators at West Park, LCIS, LCHS and the Board have all participated in cultural responsiveness training. The Center will participate in the training in the spring semester of 2019.

Dr. Wyman's spoken comments: Dr. Wyman pointed out that changing a culture is a much different enterprise than creating one and inviting like-minded people to join it.

Board's spoken comments: Discussion around various Panorama results. The board agreed that we have a lot of work to do when we look at ourselves vis-a-vis the percentiles that Panorama provides. But the board was encouraged by the practice of schools choosing areas of focus and honing their attention. We can't expect everything to happen at once.

PRIORITY #4: We plan for the future.

METRIC: Complete Master Plan (Completed)

Implementation Strategy:

To hire a master planning firm and work with them to create a Master Plan.

Superintendent is working with CFO, Director of Operations and Maintenance and Master plan committee to form these goals and strategies.

A playbook, a set of policies and procedures, will be fully developed for the district.

Dr. Wyman's written comments: The Master Plan is on track for completion and approval by the Board. Additionally staff is working on BEST Grant applications that complement the first phases of the Master Plan.

Dr. Wyman's spoken comments: We are on track.

The Board's spoken comments: The board discussed how the Master Plan fits with other priorities in the district, and how it perceives community and staff perception of this work.

Other: Dr. Wyman discussed the coaching that she has been receiving and her own areas of focus for her leadership including organization. Focus on details of management, anticipation of needs, and delegation.

If Board President Amy Frykholm hadn't had such a terrible headache, the board would have done a better job of expressing its appreciation for all that Dr. Wyman has done to keep us moving forward as we do this difficult work of reforming a system. Instead, President Frykholm expressed exhaustion and the desperate need to go home and sleep.

ICAP Process Readiness and Development Tool

2018-19

This tool is designed to inform you as to your readiness to implement or refine your ICAP process. It is designed to prompt rich and meaningful conversations and would best be completed by a group of stakeholders at the school or district level. There are eight categories. Each category prompts you to think about critical components of your program, then asks to rate where you are on a scale of 1-5 (1 = low or not known/established, 2 = starting out, 3 = developing, 4 = deepening and 5 = high or refining. As you look at each of the components, think about what you “have considered” and then think about what you “will consider” in order to thoughtfully develop your ICAP process. At the end of each category it is best to reflect on the conversation and responses in order to develop next steps. Completed by Kelly Hofer, and Katherine Kerrigan- October 2018. Y indicates SY 2018/19.

Category	1	2	3	4	5
	Not Known/ Established	Basic	Approaching	Accomplished	Exemplary
*CCR Policy and Best Practices Awareness					
This section analyzes your background knowledge of college and career readiness. Using the scale of 1-5 rate where you are in regards to what you know about the following topics:					
Legislation – Graduation Guidelines			O	X Z Y	
CCR Pedagogy		X	O Z	Y	
CCR Resources		X	O	Z Y	
CCR Curriculum		X	O	Z Y	
Total points for this section ____16____ If you scored less than 12 points for this section, you should stop and research information in the needed area, before proceeding.			Fall 18-19: This is our 2 nd year working in Naviance, which bring in CCR curriculum and resources. Building upon past years with college visits and pre-collegiate resources. Partnership with CMC provides college and career pathways and industry certificates. 1 st year with Early College; 26 students enrolled.		

ICAP Process Readiness and Development Tool

2018-19

	<p>Fall 16-17 Next steps: Reconfiguring counseling department. ICAP process will be examined and redesigned, using CREW structures for delivery.</p> <p>15-16 Next steps: Implement ICAP days, change schedule to allow for more time for this work, use learning from other districts including Pagosa Springs and Center. Pagosa Springs has implemented a seminar time that is very similar to crew, e.g. students have time to bond, do intramurals, etc. Center's Counselor has developed an entire curriculum and is recognized statewide for this work.</p>				
Stakeholder Buy-in					
This section analyzes the amount of buy-in there is for the ICAP process in your setting. Using the scale of 1-5 rank the level of buy-in you have from each of the listed groups:					
Leadership buy-in			X	O	Z Y
Teacher buy-in		X	O Z	Y	
Counselor buy-in		X	O		Z Y
Other: Parents and students		O	Z Y		
<p>Total points for this section: <u> 17 </u></p> <p>If you scored less than 9 points for this section, you should think critically about how to get buy-in from key-stakeholders.</p>	<p>Fall 18-19: Counselors push into CREW on a regular basis. Continuing with Naviance, ICAP, and course selection support. Added colleges to the career fair.</p> <p>Fall 17-18: ICAP structure through CREW. Weekly lessons in Naviance. Last spring started course selection processes for ICAP. Career Day in the fall. Teacher follow-through needed to reinforce implementation.</p> <p>Fall 16-17 Next steps: 2nd year of precollegiate, new college & career coordinator, more teacher support, new lessons coming, implemented</p>				

ICAP Process Readiness and Development Tool

2018-19

	<p>in CREW for 9-12 weekly ; 7-8 graders received a weekly lesson from the College and Career Readiness Coordinator.</p> <p>15-16 Next steps: Make this process more “do-able” for everyone involved. Teachers should have support for lessons and a clear understanding of the “why” of ICAP. We don’t do this because the state makes us do it, we do it because it is good for kids. Once teachers have a stronger understanding, we will have a solid implementation that will bring kids, parents and the community along. Unfortunately in the past (prior to 2015-16) our message to teachers has been that we do this because it is a requirement and our implementation is a burden.</p>				
	1	2	3	4	5
	Not Known/ Established	Starting Out	Developing	Deepening	Refining
Communication/Messaging					
This section analyzes the messaging and communication plan you have in place in regards to the ICAP process. Using the scale of 1-5 rate the goals and communication plans you have in place for the following groups:					
There is a clearly stated goal for the ICAP Process			XO	Z	Y
In-building staff: message/communication plan		O	X	Z Y	
Students: message/communication plan		O	X Z	Y	
Families: message/communication plan	O	X	Z Y		

ICAP Process Readiness and Development Tool

2018-19

Community: message/communication plan	O	X	Z Y		
Other:					
<p>Total points for this section: <u>19</u></p> <p>If you scored less than 12 points for this section, you should develop key messaging and/or develop a communication plan for each of the areas.</p>		<p>Fall 18-19: Counselors are working with CREW teachers to facilitate the ICAP process with all student. Students are starting earlier with their ICAP development.</p> <p>Fall 17-18: The new graduation requirements clearly outlines the ICAP goals. This has been messaged to staff via PD's and staff meetings. Messaging to students and families is teacher/parent conferencing. The community participated in focus groups to help develop the graduation requirements.</p> <p>Fall 16-17 Next steps: Increase family and community communication.</p> <p>15-16 Next steps: Put a system in place so we have something to communicate about.</p>			
Personnel					
This section analyzes who will be working on ICAPs. It asks you to think about who will manage the process to who will be working with students, and whether the reallocation of roles and responsibilities are necessary. Rate the statements on a scale of 1-5:					
Management, there is clear evidence who will manage the ICAP process		XO		Z Y	
Staffing/human capacity, we have thought about who can/should be a part of this process		XO	Z		Y
Is the reallocation of roles/responsibilities necessary?		XO			Z Y
We know the existing talent/expertise in our staff		XO	Z	Y	

ICAP Process Readiness and Development Tool

2018-19

Professional Development – we know the PD needs of our teachers and have the resources to make it happen		XO			Z Y
<p>Total points for this section: <u>23</u></p> <p>If you scored less than 15 points for this section, you should analyze each statement at a deeper level before moving forward.</p>	<p>Fall 18-19: ILT handles staff PD. Student Dashboards were created to house all student ICAP, graduation etc. information.</p> <p>Fall 17-18: Kat manages the ICAP process and provides opportunities for PD. CREW leaders work with students to develop ICAP plans and conduct parent ICAP meetings. Counseling staff will work with CREW teachers to create course selections for the following school year.</p> <p>Fall 16-17 Next Steps: Kat will manage work with crew leaders.</p> <p>15-16 Next Steps: Clarify who will lead the process.</p>				
Category	1	2	3	4	5
	Not Known/ Establish ed	Starting Out	Developing	Deepening	Refining
Logistics					
This section analyzes the time, space, and other details necessary to complete the ICAP process. Think about each component and then rate it on a scale of 1-5:					
Scheduling – we have thought about how students will be scheduled to work on their ICAPs		O	X		Z Y
Space – we have dedicated space to work on the process			X	O	Z Y
Time – per day/week/mo., etc. – we have thought about the frequency and duration of when/how we will complete our ICAP process		O	X		Z Y

ICAP Process Readiness and Development Tool

2018-19

<p>Total points for this section: <u>15</u></p> <p>If you scored less than 9 points for this section, you should analyze each statement at a deeper level before moving forward.</p>		<p>Fall 18-19: ICAP is completed in CREW with counselor support. Teachers now have a student Dashboard to manage ICAP info. Teachers also have planned time to work together in their Academy groups on ICAPS.</p> <p>Fall 17-18: ICAP is done in CREW once a week using Naviance and ICAP plans via google docs.</p> <p>Fall 16-17 Next steps: Will happen in crew once a week and crew space</p> <p>Last year we did ICAP ½ days - 4 days career fair day.</p> <p>/mplemented in CREW for9-12 weekly ; 7-8 graders received a weekly lesson from the College and Career Readiness Coordinator.</p> <p>15-16 Next steps: We need to consider scheduling. We don't have adequate time. We have reconfigured the counseling program to allow for the office to feel more like a college and career center.</p>			
Technology					
<p>If you plan on using technology, this section guides you through the current state of technology in your setting. Rate the following statements on a scale of 1-5.</p>					
Bandwidth		X		O Z Y	
Computers/availability				XO Z	Y
IT support			X	O Z Y	
<p>Total points for this section: <u>13</u></p> <p>If you scored less than 9 points for this section, you should analyze each statement at a deeper level before moving forward.</p>		<p>Fall 18-19: Every student is provided a Chromebook. Pat Cade provides IT support.</p>			

ICAP Process Readiness and Development Tool

2018-19

	<p>Fall 17-18: Naviance is a web-based platform. Students can access it on their chrome books. Videos at times are hard to download. Pat Cade provides IT support.</p> <p>Fall 16-17 Next steps: Kat is working on platform for the best ICAP storage (Google, CIC, Naviance, etc.).</p> <p>This year Pat will be giving IT support; each student will need to be enrolled and ready to use this.</p> <p>15-16: We have made huge strides in this area.</p>				
Category	1	2	3	4	5
	Not Known/ Established	Starting Out	Developing	Deepening	Refining
Formal Curriculum					
This is perhaps the largest section, in the section you will analyze whether there is a developmentally appropriate curriculum that focuses on ensuring all students are college and career ready. Rate each of the following statements of a scale of 1-5:					
It has been decided who will develop/prepare the curriculum.		O		X	Z Y
A developmentally appropriate scope and sequence has been created and aligned.		O	X		Z Y
It has been determined what will be included in each ICAP		XO			Z Y
The curriculum includes elements of: Individual Exploration/Self-Discovery		O	X		Z Y
Career Exploration		O	X		Z Y

ICAP Process Readiness and Development Tool

2018-19

Academic/Career Planning and Management		XO	Z	Y	
Collection and management of artifacts system		XO	Z	Y	
Personal Financial Literacy		X	O Z Y		
It has been determined what materials will be used		X			Z Y
The appropriate resources to implement a comprehensive curriculum have been compiled		XO			Z Y
<p>Total points for this section: <u>46</u></p> <p>If you scored less than 27 points for this section, you should analyze each statement at a deeper level before moving forward.</p>		<p>Fall 18-19: CREWS are mixed 7/8, 9/10, and 11/12. Lessons are completed through Naviance. Kat has created at scope and sequence for each grade level. Counselors push into CREWS to support Naviance lessons. Career Fair provides solid career exploration.</p> <p>Fall 17-18: Curriculum is established. Naviance provides all of the above.</p> <p>Fall 16-17 Next steps: Kat is leading this effort.</p> <p>15-16 Next steps: <i>Begin with tools from Center in mind.</i></p>			
Informal Curriculum					
<p>This section analyzes all the things that happen in your school that are related to college and career readiness, but aren't part of a formal curriculum. Evaluated whether these opportunities are available to the students in your setting. . Rate the following statements on a scale of 1-5:</p>					
Category	1	2	3	4	5
	Not Known /	Starting Out	Developing	Deepening	Refining

ICAP Process Readiness and Development Tool

2018-19

	Established				
CCR culture and climate of school		X	O	Z Y	
Internships			XO	Z Y	
Job shadowing		XO	Z Y		
Career fairs			X	Z	O Y
Mentorships		X	O Z Y		
Informational Interviews		XO Z Y			
Other:					
<p>Total points for this section: <u>20</u></p> <p>If you scored less than 18 points for this section, you should analyze each statement to determine whether these components should be included in your program.</p>		<p>Fall 18-19: Working on strengthening infrastructures to keep systems in place and gathering solid data.</p> <p>Fall 17-18: Successful career day/fair. Emphasis on assessments and using it as data points for growth. Building a more robust internship program.</p> <p>Fall 16-17 Next Steps: One excellent career fair. Creating the culture in the building.</p>			
Partnerships					
<p>The ICAP Process is best when done collaboratively with others. This section prompts you to think about partners both internal and external that can help facilitate the process. Rate the following statements on a scale of 1-5:</p>		Not Known / Established	Starting Out	Developing	Deepening
Internal - Counselor and teacher teamwork, other			XO		Z Y

ICAP Process Readiness and Development Tool

2018-19

External - Other school districts, programs (Gear Up, TRIO), higher education, business and industry, workforce, community, etc.		O	X	Z	Y
Total points for this section: <u> 9 </u> If you scored less than 6 points for this section, you should analyze each statement to determine whether these components should be included in your program.	Fall 18-19: Partnerships with CMC, HMI, UpWard Bound, 21 st Century, and GOL are solid. Students are benefiting from these relationships. Fall 17-18: Strong relationship between counselors and teachers. Partnerships with CMC, Full Circle (Junotos), UpWard Bound, and Workforce Center. We have strong relationships with CMC, upward bound, Full Circle, and mentors.				
Category	1	2	3We	4	5
	Not Known / Establis hed	Starting Out	Developing	Deepening	Refining
Accountability/Reporting					
This section asks to you look at the data in order to ensure accountability in your program. Rate the following statements on a scale of 1-5:					
Is process data collected? If yes, what?		X	O Z	Y	
Is perception data collected? If yes, what?		XO	Z	Y	
Is outcome data collected? If yes, what?		XO	Z	Y	
Are the school/district's ICAP goals aligned to the UIP?			XO	Z Y	

ICAP Process Readiness and Development Tool

2018-19

<p>Total points for this section: <u> 16 </u></p> <p>If you scored less than 12 points for this section, you should analyze each statement to determine what data you can collect to determine the success/needs of your program.</p>	<p>Fall: 18-19: Data collection is gathered via Panorama surveys, HKCS, PSAT/SAT, PARCC, CMAS, ASSESS, National Student Clearinghouse.</p> <p>Fall 17-18: First year of using Naviance and we now can begin to collect baseline data. School wide focus on academic rigor and attendance. (Kimmie and Erin's positions)</p> <p>College clearinghouse can be used for matriculation, graduation etc. Once we determine online platform we can use it to gather data.</p>				
<p>Evaluation</p>					
<p>This section asks you to analyze the results from your ICAP program in order to evaluate its effectiveness. Rate the following statements on a scale of 1-5:</p>					
<p>Have you completed an analysis of your ICAP data?</p>		XO	Z	Y	
<p>Do you/have you reflected on your ICAP program?</p>			XO	Z Y	
<p>Based on analysis, what adjustments need to be done</p>		XO	Z	Y	
<p>Total points for this section: <u> 12 </u></p> <p>If you scored less than 9 points for this section, you should analyze each statement to determine what you can collect/analyze to determine the success/needs of your program.</p>	<p>Fall 18-19: Students choose either career or early college pathway in their ICAP and choose classes accordingly. Counselors follow through to make sure they are on track. ICAP is a graduation requirement and must be signed by teacher, student, parent, and admin.</p> <p>Fall 17-18: The new ICAP goals and structure have been implemented, and we can now start gathering data.</p> <p>Once we collect it we will analyze. We are reflective practitioners. We are putting a lot in place.</p>				
<p>Final Thoughts:</p>					

ICAP Process Readiness and Development Tool

2018-19

Now that you have completed the steps in the development tool, look back at your scores from each of the areas to determine your greatest needs. What did you discover from this process? _____

Out of the 235 possible points, how did you rate yourself?

_____206_____/235- 18-19 (Y's)
_____190_____/235 – 17-18 (Z's)
_____118_____/235 – 16-17 (X's)
_____110_____/235 – 15-16 (O's)

Use the right hand column to outline your next steps.

Next steps:

Fall 18-19: CREW is now mixed grade level (7/8, 9/10, 11/12). These groups are called Academy's. Each Academy meets 1/week to coordinate and troubleshoot. Counselors push into CREWS regularly to provide support. Student Dashboards were created to house all ICAP and graduation data. Naviance is the platform used for all ICAP activities and curriculum. We continue to refine these lessons. Our Naviance contract will expire 10/2021. Next steps are to evaluate Naviance.

Fall 17-18: Systems and structures are now in place for ICAP curriculum. The scope and sequence of ICAP for each grade level is established. Teachers are provided opportunities for PD, and Kat is now available to manage and implement the ICAP process. Making ICAP the norm, and having this be a part of the school and CREW culture is developing.

1. Determine online platform - by October
2. Develop and implement ICAP plans - Ongoing to be built throughout the year. By the end of year
3. Communication to parents and community - Senior night September 13th. Ongoing throughout the year.
4. Support teachers in plans to be delivered Ongoing throughout the year.
5. Develop C&C Culture Ongoing throughout the year.

	<p>15-16 Next steps:</p> <ol style="list-style-type: none"> 1. A vision, systemic curriculum and resources need to be developed and acquired. 2. Schedules need to accommodate this work. 3. Counseling department roles need to be clarified and department culture developed. 4. Teachers need clear aligned support to do this work. 5. Students need to understand the “why.”
Resources:	
CDE ICAP Resource Page	http://www.cde.state.co.us/postsecondary/icap
CCCS ICAP Resource Page	http://www.coloradostateplan.com/ICAP.htm
CDE Graduation Guidelines Page	http://www.cde.state.co.us/postsecondary/graduationguidelines
CDE UIP Resource Page	http://www.cde.state.co.us/uiip
National Collaborative on Workforce and Disability – Resource Page – Individual Learning Plans (ILPs)	http://www.ncwd-youth.info/ilp
Legend of Terms:	
CCR – College and Career Readiness	
Process Data – What you did for whom?	
Perception Data – What do people think they know, believe or can do?	
Outcome Data – Evidence that the activity or intervention had an impact on students’ knowledge, attitudes and skills	

ICAP Process Readiness and Development Tool

2018-19

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2018-19: Counseling team meets every Tuesday in LCHS guidance office. Ben Cairns, Katie Lancaster, Katherine Kerrigan, Robby Johnson, and Kelly Hofer all attend.

2017-18: Counseling team meets every Thursday in the LCHS guidance office.

2016-17 Counseling meetings are Tuesdays at 1:00 in the LCHS Career and College Readiness Center.



View



Population



Time



Measure

Segment Results by: School
Report Level: Account
Grade Divider: On
Bar Length: Percentage

Grade: Grade K, Grade 1...
District: Lake County School District
School:
West Park Elementary School

School Year: 2016-2017...
Period: 16-17 BOY...
Show Students Enrolled: On Test Day

Measure: Composite Score
Performance Measurement: Levels
Level Filter: All Levels

School

Well Below Be...

Below Benchm...

Benchmark

Above Bench...

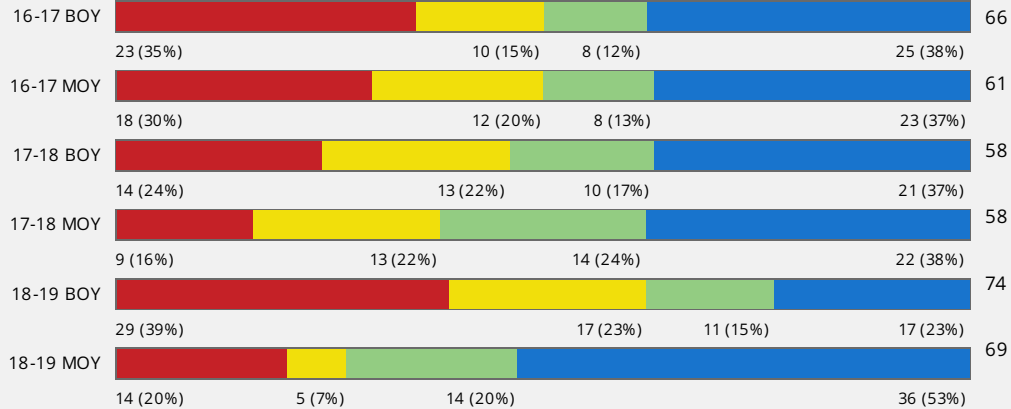
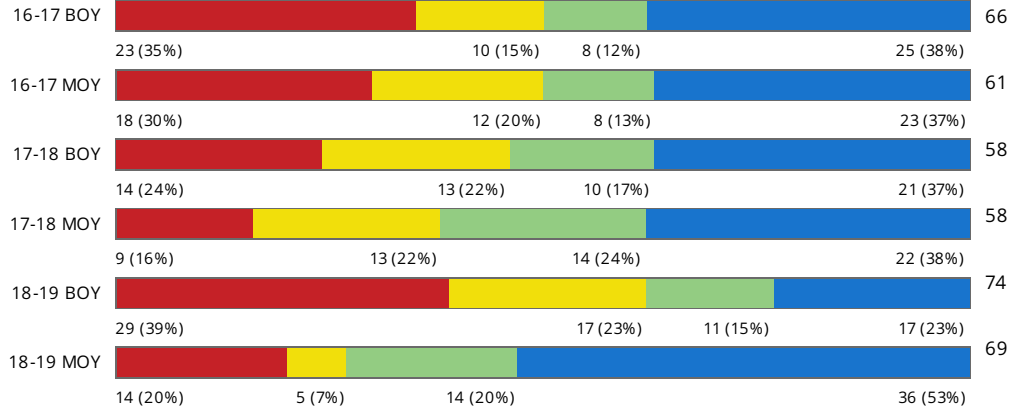
Total Students

Lake County School District R-1

Grade K

Reference Point:

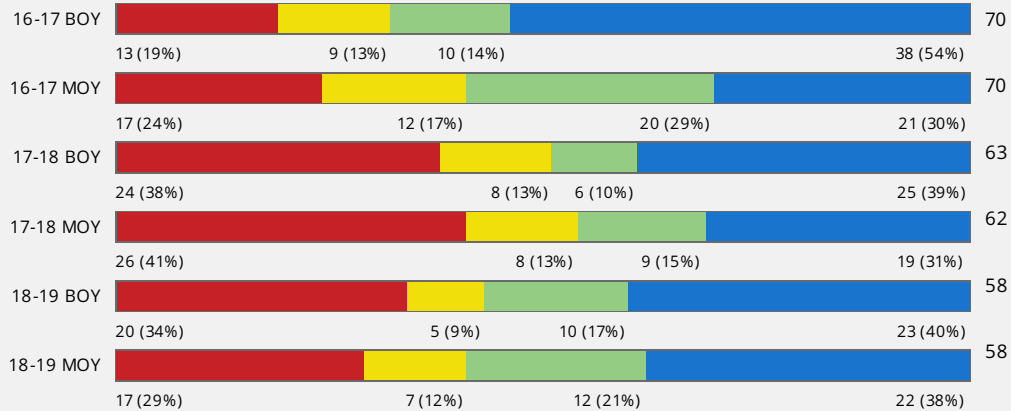
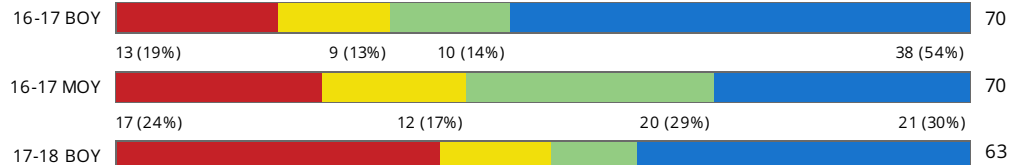
Account

West Park
Elementary School

Grade 1

Reference Point:

Account

West Park
Elementary School

	<div><div>24 (38%)8 (13%)6 (10%)25 (39%)</div><div>17-18 MOY</div><div>26 (41%)8 (13%)9 (15%)19 (31%)</div><div>18-19 BOY</div><div>20 (34%)5 (9%)10 (17%)23 (40%)</div><div>18-19 MOY</div><div>17 (29%)7 (12%)12 (21%)22 (38%)</div></div>
Grade 2	Reference Point: <div>Account</div>
	<div><div>16-17 BOY</div><div>29 (43%)4 (6%)17 (25%)18 (26%)</div><div>16-17 MOY</div><div>32 (46%)7 (10%)13 (19%)17 (25%)</div><div>17-18 BOY</div><div>16 (22%)9 (12%)26 (36%)22 (30%)</div><div>17-18 MOY</div><div>17 (24%)8 (11%)17 (24%)29 (41%)</div><div>18-19 BOY</div><div>20 (30%)4 (6%)21 (32%)21 (32%)</div><div>18-19 MOY</div><div>16 (24%)7 (10%)12 (18%)32 (48%)</div></div>
West Park Elementary School	<div><div>16-17 BOY</div><div>29 (43%)4 (6%)17 (25%)18 (26%)</div><div>16-17 MOY</div><div>32 (46%)7 (10%)13 (19%)17 (25%)</div><div>17-18 BOY</div><div>16 (22%)9 (12%)26 (36%)22 (30%)</div><div>17-18 MOY</div><div>17 (24%)8 (11%)17 (24%)29 (41%)</div><div>18-19 BOY</div><div>20 (30%)4 (6%)21 (32%)21 (32%)</div><div>18-19 MOY</div><div>16 (24%)7 (10%)12 (18%)32 (48%)</div></div>



Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

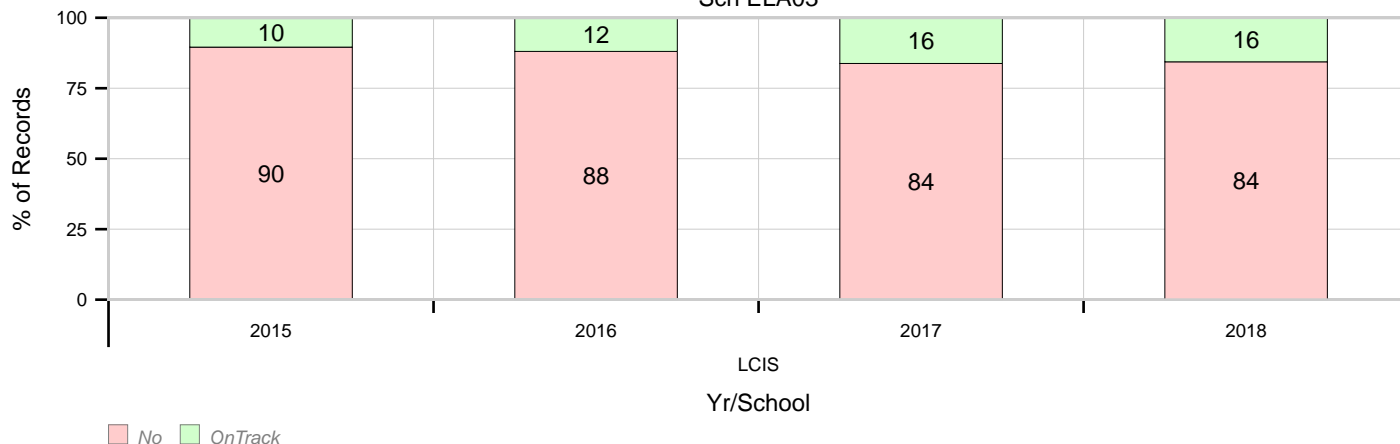
Years: All

Min. Group Size: 16

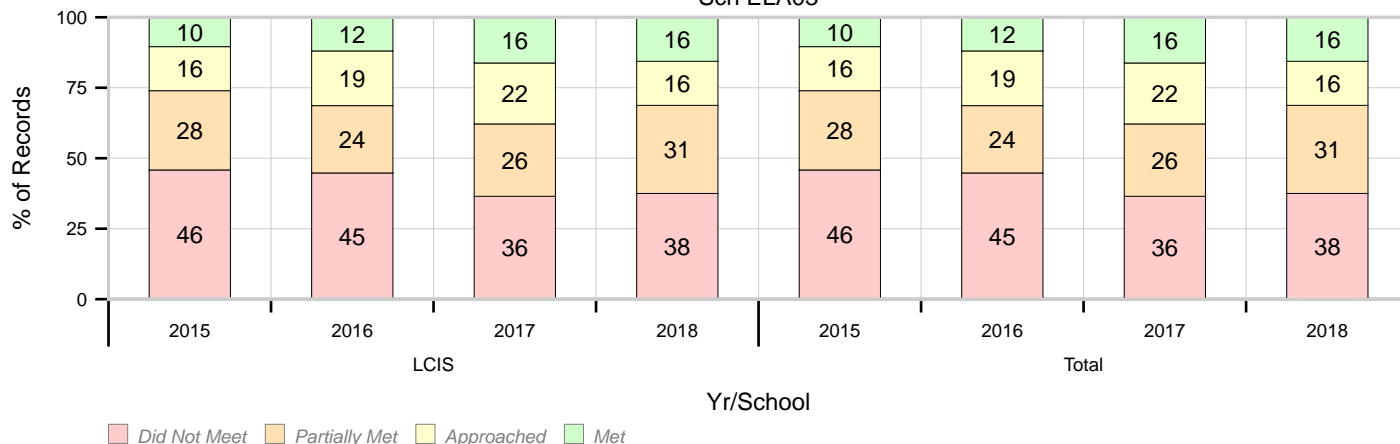
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA03



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA03





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

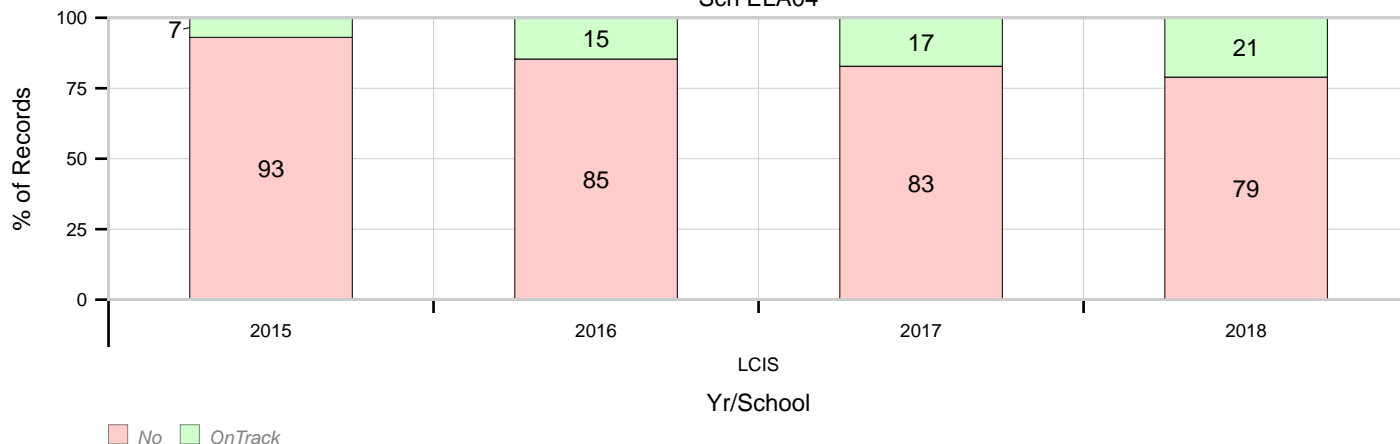
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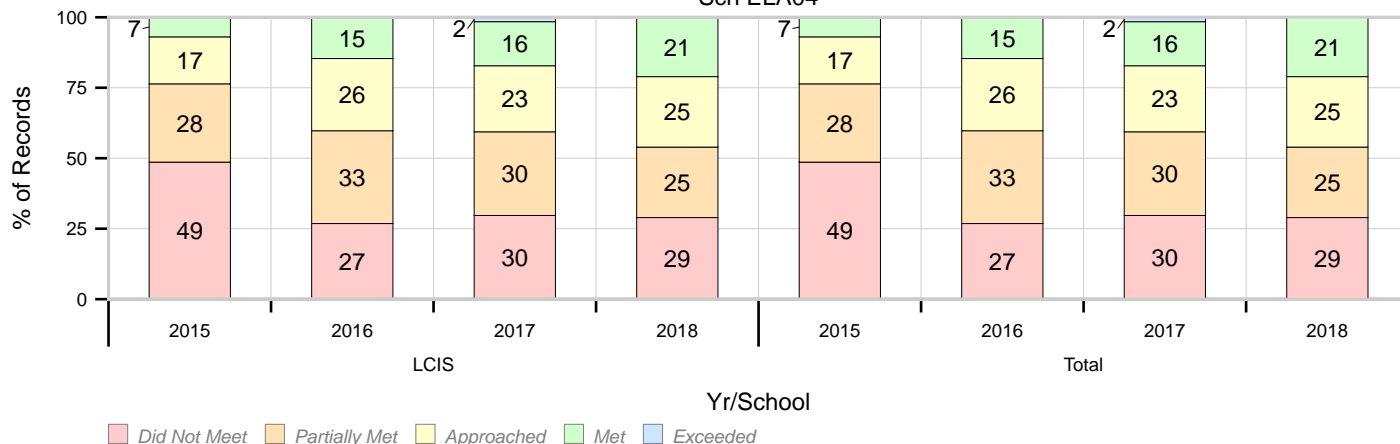
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA04



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA04





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

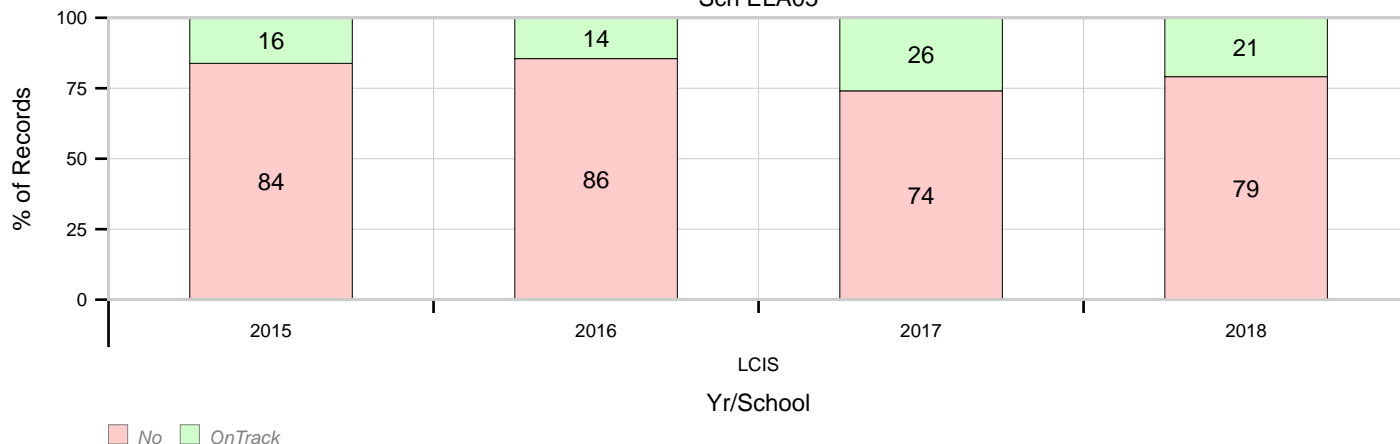
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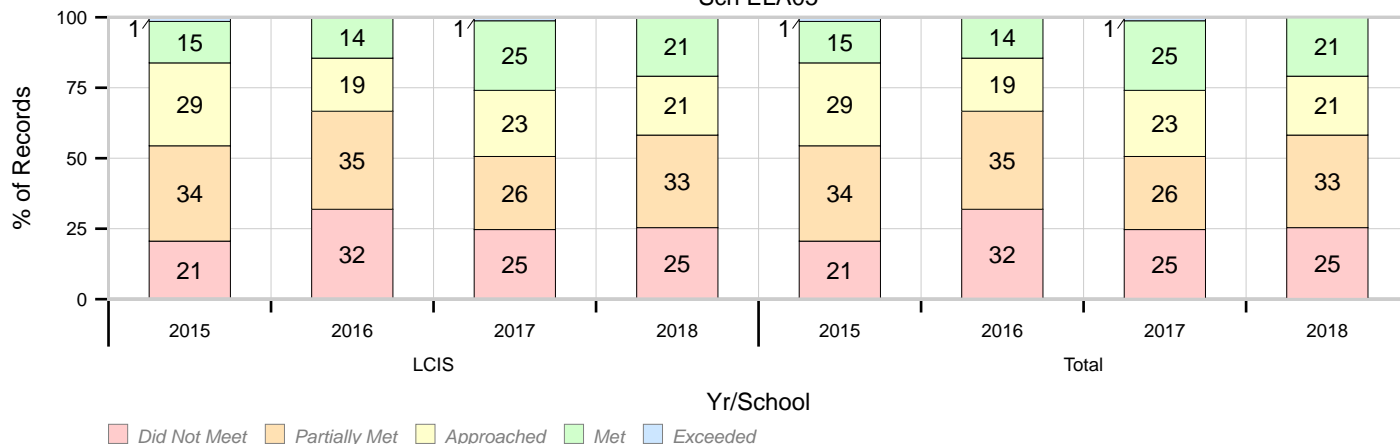
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA05



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA05





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

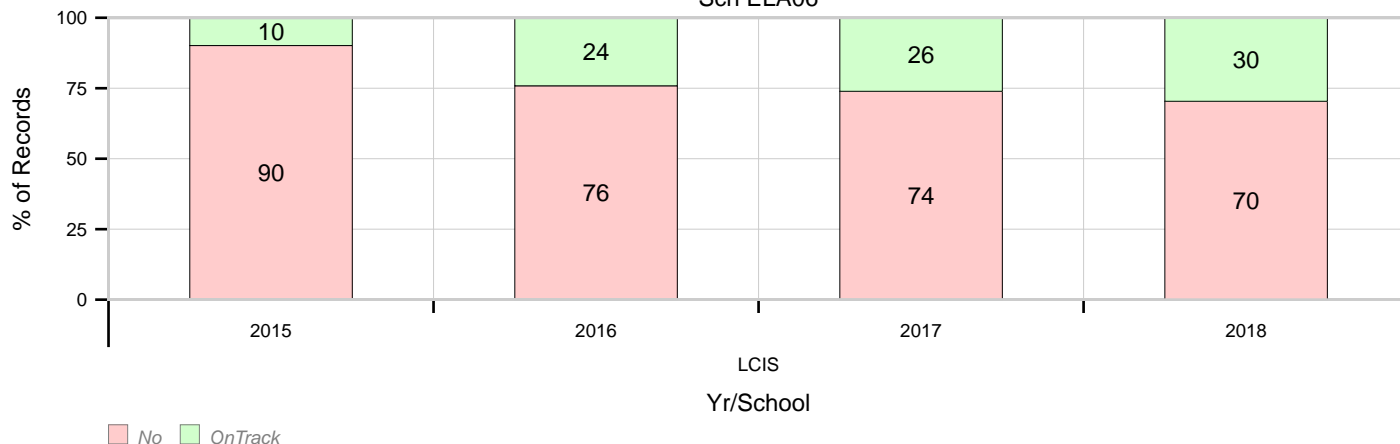
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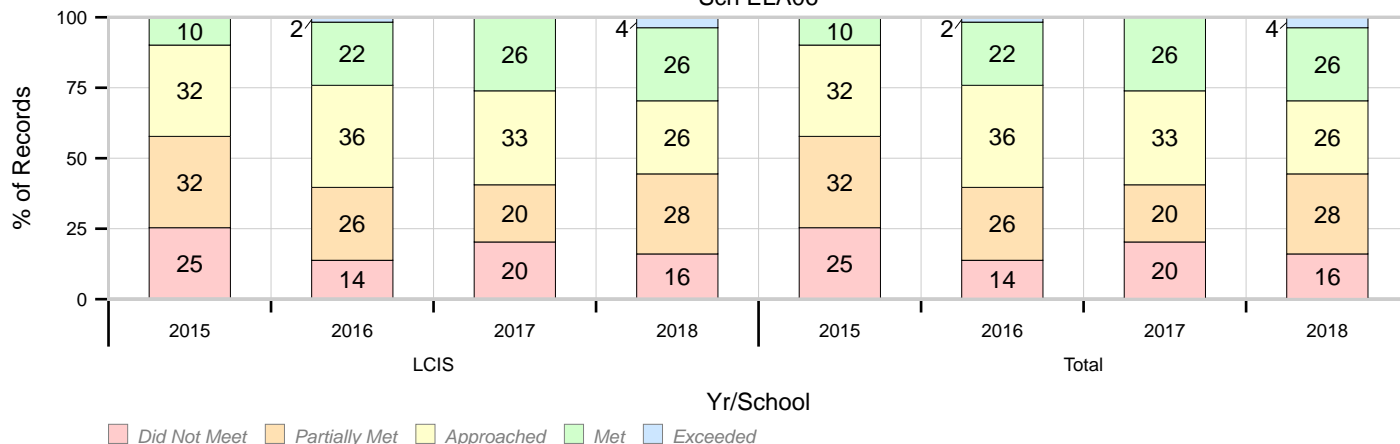
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA06



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA06





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

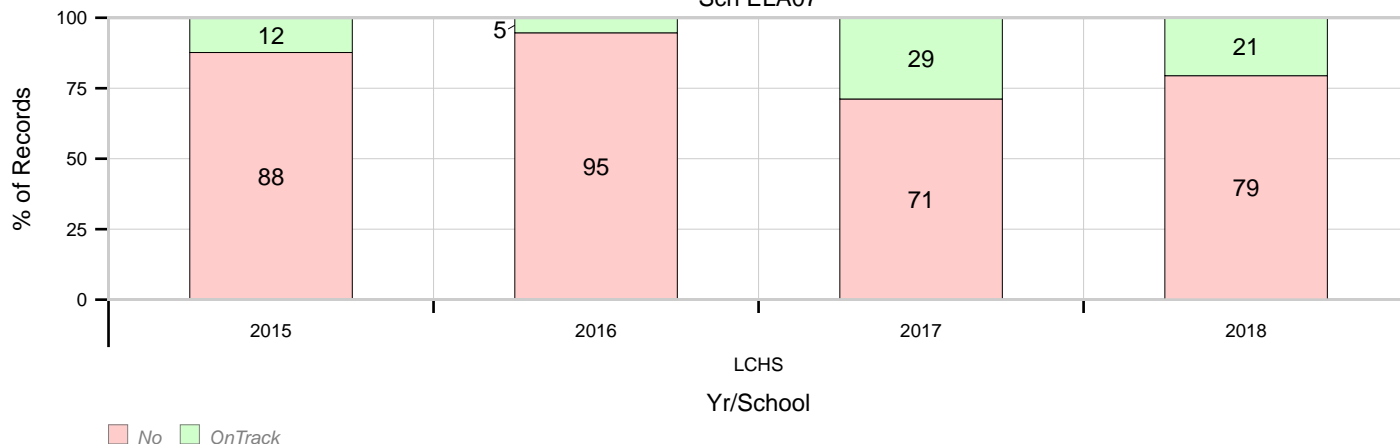
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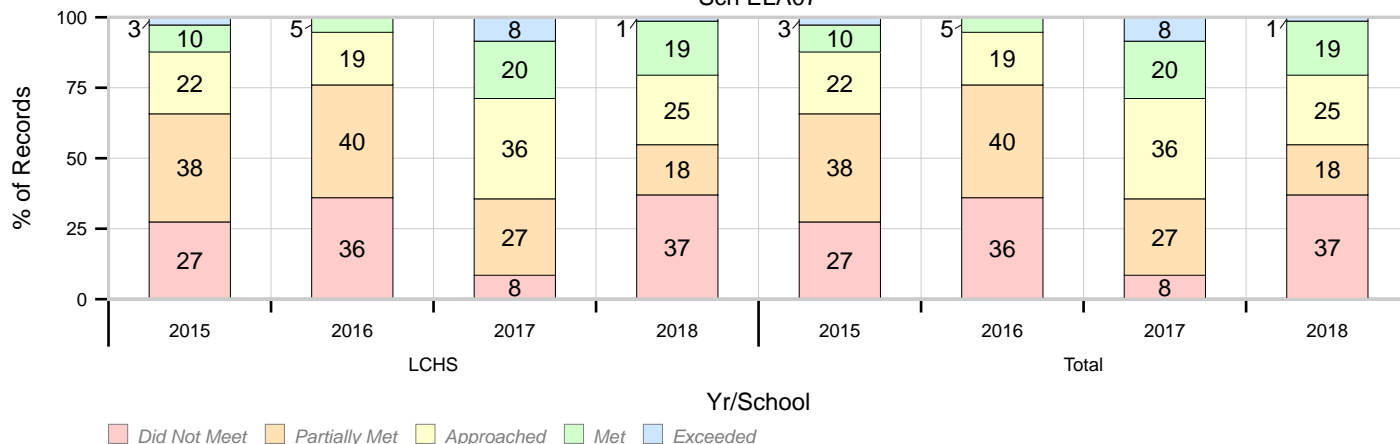
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA07



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA07





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

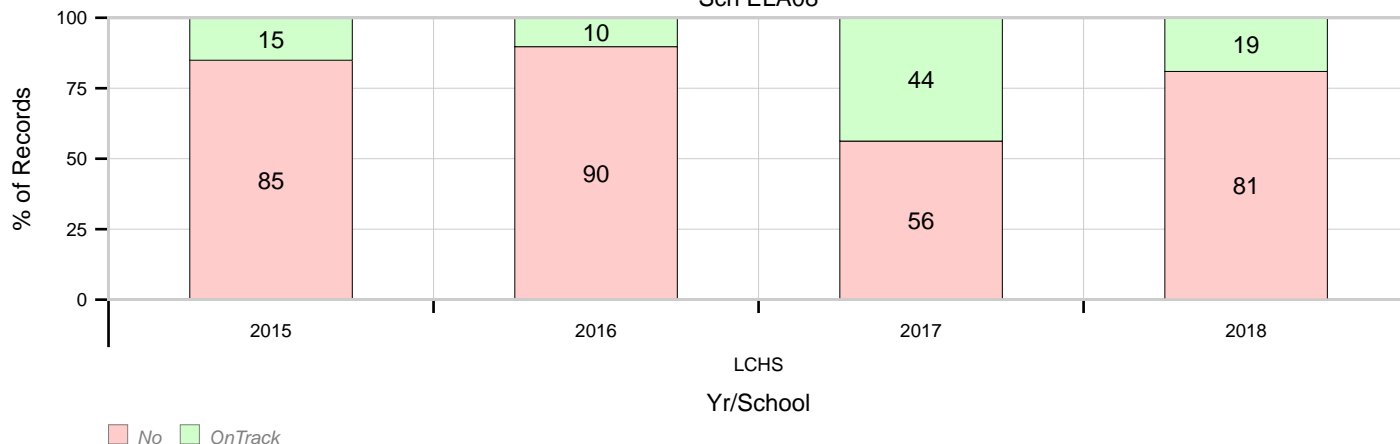
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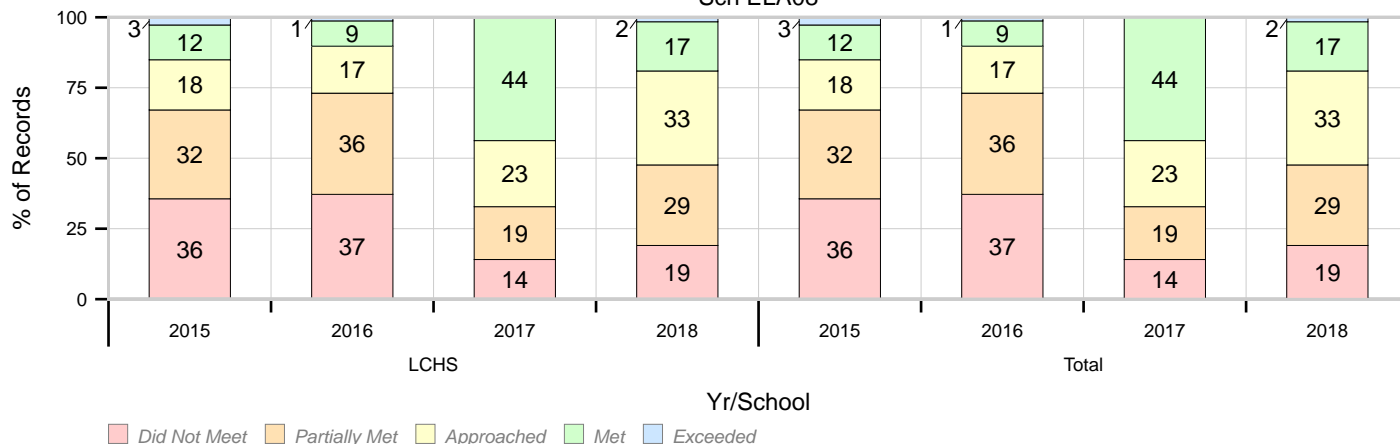
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA08



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA08





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

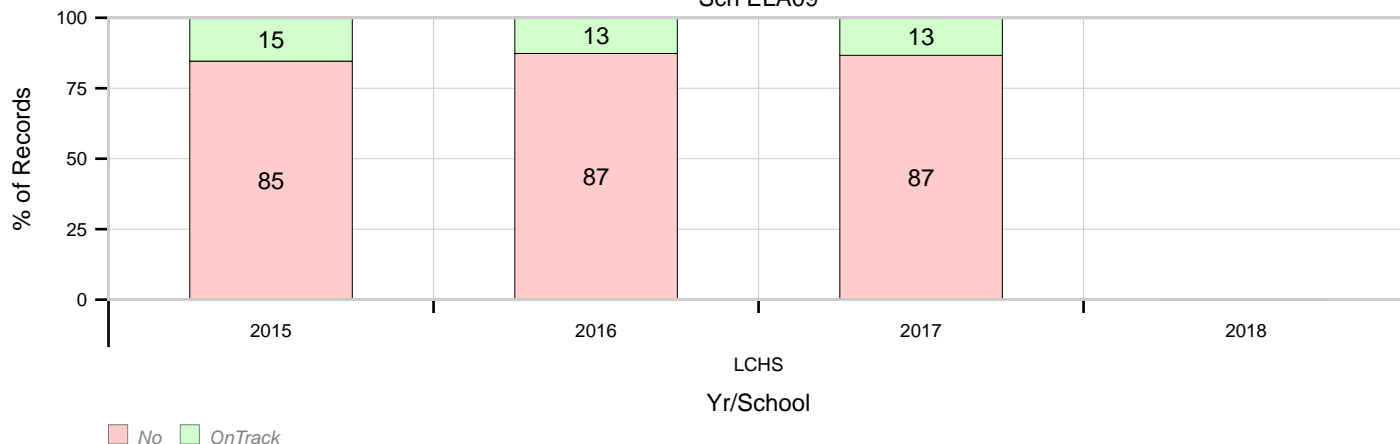
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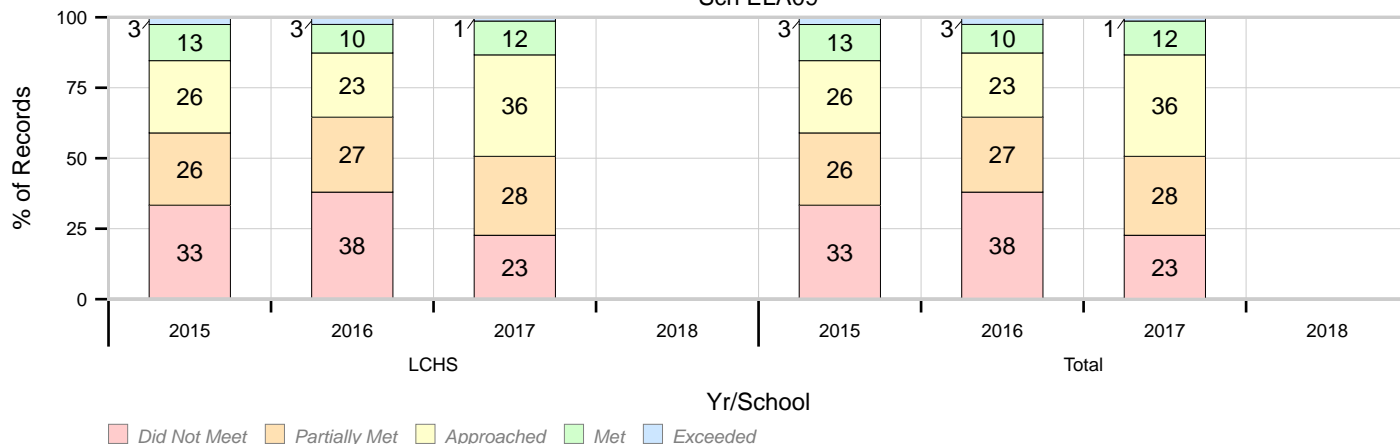
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA09



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA09





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

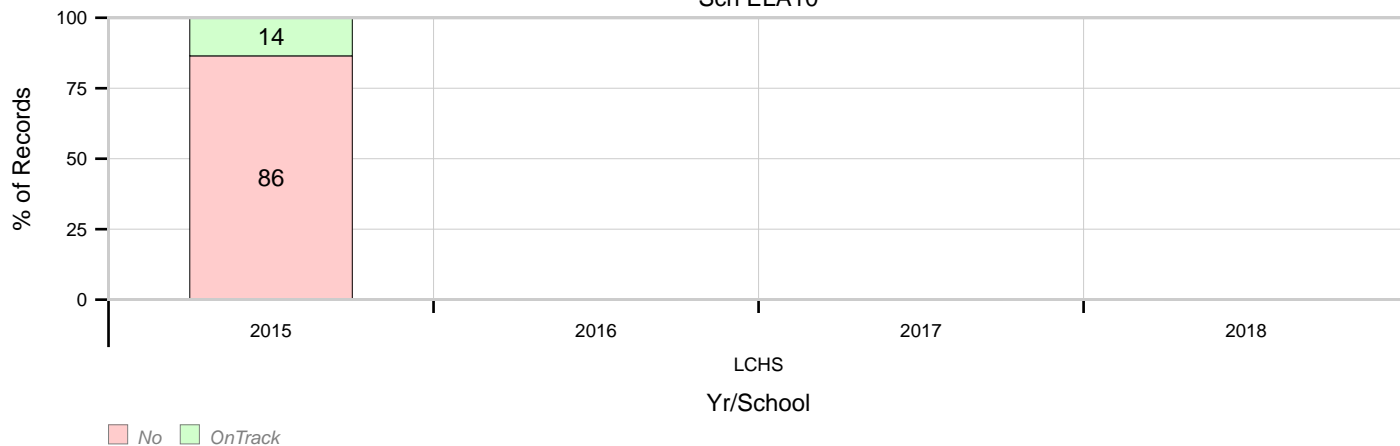
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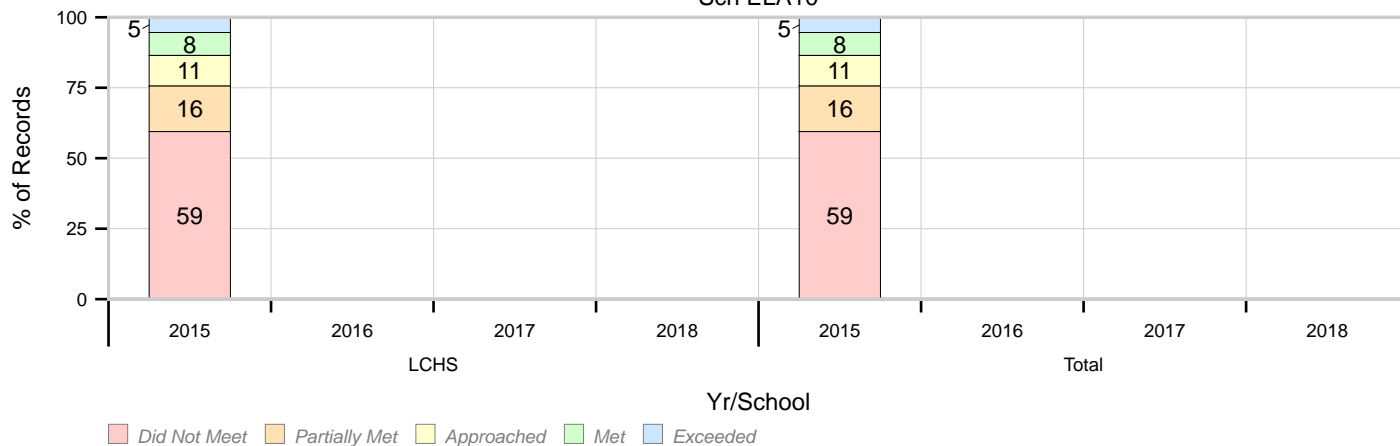
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA10



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA10





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

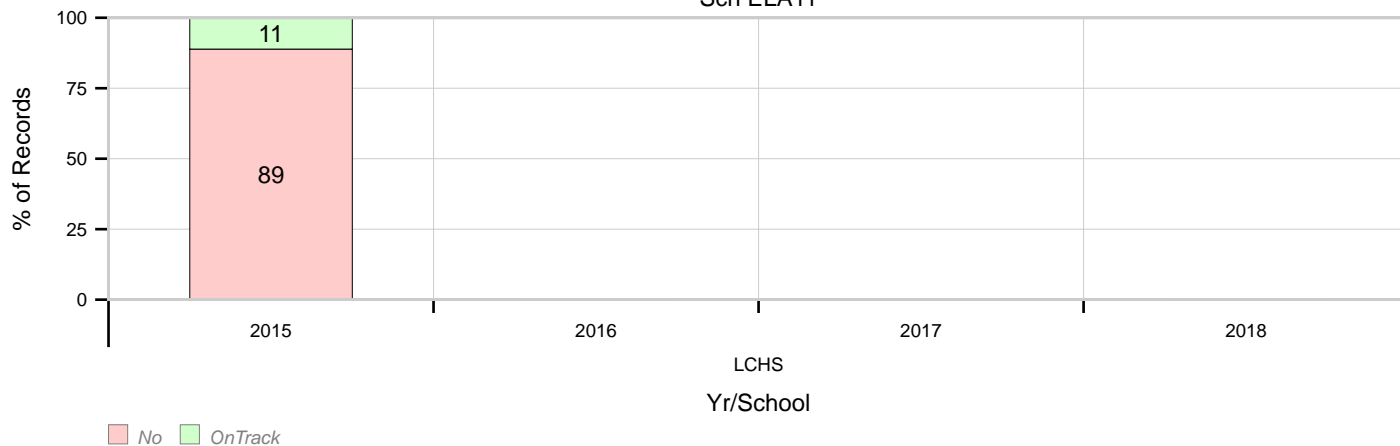
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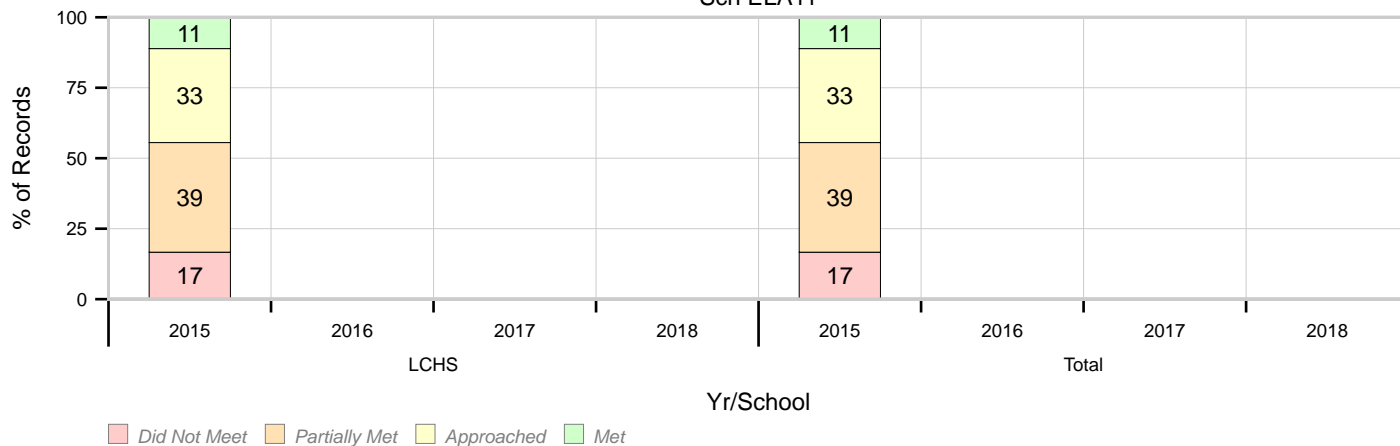
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ELA11



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ELA11





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

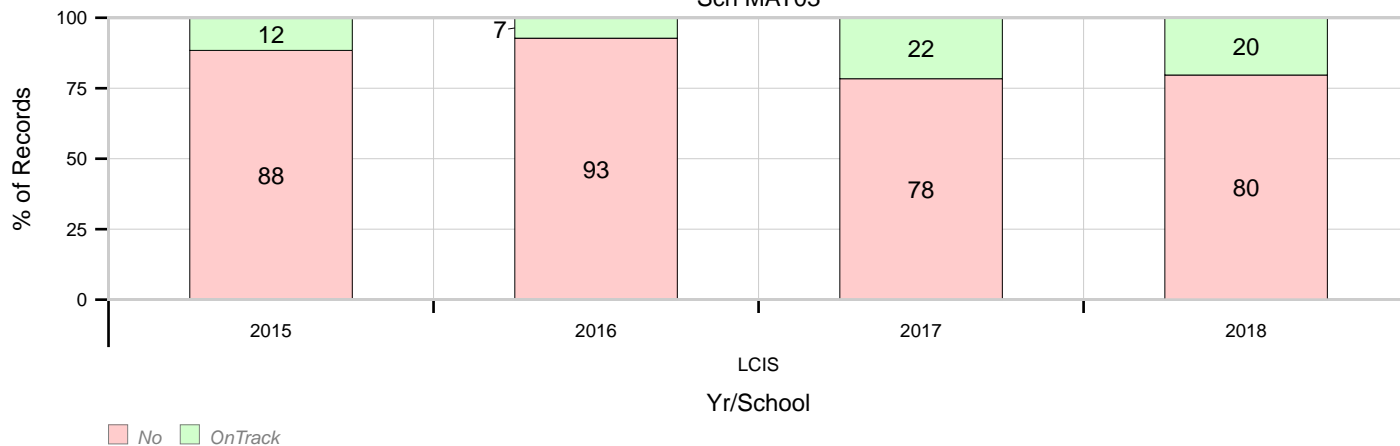
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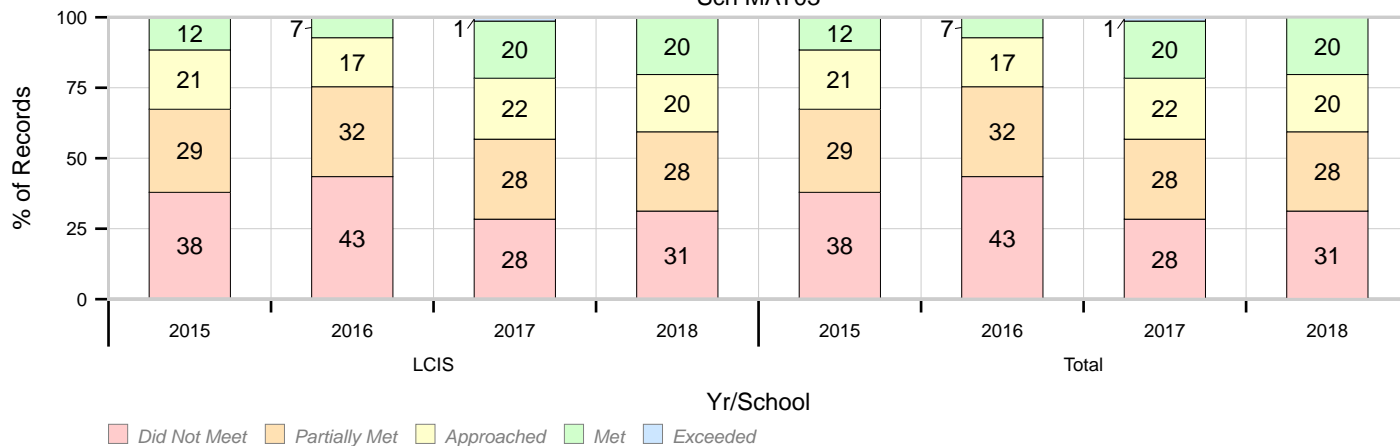
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT03



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT03





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

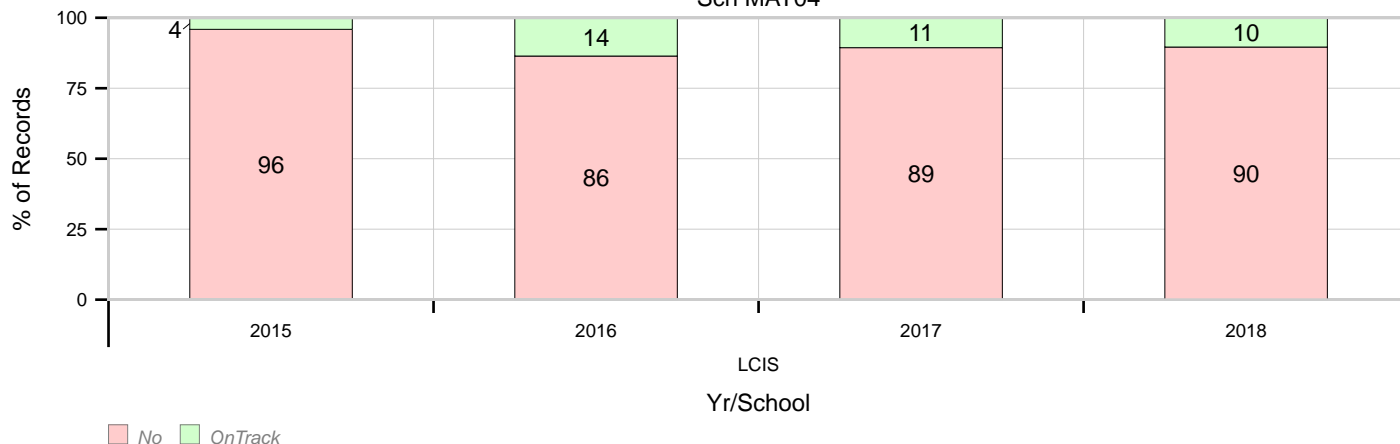
Years: All

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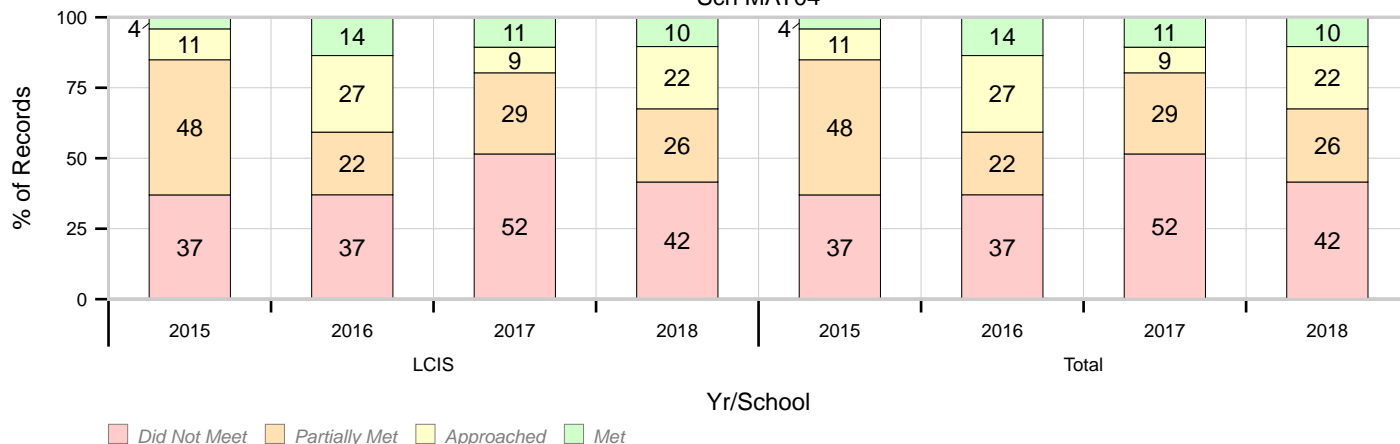
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT04



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT04





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

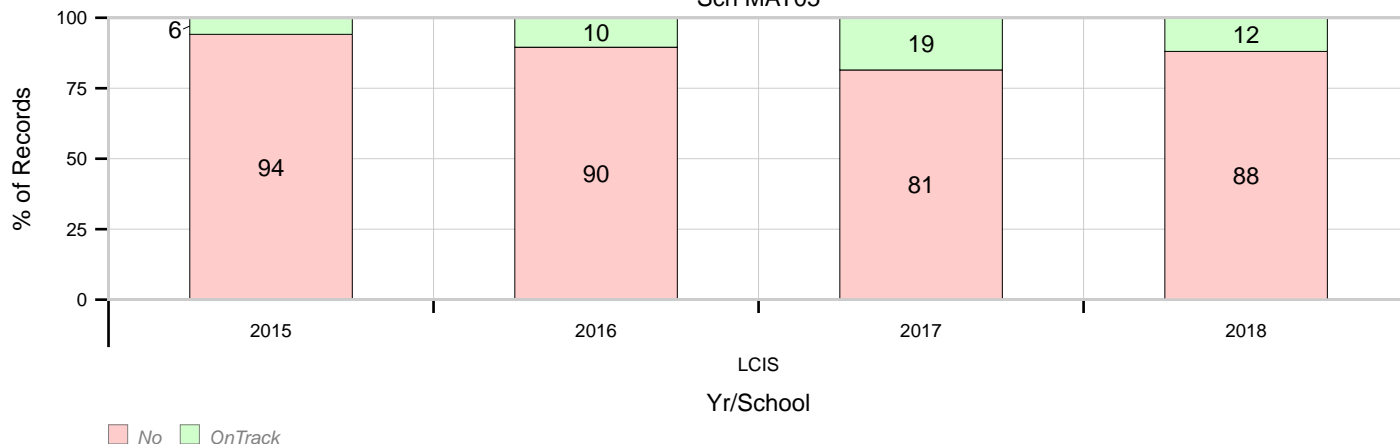
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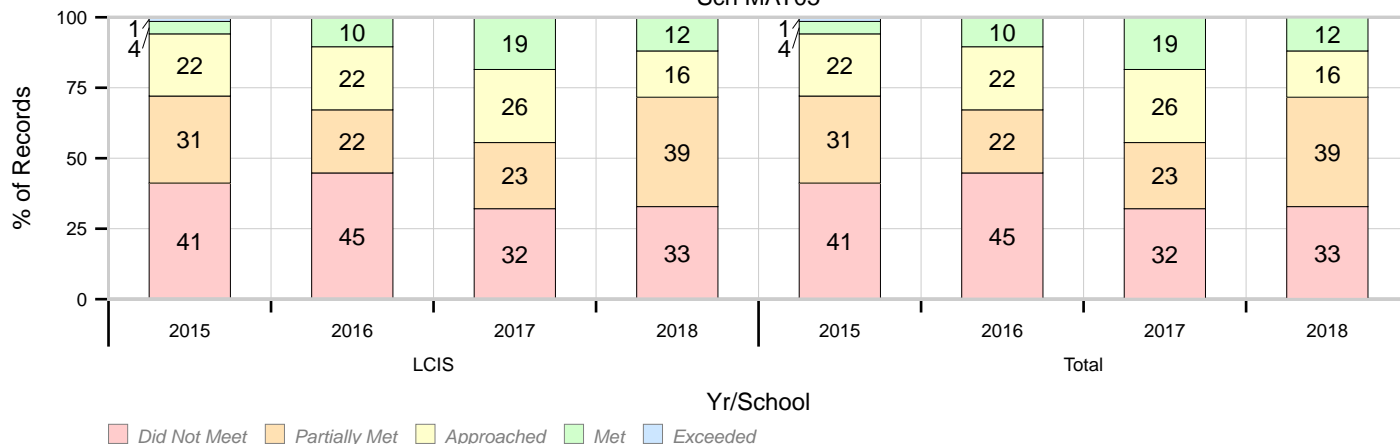
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT05



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT05





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

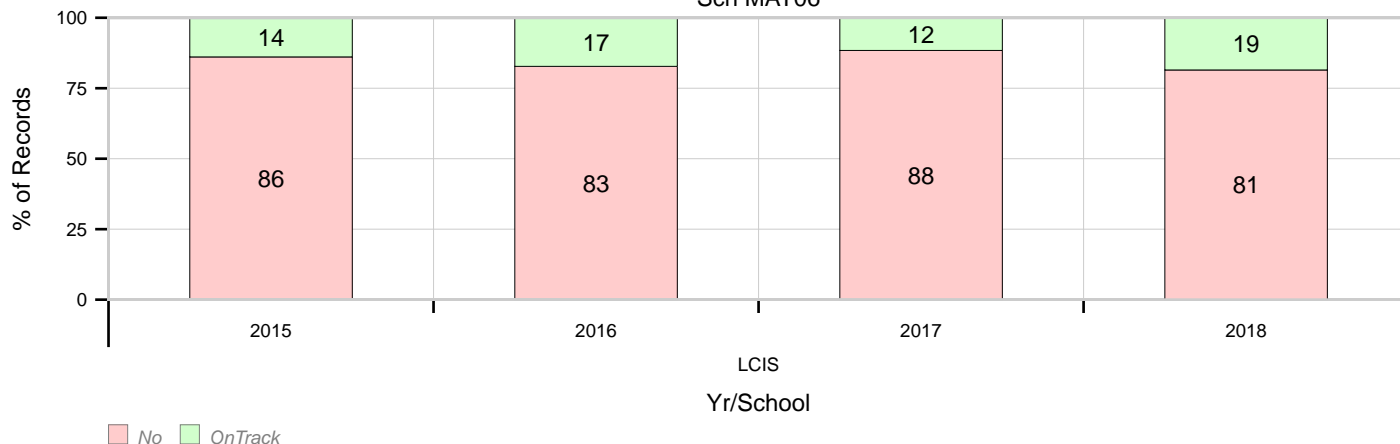
Years: All

Min. Group Size: 16

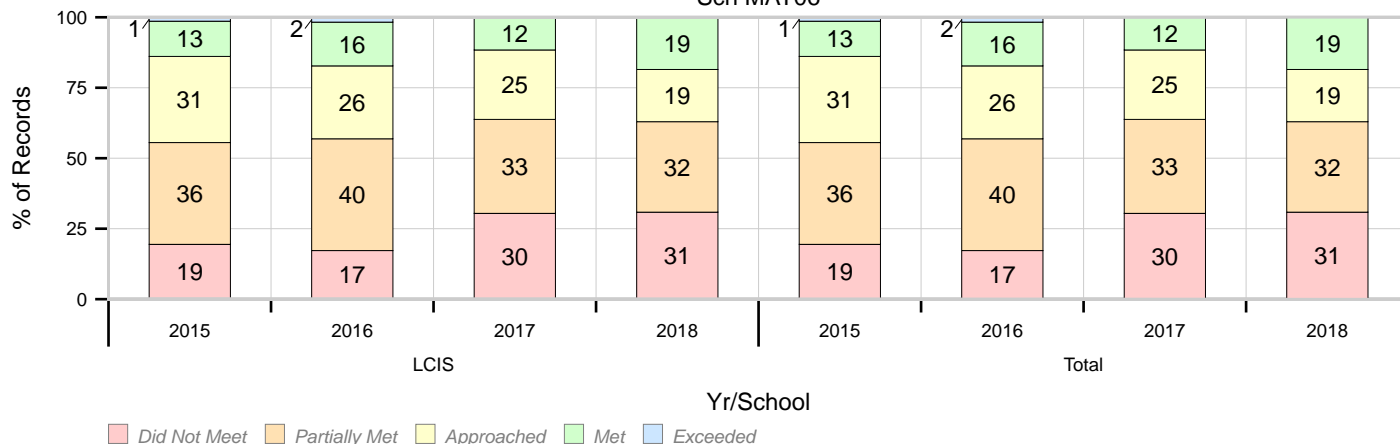
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT06



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT06





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

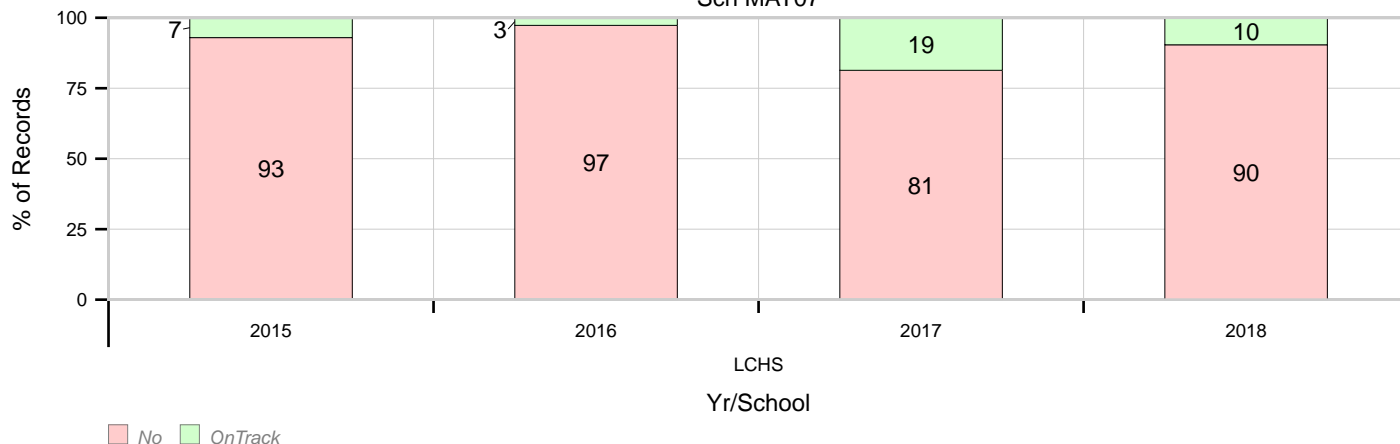
Years: All

Min. Group Size: 16

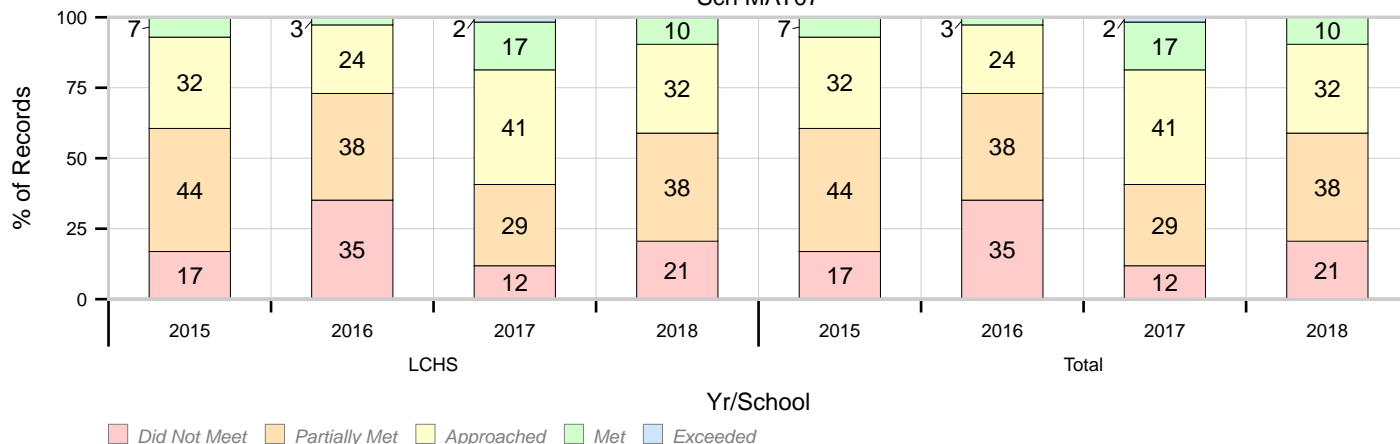
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT07



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT07





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

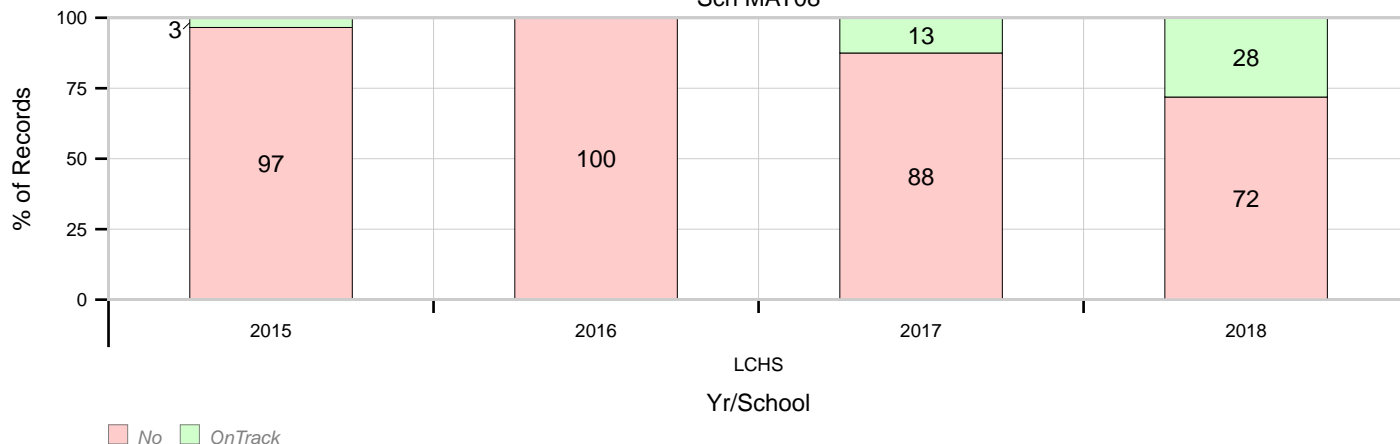
Years: All

Min. Group Size: 16

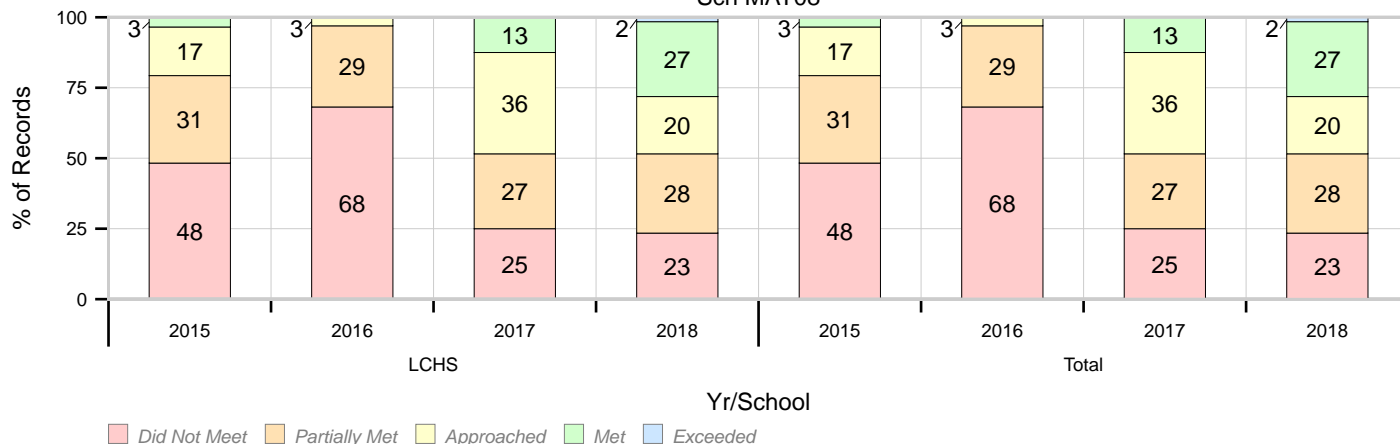
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT08



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT08





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

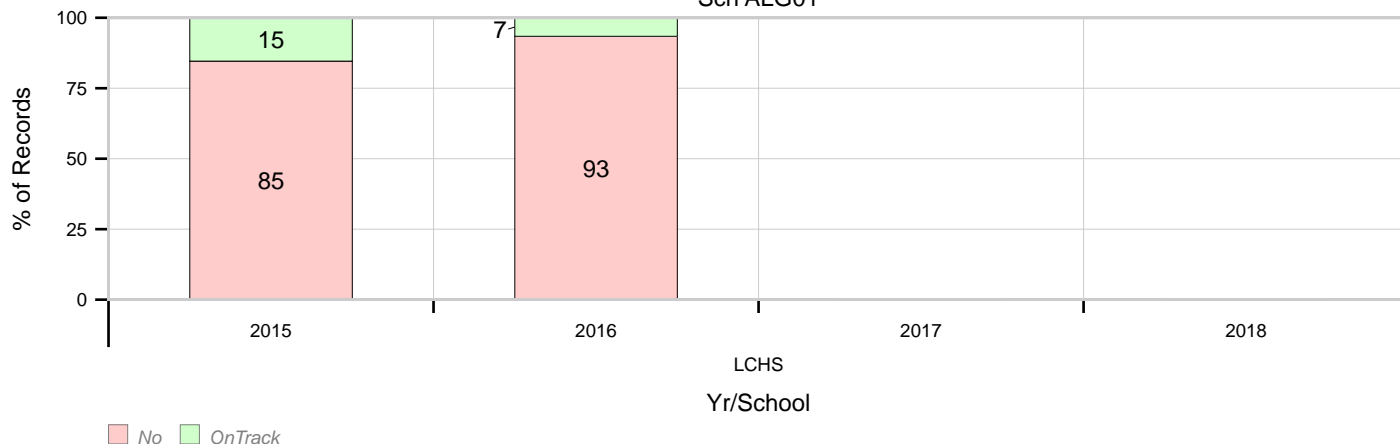
Years: All

Min. Group Size: 16

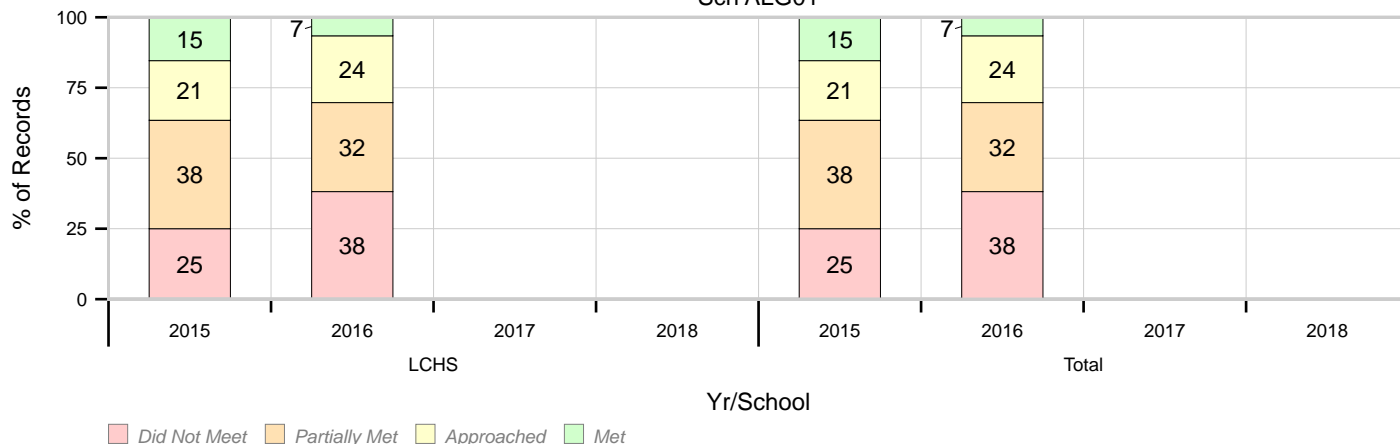
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ALG01



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ALG01





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

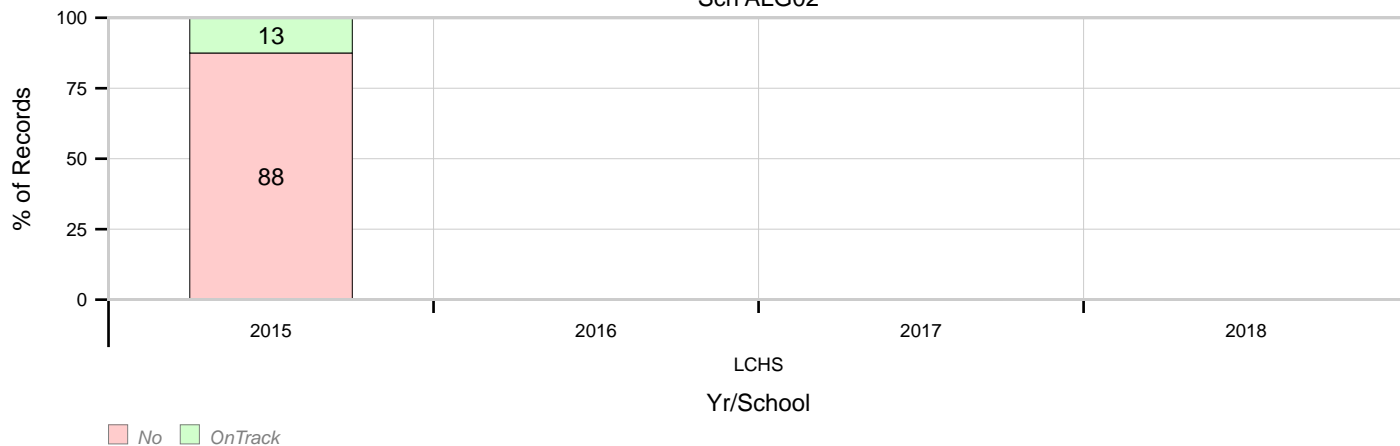
Years: All

Min. Group Size: 16

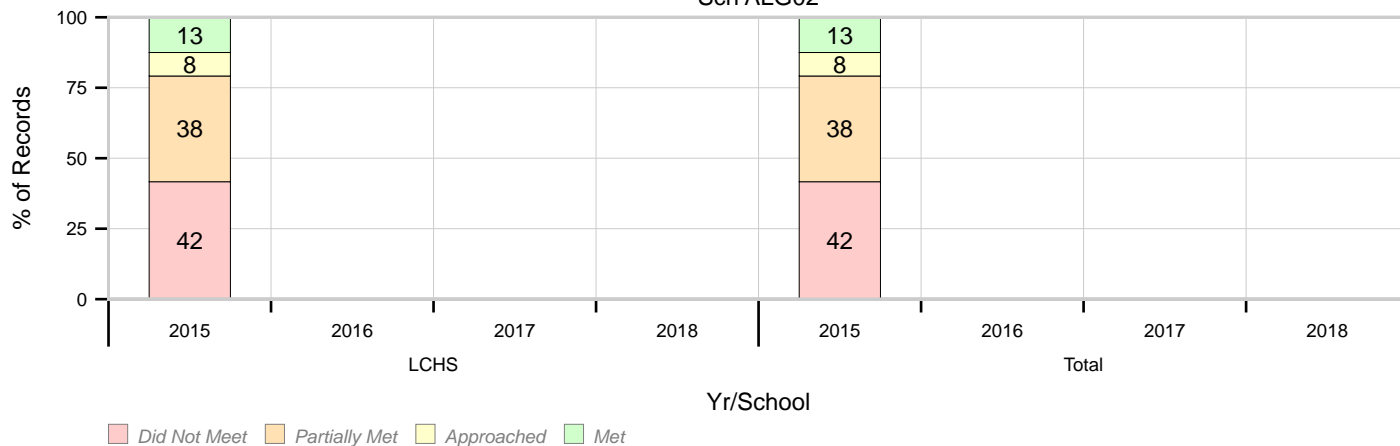
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch ALG02



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch ALG02





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

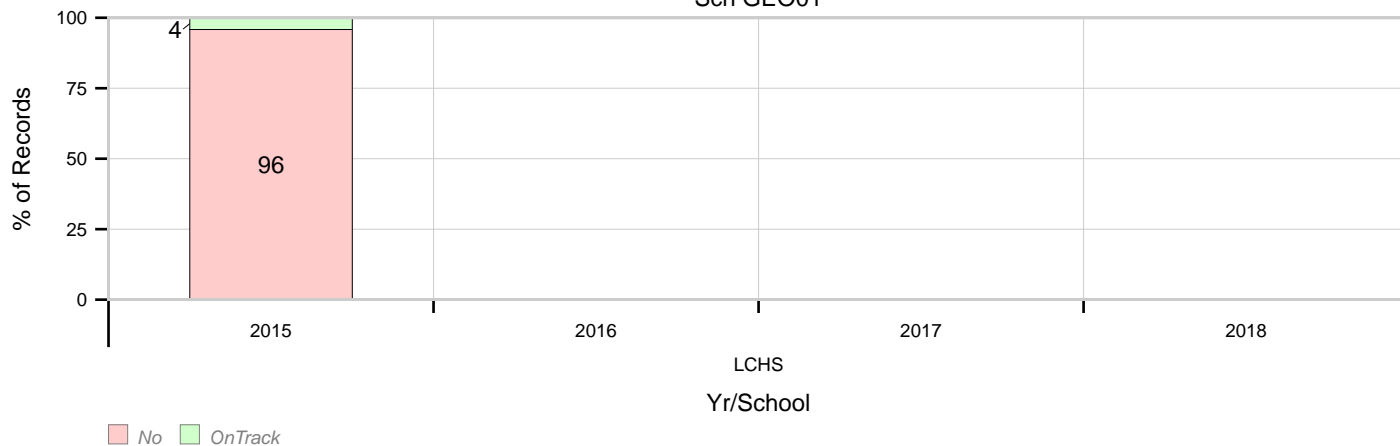
Years: All

Min. Group Size: 16

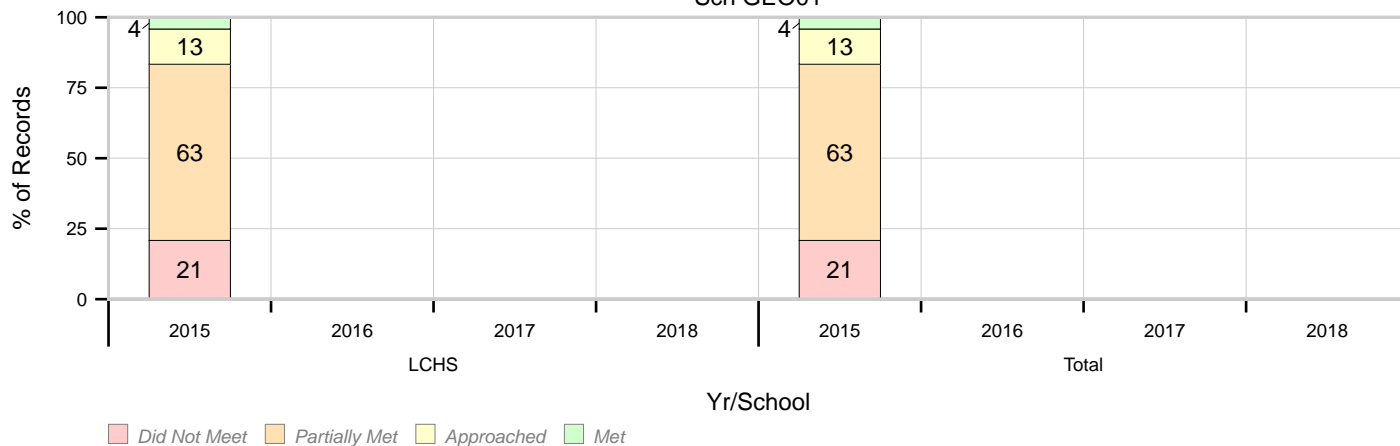
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch GEO01



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch GEO01





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

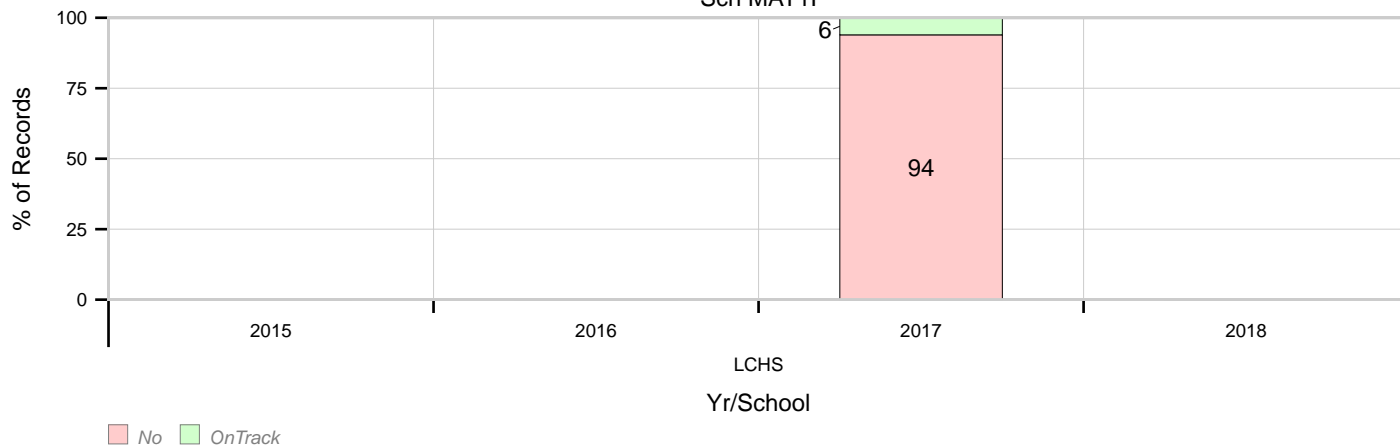
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Min. Group Size: 16

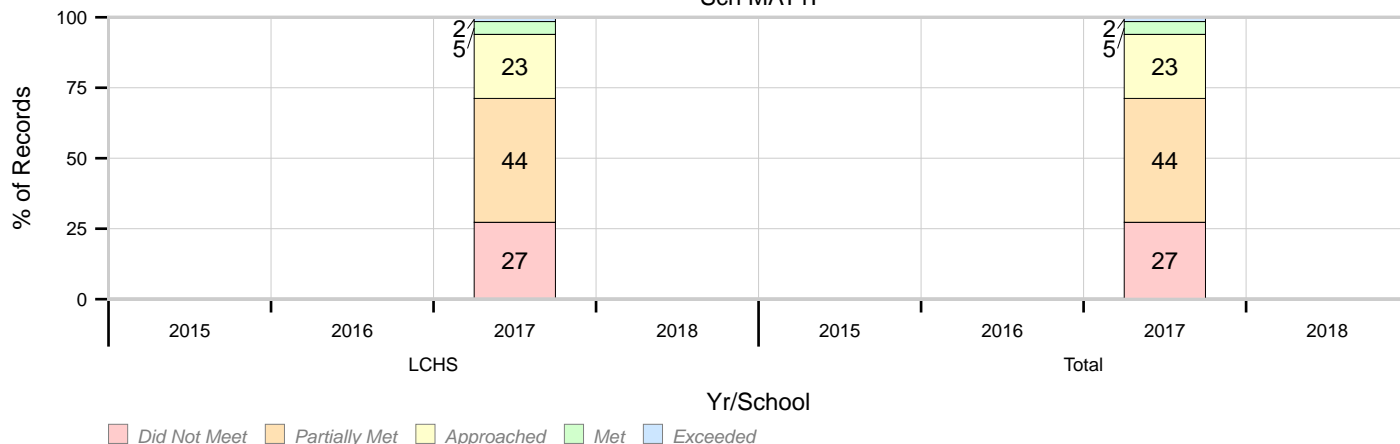
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT11



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT11





Report
Settings

Anchor Year: 17-18

Organize By: 17-18 School/Grade

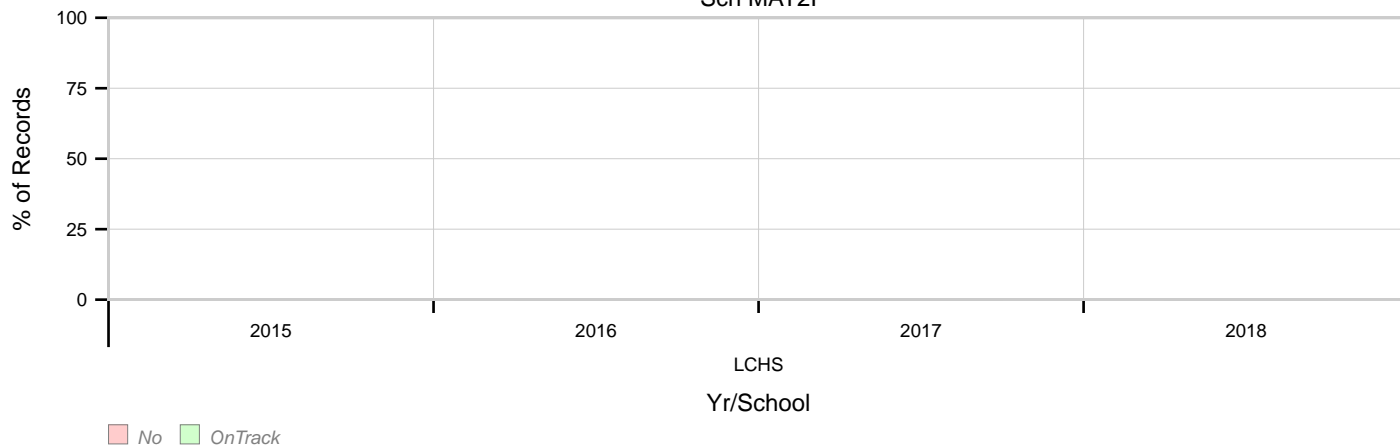
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Min. Group Size: 16

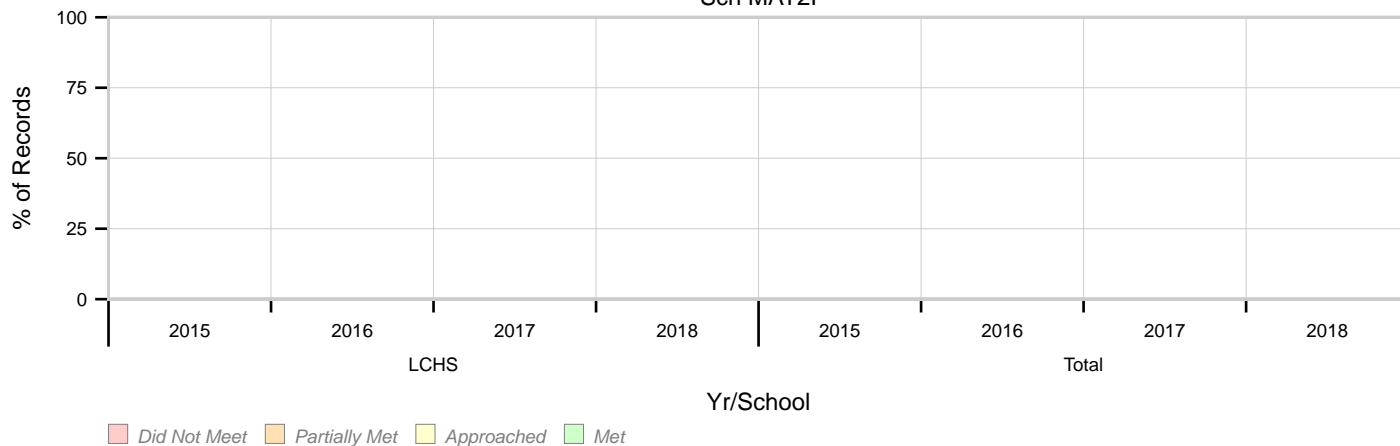
Grade: All

School: All

ELA/Math - On Track Over Time Across Schools - % of Records
Sch MAT2I



ELA/Math - Overall PL Over Time Across Schools - % of Records
Sch MAT2I





Lake County Schools (CO)

Family Survey








Fall 2018 Feedback Surveys - District



Report created by
Panorama Education



Summary

Topic Description	Results	Benchmark
Barriers to Engagement <p>Factors that can create challenges for families to interact with or become involved with their child's school. Survey-takers responded to the question, "How big of a problem are the following issues for becoming involved with your child's current school?"</p>	82% ▲ 2 since last survey	 20th - 39th percentile compared to others nationally
Family Efficacy <p>How confident families are with regard to key parenting skills.</p>	67% 0 since last survey	 0th - 19th percentile compared to others nationally
Family Engagement <p>The degree to which families become involved with and interact with their child's school.</p>	31% ▲ 4 since last survey	 60th - 79th percentile compared to others nationally
Family Support <p>Families' perceptions of the amount of academic and social support that they provide their child with outside of school.</p>	74% ▲ 2 since last survey	 40th - 59th percentile compared to others nationally
Learning Behaviors <p>Families' perceptions of their child's learning-related behaviors.</p>	56% ▲ 4 since last survey	 20th - 39th percentile compared to others nationally
School Climate <p>Perceptions of the overall social and learning climate of the school.</p>	63% ▲ 6 since last survey	 20th - 39th percentile compared to others nationally
School Fit <p>Families' perceptions of how well a school matches their child's developmental needs.</p>	59% ▲ 4 since last survey	 0th - 19th percentile compared to others nationally



School Safety

Perceptions of student physical and psychological safety at school.

70%



0th - 19th percentile compared to others nationally

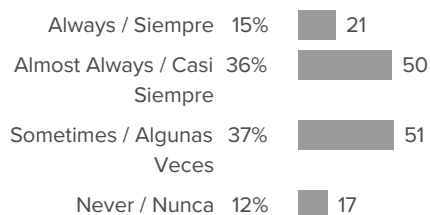
139 responses



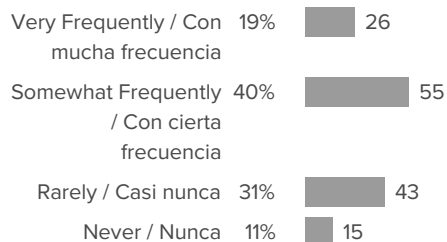
Additional Questions

How did people respond?

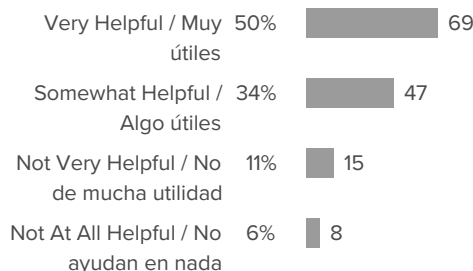
Q.1: How often do you attend Community Meetings, Celebrations of Learning or other advertised events for parents at our school? ¿Cuán a menudo asiste a las reuniones de la comunidad, celebraciones de aprendizaje u otros eventos promocionados por los padres en nuestra escuela?



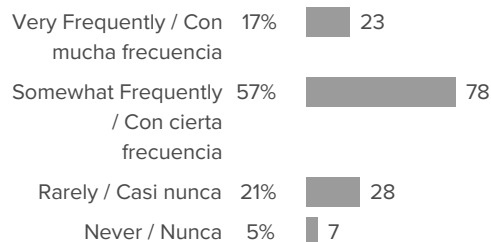
Q.3: How often do you receive positive communications from your student's teachers or the school? ¿Cuán a menudo recibe comunicaciones positivas del maestro de su estudiante o de la escuela?



Q.2: How helpful are the Family Orientation conferences in August to get to know your student's school, teacher, and expectations for the upcoming year? ¿Cuán útiles son las charlas de orientación familiar en agosto para llegar a conocer la escuela del estudiante, su maestro y las expectativas para el siguiente año?



Q.4: How often do you see positive information about our school on social media, in the newspaper, or on our webpage? ¿Cuán a menudo ve informaciones positivas sobre nuestra escuela en redes sociales, en el periódico o en nuestra página web?





Barriers to Engagement

Your average

82%

139 responses

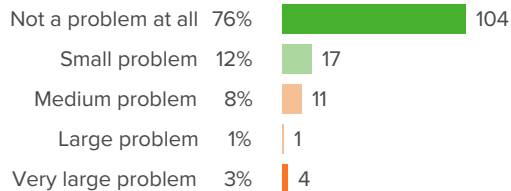
Change

▲ 2

since last survey

How did people respond?

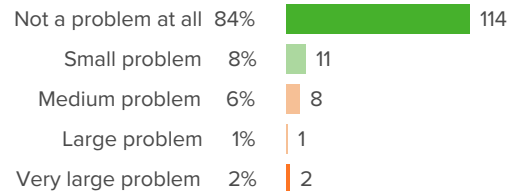
Q.1: How big of a problem is the following issue for becoming involved with your child's current school: Childcare needs?



▲ 9 from last survey

Favorable: **88%**

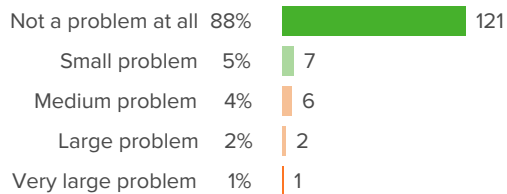
Q.2: How big of a problem is the following issue for becoming involved with your child's current school: Transportation-related challenges?



▲ 5 from last survey

Favorable: **92%**

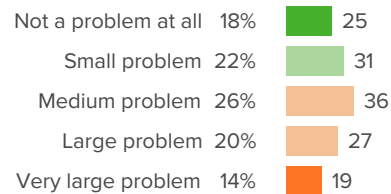
Q.3: How big of a problem is the following issue for becoming involved with your child's current school: Concerns about getting to the school safely?



▲ 2 from last survey

Favorable: **93%**

Q.4: How big of a problem is the following issue for becoming involved with your child's current school: How busy your schedule is?

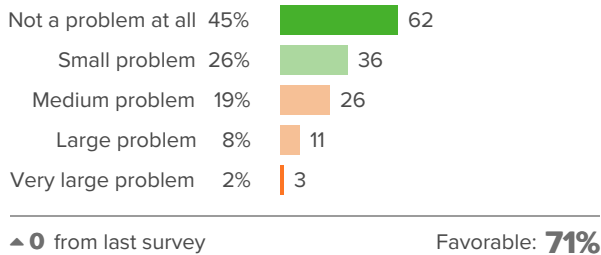


▲ 3 from last survey

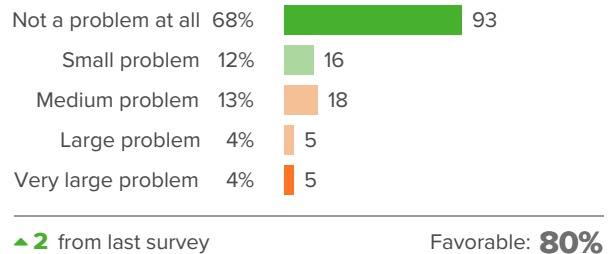
Favorable: **41%**



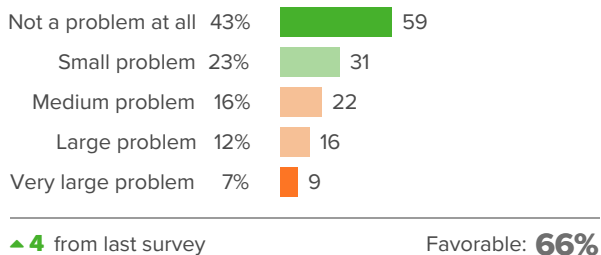
Q.5: How big of a problem is the following issue for becoming involved with your child's current school: School staff seem too busy?



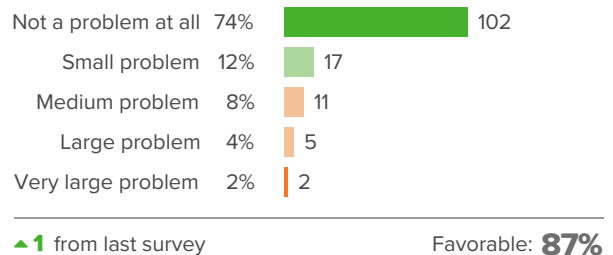
Q.6: How big of a problem is the following issue for becoming involved with your child's current school: You feel unsure about how to communicate with the school?



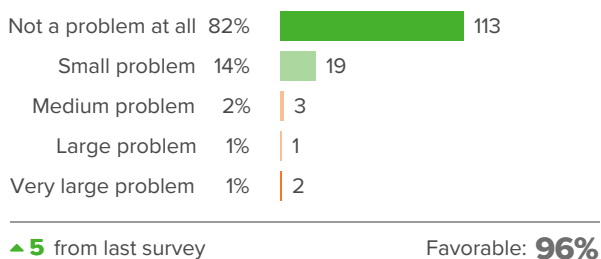
Q.7: How big of a problem is the following issue for becoming involved with your child's current school: The school provides little information about involvement opportunities?



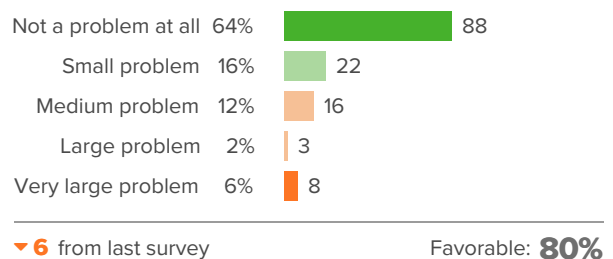
Q.8: How big of a problem is the following issue for becoming involved with your child's current school: The school is not welcoming to parents?



Q.9: How big of a problem is the following issue for becoming involved with your child's current school: The school does not communicate well with people from your culture?

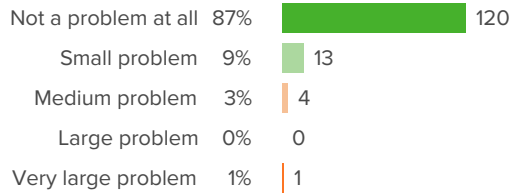


Q.10: How big of a problem is the following issue for becoming involved with your child's current school: You do not feel a sense of belonging with your child's school community?





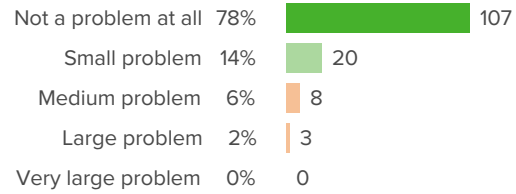
Q.11: How big of a problem is the following issue for becoming involved with your child's current school: Negative memories of your own school experience?



▲ 1 from last survey

Favorable: **96%**

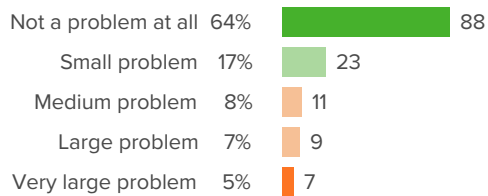
Q.12: How big of a problem is the following issue for becoming involved with your child's current school: Your child does not want you to contact the school?



▼ 1 from last survey

Favorable: **92%**

Q.13: How big of a problem is the following issue for becoming involved with your child's current school: You worry that adults at the school will treat your child differently if you raise a concern?



▼ 1 from last survey

Favorable: **80%**



Family Efficacy

Your average

67%

139 responses

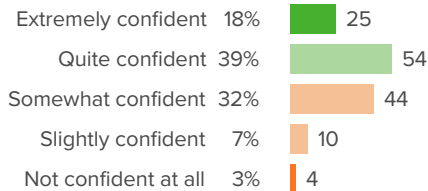
Change

0

since last survey

How did people respond?

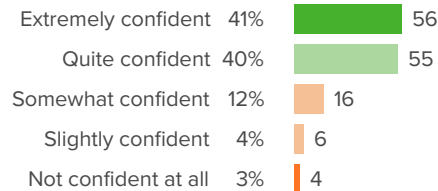
Q.1: How confident are you that you can help your child develop good friendships?



▼ 9 from last survey

Favorable: **58%**

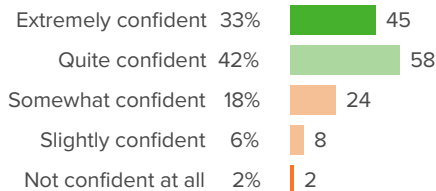
Q.2: How confident are you in your ability to make choices about your child's schooling?



▲ 2 from last survey

Favorable: **81%**

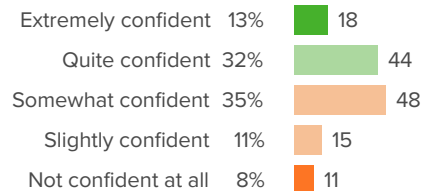
Q.3: How confident are you that you can motivate your child to try hard in school?



▲ 0 from last survey

Favorable: **75%**

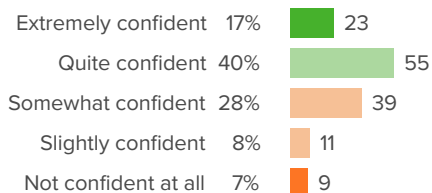
Q.4: How confident are you in your ability to connect with other parents?



▲ 0 from last survey

Favorable: **46%**

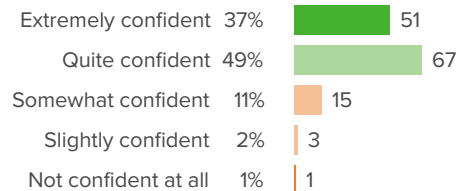
Q.5: How confident are you in your ability to make sure your child's school meets your child's learning needs?



▲ 0 from last survey

Favorable: **57%**

Q.6: How confident are you in your ability to support your child's learning at home?

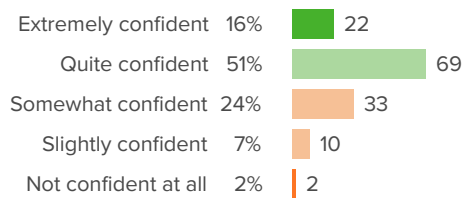


▲ 7 from last survey

Favorable: **86%**



Q.7: How confident are you in your ability to help your child deal with his/her emotions appropriately?



▲ 0 from last survey

Favorable: **67%**



Family Engagement

Your average

31%

139 responses

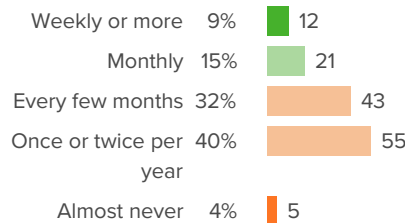
Change

▲ 4

since last survey

How did people respond?

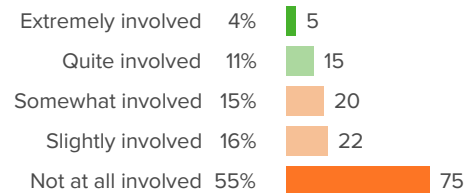
Q.1: How often do you meet in person with teachers at your child's school?



▲ 8 from last survey

Favorable: **24%**

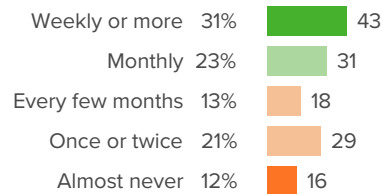
Q.2: How involved have you been with a parent group(s) at your child's school?



▲ 2 from last survey

Favorable: **15%**

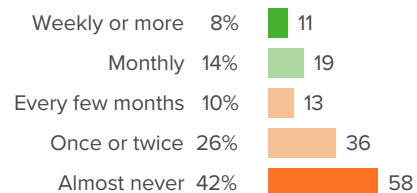
Q.3: In the past year, how often have you discussed your child's school with other parents from the school?



▲ 3 from last survey

Favorable: **54%**

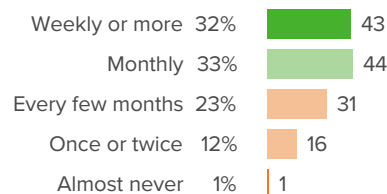
Q.4: In the past year, how often have you helped out at your child's school?



▲ 9 from last survey

Favorable: **22%**

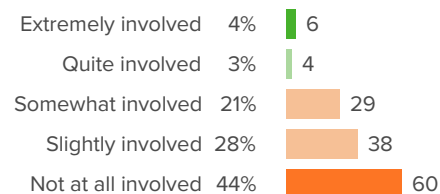
Q.5: In the past year, how often have you visited your child's school?



▲ 7 from last survey

Favorable: **64%**

Q.6: How involved have you been in fundraising efforts at your child's school?



▼ 4 from last survey

Favorable: **7%**



Family Support

Your average

74%

139 responses

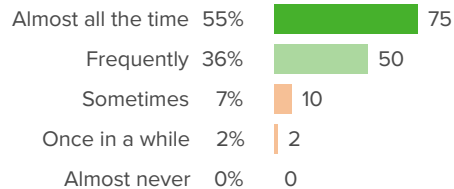
Change

▲ 2

since last survey

How did people respond?

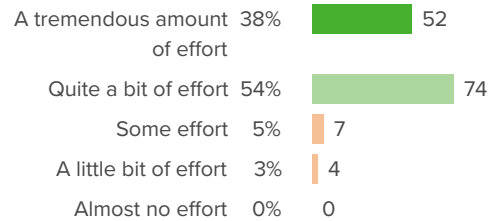
Q.1: How often do you have conversations with your child about what his/her class is learning at school?



▲ 8 from last survey

Favorable: **91%**

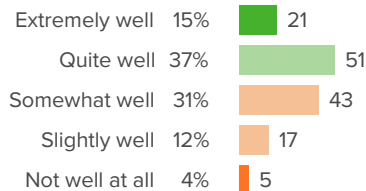
Q.2: How much effort do you put into helping your child learn to do things for himself/herself?



▲ 5 from last survey

Favorable: **92%**

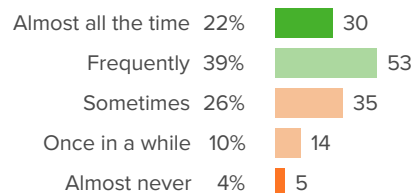
Q.3: How well do you know your child's close friends?



▼ 7 from last survey

Favorable: **53%**

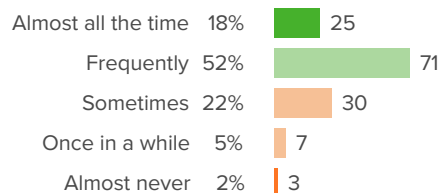
Q.4: How often do you help your child understand the content s/he is learning in school?



▲ 5 from last survey

Favorable: **61%**

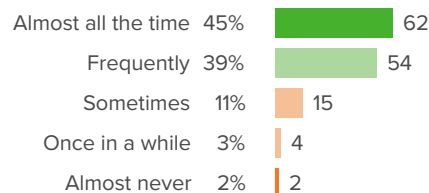
Q.5: How often do you help your child engage in activities which are educational outside the home?



▼ 2 from last survey

Favorable: **71%**

Q.6: How often do you and your child talk when s/he is having a problem with others?

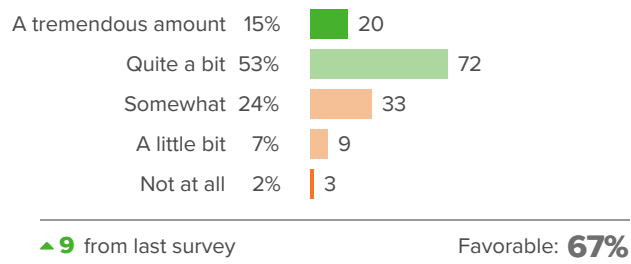


▼ 1 from last survey

Favorable: **85%**



Q.7: To what extent do you know how your child is doing socially at school?





Learning Behaviors

Your average

56%

139 responses

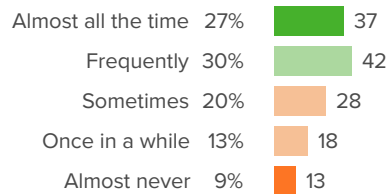
Change

▲ 4

since last survey

How did people respond?

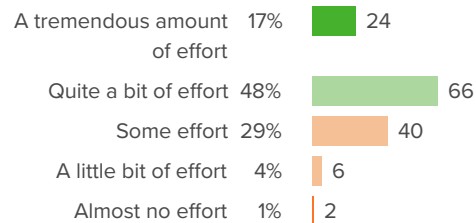
Q.1: How often does your child read for fun?



▲ 8 from last survey

Favorable: **57%**

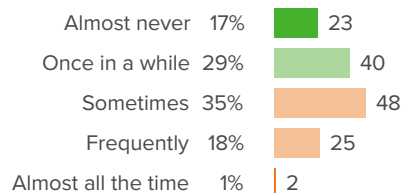
Q.2: How much effort does your child put into school-related tasks?



▲ 2 from last survey

Favorable: **65%**

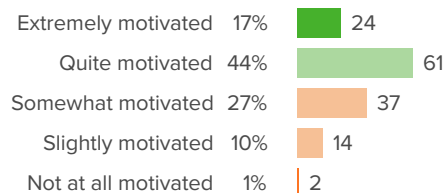
Q.3: How often does your child struggle to get organized for school?



▲ 4 from last survey

Favorable: **46%**

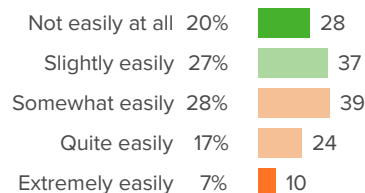
Q.4: How motivated is your child to learn the topics covered in class?



▲ 3 from last survey

Favorable: **62%**

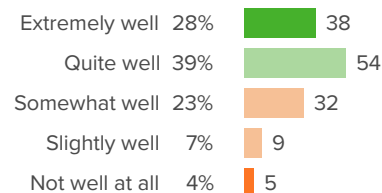
Q.5: When working on school activities at home, how easily is your child distracted?



▲ 6 from last survey

Favorable: **47%**

Q.6: On average, how well does your child work independently on learning activities at home?

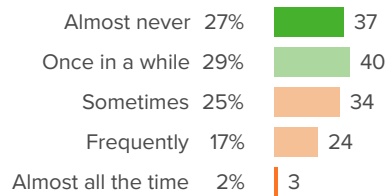


▲ 8 from last survey

Favorable: **67%**



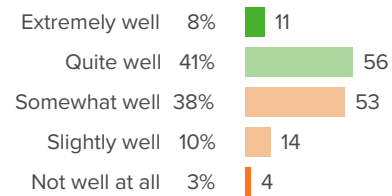
Q.7: How often does your child give up on learning activities that s/he finds hard?



▲ 8 from last survey

Favorable: **56%**

Q.8: In general, how well does your child learn from feedback about his/her work?



▼ 2 from last survey

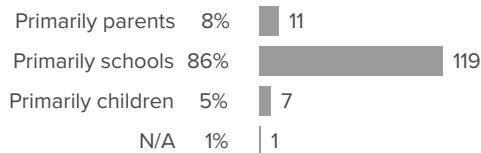
Favorable: **49%**



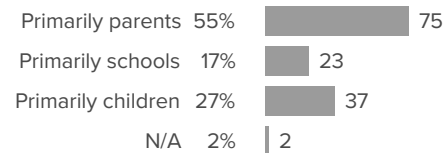
Roles and Responsibilities

How did people respond?

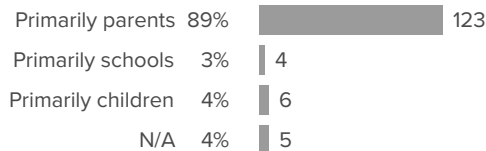
Q.1: Who do you think is principally responsible for...making sure that the children understand what is being taught at school?



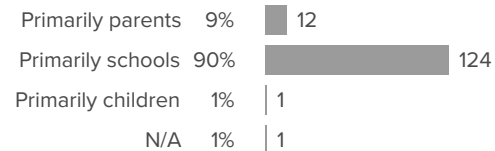
Q.2: Who do you think is principally responsible for...ensuring children have good relationships with their peers?



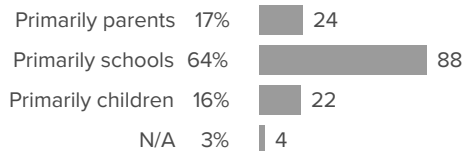
Q.3: Who do you think is principally responsible for...making time for doing fun activities that are unrelated to schoolwork?



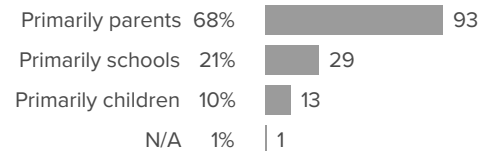
Q.4: Who do you think is principally responsible for...making sure that the children have an adult to talk to at school?



Q.5: Who do you think is principally responsible for...identifying what children are most interested in learning?

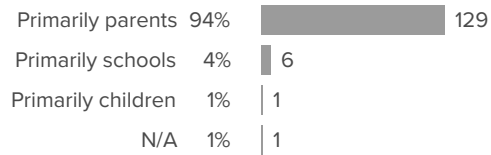


Q.6: Who do you think is principally responsible for...making sure that children have enough time set aside to do all of their school-related work?

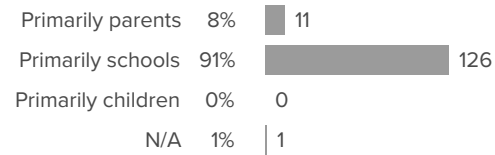




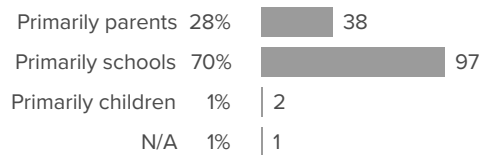
Q.7: Who do you think is principally responsible for...helping children deal with their emotions appropriately?



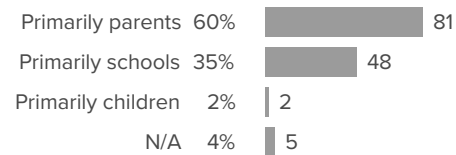
Q.8: Who do you think is principally responsible for...making sure the children's learning environment is safe?



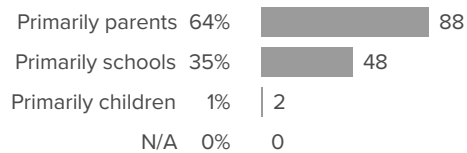
Q.9: Who do you think is principally responsible for...ensuring good communication between home and school?



Q.10: Who do you think is principally responsible for...calling attention to decisions about learning that do not seem to be in the best interest of the children?



Q.11: Who do you think is principally responsible for...making sure children are supported to do their best in school?





School Climate

Your average

63%

139 responses

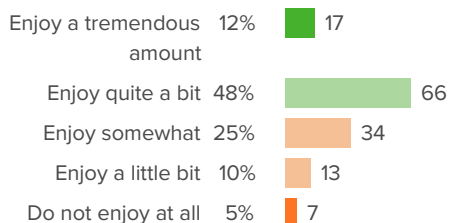
Change

▲ 6

since last survey

How did people respond?

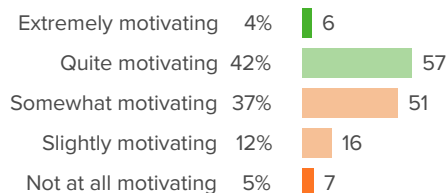
Q.1: To what extent do you think that children enjoy going to your child's school?



▲ 2 from last survey

Favorable: **61%**

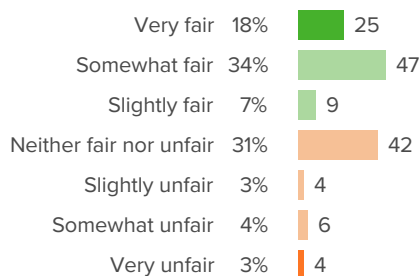
Q.2: How motivating are the classroom lessons at your child's school?



▲ 2 from last survey

Favorable: **46%**

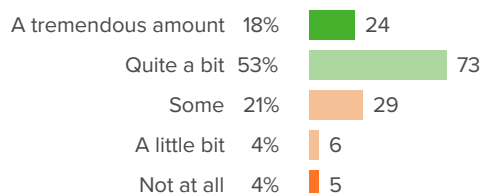
Q.3: How fair or unfair is the school's system of evaluating children?



▲ 13 from last survey

Favorable: **59%**

Q.4: How much does the school value the diversity of children's backgrounds?

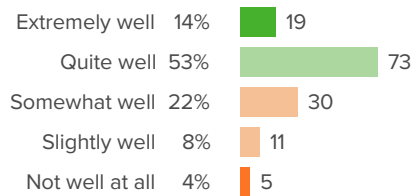


▲ 16 from last survey

Favorable: **71%**



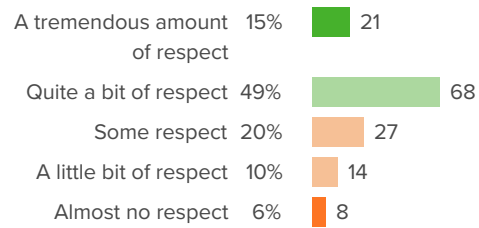
Q.5: How well do administrators at your child's school create a school environment that helps children learn?



▲ 4 from last survey

Favorable: **67%**

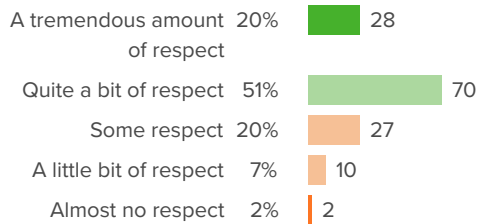
Q.6: Overall, how much respect do you think the children at your child's school have for the staff?



▲ 2 from last survey

Favorable: **64%**

Q.7: Overall, how much respect do you think the teachers at your child's school have for the children?



▲ 4 from last survey

Favorable: **72%**



School Fit

Your average

59%

139 responses

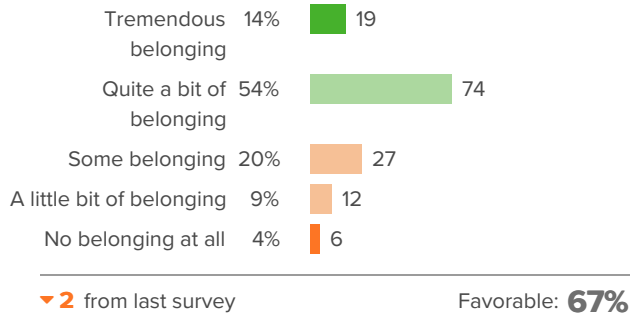
Change

▲ 4

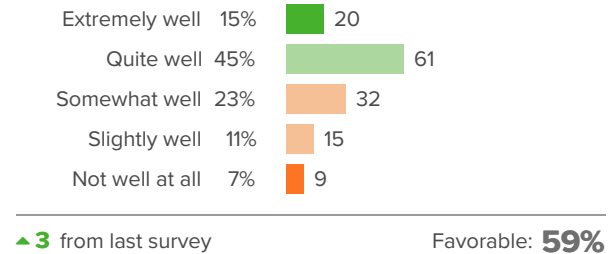
since last survey

How did people respond?

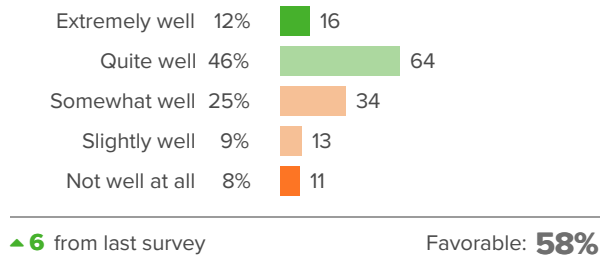
Q.1: How much of a sense of belonging does your child feel at his/her school?



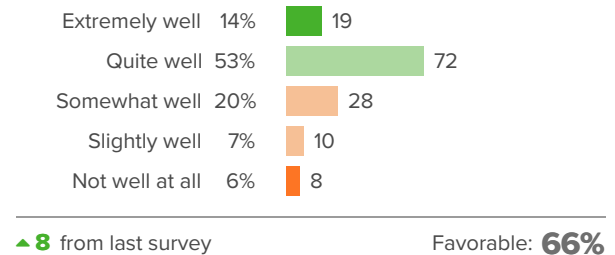
Q.2: How well do you feel your child's school is preparing him/her for his/her next academic year?



Q.3: How well do the activities offered at your child's school match his/her interests?

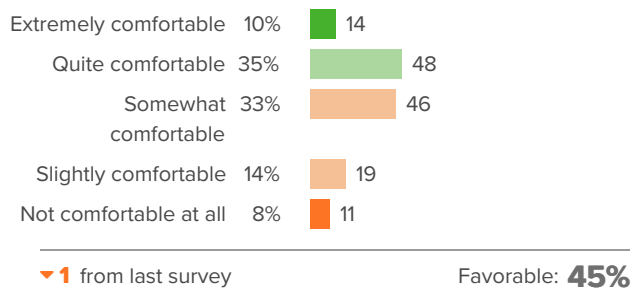


Q.4: At your child's school, how well does the overall approach to discipline work for your child?

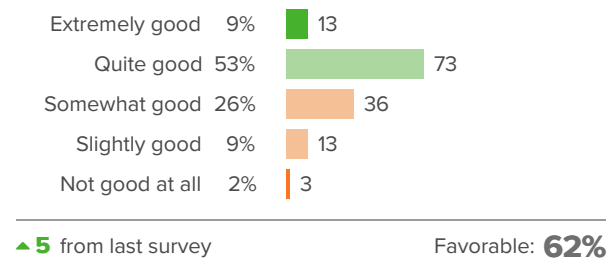




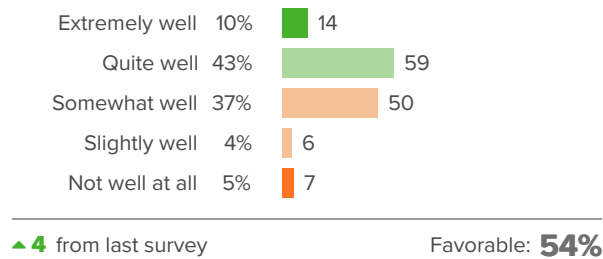
Q.5: How comfortable is your child in asking for help from school adults?



Q.6: Given your child's cultural background, how good a fit is his/her school?



Q.7: How well do the teaching styles of your child's teachers match your child's learning style?





School Safety

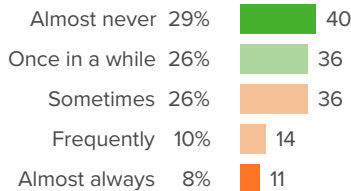
Your average

70%

139 responses

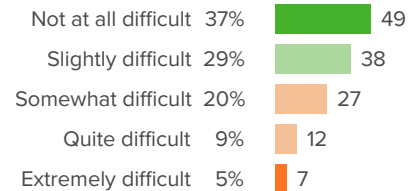
How did people respond?

Q.1: How often do you worry about violence at your child's school?



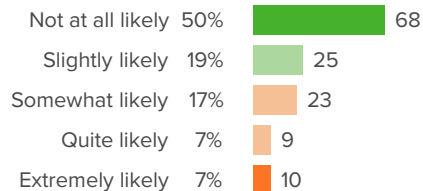
Favorable: **55%**

Q.2: If a student is bullied at your child's school, how difficult is it for him/her to get help from an adult?



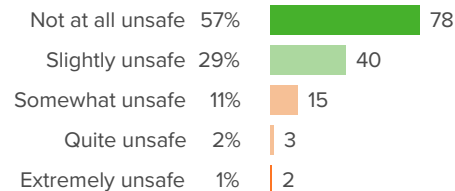
Favorable: **65%**

Q.3: How likely is it that someone from your child's school will bully him/her online?



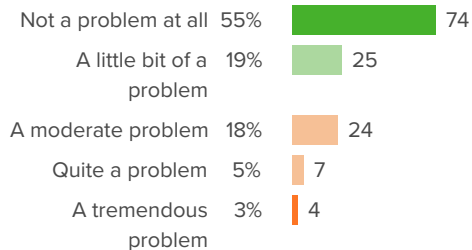
Favorable: **69%**

Q.4: Overall, how unsafe does your child feel at school?



Favorable: **86%**

Q.5: To what extent are drugs a problem at your child's school?



Favorable: **74%**



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:

Approval Items:

1. Program Option: Head Start and Early Head Start – this outlines our program option for the 2019-2020 school year. There are no recommended changes to this, we would like to continue with center based services for preschool and Head Start and home based services for Early Head Start.

**Lake County School District R-1
Head Start Program**

Program Option

Policy: Lake County School District Head Start will choose and implement the center-based program option for our Head Start program, and a Home Based option for Early Head Start

Purpose: To meet the needs of children and families as indicated by the community needs assessment.

Performance Standards met : 1302.20 Choosing a Head Start program option
 1302.21 Center-based program option
 1302.22 Home Based Option Early Head Start

Procedure Head Start Center Based:

1. Classes will be staffed by a lead teacher and assistant teacher, with additional assistance if needed.
2. Classes will consist of children ages 34 months to 5 years old.
3. Classes will have no more than 16 children in attendance on any given day.
4. Classes will regularly operate for four hours per day, four days per week, for at least a total of 130 program days through the program year. Monday-Friday services will be provided to increase duration and support for families as needed.
5. Parents will be actively encouraged to participate in at least 2 home visits and 2 parent-teacher conferences throughout the program year.
6. A maximum of 15 slots may be provided as Full Day spots, with additional school hours up to 40 hours per week at no cost to families who qualify based on eligibility criteria, or for other special needs as determined by program staff.
7. Staff will be employed additional days and/or times for planning and training purposes.

Procedure Early Head Start Home Based:

1. The Home Based program will be staffed and lead by a bilingual home visitor.
2. Enrollment will consist of children from birth to three years of age and pregnant women
3. Weekly 90 minute home visits, with a minimum of 46 for the year, will be conducted from August to July.
4. Families will be actively encouraged to participate in two monthly group socialization activities with a total of 22 each year.
5. Staff will be employed additional days and/or times for planning and training purposes.

Date approved by Policy Council: 4/1/19

Date approved by Governing Board :

LEASE

THIS LEASE ("**Lease**") is made and entered into this 14th day of May 2019 ("**Effective Date**") between the LAKE COUNTY SCHOOL DISTRICT R-1 ("**Landlord**") and FRIENDS OF TWIN LAKES, INC., a Colorado nonprofit corporation ("**Tenant**").

Landlord hereby leases to Tenant, and Tenant hereby leases from Landlord, Landlord's real property commonly known as the "Twin Lakes School House" building located at 231 Lang Street, Twin Lakes, Colorado 81251 ("**Leased Premises**")¹ upon the following terms and conditions:

1. Term. The term of this Lease shall be deemed to have commenced as of 12:01 A.M., local time, on the Effective Date, and shall end, subject to earlier termination as hereafter provided, at 11:59 P.M., local time, ten (10) years subsequent to the Effective Date.

2. Rent. The total Rent to be paid by the Tenant for the full term of this Lease shall be \$50.00. Such sum shall be paid in advance in annual installments of \$5.00 each on or before each anniversary date of the Effective Date of this Lease throughout the term.

3. Quiet Enjoyment. Landlord covenants that upon paying the rent and performing the covenants herein contained, Tenant shall peacefully and quietly have, hold, and enjoy the Leased Premises for the agreed term.

4. Landlord's Personal Property. Tenant has the right to remove and dispose of any of Landlord's personal property not affixed to the Leased Premises.

5. Use of Leased Premises. The Leased Premises may be used by the Tenant for Tenant sponsored activities consistent with the mission of the Tenant to preserve historically significant aspects of the area, work with the Forest Service and local governments to improve the quality of life for visitors and residents of the lower Lake Creek Valley and surrounding areas, and for no other purpose without Landlord's prior written consent, which consent may be withheld in Landlord's sole and absolute discretion. Tenant shall comply with all the reasonable rules and regulations that the Landlord may make for the protection of the Leased Premises and with all the laws, ordinances, regulations, rules, and orders of appropriate governmental authorities either now in force or hereafter enacted pertaining to: (i) land use and building and zoning plans, codes, resolutions, and regulations, and (ii) police, fire, sanitary, occupancy, and preservation of the Leased Premises and the sidewalks connected thereto, during the term of this Lease. Tenant shall not, during the term hereof, maintain, commit, or permit the maintenance or commission of any hazard, nuisance or waste on the Leased Premises.

6. Utilities. Tenant shall initiate, contract for, and obtain, in its name, all utility services required on the Leased Premises, and Tenant shall pay all charges for such services as they become due. Landlord shall not be liable for any personal injury or property damage resulting from the negligent operation or faulty installation of utility services provided for use on the Leased Premises,

¹ The legal description of the Leased Premises is: School District Lake CO R-1; property address: 231 Lang Street; Lot 8 Blk 6, Lot 9 Blk 6, Lot 10 Blk 6 and N ½ Lot 11 Blk 6, Twin Lakes.

nor shall Landlord be liable for any injury or damage suffered by Tenant as a result of the failure to make necessary repairs to the utility facilities. Tenant shall be liable for any injury or damages to the equipment or service lines of the utility suppliers that are located on the Leased Premises, resulting from the negligent or deliberate acts of Tenant, or its members, agents or visitors. In particular, Tenant shall be liable for any loss or damage due to freezing, stoppage or blockage of water pipes or plumbing fixtures on the Leased Premises.

7. Taxes.

A. Taxes Defined. As used in this Lease, the term "taxes" shall mean all personal property and real property taxes which may be levied, assessed or imposed arising out of Tenant's occupancy and use of the Leased Premises pursuant to this Lease.

B. Possessory Interests. Pursuant to Section 39-3-105, C.R.S., all real or personal property owned by Landlord is exempt from taxation. However, the parties acknowledge that Tenant's occupancy and use of the Leased Premises pursuant to this Lease may be deemed to be a taxable possessory interest, unless otherwise exempt under the provisions of Section 39-3-101, C.R.S., or other applicable law.

C. Tenant to Pay Taxes. Any taxes lawfully assessed arising from Tenant's occupancy and use of the Leased Premises pursuant to this Lease shall be paid by Tenant, and Tenant shall indemnify and hold Landlord harmless from any such taxes. Any taxes due arising from Tenant's occupancy and use of the Leased Premises pursuant to this Lease shall be paid by Tenant in a timely manner. Prior to the last day for payment of such taxes without penalty or interest, Tenant shall provide to Landlord a photostatic copy of the receipt(s) or cancelled check(s) showing payment of taxes. Tenant may pay any taxes in installments if permitted by law.

8. Alterations and Improvements. Tenant shall make no alterations to the building or the Leased Premises or construct any building or make other improvements to the Leased Premises without the prior written consent of Landlord which are contemplated by the Tenant and the Landlord. All alterations, changes, and improvements built, constructed or placed on the Leased Premises by Tenant, with the exception of fixtures removable without damage to the Leased Premises, and moveable personal property shall, unless otherwise provided by written agreement between Landlord and Tenant, be the property of the Landlord and remain on the Leased Premises at the expiration or sooner termination of this Lease.

9. Assignment and Sublease. Tenant shall not sublet the Leased Premises or any part thereof, or assign this Lease, or any part hereof, without the prior written consent of the Landlord, which consent may be withheld in Landlord's sole and absolute discretion. Any use by a party other than Tenant is subject to the terms of the current Schoolhouse Use Agreement approved by the Landlord.

10. Maintenance, Repair and Snow Plowing. Tenant shall, at Tenant's sole expense, keep and maintain the Leased Premises and appurtenances in as good and sanitary condition and repair as when the same were entered upon during the term of this Lease. In particular, Tenant shall keep the fixtures and appliances in, or about the Leased Premises in good order and repair; perform all normal maintenance and minor repairs to the Leased Premises and the appurtenances thereto, including fixtures and appliances; and shall make all required repairs whenever damage thereto shall have resulted from Tenant's misuse, waste, or neglect or that of its business.

invitees, customers, agents or visitors. Maintenance and repair of the Leased Premises (other than normal maintenance and minor repairs) and Landlord's appliances located therein which is not due to Tenant's misuse, waste, or neglect or that of its members, agents or visitors, shall be the responsibility of Landlord; however, it shall be the responsibility of Tenant to notify the Landlord of any necessity for maintenance or repairs. If Tenant performs or pays for any maintenance and repair work to the Leased Premises or Landlord's appliances therein, Landlord shall be responsible for payment therefor only if the Landlord has consented to such maintenance or repair work in writing prior to performance of the work by Tenant. During the term of this Lease, Tenant, at Tenant's sole expense, shall provide all required maintenance and snow plowing necessary to allow the Leased Premises to be used by Tenant for the use described in Section 4.

11. Cleaning. During the term, Tenant will, at its sole expense, keep the Leased Premises in a neat, clean, and sanitary condition, as the same were entered upon during the term of this lease..

12. Surrender of Leased Premises: Removal of Tenant's Property. At the end of the term of this Lease Tenant shall surrender the Leased Premises to the Landlord in as good a condition as existed at the time of the commencement of this Lease, normal wear and tear excepted. At the end of the term of this Lease Tenant shall remove its property from the Leased Premises. Any property of Tenant's not removed from the Leased Premises by Tenant at the expiration of this Lease shall be considered abandoned and Landlord shall have the right (but not the duty), without any notice to Tenant, to sell or otherwise dispose of the same at the expense of the Tenant and shall not be accountable to the Tenant for any part of the proceeds of such sale, if any.

13. Inspection of Leased Premises. Tenant acknowledges that it has inspected the Leased Premises and is aware of its condition. Tenant accepts the Leased Premises in "AS IS" condition without recourse to Landlord for any dangerous conditions, known or unknown.

14. Access To Leased Premises. Tenant shall permit Landlord, its agents, employees and contractors, to have access to and to enter the Leased Premises at all reasonable and necessary times to inspect the Leased Premises for any purpose connected with the repair, improvement, care and management of the Leased Premises, or for any other purpose reasonably connected with Landlord's interest in the Leased Premises.

15. Liens. Tenant shall not permit the creation of any type of lien upon the Leased Premises, including, but not limited to a mechanic's or materialmen's lien. The indemnification provisions of this Lease shall apply to any such lien. If, because of any act or omission of Tenant, and resulting from Tenant's work on the Leased Premises, any mechanic's or other lien, **charge or order for the payment of money shall be filed against the Leased Premises**, Tenant shall, at its own cost and expense, cause the same to be discharged of record or bonded within thirty (30) days from the filing of such lien.

16. Non-Discrimination; Compliance with Applicable Laws. Tenant shall agree that in its use and occupancy of the Leased Premises pursuant to this Lease it will not discriminate against any person because of race, color, creed, sex, sexual orientation, religion, national origin, or disability. Tenant shall further comply with all applicable federal, state, and local laws, rules and regulations. Without limiting the generality of the foregoing, Tenant shall comply as applicable with the Americans With Disabilities Act, 42 U.S.C. §12101, et seq (Public Law 101-336), and all applicable regulations and rules promulgated thereunder by any regulatory agency. The indemnification and termination provisions of this Lease shall apply with respect to tenant's failure to comply with all applicable laws or regulations.

17. Hazardous Materials. Tenant shall not store or permit the storage on the Leased Premises of any type of hazardous or similar material which is regulated by federal, state or local regulation. Landlord is responsible for any existing hazardous materials or environmental conditions existing prior to the commencement of the Lease.

18. Damage To Leased Premises. If the Leased Premises, or any part thereof, shall be partially damaged by fire or other casualty not due to Tenant's negligence or willful act or that of its invitees, agents, or visitors, or other allowed users of the Leased Premises shall, within a reasonable time after notice of such damage, be repaired by Landlord and there shall be an abatement of rent corresponding with the time during which, and the extent to which, the Leased Premises may have been untenantable. If the Leased Premises should be damaged, other than by Tenant's negligence or willful act or that of its members, agents or visitors, to the extent that Landlord shall decide not to rebuild or repair, the term of this Lease shall end and the rent shall be prorated up to the time of the damage. If the Leased Premises, or any part thereof, shall be damaged by fire or other casualty due to Tenant's negligence or willful act or that of its customers, business invitees, agents, or visitors this term of this Lease shall end effective upon such date as Landlord shall designate, and Tenant shall be liable to Landlord for the damages caused by such negligence or willful act.

19. Tenant Default. Tenant shall be in default under this Lease if Tenant fails to comply with any of the terms, provisions, or covenants of this Lease within thirty (30) days following services of a demand for compliance notice by Landlord in accordance with Colorado law.

20. Landlord's Remedies Upon Default. If the Tenant is in default under this Lease, Landlord shall have all of the remedies provided for in such circumstances by Colorado law, including without limitation, the right to terminate this Lease by written notice to Tenant, in which event Tenant shall immediately surrender the Leased Premises to Landlord and, if Tenant fails to do so, Landlord may, without prejudice to any other remedy which it may have for possession or arrearages in rent, enter upon and take possession of the Leased Premises and expel or evict Tenant and any other person who may be occupying the Leased Premises or any part thereof, by force if necessary, without being liable for any claim for damages therefor.

21. Holdover by Tenant. Should Tenant remain in possession of the Leased Premises with the consent of Landlord after the natural expiration of this Lease, a new tenancy from month to month shall be created between Landlord and Tenant which shall be subject to all the terms and conditions hereof, but shall be terminable on thirty(30) days' written notice served by either Landlord or Tenant on the other party.

22. Termination of the Lease by Tenant or Landlord. Either party to the Lease may terminate the Lease upon ninety (90) days written notice to the other party.

23. Surrender Of The Leased Premises. At the expiration of the Lease term, Tenant shall quit and surrender the Leased Premises in as a good state and condition as they were at the commencement of this Lease, reasonable use and wear thereof and damages to the exterior by the elements excepted. Subject to the provisions of Section 26 of this Lease any personal property of Tenant's not removed by Tenant at the expiration of this Lease shall be considered abandoned and Landlord shall have the right, without any notice to Tenant, to sell or otherwise dispose of the same at the expense of the Tenant and shall not be accountable to the Tenant for any part of the proceeds of such sale, if any.

24. Insurance.

24.1 Tenant shall procure and maintain commercial general liability insurance with minimum combined single limits of not less than One Million Dollars (\$1,000,000). Such coverages shall be procured and maintained with forms and insurers acceptable to the Landlord. All coverages shall be continuously maintained to cover all liability, claims, demands, and other obligations assumed by Tenant pursuant to Section 24 of this Lease. In the case of any claims- made policy, the necessary retroactive damages and extended reporting periods shall be procured to maintain such continuous coverages.

24.2. The commercial general liability insurance policy required by Subsection 24.1, above, shall be endorsed to include the Landlord as an additional insured. Every policy required above shall be primary insurance, and any insurance carried by Landlord, its officers, or its employees, shall be excess and not contributory insurance to that provided by Tenant. Tenant shall be solely responsible for any deductible losses under any policy required above.

24.3. A certificate of insurance, and the required policy endorsement, shall be completed by Tenant's insurance agent and provided to the Landlord as evidence that policies providing the required coverages, conditions, and minimum limits are in full force and effect and shall be reviewed and approved by Landlord prior to commencement of the term of this Lease. The certificate shall identify this Lease and shall provide that the coverages afforded under the policies shall not be canceled or terminated until at least fourteen (14) days' prior written notice has been given to Landlord. The completed certificate of insurance shall be sent to:

Lake County School District
328 West 5th Street
Leadville, Colorado 80461
Attention: Bunny Taylor

24.4. Notwithstanding any other portion of this Lease, failure on the part of Tenant to procure or maintain policies providing the required coverages, conditions, and minimum limits shall constitute a material breach of this Lease for which Landlord may immediately terminate this Lease, or, at its discretion, Landlord may procure or renew any such policy or any extended reporting period thereto, and may pay any and all premiums in connection therewith, and all monies so paid by Landlord shall be repaid by Tenant to Landlord upon demand.

25. No Waiver of Governmental Immunity. The parties hereto understand and agree that Landlord is relying on, and does not waive or intend to waive by any provision of this Lease, the monetary limitations, or any other rights, immunities, and protections provided by the Colorado Governmental Immunity Act, Section 24-10-101, et seq. C.R.S., as from time to time amended, or any other limitation or defense otherwise available to Landlord, its officers, or its employees.

26. Indemnification. Tenant agrees to indemnify and hold harmless Landlord, its officers, and employees from and against all liability, claims, and demands, on account of injury, loss, or damage, including without limitation claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other loss of any kind whatsoever, that occur on the Leased Premises and arise out of or are in any manner connected with Tenant's occupancy of the Leased Premises pursuant to this Lease. Tenant agrees to investigate, handle, respond to, and to provide defense for and defend against any such liability, claim, or demand at the sole expense of Tenant. Tenant also agrees to bear all other reasonable costs and expenses related thereto, including court costs and attorney's fees, except as otherwise provided herein.

27. Non-liability of Landlord. Tenant releases Landlord, and the representatives, agent, and employees of Landlord, from any and all liability for any injury or damage to Tenant, or to Tenant's property located on or about the Leased Premises, resulting from any cause whatsoever, except injury or damage resulting from the gross negligence or willful act of Landlord, or the representatives, agents, and employees of Landlord.

28. Landlord's Lien and Security Interest. Landlord shall have at all times a security interest and a lien for all rent and other sums becoming due hereunder from Tenant upon all personal property of Tenant located in the Leased Premises, and such property shall not be removed without the consent of Landlord until all arrearages in rent and other sums then due to Landlord shall first have been paid. Upon the occurrence of any event of default by Tenant, Landlord may foreclose its security interest and lien in the manner provided by law for the foreclosure of a security interest. Tenant agrees upon demand by Landlord to execute and deliver to Landlord a financing statement and security agreement in a form legally sufficient to perfect the security interest in the lien granted to Landlord pursuant to this Section.

29. Abandonment. If, at any time during the term of this Lease, Tenant abandons the Leased Premises, Landlord may, at its option, and with or without terminating this Lease, enter the Leased Premises by any means without being liable for any prosecution therefor, and without becoming liable to Tenant for damages or for any payment of any kind whatsoever, and may, at Landlord's discretion, retake possession and make such changes and repair as may be required, relet the Leased Premises for the whole or any part of the then unexpired term, and may receive and collect all rent payable by virtue of such reletting, and, at Landlord's option, hold Tenant liable for any difference between the rent that would have been payable under this Lease during the balance of the unexpired term, and the net rent for such period realized by Landlord by means of such reletting, less all expenses of such changes and repairs.

30. Notice of Intent to Sell. Landlord shall provide notice of the intent to sell property at least thirty (30) days prior to entering into a signed contract to sell the Leased Premises to a third party.

31. Attorney's Fees. Tenant shall pay all reasonable attorneys' fees and costs on behalf of Landlord if any action brought by the Landlord results in a final court ruling or stipulated settlement in favor of the Landlord and if:

(a) Landlord retains an attorney to institute litigation against Tenant for a breach of the terms and conditions of the Lease;

(b) Landlord retains an attorney to institute litigation against Tenant for unlawful detainer of the Leased Premises; or

(c) Landlord is made party to litigation against Tenant, or by reason of its ownership of the Leased Premises, which is instituted a third party, wherein Landlord is not at fault either actually or by reason of the responsibilities and liabilities assumed by Tenant in this Lease and judgment is rendered against the Tenant in a final court ruling or stipulated settlement in favor of the third party.

32. Notices. Any notices required or permitted hereunder shall be sufficient if personally delivered or if sent by certified mail, return receipt requested, addressed as follows:

If To Landlord:

Lake County School District
328 West 5th Street
Leadville, Colorado 80461

If To Tenant:

Friends of Twin Lakes
231 Lang Street
Twin Lakes, Colorado 81251

Notices mailed in accordance with the provisions of this Section shall be effective on the seventh day following certified mail delivery. Notices personally delivered shall be effective upon delivery. Nothing herein shall prohibit the giving of notice in the manner provided for in the Colorado Rules of Civil Procedure for service of civil process.

33. Time Of Essence. Time is of the essence of this Lease.

34. No Partnership. Notwithstanding anything contained in this Lease to the contrary, it is expressly understood and agreed that the Landlord shall not be construed or held to be a partner, associate, or joint venturer of Tenant in the conduct of its business.

35. Third Parties. This Lease does not, and shall not be deemed or construed to, confer upon or grant to any third party (except a party to whom the Tenant may assign this Lease in accordance with the terms hereof) any right to claim damages or to bring suit, action or other

proceeding against the Landlord because of any breach hereof or because of any of the terms, covenants, agreements and conditions herein.

36. Complete Agreement. It is understood and agreed that this Lease contains the complete and final expression of the agreement between the parties as to the subject matter of this Lease and that there are no promises, representations, or inducements except as are herein set forth.

37. Modification. This Lease may be modified or amended only by a duly authorized written instrument executed by the parties hereto. Oral amendments to this Lease are not permitted.

38. Applicable Law. This Lease shall be interpreted in all respects in accordance with the laws of the State of Colorado without regard to its conflict of laws rules. The parties agree to the jurisdiction and venue of the courts of Lake County, Colorado in connection with any dispute arising out of or in any matter connected with this Lease.

39. Counterparts. This Lease may be executed simultaneously in two or more counterparts, each of which shall be considered an original for all purposes and all of which together shall constitute but one and the same instrument.

39. Section Headings. Section headings are inserted for convenience only and in no way limit or define the interpretation to be placed upon this Lease.

40. Waiver. The failure of either party to exercise any of its rights under this Lease shall not be a waiver of those rights. A party waives only those rights specified in writing and signed by the party waiving its rights.

41. No Recording. This Lease **MAY NOT** be recorded in the real property records of the Clerk and Recorder of Lake County, Colorado.

42. Survival of indemnity Obligations. All indemnity obligations provided for in this Lease shall survive the expiration or termination of this Lease and shall be fully enforceable for a reasonable and foreseeable time thereafter, notwithstanding the expiration or termination of this Lease.

43. Binding Effect. This Lease shall be binding upon, and shall inure to the benefit of the parties, and their respective successors and permitted assigns.

44. Copy of Agreement. Both parties hereby acknowledge receipt of a complete and signed copy of this Lease.

LANDLORD:

BOARD OF EDUCATION OF LAKE COUNTY
SCHOOL DISTRICT 4-1

By: _____
President

ATTEST:

Secretary

TENANT:
FRIENDS OF TWIN LAKES, INC. (a Colorado
non-profit corporation)

By: _____
President

Program for Private Usage in non-Friends of Twin Lakes sponsored activities:

- Applications can be made by groups for private usage, provided that within one year prior to the event, the group must have provided 10 hours of volunteer service to Friends of Twin Lakes “FOTL,” or hours of service as otherwise determined to be reasonable by the FOTL Board based upon service opportunities and difficulty of the service or \$200 paid to FOTL in lieu of service hours.
- Any application for private use must be for usage subject to coverage, functioning heat, if needed, and reasonable safety, between the hours of 8:00 AM and 9:00 PM (or such reasonable times that can be covered and are not unduly disruptive for the Village of Twin Lakes). FOTL reserves the right to deny a usage request if it conflicts with FOTL sponsored activities/meetings or scheduling that conflicts with oversight availability¹ (note that most holiday weekends will be problematic for oversight availability).
- Applicants must provide a hard copy of appropriate event insurance coverage to a FOTL Board Member on or before 14 days of the event. This includes event insurance coverage appropriate for their desired usage that contains a \$1,000,000 general liability coverage with the Lake County School District and FOTL named as an additional insureds (this is consistent with our lease term requirements to protect School District and to provide protection to FOTL).²
- Applicant must agree to 1) set up and clean up in a reasonably careful and prudent manner, as determined by the FOTL Board and use agreement, 2) remove and haul away all trash at the conclusion of the event, 3) sweep and wipe down (with cleaner determined appropriate by the FOTL board) the floors, tables and chairs, and 4) ensure that felt or plastic covered footings are on all chairs, tables or any other items placed on the floor.
- Requests are reviewed by the board and subject to a majority of board approval and commitment by one board member or their designee to oversee the event (see below).
- The usage will be **hourly** with a \$30 per hour of usage/rental fee (if heat is used, the charge will increase by \$10 per hour)

¹ FOTL Board Member, or Board approved designee, oversight of an event means:

- Opening the building for the user (the event user needs to be present while the building is open).
- The FOTL Board Member, or Board approved designee, returns before the event user closes the building following the event to confirm clean up and secure the Schoolhouse.

² Please see an example of special event insurance on theeventhelper.com. (This is not an endorsement for that provider.)

Facility Use Agreement -- Twin Lakes School House

Facility Use agreement ("the Agreement")ⁱ is dated _____ 201__ and is between Friends of Twin Lakes, Inc. ("FOTL") and _____ ("Group," entering agreement). FOTL agrees to allow the Group to use the Twin Lakes School House and its grounds ("TLSH," also referred to as the Facility) upon the following terms and conditions. The number of people using the TLSH shall not exceed _____ (as limited by Fire Chief/Marshal).

RECITALS

A. The building and grounds of the TLSH are provided to assist FOTL in accomplishing its mission as a nonprofit of Colorado. The accomplishment of the mission of FOTL shall be considered to have first priority in all decisions concerning the use of the TLSH and grounds. The use of any facility or grounds shall not be authorized when such use may disturb the conduct of FOTL related or sponsored community related activities. The use of the TLSH is subject to the terms and conditions of this Agreement, and FOTL policies and procedures.

B. The Group desires to use the TLSH for an event, and the FOTL determines it is in its best interest to allow such use pursuant to the terms and conditions herein.

AGREEMENT TERMS

1. **Permission.** The Group has permission to use the Facility during the Group's selected dates and times requested. Any changes in dates and times are subject to availability and oversight. From _____ on _____ ("start time") until _____ on _____ ("end time") for an event scheduled to begin at _____ on _____ and end at _____ on _____.

2. **As is.** The Facility will be delivered to the Group in reasonable condition determined by FOTL to be "As Is" with existing furniture and equipment. Any other needed equipment or furniture must be supplied by the Group. FOTL makes no representations as to the suitability and fitness for use of the TLSH or furnishings used by the Group under this Agreement. (Please note that there are no restrooms or running water on the premises.)

3. **Usage Fee.** The Group using the TLSH shall pay a fee of \$30 per hour, without using heat; and \$40 per hour, if heat is used. The Group will be charged the regular hourly rate for each hour (or fraction thereof) before the start time that they request access for set up and after the event for cleanup. A separate cleaning and security deposit of \$150 is required at the later of signing or five months prior to the event.¹

4. **Insurance.** The Group must obtain and provide proof of appropriate insurance to cover damage and liability incurred by occupancy and /or use of the Facility. The coverage will be documented and a hard copy given to FOTL a minimum of two weeks before the event. The minimum insurance required is \$1,000,000 general liability coverage naming both the Lake County School District and the Friends of Twin Lakes, Inc. as additional insureds. Additional insurance may be required depending upon usage proposed.

Additional insurance, if any: _____

¹ The cleaning and security deposit will be used to pay for repairs, cleaning, or replacement of facilities or furnishings, early arrival or late departure, or the deductible for special event insurance. If no appropriate expenses need to be charged to the deposit, it will be refunded in full within thirty (30) days after the event. If any amount is withheld from the deposit, copies of invoices for all FOTL expenses will be included with any remaining refund due to the Group.

If any damage is not covered by insurance the Group will pay FOTL or the School District in full for damage within 30 days after receipt of FOTL's or the School District's invoice.

5. Indemnity and Responsibility. The Group will indemnify defend and hold harmless Lake County School District, FOTL and its officers and members against any claims, damage, liability, injury, expense or loss, including defense costs and attorney fees arising out of or related to the Group's use. The Group agrees that all participants are under the direct and complete supervision and control of the Group. The Group shall be responsible for any damage to TLSH or personal property caused by the Group, its participants, or guests. The Group shall promptly notify the FOTL if any such damage occurs. FOTL shall not be liable for property damage, personal injury, damages, or other losses or expenses sustained by the Group. The Group assumes all risks, injuries to its participants and loss or damage to its property and the property of its participants.

6. Assignment. This agreement cannot be transferred to any other party.

7. Authority. Each person signing this agreement represents and warrants that they are authorized to sign this agreement on behalf of the Group and they have authority to bind the Group to fully perform in this agreement.

8. Amendments of Agreement. No change(s) is valid unless all parties signing the original agreement sign the appropriately dated modified agreement.

9. Facility use. The Group agrees to maintain the cleanliness of the TLSH and return it and the surrounding area in this state, as well as comply fully with the following:

- All food and all trash must be removed and hauled away from the Facility (it **cannot** be left outside) at the conclusion of the event.
- No camp stoves, live flame candles or open flames (other than sterno food warmers in proper containers to warm food provided by a caterer) may be used inside the Facility.
- Ensure that felt or plastic covered footings are on all chairs, tables or any other items placed on the floor.
- Sweep, wipe down and clean all chairs, tables and floor with cleaners determined by FOTL Board.
- Amount of a cleaning deposit that is withheld is solely determined by FOTL. Most cleaning supplies are supplied by the user, unless otherwise directed by the FOTL Board.
- Upon conclusion of the event the lights are to be turned off and the heater thermostat is set to lowest temperature. Instructions on the use of the heating system are affixed to the wall next to the thermostat. Failure to turn down the thermostat will cause an increased assessment for fuel. All doors closed and locked.
- The possession or use of illegal drugs (as defined by federal or state law) on TLSH property. No marijuana is allowed inside the Facility or grounds. Upon any violation of any local, state, or federal laws or FOTL policies, rules, or regulations, FOTL may in its sole discretion expel any individual violating the policy, or may terminate this entire Agreement, and in such event FOTL shall have no obligation to make any refunds. FOTL reserves the right to deny applications for use if the user has previously violated the rules or if the use would be contrary to the purpose of FOTL's mission, in FOTL's sole discretion.
- No smoking is allowed inside the Facility or outside within twenty five feet of any entry.
- Group shall cooperate with FOTL Board and agents in obtaining access to and securing the Facility following use.
- Stairways, corridors and entrances/exits must be kept free of obstruction at all times.
- Group shall comply with all the reasonable rules and regulations for the protection of the Facility and with all the laws, ordinances, regulations, rules, and orders of appropriate governmental

authorities either now in force or hereafter enacted pertaining to: (i) land use and building and zoning plans, codes, resolutions, and regulations, and (ii) police, fire, sanitary, occupancy, and preservation of the Leased Premises and the sidewalks connected thereto. The Group shall not, during the term hereof, maintain, commit, or permit the maintenance or commission of any hazard, nuisance or waste the TLSH.

10. Termination and Cancellation.

- FOTL reserves the right to revoke use of the Facility and furnishings to any participant whose conduct, solely in the FOTL's opinion, becomes injurious or potentially injurious to the TLSH or FOTL. This includes, but is not limited to, cancellation/revocation in the judgment of the FOTL Board due to safety, inclement weather and/or non-functioning heat (if needed). Such cancellation/revocation shall not be cause for any claim against FOTL for damages due to cancellation/revocation.
- Termination by FOTL for Convenience. FOTL may terminate this Agreement for convenience upon thirty (30) days written notice to the Group. The Group shall receive a full refund of all deposits and payments made by the termination date.
- If the Group cancels the event with less than thirty (30) days' notice in writing to FOTL, the Group shall forfeit half of the refundable cleaning and security deposit.

11. Entire Agreement. This Agreement constitutes the entire agreement between the parties and supersedes all prior agreements or understandings, written or oral, prior to the signing of this Agreement. This Agreement shall not be modified, assigned, altered or changed except by mutual agreement confirmed in writing by an authorized representative of each party to this Agreement.

Friends of Twin Lakes

By:

Title:

Date:

Group

By:

Title:

Date:

ⁱ This Facility Use Agreement is subject to the applicable terms and provisions of the underlying lease agreement between the Friends of Twin Lakes and the Lake County School District, including, but not limited to, termination of lease by Tenant or Landlord. See lease agreement at <http://www.friendsoftwinlakes.com/wp-content/uploads/2011/09/FOTW-School-House-Lease-7-22-14.pdf>.



Lake County School District Twin Lakes Schoolhouse

Renovations possible with Climax
Community Fund Grant of \$20,000 and
Labor from Friends of Twin
Lakes—priceless...



Top left Schoolhouse shown with peeling paint and mottled concrete steps.

Shutters were in such a bad state, they had to be rebuilt and replaced.

Top right shows replaced siding.

Bottom left shows deteriorated steps and bottom right shows them refurbished.



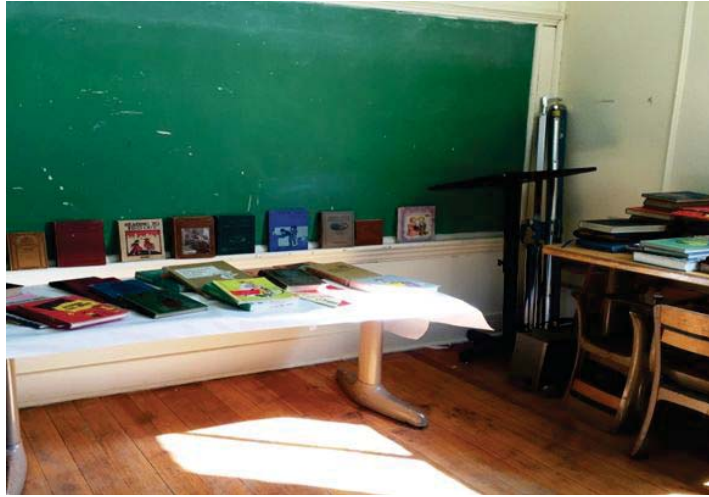
KW Restoration did Lead Paint Abatement and exterior work/painting.

Siding needed to be replaced, door in terrible shape, foundation with many holes for rodents.



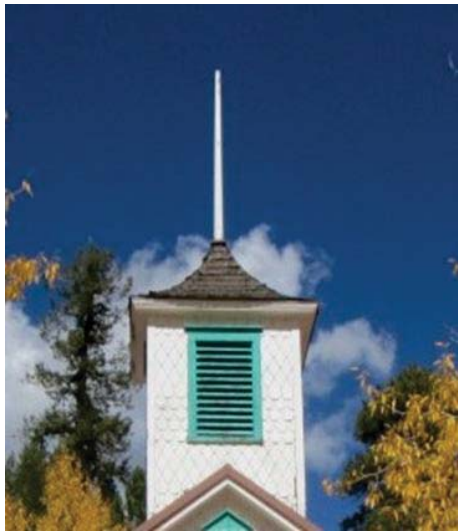
Asbestos tile mitigated by covering with real oak hardwood flooring, installed by FOTL.





Chalk boards before and after.

Interior completely repainted and new drywall added in side rooms and portion of main room.



Cupola before and after.

Usage Since Original Lease in July of 2014

- **1st Annual Everyone is a Valentine in Twin Lakes Pot-Luck 2015. Other Community Potlucks each year since.**
- **Lake County BOCC Summer Twin Lakes Meeting 2014 and yearly since.**
- **Annual Community Picnics 2016, 2017 and 2018.**
- **Emergency Training and Preparedness/Fire Mitigation and Health Seminars-- several each year.**
- **Meetings each year with some grouping of Fire Chief, Sheriff and Building Department.**
- **5 Plays and multiple movie screenings for “Movie Club.”**
- **1 Concert and 2 weddings.**
- **Multiple Educational seminars yearly on topics from Native Americans to Islam and the West to The Appalachians and History of Bluegrass.**
- **Countless board meetings and member meetings.**
- **Summer of 2019 will be used for art display from GOL Outdoors camp from June 25 to 27th.**





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:

Approval Items:

1. Head Start Cost of Living Application (COLA) – this application outlines a request for COLA funding which will add a 1.77% increase to our base Head Start grant. These funds will be used to increase our salaries for currently employed staff, increase our base salary schedule, and increase our supply budget to off-set some of our higher costs associated with this line item in the budget. Along with the narrative and budget justification, we have included the proposed salary schedule which reflects the 1.77% increase.



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

Ms. Dolly Hull
Program Specialist, Office of Head Start, Region VIII
Department of Health and Human Services
Administration for Children and Families
999 18th Street
South Terrace, Suite 499
Denver, CO 80202

May 1, 2019

Dear Ms. Hull,

The following is a narrative and justification for a Cost-Of-Living Adjustment (COLA) of 1.77% to increase the permanent base funding for our Head Start grant. The requested award amount is \$10,437.

Our program serves all of Lake County, Colorado. The Center, a comprehensive family center, was developed through the collaboration of community agencies by the Lake County School District in 1988. Head Start is an integral part of the many Early Childhood Programs that operate within The Center. The Center is licensed for 132 children ages 3 to 5 years of age. The building is open 11 hours a day during the school year, providing preschool services to the majority of the county's three and four year olds. The program allows parents to commute long distances to work knowing that their children are well cared for. The Early Childhood programs and funding sources used to operate the building include Head Start, Colorado Preschool Program, Special Education, Colorado Child Care Assistance program (CCCAP), program tuition and private foundation monies. The Center has been able to offer affordable childcare rates through its system of braided funding. Each program collaborates with the others allowing for the best possible services for all children and families.

Currently, the Lake County Head Start program is funded for forty children who receive Head Start services at The Center. Our Early Head Start program is funded for twelve spots in the home based option. Those families not enrolled in one of many funded programs pay a sliding scale fee for childcare services.

Mission Statement:

Our mission is to serve and respect children and families by providing research-based early childhood services that promote the development of knowledge, life skills and self-esteem.

Program & Budget Narrative

COLA Allocations & Justification

We propose allocating the \$10,437 permanent COLA funding increase to staff salaries and fringe benefits. Over the last few years we have seen fluctuating teacher retention, with an average of 67% of teachers returning. Through increasing salaries to be more commensurate with similar programs, we feel it would allow us to hire and keep more experienced teachers and managers. This would, in turn, lead to more time and energy spent on increasing quality services and instruction rather than on hiring. Therefore, we propose using COLA funds to give our current managers, teachers and support staff a 1.77% increase, to fund a 1.77% increase to the salary schedule, and to fund the associated fringe benefit increases. This will be a permanent increase to the pay scale and is applied uniformly to all classroom staff.

In addition, we propose using the remaining COLA funds to increase the supplies and copy machine budget. With these costs continuing to rise over the past year, a commensurate budget increase is needed.

Budget Justification

Budget Category	Description	Amount
Head Start - Personnel	COLA funds to be used for a 1.77% wage increase for managers, teachers and support staff	\$5,011
Head Start - Fringe Benefits	COLA funds for increased fringe benefits related to above wage increases (PERA, Medicare)	\$1,947
Early Head Start - Personnel	COLA funds to be used for a 1.77% wage increase for managers, teachers and support staff	\$1,282
Early Head Start - Fringe Benefits	COLA funds for increased fringe benefits related to above wage increases (PERA, Medicare)	\$403
Supplies	COLA funds to be used to offset rises in supply costs and the copy machine service contract	\$1,794
TOTAL COLA FUNDS		\$10,437

In Kind

Our in kind match for this COLA funding opportunity is \$2609. We plan to meet this requirement with additional support from Lake County School District transportation department providing maintenance on the new vehicle purchased for the Early Head Start home visitor.

Maintenance costs on EHS vehicle = \$2609

TOTAL ANTICIPATED IN KIND FUNDS

\$2609

Please consider our funding proposal to cover the increased cost of employee wages and fringe benefits and supply costs.

Sincerely,

Tanya Lenhard, *Director of Early Childhood Programs*

The Center Early Childhood Programs
Head Start/CPP
Proposed Wage Scale - after 2019 COLA

LEAD TEACHER or HOME VISITOR*										
STEP		A	B	C	D	E	F	G	H	I
1				13.58	14.67	16.22	16.37	17.56	18.87	19.20
2				13.69	14.79	16.36	16.49	17.67	18.99	19.32
3				13.81	14.91	16.48	16.60	17.79	19.10	19.44
ASSISTANT TEACHER*										
STEP		A	B	C	D	E	F	G	H	I
1		12.67	12.77	12.98	13.79	15.36	15.49	16.67	17.98	18.30
2			12.87	13.08	13.92	15.48	15.59	16.79	18.11	18.43
3				13.18	14.03	15.58	15.72	16.92	18.23	18.55
SUPPORT STAFF										
STEP		A	B	C	D	E	F	G	H	
1		12.31	12.42	12.57	12.77	13.20	13.34	14.51	15.84	
2		12.37	12.47	12.62	12.82	13.31	13.45	14.62	15.94	
3			12.52	12.72	12.87	13.41	13.55	14.73	16.05	
SUBSTITUTE										
STEP										
SUB 1		12.21	12.21	12.21	12.21	12.72	12.72	12.72	12.72	
SUB 2		12.47	12.47	12.47	12.47	12.72	12.72	12.72	12.72	

*Bilingual Teachers will receive a \$.10 per hour increase above these amounts.

- A High School Diploma or equivalent
- B Early Childhood Teacher per Colorado Licensing Child Care Rules and Regs
- C AA – Unrelated field
- D CDA or Colorado Credential Level Equivalent
- E AA – Early Childhood Education or Related Field
- F BA – Unrelated Field
- G BA – Early Childhood Education or Related Field
- H BA+15 – Early Childhood Education
- I MA – Early Childhood Education or Related Field

SUB 1 See Steps above

SUB 2 Step + 10 years of experience

NOTE: This schedule is strictly for placing an individual at the time of hire on a certain experience level. Thereafter, the employee shall receive a COLA raise as directed by the Lake County School District Board of Education on an annual basis.

WAGE INCREASE POLICY

Employees who successfully complete educational advancement will receive a wage increase as per the following schedule, effective immediately upon presenting a transcript demonstrating completion:

Completion of Assistant Early Childhood Teacher	
Completion of Early Childhood Teacher	\$.50 per hour increase
Completion of CDA or equivalent	Increase to Step 1 wage on scale D or \$.50 per increase, whichever is more
Completion of AA in ECE or Related	Increase to Step 1 wage on scale E or a \$1.50 per hour increase, whichever is more
Completion of BA in ECE or Related	Increase to Step 1 wage on scale F or G or a \$1.50 per hour increase, whichever is more.
Completion of BA+15 Credits	Increase to Step 1 wage on scale H or a \$1.00 per hour increase, whichever is more
Completion of MA	Increase to Step 1 wage on scale I or a \$1.50 per hour increase, whichever is more

Substitute Director pay will be \$2.50/hr or \$15.00/day.

The Center Early Childhood Programs
Head Start/CPP
Wage Scale

LEAD TEACHER or HOME VISITOR*										
STEP		A	B	C	D	E	F	G	H	I
1				13.34	14.42	15.94	16.09	17.25	18.54	19.84
2				13.46	14.54	16.08	16.20	17.37	18.66	19.96
3				13.57	14.65	16.19	16.31	17.48	18.77	20.05
										0.00
ASSISTANT TEACHER*										0.00
STEP		A	B	C	D	E	F	G	H	I
1		12.45	12.55	12.75	13.55	15.09	15.22	16.38	17.67	18.98
2			12.65	12.85	13.68	15.21	15.32	16.50	17.80	19.11
3				12.95	13.79	15.31	15.45	16.62	17.91	19.21
SUPPORT STAFF										
STEP		A	B	C	D	E	F	G	H	I
1		12.10	12.20	12.35	12.55	12.97	13.11	14.26	15.56	
2		12.15	12.25	12.40	12.60	13.08	13.21	14.36	15.67	
3			12.30	12.50	12.65	13.18	13.32	14.47	15.77	
SUBSTITUTE										
STEP		A	B	C	D	E	F	G	H	I
SUB 1		12.00	12.00	12.00	12.00	12.00	12.50	12.50	12.50	12.50
SUB 2		12.25	12.25	12.25	12.25	12.25	12.50	12.50	12.50	12.50

*Bilingual Teachers will receive a \$.10 per hour increase above these amounts.

- A High School Diploma or equivalent
- B Early Childhood Teacher per Colorado Licensing Child Care Rules and Regs
- C AA – Unrelated field
- D CDA or Colorado Credential Level Equivalent
- E AA – Early Childhood Education or Related Field
- F BA – Unrelated Field
- G BA – Early Childhood Education or Related Field
- H BA+15 – Early Childhood Education
- I MA – Early Childhood Education or Related Field
- SUB 1 See Steps above
- SUB 2 Step + 10 years of experience

NOTE: This schedule is strictly for placing an individual at the time of hire on a certain experience level. Thereafter, the employee shall receive a COLA raise as directed by the Lake County School District Board of Education on an annual basis.

WAGE INCREASE POLICY

Employees who successfully complete educational advancement will receive a wage increase as per the following schedule, effective immediately upon presenting a transcript demonstrating completion:

Completion of Assistant Early Childhood Teacher	a \$.25 per hour increase
Completion of Early Childhood Teacher	a \$.50 per hour increase
Completion of CDA or equivalent qualification	Increase to Step 1 wage on scale D or \$0.50 per increase, whichever is more
Completion of AA in ECE or Related	Increase to Step 1 wage on scale E or a \$1.50 per hour increase, whichever is
Completion of BA in ECE or Related	Increase to Step 1 wage on scale F or G or a \$1.50 per hour increase, whichever is more.
Completion of BA+15 Credits	Increase to Step 1 wage on scale H or a \$1.00 per hour increase, whichever is more
Completion of MA	Increase to Step 1 wage on scale I or a \$1.50 per hour increase, whichever is

Substitute Director pay will be \$2.50/hr or \$15.00/day.

RESOLUTION NO. 19-14 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:

- Colorado Preschool Program Fund, for a total amount up to \$39,700 for the installation of security cameras in the preschool hallway and public areas of the preschool wing at Pitts Elementary School.

BE IT FURTHER RESOLVED, the use of this portion of the beginning fund balance in the CPP 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: May 14, 2019

THIS IS A DRAFT. We are families supporting families. Because this group was formed in response to the charges of child sexual abuse, that is where we have been able to be definitive regarding our identity and mission. As we continue to meet, we are flushing out the other aspects of what this group does and what we will focus on. Ultimately, however, we are about support for those who need it.

Las Voces United

Against violence in Lake County Schools

We are Las Voces United. Our mission is to improve the way community members and institutions in Lake County understand, prevent, respond to, and heal from violence.

Work areas

Survivor Support	Education	Advocacy
<ul style="list-style-type: none"> • We offer a safe, compassionate space for survivors to share their stories of sexual violence • We collect stories of sexual violence and amplify the voices of the unheard • We offer support and guidance through the processes of reporting sexual violence 	<ul style="list-style-type: none"> • We promote fact- and research-based understanding of sexual violence • We seek to educate ourselves in all aspects of our mission, and to offer that education and guidance to others • We offer education to institutions, organizations and individuals 	<ul style="list-style-type: none"> • We advocate for thorough due process and investigation into reports of sexual violence • We advocate for the best possible policies and practices within our public institutions to prevent sexual violence • We advocate for survivor-oriented practices

<i>We believe....</i>	<i>We commit to...</i>
<ul style="list-style-type: none"> • Sexual violence can take many forms: big and small; verbal, physical, and psychological; • Sexual violence affects people of all backgrounds, identities, statuses, • Sexual violence has a ripple effect of trauma. It hurts direct victims, as well as secondary and peripheral victims, and harms the entire community. • Sexual violence has many root causes that warrant our attention: the cycle of abuse; socioeconomics; mental health; social and cultural norms; prejudice; inequity; and more. • Every person's experience is valid, real, and deserves our respect. 	<ul style="list-style-type: none"> • Hearing and believing the stories and experiences of survivors of sexual violence • Preserving the privacy, dignity and safety of survivors • Seeking understanding • Checking our assumptions • Being kind, inclusive and respectful in our interactions • Meeting regularly • Including all people who adhere to our agreements and values • Conducting our meetings in English and Spanish (and other languages if the need arises) • Offering support help attendance, such as dinner and childcare

In our gatherings we agree to...

<ol style="list-style-type: none">1. Speak only for ourselves2. Ask for clarification if we don't understand3. Assume best intentions4. Disagree respectfully and with kindness; respect differing perspectives.	<ol style="list-style-type: none">5. Maintain confidentiality of what is shared in our group.6. Allow time for language interpretation, and for the interpreted statement to be digested by all.7. Apologize if we harm someone, even unintentionally
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Las Voces United

Contra la violencia sexual en el condado de Lake

Somos Las Voces Unidos. Nuestra misión es mejorar la forma en que los miembros de la comunidad y las instituciones en el Condado de Lake entienden, previenen, responden a y sanan de la violencia sexual.

Áreas de Trabajo

El apoyo de sobrevivientes	La educación	La abogacía
<ul style="list-style-type: none"> • Ofrecemos un espacio seguro y compasivo para que los sobrevivientes puedan compartir sus historias de violencia sexual • Recopilamos historias de violencia sexual y amplificamos las voces de los desconocidos. • Ofrecemos apoyo y orientación a través de los procesos de reportar la violencia sexual. 	<ul style="list-style-type: none"> • Promovemos la comprensión de la violencia sexual basada en hechos e investigaciones. • Nos educamos en todos los aspectos de nuestra misión, y ofrecemos la educación y orientación a los demás. • Ofrecemos educación a instituciones, organizaciones y individuos. 	<ul style="list-style-type: none"> • Abogamos por el debido proceso e investigación a fondo sobre los informes de violencia sexual. • Abogamos por las mejores políticas y prácticas posibles dentro de nuestras instituciones públicas para prevenir la violencia sexual • Abogamos por prácticas orientadas a las sobrevivientes.

Creemos que...	Nos comprometemos a ...
<ul style="list-style-type: none"> • La violencia sexual puede presentar en muchas formas: grandes y pequeñas; verbal, física y psicológica. • La violencia sexual afecta a personas de todos los orígenes, identidades y estados. • La violencia sexual tiene un efecto dominó de trauma. Daña a las víctimas directas, así como a las víctimas secundarias y periféricas, y daña a toda la comunidad. • La violencia sexual tiene muchas causas fundamentales que merecen nuestra atención: el ciclo de abuso; el estatus socioeconómico; la salud mental; normas sociales y culturales; el prejuicio; la falta de equidad; y más. • La experiencia de cada persona es válida, real y merece nuestro respeto. 	<ul style="list-style-type: none"> • Escuchar y creer las historias y experiencias de sobrevivientes de violencia sexual. • Preservar la privacidad, la dignidad y la seguridad de los sobrevivientes • Buscar comprensión • Comprobar nuestras suposiciones • Ser amable, incluyente y respetuoso en nuestras interacciones. • Reunirnos regularmente • Incluir a todas las personas que se adhieren a nuestros acuerdos y valores. • Conducir nuestras reuniones en inglés y español (y en otros idiomas si sea necesario) • Ofrecer asistencia en asistir, como comida y cuidado de niños.

En nuestras reuniones acordamos ...

<ol style="list-style-type: none">1. Hablar solo por nosotros mismos2. Solicite una aclaración si no entendemos.3. Asume las mejores intenciones4. En desacuerdo, mantener el respeto y la amabilidad	<ol style="list-style-type: none">5. Mantener la confidencialidad de lo que se comparte en nuestro grupo.6. Permita tiempo para la interpretación del idioma y para que la declaración interpretada sea considerada por todos.7. Pedir disculpas si dañamos a alguien, incluso sin intención
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Board Reports:

Amy Frykholm

I attended Business After Hours at the Mining Museum with Bunny, Wendy, Jeff and other members of the school and business communities. The food (prepared by Julie and co.) was especially memorable.

I also attended the lunch that we hosted for Center staff. I got a chance to interact personally with staff and give them my cards in case they wanted to talk about anything. But for the most part, it was just a simple hello and then they headed back to their classrooms.

I also attended a meeting with parents, Wendy, Ellie, and Amy Reyes to answer questions about the Center's protocols and practices.

The play was also terrific, and I was very sad to miss the Art Show because I was in Chicago.

Ellie Solomon

We have had/are planning several special meetings of Policy Council but our regular meeting is not until the 16th. I want to amplify the official board message, specifically related to Center staff who keep soldiering on during this situation. I also attended the musical and was again blown away by the wonderful job the whole team did on a terrific performance.

Jeff Fiedler

Attended the quarterly BOCES meeting. Main update was that all paperwork and financials have been completed for the split from western school districts to form the current Mountain BOCES (Fairplay; Salida; BV; Lake; CMC). This was a 2-year process that consumed a lot of time and attention of BOCES staff, so good to get it totally wrapped up. Main discussion item was how to conduct the review of the BOCES director (i.e., how to get good input from each District Superintendent and relevant staff).

Stephanie McBride

These are my notes from the last two LURA meetings:

3/26/19

- There is an empty seat on the board due to Andrew Purdy vacating the special district seat. It was suggested that Jane Gowing go from council member of the board to the special district seat. This would make the board an even number, so the mayor will appoint someone else to sit on the board.
- Anne sent forms to Sarah Dallas that should be shared with potential developers that are requesting funding.
- Anne offered a workshop on how to evaluate applications.
- Anne has a service through her firm to help evaluate applications. The cost is \$2000-\$5000 for the evaluation. Developers typically pay the cost- this is an eligible expense that can be covered by TIF funding.
- Board could develop their own evaluation tool.
- The plan hasn't been adopted, so it can be changed. There was a thought to add more to the plan area to include Shopko and the new doggie daycare. The group thought that this may not be worth it to add them because we may not be perceived as working in good faith to the public.
- There are people working on the legal description of the plan area and map, which could cause delays.
- We are moving forward with the mediator decision regarding Leadville Sanitation (p.s. I don't know what this is), but we don't need a new IGA because of statute.
- The cost of the legal description is \$800-\$1100- could potentially be done by 3/29/19.

4/6/19

- Special district seat:
 - Mayor may not be able to make second appointment because the number of city council members would have to make the number even for an appointment to be necessary. Christiana (lawyer) recommends that Jane stay council rep, not special district rep. This may cause Andrew Purdy to have to stay on the board (the rep has to come from Leadville Sanitation, SVGH or Brooklyn Heights).
- John (the Railyard project) has partnered with people in Texas. Anne has given them applications, etc.
- The plan area will be given to council for approval June 4th after a public meeting- no applications can be accepted until then.
- Documents given to developers will be reviewed starting at the July board meeting.
- The goal is to post the public hearing for Phase I major subdivision by May 22.

- Anne walked the Texan investors through what they will need to provide for their funding request. They can only request the revenue that they will generate. Ann suggested reimbursement rather than bond approach.
- City costs have to be reimbursed first.
- The TIF funding goes along with property ownership, not investors. Funding will be given to the developer, not the investors. We will give a letter pledging money if approved.
- Anyone requesting fund has to give all of the detail of their plans and expenses.
- Since so much time has passed, there will be an update given to Planning & Zoning at their next meeting They have already approved everything. Sarah will ask P&Z for a letter saying that the plan is consistent with the overall plan for the city.
- There will be a letter sent from the board to the special districts asking for their board appointment.
- The board received the notice that will go to the public and the notice to property owners and business interests in the plan area. Notice to owners/tenants will have a map of the area on the back.
- The survey is complete, but the map has to be updated because there is a park that was not drawn on the map.
- The plan has to be voted on within 120 days of opening public meeting. If council is ready to approve the plan on June 4, they'll approve two resolutions: one stating there is a finding of blight in the area and one saying they agree to adopt the plan.
- FAQ was updated and should be posted on the website.

On another note, the celebration of learning at West Park was amazing! The students were so knowledgeable, and their hard work definitely showed!

Eudelia Contreras

No report at this time



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:

Informational Items:

1. February Director's Report
2. March Director's Report
3. February and March Policy Council Meeting Minutes

Lake County School District
Head Start Program
Director Report Month of – February 2019

Program Enrollment					
Head Start:	40		Full Day Head Start total = 15 (15 spots)		
CPP:	9 children served through double slots				
Early Head Start:	6		Following up with several families that expressed interest in the program during February home visits		
Wait List					
<u>Head Start</u>	Income Eligible	Over-Income	<u>Early Head Start</u>	Income Eligible	Over-Income
	8	1		6	0
Total <u>unserved</u> by Any ECE Program	12				
Attendance					
Average Percentage	80.5%			Our attendance percentage has come up, but we are still seeing illness and several children have been out for full weeks at a time. We have seen several cases of the flu.	
In-Kind and Volunteers					
In-kind to date FY18	Feb 2019: \$3,418.10			Total In-kind Met for Head Start FY18: \$165,431.70	
Parent Volunteers					
Budget					
<u>Head Start Budget-FY18 and FY 19</u>	<u>Attached</u>			FY2018 fully expended and/or encumbered	
<u>Early Head Start Budget FY18 and FY19</u>	<u>Attached</u>			FY2018 fully expended and/or encumbered	
CACFP-Free/reduced meal Reimbursement	January Claim: \$6,957.60 (total claim amount includes our sponsor sites) February Claim: In progress			February Meal Counts:	
				Breakfast:	1,024
				Lunch:	956
				Snack	250
Grant Updates, Goals, Program Monitoring and Self-Assessment					
Program Self-Assessment and Monitoring	Along with our regular program self-assessment activities, we have identified 4 priorities for further information and reflection: attendance, Dual Language Learner Approach, health data, and school readiness goal revisions				
1) Head Start Federal Financial Reports	Resubmitted Q4 Cash Transaction Report of FY2018 Final FY2018 report due on 4/30/2019				
2)Grant Awards	Pumpkin Patch Funding for Learn to Ski Program – funds were spent to cover cost of				

program in January 2019, final report submitted to Pumpkin Patch				
Program Goal			Year 5 Objectives	
I. Our program will be productive and efficient with respect to building use and school district partnerships			Refine program wide systems, structure, and program design for a birth to 5 program with full implementation of Early Head Start Services.	
II. Our program will provide high quality services through clear communication of updated policies and resources.			Provide families with more direct communication related to classroom communication with the Creative Curriculum and Dinosaur School.	
III. Our program will focus on mentoring, team building, and targeted professional development to provide high quality learning experiences for children.			Provide ongoing professional development with the implementation and fidelity with the Creative Curriculum and utilize coaching systems to support teacher goals and progress.	
IV. Our program will celebrate and enhance parent’s role as their child’s first and most important teacher by providing access to resources about child development, early learning, health, wellness, and strong families.			Streamline program systems for a coordinated approach with health and family engagement specifically focused on dental and mental health services and follow up care.	
V. Our program will understand and promote the connection between family engagement and school readiness.			Continue with family engagement and outcomes data and analysis to refine family goal setting, parent training, and resource systems.	
Head Start Health and Developmental Screenings				
Physicals	Complete	No Exam	Expired	Notes/Comments
	40	0	0	
Lead	37 2 Rescreen exams needed	1	2	Health summary info shared at home visits; Re-screens are due April 2019
Hemoglobin				
Dental	38	2	0	Restorative Care Needed: 5 (all received)
Immunizations	Up to date	Follow Up		
		All immunizations are up to date at this time		
Hearing	Passed	Rescreen Required	No Exam	
	40	0	0	
Vision	40	0	0	
Speed Dial 4	Complete	Incomplete	Notes:	IEP: Head Start: Child Care: Total:
	39	1	In progress with newly enrolled child	
Ages and Stages SE	39	1	In progress with newly enrolled child	

Task	X = Attended	Comment
Meetings attended: Policy Council Parent Committee/FFN	X	

Manager's Meeting School Board LCECC CHSA Child Care Collab Health Services Advisory Committee Education Committee	X	
Program Trainings	<u>Teaching and Home Visitor Training:</u> New Staff Training (4 participants): Teaching Strategies GOLD training modules and objectives PLC Topics: <ul style="list-style-type: none">Feb 1, 2019 – Home Visit Logistics; Clothing Study Powerpoint – a celebration of implemented curriculum components; Clothing End of Study Outdoor CelebrationFeb 22, 2019 – Details regarding makeover of classroom learning center Feb Professional Development Day was utilized to complete home visits <u>Management Team Training:</u> Feb 25-28 Parents as Teachers Foundational Training for Assistant Director of Education and Family and Community Partnerships Manager	
Other: <u>Staffing Updates:</u> Hired 2 new subs – Caitlyn Ayers and Sarah Hart, orientations are scheduled for March <u>Program Events:</u> Hosted Cavity Free at Three Screenings and fluoride applications on Feb 28, 2019 – 26 children participated, working on any follow up needed with families from these screenings. All classrooms received a short presentation on oral health care and goody bags with oral health care supplies. 2 nd Home Visit occurred with families in February. Website has been completely updated and we are posting new updates weekly along with monthly newsletter, home to school calendars, ect		

Approval Items:

- Self-Assessment Policy, Topics, and Plan

Informational Items: Attached please find for your information –

- Winter Outcomes Data Report
- Head Start and Early Head Start Budgets January 2019 (FY18)
- Head Start and Early Head Start Budgets February 2019 (FY19)

Submitted by: Tanya Lenhard

Date: 3/5/19

FY 18 EHS Budget

FY 2018 EHS Budget		JANUARY	YTD	FY18 BUDGET
	Revenue			
27.971.01.3330.0110.108.008600	ADM SALARIES	\$4,704.00		\$8,743
	CC SALARY	\$6,805.00		\$36,830
27.971.01.3330.0221.108.008600	ADM MEDICARE	\$45.00		\$127
	CC MEDICARE	\$103.00		\$534
27.971.01.3330.0230.108.008600	ADM PERA	\$625.00		\$1,836
	CC PERA	\$1,429.00		\$7,733
27.971.01.3330.0250.108.008600	ADM HEALTH	\$0.00		\$0
	CC HEALTH	\$1,093.00		\$0
27.971.01.3330.0110.403.008600	HV SALARY	\$1,783.84		\$26,880
27.971.01.3330.0221.403.008600	HV MEDICARE	\$25.52		\$390
27.971.01.3330.0230.403.008600	HV PERA	\$354.56		\$6,500
27.971.01.3330.0250.403.008600	HV HEALTH	\$373.67		\$5,645
	PRO/TECH			\$0
27.971.01.3330.0320.000.008600	EDUCATION	\$6,734.89		\$1,126
27.971.01.3330.0330.000.008600	COPY MACHINE			\$2,700
	MED/DENTAL			\$0
	PARENT FUND			\$0
	STUD TRANS			\$0
	INSURANCE/AUDIT			\$0
27.971.01.3330.0531.000.008600	TELEPHONE	\$90.25		\$840
	POSTAGE			\$0
27.971.01.3330.0580.000.008600	TRAVEL/REGISTRATION			\$4,500
27.971.01.3330.0610.000.008600	SUPPLIES	\$4,472.79		\$4,138
27.971.01.3330.0620.000.008600	UTILITIES			\$1,000
	DUES/FEES			\$0
	EQUIPMENT			\$0
		\$28,639.52	\$20,000.00	\$48,639.52
				\$46,184

FY 18 EHS Budget

FY 2018 EHS Budget		JANUARY	YTD	FY18 BUDGET
	Revenue			
27.971.01.3330.0110.108.008600	ADM SALARIES	\$4,704.00		\$8,743
	CC SALARY	\$6,805.00		\$36,830
27.971.01.3330.0221.108.008600	ADM MEDICARE	\$45.00		\$127
	CC MEDICARE	\$103.00		\$534
27.971.01.3330.0230.108.008600	ADM PERA	\$625.00		\$1,836
	CC PERA	\$1,429.00		\$7,733
27.971.01.3330.0250.108.008600	ADM HEALTH	\$0.00		\$0
	CC HEALTH	\$1,093.00		\$0
27.971.01.3330.0110.403.008600	HV SALARY	\$1,783.84		\$26,880
27.971.01.3330.0221.403.008600	HV MEDICARE	\$25.52		\$390
27.971.01.3330.0230.403.008600	HV PERA	\$354.56		\$6,500
27.971.01.3330.0250.403.008600	HV HEALTH	\$373.67		\$5,645
	PRO/TECH			\$0
27.971.01.3330.0320.000.008600	EDUCATION	\$6,734.89		\$1,126
27.971.01.3330.0330.000.008600	COPY MACHINE			\$2,700
	MED/DENTAL			\$0
	PARENT FUND			\$0
	STUD TRANS			\$0
	INSURANCE/AUDIT			\$0
27.971.01.3330.0531.000.008600	TELEPHONE	\$90.25		\$840
	POSTAGE			\$0
27.971.01.3330.0580.000.008600	TRAVEL/REGISTRATION			\$4,500
27.971.01.3330.0610.000.008600	SUPPLIES	\$4,472.79		\$4,138
27.971.01.3330.0620.000.008600	UTILITIES			\$1,000
	DUES/FEES			\$0
	EQUIPMENT			\$0
		\$28,639.52	\$20,000.00	\$48,639.52
				\$46,184

Lake County School District
Head Start Program
Director Report Month of – March 2019

Program Enrollment					
Head Start:	40		Two children dropped the month of March, these open spots were filled from the wait list Full Day Head Start total = 15 (15 spots)		
CPP:	65 9 children served through double slots				
Early Head Start:	9		We are currently following up on three received applications for income verification, we anticipate being fully enrolled early in April		
Wait List					
<u>Head Start</u>	Income Eligible	Over-Income	<u>Early Head Start</u>	Income Eligible	Over-Income
	8	1		0	4
Total <u>unserved</u> by Any ECE Program	12				
Attendance					
Average Percentage	86.9%			Attendance percentages continue to increase, children with illnesses are doing better. We are working to address a few recurring attendance concerns.	
In-Kind and Volunteers					
In-kind to date FY18	Feb 2019: \$2,712.79			Total In-Kind Required for FY19: \$150,408	
Parent Volunteers	16				
Budget					
<u>Head Start Budget- FY18 and FY 19</u>	<u>Attached</u>			FY2018 fully expended and/or encumbered; FY19 slight adjustments to ensure the correct allocations are occurring	
<u>Early Head Start Budget FY18 and FY19</u>	<u>Attached</u>			FY2018 fully expended and/or encumbered; FY19 slight adjustments to ensure correct allocations are occurring	
CACFP- Free/reduced meal Reimbursement	February Claim: \$6900.37 (total claim amount includes our sponsor sites) March Claim: In Progress			February Meal Counts:	
				Breakfast:	602
				Lunch:	540
				Snack	176
Grant Updates, Goals, Program Monitoring and Self-Assessment					
Program Self-Assessment and Monitoring	Along with our regular program self-assessment activities, we have identified 4 priorities for further information and reflection: attendance, Dual Language Learner Approach, health data, and school readiness goal revisions				
1) Head Start	Head Start Draw Down of Funds				

Federal Financial Reports	<ul style="list-style-type: none">• Head Start: \$50,042• Early Head Start: \$3,189• Total: \$53,231 Final FY2018 report due on 4/30/2019			
2)Grant Awards	Completed and submitted Final Report for 2017-2018 Temple Hoyne Buell Funds Completed and submitted Final Report for 2018-2019 Pumpkin Patch Funds			
Program Goal			Year 5 Objectives	
I. Our program will be productive and efficient with respect to building use and school district partnerships			Refine program wide systems, structure, and program design for a birth to 5 program with full implementation of Early Head Start Services.	
II. Our program will provide high quality services through clear communication of updated policies and resources.			Provide families with more direct communication related to classroom communication with the Creative Curriculum and Dinosaur School.	
III. Our program will focus on mentoring, team building, and targeted professional development to provide high quality learning experiences for children.			Provide ongoing professional development with the implementation and fidelity with the Creative Curriculum and utilize coaching systems to support teacher goals and progress.	
IV. Our program will celebrate and enhance parent’s role as their child’s first and most important teacher by providing access to resources about child development, early learning, health, wellness, and strong families.			Streamline program systems for a coordinated approach with health and family engagement specifically focused on dental and mental health services and follow up care.	
V. Our program will understand and promote the connection between family engagement and school readiness.			Continue with family engagement and outcomes data and analysis to refine family goal setting, parent training, and resource systems.	
Head Start Health and Developmental Screenings				
Physicals	<i>Complete</i>	<i>No Exam</i>	<i>Expired</i>	Notes/Comments
	40	0	0	
Lead	37 2 Rescreen exams needed	1	2	Re-screens are due April 2019
Hemoglobin	37	1	2	
Dental	38	2	0	Restorative Care Needed: 5 (all received)
Immunizations	<i>Up to date</i>	<i>Follow Up</i>		
		All immunizations are up to date at this time		
Hearing	<i>Passed</i>	<i>Rescreen Required</i>	<i>No Exam</i>	
	40	0	0	
Vision	40	0	0	
Speed Dial 4	<i>Complete</i>	<i>Incomplete</i>	<i>Notes:</i>	IEP: Head Start: 10 Child Care: 8 Total: 18
	40	0		
Ages and Stages SE	40	0		

Task	X = Attended	Comment
<u>Meetings attended:</u> Policy Council Parent Committee/FFN Manager's Meeting School Board LCECC CHSA Child Care Collab Health Services Advisory Committee Education Committee	X X X X X	
Program Trainings	<u>Teaching and Home Visitor Training:</u> March PLC Topics: <ul style="list-style-type: none">• Language Data Dialogue• April Parent Teacher Conference Logistics and Materials• End of the Year Timeline of Events March Professional Development Day Topics: <ul style="list-style-type: none">• Social Emotional Development and Solving Social Problems – data and solution toolkit strategy• Learning Center Make-overs – teaching teams utilized the Creative Curriculum to review information regarding chosen learning center, then re-designed this area and shared their learning and final product with the other teaching teams• Dual Language Learners and Language Acquisition Training Part II <u>Management Team Training:</u> <ul style="list-style-type: none">• Various webinars by content	
Other: <u>Staffing Updates:</u> Orientations completed for new subs <u>Program Events:</u> Family Fun Night Event at CMC hosted on March 27, 2019 – Focus: Physical Activity <ul style="list-style-type: none">• 36 Families in attendance (12 Head Start, 1 Early Head Start, 24 CPP and Tuition)• 121 people in attendance total Activities Included: <ul style="list-style-type: none">• CMC climbing wall• Yoga• Obstacle Course• Hop Scotch• Make and Take Activity Ideas for at Home• Early Head Start – gross and fine motor physical opportunities and materials		
<u>Approval Items:</u> <ul style="list-style-type: none">• Program Option – Head Start and Early Head Start <u>Informational Items:</u> Attached please find for your information – <ul style="list-style-type: none">• ERSEA Policies for review (Eligibility, Recruitment, Selection, Enrollment, Attendance)• Early Head Start Services and Structure• Transition Information – Kindergarten and Early Head Start		

- Head Start and Early Head Start Budgets FY18
- Head Start and Early Head Start Budgets March 2019 (FY19)

Submitted by: Tanya Lenhard

Date: 3/5/19

FY 19 Budget HS

February 1, 2019 to January 31, 2020		FEBRUARY	MARCH	APRIL	YTD	FY 19 BUDGET
REV 27.97.19.0000.4020.000.008600	FY19 Revenue	\$ 50,042.00	\$ 48,503.00		\$ 98,545.00	484,869
27.971.19.2600.0110.608.008600	CUSTODIAN SALARY	\$ 913.74	\$ 1,080.63	\$ 1,015.68	\$ 3,010.05	15,000
27.971.19.2600.0221.608.008600	CUSTODIAN MEDICARE	\$ 13.16	\$ 15.60	\$ 14.73	\$ 43.49	225
27.971.19.2600.0230.608.008600	CUSTODIAN PERA	\$ 183.03	\$ 216.76	\$ 204.66	\$ 604.45	3,150
27.971.19.2600.0250.608.008600	CUSTODIAN HEALTH	\$ 10.76	\$ 20.11	\$ 1.06	\$ 31.93	2,950
27.971.19.2700.0110.602.008600	BUS DR SALARY	\$ 2,632.12	\$ 2,632.12	\$ 2,632.12	\$ 7,896.36	15,000
27.971.19.2700.0221.602.008600	BUS DR MEDICARE	\$ 6.97	\$ 6.74	\$ 7.29	\$ 21.00	225
27.971.19.2700.0230.602.008600	BUS DR PERA	\$ 508.10	\$ 505.06	\$ 512.54	\$ 1,525.70	2,950
27.971.19.2700.0250.602.008600	BUS HEALTH	\$ 652.19	\$ 656.68	\$ 645.28	\$ 1,954.15	3,750
27.971.19.3330.0110.108.008600	ADM SALARIES	\$ 4,209.62	\$ 4,209.62	\$ (210.76)	\$ 8,208.48	63,000
27.971.19.3330.0110.403.008600	CC SALARY	\$ 26,828.72	\$ 25,709.28	\$ 18,625.48	\$ 71,163.48	229,338
27.971.19.3330.0221.108.008600	ADM MEDICARE	\$ 60.39	\$ 60.39	\$ (3.03)	\$ 117.75	945
27.971.19.3330.0221.403.008600	CC MEDICARE	\$ 364.70	\$ 348.11	\$ 257.03	\$ 969.84	3,440
27.971.19.3330.0230.108.008600	ADM PERA	\$ 839.17	\$ 839.17	\$ (41.96)	\$ 1,636.38	13,230
27.971.19.3330.0230.403.008600	CC PERA	\$ 5,067.38	\$ 4,837.46	\$ 3,572.43	\$ 13,477.27	48,161
27.971.19.3330.0250.108.008600	ADM HEALTH	\$ 2.07	\$ 2.07	\$ (0.09)	\$ 4.05	25
27.971.19.3330.0250.403.008600	CC HEALTH	\$ 5,092.23	\$ 5,112.98	\$ 3,491.73	\$ 13,696.94	53,049
27.971.19.3330.0300.000.008600	PRO/TECH				\$ -	95
27.971.19.3330.0320.000.008600	EDUCATION	\$ 41.90	\$ 535.00	\$ 1,374.43	\$ 1,951.33	9,083
27.971.19.3330.0330.000.008600	COPY MACHINE	\$ -		\$ 1,139.27	\$ 1,139.27	3,000
27.971.19.3330.0335.000.008600	MED/DENTAL				\$ -	750
27.971.19.3330.0500.000.008600	PARENT FUND	\$ 147.78	\$ 125.00	\$ 147.50	\$ 420.28	1,500
27.971.19.3330.0510.000.008600	STUD TRANS		\$ 148.66		\$ 148.66	800
27.971.19.3330.0520.000.008600	INSURANCE/AUDIT				\$ -	400
27.971.19.3330.0531.000.008600	TELEPHONE	\$ 35.35	\$ 85.81	\$ 87.18	\$ 208.34	1,200
27.971.19.3330.0533.000.008600	POSTAGE		\$ 57.03	\$ 123.25	\$ 180.28	150
27.971.19.3330.0580.000.008600	TRAVEL/REGISTRATION	\$ 111.75	\$ 93.82		\$ 205.57	1,000
27.971.19.3330.0610.000.008600	SUPPLIES	\$ 2,168.30	\$ 639.21	\$ 1,756.61	\$ 4,564.12	5,953
27.971.19.3330.0620.000.008600	UTILITIES	\$ 152.19	\$ 565.57	\$ 884.58	\$ 1,602.34	6,000
27.971.19.3330.0810.000.008600	DUES/FEES				\$ -	500
27.971.19.3330.0730.000.008600	EQUIPMENT				\$ -	0
TOTAL	HS CASH	\$ 50,041.62	\$ 48,502.88	\$ 36,237.01	\$ 134,781.51	\$ 484,869.00
	In Kind	\$3,418.10	\$2,712.79	\$6,086.22	\$ 12,217.11	\$150,408.00

FY 19 EHS Budget

FY 2019 EHS Budget		FEBRUARY	MARCH	APRIL	YTD	FY19 BUDGET
27.971.02.3330.0110.108.008600	ADM SALARIES	0.00	0.00	4420.09	\$4,420.09	\$116,762
27.971.02.3330.0110.400.008600	HV SALARY	2,043.50	1,985.82	2191.31	\$6,220.63	\$23,500
27.971.02.3330.0110.403.008600	CC SALARY	0.00	0.00	8808.96	\$8,808.96	\$28,424
27.971.02.3330.0221.108.008600	ADM MEDICARE	0.00	0.00	63.42	\$63.42	\$21,800
27.971.02.3330.0221.400.008600	HV MEDICARE	28.95	28.12	31.10	\$88.17	\$353
27.971.02.3330.0221.403.008600	CC MEDICARE	0.00	0.00	116.14	\$116.14	\$426
27.971.02.3330.0230.108.008600	ADM PERA	0.00	0.00	881.13	\$881.13	\$327
27.971.02.3330.0230.400.008600	HV PERA	402.35	390.72	432.13	\$1,225.20	\$4,935
27.971.02.3330.0230.403.008600	CC PERA	0.00	0.00	1614.00	\$1,614.00	\$3,500
27.971.02.3330.0250.108.008600	ADM HEALTH	0.00	0.00	2.16	\$2.16	\$4,578
27.971.02.3330.0250.400.008600	HV HEALTH	714.62	714.62	714.62	\$2,143.86	\$25
27.971.02.3330.0250.403.008600	CC HEALTH	0.00	0.00	1599.55	\$1,599.55	\$5,969
27.971.02.3330.0320.000.008600	EDUCATION		379.39	88.00	\$467.39	\$3,386
27.971.02.3330.0330.000.008600	COPY MACHINE	0.00			\$0.00	\$8,239
27.971.02.3330.0531.000.008600	TELEPHONE		52.75	0.00	\$52.75	\$2,500
27.971.02.3330.0580.000.008600	TRAVEL/REGISTRATION		9.50	17.00	\$26.50	\$800
27.971.02.3330.0610.000.008600	SUPPLIES				\$0.00	\$3,000
27.971.02.3330.0620.000.008600	UTILITIES				\$0.00	\$3,000
Total	EHS CASH	3,189.42	\$3,560.92	20979.61	\$27,729.95	\$2,000
						\$116,762

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – February 4, 2019

Attending: Chelsa Parsons, Anahise Shoukas, Beverly Lauchner, Marika Guthrie, Maria Perez, Viviana Cano, Sarah Hart, and Casey McGovern

Not Attending: Christina Wood

Roll Call: Beverly called roll and determined that a quorum was present.

Approval of Agenda: Marika made a motion to approve the agenda, and Casey seconded. All were in favor and no one was opposed.

Approval of Meeting Minutes: from January 7, 2019 Regular Meeting. Marika made the motion to accept the Minutes, and Casey seconded. All were in favor with no one opposed.

Training: Lizz Holm, Health Manager for The Center did training on our dental numbers that have been updated. Lizz also updated the council on the recommendation and information from Lake County Public Health for blood testing. Mary Jelf, The Center's Business Manager showed and explained to the council the Community Assessment, and why we have one and use it towards our five year grant cycle. Mary also presented the council with the 2018-2019 Annual Report, and explained it was on the district website to be reviewed.

New Business: The Council reviewed The Center's H.R. Policy. It was presented to the Council red lined with changes and additions. The Council had opportunities to ask questions. Casey made a motion to accept the H.R. Policy. Marika seconded. All were in favor with no one opposed. The council was also able to review staff qualifications and the orientation process implemented for new staff. There were two staff approvals for this evening. Both positions are for Substitute Teaching positions. The first applicant is Caitlyn Ayers. She recently graduated, and wants to possibly pursue a career in Early Childhood Education. She has been a babysitter for several years, and loves children. Sarah Hart is the second applicant. Sarah is both a Head Start parent, and has served on our Policy Council. She really wants to work with the preschool and children. Sarah was asked to leave our meeting, so that we could vote. Beverly made sure there still was a quorum, and Casey made a motion to approve both Caitlyn and Sarah for Substitute Teaching positions. Marika seconded, and all were in favor with no one opposed.

Treasures Report: Mary Jelf, The Center's Business Manager brought the 2018 – 2019 Report with the balance being zero. She also presented the new 2019-2020 report with the balance being 1,500.00. She explained this budget to the council and ways that they can use these funds.

Unfinished Business: There was no unfinished business.

Committee Reports: Lisa reported on behalf of Ellie about the calendar committee and the work they have been doing to get ready for the 2019-2020 school year. The calendar that is chosen will be for three years as this is the time frame they use. Parents and staff have opportunities at community events to hear about calendar options. Ellie also wanted the council

to know about the BEST grant, and the work that is happening with the Prek-2nd grade school. Lisa then updated the council about Family Fun Night events and planning for them.

Announcements:

February 11-Home Visits 4:00 to 7:00, regular preschool day. February 12-Home Visits 4:00 to 7:00, regular preschool day. February 13-Classroom Celebrations 11:00 to 11:45. February 14-Home Visits, The Center is closed. February 15-The Center is closed for Teacher Comp day. February 18- The Center is closed for Presidents Day. February 19-The Center is closed for Home Visits. February 25-The Center's Mail Month Starts. March 4-Policy Council March Regular Meeting.

Adjournment: The meeting was adjourned at 6:47PM by Beverly.

Respectfully Submitted,

Anahise Shoukas –Substitute Policy Council Secretary

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – March 11, 2019

Attending: Christina Wood, Anahise Shoukas, Beverly Lauchner, Maria Perez, Viviana Cano, and Casey McGovern

Not Attending: Chelsa Parsons and Marika Guthrie

Roll Call: Beverly called roll and determined that a quorum was present.

Approval of Agenda: Casey made a motion to approve the agenda, and Maria seconded. All were in favor and no one was opposed.

Approval of Meeting Minutes: from February 4, 2019 Regular Meeting. Casey made the motion to accept the Minutes, and Maria seconded. All were in favor with no one opposed.

Parent Activity Fund: The Parent Activity Fun has a balance of \$1,352.22. There was a deduction of \$147.78 for dinner for the February meeting. The council was updated, that all the items that were ordered from spend down has come in and is ready for families to check out.

New Business: The council reviewed the Self-Assessment, Policy Plan and Timeline. Tanya reviewed the ongoing process of monitoring, how managers' report monthly on completed task or tasks in progress. Tanya also explained who is responsible for which tasks. Some goals for the Self-Assessment will be looking at attendance data and dual language learners. Tanya also explained that there would be work on school readiness goals as well as examining health data. Anahise made a motion to approve the Self-Assessment, Policy Plan and Timeline. Maria seconded. All were in favor with no one opposed. The council also received the Winter Data Report. They had the chance to ask questions and see where the students are and how they will progress the last few months of school.

Unfinished Business: There is none at this time.

Training: Lisa presented the council both curriculums The Center is using. She introduced Parents as Teachers that the Home Based Early Head Start has implemented and Creative Curriculum that the preschool uses. She explained how the EHS curriculum ties into GOLD and then how the new Creative Curriculum ties into the curriculum that the school district then uses. She explained that the kindergarten also uses Creative Curriculum GOLD and the reports will be the same as the preschooler's transition to kindergarten.

Committee Reports: Ellie spent a lot of time with the council reviewing and discussing the Calendar Committee's recommendation. She took down concerns and questions that the council had concerning the school calendar for 2019-2020 school year. As Ellie explained the two of recommendations, she also explained how these would change in years to come. She also told the council how the BOE meeting went at the HS and in March, they will be at LCIS. She also explained that the choice numbers have come down. These numbers represent students that have chosen to come to the Lake County School District rather than other surrounding communities.

She also said that we have nine students that have chosen Lake County rather than the community they reside in. Lisa reported on the Parent Activity Committee that they have had to move March's Family Fun Night to Wednesday March 27 due to a conflict with Colorado Mountain College.

Announcements:

March 1, open enrollment for the 2019-2020 school year has begun. March 5, spring and class pictures. March 15, The Center is closed for professional development. March 18-22, Spring Break. March 26, 27, & 28, Post Office field trips take place per classroom schedule. March 27, Family Fun Night at Colorado Mountain College, climbing wall 5:30-7:00 P.M. April 1, April regular Policy Council Meeting.

Adjournment: The meeting was adjourned at 7:15 PM by Beverly.

Respectfully Submitted,

Christina Wood - Policy Council Secretary