



**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. 25, 2021 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. 6:40 Discussion Items
 - a. District Accountability Meeting Update
 7. 7:00 Action Items
 - a. District and School Improvement Plans
 - b. Head Start Continuation Grant Year 3
 8. 7:30 Oversight Calendar
 - a. Technology Update
 - b. Policy Review SP-1 through SP-5
 9. 8:00 Agenda planning
 - a. Literacy financial supports
 10. Adjourn
 11. Meeting or event:
 - a. Nov. 8, 2021 Regular Meeting 6:30 pm @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours **Updated 10/21/2021

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 25 de octubre de 2021 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. 6:40 Tema de discusión
 - a. Actualización de la reunión de responsabilidad del distrito
7. 7:00 Elementos de acción
 - a. Planes de mejora del distrito y la escuela
 - b. Subsidio de continuación de Head Start, año 3
8. 7:30 Calendario de supervisión
 - a. Actualización de tecnología
 - b. Revisión de políticas SP-1 a SP-5
9. Planificación de la agenda
 - a. Apoyos económicos para la alfabetización
10. Aplazar
11. Next Reunion o evento:
 - a. 8 de noviembre de 2021 reunión regular 6:30 pm en la oficina del distrito/Zoom

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado el 21 de octubre de 2021

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.

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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Bethany Massey
MEMO PREPARED BY: Bethany Massey
INVITED GUESTS:
TIME ALLOTTED ON AGENDA:
ATTACHMENTS: 0

RE: *Improvement Plans*, Presentation

TOPIC SUMMARY

Background: In accordance with state law, the District Accountability Committee (DAC) for the district public school should advise the local school board on the adoption of the improvement plans for the schools/district. The DAC should make recommendations to the local school board concerning the contents of the improvement plan. The local school board should adopt the improvement plan, taking into account the advice and recommendations of the accountability committee.

Topic for Presentation: Today's presentation will be an overview of the school and district improvement plans (aligned to the strategic plan) and an update to the conversations held at the District Accountability Committee concerning the plan adoptions.



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 Year 3 Head Start Continuation Grant Application

Lake County School District R-1
Year 3 Head Start Continuation Grant Application
FY 2022

Funding Cycle—Five Year

\$666,996

Eudelia Contreras, Board of Education President

Olivia DeVargas, Policy Council Chairperson

Dr. Bethany Massey, Executive Director (Superintendent)

Lisa Roeder, Director of Operations

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 entire five year grant cycle is 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 Early Childhood Programs located in the **brand new Lake County 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 our program goals, thought and attention **is** given to aligning our Head Start goals with the school district goals set by Lake County School Board, which serves as our governing board. This **allows** 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 (updated in **April 2021**), 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.

2. The following table outlines our programmatic goals, objectives, and impacts for the remainder of the five-year grant period.

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"> ADE, DECP and ILT reviewed the existing school readiness goals and compared them to the recent checkpoint data and recommendations from the Academic Dean from the elementary school. The school readiness goals have been revised based on this data review. 	<ul style="list-style-type: none"> Difficult to get parent input during covid. Lower than usual return of parent surveys.
	<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 checkpoint deadline and are provided coaching and support to complete the checkpoints effectively and on time. In 20-21, all three checkpoints were completed and submitted successfully. Overall, the children in the program showed growth from fall to spring. 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. <p>Spring 2021 TS GOLD Data, May 7, 2021 of children meeting Widely Held Expectations: Social/Emotional – 79% (28% gain from Fall Checkpoint) Physical – 88% (25% gain from Fall Checkpoint) Language – 76% (19% gain from Fall Checkpoint) Cognitive – 82% (21% gain from Fall Checkpoint) Literacy – 86% (31% gain from Fall Checkpoint)</p>	<ul style="list-style-type: none"> Instructional practices were disrupted repeatedly by quarantines throughout the year. It is likely that even more growth would have happened without them.

		<p>Math – 79% (35% gain from Fall Checkpoint)</p> <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. Data from CLASS observations was used to plan trainings. ECERS classroom observations were planned but did not take place due to service interruptions due to COVID quarantines. 	
	<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. Last year, toothbrushing was not permitted in classrooms because of COVID, but dental health was encouraged with materials and supplies sent home. Practices are being renewed this year. Family style meals were also suspended due to health concerns, but breakfast, lunch, and snack were served during school hours. In partnership with the food service from our school district, we also sent home dinners, with extra meals 	<ul style="list-style-type: none"> Public health guidelines meant no family style meals, toothbrushing, or family events. Efforts were made to send home materials to encourage healthy habits and family check ins were done to identify needs and concerns and to make referrals when needed.

		<p>sent for no school days on Fridays. Classroom practices are being renewed this year. Breakfast is being provided to staff to make mealtime even more of a teaching opportunity.</p> <ul style="list-style-type: none"> 86% of children are update with immunizations 100% of children have a medical home 98% of children have a dental home 	
<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 third 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. 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. The Cloud component of Creative Curriculum was added, which is designed for online learning. We are expanding collaborations with the kindergarten through second grade programs in preparation for moving into our new school building with them. Teaching components like Second Step and Letter Links will now be used beginning in preschool and continue through sixth grade, allowing children to enhance and deepen their understanding of the subjects through a consistently delivered curriculum. 	<ul style="list-style-type: none"> Lesson plans were often disrupted by quarantines, but staff adapted to provide great learning opportunities for kids.
	<ul style="list-style-type: none"> Growing Great Kids implement 	<ul style="list-style-type: none"> Our EHS home visiting program worked with a community partner also providing supports to families to find the Growing Great Kids curriculum. The new EHS home visitor and 	<ul style="list-style-type: none"> Home visiting had to be suspended for a time due to COVID concerns, but services were provided virtually.

	ation with fidelity	supervisor completed this training and are finding it very easy and effective to use.	The home visitor position was vacant for a portion of the year, but a member of the admin team provided services to families.
	<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. Four in house staff are currently certified CLASS observers. Assessments are scheduled in each classroom for November and April. Feedback is given at weekly PLC meetings, with personal guidance as needed. Annual performance evaluations were completed for all staff. 	<ul style="list-style-type: none"> Limitations on visitors to the building for most of the school year meant very few outside reviews.
<ul style="list-style-type: none"> Our program will celebrate the diversity of our community and support children and families to recognize 	<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. Four of our six preschool classrooms have bilingual teachers. Our Family Service Specialist was also 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"> Information for the DLLPA was gathered and the assessment will be completed.

their unique experiences and to meet their individual goals.		<ul style="list-style-type: none"> We are also partnering with the school district on a district wide project to both improve DLL instruction and communicate more effectively with families. 	
	<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 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. We have switched the assessments from DIAL to DECA, which parents can complete online, with data being automatically aggregated. These new tools will be reviewed and adapted as needed. We are using one classroom as a pilot for additional DECA evaluations by teachers through the year to further our understanding of using that tool to its best advantage. 	<ul style="list-style-type: none"> Our special education team provided supports to families of children on IEPs through virtual means when in person instruction was not possible. Identifying children with needs was challenging with less direct contact with families. In addition to the services specific to the IEPs, additional resources and supports were provided. Evaluations are more difficult without an in person meeting, but the SPED team adapted and committed to providing the highest level of services possible
	<ul style="list-style-type: none"> Children's Social Emotional skills 	<ul style="list-style-type: none"> Our program uses Second Step to provide emotional supports to children. The elementary schools in our district are using the same program. Materials in Spanish were acquired. An early childhood Mental Health Specialist is once again consulting with teachers and families to support social emotional growth for children and classroom strategies. 	<ul style="list-style-type: none"> The bulk of training for Second Step was provided online, and teaching staff requested additional, personalized supports, especially with the Body Protection Unit. We are researching the possibility of more guided trainings.

		<ul style="list-style-type: none"> • We are using the Building Your Bounce training tool with staff to promote resilience. • Our Special Education teacher and Director of Instruction applied for and received an award for additional supports and trainings in the Pyramid Model. 	
	<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 in daytime and nighttime versions. Our Explore Your Community project continues to expand and be appreciated by families and our community partners alike. We 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. • A Parent Survey provided information from families to guide programming. 	<ul style="list-style-type: none"> • Virtual trainings and meetings with guests from the community were expanded since in person meetings were not possible. Attendance was much lower than usual at these online events. • Goal setting with families was negatively impacted by only having virtual visits.
<ul style="list-style-type: none"> • Our program develops plans and systems for constant program improvement in staff 	<ul style="list-style-type: none"> • Staff development 	<ul style="list-style-type: none"> • We continue to invest in our staff as our most prized resource. Staff retention is an ongoing concern, and we are happy our efforts have been successful. An incentive plan to reward and inspire exceptional work practices has been drafted. 	<ul style="list-style-type: none"> • Our internship program had to be suspended last year due to guidance limiting the number of people in the building. Four interns have signed up for this year's program.
	<ul style="list-style-type: none"> • Data driven decision making 	<ul style="list-style-type: none"> • Our first year using ChildPlus provided for easier and more accurate record keeping and report generation to guide decision making. 	<ul style="list-style-type: none"> • Staff are learning how to use the ChildPlus system effectively and to greatest advantage.

development, data systems, and adherence to grantor requirements.	<ul style="list-style-type: none"> Effective program governance structure 	<ul style="list-style-type: none"> The Head Start Policy Council and the District Advisory Council required by our Colorado Preschool Program grant were combined to streamline meetings. Head Start staff provide updates and training to School Board along with a yearly presentation. 	<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. Online training units from the Head Start website will be offered to Policy Council and governing board members to expand their understanding of the performance standards and how our program meets them.
	<ul style="list-style-type: none"> Alignment with school district facilities and schedules 	<ul style="list-style-type: none"> Last year was the first year of our school district implementing a four day school week. The effectiveness of this change will not be known for a few more years, because of COVID-related disruptions. Our program moved into the brand new elementary school building just in time to start the new year. The administration structure of the Center was overhauled to better match the structure in the other school district buildings. 	<ul style="list-style-type: none"> We were 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. Construction on the new building was not totally complete at the start of the year, which disrupted programming to some extent.

3. The 2020-2021 program year was the first with our new school readiness goals. These were updated to follow the Head Start Early Learning Outcomes Framework (HSELOF) and Colorado Early Learning Guidelines.- Data from TS GOLD was used to assess the program's old school readiness goals and determine what goals needed to be updated or revised. Included in the assessment, planning and development process of the school readiness goals were the DECP, ADE, and teachers. Policy Council and the School Board who include community stakeholders and parents were also consulted as a part of the process to identify what goals would enhance school readiness in our particular community and align with our school district's goals.

School Readiness Goals for the 2020-2021 school year:

Learning Domain	School Readiness Goal
Approaches to Learning	Children will demonstrate an increased attentiveness and persistence when completing a task or activity.
Social Emotional	Children will demonstrate engaging in and maintaining positive relationships and interactions with adults.
Language & Literacy	Children will have an increased growth in identifying the name, symbol and sound for each letter and demonstrate an awareness that words are made up of smaller segments of sound.
Cognition	Children will demonstrate understanding of spatial relationships.
Physical Development & Health	Children will demonstrate increased control, strength, and coordination of large muscles.

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. Implementation of our new school readiness goals is sure to deepen our understanding of family needs and desires for their children.

Sub- section B: Service Delivery

1. **No updates or changes to Service and Recruitment Area.**
 - 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 2018 was 423. The birthrate for Lake County in 2018 was 95. From these numbers, we can estimate that 169 children would be 3 or 4 years old and age-eligible for Head Start and 254 children would be age eligible for Early Head Start services. The poverty rate for children under 18 living in poverty is 18.5%, the number of children categorically eligible for TANF is 3.2%, and the number of children subject to foster care or out of home placement is .6% per 1000. With 95 births per year and a 18.5% poverty rate, we can infer than approximately 18 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, 56% of preschool families qualified for free and reduced rates in the CACFP program, and 58.8% 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	169	Age eligible	254
Below poverty level @ 20.7%	31	Below poverty level @ 20.7%	47
Eligible for TANF @ 3.9%	5	Eligible for TANF @ 3.9%	8
Foster placement @ .28%	1	Foster placement @ .28%	1
Over Income @ 10%	17	Over Income @ 10%	25
Homeless per PIR data	1	Homeless per PIR data	1

Total Head Start Eligible	55	Total EHS eligible	82
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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 2020-2021 school year, there were 15 children on IEPs served at The Center and 10 of those children were in Head Start.

b. According to the PIR from 2020-2021, 18% 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 – 10.3% of the Lake County Head Start parents compared to 32.3% of the county at large. 11.6% of children were underweight and 9.3% 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 4.4 per 1000, is lower than the Colorado state average of 8.1 per 1000. Domestic Violence rates in Lake County were recently 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 2019 was \$50,565. Lake County has the lowest median family income of all the neighboring counties. The median family income in the state of Colorado is \$77,127 which is \$26,562 more than Lake County. The average per capita income in Lake County in 2019 was \$29,122 compared to an average of \$38,226 in the state of Colorado. The average weekly wage in Lake County is also lower than the state average.

Nearly 55% of employed Lake County residents work outside of the county with many having 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 that will be reopening soon serving toddlers and preschoolers. That 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. 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 18 of the 40 preschool spots may be available as full day spots operating 156 days per year of classroom operations. Often there are not 18 children who qualify for full day spots, due to the requirements for parental employment or educational activities. The demand for these spots increases in November and December when the ski season begins. More employment opportunities arise and extended day child care is then needed by families. The remaining 25 slots for Head Start will be scheduled for at least 156 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.

Three years ago, 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 offers 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 recently switched to the Growing Great Kids curriculum and guidance from the Head Start Performance Standards to provide families will 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 recently moved to a new location at 130 West 12th Street in Leadville, CO 80461. This new building is owned by the school district and no portion of it was purchased with Head Start funds. Construction began in the spring of 2020 on this new building that now houses our early childhood programs along with kindergarten through second grade. 60% of the costs of this new building are being covered by a BEST grant from the State of Colorado, and the remainder through a bond approved by the voters in Lake County in November 2019. 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.
 - b. No renovations or repairs are scheduled.
 - c. No facilities are subject to 1303 subpart F.
5. a. Ongoing recruitment efforts involve outreach through community partners working with families of young children, health care providers, and low income populations. Flyers and applications are provided to doctor's offices, public health, human services, child protection, WIC, bus stops, the grocery store, and local low-income housing. The Director of Operations also reaches families in the outlying areas of the county by doing ride alongs in the school district's new Mobile Learning Center and hosting evening enrollment events. 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 alternative high school called Cloud City High School 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 income 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 centers 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.

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 **Director of Operations** works 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 every day. 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 saw significant improvement to the child's school attendance.

6. 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. 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 **Director of Instruction** provides biweekly coaching for teaching teams based on their team needs. Second Step is **used** 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 recent CLASS score of 6.5417 in Emotional Support and our child outcomes data showing **79%** of children are at or exceeding widely held expectations in this area.

b. Our Early Head Start home-based program uses Growing Great Kids, a research-based and evidence-informed curriculum. The primary focus of the curriculum is on fostering the growth of secure attachment relationships and developmentally enriched, empathic parenting that supports families to reduce their stress and build protective buffers for their children. GGK is identified by Head Start as a promising research-based curriculum with clear alignment to the Early Learning Outcomes Framework and the Parent, Family, and Community Engagement 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 Director of Operations, and program staff receive 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.

c. This is our second year of conducting child assessments using the Ages & Stages Questionnaires (ASQ) for development and the Devereux Early Childhood Assessment (DECA) for social-emotional skills. Paper copies of the survey are sent to each family as part of their acceptance packets after selection and screening nights were held to provide the opportunity for families to complete the assessments online on computers here at the school. Both assessments are available in English and Spanish. Families who did not attend the assessment nights completed the forms and returned them at their orientation or home visit prior to the first day of school. We find that conducting screenings as part of the application process helps with eligibility and selection of

children who may be in need of additional supports. 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 or on paper 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 and then every three months afterward to follow the child's developmental progress. Both assessments are offered in many languages to allow parents from different backgrounds the ability to complete them. We also connect with the primary health care providers of EHS families to compare results from their screeners with our own results and further refine and individualize home visit topics.

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. Growing Great Kids has an observational assessment used by the home visitor to enhance and support development of Early Head Start children and families

Hearing, vision, and height-weight screenings are done by the Manager of Instruction and Health (MIH), 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 themselves 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. **Program level** child outcomes data is also reviewed at family events, such as Family Fun Nights and Coffee Talks and is included in the 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 (SBHC) which can be accessed by all enrolled children, families, and district employees regardless of the status or source of their health insurance. There is an SBHC office located in our new building for great ease of access. 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 **MIH** 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 school nurse that works with the MIH on health plans, medication plans, and trainings. When initial health screenings of any sort indicate that a child needs follow up care, the MIH 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. Partnerships with Cavity Free at Three and Teledental offer 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 MIH tracks all incoming health related forms from families and sends timely reminders to families who are approaching their due dates. Nutrition education is part of the Child and Adult Care Food Program (CACFP) guidelines, which include family-style service of meals and are designed to make sure children have access to healthy, balanced meals throughout the day. Menus meeting CACFP meal pattern requirements are provided to families monthly. Families may be connected to local food bank community partners and have access to a "Free Pantry"

near the front door. Social-emotional education is addressed in the classroom using the Second Step curriculum. The Pyramid Model provides a tiered approach as guidance for promoting social and emotional development. This begins with Second Step for universal prevention then moving up to more targeted and intensive interventions for children with challenging behaviors. Mental health consultants are available through SolVista to offer guidance to teachers who request it and referrals for their services are offered to families who express needs. Materials are offered in Spanish to families who speak Spanish at home and translation by telephone is available for families who communicate in other languages. Confidentiality is held at the highest level to serve families well and reduce barriers to needed care.

In recent years, we have been successful in improving rates of compliance with dental and blood lead screenings. In the spring of 2016, the completion rate for blood lead was 59% and dental was 52%. Through work with community partners and refining of procedures, the rates rose to 96% for blood lead and 98% for dental for last year. 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, other staff are bilingual and attend EHS home visits as needed. 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. These spaces are both labelled simply “parent” to honor a variety of family compositions in addition to traditional mother and father structures. 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 and align with Performance Standards. These topics cover a wide range of topics, including parent-child relationships and encouraging early literacy. Coffee Talks 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 and is great way to connect families to the curriculum. The Family Resource Office has an abundance of materials for parents to checkout for home use. Available items include everything from potty training kits to beginner ice skates and snow tubes to science discovery materials. Our Explore Your Community program connects families to cultural and recreational resources within our community such as local history museums, outdoor recreation, and art activities. Families also really enjoy the Family Fun Night we have each year at the public library that complements 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.

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

Last year, 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 send 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. 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. Full Circle also operates its own Family Resource Office and uses the Growing Great Kids curriculum. Our Early Head Start program also uses GGK to increase parent knowledge of early childhood development and improve parent practices. This program was selected in partnership by both organizations because it is research-based, comprehensive of all areas of development, and serves families with children of all ages that we serve. GGK also provides ample opportunities for professional development and support for implementing the curriculum with fidelity. Our DOO is the supervisor for the curriculum for both organizations. 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 DOO does a brief interview while reviewing the application for completeness. The DOO 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 DOO and the MIH 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. A new branch of the SBHC is located in our new building, providing even easier access than the original office which is located nearby in the high school.

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 seasonal ice skating rink 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 out of 40 Head Start preschool spots, or 10% of actual enrollment, and 2 out of 12 EHS children, or 17% of our funded enrollment, have Individualized Education Plans (IEP) or Individualized Family Service Plans (IFSP). 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 are 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. 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. The kindergarten transition plan will be further revised this year, as we are no located in the same 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 is 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. **Growing Great Kids** 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. 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 DOO, and our MIH** all work together to provide any needed follow up after the visit has occurred and the family's and baby's needs are determined. We then work to enroll the baby and the family for continued Early Head Start services.

12. a. Many of our enrolled children reside several miles from The Center. Without transportation, 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. We purchased two new buses with the most up to date safety features with a recent supplemental award.

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 publicly 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 generally also offered online via ZOOM. Policy Council members are invited and encouraged to attend.
- 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 **on the website** 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 identify themselves to families as sources of information.

Parent Committees

- d. Meetings of various parent committees are attended by staff who discuss how program policies meet performance standards and community needs and receive input from parents. Minutes are taken and shared with other parents and staff.
- e. Policy Council has regularly scheduled monthly meetings at least eight times during the program year, with special meetings called as necessary. The **DOO** 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 **DOO** 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 publicly elected

school board. The **DOO** reports to the Superintendent, as do the district administrative staff whose time counts toward our match. Staff at The Center report to the **DOO**. Policy Council has involvement and approval responsibilities.

b. The **Manager of Operations (MO)** is responsible for the timely completion of personnel documentation. Detailed procedures ensure that staff members receive a criminal background check prior to hire. The **MO** 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 **MO**. Dependent on the clear initial background check, the candidate next completes the official fingerprinting process prior to hire. The **MO** works with the candidate to set up an appointment with a **nearby** agency 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 **MO** reports this data to the **DO** on a monthly basis for accountability purposes. The **MO** 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 backgrounds 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 **MIH** 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 **DOI** 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 **DOO** and **DOI** conduct a three-month evaluation process with all 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 **Director of Instruction (DOI)** and the **Director of Operations (DOO)** focus on the educational components of the program including curriculum, school readiness, 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 **monthly** 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 **DOI** 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 DOI 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 Director of Operations and the Home Visitor have both received training in the Growing Great Kids 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, 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 DOO 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 MIH and the MO 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 established walk through systems that align closely with content presented during staff professional development training days. After each professional development day, the DOO and the DOI 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.

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.

Section II. Budget and Budget Justification Narrative

1. Lake County School District R-1, grant 08CH011397, applied to provide Head Start services in Lake County, Colorado for 40 Head Start preschool children and 12 Early Head Start children. Per the funding guidance letter, dated July 2, 2021, the base PA 22 funds for Lake County School District R-1 Head Start are now \$655,035. The base PA 20 funds are \$9,083 for T/TA in Head Start and \$2,848 for Early Head Start T/TA. The overall funding for Lake County School District R-1 Head Start for FY2022 equals \$666,966, broken down into \$534,076 in Head Start funding and \$132,890 in Early Head Start funding. The required Non Federal Share is \$166,742.

The Center operates a braided funded preschool program. 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 - \$350,873 Head Start and \$82,000 Early Head Start

The payroll summary given in HSES includes employees receiving part of or all of their salaries from Head Start funds and Early Head Start funds. Managers include Director of Operations, Director of Instruction, Manager of Operations, Manager of Instruction and Health, and Business Manager. The Director of Instruction 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 about 50% of the total teaching staff salary line of The Center. This figure is based on Head Start enrollment and classroom attendance at The Center (see cost allocation information below). Our wage scale for teachers was revised in June 2021.

Child Health & Development Personnel Costs

Manager of Instruction and Health - \$16,500 Head Start-\$13,000 Early Head Start

Of the 72% of salary paid by Head Start, 56% is paid by Head Start and 44% is paid by Early Head Start. This position oversees health services for all children and health education for families, including medical, dental, and mental health as well as nutrition. She ensures compliance with deadlines for all required screenings and tracks health information. She oversees the Health Advisory and Wellness Committee. She also supports the Director of Instruction as directed.

Child Health & Development Costs: 70%

Family & Community Partnerships Costs: 15%

Program Design & Management Costs: 10%

Teachers - \$93,000 Head Start

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

Teacher Aides & Other Educational Personnel - \$118,448 Head Start

6 Assistant Teachers & 5.5 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- \$33,000 Early Head Start

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 - \$13,500 Head Start; \$1,400 Early Head Start

1 Early Childhood Special Education teacher, 50% of salary paid by Head Start and 5% by Early Head Start.

Family & Community Partnerships and Program Design & Management Personnel Costs

The 2021-2022 program year brings considerable reorganization to The Center's management structure in number, title, and duties of positions. Considerable revisions have been made to this part of the plan. This reorganization is a part of Lake County School District's plan to more fully incorporate The Center's mission and operations into school district operations. This restructuring fits with our program goals and comes at the same time we move into a brand new school building. These new job descriptions and distribution of responsibilities will be reviewed as part of our self-assessment.

Director of Operations - \$21,000 Head Start-\$18,500 Early Head Start

Of the 75% of salary paid by Head Start, 53% is paid by Head Start and 47% is paid by Early Head Start. The Director of Operations is responsible for ensuring the program meets performance standards, including grant applications, governance, self-assessment, and monitoring. She oversees the budget, all ERSEA functions, and family and community partnerships including goal setting and referrals. She also oversees the Early Head Start Home Visitor.

Child Health & Development Costs: 10%

Family & Community Partnerships Costs: 75%

Program Design & Management Costs: 15%

Director of Instruction - \$26,000 Head Start-\$7,700 Early Head Start

Of the 65% of salary paid by Head Start, 77% is paid by Head Start and 23% is paid by Early Head Start. The Director of Instruction is responsible for the oversight and coaching of preschool staff. This role also encompasses all of the education components including curriculum, assessment, school readiness, and the implementation of the Head Start Early Learning Outcomes Framework

Child Health & Development Costs: 75%

Family & Community Partnerships Costs: 10%

Program Design & Management Costs: 15%

Manager of Operations - \$16,000 Head Start-\$2,000 Early Head Start

Of the 60% of salary paid by Head Start, 75% is paid by Head Start and 25% is paid by Early Head Start. This position manages child and staff schedules and licensing of the facility. She also manages student transportation. This position supports the Director of Operations as directed.

Child Health & Development Costs: 40%

Family & Community Partnerships Costs: 35%

Program Design & Management Costs: 25%

Business Manager – \$9,000 Head Start, \$7,700 Early Head Start

Of the 75% of salary paid by Head Start, 53% is paid by Head Start and 47% 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.

Child Health & Development Costs: 5%

Family & Community Partnerships Costs: 5%

Program Design & Management Costs: 90%

Other Personnel Costs

Custodian / Maintenance Personnel - \$15,500 Head Start

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

Transportation Personnel - \$20,000

2 bus drivers x 3 hours per day Monday through Thursday

Fringe Benefits - \$150,000 Head Start- \$33,142 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 21%. Cost of health benefits continue to rise, particularly for family coverage, making it prohibitive for many of our employees.

Social Security, Medicaid, Etc. - \$6,000 Head Start, \$1,200 Early Head Start

Health / Dental Insurance - \$65,000 Head Start, \$15,142 Early Head Start

PPO III / EPO III plans offered via Aetna, Meritan Health. The district's cost is \$8676 per year for every employee enrolled in single coverage, and \$12,688 for every employee enrolled in family coverage.

Retirement - \$79,000 Head Start, \$16,800 Early Head Start

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

Other Expenses, Supplies, Travel - \$26,045 Head Start; \$13,800 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 \$.57 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. Other grant funds supplement some supply expenses. Examples of planned supply purchases include office supplies, classroom supplies, and furniture. Early Head Start supplies also include supplies for socialization, including diapers and formula.

Head Start:

Supplies	\$16,650 (copy machine, med/dental supplies, postage, office/classroom supplies, dues and fees)
Utilities/Telephone	\$5,600
Travel /Transportation	\$1,800
Parent Fund	\$1,500
Insurance/Audit	\$ 400
Professional/Tech Consultants	\$ 95

Early Head Start:

Supplies	\$9,000 (copy machine, child/family service supplies, postage, office supplies, dues and fees)
Utilities/Telephone	\$2,800 (portion of building utilities plus cell)
Travel	\$2,000

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	\$ 225,000
AV Hunter Trust	\$ 10,000
Temple Hoyne Buell Trust	\$ 38,000

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 2021.

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:

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	\$16,500
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OUTSIDE GRANTS:

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

Temple Hoyne Buell	\$17,480
AV Hunter Trust	\$ 4,600
TOTAL	\$22,080

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 \$324,000 for 75 spots, allowing \$4320 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. = \$25,000

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	\$ 2,974
Occupational Therapist	\$ 2,198
Nutrition Services	\$25,223
Executive Director	\$ 6,500
Fiscal Officer	\$ 1,428
Chief Financial Officer	\$ 870
Human Resources	\$ 2,418
Building Maintenance	\$ 6,412
Transportation	\$ 1,586
Technology	\$ 3,067
Chief of Operations & Director of Security	\$ 6,993
LCES Principal	\$ 4,650
PERSONNEL TOTAL	\$84,739

Building depreciation	\$ 7,087
Fuel for Head Start buses	\$ 8,404
Total	\$ 16,141

Other support

ChildPlus donation	\$ 1,000
Colorado Shines QRIS	\$ 742
Health Consultations	\$ 500
Total	\$ 2,282

GRAND TOTAL	\$166,742
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Lake County School District In-Kind Justification: Personnel & Fringe Benefits

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

District Health Nurse

Nurse Consultant is required by childcare regulations to spend 10 hours per year in the building. Actual time is estimated at 15 hours per year. 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: \$2,974 annually donated as in kind (total salary + fringe for working in preschool = \$16,783)

Nutrition Services

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

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

Executive Director

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

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

Fiscal Officer

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

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

Chief Financial Officer

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

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

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

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

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

Chief of Operations & Director of Security

Lake County School District's Chief of Operations and Security 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. He also supervises the maintenance department. 7% of salary plus fringe = \$6,933 donated annually

Lake County Elementary School Principal

The LCES Principal oversees staff for the entire building and participates in planning for instruction and transitions. 5% of salary plus fringe = \$4,650 donated annually

- 6.No non-federal match waiver is requested at this time.
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
328 West 5th Street
Leadville, Colorado 80461
www.lakecountyschools.net

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): DJ Nephew
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS: N/A
TIME ALLOTTED ON AGENDA: 15 minutes
ATTACHMENTS:

RE: *Technology Update*, Presentation

TOPIC SUMMARY

Background: IT Manager - DJ Nephew has been busy updating district-wide technology systems since hiring on with Lake County School District a little over 1 year ago.

Topic for Presentation: Update the LCSD Board of Education on the updates to the IT network over the past year.



LCSD Technology Update October 2021

IT Manager - DJ Nephew



Student Devices

1:1 Devices to students - approx. 1800 total devices

Ipads PreK - 1st grade

Chromebooks 2nd - 12th grades

Web filtering through Securly (Keyword monitoring) Parents are able to receive reports based on their students activity with the device.



Cyber Security

- 1) Network Segmentation - student devices separated from the main network
- 2) Multi-factor authentication - is being implemented
- 3) Enabled Audit Logs



LCES Technology

- 1) Projectors - No cables needed. Accessed via Wifi
- 2) Classroom Audio - teacher has a microphone, projects the sound evenly around the room
- 3) Verizon Cell Booster
- 4) Data Center - Redundant to LCHS



Mobile Learning Center

- 1) Starlink is working great.
- 2) Chromebooks
- 3) Ipads

TABLE OF CONTENTS

STRATEGIC POLICIES

SP-1	Board Policy Introduction
SP-2	Mission
SP-3	Results Based Governance Policy
SP-4	Management Oversight Policy
SP-4C-1	Management Oversight Calendar
SP-4C-2	Calendar of Oversight Workshops
SP-4C-3	Onboarding Road Map Calendar
SP-5	District Instruction and Learning Policy

Policy Type: Strategic Policies

Board Policy Introduction

This is the Lake County School District Board Policy Manual. This document, along with Colorado law and the Board's minutes, serve as our basic governing documents. The District and Board exist and operate through the Colorado Constitution and state law, which also describe the powers of the Board, its members, and the District. Board minutes are a legal record of the Board's meetings, actions, and decisions. Board policy records those largest, most general decisions upon which subsequent behavior is based.

These policies are the written statements of the Board of Education as a whole that define the expectations, values or perspectives which underlie and guide the decisions and actions of the Board, Superintendent and staff. To distinguish these decisions as Board decisions, we call them Board Policies. The Superintendent further establishes policies, procedures, practices and makes decisions consistent with Board policy.

There are four categories of Board Policy:

1. **Strategic Policies:** These describe the mission, organizational products, impacts, benefits, results, recipients and their relative priority, worth or cost (what end result is desired for whom and at what cost); these are primarily descriptions about what good our District should create in the lives of students.
2. **Governance Process:** These describe how the Board will conceive, carry out and monitor its own work.
3. **Board/Superintendent Relationship:** Since the Board has delegated all executive authority to its Superintendent, these policies describe the Superintendent's role, authority, accountability and how the District's and the Superintendent's performance will be monitored or evaluated.
4. **Staff/Superintendent Guidelines:** These describe the constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive and staff activity and decision-making will take place.

Within each category, these policies are written from the most general to the more specific. Each smaller level is also a more specific interpretation of some of the concepts in the next higher level. Therefore, whatever is written at the larger levels also pertains to each smaller level. This results in policies that are concise and complete.

For example, at the largest or most general level Staff/Superintendent Guideline policies, the Board has stated that the "...Superintendent shall not cause or allow any...organizational circumstance which is unlawful..." Since this concept is embedded in all further policies, it is unnecessary for the other policies to further describe areas where the District must follow the law.

The Board also has a focus on Results Based Governance, so its policies are formulated to encourage results, particularly results for students. This focus is more specifically described in the documents which follow in this introductory section.

Policy Type: District Priorities

Mission

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

Simultaneously we focus our efforts on the following:

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

Core Commitments

- Inspire all students to be life-long problem-solvers;
- Create a culture of academic achievement;
- Build on the strengths of every individual;
- Provide opportunities for risk-taking in learning;
- Respect the whole person: physical, mental, emotional;
- Empower all community members to be active participants in our schools;
- Foster a safe environment for all students and staff;
- Honor cultural difference;
- Partner with families and community members

[Revised October 2018]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

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 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.

Policy Type: Strategic Policies

Management Oversight Policy

Management Oversight

The purpose of this policy is to guide the Lake County Board of Education as it fulfills its responsibility of overseeing management of the school district's major systems. The Lake County Board of Education acts as a body in accordance with applicable state and federal law to govern Lake County Public Schools and serve the interests of the people of Lake County. The Board of Education and Superintendent understand that management oversight is the responsibility of the Board as a whole, not of individual Board members. While holding the Superintendent accountable for the performance of these systems, the Board will not interfere with the Superintendent's management of the district. The Superintendent will be responsible for ensuring that all procedures, controls, checks and balances and codes of ethics are in place and are being executed properly.

The Board of Education is responsible for management oversight of all major systems of the Lake County Public Schools including, but not limited to, finances, curriculum, human resources, safety and security, construction management, facilities maintenance, transportation, custodial services, food services and technology, in addition to students' academic performance. The Board of Education's role in management oversight is to review the performance of all major systems through formal reports, audits, workshop presentations and any other reporting method deemed appropriate by the Board of Education through the Superintendent.

The Board of Education will receive performance reports – either as written reports or presentations—during regularly scheduled meetings and workshops as outlined in the Oversight Calendar and will identify any other periodic reporting required.

By overseeing the annual external financial audit process, ensuring that the Superintendent acts on the auditor's recommendations and reviewing the integrity and performance of the district's major management systems as per the Oversight Calendar, the Board of Education will fulfill its duty to assure the public that school district resources are being used efficiently and effectively and that the district's mission is being fulfilled.

Guidelines for Board Oversight of District Management Systems

Oversight Calendar

The Board of Education will review all major management systems per its Oversight Calendar. The Oversight Calendar will outline how and when the Board reviews the following in order to exercise its

obligation to ensure that the District is making progress toward its goals and that any deficiencies are being addressed. During the workshop, the designated district administrator will provide a thorough and comprehensive presentation that will provide a “look under the hood” perspective for the Board. The presentation will include, but is not limited to, the following:

1. What are we trying to do?
2. How are we trying to do it?
3. At any given moment, how will we know if we're on track?
4. If we're not on track, what are we going to do about it?

The Board will submit any additional information requests/questions to the Superintendent at the work session prior to the scheduled workshop. The Board will receive final workshop presentation documents in the Board packet no less than four days prior to the scheduled workshop. Presentations containing extensive data will also include executive summaries. The workshop presentations will be conducted according to the Oversight Calendar.

As the board continues implementation of this policy, the Board of Education may want to debrief the meetings and keep a list of changes or additional information requests for the next time – and change the instructions that are given to staff accordingly.

Additional Tools

Where there has been a pattern of inconsistency, or where interest is high, the Board can use additional tools for management oversight, including external reviews of systems integrity and performance from audit firms, task forces comprised of experts or community members.

Management Areas

- Finance
- Food Service
- Technology
- Construction Management, Facilities Maintenance and Custodial Service
- Transportation
- Human Resources
- Communications
- Safety and Security
- Focus on Schools

Review Date

Every year, the Board of Education and the Superintendent will review the progress made in meeting the goals of the management Oversight Calendar and oversight and Results Based policies for the current year and make needed changes for the upcoming year.

This policy describes processes. It is the intention of the Board of Education to follow these processes, but from time to time, by decision of the Board, processes and timelines may vary. The processes are not intended to be overly restrictive or become issues of dispute, but rather to provide guidelines for effective Board workshops.

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	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	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	Final Budget GP-1 to GP-9
Work session	Work Shop 4: 2019-2020: Food Service 2020-2021: Communica- tions	Food Service Director OR CFO	
February	Human capital investment Enrollment: Choice in/out	Superintendent/CFO Superintendent	
Work session	Capital Plan Overview; Master Plan Non-Renewal Overview	Superintendent /CFO	Master Plan Review of practices from CASB

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
March	LCIS Update	Principal	PM Tool – LCIS, LCHS, CCHS School plan, goals, data specific to school, curriculum updates
	LCHS Update	Principal	
	CCHS Update	Principal	
Work session	SPRING BREAK		
April	West Park Elementary Update	Principal	PM Tool – WPE, Center School plan, goals, data specific to school, curriculum updates
	The Center Update	Director	
	Student Health & Wellness	Health & Wellness Coordinator	Data Specific
	Policy Review		GP-10 to GP-14 and BRS-1 to BRS-5E
Work session	Strategic Plan	Superintendent	
May	Celebrations	Superintendent	Celebrations Data related to progress
	Leaving student representative celebration		
	Graduation Expectations		
Work session	Work Shop 5: Finance (All years)	CFO	Draft Budget
	Work Shop 6: Human Resource (All years)	HR Director	

Policy Type: Strategic Policies

Month	Focus Area	Person	Reports and Activities
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		

[Revised October 2020]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies**Calendar of Oversight Workshops**

Year	Work Session (see oversight calendar)	Workshop	Person
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
	5	Finance	Chief Financial Officer
	6	Human Resources	Human Resources Director
2022-2023	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

[Revised October 2020]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies**On Boarding Road Map Calendar**

Month/Year	Activity	Who facilitates	
November 2019	Election	The Public	
	At meeting, welcome	Board president	
December 2019	Board basic orientation	Board president	Include acronyms; quick start guide.
	Roles	Board president	
January 2020	At work session, red line scenarios	Board president	
February 2020	At work session, constituent service	Katie Baldassar	
March 2020	At work session, legal training	Caplan and Ernst	
April 2020	At work session, financial	Keith Moffet	
May 2020	At work session, discussion of unwritten expectations	Board president	
June 2020	Board retreat		

Month/Year	Activity	Who facilitates	
September 2020	CASB fall gathering		
December 2020	CASB winter gathering		
January 2021	School finance workshop	CASB	

Policy Type: Strategic Policies

District Instruction and Learning Policy

Purpose

The purpose of this policy is to provide a unified vision, a strong foundation, and common educational values for the Lake County School District. This policy seeks to ensure that all Lake County learners can give and receive feedback, revise and confidently present their work, and strongly engage their community.

Accordingly:

1. Student learning and instruction is grounded in the following habits:

- Responsibility
- Perseverance
- Respect
- Collaboration with peers, teachers, family members, and the community
- Craftsmanship
- Compassion through empathy, caring, and service
- Curiosity and critical thinking

2. Learning is understood to be:

- Active
- Challenging
- Authentic
- Creative
- Continuous and life-long
- Shared and celebrated

3. Rigorous instruction is designed to lead students to meet and exceed grade level expectations.

4. Students learn in such a way that fosters diversity and inclusion among peers and community members. Students are guided in, and held responsible for, creating a school community that is equitable as well as physically and emotionally safe.

5. Learning connects students to the natural world.

6. Students are encouraged to:

- Take meaningful risks
- Grapple with situations, lessons, and problems that may be difficult for the individual learner
- Be adventurous inside and outside of school
- Make discoveries, overcome obstacles, and celebrate victories

7. The school community fosters time for reflection so that teachers and students may continuously learn, grow, and improve.

8. We educate the whole person—intellectual, emotional, social, and physical.

This policy will be reviewed annually according to the Lake County School Board's oversight calendar.