



District

Mission:

LCSD Challenges students to reach their fullest potential through personal, engaged and rigorous learning in the classroom and beyond.

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. 27, 2020 6:30 pm Special Meeting

Location: District Office-Room 11 & via Zoom

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 with board secretary. 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. 6:45 Oversight calendar
 - a. 6:45 Student Achievement—College and Career Readiness-Kelly Hofer & Katherine Kerrigan
 - b. 7:15 Athletics & Extracurricular Activities-Mike Vagher
7. 7:45 Action Items
 - a. Year 2 Head Start Continuation Grant Application
 - b. In-Kind Waiver
8. 8:00 Discussion Item
 - a. Board policy revisions for SP-3, SP-4C-1 and SP-4C-2
9. Informational Items
 - a. LCSD Budget Reports
 - b. Head Start Reports
10. Adjourn
11. Next Meeting or event:
 - a. Nov. 3, 2020 Special Meeting 4:00 pm @ District Office/Zoom
 - b. Nov. 10, 2020 Regular Meeting 5:00 pm @ District Office/Zoom

Estimated duration of regular meeting is 2.5 to 3 hours **Updated 10/22/2020

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. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy). 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.



Mision del Distrito:

LCSD desafía a los estudiantes a alcanzar su máximo potencial a través del aprendizaje personal, comprometido y riguroso en el aula y más allá.

Prioridades de la junta:

Asegúrese de que todos los estudiantes se mantengan en o por encima del nivel de grado cada año y se gradúen preparados para implementar con éxito un plan para la universidad o una carrera.

Todos los días estamos preparados para la universidad o una carrera.

Brindar a todos los estudiantes oportunidades de aprendizaje interesantes.

El rigor y el compromiso están en todas partes.

Crea un espacio seguro, inclusivo y acogedor para todos.

La diversidad y la cultura nos hacen mejores.

Planificar y ejecutar las inversiones de capital y capital humano que mejorarán nuestro distrito.

Planeamos para el futuro.

**Junta de Educación del Distrito Escolar del Condado de Lake
27 de octubre de 2020 6:30 pm reunión especial
Ubicación: Oficina del distrito y via Zoom**

1. 6:30 Llamada al orden
2. 6:31 Juramento a la bandera
3. 6:32 Pasar lista
4. 6:33 Vista previa de la agenda
5. 6:34 Participación pública

Los miembros del público que deseen dirigirse a la junta sobre temas que no estén en la agenda pueden hacerlo en este momento. Regístrese con el secretario de la junta . Le pedimos que observe las siguientes pautas:

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
- Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
- Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.

6. 6:45 Calendario de supervisión
 - a. Logro estudiantil: preparación para la universidad y la carrera: Kelly Hofer y Katherine Kerrigan
 - b. 7:15 Atletismo y actividades extracurriculares-Mike Vagher
7. 7:45 Elementos de acción
 - a. Solicitud de subvención de continuación de Head Start del año 2
 - b. Renuncia en especie
8. 8:00 Tema de debate
 - a. Revisiones de la política de la junta para SP-3, SP-4C-1 y SP-4C-2
9. Elementos informativos
 - a. Informes de presupuesto de LCSD
 - b. Informes de Head Start
10. Aplazar
11. Próxima reunión o evento:
 - a. 3 de noviembre de 2020 reunión especial 4:00 pm en la oficina del distrito / Zoom
 - b. 10 de noviembre de 2020 reunión regular 5:00 pm en la oficina del distrito / Zoom

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado el 22 de octubre de 2020

Algunas notas de bienvenida:

El tiempo de reunión de la junta se dedica a su misión estratégica y sus principales prioridades. • La "agenda de consentimiento" tiene elementos que han sido discutidos previamente o son muy rutinarios. Al no discutir estos temas, podemos dedicar tiempo a nuestras prioridades más importantes. • La "participación pública" es una oportunidad para presentar breves comentarios o plantear preguntas a la junta para su consideración o seguimiento. Los límites de tiempo son 3 minutos para oradores individuales si menos de 20 personas se han inscrito para hablar; Límite de 2 minutos y 5 minutos para grupos de 20 inscritos; y 1 minuto para individuales y 3 minutos para grupos si más de 30 se han inscrito para hablar. Consulte la Política de la Junta GP-14 (Proceso de gobernanza) para conocer la política completa). Los límites están diseñados para ayudar a mantener la reunión estratégica enfocada y de ninguna manera limita las conversaciones más allá de la reunión de la junta. • Sus ideas son necesarias y bienvenidas y la junta le anima a solicitar una reunión con cualquier miembro de la junta, en caso de que tenga algo que discutir. • Si está interesado en ayudar en el esfuerzo de rendimiento del distrito, hable con cualquier miembro del equipo de liderazgo o llame a la oficina del distrito al 719-486-6800. Abundan las oportunidades. Su participación es muy deseada d.

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. Time limits are 3 minutes for individual speakers if fewer than 20 individuals have signed up to speak; 2 minutes' limit and 5 minutes for groups of 20 signed up; and 1 minute for individual and 3 minutes for groups if more than 30 have signed up to speak. Please see Board Policy GP-14 (Governance Process) for the full policy). 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.

Lake County School District
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Katherine Kerrigan, Kelly Hofer
MEMO PREPARED BY: Kelly Hofer

RE: *Board agenda item*

TOPIC SUMMARY

LCHS Counseling Department

1. What are we trying to do?

The LCHS counseling department is designed to partner with students, families, and staff so that students can stay on track to graduate and are prepared for life after high school. We believe that students are an active participant in choosing their post-secondary and career path. The purpose of our program is to expose students to a variety of college and career options, draw upon their individual and cultural strengths, and empower them with the knowledge and skills needed to be admitted to, enroll in, and graduate from the post-secondary institution of their choice and/or have a competitive advantage to successfully enter the workforce. 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?

Individual Career and Academic Plan (ICAP)

The ICAP is a process that guides a student's learning pathway. It is a critical piece to student engagement. Students are invested in their high school career because **they** choose the experiences specific to their individual goals including: course selections, internships, college courses, extra curriculars, independent studies, community service hours, and other experiences. Students specifically go through a journey of identifying their skills, goals, strengths, and interests that connects their learning to the real world. ICAP is the heart and soul of WHY students learn.

This work involves:

- Collaboration with CREW teachers, grade level academies, BOLT, ILT, and the MTSS team
- Providing an intentional and meaningful course selection process
- Supporting students in the college admissions process including: applications, financial aid (scholarships, grants, and FAFSA), SAT prep and administration, transcripts, and letters of recommendation
- Systematizing internships and the required documentation; partnering with SWAP position
- Coordinating and promoting concurrent enrollment; offering CEPA classes at the high school so that all students have access to college level courses
- Coaching students on community service opportunities, extracurricular activities, leadership opportunities, and work experience
- Encouraging college and career exploration by organizing college visits and career fairs
- Advising/Counseling 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, Lion's Club.

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

- Student graduation progress
- ICAP development
- Grade checks
- Internship documentation
- CEPA enrollment and course completion
- FAFSA completion
- National Student Clearinghouse data
- Test Scores
- Student survey data

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

Barriers to achieving goals:

- LCSD serves a high percentage of first generation college students affected by inequitable distribution of power and resources. Our families experience high rates of underemployment/unemployment, health inequities, food and housing insecurity, language barriers, and social/emotional trauma. The economic pull to enter the workforce right out of high school and not pursue higher education is strong.

Supports to overcome barriers:

- Meaningful ICAP development
- CREW structure and HOWLS

- Parent communication and engagement
- Create alternative learning plans/schedules
- Social/Emotional support
- Work with Admin, BOLT and ILT
- Collaborate with community partners and resources

Changes due to COVID

- LCHS counselors oversee virtual students- enrollment, monitoring, parent communication, P/T conferences
 - Option 3- Kat is the teacher of record
- Course offerings reduced to accommodate smaller class sizes and keep students in cohorts
- Post-Secondary support is 100% virtual

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AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Mike Vagher
MEMO PREPARED BY: Mike Vagher
:

RE: *Board agenda item*

TOPIC SUMMARY

Background:

Over the course of a school year, each department will present to the board of education a high level overview related to their departmental work. The oversight calendar outlines which month departments are scheduled to share. Departments will share out responses to the following questions:

- Q1. What we are trying to do?
- Q2. How are we trying to do it?
- Q3. At any given moment, how will we know if we're on track?
- Q4. If we're not on track, what are going to do about it?

Topic for Presentation:

Q1	Please describe your department's goals/priorities (~3 items). <ol style="list-style-type: none">1) <u>Student Athlete Leadership Council</u>2) <u>Coach Development (Positive Coaching Alliance)</u>3) <u>Student Athlete Data</u>
Q2	Please describe the action steps your department will take to accomplish these goals. <ol style="list-style-type: none">1) The first step was developing the SALC group. Coaches nominated current 9th and 10th graders. There are 8 student athletes in this group. Each year we will pick a handful of incoming 9th graders to start the program. This will be a 4-year leadership program for our athletes2) We are in the 3rd year of our partnership with positive coaching alliance. They have helped up build upon our mission of creating the best possible experience, while teaching life lessons through sport. Coaches took part in professional development in August ;Double-Goal Coach: Coaching for Winning and Life Lessons. I will also continue my regular feedback meetings with coaches to monitor development.3) I would like to develop comprehensive data on our athletic programs. This will include participation rates, demographics, multi-sport athletes.

Q3	<p>Please describe the data (how it will be measured) you will use to track your success in meeting the goals described in Q1 above.</p> <ol style="list-style-type: none">1) This will be tracked through the current google classroom for this group and end of year survey2) Survey coaches. This is the end of a three-year contract we had with positive coaching alliance. I will continue to provide PD for coaches but want to make sure that it is the right development for them. The feedback process I have with coaches is tracked through feedback meetings.3) I have a tracking document for this.
Q4	<p>Please describe barriers to meeting your goals and the support you need to overcome these barriers.</p> <p>I do not foresee any barriers to meeting these goals. I appreciate the support that is always received from the Superintendent and Board of Education.</p>



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

315 West 6th Street
Leadville, CO 80461

Phone 719 486-6928
Fax 719 486-9992

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

Head Start Action Items for Governing Board

Action Agenda Items:

1. Lake County School District R-1, FY 2020-2024, Funding Cycle - Year 2 Head Start Continuation Grant Application for \$659,071
2. In-Kind Waiver

Highlights of Head Start Continuation Grant & Request for Non-Federal Share Match Waiver

Presented to Lake County School Board

October 21, 2020

- **Continuation grant for year 2 of the 5 year grant cycle.**
 - Drafting this application has been a collaborative effort between families, staff, Policy Council, and governing board.
 - The application has two main parts, which are “What are we going to do?” and “How wilwe 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. The continuation grant has updates to what was completed or changes made during the SY 2019-2020 including how the COVID closure affected programming.
 - Part 2 is the budget narrative, including the plan for our non-federal match.
 - Policy Council has approved the application during the 10/8/20 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.
- **Request for Non-Federal Share Match Waiver**
 - Due to the spring COVID closure of the Center has impacted our opportunities for families to contribute volunteer hours.
 - Parent contributions of time are usually 20% of our total match.
 - Policy Council has approved the Non-Federal Share Match Waiver during the 10/8/20 regular meeting where the approval vote was taken.

Lake County School District R-1

Year 2 Head Start Continuation Grant Application

FY 2021

Funding Cycle—Five Year

\$659,071

Eudelia Contreras, Board of Education President

Xx xx, Policy Council Chairperson

Dr. Bethany Massey, Executive Director (Superintendent)

Holly DeBell, Director of Early Childhood Programs

Mary Jelf, Business Manager

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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.

1. The programs goals were developed using data compiled from our community assessment (completed in March 2019), 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.

Lake County School District Goals	Head Start Program Goals	Measurable Objective Description
<p>“Every day, we are college and career ready”</p> <ul style="list-style-type: none"> Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Meaningful school readiness goals
		<ul style="list-style-type: none"> Outcomes data driven instruction
		<ul style="list-style-type: none"> Healthy lifestyle norms
<p>“Rigor and engagement are everywhere”</p> <ul style="list-style-type: none"> Providing all students with engaging learning opportunities 	<ul style="list-style-type: none"> Our program will use research-based curricula with fidelity to maximize outcomes for children and families. 	<ul style="list-style-type: none"> Creative Curriculum implementation with fidelity
		<ul style="list-style-type: none"> Parents as Teachers implementation with fidelity
		<ul style="list-style-type: none"> Program/staff assessments and reviews
<p>“Diversity and culture make us better”</p> <ul style="list-style-type: none"> Creating a space that is safe, inclusive, and welcoming for all 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Dual language learners
		<ul style="list-style-type: none"> Children with special needs
		<ul style="list-style-type: none"> Children’s Social Emotional skills

		<ul style="list-style-type: none"> ● Family Engagement
<p>“We plan for the future”</p> <ul style="list-style-type: none"> ● Planning and executing the capital and human investments that will make our district better 	<ul style="list-style-type: none"> ● Our program develops plans and systems for constant program improvement in staff development, data systems, and adherence to grantor requirements. 	<ul style="list-style-type: none"> ● Staff development
		<ul style="list-style-type: none"> ● Data driven decision making
		<ul style="list-style-type: none"> ● Effective program governance structure
		<ul style="list-style-type: none"> ● Alignment with school district facilities and schedules

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 12th 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.

Head Start Program Goals	Measurable Objective Description	Progress / Outcomes	Challenges
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Meaningful school readiness goals 	<ul style="list-style-type: none"> We are currently still using our existing school readiness goals, which are tied to the domains of learning we assess with GOLD. Our ADE became familiar with the ELOF Implementation Toolkit and the Business Manager formed a template to be used with staff and families to review and update the goals. The meeting with staff was scheduled for the spring. 	<ul style="list-style-type: none"> The shutdown of in person operations in the spring due to COVID meant that this meeting could not take place. It will be included in this year's schedule. Data used to form the school readiness goals was from the Winter Checkpoint due to COVID closures in the spring and no observational data was taken in the spring
	<ul style="list-style-type: none"> Outcomes data driven instruction 	<ul style="list-style-type: none"> Our program uses Teaching Strategies GOLD as our assessment tool. The calendar for checkpoint deadlines is included in preservice training for staff. Staff are required to meet milestones on the way to the deadline and provided coaching and support to complete the checkpoints effectively and on time. The fall and winter checkpoints were completed and submitted successfully. Overall, the children in the program showed growth from fall to winter. Staff were given time and support to examine their data by classroom and by individual children and referrals were made to the Special Education team for additional supports as needed. 	<ul style="list-style-type: none"> The shutdown of in person learning due to COVID cancelled the spring checkpoint. The calendar and supports have been effective in past years and will be implemented again this program year to the greatest extent possible. Additional trainings and supports are being added this year as we add virtual learning to the curriculum.

		<ul style="list-style-type: none"> • Data from the Winter Checkpoint showed children scoring below expectations in language and literacy objectives such as phonological awareness. Steps were taken to provide more activities to support growth in this key kindergarten readiness skill. This was planned in conjunction with ILT, ADE and the elementary school academic dean. A language and literacy professional development trainings for teachers have been scheduled during the August preservice days and during fall PD days. • CLASS observations took place in the Fall for classrooms. Data from the observations was used to plan spring trainings. • ECERS classroom observations were planned for February and March of 2020. These were to be completed by an early childhood coach from our regional early childhood council. Three classrooms were completed in February and follow-up coaching sessions scheduled for March. 	<ul style="list-style-type: none"> • Due to the pandemic school closure, this was not implemented. • Spring CLASS observations were cancelled due to COVID school closures. Fall CLASS observations are scheduled. • The remaining ECERS observations and feedback sessions were cancelled because our program closed due to the COVID pandemic.
	<ul style="list-style-type: none"> • Healthy lifestyle norms 	<ul style="list-style-type: none"> • Our program has systems in place to support families in meeting requirements for health screenings. Many screenings and exams are provided on site or by our school district's School Based Health Center. Our Health Manager follows up with families when additional care is needed. Dental health is encouraged and modelled in classrooms. Meals and snacks are served family 	<ul style="list-style-type: none"> • Current public health guidelines require us to serve meals pre-plated instead of family style, but still conform to CACFP guidelines. Tooth brushing in classrooms is also prohibited by current safety guidelines. Home based supports

		style according to CACFP guidelines. Nutrition activities are a part of classroom curriculum and included at family meetings and events.	are being enhanced and exams still required.
<ul style="list-style-type: none"> Our program will use research-based curricula with fidelity to maximize outcomes for children and families. 	<ul style="list-style-type: none"> Creative Curriculum implementation with fidelity 	<ul style="list-style-type: none"> Our second year of implementing Creative curriculum brought many celebrations. Additional studies were added to the repertoire, with additional training and supplies provided to support them. Children responded well to the enhanced instructional practices and staff became more versed in suing them. Families and visitors to the program remarked at how the classroom environments showed evidence of the learning that was taking place and the devoted efforts of staff that facilitated it. This year, we have added the Cloud component of Creative Curriculum, which is designed for online learning. 	<ul style="list-style-type: none"> Recent changes in leadership and the accompanying changes in job description caused some uncertainty and disruption to staff coaching. Our devoted staff are defining roles more completely and more focused efforts will improve instructional practices even further this year. In addition, efforts to collaborate with the kindergarten through second grade practices will lead to even more seamless and effective instruction as plans evolve and are implemented.
	<ul style="list-style-type: none"> Parents as Teachers implementation with fidelity 	<ul style="list-style-type: none"> Our Early Head Start home visitor became more familiar with the Parents as Teachers resources as that program moved into its second year. She was able to connect families to the resources they requested and follow up to check on results. 	<ul style="list-style-type: none"> Home visiting had to be suspended due to COVID concerns, but services were provided virtually. The situation is continually being assessed and services provided in the safest possible manner. The home visitor states that sometimes the PAT site is hard to navigate, but additional training and experience is improving this.

	<ul style="list-style-type: none"> ● Program/staff assessments and reviews 	<ul style="list-style-type: none"> ● Our program will use Creative Curriculum tools, including the Fidelity Tool Teacher Checklist and the Fidelity Tool for Administrators to gauge success in implementing the curriculum. ● Following the guidelines from the school district and the Colorado Department of Education, staff evaluations were paused. These reviews are typically done each spring. 	<ul style="list-style-type: none"> ● Many tools for assessment including PIR were not completed in the spring due to the pandemic. ● Due to the COVID school closure, staff evaluations were not completed.
<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● Dual language learners 	<ul style="list-style-type: none"> ● Our program continues to celebrate the beauty in the diversity of our families' home languages. Two thirds of our preschool classrooms, our home visitor, and our Family Service Specialist are bilingual in English and Spanish, and many other staff members are developing their Spanish vocabularies. Materials sent home to families are always available in both languages and interpretation is always available. We were planning to use the Dual Language Learners Program Assessment to identify areas where enhancements could be made. 	<ul style="list-style-type: none"> ● The DLLPA was not completed last year, but will be rescheduled for this year. As noted above, child assessment data for last year is also incomplete.
	<ul style="list-style-type: none"> ● Children with special needs 	<ul style="list-style-type: none"> ● Our program enjoys ample support from Child Find and the school district, making us very successful in identifying and serving children with special needs. Our Early Childhood Special Education Teacher is also the coordinator for Child Find and has refined procedures for assessments and seamless service delivery to children from birth to age five. Referrals 	<ul style="list-style-type: none"> ● Our special education team continued providing supports to families of children on IEPs after the building closure through virtual means. In addition to the services specific to the IEPs, additional resources and supports were

		<p>are received from community agencies and health care providers. Our enrollment and beginning of the year procedures include screenings that prove very effective in identifying children who end up needing additional supports. Last year, about 20% of the children enrolled in Head Start were served on IEPs.</p>	<p>provided. Evaluations are more difficult without an in person meeting, but the SPED team is adapting and committed to providing the highest level of services possible. Screenings and assessments have switched to more parent reported methods, with options for online completion. These new tools will be reviewed and adapted as needed.</p>
	<ul style="list-style-type: none"> • Children’s Social Emotional skills 	<ul style="list-style-type: none"> • Our program began using Second Step to provide emotional supports to children. The elementary schools in our district are using the same program. Materials in Spanish were acquired. • Teachers were provided a hands on exploration along with online training for the Body Protection Unit which is an additional module from Second Step promoting safe behaviors. 	<ul style="list-style-type: none"> • The bulk of training for the Body Protection Unit was provided online, and teaching staff have requested additional supports, especially with the Body Protection Unit. • Additional support trainings were cancelled due to the program being cancelled in the spring. More coaching is being scheduled for teachers with the Early Childhood Special Education teacher who is trained in social emotional practices.
	<ul style="list-style-type: none"> • Family Engagement 	<ul style="list-style-type: none"> • Our program generally offers a wide variety of opportunities for family engagement. Visits during classroom activities are joyful times for everyone. Special events and meetings are well attended both 	<ul style="list-style-type: none"> • Extreme weather events unfortunately coincided with events last year, even before health concerns ended these activities all

		<p>in daytime and nighttime versions. Our Explore Your Community project continues to expand and be appreciated by families and our community partners alike. We have added the Ready Rosie program to our services to families. Ready Rosie provides a large library of videos for parenting skills and family activities that families can explore on their own or be referred to by teachers.</p>	<p>together. Virtual offerings and community connections are being expanded to compensate. The Parent Survey was not completed last year, but data was collected from returning families on the new year's applications to guide this programming.</p>
<ul style="list-style-type: none"> Our program develops plans and systems for constant program improvement in staff development, data systems, and adherence to grantor requirements. 	<ul style="list-style-type: none"> Staff development 	<ul style="list-style-type: none"> This fall, our program was able to celebrate 100% of the full time staff returning for the new year. Staff retention is an ongoing concern, and we are happy our efforts have been successful. Our internship program assisted six high school students in obtaining real world experience in the field. Lake County School District offered financial support in order to improve instructional practices, and a plan was written to use these funds to match the wages of preschool teachers with BA degrees in education to their kindergarten counterparts. An incentive plan to reward and inspire exceptional work practices was also written. 	<ul style="list-style-type: none"> Our internship program had to be suspended due to new guidance limiting the number of people in the building. The promised funding from the school district may not be available due to cuts in state funding and a change in focus from the new school board and superintendent.
	<ul style="list-style-type: none"> Data driven decision making 	<ul style="list-style-type: none"> Our program switched data management systems from Cap60 to ChildPlus. The new system will provide for easier and more accurate record keeping and report generation to guide decision making. 	<ul style="list-style-type: none"> Assessments scheduled to be completed in the spring were not able to be completed. The schedule will be attempted again this year and changes considered in light of

			new practices to minimize risk to children , families, and staff.
	<ul style="list-style-type: none"> • Effective program governance structure 	<ul style="list-style-type: none"> • A plan was formed to combine the Head Start Policy Council and the District Advisory Council required by our Colorado Preschool Program grant. Presentations to the school board highlighting the new Second Step program were completed by the new Instructional Leadership Team (ILT). 	<ul style="list-style-type: none"> • We are fortunate to have a hard working Head Start staff and a very supportive school district administration and school board. Budget is always a concern.
	<ul style="list-style-type: none"> • Alignment with school district facilities and schedules 	<ul style="list-style-type: none"> • Our program changed its calendar to match the new four day school week of the school district. Consideration was given to insure that the annual contracts of staff were not reduced and that sufficient time for professional development was included. Construction has started on the new school building that will house our early childhood programs as well as kindergarten through second grade. Members of our staff served on the design advisory group and our staff participated in design meetings throughout the year. Members of our staff served on the COVID Advisory group that met over the summer to review and inform reopening efforts. 	<ul style="list-style-type: none"> • We have been fortunate to enjoy the support and guidance of the school district during the pandemic and have been able to add the guidance from the Office of Head Start to the pool of information from which decisions were made.

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 than 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 the last completed PIR from 2018-2019, 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. Up to 15 of the 40 preschool spots may be available as full day spots operating 155 days per year of classroom operations. Often there are not 15 children who qualify for full day spots, due to the requirements for parental employment or educational activities. The demand for these spots increase in November and December when the ski season begins and more employment opportunities arise and extended day child care is needed by families. The remaining 25 slots for Head Start will be scheduled for at least 155 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. Head Start children are served throughout each of our six physical classrooms, along with children from other preschool programs, including Colorado Preschool Program, special needs, and tuition based preschool. All children receive the same high quality services. The program schedule is different this year due to the school district's transition to a four day school week. In addition, some children are beginning the year with the virtual learning model, so that only ten children are in the classroom instead of sixteen. This allows for the necessary social distancing to minimize risk to children and staff. Public health conditions are set to be reviewed at the end of September and periodically after that, with more children being added to the in person instruction model as often as possible. Among the families who preferred in person instruction, priority in our program was given to Head Start children and children with special needs who would seem to have the highest needs based on their eligibility for those programs. 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.

Construction began last spring on a new building that will house our early childhood programs along with kindergarten through second grade. Half of the cost of this new building are being covered by a BEST grant from the State of Colorado, and the other have through a bond approved by the voters in Lake County. No Head Start funds are a part of the construction budget. We are very grateful for this show of support from the school district and the community and are looking forward to moving into the new building in time for the beginning of the 2021-2022 program year.

5. b. No renovations or repairs are scheduled.

c. No facilities are subject to 1303 subpart F.

6. 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. Recruitment for our new Early Head Start program has been challenging, but is improving as the positive reputation of the program spreads.. Promoting a home visiting program proved to be far more difficult than a preschool program in a child care center. Many eligible families seem to associate a home visiting program with the more punitive home visits made by organizations such as social services, and they are very protective of their family's privacy. Even the existence of the program is a new idea for our community and spreading the word has taken longer than we expected. Also, many interested families are challenged to complete the application process, and many families prove to be ineligible under the guidelines. We also continue to identify and add new strategies to the recruitment plan. We have developed a referral form for community partners, to assist in making referrals easier for them. We created and are using a tracking form to document locations where recruitment posters have been placed and a contact person at each location to make the connection with those partners more meaningful. We have a plan to increase our EHS presence on social media to better connect with younger parents. We have formed a plan to share EHS programming information and referral materials with nearby birthing center and hospitals to reach new and expecting families. These new strategies will extend our reach into the community and help us reach more potentially eligible families through new and existing community partners.

Recruitment during the pandemic has brought new challenges, as families are justifiably cautious about health concerns. Both preschool spots and home visiting spots are available with a virtual option. In this way, we are able to provide services to eligible families who are uncomfortable with in person instruction and services.

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. Multiple forms of communication are used to make every attempt to make contact with families to discuss the issue and identify barriers to attendance. One example of this work was with a family whose child was chronically absent and not calling in to excuse the absence. Attempts were made to contact them by phone, but there was no response. A certified letter was sent to their home address, explaining our attendance policy and asking them to contact us to avoid losing their spot. The mother of the child came to school with the letter in hand and explained that money was too tight for her to have minutes or text on her phone, so she had not gotten the messages. She asked us to contact her only via email, because she could still use her phone with wifi to check email. She explained that her daughter was missing school partly because of the child's illness, and partly because of the mother's own chronic asthma, which

made it difficult for her to walk the child to the bus stop in cold weather. We were able to work with the transportation department and arrange to have the child picked up at her home instead of the bus stop, which made it possible for the mother to get her to the bus everyday. We were very happy to have identified the causes behind the absences and to be able to take steps to support the family and improve the situation. Another example of attendance follow up was with a family who could not visit the center to discuss the issue, but requested a home visit. Family Service staff visited the mother at home, where she finally felt comfortable enough to confide in them of her challenges with domestic violence and abuse. We were able to refer the family to the services they needed and also saw significant improvement to the child's school attendance.

7. a. The Center's Head Start Program utilizes the 6th 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. This year, we have added the Cloud component of Creative Curriculum, which provides a framework for online learning. We are offering virtual instruction for families who prefer that model, as well as some children who we hope to

be able to move into the classroom setting as public health restrictions ease. 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. This year, we made some changes to our procedures for the developmental screening of all children. Previously, the DIAL 4 was administered to all children in person by staff and the ASQ-SE paper form filled out and returned by parents as part of the application process. This year, we switched to using the ASQ for development and the Devereux

Early Childhood Assessment (DECA) for social-emotional skills. Paper copies of the survey were sent to each family as part of their acceptance packets after selection. Both assessments are available in English and Spanish. Families completed the forms and returned them at their orientation or home visit prior to the first day of school. Part of our decision was based on not being able to meet children and families in person in the building or their homes to do the in person assessments due to public health guidance. Another factor involved feedback from some families on having to participate in the screenings and still ending up on the waitlist. We found that even though delaying the screenings was more convenient for some families, the absence of screening data affected the eligibility criteria of some children. As the school year began, we found some children who will benefit from extra supports that may have been identified with in person assessments. These facts will be considered as we revise efforts for next year. Children whose families did not complete and return their forms before the first day of school and newly enrolled families will be given the option of completing the assessments online within the first 45 program days.

For Early Head Start children, the Ages and Stages Questionnaire (ASQ) is used as the developmental screener and the DECA has been added this year for social-emotional assessment. Both of these assessments are completed by parents within 45 days of the child's start date. Both assessments are offered in many languages to allow parents from different backgrounds the ability to complete them.

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.

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. **Whenever possible**, parents are invited to be present at screenings and assessments conducted in person, and they **actually complete the online 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. Policy Council and the governing board are advised on curriculum, teaching methods, and child outcomes data at the regular meetings. Child outcomes data is also reviewed at family events, such as Family Fun Nights and Coffee Talks and is included in the newsletter and Annual Report.

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. Menu 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. Parent engagement takes many forms. 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. These topics cover a wide range of topics, including parent-child relationships and encouraging early literacy. 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. Staff facilitate the activities and model how the simple acts of spending family time together and exploring the world can enhance parent-child bonds

and encourage literacy skills like letter recognition. Bilingual staff are available at Family Fun Night to further interpret the translated materials and facilitate 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. These worksheets are sent home monthly in the stated home language of the family and feature a whole calendar of fun activities for families to do together. There is a section of the paper for families to list books they have read and recommend them to other families. Parents are recruited as WOW Experience visitors whenever possible to visit classrooms as experts on topics being studied 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. Families also really enjoy the Family Fun Night we have each year at the public library that complement the classroom visits. They can get library cards for everyone in the family and explore the stacks and other areas of the library with preschool and library staff. Our public library is committed to providing materials for Spanish speaking members of our community and proudly shows the Spanish book sections in both the children's and adult sections of the library. Families can also learn about the diverse online materials they can access from home using their library card info to log into the library's website. This includes the Mango programs, which can be used to learn new languages and are very well utilized, according to library staff. The library also hosts a language exchange program twice a month, which encourages conversation and friendship as a means to understanding and multi-language communication.

Our program intends to use the Dual Language Learners Program Assessment to identify areas where we can improve ways to support biliterate families.

The current COVID-19 pandemic has necessitated many changes to how we connect with families. Part of our plan for reopening in the fall required us to prohibit visitors to the building following the CDC and Public Health recommendations, including parents, which gives the hallways and classrooms a very different feeling and made it necessary for us to find additional ways to connect. We added an online resource called Ready Rosie to our program. This platform has a large library of videos to help parents facilitate fun, family activities at home. Teachers sent invitations to families of children in their classroom to join and are providing playlists of activities that connect to classroom activities and also match the interests of the families. Ready Rosie also has a built in texting app allowing parents and teachers to communicate directly through the program. This texting feature facilitates gathering parent's observations of their child and sharing with the teachers. Our new outside drop-off and pick-up procedures, with the accompanying health checks, were a huge change, but were refined to match scheduling needs, weather, and other concerns. We are utilizing our capabilities to send text blasts and posts to the website to share information. We plan to explore the capabilities of our new ChildPlus system to further enhance and expand our communication plan.

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. This program was selected because it is research-based, comprehensive of all areas of development, and serves families with children of all ages that we serve. PAT also provides ample opportunities for professional development and support for implementing the curriculum with fidelity. The program had been researched by a partner community organization as a tool in their work on healthy community norms and was recommended after being reviewed by a number of organizations and found to be a good fit for our community. 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. Our program incorporates the values of the Parent, Family, Community Engagement Framework in our work by making genuine relationship building intrinsic to all our efforts. We understand and honor the idea that a family is a child's first and most important teachers, and that to understand a family's needs and goals, relationships must be built. 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. These and other topics are identified in the PFCE Framework as areas in which family growth can have lifelong results. 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 all the checklists is used, along with our policies on family engagement and our school readiness goals, to plan topics for newsletter articles, discussion opportunities at Coffee Talks, and child and family learning opportunities at Family Fun Nights to forge meaningful connections between families and the program. 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. We further honor the PFCE Framework by adjusting our techniques and systems to meet family needs. When a family can't make or doesn't want to have a formal meeting for goal setting, we ask if they will just do weekly check-ins to let us know how things are going. Families appreciate our care and concern and our willingness to match their schedule.

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). Currently, 4\5 out of 40 Head Start preschool spots, or 13%, and 1 out of 12 EHS children, or 8%, have Individualized Education Plans (IEP). We will identify additional children with disabilities as the year progresses.

10. a. 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 3rd 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.

In spring of 2019, most of these kindergarten transition plans could not be implemented due to the closure of buildings and prohibitions on large gatherings. It was heartbreaking to have to send everyone off without even being able to say goodbye in person. We worked with the kindergarten teachers and administrative staff at the elementary school to create videos of teachers reading stories and virtual tours of the building. Welcome letters were sent advising families of when registration and orientation would take place in the fall. The kindergarten transition plan will be further revised this year, as we prepare to move into a brand new building which will host children and families from our early childhood programs all the way through second grade.

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. With current public health protocols, some of these services are being provided in the school building or virtually. The EHS staff works with each family to identify their comfort levels with the different options and form a plan that safely and respectfully meets performance standards and family needs.

12. a. Many of our enrolled children reside several miles from The Center. Without transportation, many families indicate they would be unable to participate in preschool. A family's transportation needs are assessed at enrollment and again at orientation. 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. Social distancing practices are being followed on buses, and health screenings are conducted before children are permitted to board the bus. Meal delivery is also provided as part of bus services. We are currently in the process of purchasing two new buses with the most up to date safety features with the supplemental recently awarded to us.

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. **Since the springtime shutdown, meetings have been conducted online, providing ample opportunity for safely distanced participation.**
- b. Advisory committees include committees for health concerns 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. Policy Council shares information with the Parent Committee by publishing minutes of the meetings in the monthly newsletter and via reports offered at meetings. Individual members are assigned to be room representatives and introduced to families in their assigned classroom in a letter sent home in cubbies. Policy Council members are also encouraged to wear their Policy Council buttons to school events, to identify themselves to families as sources of information. **Since the springtime shutdown, meetings have been conducted online, providing ample opportunity for safely distanced participation.**

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 **at least eight times** during the program year, **with special meetings called as necessary**. 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. Members of advisory committees receive training and orientation in the role that they play in the program as new members join the committee and upon request.

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.

There is an Internal Dispute Policy that may be used when there is an impasse between these two boards. It outlines the steps that will be taken to resolve the conflict. This policy is reviewed and approved each year by both boards.

2. a. The revised 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.

As stated in our Consultants and Contractors Human Resources Policy, consultants to the program who are employees of Lake County School District receive background checks as a condition of their employment. Outside contractors, whether paid directly with Head Start funds or counted as part of In Kind match are screened, unless the organization already requires screens if their employees.

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) focus 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 **visiting** 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.

3. a. 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.

c. As part of our planning process in the spring, a calendar is drafted for staff time. This calendar includes contact days and professional development days. Weekly schedules are also drafted for staff, which include classroom time, planning time, weekly PLC (Professional Learning Community) meetings, and other support duties. Changes in enrollment and policies are taken into account when drafting the schedule. A spreadsheet is completed tabulating the total number of contract days for each staff member, their hours, and their annual pay. This spreadsheet is used in budgeting and forwarded to the Human Resources Director for payroll purposes. Individual info for staff is sent out during the summer in preparation for the new program year.

In spring of 2019, much of the formal data collection activities and planning meetings could not take place. Many staff devoted their summer break to becoming familiar with the ever-

evolving guidance on re-opening while minimizing risk of COVID exposure. Policies and procedures were revised and a COVID specific handbook was created to communicate all of the new precautions. A remote learning plan was added to the curriculum and a new platform for parent engagement was obtained. Training for all staff in these new components has taken priority over other projects for the moment, but our staff is devoted toward constant program improvement and will continue to adapt as needed.

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 July 23, 2020, and the funding guidance letter, dated July 30, 2020, the base PA 22 funds for Lake County School District R-1 Head Start are now \$659,071. The base PA 20 funds are \$9,083 for T/TA in Head Start and \$2,848 for Early Head Start T/TA. In addition, two supplemental awards were made, one for COVID related expense in the amount of \$45,698 and one for the purchase of two buses for \$238,109. The overall funding for Lake County School District R-1 Head Start for FY2020 equals \$942,878, broken down into \$527,748 in Head Start funding and \$131,323 in Early Head Start funding, \$45,698 for COVID related expenses, and \$238,109 for buses. The Non Federal Share is \$164,768

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 - \$349,646 Head Start and \$79,664 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 44% 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 May 2020.

Child Health & Development Personnel Costs

Health & Mental Health - \$25,504 Head Start-\$6376 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 - \$70,674

6 Lead Teachers, 44% of salary paid by Head Start. We currently operate 6 classrooms for our program.

Teacher Aides & Other Educational Personnel - \$97,853

6 Assistant Teachers & 3.5 Support Staff, 44% 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- \$34,064

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 - \$23,351

1 **Early Childhood Special Education** teacher, 50% of salary paid by Head Start.

Family & Community Partnerships Personnel Costs

Program Managers & Content Area Experts - \$41,671 Head Start, \$15,703 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, \$6,792 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- \$23,271 Head Start, \$12,531 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 – \$16,793, Head Start, \$4,198 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 - \$143,405 Head Start- \$33,828 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. - \$5,013 Head Start, \$1,138 Early Head Start

Health / Dental Insurance - \$64,990 Head Start, \$16,735 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 - \$73,402 Head Start, \$15,955 Early Head Start

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

Other Expenses, Supplies, Travel - \$25,614 Head Start; \$14,983 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	\$16,719 (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	\$9,183 (copy machine, child/family service supplies, postage, office supplies, dues and fees)
Utilities/Telephone	\$2,800 (portion of building utilities plus cell)
Travel	\$3,000

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	\$ 312,038
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 2020.

4. 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.

5. The following identifies the sources of our required non-federal share:

Waiver: Our program is applying for a waiver of our non-federal match this year. We are still receiving high levels of support from our community and families, and we anticipate coming very close to fulfilling our plan listed below. The current COVID-19 pandemic necessitated a sudden and drastic change to our methods of service delivery in the spring. This fall's reopening also brings an overwhelming number of new procedures and practices, especially with regard to having family members and other guests in the building and community helpers at our large gatherings. We have not been able to document parent volunteer hours and community help at events at the same levels as in the past. We are using some new, online methods to encourage family engagement, including holding virtual meetings for Policy Council, offering the MyTeachingStrategies app to connect to parents, and using the Ready Rosie system for enhanced family education and activities. We are updating our methods to collect data on parent volunteer hours and look forward to collecting and analyzing data in this new way. With all of these new practices being unfamiliar and unproven, we would feel most confident with a waiver for the non-federal match requirement well in advance of the end of the fiscal year.

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.

TOTAL **\$17,000**

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
TOTAL	\$13,580

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 \$312,038 for 75 spots, allowing \$4161 per child. There are currently many Head Start kids who are also enrolled in CPP and use those hours for an

extended day of preschool. We count a portion of their CPP allocation as match in support of the Head Start program. = \$20,000

LAKE COUNTY SCHOOL DISTRICT:

(See In-Kind Justification below)

Personnel & Fringe Benefits

District Health Nurse	\$ 480
Special Education Disabilities Coordinator	\$20,000
Speech Language Pathologist	\$ 1,000
Occupational Therapist	\$ 2,198
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	\$11,292
Transportation	\$ 1,586
Technology	\$ 3,067
Director of Security	\$ 2,053
PERSONNEL TOTAL	\$82,440

Building depreciation	\$ 8,871
Fuel for Head Start buses	<u>\$ 8,143</u>
Total	\$ 17,104

Other support

ChildPlus donation	\$ 4,194
Colorado Shines QRIS	\$ 645
Health Consultations	\$ 692
UCSF Hearts – Resilient Futures	\$ 8,500

GRAND TOTAL **\$164,768**

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. The District Health Nurse works with the Health Manager on health plans, medication plans, and medication administration trainings. The

Nurse is also advised of and consulted when special circumstances arise, such as an outbreak of disease.

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. \$2,198 annually donated as in kind.

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

Salary + fringe, Food Service Director \$ 1,200 annually

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)

Director of Security

Lake County School District's District Safety and Athletic Director supports the work of our Head Start program by drafting and updating district and building policies on safety for children and staff, monitoring building security cameras, providing training to staff on standard response protocol, and assisting with evacuation and reunification drills. 4% of salary plus fringe = \$2,053 donated annually

Other:

UCSF HEARTS

This organization will offer training in trauma informed approach. This training will be provided at no cost by Laura at Resilient Futures with a mission to foster equitable, safe, and resilient communities for all youth. Training for all staff this year is supported by a grant from Resilient Futures. Future years will bring training for The Center's coaching team and follow ups. The total value of the training is \$17,000 per year for the whole program. With more than half of the children in programs at The Center being enrolled in Head Start and Early Head Start, we can count half of that as benefitting our Head Start program. In Kind value: \$8,500

6. We respectfully submit a request for a waiver of the non-federal match requirement for the 2020 fiscal year. This request is directly related to program changes and adaptations related to the COVID-19 pandemic.

The Center enjoys ample support in the form of service time, material goods, and monetary donations. Sources of in kind include families of enrolled children, community and industry partners, and support from Lake County School District. Our plan to collect in kind donations for our non-federal match is reviewed and updated on a regular basis. Our plan reflects our values and partnerships and demonstrates how much our community values our program.

With the mandated closure of all schools in Colorado by the governor's office in March 2020, our program shifted to remote service delivery with no group gatherings. This had a significant impact on opportunities for families to contribute volunteer hours and for their efforts to be properly documented. Parent contributions of time are usually about 20% of our total match.

The change in service delivery also affected the contributions we receive for transportation, professional health consultations, and food service. We are very thankful that much of the significant support we receive from the school district, Colorado Preschool Program, and other outside funders has continued.

We are compiling data and guidance from a variety of sources to guide our efforts for reopening our building this fall with the primary goal of keeping children, families, and staff safe while providing the highest level of services possible.

The Center's Head Start program provides needed early education, health, and family services not available elsewhere in our service area. There is only one other licensed childcare center in

the entire county. That center operates on a tuition basis, with rates that make their services out of reach for many working families.

The decrease in support due to COVID-19 does not eliminate all of the support we had planned on and will receive. We will continue to recruit volunteers, maintain and forge new community partnerships, and document contributions in accordance with performance standards.

However, there are enough significant changes and still a great deal of uncertainty about the remainder of the year that we feel requesting the waiver at this point is a necessary part of our plan for this program year.

7. No waiver on 15% limitation for administrative costs is requested.

8. No enrollment reduction is requested.

9. No conversion is requested.

10. No funds for construction or renovation of facilities are requested.

11. No funds for equipment are requested.

Lake County School District R1
The Center Early Childhood Programs
Request for Non-Federal Match Waiver for Fiscal Year 20

October 7, 2020

We respectfully submit a request for a waiver of the non-federal match requirement for the 2020 fiscal year. This request is directly related to program changes and adaptations related to the COVID-19 pandemic.

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

315 West
6th Street
Leadville,

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

October 27, 2020

Office of Head Start
Office of Grants Management, Region VIII
999 18th St, Ste 499
Denver, Co 80202

RE: Grantee 08CH011397

To Whom It May Concern:

The School Board for Lake County School District R-1, Grantee 08CH011397, met for a regular monthly meeting on October 27, 2020 to review and approve the application for a waiver of the non-federal match requirement for the current 2020 fiscal year, for which the board was involved with the development thereof. A quorum was present and approved the application for funding at this meeting.

Sincerely,

Eudelia Contreras
School Board President

Policy Type: Strategic Policies

Results Based Governance Policy

In 2014, the Lake County School District Board of Education (“Board”) adopted a Mission Statement and Core Commitments that outlined new expectations for learning, climate and culture in the Lake County School District. Subsequently, it began an exploration of a results-based governance model in which the following would be aligned:

- Mission Statement and Core Commitments
- Priorities, Strategies and Metrics
- District Strategic Plan
- School-Level Work Plans
- Oversight Calendar
- Budget
- Board Policies
- Superintendent’s Evaluation

The Board believes it can best play a role in ensuring ongoing strong results in the Lake County School District by aligning the District’s work and resources to its beliefs about learning, culture and climate—and by monitoring that work in a disciplined way. The Board recognizes its responsibility to oversee systems and procedures to implement those beliefs.

Purpose

The purpose of this introductory document is to set forth in policy a Results Based Governance Model, systems and procedures for implementing this model and a system of accountability for monitoring the progress of work in the District.

Policy Statement

Aligned Mission Statement, Core Commitments, Priorities and Strategic Plan

The work of the District is directed by the District’s Mission Statement and Core Commitments, which are supported by a set of Priorities developed by the board. The Strategic Plan for the District further develops these Priorities and is written by the Superintendent and approved by the Board. Each portion of the strategic plan supports a District Priority and is comprised of one or two strategies each accompanied by a metric to monitor progress.

The Board sets forth in policy the following Theory of Action that we must simultaneously focus our efforts on the following priorities:

1. Ensuring 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 and career-ready”)
2. Providing all students with engaging learning opportunities (“Rigor and engagement are everywhere”)
3. Creating a space that is safe, inclusive and welcoming for all (“Diversity and culture make us better”)
4. Planning and executing the capital and human capital investments that will make our district better (“We plan for the future”)

Commitment to Results Based Governance to implement the Priorities and Strategic Plan

The Board also sets forth in policy its commitment to results based governance to implement the District’s Priorities and Strategic Plan and acknowledges the following responsibilities:

- The work of the District is underpinned by a Board-adopted Mission Statement and Core Commitments that reflect the deeply held foundational beliefs of the District.
- The District’s Priorities are Board-developed and adopted direction statements that serve to focus the District’s work in the immediate future. The Superintendent’s Strategic Plan turns the District’s Priorities into action. The Strategic Plan is comprised of strategies, each with a metric to track progress.
- It is the Superintendent’s responsibility to write a Strategic Plan that outlines the work that will be undertaken around the District’s Priorities. Each Priority should contain one or two key strategies. Every key strategy should have a metric to measure progress. The Superintendent shall bring this Strategic Plan annually to the Board for review, discussion and adoption. The schedule for this annual review shall be outlined in the Board’s Calendar Policy.
- It is the Superintendent’s responsibility to communicate the District’s Priorities to schools, and to ensure that school-level plans demonstrate alignment with the District’s Priorities and the key strategies in the Strategic Plan.
- It is the Superintendent’s responsibility to annually develop a strategic budget that prioritizes work around the District’s Priorities and the key strategies of the Strategic Plan. The

Superintendent shall bring this strategic budget to the Board annually for review, discussion and adoption. The schedule for this annual review shall be outlined in the Board's Calendar Policy.

Accountability Structure to Monitor the Strategic Plan

- It is the Superintendent's responsibility to use metrics to measure progress on the strategies in the Strategic Plan. Each of the strategies should have a metric. The Superintendent shall bring these metrics annually to the Board for review, discussion and adoption. The schedule by which this is done shall be outlined in the Board's Calendar Policy. Taken together, these metrics shall:
 1. Measure system-level change.
 2. Measure change over time.
 3. Measure Lake County Public Schools ~~in comparison to other similar districts~~ against valued and appropriate comparables.
 4. Measure change from the perspective of multiple stakeholders (students, parents, teachers).
 5. Be accompanied by a clearly-agreed upon methodology.
- It is the Board's responsibility to work with the Superintendent to develop a schedule by which it can review progress on the chosen metrics. The schedule for this review shall be outlined in the Board's Calendar Policy. The Superintendent's evaluation, which will occur annually as per the Oversight Calendar, will include a review of metrics and results. However, each metric should also be reviewed at least once during the year, so that the Board and Superintendent can discuss interim progress.

Review Date

This policy shall be reviewed annually according to the Oversight Calendar.

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
August	District Preparedness Overview: Facilities, Transportation, Hiring, Safety	Superintendent	
Work session	Workshop 1: 2019-2020: Facilities 2020-2021: Transportation	Facilities Director OR Transportation Director	
September	District Performance	Superintendent	State Assessment Enrollment update
	Strategic Plan Review	Superintendent	Strategic Plan
	Student Representative Approval		
Work session	Workshop 2: Safety and Security (Every year)	Director of Safety & Security	
October	Student Achievement Overview; College and Career Readiness	Superintendent	College and career readiness data Enrollment numbers Update on ICAP Graduation Rollout
	Policy Review		SP-1-SP-5
Work session	Workshop 3: 2019-2020: Technology 2020-2021: Athletics & Extracurricular Activities	Technology Director OR Athletic Director	
November	Early Childhood Update	Early Childhood Director	The Center School Plan, goals, data specific to school
	Student Achievement Overview Part 2; Rigor and Engagement	Superintendent	School Performance Framework
	Accreditation of Schools(Resolution)		

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
Work session	Horizon Goals & Next Steps Cultural Responsive Questioner HOLIDAY BREAK		
December	Audit Certify Mill Levy School Culture Overview; Diversity and Inclusion	CFO/Auditor CFO Superintendent	Audit
Work session	Holiday Break		
January	Superintendent Evaluation Revised Budget Policy Review	Superintendent CFO	Data related to engagement and rigor: i.e. walk through data, EL updates, ANet updates Final Budget GP-1 to GP-9
Work session	Work Shop 4: 2019-2020: Food Service 2020-2021: Communications	Food Service Director OR CFO	
February	High School Update Human capital investment Enrollment: Choice in/out	Principal Superintendent/CFO Superintendent	PM Tool - LCHS School plan, goals, data specific to school, curriculum updates LCHS Walkthroughs

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
Work session	Capital Plan Overview; Master Plan	Superintendent /CFO	Master Plan
	Non-Renewal Overview		Review of practices from CASB
March	LCIS Update LCIS Update CCHS Update	Principal Principal Principal	PM Tool – LCIS, LCIS , CCHS School plan, goals, data specific to school, curriculum updates LCIS Walkthroughs
Work session	SPRING BREAK		
April	West Park Elementary Update The Center Update Student Health & Wellness Policy Review	Principal Director Health & Wellness Coordinator	PM Tool – WPE, TC School plan, goals, data specific to school, curriculum updates WPE Walkthroughs Data Specific GP-10 to GP-13 and BRS-1 to BRS-5E
Work session	Strategic Plan	Superintendent	

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
May	Celebrations Leaving student representative celebration Graduation Expectations	Superintendent	Celebrations Data related to progress
Work session	Work Shop 5: Finance (All years) Work Shop 6: Human Resource (All years)	CFO HR Director	Draft Budget
June	Budget approval/Capital strategic plan approval Master Plan Update Policy Review Interest Free Loan Approval	Superintendent Superintendent/CFO	Community satisfaction measures SSG-1 to SSG-9
Work session	Board Retreat Board Evaluation Goal setting		
July	Holiday		
Work session	Holiday		

Policy Type: Strategic Policies

[Revised February 2019]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

Calendar of Oversight Workshops

Year	Work Session (see oversight calendar)	Workshop	Person	On-Boarding work
2018- 2019	4	Transportation	Transportation Director	
	2	Safety and Security	Director of Safety & Security	
	3	Athletics & Extracurricular	Athletic Director	
	4	Communications	Chief Financial Officer	
	5	Finance	Chief Financial Officer	
	6	Human Resources	Human Resources Director	
2019- 2020	1	Facilities	Facilities Director	
	2	Safety and Security	Director of Safety & Security	
	3	Technology	Chief Financial Officer/Technology Dep.	
	4	Food service	Food service Director	
	5	Finance	Chief Financial Officer	
	6	Human Resources	Human Resources Director	
2020- 2021	1	Transportation	Transportation Director	
	2	Safety and Security	Director of Safety & Security	
	3	Athletics & Extracurricular	Athletic Director	

	4	Communications	Chief Financial Officer	
	5	Finance	Chief Financial Officer	
	6	Human Resources	Human Resources Director	
2021-2022	1	Facilities	Facilities Director	
	2	Safety and Security	Director of Safety & Security	
	3	Technology	Chief Financial Officer/Technology Dep.	
	4	Food Service	Food Service Director	Legal Training, Red Line Scenarios, Board power
	5	Finance	Chief Financial Officer	How to read a financial report (Keith Moffet) State Law on school finance
	<u>6</u>	<u>Human Resources</u>	<u>Human Resources Director</u>	
<u>2022-2023</u>	<u>1</u>	<u>Transportation</u>	<u>Transportation Director</u>	
	<u>2</u>	<u>Safety and Security</u>	<u>Director of Safety & Security</u>	
	<u>3</u>	<u>Athletics & Extracurricular</u>	<u>Athletic Director</u>	
	<u>4</u>	<u>Communications</u>	<u>Chief Financial Officer</u>	
	<u>5</u>	<u>Finance</u>	<u>Chief Financial Officer</u>	
	<u>6</u>	<u>Human Resources</u>	<u>Human Resources Director</u>	

[Revised October 2018]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

ACCOUNT REFERENCE SHEET BY OBJECT

01's	All salaries
02's	Health, dental, life, vision insurances, PERA and Medicare benefits
03's	Legal, audit and consulting services
04's	Disposal, snow removal and repairs and maintenance services
05's	Student transportation, all insurances, telephone, postage, advertising, printing and binding, tuition, and travel and registration
06's	General supplies, natural gas and heating expenses, fuel, food, books and periodicals
07's	Equipment
08's	Dues and fees, interest and indirect costs, reserves
52-58	Transfers, allocations and leases

For 09/01/20 - 09/30/20

Expenditure Summary Report

FJEXS01A

Periods 03 - 03

MONTHLY BUDGET STATUS REPORT

BUDGET STATUS(Copy)

<u>Account No/Description</u>	<u>Adjusted Budget</u>	<u>Y-T-D Encumb</u>	<u>Period Expended</u>	<u>Y-T-D Expended</u>	<u>Available Balance</u>	<u>Percent Used</u>
10 GENERAL FUND						
01 SALARIES	6,149,330.00	.00	517,732.17	1,449,760.45	4,699,569.55	23.58
02 BENEFITS	2,425,694.00	.00	192,643.60	550,212.27	1,875,481.73	22.68
03 PROF/TECH SERVICES	604,822.00	15,571.80	33,188.47	95,490.33	493,759.87	18.36
04 PURCHASED SERVICES	154,086.00	6,437.69	7,832.86	24,661.62	122,986.69	20.18
05 OTHER SERVICES	1,162,681.00	.00	6,838.14	212,446.09	950,234.91	18.27
06 SUPPLIES	672,809.00	23,924.45	41,836.74	175,329.36	473,555.19	29.62
07 EQUIPMENT	32,100.00	.00	171.00	171.00	31,929.00	.53
08 OTHER OBJECTS	1,885,741.00	.00	2,022.95	17,653.28	1,868,087.72	.94
10 GENERAL FUND	13,087,263.00	45,933.94	802,265.93	2,525,724.40	10,515,604.66	19.65
19 COLO. PRESCHOOL PROGRAM						
01 SALARIES	212,500.00	.00	16,294.48	49,608.18	162,891.82	23.35
02 BENEFITS	85,090.00	.00	7,192.75	21,729.66	63,360.34	25.54
04 PURCHASED SERVICES	6,500.00	.00	137.41	615.39	5,884.61	9.47
05 OTHER SERVICES	800.00	.00	.00	.00	800.00	.00
06 SUPPLIES	7,148.00	1,585.93	888.96	7,662.53	-2,100.46	129.39
08 OTHER OBJECTS	5,280.00	.00	.00	.00	5,280.00	.00
19 COLO. PRESCHOOL PROGRAM	317,318.00	1,585.93	24,513.60	79,615.76	236,116.31	25.59
21 FOOD SERVICE FUND						
01 SALARIES	299,925.00	.00	36,741.58	98,415.99	201,509.01	32.81
02 BENEFITS	116,967.00	.00	15,125.29	35,996.28	80,970.72	30.77
05 OTHER SERVICES	2,500.00	.00	.00	87.20	2,412.80	3.49
06 SUPPLIES	306,500.00	.00	90,498.46	157,801.60	148,698.40	51.49
21 FOOD SERVICE FUND	725,892.00	.00	142,365.33	292,301.07	433,590.93	40.27
22 DESIGNATED PURPOSE GRANTS						
01 SALARIES	1,641,175.00	.00	94,834.21	254,621.93	1,386,553.07	15.51
02 BENEFITS	437,859.00	.00	32,675.12	91,468.69	346,390.31	20.89
03 PROF/TECH SERVICES	465,327.00	116,321.00	109,297.88	148,752.36	200,253.64	56.96
05 OTHER SERVICES	52,713.00	.00	72.70	136.40	52,576.60	.26
06 SUPPLIES	360,553.00	57,971.93	125,125.49	166,914.29	135,666.78	62.37
07 EQUIPMENT	187,886.00	302,692.34	.00	.00	-114,806.34	161.10
08 OTHER OBJECTS	320,242.00	.00	537.36	537.36	319,704.64	.17
22 DESIGNATED PURPOSE GRANTS	3,465,755.00	476,985.27	362,542.76	662,431.03	2,326,338.70	32.88
23 ATHLETIC/ACTIVITY FUND						
08 OTHER OBJECTS	275,000.00	.00	.00	.00	275,000.00	.00
23 ATHLETIC/ACTIVITY FUND	275,000.00	.00	.00	.00	275,000.00	.00
26 THE CENTER - CHILD CARE						
01 SALARIES	110,712.00	.00	9,215.71	27,368.44	83,343.56	24.72
02 BENEFITS	40,425.00	.00	3,392.22	10,320.80	30,104.20	25.53
03 PROF/TECH SERVICES	2,300.00	.00	.00	.00	2,300.00	.00
06 SUPPLIES	21,000.00	816.23	215.64	2,223.12	17,960.65	14.47
08 OTHER OBJECTS	7,482.00	.00	138.66	1,063.91	6,418.09	14.22

For 09/01/20 - 09/30/20

Expenditure Summary Report

FJEXS01A

Periods 03 - 03

MONTHLY BUDGET STATUS REPORT

BUDGET STATUS(Copy)

<u>Account No/Description</u>	<u>Adjusted Budget</u>	<u>Y-T-D Encumb</u>	<u>Period Expended</u>	<u>Y-T-D Expended</u>	<u>Available Balance</u>	<u>Percent Used</u>
26 THE CENTER - CHILD CARE						
26 THE CENTER - CHILD CARE	181,919.00	816.23	12,962.23	40,976.27	140,126.50	22.97
27 HEAD START PROGRAM						
01 SALARIES	441,310.00	.00	32,335.30	97,306.77	344,003.23	22.05
02 BENEFITS	179,932.00	.00	12,458.93	37,391.42	142,540.58	20.78
03 PROF/TECH SERVICES	18,276.00	.00	990.00	1,189.68	17,086.32	6.51
05 OTHER SERVICES	8,750.00	.00	191.53	375.59	8,374.41	4.29
06 SUPPLIES	56,007.00	3,200.10	1,160.06	8,882.62	43,924.28	21.57
07 EQUIPMENT	238,109.00	.00	.00	.00	238,109.00	.00
08 OTHER OBJECTS	165,262.00	.00	.00	420.00	164,842.00	.25
27 HEAD START PROGRAM	1,107,646.00	3,200.10	47,135.82	145,566.08	958,879.82	13.43
31 BOND REDEMPTION FUND						
08 OTHER OBJECTS	2,264,350.00	.00	.00	.00	2,264,350.00	.00
09 OTHER USES OF FUNDS	1,044,310.00	.00	.00	.00	1,044,310.00	.00
31 BOND REDEMPTION FUND	3,308,660.00	.00	.00	.00	3,308,660.00	.00
41 CAPITAL PROJECT FUND						
03 PROF/TECH SERVICES	3,674,838.00	.00	.00	.00	3,674,838.00	.00
07 EQUIPMENT	30,001,116.00	.00	.00	.00	30,001,116.00	.00
41 CAPITAL PROJECT FUND	33,675,954.00	.00	.00	.00	33,675,954.00	.00
43 CAPITAL PROJECTS FUND						
03 PROF/TECH SERVICES	42,520.00	.00	.00	.00	42,520.00	.00
07 EQUIPMENT	381,216.00	.00	-38,134.17	25,152.14	356,063.86	6.60
08 OTHER OBJECTS	103,334.00	.00	.00	.00	103,334.00	.00
43 CAPITAL PROJECTS FUND	527,070.00	.00	-38,134.17	25,152.14	501,917.86	4.77
64 HEALTH INSURANCE RESERVE						
05 OTHER SERVICES	1,871,757.00	.00	198,382.78	453,743.58	1,418,013.42	24.24
08 OTHER OBJECTS	52,317.00	.00	.00	.00	52,317.00	.00
64 HEALTH INSURANCE RESERVE	1,924,074.00	.00	198,382.78	453,743.58	1,470,330.42	23.58

FINANCIAL REPORT AS OF 9/30/20									
GENERAL FUND									
EXPENDITURES					REVENUE				
	BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %		BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %
Jul-2020	\$ 13,087,263.00	\$ 1,061,060.72	\$ 12,026,202.28	8.11%	Jul-2020	\$ 13,087,263.00	\$ 258,449.11	\$ 12,828,813.89	1.97%
Aug-2020	\$ 13,087,263.00	\$ 1,753,951.20	\$ 11,333,311.80	13.40%	Aug-2020	\$ 13,087,263.00	\$ 578,152.31	\$ 12,509,110.69	4.42%
Sep-2020	\$ 13,087,263.00	\$ 2,571,658.34	\$ 10,515,604.66	19.65%	Sep-2020	\$ 13,087,263.00	\$ 1,078,812.73	\$ 12,008,450.27	8.24%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021			\$ -	#DIV/0!
CPP FUND									
EXPENDITURES					REVENUE				
	BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %		BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %
Jul-2020	\$ 317,318.00	\$ 26,600.38	\$ 290,717.62	8.38%	Jul-2020	\$ 317,318.00	\$ 26,003.16	\$ 291,314.84	8.19%
Aug-2020	\$ 317,318.00	\$ 55,604.32	\$ 261,713.68	17.52%	Aug-2020	\$ 317,318.00	\$ 52,006.32	\$ 265,311.68	16.39%
Sep-2020	\$ 317,318.00	\$ 81,201.69	\$ 236,116.31	25.59%	Sep-2020	\$ 317,318.00	\$ 78,009.48	\$ 239,308.52	24.58%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021			\$ -	#DIV/0!
FOOD SERVICE FUND									
EXPENDITURES					REVENUE				
	BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %		BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %
Jul-2020	\$ 725,892.00	\$ 41,960.61	\$ 683,931.39	5.78%	Jul-2020	\$ 725,892.00	\$ 67,051.15	\$ 658,840.85	9.24%
Aug-2020	\$ 725,892.00	\$ 149,935.74	\$ 575,956.26	20.66%	Aug-2020	\$ 725,892.00	\$ 141,254.88	\$ 584,637.12	19.46%
Sep-2020	\$ 725,892.00	\$ 292,301.07	\$ 433,590.93	40.27%	Sep-2020	\$ 725,892.00	\$ 166,396.63	\$ 559,495.37	22.92%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021			\$ -	#DIV/0!
GRANT FUND									
EXPENDITURES					REVENUE				
	BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %		BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %
Jul-2020	\$ 2,877,466.00	\$ 235,657.25	\$ 2,641,808.75	8.19%	Jul-2020	\$ 2,877,466.00	\$ 13,382.00	\$ 2,864,084.00	0.47%
Aug-2020	\$ 3,276,137.00	\$ 482,239.72	\$ 2,793,897.28	14.72%	Aug-2020	\$ 3,276,137.00	\$ 40,795.00	\$ 3,235,342.00	1.25%
Sep-2020	\$ 3,465,755.00	\$ 1,139,416.30	\$ 2,326,338.70	32.88%	Sep-2020	\$ 3,465,755.00	\$ 135,832.11	\$ 3,329,922.89	3.92%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021			\$ -	#DIV/0!
CENTER FUND									
EXPENDITURES					REVENUE				
	BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %		BUDGET AMOUNT	YTD ACTIVITY	BUDGET BALANCE	BUDGET %
Jul-2020	\$ 181,919.00	\$ 13,526.51	\$ 168,392.49	7.44%	Jul-2020	\$ 181,919.00	\$ -	\$ 181,919.00	0.00%
Aug-2020	\$ 181,919.00	\$ 28,734.96	\$ 153,184.04	15.80%	Aug-2020	\$ 181,919.00	\$ -	\$ 181,919.00	0.00%
Sep-2020	\$ 181,919.00	\$ 41,792.50	\$ 140,126.50	22.97%	Sep-2020	\$ 181,919.00	\$ 3,120.29	\$ 178,798.71	1.72%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021			\$ -	#DIV/0!

HEADSTART FUND									
EXPENDITURES					REVENUE				
		BUDGET		BUDGET				BUDGET	
		BALANCE		%				BALANCE	
		%						%	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2020	\$ 823,839.00	\$ 48,631.96	\$ 775,207.04	5.90%	Jul-2020	\$ 823,839.00	\$ 48,585.00	\$ 775,254.00	5.90%
Aug-2020	\$ 823,839.00	\$ 100,581.48	\$ 723,257.52	12.21%	Aug-2020	\$ 823,839.00	\$ 94,685.00	\$ 729,154.00	11.49%
Sep-2020	\$ 1,107,646.00	\$ 148,766.18	\$ 958,879.82	13.43%	Sep-2020	\$ 1,107,646.00	\$ 86,965.47	\$ 1,020,680.53	7.85%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021		\$ -	\$ -	#DIV/0!
BOND FUND									
EXPENDITURES					REVENUE				
		BUDGET		BUDGET				BUDGET	
		BALANCE		%				BALANCE	
		%						%	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2020	\$ 3,308,660.00	\$ -	\$ 3,308,660.00	0.00%	Jul-2020	\$ 3,308,660.00	\$ 820.29	\$ 3,307,839.71	0.02%
Aug-2020	\$ 3,308,660.00	\$ -	\$ 3,308,660.00	0.00%	Aug-2020	\$ 3,308,660.00	\$ 1,527.82	\$ 3,307,132.18	0.05%
Sep-2020	\$ 3,308,660.00	\$ -	\$ 3,308,660.00	0.00%	Sep-2020	\$ 3,308,660.00	\$ 14,680.64	\$ 3,293,979.36	0.44%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021		\$ -	\$ -	#DIV/0!
CAPITAL PROJECT FUND									
EXPENDITURES					REVENUE				
		BUDGET		BUDGET				BUDGET	
		BALANCE		%				BALANCE	
		%						%	
	BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%		BUDGET AMOUNT	YTD ACTIVITY	BALANCE	%
Jul-2020	\$ 527,070.00	\$ 63,872.79	\$ 463,197.21	12.12%	Jul-2020	\$ 527,070.00	\$ -	\$ 527,070.00	0.00%
Aug-2020	\$ 527,070.00	\$ 63,286.31	\$ 463,783.69	12.01%	Aug-2020	\$ 527,070.00	\$ -	\$ 527,070.00	0.00%
Sep-2020	\$ 527,070.00	\$ 25,152.14	\$ 501,917.86	4.77%	Sep-2020	\$ 527,070.00	\$ -	\$ 527,070.00	0.00%
Oct-2020	\$ -	\$ -	\$ -	#DIV/0!	Oct-2020	\$ -	\$ -	\$ -	#DIV/0!
Nov-2020	\$ -	\$ -	\$ -	#DIV/0!	Nov-2020	\$ -	\$ -	\$ -	#DIV/0!
Dec-2020	\$ -	\$ -	\$ -	#DIV/0!	Dec-2020	\$ -	\$ -	\$ -	#DIV/0!
Jan-2021	\$ -	\$ -	\$ -	#DIV/0!	Jan-2021	\$ -	\$ -	\$ -	#DIV/0!
Feb-2021	\$ -	\$ -	\$ -	#DIV/0!	Feb-2021	\$ -	\$ -	\$ -	#DIV/0!
Mar-2021	\$ -	\$ -	\$ -	#DIV/0!	Mar-2021	\$ -	\$ -	\$ -	#DIV/0!
Apr-2021	\$ -	\$ -	\$ -	#DIV/0!	Apr-2021	\$ -	\$ -	\$ -	#DIV/0!
May-2021	\$ -	\$ -	\$ -	#DIV/0!	May-2021	\$ -	\$ -	\$ -	#DIV/0!
Jun-2021			\$ -	#DIV/0!	Jun-2021		\$ -	\$ -	#DIV/0!

		<u>Beginning Balance</u>	<u>Activity</u>	<u>Deposits</u>	<u>Ending Balance</u>
<u>PITTS ELEM./THE CENTER</u>					
The Center Activity Fund	July	\$ 13,167.23	\$ 13.80	\$ -	\$ 13,153.43
907040	August	\$ 13,153.43	\$ 100.36	\$ -	\$ 13,053.07
	September	\$ 13,053.07	\$ 426.45	\$ -	\$ 12,626.62
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -
Pitts Elementary Library Fund	July	\$ 1,053.81	\$ -	\$ -	\$ 1,053.81
344727	August	\$ 1,053.81	\$ 76.83	\$ -	\$ 976.98
	September	\$ 976.98	\$ -	\$ -	\$ 976.98
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -
<u>West Park Elementary</u>					
West Park Activity Fund	July	\$ 18,614.28	\$ -	\$ 280.82	\$ 18,895.10
316064	August	\$ 18,895.10	\$ 56.00	\$ 294.31	\$ 19,133.41
	September	\$ 19,133.41	\$ 200.00	\$ 222.92	\$ 19,156.33
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -
West Park PTN	July	\$ 1,185.62	\$ -	\$ -	\$ 1,185.62
344735	August	\$ 1,185.62	\$ -	\$ -	\$ 1,185.62
	September	\$ 1,185.62	\$ -	\$ 154.00	\$ 1,339.62
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -

		<u>Beginning Balance</u>	<u>Activity</u>	<u>Deposits</u>	<u>Ending Balance</u>
<u>Lake County Intermediate School</u>					
LCMS Activity Fund	July	\$ 82,406.19	\$ -	\$ 3.50	\$ 82,409.69
8299	August	\$ 82,409.69	\$ 1,573.35	\$ 380.34	\$ 81,216.68
	September	\$ 81,216.68	\$ 119.00	\$ 3.33	\$ 81,101.01
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -
<u>Lake County High School</u>					
LCHS Activity Fund	July	\$ 109,091.44	\$ 2,878.83	\$ 1,009.56	\$ 107,222.17
2102	August	\$ 107,222.17	\$ 1,125.52	\$ 11,574.82	\$ 117,671.47
	September	\$ 117,671.47	\$ 185.95	\$ 956.86	\$ 118,442.38
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -
<u>Lake County Athletics</u>					
LCSD Athletic Activity Fund	July	\$ 42,015.29	\$ 800.00	\$ 1.79	\$ 41,217.08
2591636986	August	\$ 41,217.08	\$ 239.52	\$ 1.74	\$ 40,979.30
	September	\$ 40,979.30	\$ -	\$ 2,601.75	\$ 43,581.05
	October	\$ -	\$ -	\$ -	\$ -
	November	\$ -	\$ -	\$ -	\$ -
	December	\$ -	\$ -	\$ -	\$ -
	January	\$ -	\$ -	\$ -	\$ -
	February	\$ -	\$ -	\$ -	\$ -
	March	\$ -	\$ -	\$ -	\$ -
	April	\$ -	\$ -	\$ -	\$ -
	May	\$ -	\$ -	\$ -	\$ -
	June	\$ -	\$ -	\$ -	\$ -



OCT 08 2020

CONSOLIDATED BILLING CONTROL ACCOUNT STATEMENT

Prepared For	LAKE COUNTY SCHOOL RENA SANCHEZ
Account Number	
Statement Closing Date	10/02/20
Days in Billing Cycle	29
Next Statement Date	11/03/20

For Customer Service Call:
800-231-5511

Inquiries or Questions:
Wells Fargo SBL PO Box 29482
Phoenix, AZ 85038-8650

Payments:

Elite Card Payment Center PO Box 77066
Minneapolis, MN 55480-7766

Credit Line	\$50,000
Available Credit	\$34,246

Payment Information

New Balance	\$15,753.36
Current Payment Due (Minimum Payment)	\$788.00
Current Payment Due Date	10/28/20

10/28/20

Thank you for using our Automatic Payment service. See the **Important Information** section below for your next scheduled payment. If you wish to pay off your balance in full: The balance noted on your statement is not the payoff amount. Please call 800-231-5511 for payoff information.

Account Summary

Previous Balance	\$10,147.30
Credits	-
Payments	-
Purchases & Other Charges	+
Cash Advances	+
Finance Charges	+
New Balance	=

Wells Fargo Business Card Rewards - Legacy

Membership No:	
Previous Balance	49,107
Points Earned this Month	14,136
Points From Other Company Cards	0
Bonus Points Earned	0
Adjustments	0
Earn More Mall® Bonus Points	0
Redeemed	-
Total Available	= 63,243

Rewards Notice

Check your point balance and redeem your points at wellsfargorewards.com. You can also call our Rewards Service Center from 8 a.m. to midnight (ET) at 1-800-213-3365.

See reverse side for important information.

5596 0006 YTG 1 7 2 201002 0 PAGE 1 of 6 1 0 3268 1000 ELAC 01DR5596 83304

DETACH HERE

Detach and mail with check payable to "Wells Fargo" to arrive by Current Payment Due Date.

Make checks payable to: Wells Fargo

Account Number	
New Balance	\$15,753.36
Total Amount Due (Minimum Payment)	\$788.00
Current Payment Due Date	10/28/20

Print address or phone charges:

Amount Enclosed: \$

Work ()



ELITE CARD PAYMENT CENTER YTG 30
PO BOX 77066
MINNEAPOLIS MN 55480-7766

LAKE COUNTY SCHOOL
RENA SANCHEZ
328 W 5TH ST
LEADVILLE CO 80461-3547

83304
R309





Rate Information

Your rate may vary according to the terms of your agreement.

Table with columns: TYPE OF BALANCE, PURCHASES, CASH ADVANCES, TOTAL, ANNUAL INTEREST RATE, DAILY FINANCE CHARGE RATE, AVERAGE DAILY BALANCE, PERIODIC FINANCE CHARGES, TRANSACTION FINANCE CHARGES, TOTAL FINANCE CHARGES.

Important Information

\$0 - \$15,753.36 WILL BE DEDUCTED FROM YOUR ACCOUNT AND CREDITED AS YOUR AUTOMATIC PAYMENT ON 10/28/20. THE AUTOMATIC PAYMENT AMOUNT WILL BE REDUCED BY ALL PAYMENTS POSTED ON OR BEFORE THIS DATE.

Summary of Sub Account Usage

Table with columns: Name, Sub Account Number Ending In, Monthly Spending Cap, Spend This Period. Lists accounts for NOREEN FLORES, BUNNY TAYLOR, PAUL ANDERSON, CHERYL TALBOT, HOLLY DEBELL, JOYCE LACOME, DALE NEPHEW JR, BETHANY MASSEY, TAYLOR TRELKA, CARLYE SAYLER, BEN CAIRNS, KATHLEEN FITZSIMMONS, MICHAEL VAGHER, TODD COFFIN, RENA SANCHEZ.

Transaction Details

The transactions detailed on this Consolidated Billing Control Account Statement contain transactions made directly to this Control Account plus all transactions made on Sub Accounts. If there were no transactions made by a Sub Account that Sub Account will not appear.

Table with columns: Trans Post, Reference Number, Description, Credits, Charges. Includes entry for AUTOMATIC PAYMENT - THANK YOU with a credit of \$8,529.50.

Transaction Summary For BUNNY TAYLOR

Table with columns: Sub Account Number Ending In, Transaction Date, Description, Credits, Charges. Lists various sub-accounts like Amazon.com, JOTFORM INC, SAFEWAY, etc.

Transaction Summary For PAUL ANDERSON

Table with columns: Sub Account Number Ending In, Transaction Date, Description, Credits, Charges. Lists various sub-accounts like ACROBAT PRO SUBS, SMK*SURVEYMONKEY.COM, etc.

Transaction Details

Trans Post	Reference Number	Description	Credits	Charges
Transaction Summary For CHERYL TALBOT				
Sub Account Number Ending In				
09/04	09/04	2469216L82X6F1J7Q		120.15
09/04	09/04	2469216L82X6F1J74		120.15
		TOTAL \$240.30		
		CHERYL TALBOT / Sub Acct Ending In		
Transaction Summary For HOLLY DEBELL				
Sub Account Number Ending In				
09/02	09/04	7413746L8019SDKP3	1,617.80	
09/03	09/04	2406065L7S66EQ481		40.00
09/03	09/04	2449215L8RTLJSTJT		1,225.00
09/08	09/08	2449215LQJHDSHF8Y		296.22
09/08	09/08	2449215LQRTV6LTGV		130.49
09/09	09/09	2469216LD2XWJ2P65		194.16
09/10	09/10	2476062LF8PQNGLSX		150.00
09/15	09/15	2407314LLS66FR3F3		375.00
09/17	09/17	2407140LMDLNBRRZZS		384.00
09/23	09/23	2469216LY2XBKEOWZ		104.95
		TOTAL \$1,284.02		
		HOLLY DEBELL / Sub Acct Ending In		
Transaction Summary For DALE NEPHEW JR				
Sub Account Number Ending In				
09/21	09/21	2490641LT301QB8DG		30.00
		DreamHost dh-fee.com 877-8294070 CA		
		TOTAL \$30.00		
		DALE NEPHEW JR / Sub Acct Ending In		
Transaction Summary For BETHANY MASSEY				
Sub Account Number Ending In				
09/04	09/04	2480197L9L2ZBV000		699.00
09/29	09/29	2455930M1566MXLAI		140.00
		ATIXA 610-993-0229 PA		
		COLORADO ASSOC SCHOOL EXE303-7628762 CO		
		TOTAL \$839.00		
		BETHANY MASSEY / Sub Acct Ending In		
Transaction Summary For TAYLOR TRELKA				
Sub Account Number Ending In				
09/14	09/14	2413746LKEJQA5WQ2		107.95
09/14	09/14	2413746LKEJQA5W9F		117.00
		OFFICEMAX/DEPOT 6604 SILVERTHORNE CO		
		OFFICEMAX/DEPOT 6604 SILVERTHORNE CO		
		TOTAL \$224.95		
		TAYLOR TRELKA / Sub Acct Ending In		
Transaction Summary For CARLYE SAYLER				
Sub Account Number Ending In				
09/04	09/04	2469216L82XGPR4A8		92.99
09/22	09/22	2469216LS2X8J5GR9		748.00
09/23	09/23	2475542LW3J8AXMBA		213.79
09/26	09/26	2469216LY2XAM1EK2		125.80
09/26	09/26	2469216LY2XVW4MY		144.18
		AMZN Mktp US*MU98H4631 Amzn.com/bill WA		
		AMZN Mktp US*TM445T6APO Amzn.com/bill WA		
		PESI 800-8448260 WI		
		AMZN Mktp US*TM45PM9RQ1 Amzn.com/bill WA		
		Amazon.com*M44OU5ID1 Amzn.com/bill WA		
		TOTAL \$1,324.76		
		CARLYE SAYLER / Sub Acct Ending In		
Transaction Summary For BEN CAIRNS				
Sub Account Number Ending In				
09/10	09/10	7408342LE0003Z1SE		600.00
09/11	09/11	2449215LFLSE1BL2B		290.00
		BREEZIN THRU INC. TORONTO CD		
		MAKEMUSIC, INC. 9529379611 CO		
		TOTAL \$890.00		
		BEN CAIRNS / Sub Acct Ending In		
Transaction Summary For MICHAEL VAGHER				
Sub Account Number Ending In				
09/09	09/09	2449215LDRTWPH64H		450.00
09/26	09/26	2443106LZBM24YDB7		14.41
		PAYPAL *2MILEHIGHSA 402-935-7733 CA		
		CHIPOTLE 0766 LAKEWOOD CO		
		TOTAL \$464.41		
		MICHAEL VAGHER / Sub Acct Ending In		
Transaction Summary For TODD COFFIN				
Sub Account Number Ending In				
09/10	09/10	2405522LF1SZYPKSN		875.00
09/15	09/15	2420785LK53BAJWSWP		356.70
		PARK SUPPLY OF AMERICA 612-822-3180 MN		
		METRO SCREENWORKS INC. 303-9228998 CO		
		TOTAL \$1,231.70		
		TODD COFFIN / Sub Acct Ending In		





Transaction Details

Trans Post	Reference Number	Description	Credits	Charges
Transaction Summary For RENA SANCHEZ				
Sub Account Number Ending In				
09/18	09/18 2449215LNJH8JA6F6	REMOTEPC YEARLY CHRGR HTTPSWWW.REMO CA		749.50
09/28	09/28 2441295M0606Z77V8	COLORADO ASBO 720-427-6560 CO		49.00
09/30	09/30 2469216M22XWHL5DL	SQ *SPECIALTY CONTAINER S gosg.com MS		3,063.00
		TOTAL \$3,861.50		
		RENA SANCHEZ / Sub Acct Ending In		

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Wells Fargo News

What can alerts do for your business?*

Receive timely updates on your business credit card account via email or text. Alerts allow you to set up and receive only the messages that are important to you. Sign up for alerts during your Wells Fargo Business Online® session by going to your Business Elite Card account screen and selecting the Manage Alerts menu option.

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**Availability may be affected by your mobile carrier's coverage area. Your mobile carrier's message and data rates may apply.*

Check Date 09/01/20 - 09/30/20

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
100 ELK OUTDOOR CENTER		36927					
	0100096652	09/23/20	FINAL	210141	100 ELK STUDENT PROGRAM	1-22-602-00-0090-0300-000-004012	59,520.00
						Check Total	59,520.00
						Vendor Total	59,520.00
A-1 COLLECTION AGENCY LLC		2573					
	0100096653	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	619.58
						Check Total	619.58
						Vendor Total	619.58
ACORN PETROLEUM, INC.		270					
	0100096589	09/09/20	1039917		8/15-8/31 FUEL	1-10-720-27-2700-0626-000-000000	559.19
	0100096589	09/09/20	1039917		EARLY PAY DISCOUNT	1-10-720-27-2700-0626-000-000000	-3.28
	0100096589	09/09/20	1039917		8/15-8/31 FUEL	1-10-710-26-2600-0626-000-000000	131.78
						Check Total	687.69
						Vendor Total	687.69
AFLAC PREM HOLDING C/O BNB BANK LOC 18							
	0100096654	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	5.41
	0100096654	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	15.53
	0100096654	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	6.21
	0100096654	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	190.70
						Check Total	217.85
						Vendor Total	217.85
AFSCME COUNCIL 18		257					
	0100096655	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	204.60
	0100096655	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	18.29
	0100096655	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-19-000-00-0000-7421-000-000000	5.71
	0100096655	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-21-000-00-0000-7421-000-000000	114.30
						Check Total	342.90
						Vendor Total	342.90
ALISON SANDOVAL		337					
	0100096623	09/18/20	09-17-2020_20		FOOD REIM	1-10-720-27-2700-0690-000-000000	7.30
						Check Total	7.30
						Vendor Total	7.30

Check Date 09/01/20 - 09/30/20

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
AMAZON.COM		4304					
	0100096661	09/30/20	09302020_9	210100	MOBILE WHITEBOARD 48'X32' MAGNETIC DOUBL	1-22-602-00-0090-0610-000-004012	154.99
	0100096661	09/30/20	09302020_12	210124	SEE ATTACHED COVID ORDER	1-22-602-00-0090-0610-000-004012	982.18
	0100096661	09/30/20	09302020_13	210123	REUSABLE HOUSEHOLD GLOVES	1-22-602-00-0090-0610-000-004012	181.41
	0100096661	09/30/20	09302020_14	210135	SHARPIE 1761791 ACCENT POCKER HIGHLIGHTE	1-22-602-00-0090-0610-000-004012	1,061.37
	0100096661	09/30/20	09302020_15	210134	AIR FILTERS	1-22-602-00-0090-0610-000-004012	1,274.10
	0100096661	09/30/20	09302020_28	210149	AIR PURIFIERS-LCIS AND DO	1-22-602-00-0090-0610-000-004012	637.05
	0100096661	09/30/20	09302020_30	210156	LG HOUSEHOLD GLOVES	1-22-602-00-0090-0610-000-004012	33.58
	0100096661	09/30/20	09302020_27	210150	CLASSIFICATION FOLDERS	1-10-602-00-0090-0610-000-003899	107.80
	0100096661	09/30/20	435858633645		NURSE SUPPLIES	1-10-602-20-2130-0610-000-000000	67.22
	0100096661	09/30/20	446448337584		NURSE SUPPLIES	1-10-602-20-2130-0610-000-000000	15.91
	0100096661	09/30/20	09302020_10	210133	MAINT OFFICE SUPPLIES	1-10-710-26-2600-0610-000-000000	117.95
	0100096661	09/30/20	09302020_20	210132	ACOUSTIC PANELS	1-10-710-26-2600-0610-000-000000	48.99
	0100096661	09/30/20	09302020_21	210122	SEE ATTACHED ORDER	1-10-710-26-2600-0610-000-000000	342.93
	0100096661	09/30/20	09302020_2	210096	SEE ATTACHED CLASSROOM SUPPLIES	1-19-971-00-0040-0610-000-003141	228.33
	0100096661	09/30/20	09302020_7	210096	SEE ATTACHED CLASSROOM SUPPLIES	1-19-971-00-0040-0610-000-003141	4.18
	0100096661	09/30/20	09302020_11	210121	SEE ATTACHED ORDER	1-19-971-00-0040-0610-000-003141	162.11
	0100096661	09/30/20	09302020_22	210127	SEE ATTACHED ORDER	1-19-971-00-0040-0610-000-003141	24.60
	0100096661	09/30/20	09302020_24	210148	CLASSROOM SUPPLIES - SEE ATTACHED ORDER	1-19-971-00-0040-0610-000-003141	108.50
	0100096661	09/30/20	09302020_25	210147	CLASSROOM SUPPLIES - SEE ATTACHED	1-19-971-00-0040-0610-000-003141	74.96
	0100096661	09/30/20	09302020_8	210107	STERILITE 19909804 116 QUART/110 LITER U	1-10-100-10-0010-0610-000-000000	92.08
	0100096661	09/30/20	09302020_18	210137	AMAZON ORDER	1-10-100-10-0010-0610-000-000000	100.44
	0100096661	09/30/20	09302020_29	210154	AMAZON ORDER FOR SECOND GRADE HEAD SETS	1-10-100-10-0010-0610-000-000000	75.99
	0100096661	09/30/20	09302020_3	210101	AMAZON ORDER FOR OFFICE	1-10-100-24-2410-0610-000-000000	452.88
	0100096661	09/30/20	09302020_5	210108	PLEASE SEE ONLINE ORDER # 114-9040415-31	1-10-101-10-0010-0610-000-000000	49.99
	0100096661	09/30/20	09302020_17	210125	AUTLEAD C2 12V DC PORTABLE AIR COMPRESSO	1-10-301-10-0800-0610-000-000000	34.97
	0100096661	09/30/20	09302020_6	210113	CUTTLEBONE BULK 25 COUNT, MEDIUM 4-6 INC	1-10-301-10-1000-0610-000-000000	30.19
	0100096661	09/30/20	09302020_16	210136	SCIENTIFIC ANGLERS GROOVE PRACTICE FLY R	1-10-301-10-1000-0610-000-000000	121.56
	0100096661	09/30/20	09302020_2	210096		1-26-971-33-3310-0610-000-000000	65.25
	0100096661	09/30/20	09302020_7	210096		1-26-971-33-3310-0610-000-000000	1.19
	0100096661	09/30/20	09302020_11	210121		1-26-971-33-3310-0610-000-000000	46.32
	0100096661	09/30/20	09302020_22	210127		1-26-971-33-3310-0610-000-000000	7.03
	0100096661	09/30/20	09302020_24	210148		1-26-971-33-3310-0610-000-000000	31.00
	0100096661	09/30/20	09302020_25	210147		1-26-971-33-3310-0610-000-000000	21.42
	0100096661	09/30/20	09302020_2	210096		1-27-971-20-3330-0610-000-008600	250.08
	0100096661	09/30/20	09302020_7	210096		1-27-971-20-3330-0610-000-008600	4.58
	0100096661	09/30/20	09302020_11	210121		1-27-971-20-3330-0610-000-008600	177.54

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Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
AMAZON.COM		4304					
	0100096661	09/30/20	09302020_22	210127		1-27-971-20-3330-0610-000-008600	26.94
	0100096661	09/30/20	09302020_24	210148		1-27-971-20-3330-0610-000-008600	118.84
	0100096661	09/30/20	09302020_25	210147		1-27-971-20-3330-0610-000-008600	82.10
	0100096661	09/30/20	09302020_19	210126	PLEASE SEE ONLINE ORDER 114-4959214-9201	1-10-101-10-1600-0610-000-000000	47.90
	0100096661	09/30/20	09302020_26	210151	PLEASE SEE ONLINE ORDER # 114-4456281112	1-10-101-10-1600-0610-000-000000	42.69
	0100096661	09/30/20	09302020_23	210140	MICROPHONES FOR LCHS	1-22-602-20-2290-0610-000-004012	1,356.65
	0100096661	09/30/20	09302020_1	210094	EMRAW UTILITY STORAGE BOX 12-PACK	1-22-602-00-0090-0610-000-004012	1,218.57
	0100096661	09/30/20	09302020_4	210114	TRIPPLITE POWER STRIPS	1-22-602-00-0090-0610-000-004012	2,268.20
						Check Total	12,352.56
						Vendor Total	12,352.56
AMERICAN FIDELITY ASSURANCE		3685					
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-26-000-00-0000-7421-000-000000	129.31
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	101.11
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	469.97
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-19-000-00-0000-7421-000-000000	155.07
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	399.91
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	4,274.58
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	252.25
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-21-000-00-0000-7421-000-000000	443.28
	0100096656	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-21-000-00-0000-7421-000-000000	36.18
						Check Total	6,261.66
						Vendor Total	6,261.66
ANNE SIFUENTES		30325					
	0100096590	09/09/20	09-09-2020_26		EHS MILEAGE REIM	1-27-971-01-3330-0580-000-008600	16.50
						Check Total	16.50
						Vendor Total	16.50
ANTHEM LIFE INSURANCE CO.		398					
	0100096657	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	51.06
	0100096657	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-19-000-00-0000-7421-000-000000	.99
	0100096657	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	422.54
	0100096657	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	7.90
	0100096657	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-26-000-00-0000-7421-000-000000	.99
						Check Total	483.48
						Vendor Total	483.48

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
BAUGHAN PRODUCTIONS, INC		36994					
	0100096624	09/18/20	09-17-2020_30		LCSD HD VIDEO FOR YOUTUBE	1-22-602-00-2100-0300-000-004012	1,500.00
						Check Total	1,500.00
						Vendor Total	1,500.00
BIGHORN HARDWARE		93					
	0100096568	09/01/20	09-01-2020_29		8/CHARGES ACCT 1228	1-10-710-26-2600-0430-000-000000	482.68
						Check Total	482.68
	0100096591	09/09/20	09-09-2020_16		SUPPLIES ACCT 1212	1-10-301-10-1250-0610-000-000000	111.57
						Check Total	111.57
						Vendor Total	594.25
BOILER FREAK		36102					
	0100096569	09/01/20	BF-2095		HS BOILER SERVICE #3	1-10-710-26-2600-0300-000-000000	1,481.62
						Check Total	1,481.62
	0100096625	09/18/20	BF-20151		LCHS BOILER REPAIR	1-10-710-26-2600-0300-000-000000	1,857.90
						Check Total	1,857.90
						Vendor Total	3,339.52
BRENNAN RUEGG		32921					
	0100096626	09/18/20	09-17-2020_33		8/24-9/3 STUDENT TRANSPORT TO BV MILEAGE	1-10-602-10-0090-0510-000-000000	142.00
						Check Total	142.00
						Vendor Total	142.00
BUENA VISTA HIGH SCHOOL		65					
	0100096621	09/17/20	09-17-2020_1		9/19 HS X-COUNTRY ENTRY FEE	1-10-301-14-1800-0584-000-000000	150.00
						Check Total	150.00
						Vendor Total	150.00
CASE		3477					
	0100096627	09/18/20	300014217		FY21 JOB VACANCY SUBSCRIPTION	1-10-601-23-2391-0810-000-000000	265.00
						Check Total	265.00
						Vendor Total	265.00

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CDW GOVERNMENT, INC.		1564					
	0100096628	09/18/20	1256021	210119	QUOTE LPDS431	1-22-602-20-2290-0610-000-004012	2,150.00
	0100096628	09/18/20	1255093	210082	QUOTE #LNMR305	1-22-602-20-2290-0610-000-004012	2,150.00
						Check Total	4,300.00
						Vendor Total	4,300.00
CENTENNIAL SALES		28754					
	0100096629	09/18/20	61713	210142	2" ELASTIKON OR EQUIVALENT 24 ROLL/CASE	1-10-301-14-1800-0610-000-000000	76.98
						Check Total	76.98
						Vendor Total	76.98
CLARA MAEDER		33936					
	0100096592	09/09/20	09-09-2020_28		EXPRESS FLUENCY CONF REG- MAEDER	1-10-602-10-0090-0300-000-000000	295.00
						Check Total	295.00
						Vendor Total	295.00
CLARIBEL MULCEY		36285					
	0100096570	09/01/20	09-01-2020_26		SCHOLASTIC NEWS REIM	1-10-100-10-0010-0550-000-000000	177.10
						Check Total	177.10
						Vendor Total	177.10
COLO. BUREAU OF INVESTIGATION		567					
	0100096593	09/09/20	A210200100		FINGERPRINTS	1-10-601-23-2391-0300-000-000000	39.50
						Check Total	39.50
	0100096630	09/18/20	09-17-2020_17		SUB FINGERPRINTS- BAUMGARTNER	1-10-601-23-2391-0300-000-000000	39.50
						Check Total	39.50
						Vendor Total	79.00

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COMMERCIAL SPECIALTIES OF WESTERN C 28614							
	0100096571	09/01/20	8289		ANNUAL FIRE ALARM INSPECTION-LCIS	1-10-710-26-2600-0300-000-000000	1,500.00
	0100096571	09/01/20	8291		ANNUAL FIRE ALARM INSPECTION-PITTS	1-10-710-26-2600-0300-000-000000	720.00
	0100096571	09/01/20	8290		ANNUAL FIRE ALARM INSPECTION-LCHS	1-10-710-26-2600-0300-000-000000	1,500.00
					Check Total		<u>3,720.00</u>
	0100096631	09/18/20	8318		FY21 FIRE ALARM MONITOR PE,LCIS	1-10-710-26-2600-0300-000-000000	360.00
	0100096631	09/18/20	8319		FY21 FIRE ALARM MONITOR PE,LCIS	1-10-710-26-2600-0300-000-000000	360.00
					Check Total		<u>720.00</u>
					Vendor Total		<u>4,440.00</u>
CONTINENTAL CLAY COMPANY 30937							
	0100096594	09/09/20	D-201430489	210139	CANVAS COTTON DUCK HEAVY-DUTY #8	1-10-301-10-0200-0610-000-000000	31.37
	0100096594	09/09/20	D-201430453	210139	CANVAS COTTON DUCK HEAVY-DUTY #8	1-10-301-10-0200-0610-000-000000	905.97
					Check Total		<u>937.34</u>
					Vendor Total		<u>937.34</u>
CONVERGINT TECHNOLOGIES LLC 29041							
	0100096632	09/18/20	W947789		LCHS SERVICE	1-10-710-26-2600-0300-000-000000	992.50
					Check Total		<u>992.50</u>
					Vendor Total		<u>992.50</u>
CORPORATE TRANSLATION SERVICES, INC 32441							
	0100096572	09/01/20	171836		8/PHONE TRANSLATION	1-10-602-10-0090-0300-000-000000	169.31
					Check Total		<u>169.31</u>
					Vendor Total		<u>169.31</u>
DENISE CLOSE 35750							
	0100096633	09/18/20	09-17-2020_25		9/4-9/5 X-COUNTRY OFFICIAL	1-10-301-14-1878-0391-000-000000	159.80
					Check Total		<u>159.80</u>
					Vendor Total		<u>159.80</u>
DIEDRICH CONSTRUCTION CO 2068							
	0100096595	09/09/20	60592		8/MONTHLY TRASH SERVICE	1-10-710-26-2600-0421-000-000000	1,800.00
					Check Total		<u>1,800.00</u>
					Vendor Total		<u>1,800.00</u>

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DUNCAN'S HEATING AND COOLING INC 32891							
	0100096573	09/01/20	005583		LCHS AC UNIT SERVICE	1-10-710-26-2600-0300-000-000000	470.00
					Check Total		470.00
	0100096634	09/18/20	09-17-2020_15		LCIS FREEZER REPAIR	1-10-710-26-2600-0300-000-000000	737.00
					Check Total		737.00
					Vendor Total		1,207.00
EMPLOYERS COUNCIL SERVICES, INC 27995							
	0100096635	09/18/20	355795		10/1-12/31 MEMBERSHIP DUES	1-10-602-10-0090-0300-000-000000	1,500.00
					Check Total		1,500.00
					Vendor Total		1,500.00
ENCORE ELECTRIC 28339							
	0100096574	09/01/20	53865		LCIS BAND ROOM VENTILATION	1-43-602-00-4000-0720-000-000000	3,155.00
					Check Total		3,155.00
					Vendor Total		3,155.00
FLESHER HINTON MUSIC CO. 171							
	0100096596	09/09/20	148747		INSTRUMENT SUPPLIES	1-10-301-10-1250-0610-000-000000	318.15
	0100096596	09/09/20	148755		INSTRUMENT SUPPLIES	1-10-301-10-1250-0610-000-000000	25.20
					Check Total		343.35
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FLEX ACCOUNT ADMINISTRATION AMERICA 3686							
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	284.87
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-19-000-00-0000-7421-000-000000	24.74
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	2,533.53
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	100.00
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	54.96
	0100096658	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-26-000-00-0000-7421-000-000000	41.85
					Check Total		3,039.95
					Vendor Total		3,039.95
FLINN SCIENTIFIC, INC. 2703							
	0100096597	09/09/20	2497744	210099	MS PHYSICAL SCIENCE, UP TO 30 STUDENTS	1-10-201-10-1310-0610-000-000000	250.00
					Check Total		250.00
					Vendor Total		250.00

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FORETHOUGHT .NET		33995					
	0100096598	09/09/20	364062		9/INTERNET PROVIDER	1-10-602-10-0090-0531-000-000000	250.00
						Check Total	250.00
						Vendor Total	250.00
GRAINGER		3709					
	0100096575	09/01/20	9616332723		COVID SUPPLIES AND FILTERS	1-22-602-00-0090-0610-000-004012	357.48
						Check Total	357.48
	0100096576	09/01/20	9605298810		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	494.56
	0100096576	09/01/20	9604843467		COVID SUPPLIES AND FILTERS	1-22-602-00-0090-0610-000-004012	179.76
	0100096576	09/01/20	9616332731		COVID SUPPLIES AND FILTERS	1-22-602-00-0090-0610-000-004012	70.97
	0100096576	09/01/20	9602467301		CREDIT INVOICE	1-10-710-26-2600-0430-000-000000	205.74
	0100096576	09/01/20	9609670691		CREDIT INVOICE	1-10-710-26-2600-0430-000-000000	-205.74
	0100096576	09/01/20	9604839721		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	515.52
	0100096576	09/01/20	9605021410		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	75.66
	0100096576	09/01/20	9604839713		COVID SUPPLIES AND FILTERS	1-22-602-00-0090-0610-000-004012	658.56
	0100096576	09/01/20	9606118843		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	268.92
	0100096576	09/01/20	9606118850		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	537.60
	0100096576	09/01/20	9610408453		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	275.38
	0100096576	09/01/20	9610823958		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	392.95
						Check Total	3,469.88
	0100096636	09/18/20	9643062376		MAINT SUPPLY	1-10-710-26-2600-0610-000-000000	14.88
	0100096636	09/18/20	9640971124		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	50.10
	0100096636	09/18/20	9635621981		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	406.98
	0100096636	09/18/20	9638085085		MAINT SUPPLY FOR COVID	1-10-710-26-2600-0610-000-000000	219.12
	0100096636	09/18/20	9635191514		MAINT SUPPLY	1-10-710-26-2600-0610-000-000000	136.05
	0100096636	09/18/20	9640582640		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	263.46
	0100096636	09/18/20	9634841564		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	542.64
	0100096636	09/18/20	9634841572		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	129.60
	0100096636	09/18/20	9634985379		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	57.44
	0100096636	09/18/20	9640382751		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	111.25
						Check Total	1,931.52
						Vendor Total	5,758.88
GREAT MINDS PBC		36820					
	0100096599	09/09/20	INV057766	210089	EUREKA PROFESSIONAL DEVELOPMENT	1-22-602-20-2290-0612-000-004012	1,250.00
						Check Total	1,250.00
						Vendor Total	1,250.00

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HEATHER MOUTOUX		36781					
	0100096600	09/09/20	09-09-2020_27		COVID SUPPORT SUPPLIES	1-22-602-00-2100-0610-000-004012	81.83
						Check Total	81.83
						Vendor Total	81.83
HERALD DEMOCRAT		60					
	0100096601	09/09/20	09-09-2020_2		8/VACANCY ADS	1-10-601-23-2391-0540-000-000000	264.00
						Check Total	264.00
						Vendor Total	264.00
HORACE MANN LIFE INSURANCE CO.		211					
	0100096659	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	426.75
						Check Total	426.75
						Vendor Total	426.75
INSTITUTIONAL COMPLIANCE SOLUTIONS		36960					
	0100096577	09/01/20	1439		RESOLUTION FACILITATOR TRNG	1-10-602-20-2213-0350-000-000000	350.00
						Check Total	350.00
						Vendor Total	350.00
JUNG KIM		35661					
	0100096602	09/09/20	09-09-2020_25		CLASSROOM SUPPLY REIM	1-10-101-10-0010-0610-000-000000	23.51
						Check Total	23.51
						Vendor Total	23.51
KIM BULLOCK		36978					
	0100096603	09/09/20	09-09-2020_18		VOLUNTEER FINGERPRINT REIM	1-10-601-23-2391-0585-000-000000	30.00
						Check Total	30.00
						Vendor Total	30.00
KIMBERLEY SHEEN		35327					
	0100096604	09/09/20	09-09-2020_9		PILLOWS FOR COVID ROOMS	1-10-602-20-2130-0610-000-000000	12.87
						Check Total	12.87
						Vendor Total	12.87
LAKE COUNTY LANDFILL		370					
	0100096605	09/09/20	09-09-2020_12		8/DISPOSAL SERVICES	1-10-710-26-2600-0421-000-000000	30.00
						Check Total	30.00
						Vendor Total	30.00

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LCEA		20214					
	0100096660	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-26-000-00-0000-7421-000-000000	34.88
	0100096660	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-27-000-00-0000-7421-000-000000	39.75
	0100096660	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-22-000-00-0000-7421-000-000000	540.59
	0100096660	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-19-000-00-0000-7421-000-000000	13.68
	0100096660	09/29/20	29-SEP-20		PAYROLL LIABILITIES	1-10-000-00-0000-7421-000-000000	3,492.00
					Check Total		<u>4,120.90</u>
					Vendor Total		<u>4,120.90</u>
LISA RELOU LLC		34894					
	0100096578	09/01/20	INV 433		FALL 2020 COMM-COVID	1-22-602-00-0090-0300-000-004012	4,297.50
	0100096578	09/01/20	INV 433		TURNAROUND	1-22-602-00-2100-0300-000-001230	127.50
					Check Total		<u>4,425.00</u>
					Vendor Total		<u>4,425.00</u>
LIZZ HOLM		14443					
	0100096579	09/01/20	09-01-2020_27		CLASSROOM SUPPLY REIM	1-19-971-00-0040-0610-000-003141	8.42
	0100096579	09/01/20	09-01-2020_27		CLASSROOM SUPPLY REIM	1-27-971-20-3330-0610-000-008600	9.22
	0100096579	09/01/20	09-01-2020_27		CLASSROOM SUPPLY REIM	1-26-971-33-3310-0610-000-000000	2.41
					Check Total		<u>20.05</u>
	0100096606	09/09/20	09-09-2020_17		COVID RELATED CLASSROOM SUPPLIES	1-19-971-00-0040-0610-000-003141	12.55
	0100096606	09/09/20	09-09-2020_17		COVID RELATED CLASSROOM SUPPLIES	1-27-971-20-3330-0610-000-008600	13.74
	0100096606	09/09/20	09-09-2020_17		COVID RELATED CLASSROOM SUPPLIES	1-26-971-33-3310-0610-000-000000	3.58
					Check Total		<u>29.87</u>
	0100096637	09/18/20	09-17-2020_21		RFEIM PARTIAL FAM ATHLETIC FEE	1-10-600-00-0000-1740-000-000000	150.00
					Check Total		<u>150.00</u>
					Vendor Total		<u>199.92</u>
LOWE'S		22306					
	0100096638	09/18/20	902305-FLYMCG		MAINT REPAIR	1-10-710-26-2600-0430-000-000000	158.02
					Check Total		<u>158.02</u>
					Vendor Total		<u>158.02</u>

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MARTY'S MAINTENANCE, INC		34606					
	0100096580	09/01/20	4491		PITTS BACK FLOW SERVICE	1-10-710-26-2600-0300-000-000000	679.02
					Check Total		679.02
					Vendor Total		679.02
MCI		2960					
	0100096607	09/09/20	09-09-2020_5		8/LONG DISTANCE FAX	1-10-602-10-0090-0531-000-000000	84.28
					Check Total		84.28
					Vendor Total		84.28
MEADOW GOLD DAIRIES		1343					
	0100096608	09/09/20	09-09-2020_4		8/MILK	1-21-740-31-3100-0631-000-000000	1,276.00
					Check Total		1,276.00
					Vendor Total		1,276.00
MEDCO		28762					
	0100096639	09/18/20	IN92910261	210144	CUSTOMER #13456629	1-10-301-14-1800-0610-000-000000	57.25
					Check Total		57.25
					Vendor Total		57.25
MEGAN PAROCHA		36870					
	0100096609	09/09/20	09-09-2020_1		PAYROLL ADVANCE	1-10-000-00-0000-8153-000-000000	1,500.00
					Check Total		1,500.00
					Vendor Total		1,500.00
MICHELLE DEWINE		26026					
	0100096640	09/18/20	09-17-2020_19		SUPPLY REIM	1-10-201-10-1310-0610-000-000000	39.87
					Check Total		39.87
					Vendor Total		39.87
MSR WEST, INC.		3844					
	0100096610	09/09/20	1384491		AUDIOMETER REPAIRS	1-10-602-20-2130-0300-000-000000	380.00
					Check Total		380.00
					Vendor Total		380.00
NAPA AUTO PARTS OF BUENA VISTA		10871					
	0100096611	09/09/20	09-09-2020_10		8/CHARGES ACCT 6802	1-10-710-26-2600-0430-000-000000	51.98
	0100096611	09/09/20	09-09-2020_10		8/CHARGES ACCT 6802	1-10-720-27-2700-0610-000-000000	264.00
					Check Total		315.98
					Vendor Total		315.98

Vendor Detail Report

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
O'REILLY AUTOMOTIVE, INC		27090					
	0100096612	09/09/20	09-09-2020_7		8/CHARGES	1-10-710-26-2600-0430-000-000000	100.41
						Check Total	100.41
						Vendor Total	100.41
OPEN UP RESOURCES		32310					
	0100096641	09/18/20	INV-8809		EL TEACHER BOOKS-PO200886 REC IN 2021	1-10-602-10-0090-0640-000-000000	12,006.00
	0100096641	09/18/20	INV-9605		EL TEACHER BOOKS-PO200886 REC IN 2021	1-10-602-10-0090-0640-000-000000	3,650.40
						Check Total	15,656.40
						Vendor Total	15,656.40
ORKIN PEST CONTROL		1156					
	0100096581	09/01/20	09-01-2020_31		8/CHARGES ACCT 26049729	1-10-710-26-2600-0300-000-000000	185.10
	0100096581	09/01/20	09-01-2020_34		8/CHARGES ACCT 26058965	1-10-710-26-2600-0300-000-000000	386.40
	0100096581	09/01/20	09-01-2020_33		8/CHARGES ACCT 26054143	1-10-710-26-2600-0300-000-000000	406.04
	0100096581	09/01/20	09-01-2020_32		8/CHARGES ACCT 26054142	1-10-710-26-2600-0300-000-000000	393.70
	0100096581	09/01/20	09-01-2020_30		8/CHARGES ACCT 26049728	1-10-710-26-2600-0300-000-000000	397.22
						Check Total	1,768.46
						Vendor Total	1,768.46
PINE COVE CONSULTING, LLC		36463					
	0100096613	09/09/20	10109C		PO200929-CHROMEBOOKS	1-22-602-20-2290-0610-000-004012	56,842.00
						Check Total	56,842.00
						Vendor Total	56,842.00
REALLY GREAT READING		36714					
	0100096642	09/18/20	24246	210152	HD WORD STUDENT WORKBOOK SET - ESSENTIAL	1-10-602-10-0090-0640-000-000000	1,478.40
						Check Total	1,478.40
						Vendor Total	1,478.40

Check Date 09/01/20 - 09/30/20

Vendor Detail Report

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Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
RIO GRANDE		1961					
	0100096582	09/01/20	94189370	210109	MATT BLUE WAX RING TUBE, FLAT TOP, CENTE	1-22-602-00-0090-0610-000-004012	946.07
						Check Total	<u>946.07</u>
	0100096614	09/09/20	94201352	210145	FRIEDRICH DICK NEEDLE FILE SET, CUT #3 S	1-22-602-00-0090-0610-000-004012	313.60
	0100096614	09/09/20	94198017	210145	FRIEDRICH DICK NEEDLE FILE SET, CUT #3 S	1-22-602-00-0090-0610-000-004012	1,072.50
						Check Total	<u>1,386.10</u>
						Vendor Total	<u>2,332.17</u>
ROCKY MOUNTAIN LUMBER & HARDWA RE		5058					
	0100096583	09/01/20	8431116		WP ROADWAY ISLAND REPAIR- ASPHALT	1-43-602-00-4000-0720-000-000000	133.80
						Check Total	<u>133.80</u>
						Vendor Total	<u>133.80</u>
ROCKY MTN. FAMILY PRACTICE		3520					
	0100096643	09/18/20	09-17-2020_18		BUS DRIVER DRUG TEST	1-10-720-27-2700-0300-000-000000	29.00
						Check Total	<u>29.00</u>
						Vendor Total	<u>29.00</u>
ROYCE INDUSTRIES		2184					
	0100096644	09/18/20	DEN200063		HOTSEY REPAIR	1-10-720-27-2700-0431-000-000000	428.03
	0100096644	09/18/20	DEN200063		HOTSY SUPPLIES	1-10-720-27-2700-0610-000-000000	296.00
						Check Total	<u>724.03</u>
						Vendor Total	<u>724.03</u>
SAFEWAY INC.		376					
	0100096645	09/18/20	09-17-2020_22		8/CHARGES	1-27-971-01-3330-0610-000-008600	43.65
	0100096645	09/18/20	09-17-2020_22		8/CHARGES	1-26-971-33-3310-0610-000-000000	51.94
	0100096645	09/18/20	09-17-2020_22		8/CHARGES	1-19-971-00-0040-0610-000-003141	39.93
	0100096645	09/18/20	09-17-2020_22		8/CHARGES	1-21-740-31-3100-0630-000-000000	479.49
	0100096645	09/18/20	09-17-2020_22		8/CHARGES	1-27-971-20-3330-0610-000-008600	43.73
						Check Total	<u>658.74</u>
						Vendor Total	<u>658.74</u>
SAM'S CLUB		1218					
	0100096646	09/18/20	09-17-2020_31		FOOD SERVICE SUPPLIES	1-21-740-31-3100-0610-000-000000	528.87
						Check Total	<u>528.87</u>
						Vendor Total	<u>528.87</u>

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
SANGRE DE CRISTO ELECTRIC		382					
	0100096615	09/09/20	09-09-2020_24		8/TWIN LAKES SCHOOLHOUSE	1-10-710-26-2600-0620-000-000000	32.22
						Check Total	32.22
						Vendor Total	32.22
SCHOOL SPECIALTY		4091					
	0100096584	09/01/20	208125898741		MARKERS BO'D ITEM PO200874	1-10-100-10-0010-0610-000-000000	34.29
						Check Total	34.29
	0100096647	09/18/20	208126097914	210051	PLEASE SEE ONLINE ORDER - CART # 7792211	1-10-101-10-0010-0616-000-000000	127.50
	0100096647	09/18/20	208125404615	210046	PLEASE SEE ONLINE ORDER - CART # 7792229	1-10-101-10-0010-0616-000-000000	935.25
	0100096647	09/18/20	208126009801	210153		1-10-101-10-1200-0610-000-000000	249.52
	0100096647	09/18/20	208126009801	210153	PLEASE SEE ONLINE ORDER # 7792700999	1-10-101-10-0010-0610-000-000000	49.57
	0100096647	09/18/20	208125822411	210046	PLEASE SEE ONLINE ORDER - CART # 7792229	1-10-101-10-0010-0616-000-000000	504.48
	0100096647	09/18/20	208125404498	210051	PLEASE SEE ONLINE ORDER - CART # 7792211	1-10-101-10-0010-0616-000-000000	892.17
	0100096647	09/18/20	308103576601	210047	PLEASE SEE ONLINE ORDER - CART # 7792230	1-10-101-10-0010-0616-000-000000	1,638.41
	0100096647	09/18/20	208126097911	210046	PLEASE SEE ONLINE ORDER - CART # 7792229	1-10-101-10-0010-0616-000-000000	127.50
	0100096647	09/18/20	208126097907	210047	PLEASE SEE ONLINE ORDER - CART # 7792230	1-10-101-10-0010-0616-000-000000	127.50
	0100096647	09/18/20	208125825425	210051	PLEASE SEE ONLINE ORDER - CART # 7792211	1-10-101-10-0010-0616-000-000000	90.99
						Check Total	4,742.89
						Vendor Total	4,777.18
STAPLES		4758					
	0100096616	09/09/20	8059402364	210131	EXPO DRY ERASE CHISEL POINT ASSORTED 36P	1-10-301-10-1100-0610-000-000000	262.27
						Check Total	262.27
	0100096648	09/18/20	8059478012	210146	ELMER'S DISAPPERING PURPLE SCHOOL GLUE S	1-10-301-10-1100-0610-000-000000	64.18
						Check Total	64.18
						Vendor Total	326.45
TAYLOR RAPKE		27430					
	0100096585	09/01/20	09-01-2020_25		EMERGENCY SUB PLAN REIM-TPT	1-10-100-12-1700-0610-000-003130	3.75
						Check Total	3.75
						Vendor Total	3.75

Check Date 09/01/20 - 09/30/20

Vendor Detail Report

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Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
THE DENVER POST		450					
	0100096586	09/01/20	09-01-2020_35		52 WEEK RENEWAL ACCT 132806101	1-10-602-10-0090-0810-000-000000	782.95
						Check Total	<u>782.95</u>
						Vendor Total	<u>782.95</u>
THYSSENKRUPP ELEVATOR CORP.		9638					
	0100096587	09/01/20	3005385081		8/1-10/31 LCHS&LCIS ELEVATOR MAINT	1-10-710-26-2600-0300-000-000000	2,374.50
	0100096587	09/01/20	5001317087		LCHS ELEVATOR REPAIR	1-10-710-26-2600-0300-000-000000	1,091.25
						Check Total	<u>3,465.75</u>
						Vendor Total	<u>3,465.75</u>
U.S. FOOD SERVICE, INC. ALLIANT		2117					
	0100096617	09/09/20	09-09-2020_22		8/FOOD	1-21-740-31-3100-0630-000-000000	55,156.77
						Check Total	<u>55,156.77</u>
						Vendor Total	<u>55,156.77</u>
VAIL HONEYWAGON		29114					
	0100096649	09/18/20	0002289067		100 ELK PROGRAM PORTABLE TOILETS	1-22-602-00-2100-0300-000-004012	118.88
						Check Total	<u>118.88</u>
						Vendor Total	<u>118.88</u>
VERIZON WIRELESS		3373					
	0100096650	09/18/20	9862177860		8/CHARGES BUS PHONES	1-10-602-10-0090-0531-000-000000	149.87
	0100096650	09/18/20	9862177860		8/CHARGES	1-22-602-00-2100-0531-000-001229	60.62
	0100096650	09/18/20	9862177860		8/CHARGES	1-10-602-00-2100-0531-000-003899	60.62
	0100096650	09/18/20	9862177860		8/CHARGES	1-10-602-10-0090-0531-000-000000	2,297.31
	0100096650	09/18/20	9862177860		8/CHARGES	1-27-971-01-3330-0531-000-008600	50.62
	0100096650	09/18/20	9862177860		8/CHARGES	1-27-971-20-3330-0531-000-008600	53.55
						Check Total	<u>2,672.59</u>
						Vendor Total	<u>2,672.59</u>
VOCOVISION		35858					
	0100096618	09/09/20	20009383		W/E 8/30/SCHOOL PSYCHOLOGIST	1-10-602-12-1700-0300-000-003130	467.50
	0100096618	09/09/20	20009389		W/E 8/23/SCHOOL PSYCHOLOGIST	1-10-602-12-1700-0300-000-003130	998.75
						Check Total	<u>1,466.25</u>
						Vendor Total	<u>1,466.25</u>

Check Date 09/01/20 - 09/30/20

Vendor Detail Report

FMVEN10A

Vendor	Check Key	Check Date	Invoice No	Po No	Description	Account No	Amount
WEBSTER'S SAND & GRAVEL		1066					
	0100096651	09/18/20	36881		ROAD BASE	1-43-602-00-4000-0720-000-000000	234.00
						Check Total	234.00
						Vendor Total	234.00
WESTERN STATE UNIVERSITY		1665					
	0100096622	09/17/20	09-17-2020_2		9/18 MS & HS X-COUNTRY ENTRY FEE	1-10-301-14-1800-0584-000-000000	250.00
	0100096622	09/17/20	09-17-2020_2		9/18 MS & HS X-COUNTRY ENTRY FEE	1-10-201-14-1800-0584-000-000000	175.00
						Check Total	425.00
						Vendor Total	425.00
WOOD CRAFT SUPPLY		32638					
	0100096619	09/09/20	305-040022	210111	SARGE-SK-10TWO BLADE FOLDING CARVING KNI	1-10-301-10-1000-0610-000-000000	639.64
						Check Total	639.64
						Vendor Total	639.64
XCEL ENERGY		3732					
	0100096620	09/09/20	698543895		8/UTILITIES	1-27-971-20-3330-0620-000-008600	78.52
	0100096620	09/09/20	698543895		8/UTILITIES	1-19-971-00-2600-0410-000-003141	137.41
	0100096620	09/09/20	698543895		8/UTILITIES	1-27-971-01-3330-0620-000-008600	78.52
	0100096620	09/09/20	698543895		8/UTILITIES	1-26-971-33-3310-0810-000-000000	49.10
	0100096620	09/09/20	698543895		8/UTILITIES	1-10-710-26-2600-0620-000-000000	13,955.59
						Check Total	14,299.14
						Vendor Total	14,299.14
YOUSCIENCE/PRECISION EXAMS		30635					
	0100096588	09/08/20	17616		FY20 PRECISION EXAMS	1-10-301-10-1600-0610-000-003120	1,976.00
						Check Total	1,976.00
						Vendor Total	1,976.00
						Grand Total	297,765.55

Cash Flow Financial Report
FY 2020-2021

		<u>Beginning Balance</u>	<u>Activity</u>	<u>Deposits</u>	<u>Ending Balance</u>
Lake County School District					
Operating Account					
	July	\$ 1,997,198.80	\$ 1,404,425.04	\$ 380,008.52	\$ 972,782.28
	August	\$ 972,782.28	\$ 1,246,725.28	\$ 1,152,593.16	\$ 878,650.16
	September	\$ 878,650.16	\$ 1,115,694.23	\$ 1,058,770.43	\$ 821,726.36
	October				\$ -
	November				\$ -
	December				\$ -
	January				\$ -
	February				\$ -
	March				\$ -
	April				\$ -
	May				\$ -
	June				\$ -
Colostrust Account					
	July	\$ 3,730,503.46	\$ -	\$ 202,309.70	\$ 3,932,813.16
	August	\$ 3,932,813.16	\$ 800,000.00	\$ 464,658.05	\$ 3,597,471.21
	September	\$ 3,597,471.21	\$ 800,000.00	\$ 359,751.83	\$ 3,157,223.04
	October				\$ -
	November				\$ -
	December				\$ -
	January				\$ -
	February				\$ -
	March				\$ -
	April				\$ -
	May				\$ -
	June				\$ -
Payroll Account					
	July	\$ 13,133.54	\$ 457,469.38	\$ 451,594.13	\$ 7,258.29
	August	\$ 7,258.29	\$ 461,050.53	\$ 550,652.56	\$ 96,860.32
	September	\$ 96,860.32	\$ 510,445.53	\$ 440,070.00	\$ 26,484.79
	October				\$ -
	November				\$ -
	December				\$ -
	January				\$ -
	February				\$ -
	March				\$ -
	April				\$ -
	May				\$ -
	June				\$ -



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

315 West 6th Street
Leadville, CO 80461

Phone 719 486-6928
Fax 719 486-9992

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

Head Start 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. October 8th Policy Council Minutes

**Lake County School District
Early Head Start and Head Start
Director's Report - October, 2020**

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	40		34	4	3	0	3	8 %	66.2%
CPP	75	67	8	48	7	N/A	13	5	6%	66%
Early Head Start	12			12		1	0	0		
Tuition				4			17			

- Enrollment by COVID program option for all funding sources:
 - In person – 52
 - Virtual - 12
- 8 Full Day CPP slots have been approved by combining 16 half day CPP Slots
- Ongoing recruitment continues for EHS and HS.

	Head Start	Early Head Start
Current Enrollment	37	9
Physicals – Complete	32	3
Physicals – Not Up to Date	5	6
Physicals – Follow up needed	0	0

**Lake County School District
Early Head Start and Head Start
Director's Report - October, 2020**

Immunizations Up to Date	36	6
Immunizations – Not Up to Date	1	3
Immunization Waiver	0	0
Lead	31	5
Lead – Incomplete	6	4
Lead – Follow-Up Needed	0	0
Lead – Follow-Up Complete	0	0
Hearing	0	0
Hearing Incomplete	0	0
Hearing Rescreen needed	0	0
Hearing Referral Needed	0	0
Hearing Referral Complete	0	0
Vision	0	0
Vision Incomplete	0	0
Vision Rescreen Needed	0	0
Vision Follow Up Complete	0	0
Dental	22	2
Dental - Incomplete	15	6 (1 not old enough)
Dental – Follow-Up needed	4	1
Dental – Follow-up complete	0	0
Developmental (ASQ)	18	2
Social/Emotional (DECA)	30	6

- The Health Manager is working with families to make appointments for physicals and Blood Lead.
- Head Start and Early Head Start Hearing and vision screenings and growth assessments are scheduled for October.5-9 (before the 45 day deadline)
- Incomplete dental exams are higher due to children's 6 month exams expiring.

**Lake County School District
Early Head Start and Head Start
Director's Report - October, 2020**

Budget, In-Kind & Volunteers						
	Budget	In-Kind			Volunteers	
		Monthly	YTD	% complete	Monthly	YTD
Head Start Budget – FY 19 (\$153,017)	Attached	\$100	\$9,884	5%	2	24
Early Head Start Budget –FY19	Attached					
					Meal Counts	
CACFP – Free/Reduced meal reimbursement	Total Claim: \$1489.35				Breakfast	46
					Lunch	39
					Snack	26

Grant and Program Updates, Goals, Program Monitoring & Self-Assessment	
Grant Updates	Health and Safety Grant: Bus Transportation grant funding received. Currently working the transportation director to purchase 2 buses with wheelchair access
Family Fun Night	In person Family Fun Nights are on pause. We are exploring ways to provide these fun and enriching activities in a covid safe way. Due to covid considerations, ski school has been paused the Ski Cooper this year.
Staffing	

February 1, 2020 to January 31, 2021		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	YTD	Rev FY20 with COLA, QI, COVID, BUS
REV 27.97.20.0000.4020.000.008600	FY20 Revenue									\$ -	\$ 801,009.00
27.971.20.2600.0110.608.008600	CUSTODIAN SALARY	\$ 1,048.32	\$ 1,048.32	\$ 1,148.16	\$ 998.40	\$ 1,148.16	\$ 1,159.68	\$ 230.40	\$ 979.20	\$ 7,760.64	\$ 14,000.00
27.971.20.2600.0221.608.008600	CUSTODIAN MEDICARE	\$ 15.20	\$ 15.20	\$ 16.65	\$ 14.48	\$ 16.65	\$ 16.81	\$ 3.34	\$ 14.20	\$ 112.53	\$ 202.00
27.971.20.2600.0230.608.008600	CUSTODIAN PERA	\$ 213.86	\$ 213.86	\$ 234.23	\$ 203.67	\$ 234.23	\$ 242.38	\$ 48.15	\$ 204.65	\$ 1,595.03	\$ 2,940.00
27.971.20.2600.0250.608.008600	CUSTODIAN HEALTH	\$ 1.10	\$ 1.10	\$ 1.10	\$ 1.10	\$ 1.10	\$ 1.11	\$ 1.10	\$ 1.10	\$ 8.81	\$ 2,660.00
27.971.20.2700.0110.602.008600	BUS DR SALARY	\$ 2,232.53	\$ 2,165.03	\$ 2,232.53	\$ 1,647.53	\$ 1,647.53	\$ 705.11	\$ 705.11	\$ 705.11	\$ 12,040.48	\$ 15,000.00
27.971.20.2700.0221.602.008600	BUS DR MEDICARE	\$ 16.84	\$ 15.90	\$ 16.93	\$ 8.15	\$ 8.28	\$ 8.45	\$ 8.52	\$ 8.47	\$ 91.54	\$ 218.00
27.971.20.2700.0230.602.008600	BUS DR PERA	\$ 429.04	\$ 416.02	\$ 430.40	\$ 306.91	\$ 308.66	\$ 121.84	\$ 122.83	\$ 122.05	\$ 2,257.75	\$ 3,150.00
27.971.20.2700.0250.602.008600	BUS HEALTH	\$ 558.26	\$ 563.76	\$ 533.65	\$ 449.29	\$ 462.61	\$ 241.30	\$ 233.76	\$ 258.88	\$ 3,301.51	\$ 2,850.00
27.971.20.3330.0110.108.008600	ADM SALARIES	\$ 1,787.50	\$ 1,787.50	\$ 1,787.50	\$ 1,787.50	\$ 1,787.50	\$ 1,787.50	\$ 2,008.28	\$ 1,850.06	\$ 14,583.34	\$ 20,200.00
27.971.20.3330.0110.403.008600	CC SALARY	\$ 23,396.36	\$ 22,075.76	\$ 25,282.59	\$ 19,176.36	\$ 21,984.00	\$ 19,827.13	\$ 25,187.22	\$ 21,625.99	\$ 178,555.41	\$ 300,446.00
27.971.20.3330.0221.108.008600	ADM MEDICARE	\$ 24.95	\$ 24.95	\$ 24.95	\$ 24.95	\$ 24.95	\$ 24.94	\$ 28.14	\$ 25.86	\$ 203.69	\$ 293.00
27.971.20.3330.0221.403.008600	CC MEDICARE	\$ 324.61	\$ 305.48	\$ 351.64	\$ 308.23	\$ 303.69	\$ 271.73	\$ 349.58	\$ 298.12	\$ 2,513.08	\$ 4,300.00
27.971.20.3330.0230.108.008600	ADM PERA	\$ 364.65	\$ 364.65	\$ 364.55	\$ 364.65	\$ 364.65	\$ 373.59	\$ 419.73	\$ 386.66	\$ 3,003.13	\$ 4,242.00
27.971.20.3330.0230.403.008600	CC PERA	\$ 4,567.18	\$ 4,302.17	\$ 4,951.79	\$ 4,340.32	\$ 4,276.47	\$ 3,929.74	\$ 5,051.32	\$ 4,310.06	\$ 35,729.05	\$ 63,070.00
27.971.20.3330.0250.108.008600	ADM HEALTH	\$ 241.89	\$ 241.89	\$ 241.89	\$ 241.89	\$ 241.89	\$ 241.89	\$ 241.89	\$ 241.89	\$ 1,935.12	\$ 3,300.00
27.971.20.3330.0250.403.008600	CC HEALTH	\$ 3,764.82	\$ 3,935.31	\$ 3,929.33	\$ 3,470.90	\$ 3,470.90	\$ 3,788.14	\$ 3,781.51	\$ 3,788.14	\$ 29,929.05	\$ 56,180.00
27.971.20.3330.0300.000.008600	PRO/TECH	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95.00
27.971.20.3330.0320.000.008600	EDUCATION	\$ -	\$ 774.00	\$ 560.92	\$ 3,299.00	\$ 1,109.98	\$ 157.36	\$ 33.86	\$ -	\$ 5,935.12	\$ 9,083.00
27.971.20.3330.0330.000.008600	COPY MACHINE	\$ -	\$ 387.17	\$ 306.63	\$ 317.76	\$ 298.93	\$ 299.83	\$ -	\$ -	\$ 1,610.32	\$ 3,000.00
27.971.20.3330.0335.000.008600	MED/DENTAL	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 750.00
27.971.20.3330.0500.000.008600	PARENT FUND	\$ -	\$ 291.49	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 291.49	\$ 1,500.00
27.971.20.3330.0510.000.008600	STUD TRANS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 800.00
27.971.20.3330.0520.000.008600	INSURANCE/AUDIT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 400.00
27.971.20.3330.0531.000.008600	TELEPHONE	\$ 33.87	\$ 86.02	\$ 85.80	\$ 87.75	\$ 85.80	\$ 88.86	\$ 53.43	\$ 124.41	\$ 645.94	\$ 1,100.00
27.971.20.3330.0533.000.008600	POSTAGE	\$ -	\$ -	\$ -	\$ 53.24	\$ 127.20	\$ 41.00	\$ 0.50	\$ -	\$ 221.94	\$ 150.00
27.971.20.3330.0580.000.008600	TRAVEL/REGISTRATION	\$ 654.04	\$ 145.57	\$ 153.49	\$ 117.24	\$ 7.75	\$ -	\$ -	\$ -	\$ 1,078.09	\$ 1,000.00
27.971.20.3330.0610.000.008600	SUPPLIES	\$ 79.17	\$ 1,276.33	\$ 343.66	\$ 822.02	\$ 405.54	\$ 3,575.98	\$ 3,574.93	\$ 726.77	\$ 10,804.40	\$ 12,325.00
27.971.20.3330.0620.000.008600	UTILITIES	\$ -	\$ 362.83	\$ 336.61	\$ 196.17	\$ 249.61	\$ 63.71	\$ 105.63	\$ 78.52	\$ 1,393.08	\$ 4,000.00
27.971.20.3330.0810.000.008600	DUES/FEES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 336.00	\$ -	\$ 336.00	\$ 494.00
27.971.20.3330.0730.000.008600	EQUIPMENT	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27.971.20.3330.xxxx.000.008600	VEHICLES	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 238,109.00
27.971.03.3330.0110.108.008600	ADM SALARIES									\$ -	\$ 4,000.00
27.971.03.3330.0110.403.008600	CC SALARY									\$ -	\$ 8,000.00
27.971.03.3330.0221.108.008600	ADM MEDICARE									\$ -	\$ 60.00
27.971.03.3330.0221.403.008600	CC MEDICARE									\$ -	\$ 120.00
27.971.03.3330.0230.108.008600	ADM PERA									\$ -	\$ 840.00
27.971.03.3330.0230.403.008600	CC PERA									\$ -	\$ 1,680.00
27.971.03.3330.0610.000.008600	SUPPLIES									\$ -	\$ 20,452.00
TOTAL	HS CASH	\$ 39,754.19	\$ 40,800.31	\$ 43,335.00	\$ 38,237.51	\$ 38,566.08	\$ 36,968.08	\$ 42,525.23	\$ 35,750.14	\$ 315,936.54	\$ 801,009.00
			\$ 80,554.50	\$ 123,889.50	\$ 162,127.01	\$ 200,693.09		\$ 79,493.31	\$ 115,243.45		
										\$ 315,936.54	
	HS CASH	\$ 39,754.19	\$ 40,800.31	\$ 43,335.00	\$ 38,238.00	\$ 38,566.00	\$ 36,968.00	\$ 42,525.23	\$ 35,750.14		
	EHS CASH	\$ 8,967.69	\$ 10,333.59	\$ 10,562.00	\$ 9,191.00	\$ 9,532.00	\$ 9,179.00	\$ 10,391.69	\$ 9,006.89		
	TOTAL CASH	\$ 48,721.88	\$ 51,133.90	\$ 53,897.00	\$ 47,429.00	\$ 48,098.00	\$ 46,147.00	\$ 52,916.92	\$ 44,757.03		
			\$ 99,855.78	\$ 153,752.78	\$ 201,181.78	\$ 249,279.78	\$ 295,426.78	\$ 348,343.70			
In Kind		\$ 2,307.00	\$ 5,467.00	\$ 300.00	\$ 350.00					\$ 8,424.00	

FY 2020 EHS Budget		FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	YTD	Rev FY20 w/COLA,QI, COVID
											\$141,869.00
27.971.02.3330.0110.108.008600	ADM SALARIES	704.17	704.17	704.17	704.17	704.17	704.17	791.14	728.81	\$5,744.97	\$8,000.00
27.971.02.3330.0110.400.008600	HV SALARY	2373.80	2390.83	2220.50	2220.50	2220.50	2220.50	2537.43	2264.50	\$18,448.56	\$34,064.00
27.971.02.3330.0110.403.008600	CC SALARY	3170.61	3170.61	4096.32	3170.61	3235.86	3170.61	3937.19	3234.03	\$27,185.84	\$37,600.00
27.971.02.3330.0221.108.008600	ADM MEDICARE	9.83	9.83	9.83	9.83	9.83	9.82	11.08	10.19	\$80.24	\$116.00
27.971.02.3330.0221.400.008600	HV MEDICARE	33.70	33.95	31.48	31.48	31.48	31.48	36.07	32.11	\$261.75	\$476.50
27.971.02.3330.0221.403.008600	CC MEDICARE	42.48	42.48	55.87	42.48	43.45	42.59	53.69	43.59	\$366.63	\$545.50
27.971.02.3330.0230.108.008600	ADM PERA	143.65	143.65	143.65	143.65	143.65	147.17	165.35	152.32	\$1,183.09	\$1,680.00
27.971.02.3330.0230.400.008600	HV PERA	474.11	477.58	442.83	442.83	442.83	453.69	519.93	462.88	\$3,716.68	\$7,150.00
27.971.02.3330.0230.403.008600	CC PERA	597.61	597.61	786.30	597.68	611.20	614.03	774.24	628.39	\$5,207.06	\$7,125.00
27.971.02.3330.0250.108.008600	ADM HEALTH	95.29	95.29	95.29	95.29	95.29	95.29	95.29	95.29	\$762.32	\$1,520.00
27.971.02.3330.0250.400.008600	HV HEALTH	733.00	733.00	733.00	733.00	733.00	733.00	733.00	733.00	\$5,864.00	\$8,076.00
27.971.02.3330.0250.403.008600	CC HEALTH	546.89	546.89	546.89	432.49	432.49	432.49	432.49	432.49	\$3,803.12	\$7,139.00
27.971.02.3330.0320.000.008600	EDUCATION	0.00	0.00	0.00	0.00	119.50	0.00	0.00	0.00	\$119.50	\$2,848.00
27.971.02.3330.0330.000.008600	COPY MACHINE	0.00	387.17	306.63	317.76	298.93	299.83	0.00	0.00	\$1,610.32	\$2,500.00
27.971.02.3330.0531.000.008600	TELEPHONE	0.00	52.83	52.84	52.84	52.84	53.70	53.70	50.62	\$369.37	\$800.00
27.971.02.3330.0580.000.008600	TRAVEL/REGISTRATION	0.00	9.20	0.00	0.00	0.00	0.00	18.80	16.50	\$44.50	\$3,000.00
27.971.02.3330.0610.000.008600	SUPPLIES	42.55	575.67	0.00	0.00	107.39	40.10	0.00	43.65	\$809.36	\$17,229.00
27.971.02.3330.0620.000.008600	UTILITIES	0.00	362.83	336.61	196.17	249.61	130.64	232.29	78.52	\$1,586.67	\$2,000.00
Total	EHS CASH	8,967.69	\$10,333.59	\$10,562.21	\$9,190.78	\$9,532.02	\$9,179.11	\$10,391.69	\$9,006.89	\$77,163.98	\$141,869.00

The Center Early Childhood Programs – Policy Council Minutes – Meeting Date – October 8, 2020

Attending: Ashlee Cruz, Katrina Hanger, Olivia DeVargas, and Jasmine Bujanda

Not Attending: Fernando Luna and Audra Kahrs

Roll Call: Due to COVID-19, our meeting was conducted through Google Meets. Lisa called roll and determined that there was a quorum present.

Approval of Agenda: Katrina made a motion to approve the meeting agenda. Olivia seconded. All were in favor with no one opposed.

Approval of Minutes: The Council reviewed the meeting minutes from September 21, 2020. Katrina made a motion to approve the meeting minutes. Ashlee seconded. All were in favor with no one opposed.

Parent Activity Fund: The Council reviewed the Parent Activity Fund. There will be talk about spend down at our November meeting.

Training: Mary Jelf was at our meeting to train the council on The Center's Head Start and Early Head Start Budgets.

New Business: The Council discussed the candidates for Policy Council Officers. Katrina Hanger volunteered to be the Policy Council Treasurer. Ashlee made a motion to accept Katrina as the 2020-2021 Policy Council Treasurer. Olivia seconded. All were in favor with no one opposed. Ashlee Cruz volunteered to be the Policy Council Secretary. Olivia made a motion to accept Ashlee as the 2020-2021 Policy Council Secretary. Katrina seconded. All were in favor with no one opposed. Olivia DeVargas volunteered to be the Policy Council Chairperson. Ashlee made a motion to accept Olivia as the 2020-2021 Policy Council Chairperson. Katrina seconded. All were in favor with no one opposed. Mary Jelf introduced to the Council the Continuation Grant. She informed the Council of changes that had been made. The Council had time for discussion and questions. Katrina made a motion to accept the Continuation Grant. Olivia seconded and all were in favor with no one opposed. Mary also brought to the Council the Request for Non-Federal match waiver for Fiscal Year 20. Mary explained to the council why this is needed. She also explained In-Kind and what it does for our program. The Council had time for questions and discussion. Ashlee made a motion to accept the Non-Federal Match Waiver. Katrina seconded. All were in favor with no one opposed. Staff Handbooks were also given to the Council through email. The Council opened up for discussion. Ashlee made a motion to approve the 2020-2021 Staff Handbook. Katrina seconded. All were in favor with no one opposed.

Unfinished Business: The Policy Council Bylaws were discussed. These Bylaws will be reviewed at the November meeting as there are still changes being made. The Program Governance was also tabled until the November meeting.

Announcements: October 1-Virtual Evening Coffee Talk 6:00-7:00 PM, October 15-Virtual Coffee Talk 9:00-10:00 AM, October 15-Picture Day, October 27-COVID style classroom celebrations, October 28-Parent / Teacher Conferences 10:00-6:00. The Center is CLOSED. October 29-Parent / Teacher Conferences 12:00-8:00. The Center will be CLOSED. November 12-November's regular Policy Council Meeting. Virtual 6:30-8:30 P.M.

Respectfully Submitted,
Lisa Roeder – Substitute for the Policy Council Secretary