



**District**

**Mission:**

**To ignite a  
passion for  
learning.**

**Board  
Priorities:**

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

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

Provide all students  
with engaging  
learning  
opportunities.

**Rigor and  
engagement are  
everywhere.**

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

**Diversity and  
culture make us  
better.**

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

**We plan for the  
future.**

**Lake County School District Board of Education**

**Oct. 22, 2019 6:30 pm Special Meeting & Work Session**

**Location: Lake County District Office, 328 West 5<sup>th</sup> Street-Room 11**

1. 6:30 Call to order
2. 6:31 Pledge of Allegiance
3. 6:32 Roll Call
4. 6:33 Preview Agenda
5. 6:34 Public Participation

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

- Confine your comments to matters that are germane to the business of the School District.
- Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
- Understand that the board cannot discuss specific personnel matters or specific students in a public forum.

6. 6:37 Action Item
  - a. Year 1 Head Start Baseline Grant Application
7. 6:50 Oversight Calendar
  - a. College and Career Readiness-Katherine Kerrigan and Kelly Hofer
8. 7:15 CMC Partnership
9. 7:28 Adjournment

**Work Session**

10. 7:30 LCHS Crew and Club expectations
11. 7:45 CASB-Superintendent Search Update
  - a. Focus Group discussion
  - b. Essay questions
  - c. Salary
12. 8:30 Discussion item
  - a. Draft GP-14 (Public Participation at Board Meetings)
  - b. Quick Start Guide for new board members
13. Informational Items
  - a. Head Start Reports
14. Next Meeting:
  - a. Regular Meeting Nov. 12, 2019 District Office @ 5:00 pm
  - b. Regular Meeting Dec. 10, 2019 District Office @ 5:00 pm

Estimated duration of meeting is 2.5 to 3 hours \*\*Updated 10/17/2019

**A few welcoming notes:**

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



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

315 West 6<sup>th</sup> 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 Action Items for Governing Board**

**Action Agenda Items:**

1. Lake County School District R-1, FY 2020-2024, Funding Cycle - Year 1 Head Start Baseline Grant Application for \$612,068

Highlights of Head Start baseline grant  
Presented to Lake County School Board  
October 22, 2019

- This is the baseline grant for the new five year grant cycle.
- Drafting this application has been a collaborative effort between families, staff, Policy Council, and governing board.
- Our long standing program has a good understanding of the performance standards and the community's needs, so there are no significant changes to plan. Changes here are enhancements based on the most recent assessment data.
- There were new instructions for the application this year.
- The application has two main parts, which are "What are we going to do?" and "How will we use their money to do it?"
- Part 1 is the program plan – Head Start goals are written to align to school district goals. Examples of goals and objectives are listed to add plan details. The service plan includes all areas of service.
- Part 2 is the budget narrative, including the plan for our non-federal match.
- Policy Council had a special meeting to discuss the application in addition to the regular meeting where the approval vote was taken.
- Please note this application is for the funding for only the Head Start portion of the Center's total budget.

**Lake County School District R-1**

**Year 1 Head Start Baseline Grant Application**

**FY 2020-2024**

**Funding Cycle—Five Year**

**\$612,068**

Amy Frykholm, Board of Education President

Maria Perez, Policy Council Chairperson

Dr. Wendy Wyman, Executive Director (Superintendent)

Holly DeBell, Director of Early Childhood Programs

Mary Jelf, Business Manager

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 Section II. Budget and Budget Justification Narrative.....	 TBD

## Introduction:

The purpose of The Center Early Childhood Programs in Leadville, Colorado is to provide high quality Early Head Start and Head Start programming for children and families of Lake County. The application process for the five year grant cycle has been a collaborative effort with the school board, policy council, staff, and community partners. The Head Start program at Lake County School District is housed in a state-licensed child care facility called The Center in the Margaret J. Pitts Elementary School building.

## Section I. Program Design and Approach to Service Delivery

### Sub-Section A: Goals

#### Program Goals, Measurable Objectives, and Expected Outcomes

In forming the goals for our new five year grant, thought and attention were given to aligning our Head Start goals with the district's goals set by Lake County School Board, which serves as our governing board. This will allow greater understanding of the work of Head Start and how it aligns with the work of other school district programs and organizations such as the school board.

The programs goals were developed using data compiled from our community assessment, annual self-assessment, and strategic and program improvement plans. School Readiness Goal data was reviewed to ensure we are addressing children's growth and development. Teaching staff observation assessments data was compiled to look for teaching strengths and areas for growth. Lake County Head Start program goals align with Head Start Early Learning Outcomes

Framework, Colorado Early Learning Guidelines, and with the requirements and expectations of receiving schools. Reviewing these documents allows us to make the most of opportunities that enhance our children and families’ experiences at The Center. The following table outlines our programmatic goals, objectives, and impacts for the coming five years.

<b>Lake County School District Goals</b>	<b>Head Start Program Goals</b>	<b>Measurable Objective Description</b>
<b>“Every day, we are college and career ready”</b> <ul style="list-style-type: none"> <li>Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career</li> </ul>	<ul style="list-style-type: none"> <li>Our program will conduct age appropriate programming and care for children aged birth through five to prepare them and their families for successful school experiences and encourage lifelong learning and well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful school readiness goals</li> </ul>
		<ul style="list-style-type: none"> <li>Outcomes data driven instruction</li> </ul>
		<ul style="list-style-type: none"> <li>Healthy lifestyle norms</li> </ul>
<b>“Rigor and engagement are everywhere”</b> <ul style="list-style-type: none"> <li>Providing all students with engaging learning opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Our program will use research-based curricula with fidelity to maximize outcomes for children and families.</li> </ul>	<ul style="list-style-type: none"> <li>Creative Curriculum implementation with fidelity</li> </ul>
		<ul style="list-style-type: none"> <li>Parents as Teachers implementation with fidelity</li> </ul>
		<ul style="list-style-type: none"> <li>Program/staff assessments and reviews</li> </ul>
<b>“Diversity and culture make us better”</b> <ul style="list-style-type: none"> <li>Creating a space that is safe, inclusive, and welcoming for all</li> </ul>	<ul style="list-style-type: none"> <li>Our program will celebrate the diversity of our community and support children and families to recognize their unique experiences and to meet their individual goals.</li> </ul>	<ul style="list-style-type: none"> <li>Dual language learners</li> </ul>
		<ul style="list-style-type: none"> <li>Children with special needs</li> </ul>
		<ul style="list-style-type: none"> <li>Children’s Social Emotional skills</li> </ul>
		<ul style="list-style-type: none"> <li>Family Engagement</li> </ul>
<b>“We plan for the future”</b> <ul style="list-style-type: none"> <li>Planning and executing the capital and human investments that will make our district better</li> </ul>	<ul style="list-style-type: none"> <li>Our program develops plans and systems for constant program improvement in staff development, data systems, and adherence to grantor requirements.</li> </ul>	<ul style="list-style-type: none"> <li>Staff development</li> </ul>
		<ul style="list-style-type: none"> <li>Data driven decision making</li> </ul>
		<ul style="list-style-type: none"> <li>Effective program governance structure</li> </ul>

		<ul style="list-style-type: none"> <li>• Alignment with school district facilities and schedules</li> </ul>
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**Example Goal #1- Our program will conduct age appropriate programming and care for children aged birth through five to prepare them and their families for successful school experiences and encourage lifelong learning and well-being.**

**Objective: School Readiness Goals**

- (i) We will revise our current school readiness goals to match the changing needs of children, ages birth to five, and their families. Previous plans to update these goals were delayed by staff transitions in key positions such as Assistant Director of Education and Director of Early Childhood Programs. Working with the existing goals over the past five years, using the GOLD assessment tools, and the new training on Creative Curriculum, has enhanced our understanding of educating the whole child. We are now ready to make these goals more meaningful to our community. We will seek input from staff at The Center, families, and kindergarten staff to identify what children in Lake County need to be ready for school through surveys, meetings, and informal contact. Teaching Strategies Gold, DIAL-4, Ages and Stages Questionnaire (ASQ) and Ages and Stages Questionnaire-Social Emotional (ASQ-SE) will provide the data needed to develop the School Readiness Goals, along with guidance from the Head Start Early Learning Outcomes Framework and Colorado Early Learning & Development Guidelines. We will develop goals to reflect



current ideals and research to have an updated and usable document. (ii) Progress on the process of revising the goals will be measured in the completion of scheduled meetings and the fulfillment of the ELOF Implementation Toolkit. Child progress on the School Readiness Goals will be tracked and analyzed at each of three checkpoints per year, as determined by the ongoing child assessment. (iii) The expected outcome is to have a document describing a revised set of meaningful school readiness goals. (iv) In order for the process to be meaningful to families, this will require representation from all parties to ensure all populations are involved. Families will be encouraged to participate through multiple communication processes in all home languages needed.

**Example Goal #2 – Our program will use research-based curricula with fidelity to maximize outcomes for children and families.**

**Objective: Implement Creative Curriculum with Fidelity**

We will use Creative Curriculum for Head Start with fidelity to maximize its effects on child development. (The Director of Early Childhood Programs (DECP) will work with the school district to support alignment from preschool through 12<sup>th</sup> grade. The school district uses ATLAS curriculum mapping to align across all disciplines and schools to ensure all grade levels including preschool are teaching all standards and addressing gaps in instruction.) Targeted professional development topics will be determined by the individual needs of the staff and program wide trends. We will offer a tiered approach to providing training and coaching to teaching staff. The following are some of the determining factors as to what level of support is

needed: a teacher needs assessment survey on their teaching practices, CLASS observation scores, curriculum fidelity tools and ongoing child assessment data. (ii) Progress will be measured using curriculum fidelity tools and child outcomes data. We expect child outcomes data and CLASS observation scores will improve and curriculum fidelity tools will also show improvement. (iii) Expected outcomes will be high scores on the curriculum fidelity tools and higher scores on child outcomes data. Previous child outcomes data shows we did not meet our goals in the areas of language, literacy, and math. CLASS scores from the previous year reported strength in the areas of emotional support (6.5417) and classroom organization (6.4722), with room for improvement in instructional support (2.5833). Providing training and coaching in these areas will give staff opportunities to strengthen their teaching strategies in Concept Development and Language Modeling. Individualized coaching will help teachers see the value of the new practices and help them adjust their routines accordingly. (iv) Challenges in this area may include increased workloads for already very busy teaching staff and resistance to changing routines of seasoned staff. We intend to provide support in the form of training and coaching to encourage staff. We will include in their professional development plans these opportunities to strengthen their teaching practices. Individualized coaching will help teachers see the value of the new curriculum practices and help them adjust their routines accordingly. Also, new staffing in the DECP and ADE positions necessitate adjusting budgets for additional training for these positions in curriculum and coaching. Our new Director of Early Childhood Programs (DECP) and Assistant Director for Education (ADE) will attend trainings and provide professional development and coaching to teaching staff.

**Example Goal #3 – Our program will celebrate the diversity of our community and support children and families to recognize their unique experiences and to meet their individual needs.**

**Objective: Family Engagement**

- (i) We will celebrate the diversity of our community and our classrooms. We will support children and families by recognizing their unique life experiences and meeting their individual needs. We will establish a welcoming atmosphere for children, families, and staff and provide opportunities for questions and meaningful exchanges of ideas in school and at home visits. Over the past few years, we have reconfigured building space to create cozy spaces and better display of resources, which has been well received by parents and community members. We will expand efforts to recruit family members to help with classroom activities to introduce children to new backgrounds, languages, foods, and customs. Last year's implementation of Creative Curriculum and the "WOW Visit" component has opened up new pathways to invite this participation and learn about family cultures in the classrooms. "Wow visits" are when a parent or community member with some expertise relating to the topic of study visits the classroom to give a real life example of what the children have been learning about, such as a grandpa who makes wooden ornaments visiting during the study on Trees to show the children how to sand the edges off an ornament. We will provide research based supports to dual language learners in the classroom. By supporting and encouraging children's home language, children will build a strong foundation to ensure future school

successes. All materials for and communications with families will be in their home language. We will use the Dual Language Learners Program Assessment (DLLPA) to plan next steps. We will serve children on IEPs in inclusive classroom settings with classroom placement and schedules keeping the family's needs in mind. We will provide individualized supports to children, families, and staff as needed to ensure high quality service delivery. (ii) Progress for celebration of home language will be measured by completion of assessment tools such as the DLLPA. Progress monitoring of children with IEPs is a part of their formal plan. Family inclusion will be measured by family participation in special events and the overall emotional climate of the program. (iii) Expected outcomes for DLL children will be measured by their GOLD data as assessed by classroom teachers. Outcomes of special needs children will be the successes noted on their progress monitoring and annual meetings to update their IEP goals, in addition to their GOLD data. Other outcomes will be meaningful connections between families and the school, between families of classmates, and between the program and the bigger community. This will be shown by participation in events and responses on surveys. (iv) Cultural norms can be barriers to participation in meetings and surveys, so we will offer multiple ways for families to connect, such as written and online surveys, activities at events (Family Fun Nights, Coffee Talks, and Parent-Teacher Conferences), and notes in the newsletter, in text shout outs, and on the website.

**Example Goal #4 – Our program develops plans and systems for continual program improvement in staff development, data systems, and adherence to grantor requirements.**

## **Objective: Staff Development**

(i) We will identify opportunities and map out pathways for teachers to obtain advanced degrees and specialized training and be compensated appropriately. Over the past five years, we have worked with our local college to be sure the classes our staff need to complete their programs are offered locally on a regular basis allowing staff to meet their professional development goals on schedule. We currently work with Lake County High School to provide internship opportunities. We would like to expand this to offer a pathway for students to earn their CDA and graduate high school with the opportunity start working at the Center or any early childhood center in the nation. Our recent experience with high school interns has helped us understand how their presence benefits our kids and families and how we can support them in their preparation for a career in Early Childhood Education. DECP will work with each staff member to identify and plan for their goals. (ii) Progress will be measured by completion of professional development plans for staff, defined pathways to completion of those plans, and wage incentives to encourage the completion of the plans. (iii) Expected outcomes are a more highly qualified staff, fewer waivers for teachers, and lower staff turnover rates. (iv) Challenges to completing these goals could include staff who are also parents reluctant to pursue goals that will increase the burden of work commitments.

2. The current school readiness goals measure domains of learning matching the Teaching Strategies GOLD assessment tool. These align with the Head Start Early Learning Outcomes Framework and Colorado Early Learning Guidelines. Internal discussions have identified additional skills that would further enhance school readiness in our particular community and also align with goals of the school district. Updated school readiness goals for Head Start and to include Early Head Start are part of our plans for continued improvements.

The following chart describes Lake County's School Readiness Goals:

Learning Domain	Learning Indicator
Physical Development	All children will improve gross and fine motor skills. All children shall have an opportunity to increase knowledge of physical and health practices.
Literacy	All children will gain knowledge of literacy through a love of books, letter and sound recognition, emergent writing skills and environmental print in their home language.
Math	All children will show an increased knowledge and understanding (in their home language) of how numbers, shapes and patterns are useful problem solving tools for everyday life activities.
Social and Emotional Development	All children will have a better understanding of, and will demonstrate, positive social interactions with others, as well as developing self-regulation skills and increasing self-awareness and self-efficacy. All children will show an increased awareness of their own emotional and behavioral health needs.
Social Studies	Children will have a better understanding of themselves through an increased sense of and knowledge about, their community, the natural environment and local history, while supporting their cultural backgrounds.
Approaches to Learning	All children will show an increase in their initiative and curiosity toward learning, they will improve their attentiveness and persistence when completing tasks, and will make gains in cooperation and positive interactions with peers.
Language Development	All children will improve their expressive and receptive language skills in addition to demonstrating competency in their home

	language; English Language Learners will increase engagement and increase understanding in English literacy activities.
Arts	All children will have increased experiences of expressing their own ideas through creating sounds with voice and instruments, creating objects using a variety of media and materials, portraying events, characters, and stories through symbolic play, and being aware of how their bodies move.
Logic and Reasoning	All children will show an increased ability to recognize, understand, and analyze situations, to remember and retell information, to seek solutions to problems to use symbols and objects to represent other things and to be aware of their own thought processes.
Science	Children will increase their understanding of the scientific process through asking questions, making predications, explanations and drawing conclusions as related to their natural and physical world.

3. The governing body for our program is our school board. They connect to the program with visits during program hours, receive program updates at each of their regular monthly meetings and a board member serves as liaison to Policy Council, attending all meetings. Their work with forming school district goals included understanding of how our program goals were formed and vice versa. Policy Council engages in discussions at their regular meetings on all aspects of the program. Topics frequently include school readiness goals and program goals, even during discourse on other topics. Parents convey ideas through surveys, with attendance and participation in meetings and activities, and individually at home visits, parent-teacher conferences, and informal discussions. The current school readiness goals are several years old and the formation of new ones is sure to deepen our understanding of family needs and desires for their children.

Sub- section B: Service Delivery

1. a. The Lake County School District Head Start Program housed at The Center Early Childhood Program serves children and families who reside in Lake County, Colorado. The county encompasses 377 square miles of territory in central Colorado, astride the headwaters of the Arkansas River in the heart of the Rocky Mountains. The Center Early Childhood Program is located in Leadville, which is the only incorporated city in Lake County, and located at an elevation of 10,152 feet. It is important to note that roughly 65% of Lake County's population resides in unincorporated areas. The U.S. Census estimated that 7,778 people lived in Lake County, Colorado in 2017. This represents a 6.4% increase from the 2010 US Census figure of 7,310.
- b. The service area is Lake County. There are three mobile home parks that are low income pockets within the County. By providing transportation, this allows us to reach all eligible participants for the program within the service area. Neighboring counties are served by other Head Start programs.
- c. No child care partners are proposed.
2. a. Demographic data indicates that there are enough age-eligible and income-eligible children to support our Head Start preschool and Early Head Start home visiting programs. According to Kids Count, the number of children under the age of 5 in Lake County in 2016 was 403. The birthrate for Lake County in 2016 was 78. From these numbers, we can estimate that 158 children would be 3 or 4 years old and age-eligible for Head Start and 237 children would be age eligible for Early Head Start services. The poverty rate for children under 18 living in poverty is 20.7%, the number of children categorically eligible for TANF is 3.9%, and the number of children subject to foster care



or out of home placement is .28%. With 78 births per year and a 20.7% poverty rate, we can infer that approximately 16 expectant moms per year would be eligible for Early Head Start. It's important to note that this total does not include the undercounted immigrant and homeless populations. Last year, 62.5% of preschool families qualified for free and reduced rates in the CACFP program, and 60.7% of families in the school district as a whole qualified for free or reduced lunches. The chart below shows the approximate number of potentially eligible children for each program, by category.

Head Start		Early Head Start	
Age eligible	158	Age eligible	237
Below poverty level @ 20.7%	33	Below poverty level @ 20.7%	49
Eligible for TANF @ 3.9%	6	Eligible for TANF @ 3.9%	9
Foster placement @ .28%	1	Foster placement @ .28%	1
Over Income @ 10%	16	Over Income @ 10%	24
Homeless per PIR data	1	Homeless per PIR data	1
Total Head Start Eligible	57	Total EHS eligible	84

Most families in Lake County identify as either Hispanic or Caucasian, with about half of preschool families reporting speaking Spanish at home. The Hispanic population increased drastically by nearly 107% between the years of 1990 and 2011. According to the 2013-2017 American Community Survey, the foreign born population of Lake County is estimated at 8.2%. The majority of these newcomers are Spanish-speaking from Mexico. During the 2017-2018

school year, there were 26 children on IEPs served at The Center and 13 of those children were in Head Start.

b. According to last year's PIR, 25% of Head Start families lacked a parent who had obtained a high school diploma, showing an area where family services could affect positive change.

Generally, fewer families than the county average have advanced college degrees – 2.6% of the Lake County Head Start parents compared to 31.1% of the county at large. 20% of children were underweight and 2% were overweight, demonstrating a need for nutrition education and food assistance support. The local blood lead program was developed as part of the California Gulch Superfund Cleanup project. It aims to reduce the risk of lead exposure to young children from residential soils contaminated with lead and other metals from nearby mining activities. The child abuse rate for Lake County, at 16.1 per 1000, is nearly double the Colorado state average of 8.1 per 1000. Domestic Violence rates in Lake County are more than triple the state rate at 693 per 100,000 versus 206 per 100,000. Head Start partners with SolVista Mental Health to offer needed counseling services to abate this crisis. The Advocates of Lake County offer additional supports for victims of domestic violence, sexual assault, and human trafficking who need shelter, emergency food, legal help, and referrals. DUI rates are nearly twice the state rate, indicating a great need for preventative services in this area. Head Start partners with Full Circle and Build a Generation to promote healthy lifestyles and substance abuse prevention. Many local jobs are seasonal, reflecting the local economy's focus on outdoor recreation. Ski season employment generally lasts from late November to late April, and the summer tourist/construction season is mid-June through mid-September. This leaves several months during the year with sparser employment opportunities. Many of the local jobs are lower

paying service industry jobs that do not provide for sick or vacation time. The rise in minimum wage is a boost to families in some ways, but the disparity between the official poverty guidelines and the income level necessary for meeting basic living needs in the area leaves many working families with unmet needs. Housing costs continue to rise and make it difficult for working families to afford adequate shelter. The median family income in Lake County in 2016 was \$49,064. Lake County has the lowest median family income of all the neighboring counties. The median family income in the state of Colorado is \$65,718 which is \$16,654 more than Lake County. The average per capita income in Lake County in 2017 was \$28,492 compared to an average of \$34,845 in the state of Colorado. In 2017 Lake County earned \$418 less each week than Colorado as a whole.

Nearly 35% of employed Lake County residents work outside of the county and 28% have a 45 minute or longer commute each way. There are public transportation options to Vail/Eagle County and Copper Mountain/Summit County but these busses run on limited schedules. The Center offers extended hours with sliding scale tuition assistance for child care beyond preschool hours which are valued by these families.

- c. There is one other large licensed tuition-based child care center in the service area serving toddlers and preschoolers. This center is licensed for 43 children. They operate on a tuition basis, and their published rates are higher than The Center, which is a barrier to many families. They do not host any grant funded preschool programs or serve children with special needs, but do participate in the state's child care assistance program. Nurse Family Partnership offers a home visiting program that currently serves 17 families. They only enroll families with first time parents, and only up until 30 days

postpartum. Their services end when the child turns two years. Our connections to these other providers aid our recruitment efforts.

3. a. We propose to continue serving 40 preschool aged children in our state licensed center-based preschool program and 12 families with infants, toddlers, or expectant mothers in Early Head Start home based programming. 15 of the 40 preschool spots will be available as full day spots operating a minimum of 160 days per year of classroom operations. Full day spots are defined as 40 hours a week, Monday through Friday. The remaining 15 slots for Head Start will have at least 128 days per year of Head Start programming. Our program adheres to Colorado Preschool Program requirements of having 2 teachers with 16 children in each classroom. During the past five years, our program successfully completed the process to convert some preschool spots to Early Head Start spots. This was in response to decreasing enrollment in preschool and the identification of a need for services to families of infants and toddlers. This transition has been beneficial to families we serve, in recruitment efforts for preschool, and to further our mission of supporting families to be lifelong learners. Early Head Start programming will offer 12 families 46 weekly home visits per year with 22 socializations.
- b. No locally designed program option is requested.
- c. The Center provides the Head Start program for Lake County as a center-based program, offering families the opportunity for quality child care. The Center offers extended child care hours for working families, many of whom commute in excess of two hours a day over mountain passes to work. The sliding scale tuition plan can be accessed by all program participants. The classrooms offer a blended age enrollment to

ensure learning opportunities. Families value the classroom experience as a tool for enhancing their child's development and school readiness. Dual Language Learners have opportunities to develop their skills with peers and trusted adults. The Center operates the same school calendar as the Lake County School district making it easy for parents to plan for alternative care. The Early Head Start home visiting program uses the Parents as Teachers curriculum and guidance from the Head Start Performance Standards to provide families with information and resources they need to maximize their child's potential and pursue their family's goals. The regular visits take place on a schedule that meets their needs in the comfort of their own home. Socializations help connect them to other parents and to the bigger community.

d. No funding enrollment changes are requested.

4. a. The Center is located at 315 West Sixth Street; Leadville, CO 80461. This building is owned by the school district and no portion of it was purchased with Head Start funds. Both our building and the current kindergarten through second grade elementary building in the district are on the list of top ten schools in Colorado that need to be replaced. Lake County School District recently applied for and was approved for a BEST grant from the State of Colorado, which could fund half of the cost of a new building to house preschool through second grade. In order to take advantage of the grant, the community must pass a bond measure to approve tax funding for the other half of the building costs. This bond measure is on the ballot for the November 5, 2019 election.

We are very grateful for this show of support from our school district and very excited about the potential for a brand new, state of the art early childhood facility.

b. No renovations or repairs are scheduled.

c. No facilities are subject to 1303 subpart F.

5. a. Ongoing recruitment efforts involve outreach through community partners working with families of young children, health care providers, and low income populations.

Flyers and applications are provided to doctor's offices, public health, human services, child protection, WIC, bus stops, the grocery store, and local low-income housing. Staff in other school district buildings help recruit for new families enrolling older siblings.

The local early intervention agency is housed within the school district and identifies children with special needs. Early Head Start recruitment efforts expand upon these current recruitment practices to include the recruitment of families with children under the ages of three, as well as pregnant women. The program invites currently enrolled preschool families with younger children to apply for EHS spots. Our association with the drop out recovery program (DOOR) also helps make connections to younger parents in our community. Each year our Parent Survey indicates that word of mouth is also a very effective recruitment tool.

b. The importance of regular attendance is discussed with families at orientation.

Teachers take attendance each morning and families of unexcused children are contacted within the first hour and a half of the school day to learn the reasons for their absence and ensure their safety. Attendance for the entire program, each classroom, and individual children is tracked and reasons investigated for attendance rates under

85%. The Family and Community Partnerships Manager (FCPM) and Family Partnership Specialist (FPS) work with families of chronically absent children and provide family supports as needed.

6. a. The Center's Head Start Program utilizes the 6<sup>th</sup> Edition of the Creative Curriculum for Preschool. The Creative Curriculum is a comprehensive, research-based curriculum and has an organized developmental scope and sequence which is aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework. It gives children opportunities for hands-on exploration and discovery that help build lifelong critical thinking skills and foster confidence. The Creative Curriculum for Preschool Teaching Guides include strategies and tips for working with children who are English- or dual-language learners, including using nonverbal language and other visual cues, such as props and pictures. Teaching staff will utilize *The Fidelity Tool Teacher Checklist* from Creative Curriculum to help support their implementation of the curriculum. This tool is used throughout the year to inform the teacher's work such as setting up the classroom environment. Also used is *The Fidelity Tool for Administrators*, which captures data from classroom observations and interviews with the teachers to ensure a complete picture of the implementation of the curriculum. There are several professional development days at the beginning of the year and several others interspersed throughout the school year focusing on the curriculum. Meeting time during our weekly Professional Learning Community is also available for guidance. The Assistant Director of Education provides biweekly coaching for teaching teams based on their team needs. Second Step is being implemented as a supplemental curriculum for

social-emotional and personal safety. Second Step teaches preschool children core social-emotional skills such as empathy, emotion management, problem solving, and self-regulation. The weekly content includes puppets with scripts, small group skill practice activities, and Brain Builder games that develop the executive function skills of flexible attention, working memory and inhibitory control. The Body Protection Units covers ways to stay safe. It is provided in weekly units developmentally appropriate for preschool children. Both units include activities that families can do with their children to reinforce skills. Second Step and the Body Protection Unit curriculum is also being used in the elementary and intermediate schools in the district. This gives students, parents and teachers' common language when discussing these topics. Over the past five years, we have focused on the social-emotional skills of children through trainings on the Pyramid Model and the implementation of Dinosaur School. The success of these efforts is evidenced in our CLASS score of 6.5417 in Emotional Support and our child outcomes data showing 86% of children are at or exceeding widely held expectations in this area.

b. Our Early Head Start home-based program uses Parents as Teachers, a research-based and evidence-informed curriculum. Parents as Teachers curriculum focuses on parent-child interaction, development-centered parenting, and family well-being; on strengths, capabilities and skills; and on building protective factors within the family. This curriculum is aligned with the Head Start Early Learning Outcomes Framework. Staff will use the fidelity checklist tools and HOVRS observations to ensure the curriculum is implemented with



fidelity. The home visitor receives weekly reflective supervision from the DECP, and program staff receive Parents as Teachers trainings and coaching throughout the year. A minimum of 22 socialization events are offered both at the preschool and at other community locations. Family surveys are given out to determine the best days and times for the socializations along with any suggestions for locations or topics. Parents Interacting with Infants (PIWI) will guide socialization planning to promote social-emotional development of infants and toddlers. The focus of PIWI is on the parent-child relationship to form close and secure relationships.

c. The Developmental Indicators for the Assessment of Learning – IV (DIAL IV) is used as the developmental screening tool for Head Start. It is administered to all children, either before enrollment selection or within 45 days after the first day of school to identify developmental progress. Materials for the screening tool are available in English and Spanish. A bilingual staff member will conduct the DIAL-IV in Spanish for children who that is their home language. For Early Head Start, Ages and Stages Questionnaire (ASQ) is used as the developmental screener and administered within 45 days of the child's start date. Parents complete the ASQ which highlights a child's development and areas of concern. The ASQ is offered in many languages to allow parents from different backgrounds the ability to complete. For the preschool, ongoing child assessment Teaching Strategies GOLD assessment tool is used. TS Gold is an authentic, ongoing observation-based child assessment aligning to the same 38 objectives for development and learning as Creative Curriculum. These objectives for development and learning are grounded in research, helping support the whole child and make meaningful, data-

driven decisions that lead to improved outcomes. The Ounce Scale is the ongoing observational assessment used for Early Head Start. It is a valid and reliable assessment and incorporates both parental and caregiver perspectives. The EHS home visitor and families uses the outcomes to enhance and support each child's development.

Within 45 days, parents in both Head Start and Early Head Start complete the ASQ-SE to provide social-emotional data with Spanish versions of the forms offered to parents who list Spanish as their home language. Hearing, vision, and height-weight screenings are done by the Health Manager, with assistance from the school nurse and community partners, as soon as possible after the first day of school, within the required 45-day window. Spanish speaking staff conduct the assessment with children whose families list Spanish as their first language.

d. Parents are invited to be present at screenings and assessments. Curriculum and teaching methods are reviewed with families at orientation. Families are offered two home visits, two parent-teacher conferences, and an open house for individualized time with their child's teachers. The DECP facilitates meetings of the Education Committee twice a year to review child outcomes data and progress on School Readiness Goals that is also presented to Policy Council and the governing board. Policy Council is advised on curriculum, teaching methods, and child outcomes data.

e. Our program does not currently serve any AIAN children.

7. a. Families are advised of the requirements for and importance of regular health care at Orientation. The Community Resource Guide and a list of health related community partners are provided listing local health care providers, including the School Based Health Center which

is located in our nearby high school and can be accessed by all enrolled children, families, and district employees regardless of the status or source of their health insurance. Assistance making appointments is offered to families as needed. Physical exams are required of all enrolled children in accordance with state licensing laws. Due to Lake County's higher than average environmental lead levels, families of children at The Center are strongly encouraged to have their child tested for lead every year until they turn 6. The Health Manager tracks all incoming health related forms from families and sends timely reminders to families who are approaching their due dates. The Lake County School District has a part-time district nurse that works with the Health Manager on health plans, medication plans, and trainings. When initial health screenings of any sort indicate that a child needs follow up care, the HM enters this information into our data management system to assist in tracking. The HM reaches out to parents to see if the follow up appointment has been scheduled and identifies and assists with barriers to getting appointments, such as insurance, costs or assistance in making the call. The HM follows up with the family with in-person talks, notes, telephone calls, or emails about every other week, depending on when the appointment is scheduled. An updated health form completed by the health care provider is submitted by the family when follow up care is complete to assist in tracking and to help ensure a child's health needs are met. Summary reports are provided to families during fall and spring parent teacher conferences to share information on basic health statistics for their child including height, weight, immunizations, BMI, and other information.

Dental exams are offered during orientation and again at the "Health and Safety" Family fun Night (Parent Committee Meeting) in September. Cavity Free at Three offers additional

opportunities for children to have access to dental care by having a fluoride treatment. This mid-program year care also provides visual inspection for any decay. The Health Manager tracks all incoming health related forms from families and sends timely reminders to families who are approaching their due dates. Nutrition education is part of the Child and Adult Care Food Program (CACFP) guidelines, which include family-style service of meals and are designed to make sure children have access to healthy, balanced meals throughout the day. Menus meeting CACFP meal pattern requirements are provided to families monthly. Families may be connected to local food bank community partners and have access to a “Free Pantry” near the front door. Social-emotional education is addressed in the classroom using the Second Step curriculum. The Pyramid Model provides a tiered approach as guidance for promoting social and emotional development. This begins with Second Step for universal prevention then moving up to more targeted and intensive interventions for children with challenging behaviors. Mental health consultants are available through SolVista to offer guidance to teachers who request it and referrals for their services are offered to families who express needs. Materials are offered in Spanish to families who speak Spanish at home and translation by telephone is available for families who communicate in other languages. Confidentiality is held at the highest level to serve families well and reduce barriers to needed care.

In recent years, we have been successful in improving rates of compliance with dental and blood lead screenings. In the spring of 2016, the completion rate for blood lead was 59% and dental was 52%. Through work with community partners and refining of procedures, the rates rose to 92% for blood lead and 90% for dental. Further work is needed to support families who need follow up care to receive it.

8. a. We view families as a child's first and most important teachers. All staff in the building greet families with warmth, beginning at intake. The enrollment and orientation processes are designed to prepare families for school. Families meet the content area managers individually to go over program requirements and offer any support for referral or resources. We have bilingual staff in four out of our six preschool classrooms. In addition, our Family Engagement specialist in the front office and our Early Head Start home visitor are bilingual. Additional interpreters are available for special events. We communicate regularly with families through notes home, newsletters, website web posts, and personal contact. All communication is translated in the family's home language. Fathers are specifically engaged in a male involvement survey to gauge their interests. Outdoor recreation opportunities favored by fathers are a part of family activities and school outings. Forms requiring parent signatures have two spaces for both parents to sign, even when only one is required. Male volunteers are tallied as a distinct group.

b. Family Fun Nights (FFN) and Coffee Talks are scheduled with a variety of topics that take into account parents' responses on their Family Partnership Agreement questionnaire. Coffee Talks are during school hours and FFNs take place in the evening. Preschool staff offer fun and engaging learning experiences for children and families to do together. Bilingual staff are available at Family Fun Night to interpret materials and activities. Community partners provide services such as lead testing or dental exams during these events. Homeside activities include ideas from Creative Curriculum to match topics of classroom study. Parents are recruited as WOW Experience visitors whenever possible to visit classrooms as experts on topics being studies in class, such as a mom who knits visiting as a supplement during the unit on clothing.

This provides real life applications for the children. This was a great connection for parent engagement and the curriculum. Our Explore Your Community program connects families to cultural and recreational resources within our community.

c. Formal parenting classes are taught by our community partner, Full Circle. Their 10-week course called “Dare to Be You” runs twice per year, once in the spring and once in the fall. The course is free and families can receive a \$100 cash stipend if they attend all 10 weeks. The course is open to parents of children of any age, but The Center often fills the class with parents of preschoolers, allowing the curriculum to be targeted to families of three-to five-year old children. Our Early Head Start program uses Parents As Teachers to increase parent knowledge of early childhood development and improve parent practices. Parent education also takes place through the goal setting process and informally at home visits, parent-teacher conferences, Coffee Talks, and Family Fun Nights.

d. Relationship building with families begins at intake. Families usually visit the school to pick up their application. When they bring the filled out application back, the FCPM does a brief interview while reviewing the application for completeness. The FCPM asks about family needs, child concerns, job or school, health insurance application assistance, and mental health, and any other topics that arise during the discussion. The Family Partnership Agreement checklist is sent out with acceptance letters for families to indicate topics they would like more information about. Families can bring this back at Orientation or at the goal setting appointment. Information from the checklist is tallied for program use in planning topics for newsletter articles, Coffee Talks, and Family Fun Nights. Responses on the individual forms are reviewed with families, so supports and plans can be developed with families at the goal setting

appointments. Progress and further conversations are tracked in a binder that the FCPM, the Family Partnerships Specialist & Transportation Manager (FS&TM), and the Health Manager track, to be sure progress is being made and further goals and concerns are identified and addressed. Data is tracked for reporting on the PIR and to document how family needs change year to year.

e. Our partnership with the School Based Health Center (SBHC) allows all families access to physical health and dental care. It is located in our local high school, just a few blocks from the preschool. The SBHC opens for special hours on some orientation days, allowing families extra times to take care of their child's physical exam. We also enjoy partnering with the Lake County Recreation Department. This is a part of our county government that operates programs and facilities. Our partnership with them offers families an opportunity to visit the local aquatic center and ice skating rinks for free with the Explore Your Community passport.

9. Our program's early childhood special education teacher also serves as the coordinator for the Child Find Early Intervention program for our entire service area. The coordinator is the starting point for any family in Lake County who has concerns about any aspect of their child's development. This connection is a valuable recruitment tool for both Early Head Start and Head Start and also allows the child's Individualized Family Services Plan (IFSP) or Individualized Education Plan (IEP) to be implemented very effectively. EHS home visits include specialized activities. Preschool children with special needs are enrolled in regular preschool classrooms to provide as inclusive an environment as possible, with additional services provided during times when they are pulled out of their classrooms. They and their families have access to all services provided to all children and families at The Center, with the additional support from their plans.

Families are included in the planning process for developing goals for their child and given regular updates on their progress in compliance with state regulations for special education and under the monitoring of Board of Cooperative Educational Services (BOCES).

10. The Early Head Start (EHS) transition procedure ensures a smooth transition of children out of EHS and is designed to meet a child's individual needs. The transition process includes parental involvement and staff communication. Throughout the process, parents will be supported in their role as their child's primary teacher and advocate. Participants in EHS start their transition plan when the child turns 30 months old and it is developed with the input of the parent/guardian and EHS staff. EHS staff will have a series of communications with EHS families regarding their child's placement options and the availability of Head Start and other child development or child care services in the community. A listing of Head Start and community early childhood centers in the community and surrounding counties will be given to parents. EHS staff will discuss with parents the child's health and disability status, developmental level, progress made by the child and family while in EHS, and current and changing family circumstances and document these conversations on the Transition Plan. Families fill out a new application and must meet eligibility requirements for Head Start. If no preschool spot is open, the child is placed on the wait list until one opens. Revisions are planned to the selection criteria to give extra points for EHS enrollment to help ensure the continuation of services. The family participates in the regular orientation process to start Head Start preschool. When appropriate, a child may remain in EHS after their 3<sup>rd</sup> birthday to allow for transitions into Head Start. The length of the stay is determined by family and child needs.



b. Transition from Head Start preschool to kindergarten starts in the spring. All families are notified if their child is age eligible for continuing in preschool or going to kindergarten. The majority of children enroll in kindergarten in the one elementary school of our associated school district. Information on the location of the school and the days and times for enrollment are provided. Assistance is provided in copying required documents. An evening ice cream social is held for preschool families to visit the elementary school and meet the principal and staff there. Kinder-ready preschoolers take a field trip to their new school as part of one preschool day. Children may participate in an activity in the cafeteria designed to prepare them for the shift from family style meals in their classroom into cafeteria service. A pack of school supplies and summer activities are provided to transitioning families at their spring parent-teacher conference.

c. Our program is the only one operating in our service area. Children moving out of the service area are encouraged to apply at a program near their new home. For these families, The Center will support a family's transition to another program by reviewing with them a listing of early childhood programs in the new community that meets their needs.

11. a. Within our Early Head Start caseload, we include enrollment and service to pregnant mothers. During our application, interview, and orientation process, one of our first steps will be to determine access to resources including pre-natal care within 30 days of enrollment. If a pregnant mother does not have a source of ongoing care, the EHS staff will provide resources and referrals for care. Once a pregnant mother is enrolled, we provide one home visit a week for a ninety-minute time period. All relevant family members, including fathers, are included in the process and within the home visits as appropriate for the family. Parents as Teachers is the

curriculum used during the weekly home visits to provide services and supports to our expectant families. Topics for prenatal education include fetal development, nutrition, oral health care, risks of drugs, alcohol, and smoking, labor and delivery, postpartum recovery, parental depression, infant care, safe sleep practices, and benefits of breastfeeding which are presented through the Parents as Teachers curriculum. Our program also provides assistance with accessing health insurance, establishing a medical home as needed, meeting nutritional needs and food access, mental health resources, housing assistance if necessary, and resources around substance abuse prevention and treatment. Once the baby is born, we conduct a newborn home visit within two weeks of the baby's birth to determine potential needs and supports for both the baby and for the family. Our Child Find Coordinator, our School District nurse, our Family and Community Partnerships manager, and our Health manager all work together to provide any needed follow up after the visit has occurred and the family's and baby's needs are determined. We then work to enroll the baby and the family for continued Early Head Start services.

12. a. Many of our enrolled children reside several miles from The Center. Without transportation, most of them would be unable to participate in preschool. A family's transportation needs are assessed at enrollment and again at orientation. Currently 23 out of the 40 Head Start preschoolers ride the bus, and 10 of those families said they would have had to decline the spot without transportation. Many families only have one car, which one parent uses to commute to work, leaving the family without other transportation during the day. A few families have no transportation at all. Families also indicate that their child's attendance in

the winter is better than it would be if they had to drive on snowy and icy roads for the seven months of winter.

b. Our school district's transportation department schedules two bus drivers to work three hours per day on preschool days to transport Head Start preschoolers to school. The bus seats are equipped with appropriate safety harnesses and bus aides care for the children in route to and from school.

#### Sub-section C: Governance, Organizational, and Management Structures

1.

##### Structure

a. Our governing board is the publically elected school board for our school district. We are not in control of the makeup of this group, as members are elected, not appointed.

Through our partnership with the school district, we do have access to the school district's accountant, auditors, and legal counsel. In addition to our own staff, our association with Rocky Mountain Early Childhood Council provides access to experts in child development.

b. Through the public election process, any eligible citizen can run for school board office. This process helps to ensure a diverse group representative of our service area which would include Head Start parents.

c. Policy Council is made up of at least 51% parents of currently enrolled Early Head Start and Head Start children, along with parents from state and tuition funded

programs and community representatives. The Lake County School Board designates a member to attend Head Start Policy Council meetings to be the liaison between the two governing groups.

#### Processes – Governing Body

- a. The Board receives monthly updates from the Director including information on enrollment, attendance, budget, meal reimbursement, self-assessment, monitoring, financial reports, goal progress, screening data, meetings, trainings, and other program information. The school board discusses and approves policies and procedures in alignment with performance standard requirements. Policy Council approves any policies and procedures prior to review and approval by the school board. The Lake County School Board has an oversight calendar that is utilized over the course of the year. Each school provides updates and information related to recent work, and the board participates in an on-site visit which includes visits to the preschool classrooms. A board member attends Policy Council meetings as a non-voting liaison. School Board meetings are open to the public, and Policy Council members are invited and encouraged to attend.
- b. Advisory committees include committees for health concerns, educational outcomes data, and family and community connection. These committees gather feedback and input, connect to resources, and engage families but do not have governance responsibilities.

#### Processes – Policy Council

- c. The Policy Council receives monthly updates from the Director at their regularly scheduled meetings including information on enrollment, attendance, budget, meal reimbursement, self-assessment and monitoring, financial reports, goal progress, screening data, meetings,

trainings, and other program information. Lake County School Board minutes are distributed at Policy Council meetings. Training on Policy Council duties and responsibilities takes place according to a monthly calendar and as members request information.

#### Parent Committees

- d. Meetings of various parent committees are attended by staff who discuss how program policies meet performance standards and community needs and receive input from parents. Minutes are taken and shared with other parents and staff.
- e. Policy Council has regularly scheduled monthly meetings during the program year. The FCPM surveys members to arrange a convenient meeting schedule. Materials are provided before meetings either via email or in print to allow time for review and discussion.

#### Relationships

- a. Relationships are developed with the governing body, advisory committee members, and Policy Council over time through regular contact in meetings and site visits.

Orientations similar to the process for new staff are offered as appropriate. Each year in the fall, each school presents to the school board information on their individual program components. The Center presents on the Head Start content areas and how they align with the school district's curriculum. During the opening meeting for Policy Council, the FCPM provides an overview training in governance for Policy Council members. Thereafter, a monthly training schedule is created to provide information to PC members on our Head Start practices.

- b. Lake County School Board has a Conflict of Interest policy designed to protect the trust placed in the directors of the school district. It is considered inappropriate for board

members to be full time employees of the district. A Board member who has a personal or private interest in a matter proposed or pending before the Board shall disclose such interest to the Board, shall not vote on it and shall not attempt to influence the decisions of other Board members in voting on the matter, unless after the disclosure their vote is necessary to make a quorum. The Board does not enter into any contract with any of its members or with a firm or corporation in which a member has a financial interest unless certain other conditions are met.

- c. A school board member serves as a Head Start liaison and attends Policy Council meetings. School Board meetings are open to the public and policy council members are encouraged to attend. Policy Council meetings are scheduled earlier in the month than school board meetings, so Policy Council has a chance to review, discuss, and approve information before it is passed on to the board.
2.
  - a. The organizational chart is attached. The Executive Director for Head Start is the Superintendent of Lake County School District and the governing board is the publically elected school board. The DECP reports to the Superintendent, as do the district admin staff whose time counts toward our match. Staff at The Center report to the DECP. Policy Council has involvement and approval responsibilities.
  - b. The Child Care Director (CCD) is responsible for the timely completion of personnel documentation. Detailed procedures ensure that staff members receive a criminal background check prior to hire. The CCD tracks this requirement and works with the Lake County School District Human Resources department to run appropriate background checks. Once a candidate has been selected for hire, an initial on-line background quick check is completed by

the CCD. Dependent on the clear initial background check, the candidate next completes the official fingerprinting process prior to hire. The CCD works with the candidate to set up an appointment with an agency in a neighboring town that can complete the fingerprinting process and obtain full complete results within 24 hours. The results and reports of the fingerprints must be on file before a candidate can officially start within the program. Our background checks also include a child abuse and neglect state registry check with the use of the TRAILS system. Candidates complete the on-line paperwork for this system prior to their first day at the same time that they arrange their fingerprint appointment. Background checks are not considered complete until the TRAILS report has also been received. An employee is fully supervised while in the care of children until the background check is fully complete and all reports have been obtained. The CCD reports this data to the Director of Early Childhood Programs on a monthly basis for accountability purposes. The CCD also tracks current employees background check status to ensure that these are completed every five years; employees are given notice three months in advance when background checks are up for renewal to ensure timely completion of this requirement. The Center pays for fingerprinting and health screening requirements to aid in completion. Personnel files contain the latest health exam and background requirements.

c. All new staff go through a comprehensive orientation process scheduled in their first week of work. This orientation involves a scheduled time to meet with each manager to review key elements and requirements for the program. For example, the health manager shares information related to health requirements for the program and reviews specific health procedures in the program, such as handwashing. Required trainings, such as recognizing and

reporting child abuse and active supervision procedures, are completed during orientation. These trainings are accessed on-line through the Colorado Professional Development Information System (PDIS) or are conducted directly by the appropriate manager. The Assistant Director of Education provides an initial training on the Creative Curriculum, Teaching Strategies GOLD, and the Pyramid model. New employees are also given time and opportunity to observe preschool classrooms in action and wherever possible shadow another teacher prior to taking on full responsibilities. Orientation for management staff is similar with an additional focus specific to the leadership role. The DECP conducts a three-month evaluation process with all new employees. We follow a similar, but modified, orientation process for regular volunteers, interns, and consultants. This includes reviewing key information in our volunteer handbook.

d. The Assistant Director of Education (ADE) and the Director of Early Childhood Programs (DECP) focuses on the educational components of the program including curriculum, school readiness and the Head Start Early Learning Outcomes Framework, and coaching of our preschool and home based staff. Program wide training and professional development consists of:

1. Annual preservice trainings every August prior to the start of school on a variety of mandatory training topics. Topics include recognizing and reporting possible child abuse and neglect, CACFP, blood borne pathogens, etc. Teaching staff complete a minimum of 16 clock hours of training and professional development as required by Child Care Licensing in the state of Colorado.



2. Training is based on identified needs of both individuals, small groups, and large groups.

Data from assessments, as well as performance standard regulations, best practices in the field, and new initiatives are examined to determine the best course of action for training. Weekly Professional Learning Communities (PLC) and Professional Development days allow for teaching staff to hone their skills on specific teaching practices such as transitions or visual schedules.

3. All Early Head Start and Head Start staff have a professional development plan in place. The professional development plan is developed with each staff member and the DECP each year based on staff input and classroom assessments.

Our program has implemented Practice Based Coaching (PBC) to provide professional development coaching for selected education staff. Intensive coaching will be provided through Expert PBC or Teacher Learning Community (TLC). The selected format will be delivered in the context of collaborative partnership following the PBC cyclical process of shared goals and action planning, focused observations, and reflection and feedback.

Education staff are assessed to identify strengths, areas of needed support and who would benefit from intensive coaching. Multiple data sources are used in assessing education staff:

1. Teacher Strength and Needs Self-Assessment
2. Teaching Strategies Creative Curriculum Fidelity Checklists – Administrative and Teacher
3. Classroom Assessment Scoring System (CLASS)
4. Home Observation Visiting Rating Scale (HOVRS)

A rating system was developed to aggregate and evaluate the data and to rank all education staff based on a standardized scale. The results are reviewed and used to determine staff who could benefit from intensive coaching

The ADE meets with each teaching team on a bi-weekly basis allowing for a continuous focus on quality in the preschool classrooms, while also establishing flexibility to provide more intensive support to teachers as needed identified through data and observations in the classrooms. A similar process is conducted for the Early Head Start Home Visitor. The Assistant Director of Education, Family and Community Partnerships Manager, Director of Early Childhood Programs, and the Home Visitor will all receive training with the Parents as Teachers curriculum.

The Center has an extensive ongoing monitoring plan. The purpose is to ensure consistent quality and effectiveness in achieving program goals to ensure that appropriate interventions are done in a timely manner. Elements of our monitoring system include: financial reporting, financial audits, inventory, manager reports, timelines, program and school readiness goal development, health and safety, staff professional development plans and evaluations, surveys, director's reports, reports to Governing Board and Policy Council, Committee Reports, meeting minutes, inspections, and formal and informal observations of the program and in the preschool classrooms and EHS home visits. The Director meets with each manager and the EHS home visitor bi-weekly to receive updates regarding work in each area and the management team meets at least twice a month to share information, work through challenges, and reflect on data and trends seen within the program. This process was in response to transitions and turnover with the management team, but has proven to be an effective process for providing ongoing support with each role.

To align with our self-assessment process, we utilize our program improvement plan and our data to monitor progress on our program goals throughout the year. This process includes considering issues to track and identifying course corrections and next steps as necessary. The Health Manager and the Child Care Director collaborate very closely regarding health and safety practices in the program to address program needs, reflect on inspection reports, and adapt practices as needed to meet rules and regulation guidelines.

To support quality monitoring in the classrooms, The Center recently established walk through systems that align closely with content presented during staff professional development training days. After each professional development day, the Director of Early Childhood Programs and the Assistant Director of Education consider key indicators that will support effective implementation with the classrooms, and then informal walk-throughs are done in the preschool classrooms to help measure the level of implementation and next steps both for the program and individual classrooms. Tools related to the content are utilized to determine the quality indicators, such as elements of CLASS, the Pyramid Model, the Creative Curriculum Fidelity checklist, and ECERS. This ensures that our program is focused on specific measures of quality, but helps streamline our focus. A similar process is being formulated to support constant improvements in our new EHS home visiting program.

In addition, our school district's partnership with Blueprint School Network is providing excellent support with classroom and curriculum monitoring. Blueprint promotes educational equity and improves outcomes for students by partnering with districts and schools to plan, implement, and monitor school improvement initiatives.

## Section II. Budget and Budget Justification Narrative

1. Lake County School District R-1, grant 08CH0096, applied to provide Head Start services in Lake County, Colorado for 40 Head Start preschool children and 12 Early Head Start children. Per the amendment to the Notice of Award letter from ACF, dated June 14, 2019, the base PA 22 funds for Lake County School District R-1 Head Start are now \$612,068. The base PA 20 funds are \$9,083 for T/TA in Head Start and \$2,848 for Early Head Start T/TA. The overall funding for Lake County School District R-1 Head Start for FY2020 equals \$612,068, broken down into \$493,290 in Head Start funding and \$118,778 in Early Head Start funding. The Non Federal Share is \$153,017.

The Center operates a braided funded preschool program at Margaret J. Pitts Elementary School. Allocations are based on child count, attendance and hours of program operation. Budgets are reviewed with staff, Managers, Policy Council and the Governing Board. NOTE: Our combined Personnel and Fringe Benefits program operations costs exceed the maximum 80% suggested. We exceed the recommended upper limit of 80% because many of our operational costs are provided by the Lake County School District as non-federal share. These include occupancy (depreciation) and building repairs. Since we do not need to use Head Start grant funds for these functions, our Head Start grant funds are used disproportionately to fund personnel.

**Personnel - \$328,300 Head Start and \$75,769 Early Head Start**

The payroll summary given in HSES includes employees receiving part or all of their salaries from Head Start funds and Early Head Start funds. Managers include Director of Early Childhood Programs; Health, Mental Health & Nutrition; Family Services & Community Partnerships; Family Services & Transportation; Assistant Director of Education, and Business. The Assistant Director for Education oversees all educational components and coaching of teaching staff and home visitors. The Executive Director's salary is paid by the Lake County School District; Head Start receives \$6,500 of the Executive Director's salary, including fringe, as in-kind.

We operate 6 classrooms with 6 lead teachers, 6 assistant teachers, and 3.5 support staff. Salaries are allocated between three programs. Total yearly teaching staff salaries paid with Head Start funds is 46% of the total teaching staff salary line of The Center. This figure is based on Head Start enrollment and classroom attendance at The Center (see cost allocation information below). Our wage scale for teachers was revised in June 2019.

### ***Child Health & Development Personnel Costs***

#### **Health & Mental Health - \$25,004.00 Head Start-\$6251.00 Early Head Start**

Of the 85% of salary paid by Head Start, 80% is paid by Head Start and 20% is paid by Early Head Start. The Health Manager oversees health services for all children, including medical, dental and mental health. She also oversees nutrition.

#### **Teachers - \$64,950**

6 Lead Teachers, 46% of salary paid by Head Start. We currently operate 6 classrooms for our program.

### **Teacher Aides & Other Educational Personnel - \$84,298**

6 Assistant Teachers & 3.5 Support Staff, 46% of salary paid by Head Start. The budget includes hours for substitutes that will be called upon to fill in for regular staff on an on-call basis.

### **Home Visitor- \$29,226**

1 full time home visitor for Early Head Start. This budget includes the salary of full time staff facilitation of year round programming and home visits.

### **Disability Services - \$22,893**

1 SPED teacher, 50% of salary paid by Head Start.

### ***Family & Community Partnerships Personnel Costs***

#### **Program Managers & Content Area Experts - \$41,347 Head Start, \$15,519 Early Head Start.**

*Family & Community Partnerships Manager* – Of the 80% of salary paid by Head Start, 66% is paid by Head Start and 34% is paid by Early Head Start. The FCPM oversees all family and community partnerships, as well as all ERSEA functions.

*Family Services & Transportation Manager* – Of the 80% of salary paid by Head Start, 80% is paid by Head Start and 20% is paid by Early Head Start. The FSTM supports the FCPM by providing services to Spanish-speaking families. She also manages student transportation.

### ***Program Design & Management Personnel Costs***

#### **Director of Early Childhood Programs - \$21,529 Head Start, \$8,372 Early Head Start.**

Of the 46% allocation to Head Start, 72% is paid by Head Start and 28% is paid by Early Head Start. The DECP oversees the program as a whole, including the oversight of the Early Head Start and providing backbone support to managers. A change this year is that more of the DECP salary is paid with other funds from The Center, in response to the school district wanting this position to spend more time aligning the early childhood program with K-12 instruction.

**Assistant Director for Education- \$22,815 Head Start, \$12,285 Early Head Start**

Of the 90% allocation to Head Start, 65% is paid by Head Start and 35% is paid by Early Head Start. The Assistant Director for Education will be responsible for the oversight and coaching of preschool staff and home visitors. This role will encompass all of the education components and aspects for a birth to five program including curriculum, assessment, school readiness and the implementation of the Head Start Early Learning Outcomes Framework. Maintaining and refining the role of this position will allow us to have a strong education and school readiness focus from a birth to five lens.

**Business Manager – \$16,464, Head Start, \$4116 Early Head Start**

Of the 70% of salary paid by Head Start, 80% is paid by Head Start and 20% is paid by Early Head Start. The Business Manager is responsible for monitoring the Head Start budget, grant writing, and financial reports. She also monitors the CPP and Childcare budgets.

***Other Personnel Costs***

**Custodian / Maintenance Personnel - \$14,000**

1 Facility Support Staff 46% of salary paid by Head Start, based on occupancy data.

.6 custodian/transportation monitor 20% paid by Head Start based on time spent on assigned duties.

**Transportation Personnel - \$15,000**

2 bus drivers x 3 hours per day Monday through Thursday, plus 1 bus driver x 3 hours per day on Friday paid by Head Start.

**Fringe Benefits - \$135,618 Head Start- \$31,490 Early Head Start**

Benefits are provided to full-time employees, or those working 30 hours or more per week, at The Center. Benefits include health, dental, vision and life insurance. Retirement benefits are provided through the Public Employees Retirement Association. Our PERA contribution is 19.65%. Cost of PERA and health benefits continue to rise, particularly for family coverage, making it prohibitive for many of our employees.

**Social Security, Medicaid, Etc. - \$4761 Head Start, \$1045 Early Head Start**

**Health / Dental Insurance - \$61,915 Head Start, \$16,095 Early Head Start**

PPO III / EPO III plans offered via Aetna, Meritan Health. The district's cost is \$539 per month for every employee enrolled in single coverage, and \$731 for every employee enrolled in family coverage.

**Retirement - \$68,942 Head Start, \$14,350 Early Head Start**

Retirement benefits are offered through PERA, the Colorado Public Employees Retirement Association.



**Other Expenses, Supplies, Travel - \$20,289 Head Start; \$8,671 Early Head Start**

Out of town travel is used to cover travel expenses such as mileage for staff to attend meetings, conferences, and trainings and to conduct home visits. Due to our rural location travel is necessary for most meetings and trainings. The per diem rate for the Lake County School District for meals and incidental expenses is \$40/day. Mileage is reimbursed at \$.50 per mile. Examples of planned travel include mileage, hotel, and meal costs for Colorado Head Start Association meetings (bimonthly) for two staff; travel to national conferences offered by the Office of Head Start; and travel for trainers to come to The Center. Program, education, disability, health, family services, food service, literacy and assessment materials used in the classroom will be taken from the supply line item. All supplies are consumable materials. Items over \$5,000 are listed as equipment and none have been budgeted. Classroom supply costs are allocated between programs similarly to salaries with Head Start covering approximately 50% of supplies. Grant funds supplement some supply expenses. Examples of planned supply purchases include office supplies, and classroom supplies and furniture. Early Head Start supplies also include supplies for socialization, including diapers and formula.

**Head Start:**

Supplies	\$11,394 (copy machine, med/dental supplies, postage, office/classroom supplies, dues and fees)
Utilities/Telephone	\$5,100
Travel /Transportation	\$1,800
Parent Fund	\$1,500
Insurance/Audit	\$ 400
Professional/Tech Consultants	\$ 95

Early Head Start:

Supplies	\$4,640 (copy machine, child/family service supplies, postage, office supplies, dues and fees)
Utilities/Telephone	\$2,800 (portion of building utilities plus cell)
Travel	\$1,231

**Training/T/TA - \$9,083 Head Start, \$2,848 Early Head Start**

Training information is detailed in the T/TA plan.

Other anticipated grant funds:

Colorado Preschool Program	\$ 330,750
AV Hunter Trust	\$ 30,000
Temple Hoyne Buell Trust	\$ 35,000

Grant funds assist in program operations and full-day services for our families.

2. There are no items costing more than \$150,000.
3. COLA funds will be used to increase staff wages and offset the increasing costs of supplies. This change was applied for and granted in the spring of 2019.
3. We utilize the same internal controls and financial policy that is adhered to by Lake County School District. Fund accounting with checks and balances in place provides accuracy and integrity of processes that ensures timely accountability for proper spending of Grant Funds.
4. The following identifies the sources of our required non-federal share:

### VOLUNTEER SUPPORT:

The Center enjoys ample support from Program and parents and a variety of community volunteers. Parents have many opportunities to support the program with their time. Classroom volunteers are always welcome during school hours and committee meetings including Family Fun Night are held in the evening. Parent volunteer hours are calculated at the pay rate including fringe of a beginning level Assistant Teacher at \$14.97 per hour. Volunteers for Policy Council and other boards are counted at an executive rate of \$25.00 per hour.

<b>TOTAL</b>	<b>\$17,000</b>
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### OUTSIDE GRANTS:

The Center enjoys support from generous funders in addition to the Office of Head Start. These grants support The Center for operations, reduced tuition rates for extended day child care, and improved instructional practices. Our cost allocation plan calls for classroom supplies and staff expenses to be paid 46% with Head Start funds. The portion of these outside grants counted towards our match is less than half of that percentage. The following amounts are portions of the total amount of the grant which is applied to our Non-Federal Share:

Temple Hoyne Buell	\$ 7,480
AV Hunter Trust	\$ 6,100
<b>TOTAL</b>	<b>\$13,580</b>

COLORADO PRESCHOOL PROGRAM:

A portion of the CPP grant used by Head Start children who use the program to extend their day is counted. The total grant is \$330,750 for 75 spots, allowing \$4410.00 per child. There are currently 26 Head Start kids who are also enrolled in CPP and use those hours for an extended day of preschool. We count approximately 22% of their CPP allocation as match in support of the Head Start program. = \$25,875.00

LAKE COUNTY SCHOOL DISTRICT:

(See In-Kind Justification below)

**Personnel & Fringe Benefits**

District Health Nurse	\$ 840
Special Education Disabilities Coordinator	\$20,000
Speech Language Pathologist	\$ 1,000
Occupational Therapist	\$ 1,000
Nutrition Services	\$25,223
Executive Director	\$ 6,500
Fiscal Officer	\$ 1,428
Chief Financial Officer	\$ 870
Child Care Director	\$ 4,325
Human Resources	\$ 2,418
Building Maintenance and Operations	\$11,291
Transportation	\$ 1,586
Technology	\$ 3,067

<b>PERSONNEL TOTAL</b>	<b>\$82,173</b>
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Building depreciation	\$ 8,871
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Fuel for Head Start buses	<u>\$ 8,143</u>
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<b>Total</b>	<b>\$ 17,104</b>
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<b>GRAND TOTAL</b>	<b>\$153,017</b>
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#### **Lake County School District In-Kind Justification: Personnel & Fringe Benefits**

Some Lake County School District employees are dedicated to work at The Center, and some serve the whole district, with a portion of their time supporting Head Start. The following is a detailed estimate of the services provided by District employees on an annual basis to the Head Start program.

##### District Health Nurse

Nurse Consultant is required by childcare regulations to spend 10 hours per year in the building.

Actual time is estimated at 15 hours per year.

15 hrs x \$32/hr + fringe \$480 annually (Child Dev & Health Personnel: Health/Mental Health)

##### Special Education

Based on special needs enrollment and hours spent in the building to provide coordination and services. Some Special Education services are funded with Head Start funds. The remainder is donated as in kind from LCSD and other preschool funds:

*Special Education Disabilities Coordinator:* Available to all preschool classrooms daily, including CAT/RTI, T/TA and other services. \$20,000 annually donated as in kind above and beyond portion funded by Head Start. (total salary is \$31,99 per hour times 8 hours per day times 179 contract days + fringe for working in preschool = \$56,053)

*Occupational Therapist:* 60 hours per year are spent in preschool, including Child Find and other services. \$1,000 annually donated as in kind. (total salary + fringe for working in preschool = \$3,535)

*Speech Pathologist:* 185 hours per year are spent in preschool, including CAT/RTI and other services: \$1,000 annually donated as in kind (total salary + fringe for working in preschool = \$16,783)

#### Nutrition Services

Based on the number of meals and snacks served to Head Start children. Head Start children total 40 for breakfast and lunch each day. Food Service Director supervises 4 schools, with 4 hours per month preparing menus and overseeing Head Start food services.

Salary + fringe, Head Cook	\$24,023 annually
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Salary + fringe, Food Service Director	\$ 1,200 annually
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Total \$25,223 (Child Development & Health Personnel: Nutrition Services)

### Executive Director

Based on services provided to oversee Head Start and facilitate shared governance work with the Lake County School Board.

5% of salary + fringe \$6,500 annually (Program Design & Mgmt Personnel: Ex Dir)

### Fiscal Officer

Based on services provided to oversee the Head Start budget and perform accounting functions.

3% of salary + fringe \$1,428 annually (Program Design & Mgmt Personnel: Fiscal)

### Chief Financial Officer

Based on guidance provided to the DECP and Business Manager to oversee the Head Start budget and help with programmatic decisions with budgetary implications.

1% of salary + fringe \$870 annually (Program Design & Mgmt Personnel: Fiscal)

### Child Care Director

Based on services provided to schedule substitutes, provide closing manager coverage and attend collaborative meetings.

200 hrs x \$21.63 + fringe \$4,325 annually (Program Design & Mgmt Personnel: Other)

### Human Resources Manager

Based on services provided for human resources, employee benefits and payroll.

3% of salary + fringe \$2,418 annually (Program Design & Mgmt Personnel: Other)

#### Building Maintenance & Building Operations

Based on number of District buildings (4) and total usage of building by occupancy.

10% salary + fringe, Director of Operations                      \$4,880 annually

12.5% salary + fringe, Maintenance                                  \$6,412 annually

Total \$11,292 (Maintenance Personnel)

#### Transportation Services and Bus Maintenance

Based on information from Transportation services on the average time spent servicing Head Start buses, scheduling trips, and providing training to the staff on evacuation and safety procedures on the bus.

60 hrs x \$18/hr + fringe, Transportation Director              \$1,318 annually

10 hrs x \$22/hr + fringe, Bus Maintenance                      \$ 268 annually

Total \$1,586 (Transportation Personnel)

#### Technology Services

Based on number of buildings in the District, the number of Head Start children and Head Start computers and office space, estimate is 3% of technology consulting services, \$3,067 annually (Other Personnel)



5. No non-federal match waiver is requested.
6. No waiver on 15% limitation for administrative costs is requested.
7. No enrollment reduction is requested.
8. No conversion is requested.
9. No funds for construction or renovation of facilities are requested.
10. No funds for equipment are requested.

## **LCHS Counseling Department**

### **1. What are we trying to do?**

Provide support and guidance to students, families, and staff so that all students stay on track to graduate and are prepared for life after high school. We are committed to creating equitable opportunities and options so that every student is able to achieve their academic and career goals.

### **2. How are we trying to do it?**

- Collaborate with CREW teachers, grade level academies, and the MTSS team
- Help facilitate the ICAP process
- Provide an intentional and meaningful course selection process
- Support students in the college admissions process including: applications, financial aid (scholarships, grants, and FAFSA), SAT prep and administration, transcripts, and letters of recommendation
- Systematize internships and the required documentation
- Coordinate and promote dual enrollment
- Coach students on community service opportunities
- Encourage college and career exploration by organizing college visits and career fairs
- Promote and attend the Pre-Collegiate summer academy at CU Boulder
- Advise/Counsel students and families
- Collaborate with community partners to provide support services to students: CMC, Full Circle, Upward Bound, WrapAround, LCBAG, SBHC and school social workers

### **3. At any given moment, how will we know if we're on track?**

- Student graduation progress
- ICAP completions
- Grade checks
- Internship documentation
- CEPA enrollment and course completion
- FAFSA completion
- National Student Clearinghouse data
- Testing scores

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

- Partner with CREW teachers
- Parent communication
- Create alternative learning plans/schedules for struggling students
- Work with Admin, BOLT and ILT

**Policy Type: Governance Process**

**Public Participation at School Board Meetings**

All regular and special meetings of the Board shall be open to the public. While the Board's meeting time is dedicated to its strategic mission and top priorities, the Board desires to hear the viewpoints of all citizens. The Board shall therefore schedule time during Board meetings for brief comments and questions from the public for consideration or follow-up. Public comment may be on items on the agenda or any topic related to the Board's conduct of the schools. The Board shall set time limits on the length of public participation and on the length of individual speeches. Comments at special meetings must be on the topic of the agenda item being considered by the Board.

Members of the public are encouraged to exercise their rights to free speech responsibly. The Board encourages the discussion of all personnel matters be conducted in executive session.

The Board president shall be responsible for recognizing all speakers who shall properly identify themselves, for maintaining proper order, and for adherence to any time limits set. Questions asked by the public may be referred to the superintendent or the superintendent's designee for consideration and later response.

Members of the public wishing to make formal presentations before the Board should make arrangements in advance with the superintendent and/or Board president so that such presentations may be scheduled on the Board agenda.

In addition to public participation during Board meetings, the Board is committed to engaging members of the community on an ongoing basis regarding community values about education during times other than the Board's regular meetings.

Adopted by the Board:

LEGAL REF.: C.R.S. 24-6-401 et seq. (open meetings law)

CROSS REF: Administrative Policy: KE, Public Concerns and Complaints

## **Lake County School Board Quickstart Guide November 2019**

Welcome to the Lake County School Board! This guide has been put together to help you make an easy transition to the school board. In-depth and detailed training is scheduled in upcoming meetings and work sessions on different aspects of your work. See the attached roadmap. Don't despair! It takes time to figure out what you have signed up for and been elected to do. Your fellow school board members, superintendent, and board assistant are here to help you.

Contact info:

Bunny—719-293-0738

Wendy—719-293-0104

School board members—Eudelia Contreras 970-406-1624; Jeff Fiedler 720-209-8852; Amy Frykholm 970-333-1342; Ellie Solomon 303-562-5503.

### **What is a school board?**

We are locally elected representatives who guide the direction of the school district. We are all volunteers! We hire and oversee the superintendent, we approve a budget, and we work to ensure Lake County Schools equitably serve the students within our district. We take on broader oversight (see "What is the Oversight Calendar?" below) to help ensure the superintendent is leading the district in the manner directed by our policies and that the budget is faithfully and responsibly implemented.

### **What is my email address for school district business?**

[firstinitiallastname@lakecountyschools.net](mailto:firstname.lastname@lakecountyschools.net)

Your board packet will be sent to this email. The board assistant will help you set up an account and get a password.

### **What is a packet?**

A packet is prepared for every meeting and work session by the board president, superintendent, and board assistant. It accompanies the items on the agenda, and is organized to coincide with the agenda. It also includes informational items that are not discussed at the meeting. The packets are public documents and provide a record of the board's public work.

While it is important to read the entire packet before coming to a meeting, you will learn that some documents need to be read more closely than others. A packet can take anywhere from 30 minutes to several hours to read, depending on what is in the packet and the kind of attention required.

The packet also includes a set of financial information from the previous month provided for our oversight. We will dive into more detail about what to do with this information at an upcoming work session. For now, just know this is a routine practice and familiarize yourself with the kind of information that is there.

The packet comes out the week prior to the meeting—usually on Wednesday or Thursday. It is sent to board members by email and posted on the district web site.

### **How is the agenda organized?**

The agenda is organized into different areas:

Consent agenda—this is a collection of items that the board is required to vote on that are generally low controversy and routine. We vote on them as a group in order to make meetings more efficient. A board member can ask that an item be removed from the consent agenda and then a vote is taken to remove the item, but this is not common.

Public comments—this is a portion of the agenda where anyone from the public is welcome to speak on any subject. At the bottom of the agenda are a few guidelines related to this practice.

Action items—these are the items on which a vote is required. The board president asks for a motion. A board member makes and another seconds a motion (“I move that we approve....” “I second”) and then a discussion of the action item can begin. When discussion is complete, the board president calls for a vote. Votes are taken by role call in alphabetical order as required by state statute.

Discussion items—these are items that are for discussion only. No decisions are made.

Oversight calendar—our board has organized each meeting and work session by topics for special focus. (See “What is the Oversight Calendar?” below.)

Superintendent report—the superintendent brings the board’s attention to any items not covered by the above that s/he feels are important.

Student reports—the student representatives are invited to speak about their work related to the school board.

Board reports—the board submits any comments about their work in their individual roles (See below: “What are additional board roles?”) to the board assistant by the Tuesday of the week before the meeting. This time in the meeting is used for any updates on those notes.

Information items—these are items that are neither discussed nor acted on. They are merely for board information and not a part of the meeting itself. Commonly they are financial or Head Start related.

### **What is a work session and how is it different from a meeting?**

The Lake County School Board hold two public sessions a month. Both of them have agendas and packets. One (the second Tuesday) is a meeting where votes are usually taken. On the agenda these are called “action items.” The other is a work session (the fourth Tuesday) where issues are looked at in depth, but no decisions are made. Work sessions have no action items. Sometimes, if a vote is needed, the board will call a “special meeting” at a work session and this allows the board to take a vote. This has to be done at least twenty-four hours in advance.

### **What is the Oversight Calendar?**

Our Oversight Calendar is designed to help the board oversee the management of the school district's major systems, and assure the public that school district resources are being used efficiently and effectively and that the district's mission is being fulfilled. This format allows us to approach our responsibilities in an organized manner, allowing deeper analysis of a given area, rather than trying to touch on everything at each meeting. The Oversight Calendar can be found within the school board's policies and on the LCSD website <http://www.lakecountyschools.net/board-of-education/board-policies/> - SP-4.

### **How do I get something on an agenda?**

The agendas are made by the board president and the superintendent. At the end of every meeting, the board president asks for items for agenda planning. You may also ask the board president personally to add an item to the agenda.

### **How should I prepare for a meeting?**

Submit your board report to the board assistant (Bunny) 1 week prior to the meeting.

Read your packet. Take note of your questions – if there are areas of concern or possible sensitivity, call the the board president and superintendent ahead of time. If there are questions on financials, take them to Rena Sanchez (Accounting Manager) or Paul Anderson (CFO). Be prepared to bring your questions to the discussion.

Be on time! Let the board assistant (Bunny) know if you need to miss or arrive late for a meeting.

### **What should I do if...?**

(Remember that all written communication—including emails and texting—is public record and can be asked for by any member of the public. General rule: if you don't want to see it on the front page of the paper, don't put it writing.)

...someone calls me to complain about their child's teacher or a school leader?

Try to encourage the person to go directly to the person being complained about. Ask if you can go with them or help them script what they want to say. If this fails, encourage them to go to the principal of the school and offer support. Finally encourage them to go to the superintendent. Offer support. If all of that fails, call the school board president. It is good practice to call the superintendent after any of these interactions so s/he knows what is going on.

...someone calls me with confidential information about the superintendent?

Call the school board president.

...I have a concern about how something is being managed or organized within a school or within the district?

Talk to the superintendent in person or by phone. (It is not good practice to use email or social media or even texting for this.)

...I see something that concerns me about the school district on social media?

Call the superintendent.

...I hear a school-related rumor?

Call the superintendent.

...I learn that a group is planning on coming to a school board meeting without announcing themselves?

Call the school board president.

**Who should I call if I don't know who to call?**

Call the board assistant: Bunny—719-293-0738

Call the board president:

Call the superintendent: Wendy—719-293-0104

**What is governance? What kind of governance does the Lake County School Board use and why?**

Governance means the work of setting direction for and overseeing the district. It is intended to serve the needs of the whole community.

We use a system of policy governance with a results-based structure. In other words, we use policy to set the direction for the district and oversee the systems the superintendent uses to manage the district. We set goals for the superintendent and the district and we measure whether those are being met.

We do NOT manage the district's systems ourselves. Via policy we set direction, priorities, expectations, and goals that the superintendent implements across the district, and then we monitor the quality of implementation.

**How is the school-district funded?**

The short answer, and believe me you will receive many long answers, is that the state gives us per-pupil funding and we supplement this with grants.

**What are additional board roles?**

At the December meeting we will assign ourselves roles that are either required by the state or are part of our board practice.

These are:

BOCES representative (see acronyms below)

URA representative (see acronyms below)

District Accountability representative

Policy Council Representative (The Center)

Student representative liaison

Community liaison

**Commonly used acronyms:**

Education is an acronym-heavy field. Here is a guide to some that we hear frequently:

**A-Net**—A-Net is an organization that helps the school district administer standards-based assessments that are timely and consistent so that teachers know how students are doing on an individual, case-by-case basis. A-Net testing is conducted twice a year. It stands for Achievement Network.

**BOCES**—Board of Cooperative Educational Services. This is a group of school districts that collaborate in providing services that are better shared across districts. Special education is the most common example. Our BOCES group includes BV, Salida, and Park County.

**BILT**—Building Instructional Leadership Team. Sometimes they just say **ILT**—Instructional Leadership Team

**BOLT**—Building Operational Leadership Team

**CASB**—Colorado Association of School Boards. We are a member of this organization, and they provide information and services for school boards across the state as well as shape legislative action at the state level.

**CDE**—Colorado Department of Education. This is the department at the state level that administers school policy (made by the legislature).

**DIBELS**—This is the standardized test that we use to assess children too young for the state standardized tests on their reading skills.

**DPF**—District Performance Framework

**EL**—Expeditionary Learning. This is a national organization and educational model that was adopted by Lake County K-8. Its principals were instrumental in the development of our Teaching and Learning Policy. EL is one of our partners.

**IEP**—Individual Education Plan—this is what students with special needs have. They are created in connection with parents, the student, and school leadership.

**PARC**—This is the standardized test that the state requires and uses to rate our schools.

**TABOR**—The Taxpayers Bill of Rights. This is an amendment that was passed in 1992 to limit the amount of revenue the state can retain and spend and requires that taxpayers approve all tax increases.

**URA**—Urban Renewal Authority. This is an agreement that the school district has entered into with other entities like the City, the County, etc to provide tax incentives for development.

### **And Jargon You Will Hear Frequently:**

**Turnaround**—Turnaround is the language the state used when it developed its accountability program in the 2000s. Lake County was “on turnaround” from 2009-2017 and never wants to be “on turnaround” again. Schools that are “on turnaround” are considered failing and potentially in need of state intervention if they do not improve. They are placed on a “Turnaround Clock” and given five years to improve their achievement by a variety of measures, the most important



being standardized tests. But you will also hear talk about the Turnaround Network—a group of schools working on ways to improve their schools and receive extra resources. The Turnaround Network has been very helpful to Lake County.

Local control—This means that we—the local school board—have the ultimate authority to determine how things work in our community. We determine the curriculum, the...

2x1

It is a meeting between two board members and the superintendent. They typically occur the week before the monthly meeting to allow for private discussion of sensitive topics. This is a forum where both board members and superintendent can raise concerns or discuss deeper background on coming agenda topics. There is occasionally discussion of personnel and student matters not permissible in public meetings. These are done in pairs because three board members make a quorum and so private discussion cannot be had.

Standards-Based—The state has standards for every grade level in every subject that teachers use to develop their curriculum and assess their students.

Assessment—This refers to any kind of test that students take to see where they are in their learning.



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

315 West 6<sup>th</sup> 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 Informational Items for Governing Board**

**Informational Items:**

1. August
  - a. Director's Report
2. September
  - a. Director's Report with Head Start and Early Head Start Budget Reports
  - b. September 17<sup>th</sup> Policy Council Minutes
  - c. October 9<sup>th</sup> Policy Council Minutes
  - d. October 14<sup>th</sup> Policy Council Minutes

**Lake County School District  
Early Head Start and Head Start  
Director's Report for August, 2019**

Program Enrollment & Attendance										
Program	Funded Enrollment			Current Enrollment		Over Income Enrollment (Incl. 130%)	Wait List	Children with Disabilities		Average Daily Attendance
	Total	Regular	Full Day	Regular	Full Day					
Head Start	40	25	15	25	13	10	8	6	15%	83.8%
CPP	75	67	8	67	8	N/A	5	8	12%	83.8%
Early Head Start	12			8		1	2 (OI)	0		
<b>Totals</b>	<b>104</b>		<b>23</b>	<b>100</b>	<b>21</b>	<b>11</b>	<b>36</b>	<b>14</b>	<b>16%</b>	<b>83.8%</b>

\*HS enrollment within 30-day grace period

\*EHS enrollment is still within 30-day grace period. Ongoing recruitment and enrollment with community partners.

	Head Start	Early Head Start
Current Enrollment	38	8
Physicals – Complete	38	3
Physicals – Not Up to Date	2	6
Physicals – Follow up needed	0	0
Immunizations Up to Date	36	8
Immunizations – Not Up to Date	4	0

**Lake County School District  
Early Head Start and Head Start  
Director's Report for August, 2019**

	Head Start	Early Head Start
Immunization Waiver	5	0
Lead	33	0
Lead – Incomplete	2	8
Lead – Follow-Up Needed	2	0
Lead – Follow-Up Complete	0	0
Hearing	24	3
Hearing Incomplete	12	0
Hearing Rescreen needed	4	0
Hearing Referral Needed	0	5
Hearing Referral Complete	0	0
Vision	14	3
Vision Incomplete	26	0
Vision Rescreen Needed	0	5
Vision Follow Up Complete	0	0
Dental	25	0
Dental - Incomplete	15	8
Dental – Follow-Up needed	8	0
Dental – Follow-up complete	0	0
Developmental (DIAL <sub>4</sub> or ASQ)	39	
Social/Emotional (ASQ-SE)	35	

- EHS home visitor is out on medical until 9/18/19. Next month's report will reflect EHS numbers for developmental and Social/Emotional screenings.

**Lake County School District  
Early Head Start and Head Start  
Director's Report for August, 2019**

<b>Budget, In-Kind &amp; Volunteers</b>						
	<b>Budget</b>	<b>In-Kind</b>			<b>Volunteers</b>	
		<b>Monthly</b>	<b>YTD</b>	<b>% complete</b>	<b>Monthly</b>	<b>YTD</b>
Head Start Budget – FY 19	Attached	\$0	\$15,748	10%	0	
Early Head Start Budget –FY19	Attached					
					<b>Meal Counts</b>	
CACFP – Free/Reduced meal reimbursement	Total Claim: \$1,152.61				Breakfast	300
					Lunch	304
					Snack	99

<b>Grant Updates, Goals, Program Monitoring &amp; Self-Assessment</b>	
Grant Updates	Early Head Start and Head Start grant due November 1, 2019. Revising Program Goals to align with Lake County School District goals.
Second Step curriculum implementation	The Second Step Early Learning program offers teachers many opportunities to use intentional teaching strategies to actively engage children in their development of social-emotional, language and cognitive skills. The program promotes school readiness and success by directly teaching children the skills that strengthen their ability to learn, have empathy, manage emotions, make friends and solve problems. Second Step is also being implemented at West Park Elementary School.
Trail 100 Legacy Foundation & Lion's Club funding	Received \$3,500 grant award from Trail 100 Legacy Foundation and Lions Club to help support purchase of new vision screener to use for children birth to 5 years old.

**Lake County School District  
Early Head Start and Head Start  
Director's Report for September, 2019**

Program Enrollment & Attendance										
Program	Funded Enrollment			Current Enrollment		Over Income Enrollment (Incl. 130%)	Wait List	Children with Disabilities		Average Daily Attendance
	Total	Regular	Full Day	Regular	Full Day					
Head Start	40	25	15	25	13	10	8	6	15%	86.4%
CPP	75	67	8	67	8	N/A	5	7	10%	86.4%
Early Head Start	12			9		1	2 (OI)	0		
Tuition				8			20			

\*HS & EHS enrollment is past 30-day grace period. Ongoing recruitment and enrollment with community partners continues.

	Head Start	Early Head Start
Current Enrollment	38	10
Physicals – Complete	38	2
Physicals – Not Up to Date	1	8
Physicals – Follow up needed	0	0
Immunizations Up to Date	39	10
Immunizations – Not Up to Date	1	0
Immunization Waiver	5	0
Lead	33	0
Lead – Incomplete	6	7

**Lake County School District  
Early Head Start and Head Start  
Director's Report for September, 2019**

	Head Start	Early Head Start
Lead – Follow-Up Needed	1	0
Lead – Follow-Up Complete	0	0
Hearing	40	6
Hearing Incomplete	0	3
Hearing Rescreen needed	0	1
Hearing Referral Needed	0	5
Hearing Referral Complete	0	0
Vision	31	7
Vision Incomplete	2	0
Vision Rescreen Needed	7	3
Vision Follow Up Complete	0	0
Dental	30	1
Dental - Incomplete	10	6
Dental – Follow-Up needed	9	0
Dental – Follow-up complete	1	0
Developmental (DIAL4 or ASQ)	39	
Social/Emotional (ASQ-SE)	35	

- EHS home visitor returned from medical. She has been scheduling home visits with the families. She will make up the visits that were missed while she was out on medical.

**Lake County School District  
Early Head Start and Head Start  
Director's Report for September, 2019**

<b>Budget, In-Kind &amp; Volunteers</b>						
	<b>Budget</b>	<b>In-Kind</b>			<b>Volunteers</b>	
		<b>Monthly</b>	<b>YTD</b>	<b>% complete</b>	<b>Monthly</b>	<b>YTD</b>
Head Start Budget – FY 19	Attached	\$2,488.16	\$18,231	12%	58	58
Early Head Start Budget –FY19	Attached					
					<b>Meal Counts</b>	
CACFP – Free/Reduced meal reimbursement	Total Claim: \$1,152.61				Breakfast	170
					Lunch	171
					Snack	52

<b>Grant and Program Updates, Goals, Program Monitoring &amp; Self-Assessment</b>	
Grant Updates	Early Head Start and Head Start grant due November 1, 2019. Pending Policy Council approval, the next step is school board approval. The DECP will submit for October 22, 2019 school board meeting for approval.
Family Fun Night	A Family Fun Night was held on September 25, 2019. The event highlighted Health & Safety. Twenty-eight families attended: 9 Head Start, 1 Early Head Start and 19 CPP/Tuition.



FY 19 Budget HS

February 1, 2019 to January 31, 2020		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	YTD	Revised FY 19 BUDGET	diff 19 budget vs actual	
REV 27.97.19.0000.4020.000.008600	FY19 Revenue	\$ 50,042.00	\$ 48,503.00	\$ 51,565.00	\$ 57,217.00	\$ 52,436.00	\$ 43,524.00	\$ 41,055.00	\$ 55,370.00	\$ 399,712.00	493,290		
27.971.19.2600.0110.608.008600	CUSTODIAN SALARY	\$ 913.74	\$ 1,080.63	\$ 1,015.68	\$ 971.52	\$ 927.36	\$ 1,000.96	\$ 1,052.48	\$ 1,098.24	\$ 8,060.61	14,000	5,939.39	
27.971.19.2600.0221.608.008600	CUSTODIAN MEDICARE	\$ 13.16	\$ 15.60	\$ 14.73	\$ 14.09	\$ 13.45	\$ 14.51	\$ 15.26	\$ 15.93	\$ 116.73	203	86.27	
27.971.19.2600.0230.608.008600	CUSTODIAN PERA	\$ 183.03	\$ 216.76	\$ 204.66	\$ 195.76	\$ 186.86	\$ 204.19	\$ 214.71	\$ 224.04	\$ 1,630.01	2,940	1,309.99	
27.971.19.2600.0250.608.008600	CUSTODIAN HEALTH	\$ 10.76	\$ 20.11	\$ 1.06	\$ 1.06	\$ 1.06	\$ 1.05	\$ 1.06	\$ 1.10	\$ 37.26	2,660	2,622.74	
27.971.19.2700.0110.602.008600	BUS DR SALARY	\$ 2,632.12	\$ 2,632.12	\$ 2,632.12	\$ 590.92	\$ (5,079.08)	\$ 620.08	\$ 3,863.94	\$ 4,012.22	\$ 11,904.44	15,000	3,095.56	
27.971.19.2700.0221.602.008600	BUS DR MEDICARE	\$ 6.97	\$ 6.74	\$ 7.29	\$ 6.93	\$ 7.34	\$ 7.33	\$ 6.92	\$ 9.62	\$ 59.14	218	158.36	
27.971.19.2700.0230.602.008600	BUS DR PERA	\$ 508.10	\$ 505.06	\$ 512.54	\$ 96.33	\$ (100.42)	\$ 103.20	\$ 759.06	\$ 795.46	\$ 3,179.33	3,150	(29.33)	
27.971.19.2700.0250.602.008600	BUS HEALTH	\$ 652.19	\$ 656.68	\$ 645.28	\$ 276.14	\$ 27.51	\$ 208.31	\$ 975.62	\$ 817.43	\$ 4,259.16	2,850	(1,409.16)	
27.971.19.3330.0110.108.008600	ADM SALARIES	\$ 4,209.62	\$ 4,209.62	\$ (210.76)	\$ 2,736.26	\$ 2,736.26	\$ -	\$ 1,787.50	\$ 1,787.50	\$ 17,256.00	19,800	2,544.00	
27.971.19.3330.0110.403.008600	CC SALARY	\$ 26,828.72	\$ 25,709.28	\$ 18,625.48	\$ 25,591.70	\$ 22,983.45	\$ 20,907.68	\$ 25,639.52	\$ 24,334.63	\$ 190,620.46	279,500	88,879.54	
27.971.19.3330.0221.108.008600	ADM MEDICARE	\$ 60.39	\$ 60.39	\$ (3.03)	\$ 39.25	\$ 39.25	\$ -	\$ 25.49	\$ 25.49	\$ 247.23	287	39.87	
27.971.19.3330.0221.403.008600	CC MEDICARE	\$ 364.70	\$ 348.11	\$ 257.03	\$ 349.73	\$ 312.26	\$ 280.92	\$ 350.94	\$ 332.67	\$ 2,596.36	4,053	1,456.39	
27.971.19.3330.0230.108.008600	ADM PERA	\$ 839.17	\$ 839.17	\$ (41.96)	\$ 545.46	\$ 545.53	\$ -	\$ 358.64	\$ 370.66	\$ 3,456.67	4,158	701.33	
27.971.19.3330.0230.403.008600	CC PERA	\$ 5,067.38	\$ 4,837.46	\$ 3,572.43	\$ 4,859.86	\$ 4,339.43	\$ 3,951.96	\$ 4,937.28	\$ 4,703.66	\$ 36,269.46	58,695	22,425.54	
27.971.19.3330.0250.108.008600	ADM HEALTH	\$ 2.07	\$ 2.07	\$ (0.09)	\$ 1.35	\$ 1.35	\$ -	\$ 241.89	\$ 241.89	\$ 490.53	3,300	2,809.47	
27.971.19.3330.0250.403.008600	CC HEALTH	\$ 5,092.23	\$ 5,112.98	\$ 3,491.73	\$ 4,604.74	\$ 4,574.37	\$ 4,842.86	\$ 4,382.96	\$ 4,087.99	\$ 36,189.86	53,105	16,915.14	
27.971.19.3330.0300.000.008600	PRO/TECH							\$ -		\$ -	95	95.00	
27.971.19.3330.0320.000.008600	EDUCATION	\$ 41.90	\$ 535.00	\$ 1,374.43		\$ 1,632.38	\$ 307.04	\$ -	\$ 2,527.55	\$ 6,418.30	9,083	2,664.70	
27.971.19.3330.0330.000.008600	COPY MACHINE	\$ -		\$ 1,139.27	\$ 699.77	\$ 222.33	\$ 262.73	\$ 236.08	\$ 236.08	\$ 2,796.26	3,000	203.74	to EHS
27.971.19.3330.0335.000.008600	MED/DENTAL							\$ -	\$ -	\$ -	750	750.00	
27.971.19.3330.0500.000.008600	PARENT FUND	\$ 147.78	\$ 125.00	\$ 147.50	\$ 150.09			\$ -	\$ 138.90	\$ 709.27	1,500	790.73	
27.971.19.3330.0510.000.008600	STUD TRANS		\$ 148.66					\$ -		\$ 148.66	800	651.34	
27.971.19.3330.0520.000.008600	INSURANCE/AUDIT							\$ -		\$ -	400	400.00	
27.971.19.3330.0531.000.008600	TELEPHONE	\$ 35.35	\$ 85.81	\$ 87.18	\$ 85.12	\$ 85.12	\$ 87.56	\$ 87.56	\$ 87.56	\$ 641.26	1,100	458.74	
27.971.19.3330.0533.000.008600	POSTAGE		\$ 57.03	\$ 123.25		\$ 169.75		\$ -	\$ -	\$ 350.03	150	(200.03)	
27.971.19.3330.0580.000.008600	TRAVEL/REGISTRATION	\$ 111.75	\$ 93.82					\$ 153.20	\$ 26.00	\$ 384.77	1,000	615.23	
27.971.19.3330.0610.000.008600	SUPPLIES	\$ 2,168.30	\$ 639.21	\$ 1,756.61	\$ 141.88	\$ 515.50	\$ 616.59	\$ 1,225.19	\$ 351.28	\$ 7,414.56	7,000	(414.56)	
27.971.19.3330.0620.000.008600	UTILITIES	\$ 152.19	\$ 565.57	\$ 884.58	\$ 430.06	\$ 228.96	\$ 170.71	\$ 380.68	\$ 275.65	\$ 3,088.40	4,000	911.60	
27.971.19.3330.0810.000.008600	DUES/FEES							\$ 104.00		\$ 104.00	494	390.00	
27.971.19.3330.0730.000.008600	EQUIPMENT									\$ -	0	0.00	
TOTAL	HS CASH	\$ 50,041.62	\$ 48,502.88	\$ 36,237.01	\$ 42,388.02	\$ 34,370.02	\$ 33,587.68	\$ 46,799.98	\$ 46,501.55	\$ 338,428.76	\$ 493,290	\$ 154,862	
	In Kind	\$3,418.10	\$2,712.79	\$6,086.22	\$3,710.01	\$200.00	\$0.00	\$0.00	\$2,483.16	\$ 18,610.28			

FY 19 EHS Budget

FY 2019 EHS Budget		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	YTD	FY19 BUDGET	diff
											\$118,778.00	
27.971.02.3330.0110.108.008600	ADM SALARIES	0.00	0.00	4420.09	\$1,473	\$1,473	\$0	\$704	\$704	\$8,775.17	8,000	(775)
27.971.02.3330.0110.400.008600	HV SALARY	2,043.50	1,985.82	2191.31	2,227.36	1,852.44	1,964.19	2,220.50	2,345.41	\$16,830.53	27,000	10,169
27.971.02.3330.0110.403.008600	CC SALARY	0.00	0.00	8808.96	\$3,562	\$2,969	\$2,904	\$2,451	\$2,323	\$23,017.64	37,000	13,982
27.971.02.3330.0221.108.008600	ADM MEDICARE	0.00	0.00	63.42	\$21	\$21	\$0	\$10	\$10	\$125.78	116	(10)
27.971.02.3330.0221.400.008600	HV MEDICARE	28.95	28.12	31.10	31.62	26.21	27.76	31.48	33.29	\$238.53	392	153
27.971.02.3330.0221.403.008600	CC MEDICARE	0.00	0.00	116.14	\$48	\$40	\$38	\$32	\$31	\$305.42	537	231
27.971.02.3330.0230.108.008600	ADM PERA	0.00	0.00	881.13	\$294	\$294	\$0	\$141	\$146	\$1,755.89	1,680	(76)
27.971.02.3330.0230.400.008600	HV PERA	402.35	390.72	432.13	439.39	364.24	390.55	442.83	468.31	\$3,330.52	5,670	2,339
27.971.02.3330.0230.403.008600	CC PERA	0.00	0.00	1614.00	\$671	\$551	\$540	\$156	\$430	\$3,962.08	7,000	3,038
27.971.02.3330.0250.108.008600	ADM HEALTH	0.00	0.00	2.16	\$1	\$1	\$0	\$95	\$95	\$194.18	1,520	1,326
27.971.02.3330.0250.400.008600	HV HEALTH	714.62	714.62	714.62	714.62	714.62	733.00	733.00	733.00	\$5,772.10	8,076	2,304
27.971.02.3330.0250.403.008600	CC HEALTH	0.00	0.00	1599.55	\$533	\$532	\$553	\$544	\$546	\$4,308.26	6,500	2,192
27.971.02.3330.0320.000.008600	EDUCATION		379.39	88.00			\$0	\$325	\$135	\$927.84	\$2,848	1,920
27.971.02.3330.0330.000.008600	COPY MACHINE	0.00				\$222	\$263	\$236	\$236	\$957.22	\$2,500	1,543
27.971.02.3330.0531.000.008600	TELEPHONE		52.75	0.00		\$53	\$53	\$53	\$53	\$265.02	\$800	535
27.971.02.3330.0580.000.008600	TRAVEL/REGISTRATION		9.50	17.00	\$33	\$8		\$0	\$0	\$66.75	\$3,000	2,933
27.971.02.3330.0610.000.008600	SUPPLIES					\$33		\$30	\$1,122	\$1,185.45	\$4,140	2,955
27.971.02.3330.0620.000.008600	UTILITIES							\$364	\$276	\$639.21	\$2,000	1,361
Total	EHS CASH	3,189.42	\$3,560.92	\$20,979.61	\$10,048.30	\$9,154.49	\$7,466.95	\$8,570.51	\$9,687.39	\$72,657.59	\$118,778	46,120

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – September 17, 2019

**Attending:** Maria Perez, Casey McGovern, Anahise Shoukas, Karen Brungardt, Elizabeth Saunders, Fernando Luna Lopez, and Teresa Haynes

**Not Attending:** Kelly Callahan, Ana Pizana, and Lelis Gonzalez

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

**Approval of Agenda:** Since this was our first meeting of the 2019 – 2020 school year, Lisa went over what the agenda's would look like, and if there needed to be any changes.

**Approval of Meeting Minutes:** There were no minutes to approve at this time.

**Parent Activity Fund:** Lisa showed the Council the Parent Activity Fund, and let the Council know that this job is the responsibility of the treasurer when elected. The Parent Activity Fund balance is \$929.63.

**New Business:** This was our first meeting on the 2019-2020 school year. Lisa had all elected members stand and tell the group a little about themselves. The Council was then given their Policy Council binders. This has all the information of the Council along with important documentation that will need approved and reviewed throw-out the program year. Lisa reviewed the member guide and explained what a meeting looks like. There was discussion around job descriptions, sub committees, and Officers Duties. There was a Confidentiality discussion and each member signed a confidentiality statement. The Council then nominated and voted on their 2019-2020 Officers. Casey McGovern volunteered to be Treasurer. Anahise made a motion to accept Casey for the 2019-2020 Treasurer. Fernando seconded and all were in favor with no one opposed. Elizabeth Saunders volunteered to be Secretary. Casey made a motion to accept Elizabeth for the 2019-2020 Policy Council Secretary. Teresa seconded. All were in favor with no one opposed. Maria then volunteered to be Chairperson. Fernando made a motion to accept Maria as the 2019-2020 Policy Council Chairperson. Casey seconded. All were in favor with no one opposed. The Council agreed on their future meeting dates, and the meeting dates that are needed in October for the new five-year grant. Lisa reviewed the Policy Council bylaws, and there was discussion of a few items that will be added before the Council votes to accept them. The last bit of business was Program Governance. The council reviewed the Program Governance. Casey made the motion to accept the 2019-2020 Program Governance. Elizabeth seconded. All were in favor with no one opposed.

Chairperson – Maria Perez  
Secretary – Elizabeth Saunders  
Treasurer – Casey McGovern

**Unfinished Business:** There was no Unfinished Business

**Announcements:** September 19 – The Center Picture Day, September 20 – No School it is a Professional Development Day, and September 25 – Health and Safety Family Fun Night here at The Center 5:30-7:00.

**Adjournment:** Lisa adjourned the meeting at 7:15 PM.

Respectfully Submitted,

Maria Perez - Policy Council Chairperson

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – October 9, 2019

**Attending:** Maria Perez, Karen Brungardt, Elizabeth Saunders, Teresa Haynes, and Fernando Luna Lopez

**Not Attending:** Casey McGovern, Anahise Shoukas, and Kelly Callahan

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

**New Business:** Mary Jelf came as a visitor to the meeting to discuss the budget, and introduce the new five-year grant. Mary explained the budget to the council, and explained in better detail what several of the line items represented. There was a brief discussion, and Mary stated that if there were other questions or Council needed more detail, they could contact her directly. Mary then dove deep into the new five-year grant. Mary and Holly worked together to answer any questions the Council had. There were great questions and discussion. Mary also took notes and asked for any suggestions. The Council will revisit the grant and vote at their regular October meeting.

**Unfinished Business:** We will look at employee handbooks again, and the Policy Council Bylaws,

**Announcements:** October 9<sup>th</sup> - Coffee Talk at The Center 9:00-10:00, October 14<sup>th</sup> – Policy Council meeting 5:00-7:00, October 15<sup>th</sup> & 17<sup>th</sup> – Parent / Teacher Conferences. The Center closes at 4:00. October 18<sup>th</sup> – The Center is closed. October 21<sup>st</sup> – The Center is closed for professional development day. October 23<sup>rd</sup> – Coffee Talk at The Center 9:00-10:00, October 24<sup>th</sup> – Picture retake day. October 31<sup>st</sup> – Classroom Celebrations 12:30 – 1:30.

**Adjournment:** Maria adjourned the meeting at 6:47 PM.

Respectfully Submitted,

Elizabeth Saunders – Policy Council Secretary

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – October 14, 2019

**Attending:** Maria Perez, Karen Brungardt, Elizabeth Saunders, Teresa Haynes, Fernando Luna Lopez, and Anahise Shoukas

**Not Attending:** Casey McGovern and Kelly Callahan

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

**Approval of Agenda:** Karen made a motion to accept the agenda. Anahise seconded. All were in favor with no one opposed.

**Approval of Meeting Minutes:** There were two meeting minute approvals. These minutes were September 17, 2019 and October 9, 2019, Anahise made a motion to accept the meeting minutes for September 17, 2019. Karen Seconded. All were in favor with no one opposed. Elizabeth made a motion to accept the October 9, 2019 meeting minutes. Karen seconded. All were in favor with no one opposed.

**Parent Activity Fund:** The Parent Activity has \$790.65. There will be a deduction next month of the 2 October dinners.

**New Business:** Mary Jelf came again as a visitor to the meeting to discuss the revised New Five-Year Grant. Mary informed the Counsel that all the changes were made after both the Policy Council and other District Staff gave her suggestion. There was time for discussion and final questions. Elizabeth made a motion to approve the New Five Year Grant. Fernando Seconded. All were in favor (5 votes) with no one opposed.

The council reviewed the Community Complaint Policy. Lisa explained what a complaint may look like and how a community member may file a complaint. There was discussion. Elizabeth made a motion to accept the Community Complaint Policy. Karen seconded. All were in favor (5 votes) with no one opposed. The council then looked over the Employee Handbook. They were given time to review it, and then there was time for discussion and questions. Elizabeth made a motion to approve the Employee Handbook. Teresa seconded. All were in favor (5 votes) with no one opposed.

**Unfinished Business:** Policy Council Bylaws.

**Announcements:** October 15 and 17<sup>th</sup> – Parent / Teacher Conferences. The Center closes at 4:00. October 18<sup>th</sup> – The Center is Closed. October 21<sup>st</sup> – The Center is Closed for Professional Development Day. October 23<sup>rd</sup> – Coffee Talk here at The Center 9:00-10:00, in the Family Resource Area. October 31<sup>st</sup> – Classroom Celebrations 12:30-1:30. November 5<sup>th</sup> – Regular November Policy Council Meeting.

**Adjournment:** Maria adjourned the meeting at 6:53 PM.

Respectfully Submitted,  
Elizabeth Saunders – Policy Council Secretary