



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

Aug. 8, 2022 5:45 pm Site visits/Regular Meeting

Location: District Office-Room 11 & via Zoom

1. 5:45 Members of the board may attend a tour of district owned land sites
(Will meet at District Office at 5:45)

Regular Meeting

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

7. 6:45 Consent Agenda
 - a. June 13, 2022 Regular Meeting Minutes
 - b. June 27, 2022 Special Meeting Minutes
 - c. Employee Status
8. 6:46 DOLA Grant (Department of Local Affairs)-Jackie Whelihan/Michael Yerman
9. 7:15 C-4 Update and looking forward-Emily Olsen
10. 7:30 Break
11. 7:40 Discussion items
 - a. 7:40 Master Plan Dust-off
 - b. 8:10 Board Roles (Policy Council, LURA, BOCES, Negotiations, etc.)
 - c. 8:25 School visits for this year
 - d. 8:40 Calendar Committee planning
12. 9:00 Oversight Calendar
 - a. District Preparedness-Superintendent Massey
13. 9:15 Policy Updates
 - a. Graduation requirements (IKF's) and Dress Code (JICA)
 - b. BOE Compensation policy (BID/BIE)
14. Board Reports
15. Agenda planning
 - a. September board meeting—change of date (Sept. 5th or 6th)
16. Adjourn
17. Upcoming Meetings or events:
 - a. Aug. 22, 2022 Work Session 5:00 pm @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours **Updated 8/4/2022

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 8 de agosto de 2022 5:45pm Visitas al sitio/Reunión ordinaria Ubicación: Oficina del distrito y via Zoom

1. 5:45 Los miembros de la junta pueden asistir a un recorrido por los terrenos propiedad del distrito (se reunirá en la Oficina del Distrito a las 5:45)

Reunión ordinaria

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

7. 6:45 Agenda de consentimiento
 - a. Acta de la reunión ordinaria del 13 junio de 2022
 - b. Acta de la reunión espacial del 27 junio de 2022
 - c. Estado de empleado
8. 6:46 DOLA Grant (Dept. of Local Affairs)- Jackie Whelihan/Michael Yerman
9. 7:15 C-4 actualización y mirando hacia adelante-Emily Olsen
10. 7:30 descanso
11. 7:40 Elemento de discusión
 - a. 7:40 Desempolvamiento del plan maestro
 - b. 8:10 Roles de la Junta (Consejo de políticas, LURA, BOCES, Negociaciones, etc.)
 - c. 8:25 Visitas escolares para este año
 - d. 8:40 Calendario Comité de planificación
12. 9:00 Calendario de supervisión
 - a. Preparación del Distrito-Superintendente Massey
13. 9:15 Actualizaciones de políticas
 - a. Requisitos de graduación (IKF) y código de vestimenta (JICA)
 - b. Política de compensación del BOE (BID/BIE)
14. Informes de la junta
15. Planificación de la agenda
 - a. Reunión de la junta de septiembre: cambio de fecha (5 o 6 de septiembre)
16. Aplazar
17. Próxima reunión o evento:
 - a. 22 de junio de 2022 sesión de trabajo 5:00 pm en la oficina del distrito/Zoom

A few welcoming notes:

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La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado 8/4/2022

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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SCHOOL BOARD MINUTES

Regular Meeting

June 13, 2022

Meeting called to order –Director Contreras called the meeting to order.

Roll Call of Members - The regular meeting of the Board of Directors for Lake County School District R-1 was called to order on June 13, 2022, at 6:30 p.m. and was held at the District Office and via Zoom. Directors Baker, Contreras, Federico, Solomon, Weston and Superintendent Massey were present. Student Representative Allen was present.

Pledge of Allegiance –Director Contreras led the pledge of allegiance.

Preview of agenda- Matt Voegtle requested that we remove him from being a candidate for the board and voiced his supported Erin Allaman in an email to Director Contreras and Bunny Taylor. The celebration for Ellie Solomon and Brenna Allen will be moved to the end of the meeting.

Public Participation- Jane Harelson was in attendance and asked that PB Swimmers have support from the district for the swimming pool considering the BEST Grant not being awarded to the district.

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

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Project Dream Update- Taylor Trelka, Out of School Time Director, presented to the board and shared the annual letter, a video for Project Dream and reviewed the results from their goals for this year.

Interviews with potential board members- Anita Harvey, Erin Allaman and Will Martin interviewed with the board for the open seat.

The board had a discussion of potential board members and thanked those who interviewed.

Action Item- It was moved by Director Solomon to appointment Erin Allaman to the school board to be sworn in at the June 27th meeting. Director Baker seconded the motion;

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Solomon to go into Executive Session pursuant to Paragraph (4) (e) of Section 24-6-402, C.R.S for determining positions relative to matters that may be subject to negotiations; developing strategy for negotiations; and instructing negotiators and C.R.S 24-6-402 (4) (f) personnel matters-Superintendent Contract to begin after a short break. Invited into executive session: Bethany Massey (Superintendent). Director Baker seconded the motion;

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Executive Session began at 7:59 pm. In attendance: Eudelia Contreras, Ellie Solomon, John Baker, Rod Weston, Felicia Federico, and Bethany Massey. Matters pertaining to the superintendent contract were discussed for 78 minutes and executive session ended at 9:17 pm.

A short break was taken and the regular meeting was resumed at 9:22 pm

Action Item- It was moved by Director Solomon to table the contract for Superintendent Massey until the June 27th meeting. Director Baker seconded the motion;

	Baker	Contreras	Federico	Solomon	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Board reports- Director Baker reported on the executive group starting again at LCES and they are working to make changes to parking and snow storage. Director Contreras reported on graduation and looking into some of the upcoming equity work. Director Federico had no report. Director Solomon reported that there was no Policy Council and will not be this year again. Director Weston reported on the LURA meeting coming to critical stage in the process and going to the community housing meetings.

The board recognized and thanked Ellie Solomon for her time on the board and shared cake. We will recognize Student Representative Allen at the next meeting.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Solomon to adjourn the meeting. Director Baker seconded the motion; motion carried.

Meeting adjourned at 9:53 pm.

ATTEST:

Erin Allaman, Secretary

Eudelia Contreras, President

SCHOOL BOARD MINUTES

Special Meeting

June 27, 2022

Meeting called to order –Director Contreras called the meeting to order.

Roll Call of Members - The special meeting of the Board of Directors for Lake County School District R-1 was called to order on June 27, 2022, at 6:30 p.m. and was held at the District Office and via Zoom. Directors Baker, Contreras, Federico, Weston and Superintendent Massey were present.

Pledge of Allegiance –Director Contreras led the pledge of allegiance.

Preview of agenda- No changes were needed.

Public Participation- Jane Harelson spoke to the board in regard to the cartoon the was in the Herald Democrat (local paper) that depicted an outdoor pool in the parking lot of LCIS that was a recommendation from the counties master plan for the recreation department. PB swims has asked that the county remove this as an option as this would not work in Leadville and asked for the board to continue to keep the pool in mind as they look at the next steps for LCIS.

The board recognized Brenna Allen for being on the student representative for the past two years. Brenna was unable to attend this meeting, but the board share their thoughts and Bunny will share the recording with her. We will send her certificate, a small gift and book on Leadville from Director Weston.

Action items- Oath of office and swearing in of board member- Noreen Flores, a notary, was in attendance and she swore in Erin Allaman and administered her confidentiality affidavit.

It was moved by Director Weston to nominate John Baker as Vice President of the board.

Director Federico seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X		X	X	X
Nay					
Absent					
Abstain		X			

motion carried 4-0-0-1.

It was moved by Director Federico to nominate Rod Weston as treasurer of the board.

Director Weston respectfully declined.

It was moved by Director Weston to nominate Felicia Federico as treasurer of the board.

Director Allaman seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X		X
Nay					
Absent					
Abstain				X	

motion carried 4-0-0-1.

It was moved by Director Federico to nominate Erin Allaman as secretary of the board.

Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye		X	X	X	X
Nay					
Absent					
Abstain	X				

motion carried 4-0-0-1.

It was moved by Director Federico to approve Resolution NO. 22-16-Grant Fund 22.

Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Federico to approve Resolution NO. 22-17-Food Service.

Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Federico to approve Resolution NO. 22-18-Health Fund 64.

Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Federico to approve Resolution NO. 23-01- LCSD 2022-2023

Budget. Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					

Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Allaman to approve Resolution NO. 23-02-Interest Free Loan Program. Director Federico seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Federico to approve Superintendent Massey's contract.

Director Weston seconded the motion;

	Allaman	Baker	Contreras	Federico	Weston
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

A short break was taken and the meeting resumed.

Discussion Item- Paul Anderson shared a presentation on housing in Lake County and the work that has happened on over the past few years. The board had a discussion on the pros and cons and asked additional questions. There will be follow up and more information brought forth at a future meeting and will look to set up a walk-through field trip that would look at district owned land. Superintendent Massey spoke of the BEST grant and asked the board to share their thoughts of next steps.

Superintendent Update- Superintendent Massey shared an update on staffing updates around the district and shared that LCEA/LCSD have begun the work on a draft contract for The Center staff and paraprofessionals.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Weston to adjourn the meeting. Director Federico seconded the motion; motion carried.

Meeting adjourned at 10:01 pm.

ATTEST:

Erin Allaman, Secretary

Eudelia Contreras, President

Lake County School District R-1
Employee Status Report
August 8, 2022

prepared on: 8/3/2022

Certified Staff

Recommended for Hire

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License- Endorsement</u>	<u>Experience</u>
Anagnou, Madalyn	Special Education Teacher	BS Elementary Education	Initial Teacher; TEE SpEd	0 years
Blakeslee, Whitney	Special Education Teacher	MA Special Education	Sp Ed - applied for	0 years
Burns, Matthew	6th Grade Teacher	BA Philosophy and Chinese Lang/Lit	Alternative	0 years
Frattolin, Julia	2nd Grade Teacher	BA Elementary Education	Initial -applied for	0 years
Regan, Kathryn	2nd Grade Teacher	BS Business Administration	Alternative	0 years
Reitenbach, Alison	3rd Grade Teacher	BA Environmental Studies	Alternative	0 years
Hager, Arizona	8th Grade English Teacher	BA English	Initial	0 years
Scott, Marissa	LCIS Assistant Principal	BS Agriculture	Teacher - Texas/ applied for Colorado	0 years
Clemons, Lynette	LCIS Music Teacher	MA Music	Professional (renewing)	10 years
Cavanaugh, Michelle	LCIS Science	MA Education	Professional	12 years
Bell, Kate	2nd Grade Teacher	MA Special Education	Professional (renewing)	2 years
Williams, Leonard	LCIS Science	BS Education	Professional	3 years
Hagemeier, Teresa	3rd Grade Teacher	BA Elementary Education	Alternative	4 years
Moffett, Kimberly	LCIS Special Education - .5 Time	MA Special Education	Professional	5 years

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
Beery, Alyson	8th Grade English	6th Grade Teacher	LCIS	8/1/2022

Employees on Administrative Leave

none at this time

Resignations/Terminations

Hanger, Katrina	Teacher	LCIS	end of 2021-2022 SY
Hokkanen, Molly	Teacher	LCIS	end of 2021-2022 SY
Kim, Jung	Teacher	LCIS	end of 2021-2022 SY
Kohn, Rebecca	Teacher	LCIS	end of 2021-2022 SY
McElhenney, Stephanie	Science Teacher	LCIS	end of 2021-2022 SY
Stenzel, Mark	Teacher	LCIS	end of 2021-2022 SY
Voit, Rebecca	Social Worker	CCHS	end of 2021-2022 SY

Eudelia Contreras, President

Erin Allaman, Secretary

**Lake County School District R-1
Employee Status Report
August 8, 2022**

prepared: 8/3/2022

Support Staff/Classified

Recommended for Hire

Byers, Darcey	LCES Health Paraprofessional	8/1/2022
Flaherty, Annie	Part Time Family connector/liaison	8/1/2022
Koehler, Andrea	LCES Health Paraprofessional	8/1/2022
Krause, Abigayle	LCES Special Education Paraprofessional	8/1/2022
Mora, John	IT Technician	8/15/2022
Nunez Estrada, Dulce	Assistant Preschool Teacher	8/1/2022
Peters, Amy	Athletics & Activities Director (.5 time)	7/25/2022

Transfers

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Effective</u>
Cox, Michelle	Site Supervisor- Project Dream LCES	Health Instructional Paraprofessional - LCIS	8/1/2022
Baker, Ashleigh	Long Term Substitute	3rd Grade -Instructional Paraprofessional	8/1/2022
Carey, Rebecca	Long Term Substitute	LCIS Health Instructor - Instructional Paraprofes	8/1/2022
Compean, Melina	Preschool Lead Teacher	Kindergarten Teacher	8/1/2022

Employees on Administrative Leave

none at this time

Resignations/Terminations

Fresquez, Ron	Maintenance	8/31/2022
Galloway, Tayler	Special Education Paraprofessional - LCES	6/16/2022
Rudy, Alison	Instructional Paraprofessional - CCHS	8/1/2022
Sayler, Carlye	Healthy Schools Director	4/18/2022
Scheer, Hannah	Instructional Paraprofessional - LCES	6/16/2022
Young, Matthew	Bus Driver	6/16/2022

Eudelia Contreras, President

Erin Allaman, Secretary

**Lake County School District R-1
Employee Status Report
August 8, 2022**

prepared: 8/3/2022

Current Openings

Certified/Staff

Classroom Teacher, 5th	LCIS	2022-2023
Social Workers/Counselors	LCIS, LCES, LCIS, CCHS	2022-2023
Special Education Teachers	.5 LCIS, LCES	2022-2023
Speech Language Pathologist Assistant	.5 K-12	2022-2023

Classified/Support Staff

Bus Drivers (2)	Transportation	2022-2023
Maintenance Technician	District	2022-2023
Out of School Time Site Supervisor	LCIS, LCIS	2022-2023
Career Pathway Learning Coordinator	LCIS	2022-2023
Preschool Assistant Teacher	Center	2022-2023
Preschool Lead Teacher	Center	2022-2023
Behavior Instructional Paraprofessional	LCES	2022-2023
Instructional Paraprofessional (2)	CCHS	2022-2023

Coaches/Athletics

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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Michael Yerman, Jackie Whelihan
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS: 2
TIME ALLOTTED ON AGENDA: 30 minutes
ATTACHMENTS: 3

RE: *DOLA Grant* Presentation

TOPIC SUMMARY

Background: On February 17, 2022, the Board of Education, Leadville City Council, and Lake County Board of County Commissioners met during a joint work session to discuss the housing crisis that has plague the community over the past several years. At this meeting, all three bodies supported proceeding with planning efforts of looking at publicly controlled land parcels for the development of affordable housing for the community. Also at this meeting, the City and county agreed to work on the formation of a Regional Housing Authority to tackle the development, programing, and administration of housing efforts for the region.

The parcels included in the site analysis planning efforts were identified through a land advisory committee. This committee ensured that all parcels studied were not actively being planned for other uses by any of the participating entities. The goal of this analysis was to determine feasibility, costs, and to allow the local governments to apply for a DOLA grant this fall to extend needed infrastructure to these sites. The complete study can be found on the Lake County Housing website at <https://www.lakecountyco.com/housing>.

Topic for Presentation: This DOLA grant would cover 80% of the infrastructure costs to make the three infill sites ready for vertical construction. The City and County would contribute approximately \$300,000 cash match as required by the grant. The County would also land bank 1.9 acres of land on E. 4th and E. 8th Streets with the Regional Housing Authority to be developed for housing once the utility extensions are complete.

The Lake County School District is being asked to consider dedicating the 2.84 acres of land for affordable housing on Washington Street and W. 3rd Street as part of the grant. If grant dollars are received, the DOLA grant would restrict the use of these lands to affordable housing at 140% AMI and under for homeownership and 80% AMI for rentals. School District employees would be eligible for home located on all three sites being developed for housing.

The initial letter of intent for the grant is due September 1, 2022. This will be a very competitive grant and selected projects would submit formal grants in October or November of 2022. If selected to apply for the DOLA grant in October, the School District would be asked to provide a letter of support stating its intention to dedicate these parcels for future affordable housing. If the School Board would like to consider this land for affordable housing, there are several avenues that should be explored. These potential options will be brought forward at a future board meeting to be discussed further.



Leadville Lake County Regional Housing Authority- DOLA Incentive Infrastructure Grant

To: Lake County School District Board of Education

From: Michael Yerman, Senior Planner

Through: Jackie Whelihan, Housing Director

Background:

On February 17, 2022, the Board of Education, Leadville City Council, and Lake County Board of County Commissioners met during a joint work session to discuss the housing crisis that has plague the community over the past several years. At this meeting, all three bodies supported proceeding with planning efforts of looking at publicly controlled land parcels for the development of affordable housing for the community. Also at this meeting, the City and county agreed to work on the formation of a Regional Housing Authority to tackle the development, programing, and administration of housing efforts for the region.

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Regional Housing Authority update:

Over the past 6 months, Lake County and the City of Leadville have been working on the creation of incentives, zoning code updates, and the creation of a Regional Housing Authority for the development of affordable housing units in Leadville. The City and County are creating a Regional Housing Authority to tackle the following tasks:

- Create a county wide Board to focus on affordable housing efforts
- Develop public controlled land assets and land banking
- Offer essential housing programs for community
- Allow additional revenue funding streams beyond 2A
- Dedicated development committee for public projects
- Work with special districts on needed infrastructure extensions for publicly controlled property for housing and fees
- Administer Community Housing Guidelines and future housing lotteries

The Community Housing Guidelines will be adopted by the new Regional Housing Authority Board in the coming months. The current draft of the Community Housing Guidelines gives additional lottery picks to Lake County School district employees. This will allow the School District to work with the new Regional Housing Authority to develop housing for its staff without having to take this cost and administrative burden on internally.

Proposed DOLA Grant Infill Sites:

This planning process was funded through a Colorado Division of Local Affairs (DOLA) Innovative Housing Planning Grant. The completion of the Planning Grant and creation of a Regional Housing Authority has allowed the County and City to apply for a \$1.4 million DOLA Incentive Grant to install needed water and sewer infrastructure to three infill sites in Leadville for the potential development of 70-80 new affordable housing units in the next three years.

One of the local governments must submit the grant and the funds must be used on public lands that will be used for future affordable housing projects. Furthermore, the DOLA grant limits future occupants of housing built on these lands to 140% AMI for ownership and 80% AMI for renters. Deed restrictions will be put on any new units constructed on these public sites to ensure long-term affordability and to restrict occupancy per the grant award requirements.

After the review of the site analysis planning efforts three publicly controlled sites emerged as the best candidates for the grant. Two half block sites owned by the County on E. 4th Street and E. 8th Street and School District properties along Washington Street and W 3rd Street were identified as the most suitable sites for the DOLA incentives grant to install need infrastructure to make ready for development. If DOLA grant funding is received, it would be for the installation of water, sewer, and site prep improvements to allow for the development of 70-80 new affordable units.

Attached to this staff report are the site plans and cost estimates to make each of these sites ready for development. This report includes all costs including costs for service lines and tap fees. However, the DOLA grant would only cover the costs for the water mains, sewer mains, engineering, and site prep costs. These costs are broken out in the draft DOLA Grant budget. The direct costs for the school district's lands that would be covered in the DOLA grant are broken out in the attached grant budget.

DOLA Grant:

This DOLA grant would cover 80% of the infrastructure costs to make the three infill sites ready for vertical construction. The City and County would contribute approximately \$300,000 cash match as required by the grant. The County would also land bank 1.9 acres of land on E. 4th and E. 8th Streets with the Regional Housing Authority to be developed for housing once the utility extensions are complete.

The Lake County School District is being asked to consider dedicating the 2.84 acres of land for affordable housing on Washington Street and W. 3rd Street as part of the grant. If grant dollars are received, the DOLA grant would restrict the use of these lands to affordable housing at 140% AMI and under for homeownership and 80% AMI for rentals. School District employees would be eligible for home located on all three sites being developed for housing.

The initial letter of intent for the grant is due September 1, 2022. This will be a very competitive grant and selected projects would submit formal grants in October or November of 2022. If selected to apply for the DOLA grant in October, the School District would be asked to provide a letter of support stating its intention to dedicate these parcels for future affordable housing. If the School Board would like to consider this land for affordable housing, there are several avenues that should be explored. These potential options will be brought forward at a future board meeting to be discussed further.

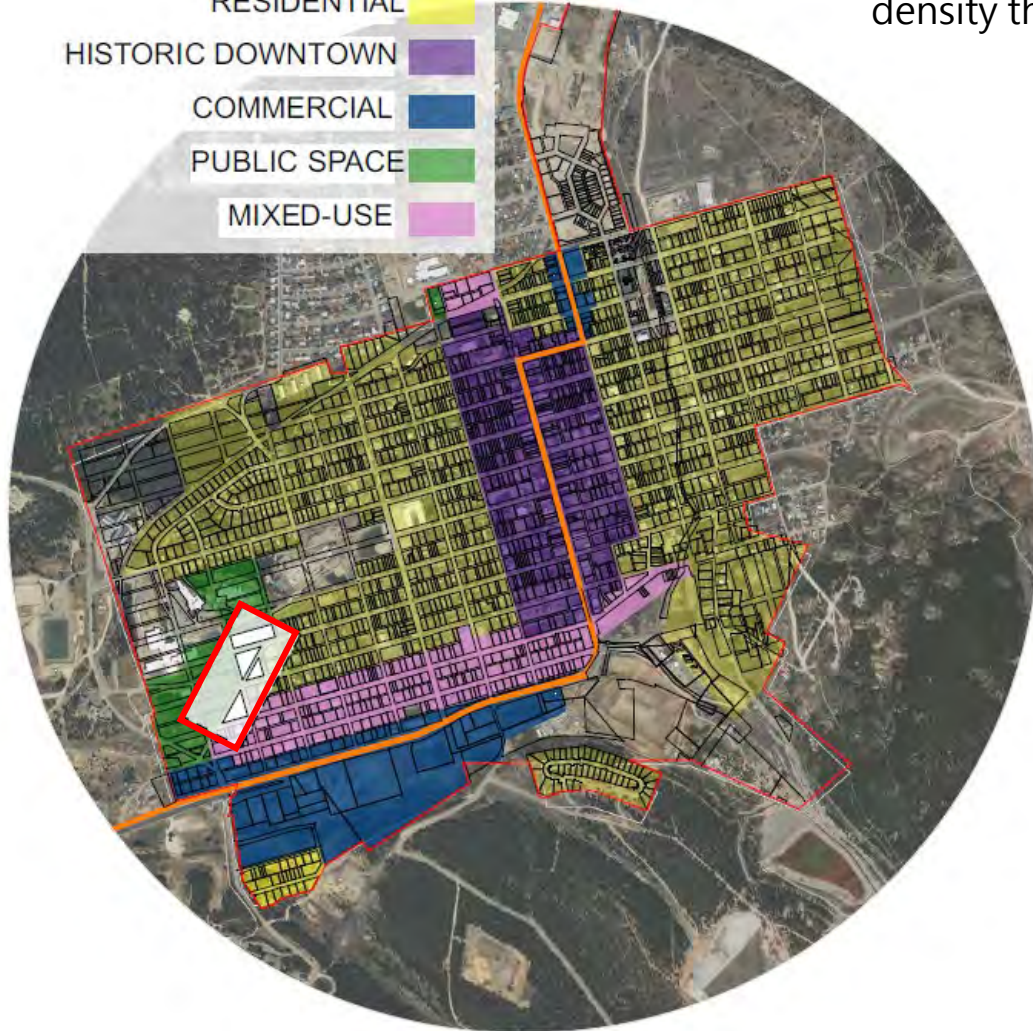
Lake County/City of Leadville DOLA Incentive Grant
SCEDD Draft Budget
Infill Sites 70-80 Unit- Pre-development Infrastructure Cost Estimates

Item	Description	Quantity	Unit Price	Total Price
1	8" PVC Sanitary Sewer Main in Road	800	\$325	\$ 260,000.00
2	8" PVC Sanitary Sewer Main Non Pave	850	\$225	\$ 191,250.00
3	4' ID Manhole on New 8" Main	5	\$800	\$ 4,000.00
4	8" PVC Water Line In Road	800	\$375	\$ 300,000.00
5	8" PVC Water Line In Non Paved	150	\$275	\$ 41,250.00
6	Fire Hydrants	4	\$800	\$ 3,200.00
7	Lot Prep	1	\$150,000	\$ 150,000.00
8	Alley Grading	800	\$25	\$ 20,000.00
10	Engineering/Alta Survey	4	\$18,000	\$ 72,000.00
11	Title Work	1	\$3,000	\$ 3,000.00
13	Subtotal Construction Cost Estimate			\$ 1,044,700.00
14	Project contingencies @ 20%			\$ 208,940.00
15	Engineering Design/Contract Administration			\$ 156,705.00
16	Full time construction observation based on 30 calendar days			\$ 30,000.00
17	Developer RFQ and Selection expenses			\$ 40,000.00
	Total DOLA Grant			\$ 1,480,345.00
	DOLA Grant Funds			\$ 1,184,276.00
	City and County Cash Match			\$ 296,069.00
 Public Land Contributions				
	Lake County			1.9 Acres
	Lake County School District			2.84 Acres
 Break out of Costs for School District Controlled Lands				
	8" PVC Sanitary Sewer Main in Road	800	\$325	\$ 260,000.00
	8" PVC Sanitary Sewer Main Non Pave	200	\$225	\$ 45,000.00
	4' ID Manhole on New 8" Main	3	\$800	\$ 2,400.00
	8" PVC Water Line In Road	50	\$375	\$ 18,750.00
	8" PVC Water Line In Non Paved	200	\$275	\$ 55,000.00
	Fire Hydrants	1	\$800	\$ 800.00
	Lot Prep	1	\$75,000	\$ 75,000.00
	Alley Grading	800	\$25	\$ 20,000.00
	Engineering/Alta Survey	2	\$18,000	\$ 36,000.00
	Subtotal Construction costs			\$ 512,950.00
	Project contingencies @ 20%			\$ 102,590.00
	Engineering Design/Contract Administration			\$ 76,942.50
	Full time construction observation based on 30 calendar days			\$ 30,000.00
	Developer RFQ and Selection expenses			\$ 40,000.00
	Total			\$ 762,482.50

STUDY AREA 2A

LEADVILLE LAND USE DESIGNATIONS

- RESIDENTIAL
- HISTORIC DOWNTOWN
- COMMERCIAL
- PUBLIC SPACE
- MIXED-USE



Study Area 2A is comprised of parcels located in the southwest corner of Leadville, adjacent to the High School. These sites, located in the R-2 Zone, allow for greater density though the form of duplexes, triplexes and quad-plexes.

OPPORTUNITIES

- Triangular sites allow for different design solutions vs. a standard grid street
- R-2 Zoning supports a higher density
- Close proximity to the High School / Hospital
- This site has existing water infrastructure

CHALLENGES

- Requires a new sewer main line
- Steep terrain on portions of the site and may require soil removal
- Parking plan will be needed to address shared parking with High School

ZONING SUMMARY

- Zoning: R-2
- Allowed: Single-Family, two-family, ADU
- Prohibited: Cemeteries, agriculture, mobile home parks, campgrounds
- Conditional: 3-4 DU, 5+ DU, Boarding and rooming houses and retirement homes, child care facilities

Standard	Dimension
Front Setback	10'
Side Setback	3'
Rear Setback	6'
Max Height	35'
Min. DU Size	600 sq. ft.
Max Lot Coverage	75%
Max Density	19 DU/Acre
Min. Lot area	2250 sqft
Min Lot width	25'

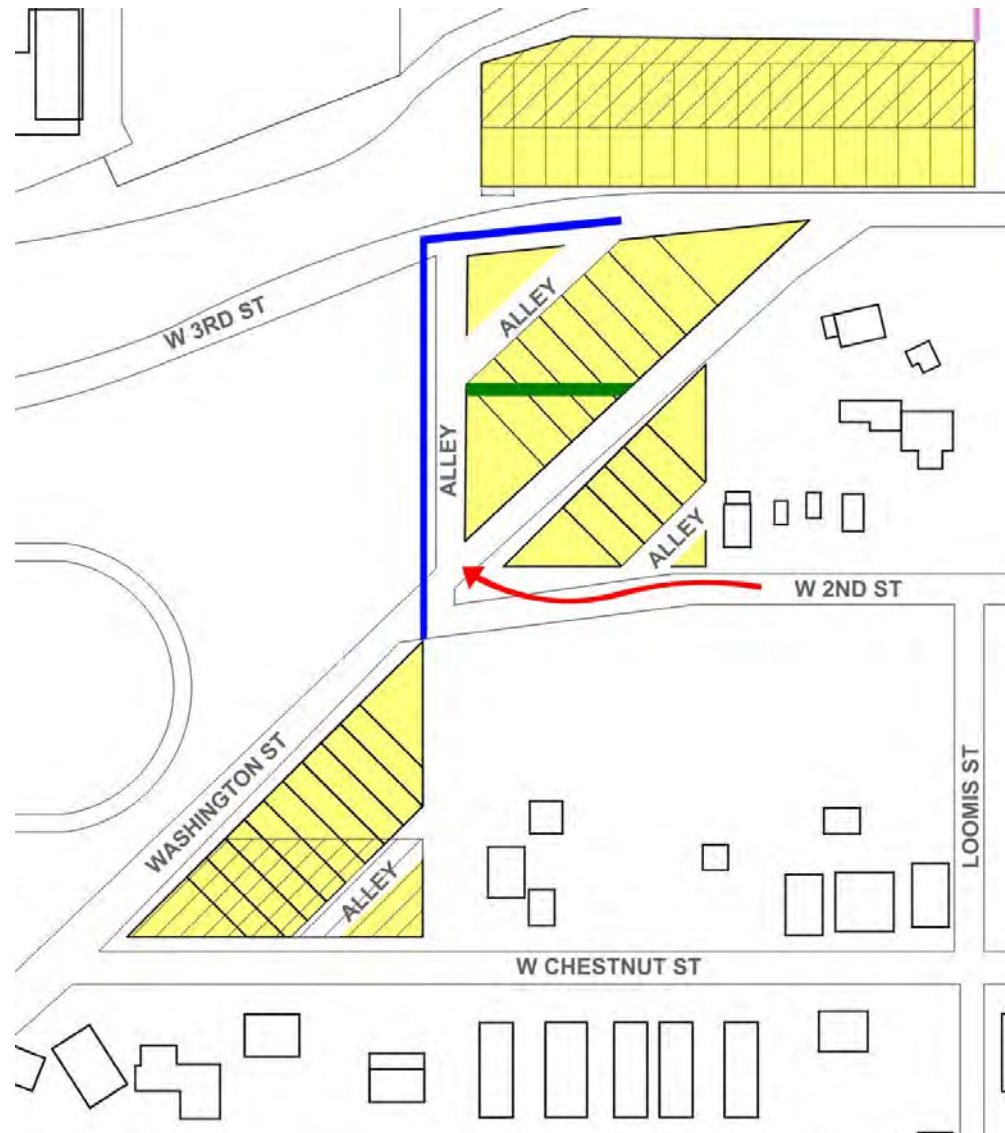
STUDY AREA 2A – SITE ANALYSIS WITH R2 ZONING

This analysis shows what is possible on this site given the current R2 zoning using single-family residential units. The site consists of four plots of land that is approximately 2.84 acres total, yielding a total of 53 potential residential units.

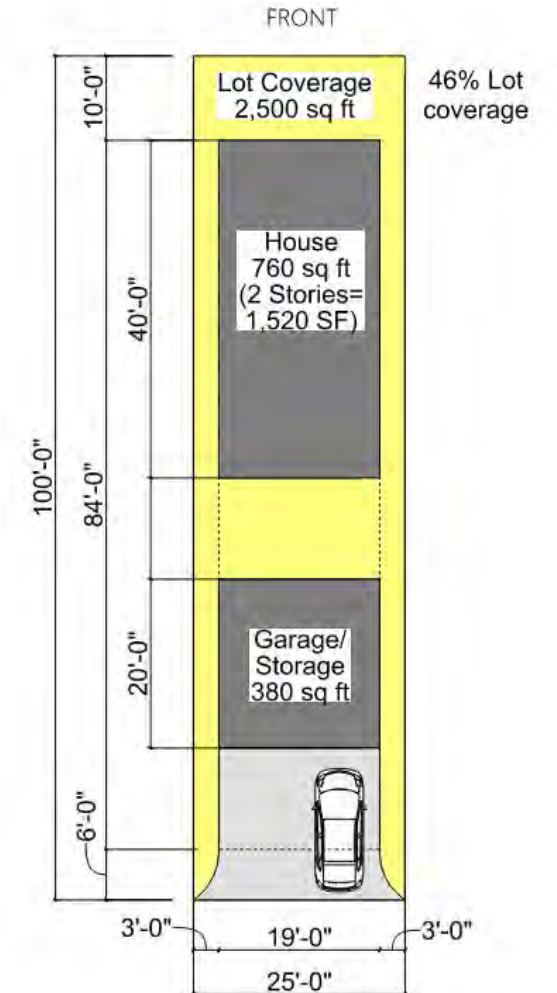
However, due to the constrained nature of the triangle lots, only a potential of 34 units will realistically be feasible for single-family homes.

PLAN LEGEND

- Site Area
- Re-aligned streets to improve site access and street traffic
- New sewer main
- Area that need earthwork
- Re-route overhead utility

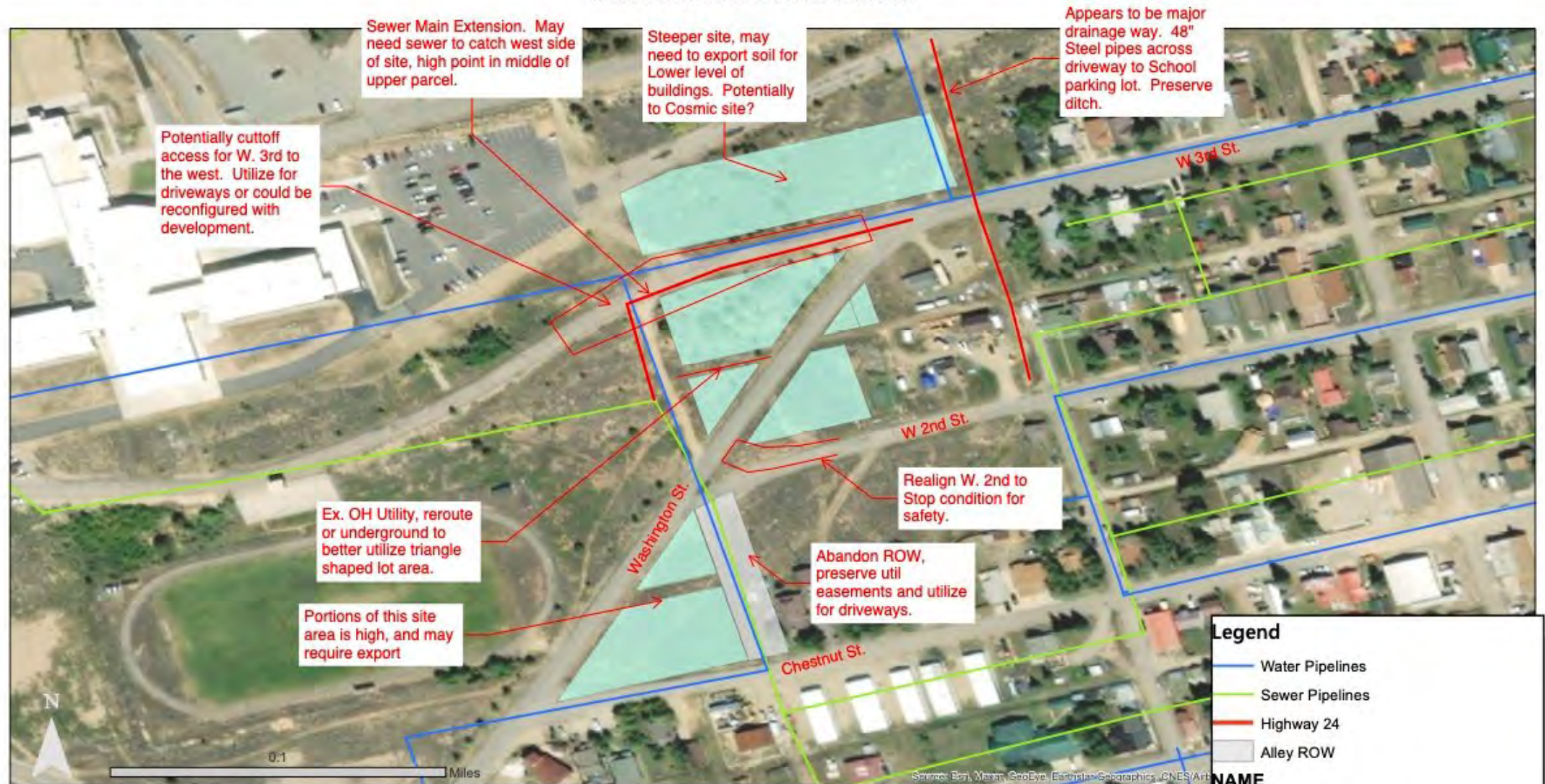


TYPICAL R2 LOT PER ZONING



Leadville/Lake County Housing Study Sites

School District Parcels: Oro St and Chestnut St



Legend

- Water Pipelines
- Sewer Pipelines
- Highway 24
- Alley ROW

NAME

- BOARD OF COUNTY COMMISSIONERS
- CLIMAX MINE
- COSMIC PROPERTIES, LLC
- SCHOOL DISTRICT LAKE CO R-1
- TBD

REVISED DRAFT CONCEPT: STUDY AREA 2A - PLAN

The proposed site concept utilizes the existing R2 zoning with conditional use of quadplexes. While the analysis of single-family homes will only yield 34 residential units, by grouping some of these units into quadplexes, there is a potential of 46 residential units total.

With its variety of unit types, this concept provides housing for a range of residents at different income levels. Furthermore, outdoor spaces within the sites are shared, creating a community environment among the individual lots.



SF Indicator

- 600 SF = Studio Apartment
- 850 SF = 1 Bedroom
- 1200 SF = 2 Bedrooms
- 1500 SF = 3 Bedrooms
- 2000 SF = 4 or more Bedrooms

(4) Quadplex
600 SF - 1600 SF

Total:
16 Residential Units
16 Storage Units @ 100 SF each
30 Parking Spaces

(3) Quadplex
600 SF each

(6) Single Family
580 SF each

Total:
18 Residential Units
18 Storage Units @ 100 SF each
20 Parking Spaces

(6) Duplex
600 SF each

Total:
12 Residential Units
12 Storage Units @ 100 SF each
9 Parking Spaces

TOTAL:
46 Residential Units
46 Storage Units
59 Parking Spaces

REVISED DRAFT CONCEPT: STUDY AREA 2A – 3D VIEW

CONCLUSION

- Maintains existing zoning
- Creates diverse types of units within one development
- Site larger buildings adjacent to school/hospital
- Site smaller units adjacent to existing neighborhood
- Utilizes hard-to-sell parcels





STUDY AREA 2A COST ESTIMATE

Lake County & City of Leadville
Affordable Housing Site Analysis - Site #2 W. 3Rd and Chestnut
Project No. 200-373134-22001
Conceptual Review - Budgetary Opinion of Probable Construction Cost
6/20/22



ITEM DESCRIPTION	UNIT	QUANTITY	UNIT COST	TOTAL
1.0 OFFSITE UTILITY EXTENSIONS				
1 8" DIP Water Main in Road (Includes pavement replacement)	LF	50	\$375	\$18,750
2 8" DIP Water Main in non-paved areas	LF	150	\$275	\$41,250
3 8" PVC Sewer Main in Road (Includes pavement replacement)	LF	600	\$325	\$260,000
4 8" PVC Sewer Main in non-paved areas	LF	200	\$225	\$45,000
6 Other	LF	0	\$0	\$0
7 Other	LF	0	\$0	\$0
			Subtotal	\$365,000
2.0 ONSITE INFRASTRUCTURE				
1 8" DIP Water Main in non-paved areas	LF	0	\$275	\$0
2 3/4" Water Service	EA	22	\$3,000	\$66,000
3 8" PVC Sewer Main in non-paved areas	LF	0	\$225	\$0
4 4" PVC Sewer Service	EA	22	\$1,800	\$39,600
5 Electric and Gas Distribution	LF	1,000	\$120	\$120,000
6 New Road Construction with Asphalt Pavement	LF	0	\$350	\$0
7 6" PVC Sewer Service for Multifamily	EA	9	\$3,000	\$27,000
8 4" DIP Water Service for Multifamily	EA	9	\$6,000	\$54,000
9 Relocate existing overhead utility	LF	200	\$80	\$16,000
			Subtotal	\$322,600
			Estimated Construction Cost	\$687,600
			Accuracy at Conceptual Design (20%)	\$137,520
			Design, Planning and Permitting (15%)	\$103,140
			Contingency (10%)	\$68,760
			5% Escalation to 2023 Construction Start	\$55,008
			TOTAL OPINION OF ESTIMATED COST	\$1,052,028
10.0 TAP FEES				
1 Parkville Water District	SFE	46	\$11,000	\$506,000
2 Leadville Sanitation District				
1.0 EQR Single Family Homes and Townhomes	EQR	22	\$8,500	\$187,000
0.65 EQR Apartment Buildings Studios/One Bedroom	EQR	24	\$5,625	\$132,600
0.85 EQR Apartment Buildings Two Bedroom	EQR	0	\$7,225	\$0
			ESTIMATED TAP FEES	\$825,600

Cost / Unit
=\$22,870.00

Sewer Tap Fees:
.85 for only 2 bed
.6 for 600 sf or less

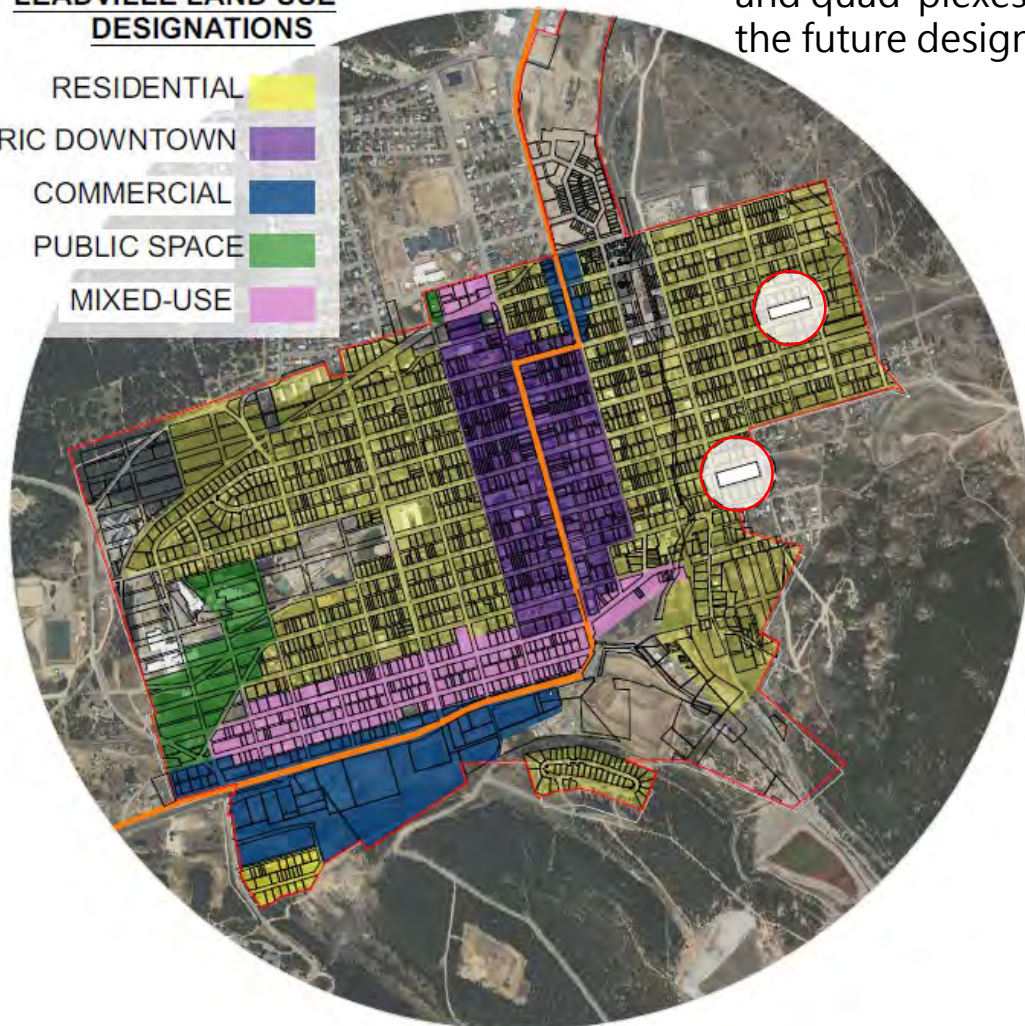
NOTES:

- This estimate is based on conceptual design information about the project site, including (4) four-plex buildings, (3) four unit MF buildings, 6 small single family homes, 12 duplex units for a total of 46 Units.
- Sanitary Sewer costs do not include any upgrades to existing mains downstream of the site. Further analysis of the Sanitation District's collection system will be required to confirm if additional upgrades may be required.
- All estimates above are based on 2022 estimated construction costs, and need to be escalated for project construction into the future.
- Xcel Energy will provide design and estimates to serve the site after an application for service.
- Accuracy factors listed above in are based on level of design for each line item following the American Association of Cost Engineers (AACE) cost estimating levels.
- 600 SF Studio Apartment Units may qualify for a 0.60 SFE designation by the Parkville Water District.

STUDY AREA 2B

LEADVILLE LAND USE DESIGNATIONS

- RESIDENTIAL
- HISTORIC DOWNTOWN
- COMMERCIAL
- PUBLIC SPACE
- MIXED-USE



Site 2B is comprised of two parcels located in central Leadville on 8th and 4th Streets. These sites, located in the R-2 Zone, allow for greater density though the form of duplexes, triplexes and quad-plexes. Both parcels are similar in size, approximately 100' x 375', and therefore, the future design considerations will apply to both parcels.

OPPORTUNITIES

8th ST:

- Supports a higher density
- Utilities close by

4th ST:

- Allows Future ADU Development
- Minimal site work required
- Supports a higher density

CHALLENGES

8th ST:

- Extension of sewer main required

4th ST:

- Requires new installation of water infrastructure

ZONING SUMMARY

- Zoning: R-2
- Allowed: Single-Family, two-family, ADU
- Prohibited: Cemeteries, agriculture, mobile home parks, campgrounds
- Conditional: 3-4 DU, 5+ DU, Boarding and rooming houses and retirement homes, child care facilities

Standard	Dimension
Front Setback	10'
Side Setback	3'
Rear Setback	6'
Max Height	35'
Min. DU Size	600 sq. ft.
Max Lot Coverage	75%
Max Density	19 DU/Acre
Min. Lot area	2250 sqft
Min Lot width	25'

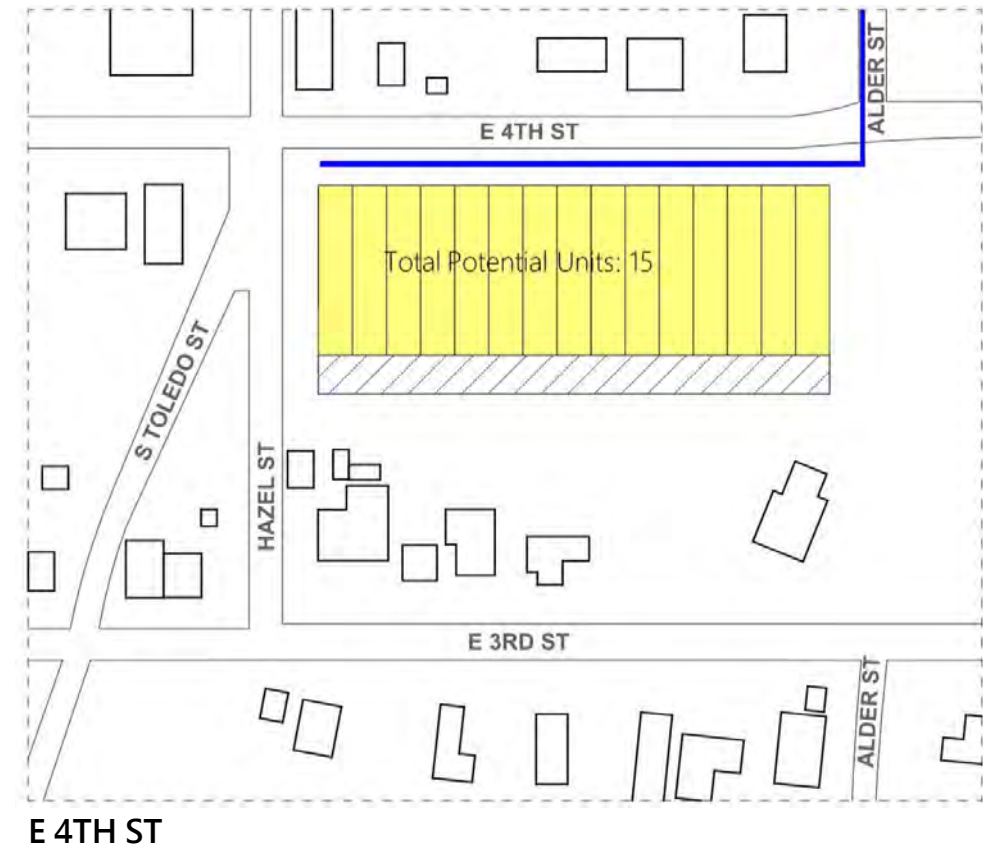
STUDY AREA 2B – SITE ANALYSIS WITH R2 ZONING

The site coverage for both sites on E 4th St and E 8th St is approximately 1.9 acres, yielding 36 potential residential units.

Given other zoning and site constraints for the two lots, a total of 31 residential units is possible if the site was divided evenly for single family homes.

PLAN LEGEND

- Site Area
- New sewer main
- Extension to existing water main
- Area that need earthwork



Leadville/Lake County Housing Study Sites

Infill Site: E 4th St



Legend

- Water Pipelines
- Sewer Pipelines
- Highway 24
- City and County Roads
- Leadville City Limits

NAME

- BOARD OF COUNTY COMMISSIONERS
- CLIMAX MINE
- COSMIC PROPERTIES, LLC
- SCHOOL DISTRICT LAKE CO R-1

Infill Site: E 8th St





REVISED DRAFT CONCEPT: STUDY AREA 2B – SINGLE-FAMILY PLAN OPTION

Note: We are presenting two concepts for these sites.

The single-family plan option is proposed a direct translation from the site analysis where the lots are divided equally for single family residential.

NOTE: What is shown is for the parcel on E 4th St. But this concept may also be applied to E 8th St. as both sites share the same zoning, similar site context, and parcel size.

LOW DENSITY - SINGLE FAMILY ONLY



SF Indicator

- 600 SF = Studio Apartment
- 850 SF = 1 Bedroom
- 1200 SF = 2 Bedrooms
- 1500 SF = 3 Bedrooms
- 2000 SF = 4 or more Bedrooms

E 8TH ST:
(16) Single Family + Garage
1000-2000 SF

E 4th ST
(15) Single Family + Garage
1000-2000 SF

Total:
31 Residential Units
31 Single Garages



REVISED DRAFT CONCEPT: STUDY AREA 2B – MIXED UNITS PLAN OPTION

This option explores the conditional use of triplexes to create a variety of unit types that could be implemented for E 4th and E 8th. By providing a mixture of housing options, the total potential unit for this lot would be 19 as opposed to 15. Furthermore, the density of the site allows for additional storage units on site along the alley.

NOTE: What is shown is for the parcel on E 4th St, but this concept may also be applied to E 8th St since the lots are similar in dimension. A combination of this option and the single-family option should be considered for either parcel.

MEDIUM DENSITY - SINGLE FAMILY, DUPLEX, TRIPLEX



SF Indicator

- 600 SF = Studio Apartment
- 850 SF = 1 Bedroom
- 1200 SF = 2 Bedrooms
- 1500 SF = 3 Bedrooms
- 2000 SF = 4 or more Bedrooms

E 4TH ST:

(3) Single Family Lots+ Single Garage
800-1600 SF each

(5) Duplex + Single Garage
600-1200 SF each

(2) Triplex
400-800 SF each

Total:

- 19 Residential Units
- 13 Garages + Storage
- 14 Parking Spaces
- 12 Storage Units



TETRA TECH

SE GROUP

sh^{ape}
ARCHITECTURE

REVISED DRAFT CONCEPT: STUDY AREA 2B – MIXED UNITS 3D VIEW

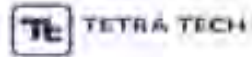
MEDIUM DENSITY - SINGLE FAMILY, DUPLEX, TRIPLEX





STUDY AREA 2B COST ESTIMATE

Lake County & City of Leadville
Affordable Housing Site Analysis - Site #4 E. 4Th Street
Project No. 200-373134-22001
Conceptual Review - Budgetary Opinion of Probable Construction Cost
6/20/22



ITEM DESCRIPTION	UNIT	QUANTITY	UNIT COST	TOTAL
1.0 OFFSITE UTILITY EXTENSIONS				
1 8" DIP Water Main in Road (Includes pavement replacement)	LF	750	\$375	\$281,250
2 8" DIP Water Main in non-paved areas	LF	0	\$275	\$0
3 8" PVC Sewer Main in Road (Includes pavement replacement)	LF	0	\$325	\$0
4 8" PVC Sewer Main in non-paved areas	LF	0	\$225	\$0
6 Other	LF	0	\$0	\$0
7 Other	LF	0	\$0	\$0
			Subtotal	\$281,250
2.0 ONSITE INFRASTRUCTURE				
1 8" DIP Water Main in non-paved areas	LF	100	\$275	\$27,500
2 3/4" Water Service	EA	10	\$3,000	\$57,000
3 8" PVC Sewer Main in non-paved areas	LF	100	\$225	\$22,500
4 4" PVC Sewer Service	EA	19	\$2,500	\$47,500
5 Electric and Gas Distribution	LF	600	\$120	\$72,000
6 New Road Construction with Asphalt Pavement	LF	0	\$350	\$0
7 Other	EA	0	\$0	\$0
8 Other	EA	0	\$0	\$0
9 Other	EA	0	\$0	\$0
			Subtotal	\$226,500
			Estimated Construction Cost	\$507,750
			Accuracy at Conceptual Design (20%)	\$101,550
			Design, Planning and Permitting (15%)	\$76,163
			Contingency (10%)	\$50,775
			5% Escalation to 2023 Construction Start	\$40,620
			TOTAL OPINION OF ESTIMATED COST	\$776,858
10.0 TAP FEES				
1 Parkville Water District	SFE	19	\$11,000	\$209,000
2 Leadville Sanitation District				
1.0 EQR Single Family Homes and Townhomes	EQR	13	\$8,500	\$110,500
0.65 EQR Apartment Buildings Studios/One Bedroom	EQR	3	\$5,525	\$16,575
0.65 EQR Apartment Buildings Two Bedroom	EQR	3	\$7,225	\$21,675
			ESTIMATED TAP FEES	\$357,750

Cost / Unit
=\$40,887



STUDY AREA 2B COST ESTIMATE 8th

Lake County & City of Leadville
Affordable Housing Site Analysis - Site #5 E. 8Th Street
Project No. 200-373134-22001
Conceptual Review - Budgetary Opinion of Probable Construction Cost
5/17/22



ITEM DESCRIPTION	UNIT	QUANTITY	UNIT COST	TOTAL
1.0 OFFSITE UTILITY EXTENSIONS				
1 8" DIP Water Main in Road (Includes pavement replacement)	LF	0	\$375	\$0
2 8" DIP Water Main in non-paved areas	LF	0	\$275	\$0
3 8" PVC Sewer Main in Road (Includes pavement replacement)	LF	0	\$325	\$0
4 8" PVC Sewer Main in non-paved areas	LF	650	\$225	\$146,250
6 Other	LF	0	\$0	\$0
7 Other	LF	0	\$0	\$0
			Subtotal	\$146,250
2.0 ONSITE INFRASTRUCTURE				
1 8" DIP Water Main in non-paved areas	LF	0	\$275	\$0
2 3/4" Water Service	EA	16	\$3,000	\$48,000
3 8" PVC Sewer Main in non-paved areas	LF	0	\$225	\$0
4 4" PVC Sewer Service	EA	16	\$1,800	\$28,800
5 Electric and Gas Distribution	LF	430	\$120	\$51,600
6 New Road Construction with Asphalt Pavement	LF	0	\$350	\$0
7 Other	EA	0	\$0	\$0
8 Other	EA	0	\$0	\$0
9 Other	EA	0	\$0	\$0
			Subtotal	\$128,400
			Estimated Construction Cost	\$274,650
			Accuracy at Conceptual Design (20%)	\$54,930
			Design, Planning and Permitting (15%)	\$41,198
			Contingency (10%)	\$27,465
			8% Escalation to 2023 Construction Start	\$21,972
			TOTAL OPINION OF ESTIMATED COST	\$420,215
10.0 TAP FEES				
1 Parkville Water District	SFE	16	\$11,000	\$176,000
2 Leadville Sanitation District	EQR	16	\$8,500	\$136,000
			ESTIMATED TAP FEES	\$312,000

Cost / Unit
=\$22,116.00

Sewer Tap Fees:
.85 for only 2 bed
.6 for 600 sf or less

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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Emily Olsen
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS:1
TIME ALLOTTED ON AGENDA: 15 minutes
ATTACHMENTS: 1

RE: *Cloud City Conservation Center (C4)* , Presentation

TOPIC SUMMARY

Background: Cloud City Farm - Established in 2017. Our goal is to address healthy food access challenges in Lake County and inspire stewardship of our natural environment through:
local food production
educational opportunities
community engagement.

Topic for Presentation: Emily Olsen, Executive Director of the Cloud City Conservation Center will provide an update on the Cloud City Farm along with discussing future plans that C4 has for the site.



Cloud City Farm

Established 2017

Our goal is to **address healthy food access challenges** in Lake County
and **inspire stewardship of our natural environment** through:

local food production

educational opportunities

community engagement.

In 2021 C4 adopted a new mission statement: ***Cloud City Conservation Center fosters pathways to a healthier planet and community through initiatives that inspire the conservation of our natural environment.***



Our goal at Cloud City Farm is to **address healthy food access challenges** in Lake County and **inspire stewardship of our natural environment** through:

- ***LOCAL FOOD PRODUCTION***
- ***EDUCATIONAL OPPORTUNITIES***
- ***COMMUNITY ENGAGEMENT***



Our goal is to **address healthy food access challenges** in Lake County and **inspire stewardship of our natural environment** through:



LOCAL FOOD PRODUCTION

Marketed Produce

- On-farm donation market; 20-25 weeks
- Leadville Community Market
- Public Health Class
- SNAP/Market vouchers
- C4 Fundraiser

Donations

- Food Pantry/Community Meal donations
- Volunteers/Workers
- Donations to community partner organization
- Project Dream cooking lessons/send veggies home
- Farm to Table camp
- HS Life Skills/Job Exploration Class

Cloud City Farm food production incorporates sustainable, organic, and regenerative agricultural practices, which focuses on the conservation of natural resources. We prioritize using Leadville and Colorado materials and businesses whenever possible.

Past Marketing Strategies

- 2018: Farm membership (different cost tiers including free) Market
- 2019 CSA: 15 shares bi monthly (30 total households) 20 weeks *(15-30% set aside for food insecure households)*
- 2017-19: Excess sold to restaurants
- 2018-19 & 22: Resale of Colorado fruit & produce

Year	Total produce	Gross income	Donation
2017	617 lb	\$2,144	78 lb
2018	1432 lb	\$5,805	81 lb
2019	2357 lb	\$8,048	32 lb
2020	2014 lb	\$7,870	150 lb
2021	2630 lb	\$8,591	262 lb
2022 to date	440 lb	\$3,556	85 lb

Our goal is to **address healthy food access challenges** in Lake County and **inspire stewardship of our natural environment** through:



EDUCATIONAL OPPORTUNITIES

Youth Programs

- Project Dream-LCIS-Friday programming
- GOL! Rockies Rock summer tours
- Rockies Rock Farm to Table Camp
- In-class workshops with GOL!/LCSD
- LCHS/CCHS Science class
- LCHS Life skills/Career exploration
- HMI tours
- Summer HS Intern
- SWAP Intern
- Outward Bound

Possibilities

- After school programming-Project Dream and partner organizations
- LCSD Mobile Learning Center outreach
- GOL! Nature connection outreach
- 4H outreach
- Homeschool groups

Year	Hours of education
2017	
2018	58
2019	81
2020	93
2021	109
2022 to date	88

Adult Programs

- Farm assistant
- CMC ecosystem intern project site
- Americorps service member



Our goal is to **address healthy food access challenges** in Lake County and **inspire stewardship of our natural environment** through:



COMMUNITY ENGAGEMENT

Farm Opportunities

- Compost Program
- Library workshop and seed bank
- Plant sale
- Volunteer days
- Market days
- Community garden
- Resource/reference list
- On-farm workshops
- Tours
- Lake County Food Access Coalition

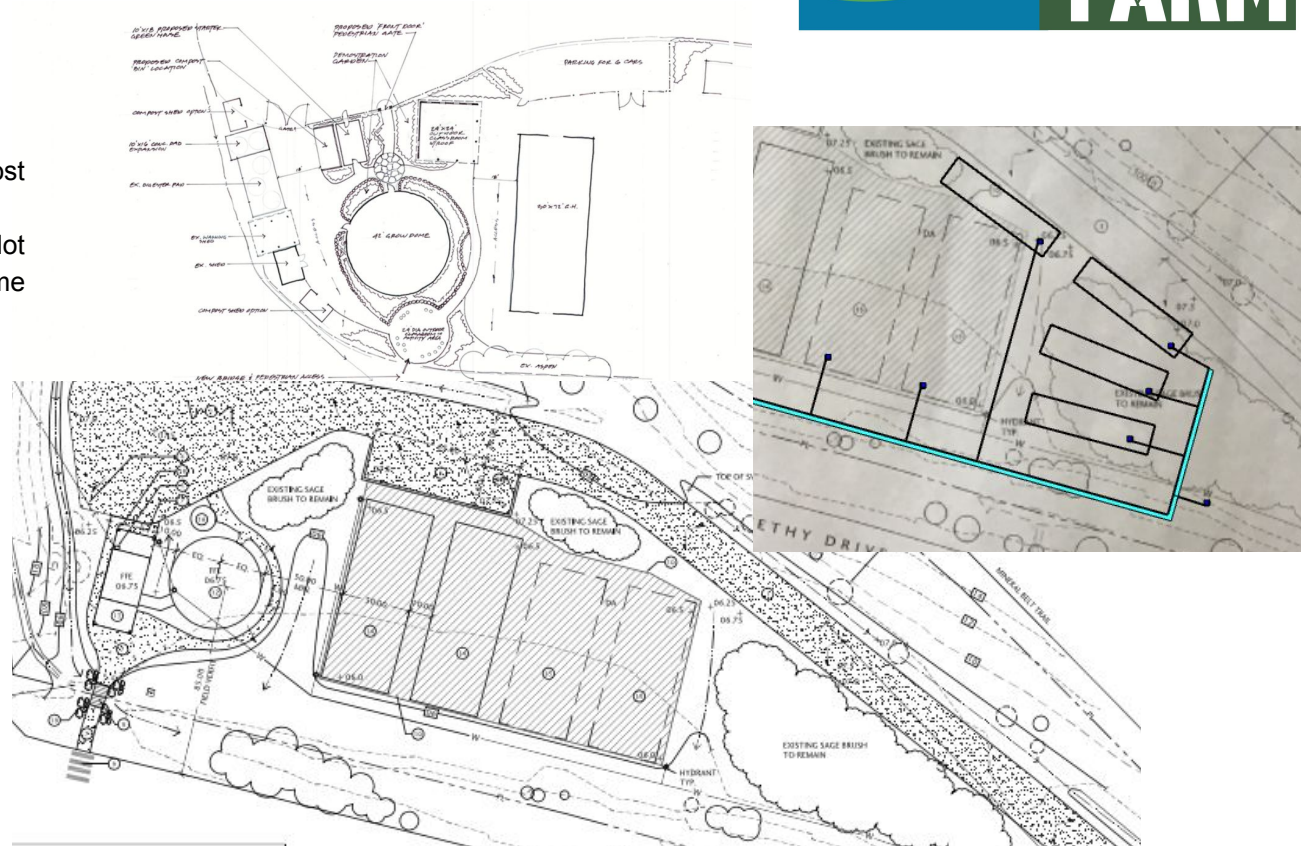
Volunteer Opportunities

- Community volunteer Saturdays
- Harvest days and plant work days during the week
- Compost volunteering
- Youth groups
- Community Groups
- Individual court ordered community service



Year	Volunteer Hours	# of Visits
2017	916	237
2018	1583	412
2019	1071 hr	280
2020	202 hr	91
2021	556 hr	201
2022 to date	259 hr	181

- Fill new raised beds with soil/compost
- Community Garden high tunnels
- Finish small tunnel with in-ground plot
- Maintenance to high tunnel and dome
- Landscaping around dome
- Drywall market shed
- Tool storage/maintenance
- Donor tile display
- Dome Floor
- Walkways around dome/parking lot
- Hook-up new compost bins
- New large high tunnel
- Education/shaded areas
- Signage



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, Colleen Kaneda
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS: 2
TIME ALLOTTED ON AGENDA: 30 minutes
ATTACHMENTS: 1

RE: *Master Plan Dust Off* Presentation

TOPIC SUMMARY

Background: The Lake County School District completed a master planning process in February 2019. The plan identified facility priorities to be addressed over the next 10 years. Several factors have presented themselves since the work was completed that may impact how the district would like to prioritize all known projects.

Topic for Presentation: A review of the master plan, as well as discussing the recent BEST grant submission will provide a basic understanding of where the district currently stands. Is now a good time to conduct a “Master Plan Dust Off” to confirm that any future project is in line with current district needs?

Master Plan Dustoff Proposal

August 2022

- I. Recap of 2019 adopted Master Plan
- II. Recap of BEST grant Application and awarding process of 2022
- III. Master Plan Dustoff addendum Proposal
 - A. Purpose
 - B. Timeline
 - C. Process
 - D. Outcomes

Recap of Master Plan

Facilities Master Plan

Feb 2019 | March 2021

Historic review of elements of the master plan

Recap of Boe Presentation, 2021

10-YEAR STRATEGIC PLAN FOR LAKE COUNTY SCHOOL DISTRICT

Phase 1: years 2019-2022

- New PK-2 Facility at West Park site | Funding Strategy: application for BEST Grant and matching Bond pursuit in Fall of 2019
- LCIS Renovation | Funding Strategy: application for BEST Grant and match provided from District reserves or a 2019 Bond pursuit

Phase 2: timeline TBD

- Federico Field Renovation

Phase 3: years 2023-2029

- Addition on PK-2 facility at West Park to transform to PK-5 or PK-6
- Comprehensive renovation to LCIS to transform into facility that can flex to accommodate student population growth in any grade
- New Transportation Building
- New Auxiliary Gym at LCHS
- Relocation of District Offices into renovated existing facility square footage (LCIS potential) and resulting decommissioning of Pitts Elementary School

Recap of Boe Presentation, 2021

Enrollment Projections



LOW SCENARIO

This scenario presumes that enrollment growth over the next five years will largely mirror the average cohort survival over the past ten and five years. The low scenario forecasts substantial declines through 2023, with decreases averaging more than 50 students or 5 five percent annually. Total enrollment is projected to approximate 990 students in the fall of 2018; by 2020 enrollment is expected to drop another 100 students and continue decreasing to about 720 students by fall 2023 students. In SRW's opinion, this scenario is believed unrealistically low and is not supported by expected economic and demographic conditions.



MIDDLE SCENARIO

The middle scenario is based upon the cohort survival changes during the most recent five years without the low and high changes. This scenario forecasts about 1,020 students in the district in the fall of 2018, just slightly less than in fall 2007. Enrollment in this scenario is expected to experience modest declines throughout the projection period. By 2023, enrollment could fall to about 940 students if this scenario is borne out. While possible, this appears slightly pessimistic.



HIGH SCENARIO

This alternative incorporates the rate of change in enrollment over the past three years as the basis for forecasting. Under this scenario, fall 2018 enrollment is expected to increase about 20 students in fall 2018 and then experience steady increases reaching nearly 1,100 students by 2021 and continuing to increase approximating 1,135 students in 2023. If these forecasts are realized, the District's enrollment will reach levels not experienced since 2013.

Recap of Boe Presentation, 2021 (cont. next page)

FUTURE USE ANALYSIS

Reference Section X and Appendix A (CDE reports) for a more in-depth discussion on the current state of existing facilities as well as the detailed assessment reports by both the design team and CDE.



(Former) Administration Building

The District Administration offices are currently located in a portion of Margaret J. Pitts Elementary School. The (Former) Administration building is currently being utilized for storage by the district and no future use plans or recommendations are contemplated in this master plan.



Transportation Center (Bus Barn)

The recommendation contained in this master plan is that the Transportation Center is a new facility located on a site location near Lake County Intermediate School. The existing Transportation Center would be sold or demolished and land retained.



Lake County High School (LCHS)

Currently houses grades 7-12 as well as the Alternative High School program. The recommendation contained in this master plan is to add an Auxiliary Gymnasium in future years.



Lake County Intermediate School (LCIS)

Currently houses grades 3-6. The recommendation contained in this master plan is to provide upgrades related to the scope outlined in Section XVI – Strategic Plan for Implementation.

Recap of Boe Presentation, 2021

FUTURE USE
ANALYSIS (cont.)

Reference Section X and Appendix A (CDE reports) for a more in-depth discussion on the current state of existing facilities as well as the detailed assessment reports by both the design team and CDE.



**West Park
Elementary School**

Currently houses grades K-2. The recommendation contained in this master plan is to demolish the current West Park Elementary School, re-use the 2015 Playground and to construct a New PreK-2 Facility that is phased to become a future PreK-6. See page 265 and 284 for phasing plan.



**Margaret J. Pitts
Elementary School**

Currently houses both The Center for Early Childhood Program (Pre-K) as well as the District Administration Offices. The recommendation contained in this master plan is that Pitts Elementary would only be utilized as District Administration Offices until such a time that new District Offices are constructed. Pre-K would move to the new facility being constructed on the West Park site. No work is planned to renovate.



**Federico
Field**

The recommendation contained in this master plan is to remove the existing grandstand structure, construct new grandstands, improve drainage, and upgrade the track and field surfaces.

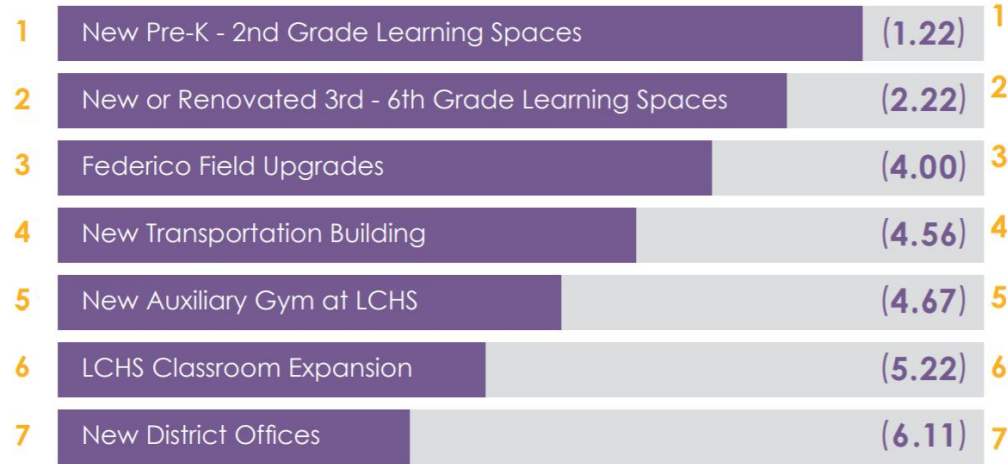
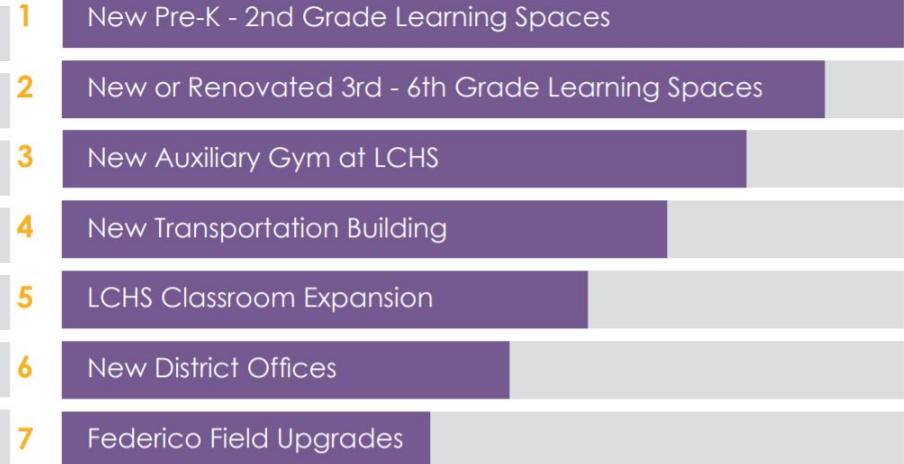
**Barn by Little Red
School House***

**Little Red
School House***

**Twin Lakes
School House***

Recap of Boe Presentation, 2024

*No work contemplated in this master plan.

Visioning Team Ranking - in order of priority (average ranking score)**Community Ranking** - in order of priority

Recap of Boe Presentation, 2021

Changing Dynamics that impact the master plan

Recap of Boe Presentation, 2021

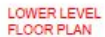
Changing Dynamics that may impact the initial master plan proposal

- Newly identified facility concerns
 - Roof
- Financial impacts
 - Enrollment decline
 - State budget considerations
 - Taxability for BEST match
- Addition of CCHS
- Community identified needs
 - Preschool
 - Rec Board
 - Food Pantry
 - Parking

Recap of Boe Presentation, 2021

Recap of BEST Grant

SITE WORK AREA: 1.25 AC

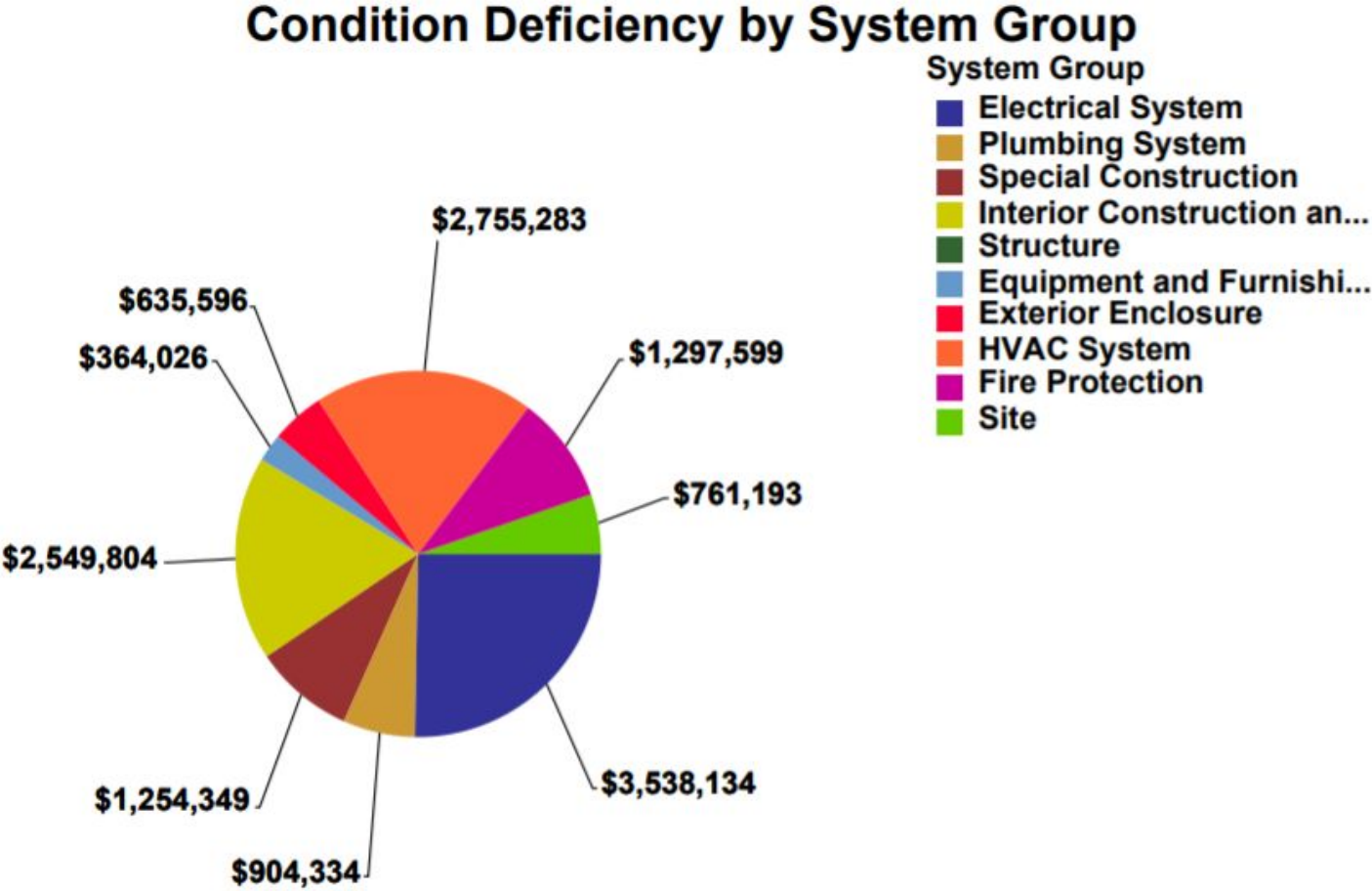


How emergent are the issues needing repair?

Building/Site	GSF (SF)	FCI	1 - Due within 1 Year of Inspection	2 - Due within 2 Years of Inspection	3 - Due within 5 Years of Inspection	4 - Not Time Based
Lake County MS Main	109,476	0.49	\$0	\$0	\$12,920,248	\$378,877
Lake County MS Site	319,165	0.51	\$0	\$0	\$761,193	\$0

*CDE School Report Sept 8, 2021
Condition Deficiency Priority p.2*

List of renovation needs/expenses for the current LCIS building



Cost Estimate (\$16,000,000) of 3-6 addition for 2021

CONSTRUCTION ESTIMATE, \$12,358,466

TOTAL CONSTRUCTION CLASSROOM COSTS	\$ 11,245,264	\$ 440.99	25500 SF
TOTAL CONSTRUCTION BRIDGE COSTS	\$ 542,326	\$ 748.04	725 SF
ESCALATION FOR 2022 BIDDING	\$ 589,380	\$ -	5.0%
TOTAL CONSTRUCTION COSTS	\$ 12,358,466	\$ 471.25	26225 SF

hord | coplan | macht

ARCHITECT FEE PROPOSAL, \$601,376

LCSD - West Park ES - Phase 2

	Consultant	Consultant Fee	Programming	Schematic	Design Develop	Const Docs	Bidding	Const Admin	Post Const	Total Fee	Reimbursables
			0.00%	15.0%	28.0%	32.0%	3.0%	20.0%	2.0%	100.0%	
Architectural	HCM	\$317,136	\$0	\$47,570	\$88,798	\$101,484	\$9,514	\$63,427	\$6,343	\$317,136	\$10,000
Landscape	HCM	\$11,825	\$0	\$1,774	\$3,311	\$3,784	\$355	\$2,365	\$237	\$11,825	\$1,000
Structural	A&H	\$54,120	\$0	\$8,118	\$15,154	\$17,318	\$1,624	\$10,824	\$1,082	\$54,120	\$1,000
MEP	IMEG	\$91,850	\$0	\$13,778	\$25,718	\$29,392	\$2,756	\$18,370	\$1,837	\$91,850	\$2,000
Electrical	IMEG	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL ASMEP FEE		\$474,931	\$0	\$71,240	\$132,981	\$151,978	\$14,248	\$94,986	\$9,499	\$474,931	\$14,000
TOTAL SPECIALITY CONSULTANTS		\$70,235	\$0	\$10,535	\$19,666	\$22,475	\$2,107	\$14,047	\$1,405	\$70,235	\$3,500
TOTAL SUSTAINABILITY		\$56,210	\$0	\$8,432	\$15,739	\$17,987	\$1,686	\$11,242	\$1,124	\$56,210	\$13,750
PROPOSED A/E FEE		\$601,376	\$0	\$90,206	\$168,385	\$192,440	\$18,041	\$120,275	\$12,028	\$601,376	\$31,250

SOFT COST & CONTINGENCIES ESTIMATES, \$3,040,158

Items such as: owners rep, soil borings, construction material testing, furniture, fixtures and equipment

Priori Order	County	Applicant Name	Project Title	BEST Request Amount	Applicant Contribution	Total Request & Matching Contribution	Recommen ded for BEST Cash Grant
1	EL PASO	WIDEFIELD 3	Watson JRH Boiler Replacement	\$ 253,341.60	\$ 274,453.40	\$ 527,795.00	YES
2	OTERO	SWINK 33	Swink Campus Life Safety Upgrades	\$ 466,247.25	\$ 273,827.75	\$ 740,075.00	YES
3	EL PASO	MANITOU SPRINGS 14	Manitou Multiple ES Entry Remodel/Roof Replacement	\$ 1,115,366.62	\$ 2,868,085.59	\$ 3,983,452.21	YES
4	SEDGWICK	JULESBURG RE-1	Supplemental FY22 Julesburg PK12 Replacement	\$ 2,301,866.15	\$ 121,150.85	\$ 2,423,017.00	YES
5	ARAPAHOE	ADAMS-ARAPAHOE 28J	Supplemental FY22 Adams Arapahoe DW Fire Alarm	\$ 1,356,894.00	\$ 796,906.00	\$ 2,153,800.00	YES
6	Pueblo	PUEBLO CITY 60	Supplemental FY21 Sunset ES Replacement	\$ 2,826,628.35	\$ 1,522,030.65	\$ 4,348,659.00	YES
7	ARAPAHOE	ADAMS-ARAPAHOE 28J	North MS Gym Floor	\$ 412,442.10	\$ 242,227.90	\$ 654,670.00	YES
8	WASHINGTON	AKRON R-1	Akron PK12 HVAC Renovations	\$ 2,391,328.16	\$ 884,463.84	\$ 3,275,792.00	YES
9	KIT CARSON	BETHUNE R-5	Bethune ES Classroom HVAC/HS Gym HVAC	\$ 413,149.44	\$ 212,834.56	\$ 625,984.00	YES
10	MONTROSE	MONTROSE COUNTY RE-1J	Montrose Multiple ES Security Upgrades	\$ 1,093,344.81	\$ 1,093,344.81	\$ 2,186,689.62	YES
11	OTERO	FOWLER R-4J	Supplemental FY22 Fowler MS HS Addition/Renova	\$ 2,339,022.72	\$ 97,459.28	\$ 2,436,482.00	YES
12	GRAND	EAST GRAND 2	East Grand MS Roof/Fire Alarm/Boiler Replacement	\$ 907,274.76	\$ 3,037,398.12	\$ 3,944,672.88	YES
13	El Paso	Colorado Early Colleges - Colorado Springs	CEC HS Water Main/Restroom Improvement	\$ 842,337.65	\$ 251,607.35	\$ 1,093,945.00	YES
14	Pueblo	PUEBLO CITY 60	Supplemental FY21 Franklin ES Replacement	\$ 2,038,541.70	\$ 1,097,676.30	\$ 3,136,218.00	YES
15	WELD	GREELEY 6	Greeley Central HS Roof Replace & Envelope	\$ 1,478,981.76	\$ 831,927.24	\$ 2,310,909.00	YES
16	ALAMOS	ALAMOS RE-11J	Alamosa DW HVAC Upgrades & MS Asbestos Abat	\$ 7,576,600.36	\$ 2,392,610.64	\$ 9,969,211.00	YES
17	ROUTT	SOUTH ROUTT RE 3	South Routt ES HS Geothermal HVAC Repairs	\$ 473,029.48	\$ 602,037.52	\$ 1,075,067.00	YES
18	MONTROSE	MONTROSE COUNTY RE-1J	Montrose Multiple Schools HVAC Upgrades	\$ 2,399,577.50	\$ 2,399,577.50	\$ 4,799,155.00	YES
19	LOGAN	*PLATEAU RE-5	Plateau PK12 Addition/Renovation	\$ 23,196,639.00	\$ 11,844,142.00	\$ 35,040,781.00	YES
20	FREMONT	FREMONT RE-2	Fremont ES Air Quality and Ventilation Upgrades	\$ 3,782,769.64	\$ 3,491,787.36	\$ 7,274,557.00	YES
21	CLEAR CREEK	CLEAR CREEK RE-1	Georgetown Community School Roof Replacement	\$ 174,594.96	\$ 472,053.04	\$ 646,648.00	YES
22	RIO GRANDE	MONTA VISTA C-8	Monte Vista MS Roof/HVAC Replacement	\$ 650,675.91	\$ 205,476.60	\$ 856,152.51	YES
23	Dolores	*DOLORES COUNTY RE NO.2	Seventh Street ES Replacement	\$ 12,648,692.65	\$ 10,348,930.35	\$ 22,997,623.00	YES
24	OTERO	ROCKY FORD R-2	Supplemental FY22 Rocky Ford HS Addition/PK8 R	\$ 3,375,990.00	\$ 288,003.00	\$ 3,663,993.00	YES
25	ARAPAHOE	ADAMS-ARAPAHOE 28J	Adams Arapahoe DW Security Upgrades	\$ 1,929,316.41	\$ 1,133,090.59	\$ 3,062,407.00	YES
26	La Plata	Animas High School	Supplemental FY21 Animas HS Replacement	\$ 282,362.44	\$ 89,356.56	\$ 372,319.00	YES
27	LA PLATA	DURANGO 9-R	Durango Multiple Security Upgrades	\$ 563,531.92	\$ 1,449,082.08	\$ 2,012,614.00	YES
28	KIT CARSON	BURLINGTON RE-6J	Burlington DW Safety/Security/Health Upgrades	\$ 475,708.66	\$ 495,125.34	\$ 970,834.00	YES
29	HUERFANO	HUERFANO RE-1	Supplemental FY22 John Mall HS Replacement	\$ 2,177,935.44	\$ 765,220.56	\$ 2,943,156.00	YES
30	FREMONT	CANON CITY RE-1	Canon Exploratory School HVAC Upgrades	\$ 2,489,779.63	\$ 1,226,309.37	\$ 3,716,089.00	YES
31	BACA	SPRINGFIELD RE-4	Supplemental FY21 Springfield Addition/Renovation	\$ 2,580,260.37	\$ 100,529.63	\$ 2,680,790.00	YES
32	WELD	JOHNSTOWN-MILLIKEN RE-5J	Milliken ES Renovation	\$ 4,828,081.50	\$ 5,900,988.50	\$ 10,729,070.00	YES
33	Larimer	Liberty Common School	Liberty Common ES Playground Safety Upgrades	\$ 102,340.00	\$ 198,660.00	\$ 301,000.00	YES
34	OTERO	FOWLER R-4J	Fowler HS Gym Roof Replacement	\$ 619,183.19	\$ 154,795.79	\$ 773,979.00	YES
35	MOFFAT	MOFFAT COUNTY RE NO 1	Sandrock ES Security Upgrades	\$ 51,068.56	\$ 64,996.34	\$ 116,064.90	YES
36	GUNNISON	GUNNISON WATERSHED REJ	Crested Butte Community School Roof Replacement	\$ 714,370.40	\$ 1,590,050.26	\$ 2,304,420.66	YES
37	BACA	*MAPLETON 1	Supplemental FY22 Vilas Security/HVAC Upgrades	\$ 635,517.69	\$ 33,448.30	\$ 668,966.00	YES
38	WELD	*LAKE COUNTY R-1	Weld County School PK8 School Replacement	\$ 396,954.24	\$ 223,286.76	\$ 620,241.00	YES
39	MOFFAT	*LAKE COUNTY R-1	Meadow Comm School PK8 School Replacement	\$ 278,408.42	\$ 354,337.98	\$ 632,746.40	YES
40	GARFIELD	*LAKE COUNTY R-1	Lake County ES 3-6 Addition Phase 2	\$ 3,666,785.25	\$ 7,189,775.00	\$ 10,856,560.25	YES

* Grants are contingent upon a November 2022

Backup Projects in Prioritized Order (in the event an awarded project fails to secure matching funds)

41	MESA	*PLATEAU VALLEY 50	Plateau Valley PK12 Addition/Renovation	\$ 29,388,231.00	\$ 27,037,280.00	\$ 56,425,511.00	BACKUP
42	ADAMS	*MAPLETON 1	Meadow Comm School PK8 School Replacement	\$ 23,464,706.56	\$ 13,198,897.44	\$ 36,663,604.00	BACKUP
43	LAKE	*LAKE COUNTY R-1	Lake County ES 3-6 Addition Phase 2	\$ 17,165,020.38	\$ 10,520,496.36	\$ 27,685,516.74	BACKUP
44	COSTILLA	CENTENNIAL R-1	Centennial K12 Roof Replacement	\$ 658,793.07	\$ 208,039.92	\$ 866,833.00	BACKUP

Proposal 1: Dust Off Addendum

Dust Off: Purpose

1. Community awareness, involvement and support of the Master Plan
2. Re-application to the BEST board if changing concepts (remodel instead of build) or confirmation in moving forward with a local election question to support the existing BEST application (phase 2 of LCES expansion)

Dust Off: Timeline & Process

Kickoff of Process, Fall of 2022

- Contracting services of consulting group to lead the process (Through RFP process)
- Form Committee of stakeholders to engage in the work
- Create action plan for gathering feedback
- Gather Feedback
- Analyze Feedback
- Update Board on Feedback Analysis
- Draft BEST grant submission for Board review that considers outcomes of Dustoff process

Potential BEST grant submission, by February, 2023*

*Note: timeline subject to change

Dust Off: Outcomes

Potential Outcomes:

- Addendum to the Master Plan
 - Master Plan Revision: Addendum to the Master Plan that makes a recommendation to revise a portion of the current Master Plan
 - No Change: Addendum to the Master Plan that provides summary of the Dust Off process and confirms current Master Plan recommendations.
- Community investment and Buy-in

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: 20 minutes
ATTACHMENTS: 1

RE: *Calendar Committee* Discussion

TOPIC SUMMARY

Background: In the 2018-2019 school year, Lake County School District organized a committee of volunteers to consider school calendar options. At the end of this process, the Board took action to approve a three year commitment to a four-day school year. As part of this commitment, the calendar was to retain the same number of student contact days in a year (174 student contact days). The Board has remained committed to giving this calendar concept the full three years of consideration which means the calendars adopted through the 2022-23 school year have followed this recommendation. It is time now to consider if there are any changes to the calendar the district would like to pursue for future calendars that would begin with the 2023-24 school year.

Topic for Discussion: The calendar agenda item will be a discussion among Board Directors around specific guidance and direction for the reconveining of a calendar adoption committee/work. The committee will be tasked with creating calendar guidelines that can be applied for future calendar creation/adoptions. The following topics will be discussed:

- An outline for the work for the calendaring committee has been proposed below. What thoughts do Board members have about this proposal?
- As we look to form a stakeholder committee to engage in this work beginning in late October, what recommendations does the Board have regarding the committee?
- Are there non-negotiables (beyond statutes) the Board would like to set related to the calendar (ex. We will not reduce the number of student contact days; we will have a minimum of three days holiday for Thanksgiving...)
- Are there other items the Board would like to share related to the Calendar?

Proposal for Committee Work:

Committee members will be tasked with organizing meetings, assisting with the synthesizing of the data from feedback sessions, and using this data to prepare future communications/presentation/concepts for consideration. This group is not a decision making body but instead will guide the work that informs the Board as the decision making body. The board will be provided with data around community interests, desires, to make the final say, but the decision will be made with the input of others.

October

Community Meeting 1: Community-wide Kick off Meeting and Community Feedback Session (explain current calendar guidance and gather feedback of current calendar guidance).

Follow-up Survey: Push out follow-up survey to “community” to understand how the current calendar has familial impacts.

Community Meeting 2: Community-wide Idea Gathering Meeting

Explain non negotiables around calendar (such as state statute)

Report out of data from feedback sessions

Engage in idea generating activities

Follow-up Summary: Push out a summary of this information to “community” to see if there are other ideas we should be considering from those who could not attend.

November

Calendar Guidance Options & Feedback

At a November Board meeting: Update to the Board

- 1) Data Analysis of the ideas submitted
- 2) Considerations for different calendar guidance concepts that came through the idea gathering.
- 3) Discuss/refine/prepare different guidance concepts that can be sent to the community

December

Community feedback on different guidance concepts. If appropriate, this may include mock calendar ideas for the future calendar year.

January

Board presentation of:

- 1) Data analysis of feedback from different guidance concepts
- 2) Sample calendar(s)
- 3) Discussion of calendar for future board adoption OR discussion of additional steps to continue gathering feedback to lead toward future calendar adoption.

February

Board adoption of the 2023-24 calendar.

Note: “community” is meant to include staff, families, students, etc.

Graduation Requirements

Graduation Requirements for Lake County School District

Lake County School District has two high schools that have different graduation requirements and receive a diploma from their school of graduation. Lake County High School is classified by the Colorado Department of Education as a traditional high school and must meet the state requirements for a traditional high school. Students meeting the graduation requirements for Lake County High School will receive a Lake County High School diploma. Cloud City High School is classified by Colorado Department of Education as an alternative education center “AEC” and must meet the state requirements for an alternative high school. Students meeting the graduation requirements for Cloud City High School will receive a Cloud City High School diploma.

Graduation Requirements for Lake County High School

Lake County High School has adopted a new graduation requirement plan as noted in IKF-3 that sets the graduation expectations for the graduating class of 2025 and beyond. This new graduation plan provides student choice with real-world experiences aligned to students’ career aspirations.

The graduating class of 2023 will graduate using the requirement plan that was adopted in 2020 as outlined in IKF-1. The graduating class of 2024 will graduate using a hybrid plan that will require 26 course credit hours and options for meeting the state graduation guideline menu of options as noted on IKF-2.

LCHS Graduation Requirements Transition Plan				
Class	Course Credit Requirements	Colorado Grad Guideline Menu of Options	Community Engagement	District Policy Reference
2023	26 credits required (see below) College Pathway or Career Pathway	Meet required competency measure in English and Math (CDE Menu of Options) +Career pathway must complete industry certificate	40 community service hours	IKF-1

2024	26 credits required Program of Study	Meet required competency measure in English and Math (CDE menu of Options)	40 community service hours or required credit hours of Internship aligned with program of study	IKF-2
2025+	24 credits required Program of Study	Meet required competency through the Capstone project	Internship aligned with program of study	IKF-3

Graduation Requirements for Cloud City High School

Competency Pathway

The competency pathway requires students to demonstrate their abilities in math, literacy, and communicating according to the cut scores and criteria put forth by the Colorado Department of Education.

Literacy

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Accuplacer assessment	241 on Reading OR 236 on Sentence Writing
ACT assessment	Score of at least 18 on English.
ACT Compass assessment	Score of at least 79 on English.
ACT WorkKeys assessment that demonstrates	Score of at least 3 (Bronze level).

English readiness.	
Advanced Placement (AP) exam that demonstrates English readiness.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates English readiness.	Score of 4.
SAT assessment	Score of at least 470 on Evidence-Based Reading and Writing.
Collaboratively-developed, standards-based performance assessment that demonstrates English readiness.	
Concurrent enrollment course that demonstrates English readiness.	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Math

Students must complete at least one of the following measures and meet the measure's corresponding cut score or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Accuplacer assessment	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT assessment	Score of at least 19 on Math.
ACT Compass assessment	Score of at least 63 on Math.
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of 4.
SAT assessment	Score of at least 500 on Math.

Collaboratively-developed, standards-based performance assessment that demonstrates Math readiness, as identified by the Board and approved by the state.	
Concurrent enrollment course that demonstrates Math readiness (MAT055)	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by a district-designated reviewer.

The competency pathway requires students to demonstrate their abilities in Civics by earning a .5 Civics credit through either an online course or a face to face course.

The competency pathway requires students to demonstrate their career readiness by developing and working as directed by an Individual Career Academic Plan as documented in the Workforce Readiness section of their Capstone Portfolio Project.

The competency pathway requires students to demonstrate 21st century skills through a Capstone Portfolio Project. 21st skills that are expected include:

- Global Awareness
- Civic Literacy
- Health Literacy
- Financial Literacy
- Environmental Literacy

The competency pathway is only available at Cloud City High School and although it is a non-credit based pathway, some credits are available as students work toward graduation.

Activity	Available credits
Internship (if indicated in ICAP)	80 clock hours=.5 credit (pass/fail)
Pass Literacy with Reading, Writing, and/or Communication or Math Competency Measure	1.0 credit (pass/fail)
Complete Capstone Portfolio Project (including defending in front of a committee)	1.0 credit (pass/fail)
Proficiency Development Course (Literacy or Math)	.5 credit (graded)
Civics (online or face to face)	.5 credit (graded)
Capstone Portfolio Development Course	.5 credit (graded)
Dual-enrollment course or elective taken at LCHS	Graded and credited according to district-wide practices

Students receiving Special Education services who are working toward graduation in the competency pathway will have requirements informed by their IEP.

Additional information pertaining to both Lake County High School and Cloud City High School

Seal of Biliteracy

Students who are fluent in two languages may obtain a Seal of Biliteracy. The Seal of Biliteracy is awarded to students who demonstrate competency in English and a world (second) language (i.e. Spanish). Students must meet proficiency in one of the following measures for English and a world language:

English Proficiency Demonstrations:	World Language Proficiency Demonstrations:
<ul style="list-style-type: none"> •Scoring a 470 or higher on the the SAT section of "Evidenced-Based Reading and Writing" •Scoring a 3 or higher on the AP Advanced Placement English Language and •Composition or the AP English Literature and Composition Exam •Scoring 4 or higher on the English A, English Literature A or English A1 of the IB International Baccalaureate Exams 	<ul style="list-style-type: none"> •Scoring 3 or higher on a World Language AP Advanced Placement test •Scoring 4 or higher on a World Language IB International Baccalaureate test •Successfully completing a 4-year high school course of study of a single World Language with an overall grade-point average of at least 3.0 •Achieving a passing score on nationally recognized test

Credit from Other Institutions and Home-Based Programs

The principal or principal's designee shall determine whether credit toward course requirements shall be granted for courses taken outside the district.

In accordance with applicable state law, college courses completed pursuant to the student's participation in a "dropout recovery program" shall count as credit toward completion of the district's credit requirements.

Students entering from home-based education programs must submit student work or other proof of academic performance for each course for which credit is sought.

Class Rankings and Grade Point Averages

Lake County High School and Cloud City High School do not implement class rank. If a student has a need for a class rank or percentage for purposes such as admission to a college, a scholarship program, or a similar post secondary opportunity, then they can request this through the school's counseling office.

If student rank is requested by the student, then the student shall be ranked within the graduating class on the basis of grade-point averages "GPA" for the four-year program, excluding the last semester of the senior year. The student with the highest GPA will be valedictorian. When more than one student holds the same GPA, all students holding the GPA score will be declared co-valedictorians. The student with the second highest GPA will be salutatorian. When more than one student holds the same GPA, all students holding the GPA score will be declared co-salutatorians.

After a course has been passed, no future grade earned in the same course shall be used to determine grade point average.

When transcripts of transfer or home-based education program students show grades such as pass or satisfactory, such grades shall not be counted in determining grade point average. When transcripts of transfer or home-based education program students show grades such as letter or numeric scores, such grades shall be counted in determining grade point average.

Grade Scales

Grade scales provide a method of scoring students' academic performance or coursework and correspond letter grades to numeric scales.

Grade scale conversions for Lake County High School and Cloud City High School are as follows:

Grade Percentage Scale Conversion	Grade Point Average Scale Conversion
A = 93-100%	A = 4.0
A- = 90-92%	A- = 3.7

B+ = 88-89%	B+ = 3.4
B = 83-87%	B = 3.0
B- = 80-82%	B- = 2.7
C+ = 78-79%	C+ = 2.4
C = 73-77%	C = 2.0
C- = 70-72%	C- = 1.7
D+ = 68-69%	D+ = 1.4
D = 63-67%	D = 1.0
D- = 60-62%	D- = 0.7
F = 0-59%	F = 0.0

Courses taken as dual enrollment courses through Colorado Mountain College or other accredited colleges that are considered by the State of Colorado as guaranteed transfer courses will be graded on a 5.0 scale, with each of the grades above except an F increased by a point value of 1.0.

Early Graduation

The Board of Education believes that most students benefit from four years of high school experience and are encouraged not to graduate early. However, in some cases, students are ready for postsecondary education or other opportunities at an earlier age. Therefore, the principal may grant permission to students wishing to graduate early, provided the student has met all district graduation requirements in accordance with this policy.

Adopted: Prior to September 2018

Revised: September 2018

Revised: September 2020

Revised: July 2022

LEGAL REFS.: C.R.S. [22-1-104](#) (teaching history, culture, and civil government)
C.R.S. 22-1-104.7 (2)(a) (requirement to incorporate Holocaust and Genocide studies standards into existing course required for graduation)
C.R.S. [22-32-109](#) (1)(kk) (Board to establish graduation requirements that "meet or exceed" state graduation guidelines)
C.R.S. [22-32-132](#) (discretion to award diploma to honorably discharged veterans)
C.R.S. [22-33-104.5](#) (home-based education law)

C.R.S. [22-35-101](#) et seq. (Concurrent Enrollment Programs Act)

CROSS REFS.:

Administrative policies:

AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBG, Home Schooling
IHBK, Preparation for Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKA, Grading/Assessment Systems

Graduation Requirements

Lake County High School Students graduating in 2023

To receive a high school diploma from Lake County High School in 2023, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district. Any modifications to the graduation credit requirements or pathways as outlined below for students in special education will be outlined within the student's individualized education plan (IEP).

To earn a Lake County High School Diploma in 2023, Lake County Students will be required to complete:

1. Career and college readiness skills: Complete measures in English, Math, Civics, 21st Century Skills
2. ICAP: Individual Career and Academic Career Plan (ICAP)
3. Community Engagement: 40 hours of community service
4. Course requirements: 26 credit hours based on their pathway (college or career)

Career and College Readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The District has selected its own measures from these state graduation guidelines.

English

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Accuplacer assessment	241 on Reading OR 236 on Sentence Writing

ACT assessment	Score of at least 18 on English.
ACT Compass assessment	Score of at least 79 on English.
ACT WorkKeys assessment that demonstrates English readiness.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates English readiness.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates English readiness.	Score of 4.
SAT assessment	Score of at least 470 on Evidence-Based Reading and Writing.
Collaboratively-developed, standards-based performance assessment that demonstrates English readiness.	
Concurrent enrollment course that demonstrates English readiness.	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Math

Students must complete at least one of the following measures and meet the measure's corresponding cut score or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Accuplacer assessment	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT assessment	Score of at least 19 on Math.
ACT Compass assessment	Score of at least 63 on Math.
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of 4.

SAT assessment	Score of at least 500 on Math.
Collaboratively-developed, standards-based performance assessment that demonstrates Math readiness, as identified by the Board and approved by the state.	
Concurrent enrollment course that demonstrates Math readiness (MAT055)	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by a district-designated reviewer.

Civics

Students will demonstrate competency in Civics with a passing grade in an American Government class.

21st Century Skills

Students will demonstrate competency in 21st Century Skills with a passing grade in 9th and 10th grade English courses.

Exceptions to the District's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

ICAP

Students must complete an Individual Career and Academic Plan that outlines their post-secondary goals, career interests and aligns their course work, community service, internships and other aspects of their high school career to those goals. Students must also complete 40 hours of community service aligned with their ICAP.

Community Engagement

Complete 40 hours of community service aligned with their ICAP.

Course Requirements

Units of credit required for graduation:

Option 1: College Pathway: 26 total credits (19.5 General Education + 6.5 Electives)

Option 2: Career Pathway: 26 total credits (14.5 General Education + 11.5 Electives)

College Pathway: 26 credit courses required

Language Arts – Four Credits (4):	
9th Grade English	1 Credit
10th Grade English	1 Credit
English Electives	2 Credits

<p>Social Studies – Three and a Half Credits (3.5):</p> <p>Geography</p> <p>American Government</p> <p>Modern American History</p> <p>Social Studies Elective(s)</p>	<p>.5 Credit</p> <p>.5 Credit</p> <p>1 Credit</p> <p>1.5 Credit</p>
<p>Science – Three and a Half Credits (3.5):</p> <p>Physics</p> <p>Biology</p> <p>Science Electives</p>	<p>1 Credit</p> <p>1 Credit</p> <p>1.5 Credits</p>
<p>Math – Four Credits (4):</p> <p>Integrated I</p> <p>Integrated II</p> <p>Integrated III</p> <p>MAT 121 (College Algebra), MAT 122 (College Trigonometry), MAT 201 (Calculus I), MAT 202 (Calculus II), or Algebraic Literacy (MAT 055)</p>	<p>1 Credit</p> <p>1 Credit</p> <p>1 Credit</p> <p>1 Credit</p>

<p>Foreign Language – Two Credits (2):</p> <p>Spanish for Native Speakers 1 or Spanish 1 or ICAP selected Language Course</p> <p>Spanish for Native Speakers 2 or Spanish 2 or ICAP selected Language Course</p> <p>Health and Fitness – One and a Half Credits (1.5):</p> <p>Health and Fitness</p> <p>PE, Strength and/or Adventure Education</p> <p>Fine Arts – One Credit (1):</p> <p>Art, Music or Theater</p>	<p>1 Credit</p> <p>1 Credit</p> <p>.5 Credit</p> <p>1 Credit</p> <p>1 Credit</p>
<p>Electives – Six and a Half Credits (6.5):</p> <p>Personal Finance</p> <p>Ethics in Leadership</p> <p>ICAP-Determined</p>	<p>.5 Credit</p> <p>.5 Credit</p> <p>5.5 Credits</p>
<p>Total Credits for graduation</p>	<p>26 Credits</p>

Career Pathway: 26 credit courses required

Language Arts – Three Credits (3): 9th Grade English 10th Grade English English Elective	1 Credit 1 Credit 1 Credit
Social Studies – Two Credits (2): Geography American Government Modern American History	.5 Credit .5 Credit 1 Credit
Science – Two Credits (2): Physics Biology	1 Credit 1 Credit
Math – Three Credits (3): Integrated I Integrated II Career Math Personal Finance	1 Credit 1 Credit .5 Credit .5 Credit

<p>Foreign Language – Two Credits (2):</p> <p>Spanish for Native Speakers 1 or Spanish 1 or ICAP selected Language Course</p> <p>Spanish for Native Speakers 2 or Spanish 2 or ICAP selected Language Course</p> <p>Health and Fitness – One and a Half Credits (1.5):</p> <p>Health and Fitness</p> <p>PE, Strength and/or Adventure Education</p> <p>Fine Arts – One Credit (1):</p> <p>Art, Music or Theater</p>	<p>1 Credit</p> <p>1 Credit</p> <p>.5 Credit</p> <p>1 Credit</p> <p>1 Credit</p>
<p>Electives – Eleven and a Half Credits (11.5):</p> <p>Ethics in Leadership</p> <p>Internship</p> <p>Career Certificate</p> <p>ICAP-Determined</p>	<p>.5 Credit</p> <p>.5 Credit</p> <p>1.0 credit</p> <p>9.5 Credits</p>
Total Credits for graduation	26 Credits

Adopted: Prior to September 2018

Revised: September 2018

Revised: September 2020

Revised: July 2022

LEGAL REFS.: C.R.S. [22-1-104](#) (teaching history, culture, and civil government)

C.R.S. 22-1-104.7 (2)(a) (requirement to incorporate Holocaust and Genocide studies standards into existing course required for graduation)

C.R.S. [22-32-109](#) (1)(kk) (Board to establish graduation requirements that "meet or exceed" state graduation guidelines)

C.R.S. [22-32-132](#) (discretion to award diploma to honorably discharged veterans)

C.R.S. [22-33-104.5](#) (home-based education law)

C.R.S. [22-35-101](#) et seq. (Concurrent Enrollment Programs Act)

CROSS REFS.:

Administrative policies:

AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
IHBG, Home Schooling
IHBK, Preparation for Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKA, Grading/Assessment Systems

Graduation Requirements

Graduation Requirements for Lake County High School Class of 2023-2024

To receive a high school diploma from Lake County High School in 2024, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district. Any modifications to the graduation credit requirements or pathways as outlined below for students in special education will be outlined within the student's individualized education plan (IEP).

To earn a Lake County High School Diploma in 2024, Lake County Students will be required to complete:

1. Career and college readiness skills: Measures in English, Math, Civics, 21st Century Skills
2. ICAP: Individual Career and Academic Career Plan (ICAP)
3. Community Engagement: 40 hours of community service or required credit hours of internship aligned with the program of study
4. Course Requirements: Required 26 credit hours based on program of study

Career and College Readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. The District has selected its own measures from these state graduation guidelines.

English

Students must complete at least one of the following measures and meet or exceed the measure's corresponding cut score or criteria to demonstrate college and career readiness in English.

Measure	Cut Score/Criteria
Accuplacer assessment	241 on Reading OR 236 on Sentence Writing

ACT assessment	Score of at least 18 on English.
ACT Compass assessment	Score of at least 79 on English.
ACT WorkKeys assessment that demonstrates English readiness.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates English readiness.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates English readiness.	Score of 4.
SAT assessment	Score of at least 470 on Evidence-Based Reading and Writing.
Collaboratively-developed, standards-based performance assessment that demonstrates English readiness.	
Concurrent enrollment course that demonstrates English readiness.	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of English.	Completion of the district capstone project and approval by the district-designated team.

Math

Students must complete at least one of the following measures and meet the measure's corresponding cut score or criteria to demonstrate college and career readiness in Math.

Measure	Cut Score/Criteria
Accuplacer assessment	255 on Arithmetic (AR) OR 230 on Quantitative Reasoning, Algebra, and Statistics (QAS)
ACT assessment	Score of at least 19 on Math.
ACT Compass assessment	Score of at least 63 on Math.
ACT WorkKeys assessment that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 3 (Bronze level).
Advanced Placement (AP) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of at least 2.
Armed Services Vocational Aptitude Battery (ASVAB)	Score in at least the 31st percentile.
International Baccalaureate (IB) exam that demonstrates Math readiness, as identified on the accompanying exhibit.	Score of 4.

SAT assessment	Score of at least 500 on Math.
Collaboratively-developed, standards-based performance assessment that demonstrates Math readiness, as identified by the Board and approved by the state.	
Concurrent enrollment course that demonstrates Math readiness (MAT055)	Grade of at least a C-
Industry certificate that demonstrates academic and intellectual learning in the subject area of Math.	Receipt of the industry certificate and approval by the district-designated team.
District capstone project that demonstrates academic and intellectual learning in the subject area of Math.	Completion of the district capstone project and approval by a district-designated reviewer.

Civics

Students will demonstrate competency in Civics with a passing grade in an American Government class.

21st Century Skills

Students will demonstrate competency in 21st Century Skills with a passing grade in 9th and 10th grade English courses.

Exceptions to the District's required measures and cut scores/criteria

If a student has demonstrated college and career readiness by completing an assessment or other measure that is not included in this policy but is included in the state graduation guidelines, the principal or principal's designee may determine that such assessment or other measure is acceptable and meets the district's graduation requirements.

ICAP

Students must complete an Individual Career and Academic Plan that outlines their post-secondary goals, career interests and aligns their course work, community service, internships and other aspects of their high school career to those goals. Students must also complete 40 hours of community service or required credit hours of internship aligned with the program of study that is outlined and aligned to their ICAP.

Community Engagement

Complete 40 hours of community service or required credit hours of internship aligned with the program of study.

Internship Option: 80 Hours of a career-based internship (Work with counseling department to complete this option.)

Through the course of a student's high school career, each student must complete a total of 80 hours of an internship within the career field aligned to the program of study. The student's specific internship must be approved in advance by the high school counseling office.

Course Requirements

PROGRAM OF STUDY/REQUIRED CREDITS: 26 Course Credits

Programs of study are defined coursework and experiences that have been selected to prepare a student for a specific career field in the student's area of interest. The intent is to give students real world experiences in this career field of their choice. You can find information on our current programs of study on the Lake County High School's website.

Each program of study requires students to successfully complete a minimum of 26 credits. Credits vary for each program of study. The program of study selected will determine which content specific classes will be required to successfully complete the required 26 credits. The student's specific program of study will be maintained in the high school counseling office. For English, Math and Social Studies all students of Lake County High School must complete the courses designated in the chart below.

Content	Minimum Credits	Course
English	3-4	<ul style="list-style-type: none"> English 9 (required for all) English 10 (required for all)
Science	2-3	
Math	3-4	<ul style="list-style-type: none"> Integrated I (required for all) Integrated II (required for all) Personal Finance (required for all)
Social Studies	2-3	<ul style="list-style-type: none"> American Government/Civics requirement (required for all) Modern American History
Foreign Language	1	
Fine Arts	.5	
Health	.5	
PE	.5	
CREW	.25-2	<ul style="list-style-type: none"> .25 credits required for each semester enrolled in LCHS
Internship	1	

Electives	4.5-8.5	
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Adopted: Prior to September 2018

Revised: September 2018

Revised: September 2020

Revised: July 2022

LEGAL REFS.: C.R.S. [22-1-104](#) (*teaching history, culture, and civil government*)
C.R.S. 22-1-104.7 (2)(a) (*requirement to incorporate Holocaust and Genocide studies standards into existing course required for graduation*)
C.R.S. [22-32-109](#) (1)(kk) (*Board to establish graduation requirements that "meet or exceed" state graduation guidelines*)
C.R.S. [22-32-132](#) (*discretion to award diploma to honorably discharged veterans*)
C.R.S. [22-33-104.5](#) (*home-based education law*)
C.R.S. [22-35-101](#) *et seq.* (*Concurrent Enrollment Programs Act*)

CROSS REFS.:

Administrative policies:

AE, Accountability/Commitment to Accomplishment
AEA, Standards Based Education
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IHBK, Preparation for Postsecondary and Workforce Success
IHCDA, Concurrent Enrollment
IK, Academic Achievement
IKA, Grading/Assessment Systems

Graduation Requirements

Lake County High School Students graduating in 2025+

To receive a high school diploma from Lake County High School in 2025 and each graduating class thereafter, students must meet or exceed the district's academic standards and measures required by this policy. Students with disabilities shall be provided access to all graduation pathways provided by this policy and shall have the opportunity to earn a high school diploma from the district. Any modifications to the graduation credit requirements or pathways as outlined below for students in special education will be outlined within the student's individualized education plan (IEP).

LAKE COUNTY HIGH SCHOOL GRADUATION PATHWAY

Students at Lake County High School will be required to complete:

1. Capstone Portfolio Project:
 - a. Demonstrate Math and English competency within the Capstone project
 - b. Demonstrate Portfolio proficiency through successful completion of the Capstone rubric (rubric to be adopted in 2023-24 school year)
2. Credit Requirements: Complete a Program of Study and/or Complete 24 Required Credits
3. Internship: Complete an approved Internship that aligns with the chosen program of study

CAPSTONE: State Required Demonstrations of College and Career Readiness

The Colorado State Board of Education has adopted state graduation guidelines that identify college and career readiness measures in English and Math. Lake County School District measures competency of these math and English expectations through the creation and submission of a student Capstone. A capstone is the culminating exhibition of a student's project or experience that demonstrates academic and intellectual learning. Capstone projects at Lake County High School are determined through a portfolio of a student's best work.

The Capstone Project requirements and rubric will be designed by multiple stakeholders throughout the 2022-2023 school year. Upon completion the project and rubric will be taken to the board of education to be adopted. The Capstone Project will not be available for implementation until the 2023-2024 school year.

CAPSTONE MATH/ENGLISH COMPETENCY

Students must demonstrate proficiency in Math and English through the measures selected by their specific programs of study. In certain situations students may be asked to demonstrate English and Math proficiency by meeting minimum thresholds on one or more of the state approved assessments.

CREDIT REQUIREMENTS/PROGRAM OF STUDY: 24 Course Credits

Programs of study are defined coursework and experiences that have been selected to prepare a student for a specific career field in the student's area of interest. The intent is to give students real world experiences in this career field of their choice. You can find information on our current programs of study on the Lake County High School's website.

Each program of study requires students to successfully complete a minimum of 24 credits. Credits vary for each program of study. Students will select a program of study based on their interests at the end of their freshman year. The program of study selected will determine which content specific classes will be required to successfully complete the required 24 credits. The student's specific program of study will be maintained in the high school counseling office. For English, Math and Social Studies all students of Lake County High School must complete the courses designated in the chart below.

Content	Minimum Credits	Course
English	3-4	<ul style="list-style-type: none"> English 9 (required for all) English 10 (required for all)
Science	2-3	
Math	3-4	<ul style="list-style-type: none"> Integrated I (required for all) Personal Finance (required for all)
Social Studies	2-3	<ul style="list-style-type: none"> American Government; state civics requirement (required for all) Modern American History

Foreign Language	1	
Fine Arts	.5	
Health	.5	
PE	.5	
CREW	.25-2	<ul style="list-style-type: none"> .25 credits required for each semester enrolled in LCHS
Internship	1	
Electives	4.5-8.5	

INTERNSHIP: 80 Hours of a career-based internship

Through the course of a student's high school career, each student must complete a minimum of 80 contact hours (1 credit) of an internship within the career field aligned to the program of study. Internships that are not directly aligned to the program of study can not count as credit/contact hours. The student's specific internship must be approved in advance by the high school counseling office. Any additional contact hours of internship may qualify as elective hours but must be pre-approved by the counseling department and can not count toward more than 50% of the elective credits required for the program of study.

Adopted: Prior to September 2018

Revised: September 2018

Revised: September 2020

Revised: July 2022

LEGAL REFS.:

- C.R.S. [22-1-104](#) (teaching history, culture, and civil government)
- C.R.S. 22-1-104.7 (2)(a) (requirement to incorporate Holocaust and Genocide studies standards into existing course required for graduation)
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- C.R.S. [22-35-101](#) et seq. (Concurrent Enrollment Programs Act)

CROSS REFS.:

Administrative policies:

- AE, Accountability/Commitment to Accomplishment
- AEA, Standards Based Education
- IHBG, Home Schooling
- IHBK, Preparation for Postsecondary and Workforce Success
- IHCDA, Concurrent Enrollment
- IK, Academic Achievement
- IKA, Grading/Assessment Systems

Student Dress Code

In an effort to provide an environment conducive to optimal and safe learning absent of unnecessary distraction, and in an effort toward the implementation, facilitation, and perpetuation of school unity, the Board of Education allows each school to establish their own dress code consistent with the school's individual identity as long as the dress code meets the minimum standards and expectations outlined below.

Dress Code Policy

The Board of Education recognizes that students and their parent(s)/guardian(s) are primarily responsible for determining the students' personal appearance (clothing, hairstyle, jewelry, headgear, hats, book bags, etc.). Students' hair/hairstyles will not be considered a cause for dress code violation.

Schools are responsible for ensuring that a student's personal appearance does not interfere with the health or safety of any student. At times, (spirit weeks, celebrations, etc.) schools may designate specific themed days for student attire. The following general standards will be in effect at all schools grade PK-12:

Mandatory and Allowable Dress:

- Students must wear a top, bottom and footwear while on school premises
- Items typically worn as undergarments must be covered by a shirt or pants
- Some courses (i.e. science labs, PE, electives, etc.) and school sponsored extracurricular activities may require adjustments to attire and hairstyle or specific attire (safety gear, athletic attire, uniforms, hair tied back, etc.)

Non-Allowable Dress:

- Items that expose private parts of the body
- Items with sexually suggestive language or messages
- Items that promote illegal or violent conduct, including but not limited to, drugs, alcohol, tobacco, weapons and/or gang affiliation
- Items that depict hate speech, intimidation or intolerance toward protected groups
- Items that are profane or legally libelous

These standards will be published and distributed to students, families and staff at the beginning of each school year; a copy will be kept in each school building.

Dress Code Enforcement

To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements outlined in this policy. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement. Staff shall not confront students on dress-code violations in a manner that unnecessarily disciplines or publicly shames the student.

Students shall only be asked to change, cover or remove their attire if they are wearing non-allowable items identified above. Under these circumstances students shall have the following options to comply with the dress code for the remainder of the day:

- Wear their own alternative clothing, if available at school
- Wear school provided clothing
- Call a parent or guardian to bring alternative clothing

Violation of this policy will result in parent/guardian notification of the violation; a parental conference may be held at the discretion of the building level administrator. More severe consequences may result from repeated or serious violations in accordance with policy, Policy JD/JR, Student Conduct and Discipline Code; JRR, Student Rights and Responsibilities; and Policy JDSE, Student Suspension/Expulsion.

Adopted: August 2000
Revised: June 2013
Revised: September 2020
Revised: June 2022

LEGAL REF.: C.R.S. 22-32-109.1 (2)(a)(I)(J) *(Board duty to adopt student dress code)*

CROSS REFS.:

Administrative Policies:

IMDB, Flag Displays
JBB, Sexual Harassment
JIC, Student Conduct
JICDA, Code of Conduct
JICF, Secret Societies/Gang Activity
JICH, Drug and Alcohol Involvement by Students
JICI, Weapons in School
JK, Student Discipline
JKD/JKE, Suspension/Expulsion of Students (and Other Disciplinary Interventions)

NOTE: While Colorado school districts are not required by law to adopt a policy on this subject, CASB believes this sample policy contains the content/language that reflects “best practices.” However, the district should consult with its own legal counsel to determine appropriate language that meets local circumstances and needs. If the Board elects to allow for the compensation of board members, it must establish an amount determined by written resolution adopted by a majority vote of the board in a public meeting. Any increase in the amount of compensation will apply only to board members beginning new terms or for those appointed to a vacancy after the increase is approved.

School Board Member Compensation/Expenses/Insurance/Liability

The taxability and tax status of all compensation, expense reimbursement, and other payments that the district makes to, or on behalf of, the members of the Board of Education is determined by applicable state and federal law. Board members must follow the Board’s policy or administratively established procedures for claiming and substantiating all amounts for which payment or reimbursement is requested.

Compensation

Board members will serve without compensation for their services unless compensation has been authorized by a written resolution adopted by a majority vote of the Board in a public meeting; except that no Board member may have their compensation increased during the term in office to which they have been elected or appointed.

Any compensation provided to Board members must not exceed \$150 per day for not more than 5 days of service per week, excluding federal and state holidays. Board members may only receive compensation for days when official Board duties—meaning Board meetings and other official activities and duties, including those that are conducted with a majority of the Board present—are performed.

Reimbursement

Upon submitting vouchers and supporting bills for expenses incurred in carrying out specific services previously authorized by the Board, Board members may be reimbursed from district funds in accordance with the Board’s policy on expense authorization and reimbursement and in amounts approved by a majority vote of the Board in a public meeting.

Insurance and liability

The Board will purchase liability insurance and errors-and-omissions insurance to protect its members individually and collectively for claims made against them as a result of their membership on the Board.

The Board will rely on the Colorado Governmental Immunity Act, C.R.S. 24-10-101 *et seq.* (the Act) as the statement of its obligation to defend and indemnify Board members. If the Board elects to provide for the defense of a Board member in a claim which alleges willful and wanton conduct by the Board member, the Board may require the Board member to post a reasonable bond to ensure reimbursement of any amounts advanced, in accordance with the Act.

(Adoption date)

LEGAL REFS.: 20 U.S.C. 7941 through 7948 (*Coverdell Teacher Protection Act limits the liability of school board members*)

C.R.S. 22-12-101 *et seq.* (*Teacher and School Administrator Protection Act also limits liability of school board members*)

C.R.S. 22-32-104 (5) (*board member compensation*)

C.R.S. 22-32-109.1 (9) (*immunity provisions in safe schools law also apply to school board members*)

C.R.S. 22-32-110 (1)(n), (u) (*power to provide necessary expenses*)

C.R.S. 24-10-101 *et seq.* (*Colorado Governmental Immunity Act*)

C.R.S. 24-18-104 (3)(d), (e) (*reimbursements are not considered gifts*)

CROSS REFS.: DKC, Expense Authorization/Reimbursement (Mileage and Travel)
EI, Insurance Program/Risk Management

NOTE: Based on the language in the Colorado Constitution, a complaint against school board members that were dismissed by the state's Independent Ethics Committee (IEC), and legislative discussions and intent behind HB21-1055, CASB does not believe that a board member who elects to receive per diem compensation in accordance with this policy and board resolution is subject to the constitutional gift ban (Colo. Const. Art. XXIX, Sect. 3) or the jurisdiction of the IEC.

The Colorado Constitution defines a "local government" as a "county or municipality," and explicitly states that, for purposes of ..., a "[p]ublic officer does not include ... any local government official, or any member of a board,

commission, council or committee who receives no compensation other than a per diem allowance or necessary and reasonable expenses.” Colo. Const. Art. XXIX, Sect. 2.

Additionally, the IEC dismissed a 2009 ethics complaint lodged against school board members, stating that, “[m]embers of boards who receive no compensation other than a per diem allowance or necessary or reasonable expenses are expressly excluded from the definition of “public officer” set forth in Article XXIX Sec. 2(6). The IEC therefore has no jurisdiction to hear complaints against unpaid school board members,” and “[a] school district is not a “county or municipality” and therefore is not a “local government” under Sec. 2(2).” [IEC Complaint 09-03 \(04/06/09\)](#).

Finally, the legislature considered and rejected two amendments to HB21-1055 which would have clarified that provisions of Article XXIX of the state constitution apply to board members. [HB21-1055 L.001](#) and [HB21-1055 L.005](#).

NOTE: According to PERA, school board members who are compensated are considered as employees of a school district in accordance with the Internal Revenue Code requirements and, as such, are required to participate in PERA as there are no membership participation exemptions for school board members. C.R.S. 24-51-301–321. Questions about PERA membership should be directed to the district’s PERA representative.

NOTE: School board member compensation may be subject to federal and state tax requirements, and school board members who wish to waive or decline compensation may also be subject to taxation under the doctrine of “constructive receipt,” i.e., where the IRS determines that an individual has income for tax purposes when they are authorized to receive the payment, regardless of whether they choose to accept the payment. 26 CFR 1-451-2. Some state legislatures in other states where board members are compensated have passed statutes explicitly allowing board members to waive compensation, and Wisconsin enacted legislation addressing the “constructive receipt” issue. [Wis. Stat. 120.07](#) and [120.45](#) (allowing a board member to decline their payment before it is “earned”).

Districts will need to consult with their local counsel and payroll administrators regarding the applicability of federal and state taxes on board member compensation, as well as any tax implications associated with declining compensation.

NOTE: After January 1, 2022, any compensation provided to board members may be adjusted by the board in accordance with changes in the U.S. Department of Labor's Bureau of Labor Statistics Consumer Price Index for Denver-Aurora-Lakewood for all items and all urban consumers, or its successor index. C.R.S. 22-32-104(6)(b).

[Revised September 2021]
COLORADO SAMPLE POLICY 1988©

Note: HB21-1055 allows board members to “be compensated for their services in an amount determined by written resolution adopted by a majority vote of the board in a public meeting.” C.R.S. 22-32-104(5), (6). This sample resolution is optional; boards that do not wish to provide board member compensation are not required to do so. A board may pass a resolution to establish or adjust board compensation at any time, but any increases will apply only to board members beginning new terms or for those appointed to a vacancy after the increase is approved (“no officer or member of the board may have his or her compensation increased during the term in office to which he or she has been elected or appointed.”)

Resolution Establishing Board Member Compensation

WHEREAS, in 2021 the Colorado Legislature passed HB21-1055, now codified at C.R.S. 22-32-104, which allows for the members of a board of education to be compensated for their services in an amount determined by written resolution adopted by a majority vote of the board; and

WHEREAS, part of the legislative intent of HB21-1055 was to promote access for members of the community to serve on a board of education and to improve a board’s representation; and

WHEREAS, the Board of Education appreciates the service provided by members of the Board and wishes to establish an amount that members of the Board may be compensated.

NOW THEREFORE, BE IT RESOLVED, that the _____ Board of Education establishes the compensation for members of the Board as follows:

1. The members of the Board will be compensated at a rate of \$[amount less than or equal to \$150] per day, for not more than five days of service per week, excluding federal and state holidays [optional to list federal and state holidays].
2. Board members may only receive compensation for days when official board duties are performed. “Official board duties” means:
 - a. Attending regular or special meetings of the board, including work sessions;

[The following are optional suggestions for the types of “official board duties” that may be compensated:

- b. Serving as a designated representative of the Board, including, but not limited to such activities as school committees, community development and district committees, serving on a BOCES board, collective bargaining, etc.;*

- c. *Attending board-approved training or development activities, including, but not limited to regional, state, or national school board association conferences, board in-service meetings, etc.*
 - d. *Attending special board-related activities when approved by the board in advance, including, but not limited to building dedications, commencement activities, staff retirements, and other such ceremonies.*
 - e. *[Specify any other official activities and duties, including those that are conducted with a majority of the board present.]]*
3. *[Provision allowing any board member to waive all or any portion of their compensation any month or months during their term of office, by a written waiver filed with the district. The Board should determine whether the waiver may be filed at any time or if such waiver must be filed by a certain date. The waiver should specify the month or period of months for which it is made.]*
 4. *[Provision outline the process by which a board member must submit a claim; for example: A board member must submit a monthly claim which verifies the nature and amount of approved activities for which compensation is claimed during the month. A board member is only eligible to make one compensation claim for a given day.]*
 5. Board members must participate in the Colorado Public Employees' Retirement Association (PERA) in accordance with PERA rules.
 6. This compensation rate is effective _____.

Adopted and approved this ____ day of _____, _____.

President, on behalf of

Date

the _____ Board of Education