



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

April 8, 2024 6:30 pm Regular Meeting

Location: District Office-Room 11 & via Zoom

1. 6:30 Call to order
2. 6:31 Pledge of Allegiance
3. 6:32 Roll Call
4. 6:33 Preview Agenda
5. 6:34 Public Participation
 - Members of the public who wish to address the board on non-agenda items are welcome to do so at this time. Please sign up with board secretary. We ask you to please observe the following guidelines:
 - Confine your comments to matters that are germane to the business of the School District.
 - Recognize that students often attend or view our meetings. Speaker's remarks, therefore, should be suitable for an audience that includes kindergarten through twelfth grade students.
 - Understand that the board cannot discuss specific personnel matters or specific students in a public forum.
6. 6:40 Consent Agenda
 - a. March 4, 2024 Regular Meeting Minutes
 - b. March 25, 2024 Special Meeting Minutes
 - c. Employee Status
 - d. Board Member time sheets
 - e. Resolution NO. 24-20 Increase in General Fund 10
7. 6:41 Discussion item
 - a. Early Head Start Full Enrollment Initiative
 - b. District Accountability Update
 - c. Budget/Finance Committee Update
 - d. Silver King Workforce Housing
 - e. Affordable Housing IGA
8. 8:00 Action Item
 - a. Affordable Housing IGA
 - b. Silver King Workforce Housing
 - c. DAC Member appointment
 - d. Energy Audit RFP
9. 8:20 Break
10. 8:25 Oversight calendar
 - a. LCHS Update
 - b. CCHS Update
11. 9:25 Discussion Item
 - a. Graduation Policy IKF
 - b. Superintendent Search-McPherson & Jacobson, LLC
 - c. Budget Discussions
 - d. Negotiations
12. 10:45 Board reports
13. 10:50 Superintendent update
 - a. Ongoing District Finance
 - b. Expulsion notification
14. 11:00 Agenda Planning

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.



15. Adjourn

16. Upcoming meeting or event:

- a. April 9, 2024 Members of the board may attend the Finance Committee Meeting @ 5:30 pm @ District Office/Zoom
- b. April 17, 2024 BOE Walk Through @ 12:30 pm @ LCES
- c. April 22, 2024 Special Meeting @ 6:30 pm @ District Office/Zoom
- d. April 24, 2024 BOE Walk Through @ 9:00 am @ LCIS
- e. May 1, 2024 BOE Walk Through @ 4:00 pm @ LCIS/Project Dream
- f. May 1, 2024 Members of the board may attend the DAC Meeting @ 5:30 pm @ District Office/Zoom
- g. May 6, 2024 Members of the board may attend a Top 10% Dinner @ 5:30 pm @ Masonic Lodge
- h. May 8, 2024 BOE Walk Through @ 4:00 pm @ LCHS/Project Dream
- i. May 10, 2024 Special Meeting @ TBD @ District Office
- j. May 11, 2024 Special Meeting @ TBD @ District Office/Zoom
- k. May 13, 2024 Regular Meeting @ 6:30 pm @ District Office/Zoom
- l. May 14, 2024 Members of the board may attend the Finance Committee Meeting @ 5:30 pm @ District Office/Zoom
- m. May 15, 2024 BOE Walk Through @ TBD @ LCHS
- n. May 22, 2024 BOE Walk Through @ 1:00 pm @ LCIS
- o. May 27, 2024 Special Meeting @ 6:30 pm @ District Office/Zoom
- p. June 5, 2024 Members of the board may attend the DAC Meeting @ 5:30 pm @ District Office/Zoom
- q. June 8, 2024 Members of the board will attend Graduations for CCHS (8:30 AM) and LCHS (10:30 AM) @ LCHS
- r. June 10, 2024 Regular Meeting @ 6:30 pm @ District Office/Zoom
- s. June 11, 2024 Members of the board may attend the Finance Committee Meeting @ 5:30 pm @ District Office/Zoom
- t. June 24, 2024 Special Meeting @ 6:30 pm @ District Office/Zoom

Estimated duration of meeting is 2.5 to 3 hours **Updated 4/5/2024

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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 abril de 2024 6:30 pm Reunión ordinaria
Ubicación: Oficina del distrito y via Zoom

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

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

- Limite sus comentarios a asuntos relacionados con los negocios del Distrito Escolar.
 - Reconozca que los estudiantes a menudo asisten o ven nuestras reuniones. Por lo tanto, los comentarios del orador deben ser adecuados para una audiencia que incluya a estudiantes de jardín de infantes a duodécimo grado.
 - Entender que la junta no puede discutir asuntos específicos de personal o estudiantes específicos en un foro público.
6. 6:40 Agenda de consentimiento
 - a. Acta de la reunión ordinaria del 4 de marzo de 2024
 - b. Acta de la reunión especial del 25 de marzo de 2024
 - c. Estado de empleado
 - d. Hojas de tiempo de los miembros de la junta directiva
 - e. Resolución NO. 24-20 Aumento del Fondo General 10
 7. 6:41 Tema de discusión
 - a. Iniciativa de inscripción completa de Early Head Start
 - b. Actulizacion de responsabilidad distrital
 - c. Actulizacion del Comité de Presupuesto/Finanza
 - d. Alojamiento para trabajadores de Silver King
 - e. Vivienda asequible IGA
 8. 8:00 Elementos de acción
 - a. Vivienda asequible IGA
 - b. Alojamiento para trabajadores de Silver King
 - c. Nombramiento de miembro del DAC
 - d. RFP de auditoría energética
 9. 8:20 descanso
 10. 8:25 Calendario de supervisión
 - a. Actualización de LCHS
 - b. Actualización de CCHS
 11. 9:25 Tema de discusión
 - a. Política de Graduación IKF
 - b. Búsqueda del superintendente-McPherson & Jacobson, LLC
 - c. Discusiones presupuestarias
 - d. Negociaciones

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12. 10:45 Informes de la junta
13. 10:50 Actualización del superintendente
 - a. Finanzas distritales continuas
 - b. Expulsiones
14. 11:00 Planificación de la agenda
15. Aplazar
16. Next Reunion o evento:
 - a. 9 de abril de 2024 Los miembros de la junta pueden asistir a la reunión del Comité de Finanzas a las 5:30 pm en la oficina del distrito/Zoom
 - b. 17 de abril de 2024 Recorrido por el BOE a las 12:30 pm en LCHS
 - c. 22 de abril de 2024 Reunión especial del a las 6:30 pm en la oficina del distrito/Zoom
 - d. 24 de abril de 2024 Recorrido por el BOE a las 9:00 am en LCIS
 - e. 1 de mayo de 2024 Recorrido por el BOE a las 4:00 pm en LCIS/Project Dream
 - f. 1 de mayo de 2024 Los miembros de la junta pueden asistir a la reunión del DAC a las 5:30 p. m. en la oficina del distrito/Zoom
 - g. 6 de mayo de 2024 Los miembros de la junta pueden asistir a una cena del 10% superior a las 5:30 p. m. en Masonic Lodge
 - h. 8 de mayo de 2024 Recorrido por el BOE a las 4:00 pm en LCHS/Project Dream
 - i. 10 de mayo de 2024 Reunión especial del a las TBD en la oficina del distrito/Zoom
 - j. 11 de mayo de 2024 Reunión especial del a las TBD en la oficina del distrito/Zoom
 - k. 13 de mayo de 2024 Reunión ordinaria a las 6:30 p. m. en la oficina del distrito/Zoom
 - l. 14 de mayo de 2024 Los miembros de la junta pueden asistir a la reunión del Comité de Finanzas a las 5:30 p. m. en la oficina del distrito/Zoom
 - m. 15 de mayo de 2024 Recorrido por el BOE a las ¿?? pm en LCHS
 - n. 22 de mayo de 2024 Recorrido por el BOE a las 1:00 pm en LCIS
 - o. 27 de mayo Reunión especial del de 2024 a las 6:30 p. m. en la oficina del distrito/Zoom
 - p. 5 de junio de 2024 Los miembros de la junta pueden asistir a la reunión del DAC a las 5:30 p. m. en la oficina del distrito/Zoom
 - q. 8 de junio de 2024 Los miembros de la junta asistirán a las graduaciones de CCHS (8:30 a. m.) y LCHS (10:30 a. m.) en LCHS
 - r. 10 de junio de 2024 Reunión ordinaria a las 6:30 p. m. en la oficina del distrito/Zoom
 - s. 11 de junio de 2024 Los miembros de la junta pueden asistir a la reunión del Comité de Finanzas a las 5:30 p. m. en la oficina del distrito/Zoom
 - t. Reunión especial del 24 de junio de 2024 a las 6:30 p. m. en la oficina del distrito/Zoom

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado 4/5/2024

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

March 4, 2024

Meeting called to order –Director Baker 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 March 4, 2024, at 5:01 p.m. and was held at the Lake County District Office and via Zoom. Directors Baker, Cooper, Federico, Lozano and Superintendent Massey were present.

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

Preview of agenda- No changes were needed.

Public Participation- The following people spoke in public participation: There was no public participation.

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

	Baker		Cooper	Federico	Lozano
Aye	X		X	X	X
Nay					
Absent					
Abstain					

motion carried 4-0-0-0.

Board Candidate interviews- The board interviewed Jeff Fielder for the open board seat.

Action items- It was moved by Director Lozano to appoint Jeff Fiedler to the Board of Education. Director Cooper seconded the motion;

	Baker		Cooper	Federico	Lozano
Aye	X		X	X	X
Nay					
Absent					
Abstain					

motion carried 4-0-0-0.

Jeff Fiedler was sworn onto the board by completing the Oath of Office and Confidentiality Affidavit.

It was moved by Director Cooper to approve the McPherson & Jacobson, LLC contract for helping with the Superintendent search. Director Lozano seconded the motion;

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X		X
Nay					
Absent					
Abstain				X	

motion carried 4-0-0-1.

Discussion Items- Christy Sinner, from McPherson & Jacobson, LLC. was in attendance and worked with the board on a plan and timeline for hiring a new superintendent.

A short break was taken and the meeting resumed.

Discussion Items- Mary Jelf gave an update regarding the Early Head Start Full Enrollment Initiative. Valerie Hilshorst, from District Accountability, was in attendance and spoke of the upcoming meeting. Jim Mulcey, from Finance Committee, was in attendance and spoke of their upcoming meeting and asked for recommendations of what the board would like them bring back to the board from their next meeting and the board was able to share ideas. Paul Anderson and Superintendent Massey shared regarding a 5-year financial plan for the district. Mary Jelf shared work on the Preschool budgets and Paul Anderson and Superintendent Massey were able to speak to the questions on budget lines. The board discussed the use of a lawyer in negotiations.

A short break was taken and the meeting resumed.

Action items- It was moved by Director Cooper to discontinue use of a district lawyer for negotiations. Director Fiedler seconded the motion; The board continued discussion and there was a motion to amend by Director Fiedler the motion as follows: to not select the attorney to have a seat at the negotiations table with LCEA this 2023-2024 negotiations year. Director Cooper seconded the motion

A vote on the motion to amend the motion was taken

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

A vote on the amended motion was taken

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Cooper to approve the MOU for the Energy Performance Audit. Director Lozano seconded the motion;

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

It was moved by Director Cooper to approve Resolution NO. 24-19 Beginning Fund balance for Funds 26 & 64. Director Lozano seconded the motion; The board continued discussion and there were adjustments made to the final resolution by all the board on the screen share over Zoom during the meeting and Director Cooper moved to approve the adjustments made to the resolution. Director Lozano seconded the motion.

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

A vote on the amended resolution was taken

	Baker	Cooper	Federico	Fiedler	Lozano
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Discussion Items- Rena Sanchez was in attendance and discussed the LCSD Budget reports and the board was able to ask questions. Superintendent Massey spoke regarding the letter the district received from the Colorado Department of Education regarding finances and the next steps and a follow up letter that they will be sending.

Superintendent Massey and the board had a redline discussion.

Board reports- Director Baker reported had no report. Director Federico had no report. Director Cooper reported on the upcoming DAC and Finance/Budget meetings. Director Lozano had no report.

Superintendent update- Superintendent Massey spoke of two expulsion and gave an update on district finances.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Lozano to adjourn the meeting. Director Cooper seconded the motion; motion carried.

Meeting adjourned at 11:04 pm.

ATTEST:

Miriam Lozano, Secretary

John Baker, President

SCHOOL BOARD MINUTES

Special Meeting

March 25, 2024

Meeting called to order –Director Baker 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 March 25, 2024, at 6:30 p.m. and was held at the District Office and via Zoom. Directors Baker, Cooper, Fiedler and Superintendent Massey were present. Directors Federico and Lozano were absent and excused.

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

Preview of agenda- No changes needed.

Public Participation- NA

Discussion Item- Superintendent Massey gave an update on the District Accountability and the application will stay open for a little longer to recruit people to be on there. Jim Mulcey, from the Finance Committee, shared a presentation and recommendation to the board and the board was able to share their thoughts about next things to be brought back to a board meeting. Jackie Whelihan, from the Leadville Lake County Regional Housing Authority, shared with the board the need to ask the board to move up the transfer of the land from the school district for them to be able to do the sight clean up as needed for them to move forward with the project.

Oversight Calendar- Katie Pongrekun and Claire Mulcey were in attendance and shared a presentation from LCES regarding the work happening in the school. Cheryl Talbot was

in attendance and shared a presentation from LCIS regarding the work happening in the building.

A short break was taken and the meeting resumed.

Discussion Item- Superintendent Massey shared an update from math curriculum team and the new curriculum that has been selected. Director Baker spoke on the follow up letter that was provided by Colorado Department of Education regarding the district financials. An update on the superintendent search from Christy Sinner was reviewed. Rena Sanchez went over the budget reports with the board. Bethnay Massey and Paul Anderson shared the draft budget proposal and was able to answer questions and have feedback from the board.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Cooper to adjourn the meeting. Director Fiedler seconded the motion; motion carried.

Meeting adjourned at 9:55 pm.

ATTEST:

Miriam Lozano, Secretary

John Baker, President

**Lake County School District R-1
Employee Status Report
April 8, 2024**

prepared: 4/4/2024

Certified Staff

Recommended for Hire

<u>Name</u>	<u>Assignment</u>	<u>Degree</u>	<u>License- Endorsement</u>	<u>Experience</u>
none				
<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Location</u>	<u>Effective</u>
Baker, Kyle	Health	Counselor Corps Grant Counselor	LCHS	2024-2025
Duncan, Aly	1st grade	4th grade	LCIS	2024-2025
Forsyth, Alisha	English	TOSA: Work Based Learning Coord	LCHS	2024-2025

Employees on Administrative Leave

<u>Resignations/Terminations</u>				
none				
Beyer, Dana	ELD Teacher	LCHS		3/4/2024
Kane, Margaret	Assistant Principal	LCHS		2024-2025

John Baker, President

Miriam Lozano, Secretary

**Lake County School District R-1
Employee Status Report
April 8, 2024**

prepared: 4/4/2024

Support Staff/Classified

Recommended for Hire

Pizana, Ana Lilia	Cook	LCHS	4/15/2024
Bedell, Kathleen	Substitute	District	3/25/2024

<u>Name</u>	<u>Current Assignment</u>	<u>Transfer Assignment</u>	<u>Effective</u>
Escobar Lopez, Josefa	Sub Custodian	Full time Custodian	4/4/2024

Employees on Administrative Leave

none

Resignations/Terminations

Garcia, Jennifer	Cook	LCHS	4/11/2024
Lopez de Lopez, Cecilia	Custodian	LCHS	3/28/2024
Lujan, Jacqueline	Preschool Director of Instruction	LCES	4/4/2024
Perez, Maria de la Luz	Custodian	LCHS	2/16/2024

John Baker, President

Miriam Lozano, Secretary

**Lake County School District R-1
Employee Status Report
April 8, 2024**

prepared: 4/4/2024

2023-2024 Openings

Certified/Staff

ELD Teacher, 3-6	LCIS	2023-2024
Head Start Preschool Director	LCES-Center	2023-2024

Classified/Support Staff

Bus Driver	Transportation	2023-2024
Certified Preschool Teacher	LCES- Preschool	2023-2024
Health Paraprofessional	LCES	2023-2024
Preschool Teacher	LCES- Preschool	2023-2024
Special Education Paraprofessional	LCIS	2023-2024
Substitute Teachers, Custodians, Cooks	PreK-12	2023-2024

2024-2025 Openings

Classroom Teachers - 1st Grade & 6th Grade	LCES/LCIS	2024-2025
Counselor Corps Grant- Counselor	CCHS	2024-2025
District Psychologist	District	2024-2025
High School English Teacher	LCHS	2024-2025
Special Education Paraprofessional	LCES	2024-2025
Speech Language Pathologist	District	2024-2025

Coaches/Athletics

Head High School Girls' Basketball Coach		2024-2025
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**Lake County School District R-1
Additional Pay Sheet**

**PAY PERIOD
Mar 1, 2024 TO Mar 31, 2024**

ID# _____ **Name:** Grayson Cooper

DATE:	DESCRIPTION	HOURS	RATE	TOTAL
3/4/2024	Board of Education Meeting	6.05	\$150	\$150
3/6/2024	DAC Meeting	2.00	\$75	\$75
3/19/2024	Finance Committee Meeting	2.13	\$75	\$75
3/25/2024	Board of Education Meeting	3.42	\$75	\$75
TOTAL		13.60		\$375

ID#



Employee's Signature 1 April 2024
Date

Supervisor's Signature Date

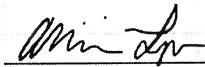
Lake County School District R-1
Additional Pay Sheet

PAY PERIOD
March 1, 2024 to March 29, 2024

Name: **Miriam Lozano**

DATE	DESCRIPTION	HOURS	RATE	TOTAL
03/04/2024	Board of Education Meeting	6.07	\$150	\$150.00
03/05/2024	Head start policy council	2	\$75	\$75.00
Total		8.75		\$225.00

Employee Address


Employee's
Signature

04/04/2024
Date

Supervisor's
Signature

Date

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

RESOLUTION NO. 24-20

BE IT RESOLVED THAT, the Board of Education of Lake County School District R-1 authorizes an increase in the 2023-2024 Funds as follows:

General Fund 10

Project Dream Donation from Freeport McMoran (New acquisition)	\$9,951.00
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Total	\$9,951.00
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Miriam Lozano, Secretary

John Baker, President

Dated: April 8, 2024

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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Jacqueline Lujan
MEMO PREPARED BY: Mary Jelf
INVITED GUESTS: Katie Pongrekun
TIME ALLOTTED ON AGENDA: 15 minutes
ATTACHMENTS: 1

RE: *Early Head Start Full Enrollment Initiative*, Presentation

TOPIC SUMMARY

Background:

The Early Head Start program is participating in a required twelve month Full Enrollment Initiative plan to reach at least 97% enrollment in the EHS program by 2024.

Topic for Presentation:

The Full Enrollment Initiative (FEI) Team is meeting regularly and updating the plan document with progress.

Activities since last month's report include:

- Current enrollment is 11 children and families.
- Recruitment continues and more applications are in process.
- The required nine month check in meeting with OHS was completed. OHS provided clarification that September is the month that will be used for compliance data. They are satisfied with our progress and made positive comments on the program's ability to change direction and innovate.
- Socialization events are planned through June.



Full Enrollment Initiative - *Update*

The goal of the FEI plan is to have full enrollment in the Early Head Start program by July 2024.

- Current enrollment is 11 children and families.
- Recruitment continues and more applications are in process.
- The required nine month check in meeting with OHS was completed. OHS provided clarification that September is the month that will be used for compliance data. They are satisfied with our progress and made positive comments on the program's ability to change direction and innovate.
- Socialization events are planned through June.

The District Accountability Committee (DAC) is a legally constituted committee of representatives from the Lake County School District whose purpose is to engage in meaningful consultation in accountability and improvement planning.

As per Colorado Revised Statutes 22-11-302, DAC duties include making recommendations regarding district improvement planning and spending priorities, studying topics as jointly determined with the school board, and increasing parent engagement in the district and at schools. The responsibilities of DAC members are described in the DAC bylaws, available [Here](#)

Lake County School District Accountability Committee.

April 3, 2024 5:30 pm

Meeting Location: District Office-Room 11 & via Zoom

5:30 Call to order

5:31 Roll Call

5:32 Approve minutes from 3/6/24

5:33 Principal School Frameworks Presentation: Scott Carroll LCHS

6:03 Q&A

6:33 Membership

6:43 Committee/ Subcommittee Reports

A. Finance

B. School Frameworks/ Strategic Planning

C. Family Engagement/ Equity

D. BOE

7:29 Who will attend next BOE meeting

7:30 Adjourn

DAC Year-At-A-Glance 2023/2024

Month	Agenda Items
October 4, 2023	Foundational work, bylaws, subcommittee formations, vision for the year
November 1, 2023	District Budget presentation, discussion, and recommendations
December 6, 2023	Lorena – EL Programming & Katie - Literacy
January 10, 2024	Katie – Principal LCES presents School Framework & building information
February 7, 2024	Katherine Kerrigan – Principal Cloud City High School
March 6, 2024	Cheryl Talbot – Principal Lake County Intermediate School
April 3, 2024	Scott Carroll – Principal Lake County High School
May 1, 2024	Bethany – Superintendent presents District Strategic Plan/Overview
June 5, 2024	Recruiting, End of Year Celebration, Wrap Up

This schedule gives you an overview of the topics and presentations we have set for the upcoming year. We will add in subcommittee reports and additional presentations as needed.

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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Paul Anderson
MEMO PREPARED BY: Paul Anderson
INVITED GUESTS:None
TIME ALLOTTED ON AGENDA: 15 minutes
ATTACHMENTS: 1

RE: Silver King PUD, Presentation

TOPIC SUMMARY

Background: The Silver King Inn is a 64 unit hotel that is being proposed to be converted into 56 units for workforce housing.

Topic for Presentation:

The Land Dedication or Fee in Lieu calculations are:

56 units X .0025 acres = .14 acres

56 units X \$1226.69 = \$68,694.64



Community Planning & Development

APPLICATION OVERVIEW

- Application: File 24-08 Silver King PUD
- Address/Location: 2020 N Poplar St., Leadville, CO 80461/#00436 SEARL PLACER TRACT OF LAND CONTAINING 2.000 AS, 50' OF TRACT OF LAND 13-09-80 IN SW 1/4 SW 1/4
- Owner/Applicant/Representative: Kevin Ferguson/Silver King Inn and Suites, LLC/Morgan Law, Shape Architecture

This is planned unit development without subdivision to convert 64 hotel rooms into 56 workforce housing

units. The application will be processed as a rezone pursuant to the findings consistent with the Lake County Land Development Code Sections **3.13.3** Rezoning Approval Criteria, **3.11.3 (H)** PUD Sketch Plan Approval Criteria, and **3.15.3 (E)** Site Plan Approval Criteria. The application may be viewed at:

<https://drive.google.com/drive/folders/14dwhzxwYHwUnjvlpkJ4TNPdpCdPBi31N?usp=sharing>

The Public Hearing is set for April 22 @ 4 PM and will be available both in person at the Lake County Courthouse, 505 Harrison Ave, Leadville, CO 80461 or via Zoom.

Topic: Planning Commission Meeting

Join Zoom Meeting

<https://lakecountyco.zoom.us/j/92693248310?pwd=elkrSDhsRjUwTWWhOaWtFdIhJcHQ3Zz09>

Meeting ID: 926 9324 8310

Passcode: 80461

Dial by your location

+1 720 707 2699 US (Denver)

Find your local number: <https://lakecountyco.zoom.us/u/kbYvG0554X>

Comments may be submitted to Cece Williams or Anne Schneider at cwilliams@lakecountyco.gov or aschneider@lakecountyco.gov

Please contact Community Planning & Development with any questions – 719.486.2875

INTERGOVERNMENTAL AGREEMENT REGARDING THE LEASE AND TRANSFER OF REAL PROPERTY FOR AFFORDABLE HOUSING PURPOSES

This Intergovernmental Agreement Regarding the Lease and Transfer of Real Property for Affordable Housing Purposes (the "IGA" or "Agreement") is entered into this DAY of November, 2023 (the "Effective Date"), by and among the Board of County Commissioners of Lake County, with an address of 505 Harrison Avenue, Leadville, CO 80461 (the "County"), the Leadville Lake County Regional Housing Authority, a Colorado regional housing authority with an address of 505 Harrison Avenue, Leadville, CO 80461 (the "Authority"), and the Lake County School District R-1, a Colorado public school district with an address of 328 West 5th Street, Leadville, CO 80461 (the "School District") (each a "Party" and collectively, the "Parties").

RECITALS

WHEREAS, due to population growth, low housing supply, and the proliferation of second homes, Lake County is experiencing increasing land values and decreasing housing affordability, which negatively impacts business and civic services and the community by stymying the supply of a local workforce and forcing out long-time residents, low-moderate income households, fixed-income households, and young families; and

WHEREAS, to address this challenge, the Authority, with assistance from the County, desires to construct affordable housing projects within the City of Leadville and Lake County; and

WHEREAS, the School District is the fee simple owner of unimproved real property located in Lake County, Colorado and more particularly described on Exhibit A, attached hereto and incorporated herein by reference (the "Property"); and

WHEREAS, the County and the Authority desire to construct one of the affordable housing projects (the "Project") on the Property; and

WHEREAS, the Authority, with the assistance of the County, has secured a grant from the Department of Local Affairs ("DOLA Grant") to fund infrastructure for the Project (the "Infrastructure Improvements"); and]

WHEREAS, as a condition of the DOLA Grant, the Authority must spend the grant proceeds, together with matching funds, on or before April 30, 2025; and

WHEREAS, pending receipt of additional funds, the County and the Authority desire to use the DOLA Grant and matching funds to construct the Infrastructure Improvements on the Property and, upon receipt and/or appropriation of additional funds, to construct the Project; and

WHEREAS, to facilitate expenditure of the DOLA Grant within the required timeframe but prior to receipt of additional funds for the Project, the School District is willing to lease the Property to the County with an option to purchase in accordance with the terms and conditions set forth in this IGA; and

WHEREAS, the County, with the Authority's support, desires to lease the Property with an option to purchase in accordance with the terms and conditions set forth in this IGA.

AGREEMENT

NOW, THEREFORE, for and in consideration of the foregoing recitals, incorporated by this reference, the mutual promises contained herein and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto agree to the terms and conditions set forth below.

1. Grant of Lease. The School District hereby leases to the County, and the County hereby leases from the School District, the Property during the term of this IGA.
2. Term. Subject to earlier termination as provided herein, the term of this IGA shall commence on the Effective Date and shall expire on the date that is seven (7) years after the Effective Date (the "Expiration Date"). The parties may extend the Expiration Date by mutual agreement.
3. No Rent. There shall be no rent due for the Property.
4. Use of the Property. The County with assistance from the Authority shall use the Property to construct and operate the Project, including without limitation the Infrastructure Improvements, in accordance with applicable law and grant requirements, if any.
5. Project Construction. In connection with the construction of the Project, the County and the Authority agrees as follows:
 - a. The County with assistance from the Authority shall construct the Project (the "**Work**") in accordance with plans, specifications, and drawings approved in advance in writing by the School District (the "**Specifications**"), which approval shall not be unreasonably withheld.
 - b. The County with assistance from the Authority shall cause the Work to be done promptly and with due diligence prior to the Expiration Date.
 - c. The County with assistance from the Authority shall cause each contractor with which the County and/or Authority contracts directly to guarantee all Work performed by it or any subcontractor or other person performing Work on its behalf against defective workmanship and materials for a period of two years after substantial completion of the Project. "Substantial completion of the Project" shall mean the date on which the County or the Authority, as applicable, receives a certificate of occupancy for the Project. Unless the County or the Authority, as applicable, shall have exercised the option to purchase the Project in accordance with Section 11 of this Agreement, the County or the Authority, as applicable, shall assign to the School District any guarantee of workmanship and materials upon the substantial completion of the Project.
 - d. The County with assistance from the Authority shall require that each of its contractors provide a performance bond and a separate labor and material payment bond, each of which shall be (i) executed by a corporate surety licensed to do business in the State of Colorado, (ii) in customary form, (iii) in the amount payable to such contractor pursuant to its Project contract, and (iv) payable to the County. If, at any time prior to completion

of the Work covered by any such bond, the surety shall be disqualified from doing business within the State of Colorado, a new bond shall be provided from an alternate surety licensed to do business in the State of Colorado. The amount of each bond shall be increased or decreased, as appropriate, to reflect changes to the Specifications under Section 5(a) hereof. A copy of each such bond and all modifications thereto shall be furnished to the School District within thirty (30) days of the effective date of the related Project contract. The County and Authority hereby assign their rights to any proceeds under such bonds to the School District.

- e. The County shall procure and maintain, at its own cost and expense, until the Project is completed, standard, all risk of loss builder's risk completed value insurance upon property included in the Project. A certificate of insurance evidencing such insurance shall be provided to the School District.
- f. The County with assistance from the Authority shall require that each of its contractors procure and maintain, at its own cost and expense, during such contractor's Project contract, standard form comprehensive commercial public liability and property damage insurance that covers all claims for bodily injury, including death, and claims for destruction of or damage to the property (other than the Work itself), arising out of or in connection with any operations under the contractor's Project contract, whether such operations be by the contractor or by a subcontractor. The insurance shall include the limits and coverage specified for School District by its insurance carrier and shall contain waivers of subrogation in favor of School District. Such policies shall include the School District as an additional insured and shall include a provision prohibiting cancellation, termination or alteration except pursuant to the policy. A certificate of insurance evidencing such insurance shall be provided to the School District with respect to each contractor within thirty (30) days of the effective date of the related Project contract.
- g. The County with assistance from the Authority shall require that each of its contractors procure and maintain, at its own cost and expense, workers' compensation insurance as required by Colorado law during the term of its contract, covering all persons working under its Project contract. Such insurance shall contain a provision that such coverage shall not be canceled, terminated or altered without thirty (30) days' prior written notice to the School District. Certificates evidencing such coverage shall be provided to the School District.
- h. In the event of any default under any Project contract, or in the event of a breach of warranty with respect to any materials, workmanship or performance or other Work, which default or breach results in frustration of the purpose for which the property improved by the Project was intended, the County and/or the Authority shall promptly proceed, either separately or in conjunction with others, to pursue diligently its remedies, including any remedy against the surety of any bond securing the performance of the Project contract.
- i. Each Project contract shall expressly provide that the School District shall have, the right to enforce each Project contract against the contractor (i) following termination of this IGA or (ii) in any case where, in the reasonable judgment of the School District, the County

has failed to enforce the terms of such Project contract in a manner consistent with its obligations under this IGA.

- j. The County with assistance from the Authority shall maintain copies of all requisition forms and Project contracts, including but not limited to subcontracts, purchase orders, and procurement documents, and provide copies to the School District upon request. All such documents and records relating to the Project shall be retained by the County with assistance from the Authority during the term of this IGA and shall be provided to the School District upon request during the term of this License and with the delivery of a certificate of substantial completion. The County with assistance from the Authority shall provide monthly progress reports to the School District’s Superintendent or designee in a format provided by the School District, which progress reports shall provide at a minimum, photos of the Project, a current line-item budget, a current Project budget, and an updated Project schedule.
- k. In the event of any inconsistency, conflict, or ambiguity between this Agreement and the DOLA Grant or other grant requirements, the higher standard or greater requirement shall prevail.

6. Designation of Representatives. Each Party shall designate a representative with whom the other Parties may confer regarding the terms and implementation of this Agreement (each a “Party Designee” and, collectively, the “Party Designees”).

7. Disclaimer of Warranties. SCHOOL DISTRICT MAKES NO WARRANTY OR REPRESENTATION, EITHER EXPRESS OR IMPLIED, AS TO THE VALUE, DESIGN, CONDITION, MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE OR FITNESS FOR USE OF THE PROPERTY OR ANY OTHER REPRESENTATION OR WARRANTY WITH RESPECT TO THE PROPERTY. In no event shall any party hereto be liable for any incidental, special or consequential damage in connection with or arising out of this IGA.

8. Insurance. During the Term, the County shall maintain commercial general liability insurance, written on an “occurrence” basis in an amount not less than \$1,000,000.00 per occurrence/\$2,000,000.00 aggregate covering claims for bodily injury, death or property damage and products and completed operations. The School District shall be named as an additional insured under such liability insurance policy and such policy shall contain a waiver of subrogation in favor of the School District. The County shall provide to the School District evidence of such insurance acceptable to the School District as School District may from time-to-time request.

9. No Liens. The County shall not permit any liens to be filed against the Property in connection with its operations on or use of the Property.

10. Termination.

- a. This Agreement may be terminated by the School District upon not less than ninety (90) days’ written notice should the County fail to materially perform in accordance with the terms of this Agreement through no fault of the School District. In the event of a termination in accordance with this Section 10 prior to the issuance of a certificate of substantial completion for the Project, the School District shall have the right, in its sole discretion, to complete the Project; provided, however, that if the School District elects not to complete the Project, the County shall restore the

Property, including, but not limited to, landscaping, sod, or other improvements, to a level reasonably comparable with the original condition.

b. This Agreement may be terminated by mutual agreement of the parties.

11. Option to Purchase. In consideration for construction of the Project on the Property and recordation of the Deed Restriction (as hereinafter defined), the School District hereby grants to the County an option to purchase the Property pursuant to the terms set forth in this Section 11 (the "Option").

a. Provided this Agreement is still in effect and the County and the Authority are in compliance with their obligations hereunder, the option to purchase shall commence on the earlier of (i) the date on which the County receives a building permit and adequate financing for the non-Improvement Infrastructure portion of the Project, or (ii) the date on which the County receives a certificate of occupancy for the non-Improvement Infrastructure portion of the Project, and shall continue for a period of one hundred eighty (180) days (the "Option Period").

b. There shall be no purchase price for the Property.

c. The County shall exercise its option to purchase the Property by delivering within the Option Period written notice to the School District stating that the County elects to exercise the Option and purchase the Property. The notice shall specify the time and date when closing of the transfer of the Property from the School District to the County (the "Closing") shall take place, which date shall not be more than ninety (90) and not less than forty-five (45) after the date of the notice. The County shall pay all fees and costs in connection with the Closing, including without limitation closing fees, costs of preparing the deed and other documents of conveyance, the cost of furnishing any title documents and the premium for any title policy and endorsements thereto, the cost of recording any documents necessary to make title marketable, the filing fee to record the deed, and any other reasonable fees incurred by either party in connection with the Closing.

d. At Closing, the School District shall convey its interest in the Property to the County by special warranty deed.

e. The School District's obligation to close shall be conditioned on the recording of a deed restriction that will limit the use and occupancy of the Property to affordable housing, in compliance with the limitations imposed by the DOLA Grant and in substantially the form attached hereto as Exhibit B (the "Deed Restriction"). The Deed Restriction will also give priority to School District employees and, to the extent permitted by law, families of students enrolled in the School District who meet the requirements of the Deed Restriction, for occupancy of 25% of the residential dwelling units on the Property, whether such units are for sale or rent.

f. The County may assign the Option to the Authority upon prior written notice to the School District.

12. Notice. Any notice or communication required or permitted hereunder shall be given in writing, sent by (a) personal delivery, or (b) expedited delivery service with proof of delivery, or (c) United States mail, postage prepaid, registered or certified mail, addressed to the appropriate party at its address set forth on the first page of this Agreement or to such other address or to the attention of such other person

as hereinafter shall be designated in writing by the applicable party sent in accordance herewith. Any such notice or communication shall be deemed to have been given, whether actually received or not, when sent or dispatched in the manner provided herein.

13. Nonassignable. Except as set forth in Section 11 permitting assignment of the Option to the Authority, this IGA shall not be assigned by a party without the written consent of the other parties.

14. Entire Agreement. This Agreement contains and represents the entire understanding of the parties hereto and supersedes any and all prior oral or written agreements, understanding, undertakings, promises or representations (if any) relative to the Property (or any part thereof) and the subject matter hereof.

15. Amendments in Writing. This Agreement may not be altered, amended, changed, waived, terminated or modified, in any respect or particular, unless the same shall be in writing and signed by all Parties.

16. Immunities. Notwithstanding anything herein to the contrary, no term or condition shall be deemed a waiver, express or implied, of any provision of the "Colorado Governmental Immunity Act," §§ 24-10-101, et seq., C.R.S., as now or hereafter amended.

17. Governing Law/Venue. The laws of the State of Colorado shall govern the performance and interpretation of the Agreement. Venue for any dispute concerning the Agreement or to enforce any provision herein shall be exclusively in the federal court located in Colorado or the state court located in Lake County, Colorado.

18. Counterparts. This Agreement and any amendments may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. For purposes of executing this Agreement, facsimile or scanned signatures shall be as valid as the original.

19. No Third-Party Beneficiaries. Nothing in this Agreement shall be construed to give any rights or benefits to anyone other than the parties.

20. Subject to Annual Appropriation. Consistent with Article X, § 20 of the Colorado Constitution, any financial obligation of a Party not performed during the current fiscal year is subject to annual appropriation, shall extend only to monies currently appropriated, and shall not constitute a mandatory charge, requirement, debt, or liability beyond the current fiscal year.

[Signatures appear on next page.]


In witness whereof, the parties have signed this Agreement as of the date first above written.

Lake County Board of County Commissioners



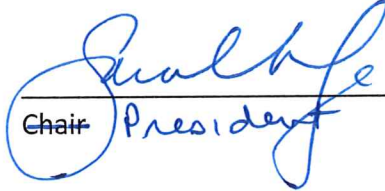
Chair

Attest as to Commissioner's Signature:



Tracey Lauritzen, Clerk and Recorder,
Lake County, Colorado; ex officio Clerk to the Board

Leadville/Lake County Regional Housing Authority



Chair President

Attest:



Secretary

Lake County School District



Chair

STATE OF COLORADO)
) ss.
COUNTY OF LAKE)

The foregoing instrument was subscribed, sworn to and acknowledged before me this 31st day of January, 2024, by John Baker as BOE President of the Lake County School District.

Witness my hand and official seal.



Notary Public

(S E A L)

My commission expires: June 30, 2024

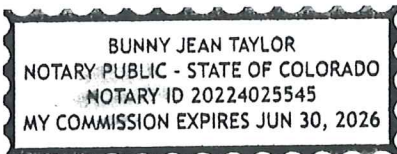


EXHIBIT A

LEGAL DESCRIPTION

The Land referred to herein is located in the County of Lake, State of Colorado, and described as follows:
Lots numbered One (1) to Sixteen (16) both inclusive in Block number Twenty-one (21) of Stevens and
Leiter's Subdivision of Stevens and Leiter's Placer, U.S. Survey Number 271, same being a subdivision of
the City of Leadville, County of Lake, State of Colorado.

388552

388552 2/1/2024 2:03 PM
9 of 19 IGA R\$0.00 D\$0.00

Tracey Lauritzen
Lake County

EXHIBIT B

Deed Restriction Agreement attached.

DEED RESTRICTION AGREEMENT

THIS DEED RESTRICTION AGREEMENT (the "Agreement") is entered into this 31st day of January, 2024 (the "Effective Date") by and between the Leadville Lake County Regional Housing Authority, a Colorado regional housing authority (the "Authority"), and Lake County School District, a Colorado school district (the "District") (each a "Party" and collectively the "Parties").

WHEREAS, the District owns the real property described as [insert] (the "Property"), and wishes to convey the Property to the Authority for the purpose of constructing housing; and

WHEREAS, prior to such conveyance, the Parties wish to permanently restrict a portion of the Property's future residential units for the occupancy by District employees who meet certain income restrictions.

NOW, THEREFORE, for and in consideration of the mutual promises and covenants contained herein, the sufficiency of which is mutually acknowledged, the Parties agree as follows:

1. Property.

a. This Agreement shall apply to [insert] residential units constructed on the Property, as identified in Exhibit A, attached hereto and incorporated herein by this reference (the "Restricted Units").

b. The Restricted Units are hereby burdened with the covenants and restrictions specified in this Agreement, in perpetuity.

2. Definitions. For purposes of this Agreement, the following terms shall have the following meanings:

a. *Area Median Income ("AMI")* means the median annual income for Lake County (or such next larger statistical area calculated by the Department of Housing and Urban Development ("HUD") that includes Lake County, and if HUD does not calculate the Area Median Income for the County on a distinct basis from other areas), as adjusted for household size, that is calculated and published annually by HUD (or any successor index thereto acceptable to the Authority, in its reasonable discretion).

b. *Employed by the District* means an individual who works an average of 30 hours or more per week for the District and earns at least 80% of their Gross Income from employment with the District.

c. *Guidelines* means the current version of the Leadville Lake County Community Housing Guidelines adopted by the Authority. The version adopted as of the Effective Date is attached hereto as **Exhibit B** and incorporated herein by this reference.

d. *Gross Income* means the sum of all wages, salaries, profits, interest payments, rents, and other forms of earnings in a Household, before any deductions or taxes.

e. *Household* means one or more individuals who intend to occupy a Restricted Unit as a single housekeeping unit.

f. *Maximum Resale Price* means an amount not exceed the sum of: the purchase price paid by the owner for the Restricted Unit; plus an increase of 2% of such purchase price per year (prorated at the rate of 1/12 for each whole month, but not compounded annually) from the date of the purchase of the unit to the date of the owner's Notice of Intent to sell the Unit; plus an amount equal to any special assessments paid by the owner during the Owner's ownership of the unit; plus the cost of permitted capital improvements made to the unit by the Owner, pursuant to separate guidelines issued by the Authority; minus any amounts associated with bringing the unit up to the minimum standards required by the Authority.

g. *Non-Qualified Occupant* means a person or business who does not meet the definition of a Qualified Occupant.

h. *Principal Place of Residence* means the home or place in which one's habitation is fixed and to which one has a present intention of returning after a departure or absence therefrom. In determining what is a principal place of residence, the Authority will consider the criteria set forth in C.R.S. § 31-10-201(3), as amended.

i. *Owner* means any person who acquires an ownership interest in a Restricted Unit, including without limitation Qualified Occupants, Non-Qualified Occupants and Inheriting Owners.

j. *Qualified Occupant* means a natural person who: is Employed by the District; earns a monthly income of 50% or less of AML; and will occupy the unit as their principal place of residence at all times.

k. *Transfer* means any sale, conveyance, assignment or transfer, voluntary or involuntary, of any interest in a Restricted Unit, including without limitation a fee simple interest, a joint tenancy interest, a life estate, a leasehold interest and an interest evidenced by any contract by which possession of a Restricted Unit is transferred and an owner retains title; provided that the lease of a room or rooms in a Restricted Unit to a Qualified Occupant in accordance with this Agreement shall not constitute a Transfer.

3. Occupancy Restrictions.

a. Restricted Units shall be continuously occupied by at least one Qualified Occupant as their principal place of residence. If a Qualified Occupant ceases to occupy a Restricted Unit as their principal place of residence, the Qualified Occupant shall immediately contact the Authority to Transfer the Restricted Unit pursuant to Section 4 hereof.

b. The Qualified Occupant may lease a room or rooms within a Restricted Unit to other Qualified Occupants. Leases of less than 30 days or more than 6 months are prohibited, provided that a Qualified Occupant may renew a 6-month lease without limitation.

c. No business activity shall occur on or within a Restricted Unit, other than as permitted within the zone district applicable to the Property.

d. No later than February 1st of each year, all Qualified Occupants shall submit one copy of a sworn affidavit, on a form provided by the Authority, verifying that the Restricted Unit is occupied in accordance with this Agreement and the Guidelines.

e. Should the Authority acquire possession of a Restricted Unit for any reason, the Authority may lease the Restricted Unit subject to the terms of this Agreement.

4. Transfer.

a. The Owner shall first notify the Authority that the Owner wishes to Transfer a Restricted Unit. The Authority shall have the first option to purchase the Restricted Unit, exercisable within a period of 15 days after receipt of notice, and if the Authority exercises its right and option, the Authority shall purchase the Restricted Unit from the Owner for a price equal to the Maximum Resale Price, or the appraised market value, whichever is less.

b. Should the Authority decide not to purchase the Restricted Unit, Owner shall list the Restricted Unit for sale in accordance with the Guidelines, and shall thereafter select a Qualified Occupant pursuant to the Guidelines.

c. The Restricted Unit shall be transferred only to the Authority or a Qualified Occupant, and shall not be sold for more than the Maximum Resale Price.

d. At closing, the Qualified Occupant shall execute, in a form satisfactory to the Authority and for recording with the Lake County Clerk and Recorder, a document acknowledging this Deed Restriction and expressly agreeing to be bound by it.

5. Effect of Transfer to a Non-Qualified Occupant.

a. If for any reason the Restricted Unit is transferred to a Non-Qualified Occupant, the Non-Qualified Occupant shall immediately contact the Authority to Transfer the Restricted Unit pursuant to Section 4 hereof.

b. The Non-Qualified Occupant shall execute any and all documents necessary for the Transfer.

c. A Non-Qualified Occupant shall not: occupy a Restricted Unit; rent any part of a Restricted Unit; engage in any business activity in a Restricted Unit; or Transfer a Restricted Unit except in accordance with this Agreement.

6. Transfer by Devise or Inheritance.

a. If a Transfer occurs by devise or inheritance due to death of an Owner, the personal representative of the Owner's estate or the person inheriting the Restricted Unit (the

"Inheriting Owner") shall provide written notice to the Authority within 30 days of the date of death.

b. If the Inheriting Owner is a Qualified Occupant, they shall provide the Authority with documentation proving their status as such, and the Authority may determine if the Inheriting Owner is in fact a Qualified Occupant. If the Inheriting Owner fails to provide the required documentation, they shall be deemed a Non-Qualified Occupant. If the Inheriting Owner is a Qualified Occupant, they shall succeed in the Qualified Occupant's interest and obligations under this Agreement.

c. If the Inheriting Owner is a Non-Qualified Occupant, the Inheriting Owner shall Transfer the Restricted Unit pursuant to Section 4 hereof.

7. Consensual Lien; Right to Redeem. For the purpose of securing performance under this Agreement and creating in favor of the Authority a right to redeem in accordance with Part 3 of Article 38 of Title 38, C.R.S., as amended, District hereby grants to Authority a consensual lien on the Property. Such lien shall not have a lien amount.

8. Breach.

a. It shall be a breach of this Agreement for an Owner or Qualified Occupant to violate any provision of this Agreement, or to default in payment or other obligations due to be performed under a promissory note secured by a first deed of trust encumbering a Restricted Unit.

b. If the Authority has reasonable cause to believe that an Owner or Qualified Occupant is violating this Agreement, the Authority may inspect the Restricted Unit between the hours of 8:00 a.m. and 5:00 p.m., Monday through Friday, after providing the Owner or Inheriting Owner with 24 hours written notice. This Agreement shall constitute permission to enter the Restricted Unit during such times upon such notice.

c. If the Authority discovers a violation of this Agreement, the Authority shall notify the Owner and Qualified Occupant of the violation and allow 15 days to cure.

9. Remedies.

a. Any Transfer in violation of this Agreement shall be wholly null and void and shall confer no title whatsoever upon the purported buyer. Each and every Transfer, for all purposes, shall be deemed to include and incorporate by this reference the covenants contained in this Agreement, even if the Transfer documents fail to reference this Agreement.

b. The Authority may pursue all available remedies for violations of this Agreement, including without limitation specific performance or a mandatory injunction requiring a Transfer of the Restricted Unit, with the costs of such Transfer to be paid out of the proceeds of the sale.

c. Upon request by the Authority, each Owner authorizes the holder of any mortgage or deed of trust against a Restricted Unit to disclose to the Authority if any payments due are delinquent and the duration and amount of such delinquency.

d. Any violation of this Agreement shall cause the Maximum Resale Price to freeze and remain fixed until the date such violation is fully cured.

e. In addition to the specific remedies set forth herein, the Authority shall have all other remedies available at law or equity, and the exercise of one remedy shall not preclude the exercise of any other remedy.

10. Foreclosure.

a. An Owner shall notify the Authority, in writing, of any notification received from a lender of past due payments or defaults in payments or other obligations within 5 days of receipt of such notification.

b. An Owner shall immediately notify the Authority, in writing, of any notice of foreclosure under the first deed of trust or any other subordinate security interest in the Restricted Unit, or when any payment on any indebtedness encumbering the Restricted Unit is required to avoid foreclosure of the first deed of trust or other subordinate security interest in the Restricted Unit.

c. Within 60 days after receipt of any notice described herein, the Authority may (but shall not be obligated to) proceed to make any payment required to avoid foreclosure. Upon making any such payment, the Authority shall place a lien on the Property in the amount paid to cure the default and avoid foreclosure, including all fees and costs resulting from such foreclosure.

d. Notwithstanding any other provision of this Agreement, in the event of a foreclosure, acceptance of a deed-in-lieu of foreclosure, or assignment, this Agreement shall remain in full force and effect, including without limitation Section 4 hereof, restricting Transfer of the Restricted Unit.

e. The Authority shall have 30 days after issuance of the public trustee's deed or the acceptance of a deed in lieu of foreclosure by the holder in which to purchase by tendering to the holder, in cash or certified funds, an amount equal to the redemption price which would have been required of the borrower or any person who might be liable upon a deficiency on the last day of the statutory redemption period(s) and any additional reasonable costs incurred by the holder related to the foreclosure.

11. Miscellaneous.

a. *Modification.* This Agreement may only be modified by subsequent written agreement of the Parties, provided that, if the Authority obtains title to the Property, the Authority may modify or terminate this Agreement at any time.

b. *Integration.* This Agreement and any attached exhibits constitute the entire agreement between the Parties, superseding all prior oral or written communications.

c. *Binding Effect.* This Agreement shall be binding upon and inure to the benefit of the Parties and their respective heirs, successors and assigns.

d. *Severability.* If any provision of this Agreement is determined to be void by a court of competent jurisdiction, such determination shall not affect any other provision hereof, and all of the other provisions shall remain in full force and effect.

e. *Governing Law and Venue.* This Agreement shall be governed by the laws of the State of Colorado, and any legal action concerning the provisions hereof shall be brought in Lake County, Colorado.

f. *Third Parties.* There are no intended third-party beneficiaries to this Agreement.

g. *No Joint Venture.* Notwithstanding any provision hereof, the Authority shall never be a joint venture in any private entity or activity which participates in this Agreement, and the Authority shall never be liable or responsible for any debt or obligation of any participant in this Agreement.

h. *Notice.* Any notice under this Agreement shall be in writing, and shall be deemed sufficient when directly presented or sent pre-paid, first class United States Mail to the Party at the address set forth on the first page of this Agreement, or, if the Property has been transferred to a subsequent Owner, the Owner's address on file with the Lake County Assessor.

i. *Recording.* This Agreement shall be recorded with the Lake County Clerk and Recorder. The benefits and obligations of District under this Agreement shall run with the land, and shall be binding on any subsequent holder of an interest in the Property.

j. *Savings Clause.* If any of the terms, covenants, conditions, restrictions, uses, limitations, obligations or options created by this Agreement are held to be unlawful or void for violation of: the rule against perpetuities or some analogous statutory provision; the rule restricting restraints on alienation; or any other statutory or common law rules imposing like or similar time limits, then such provision shall continue only for the period of the lives of the current duly elected and seated members of the Authority's Board of Directors, their now living descendants, if any, and the survivor of them, plus 21 years.

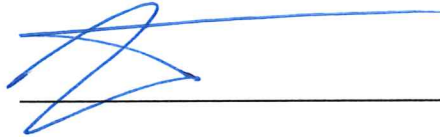
IN WITNESS WHEREOF, the Parties have executed this Agreement as of the Effective Date.

**LEADVILLE LAKE COUNTY REGIONAL
HOUSING AUTHORITY**



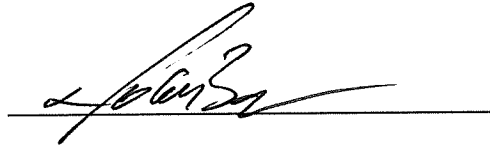
Chair

ATTEST:



Secretary

LAKE COUNTY SCHOOL DISTRICT



STATE OF COLORADO)

) ss.

COUNTY OF ~~EAGLE~~)
LAKE

The foregoing instrument was subscribed, sworn to and acknowledged before me this 31st day of January, 2024 by John Baker as BOE President of Lake County School District.

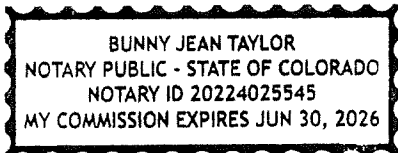
Witness my hand and official seal.



Notary Public

(SEAL)

My commission expires: June 30, 2026



388552

388552 2/1/2024 2:03 PM
18 of 19 IGA R\$0.00 D\$0.00

Tracey Lauritzen
Lake County

EXHIBIT A

DESCRIPTION OF RESTRICTED UNITS

EXHIBIT B

LEADVILLE LAKE COUNTY COMMUNITY HOUSING GUIDELINES



Lake County School District
Learning Beyond Walls

April 8, 2024

To whom it may concern:

During a regularly held school board meeting on April 8, 2024, a proposal was presented for converting the Silver King Inn from 64 hotel rooms in to 56 work force housing units.

The Lake County School District recommends that the project follow the county code for school land dedication of .14 acres (56 X .0025 acres) or cash-in-lieu payment through a cash payment in the amount of \$68,694.64 (56 lots X \$1226.69).

Sincerely,

Paul Anderson

Chief Financial Officer, Lake County School District

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:None
TIME ALLOTTED ON AGENDA: 5 minutes
ATTACHMENTS: 1

RE: District Accountability Committee Membership Selection, Action Item

TOPIC SUMMARY

Background: The District Accountability Committee has been seeking new members. We received a submission for one of the vacancies. The Board may take action to consider the candidate for DAC membership.

Topic for Presentation:

Candidate Overview

- Brooke Carlsen
- Involved in business or industry in Lake County
- Ensuring that I am regularly updated with their progress, encourage feedback from participants and/or individuals who are directly and indirectly affected by the programs and ensure to find funding streams to continue the work I have worked with youth and families for over 18 years in many different capacities- serving a multitude of socioeconomic and cultural backgrounds. I am a positive youth development trainer and have worked with teachers and programs from many different neighboring counties on ways to create and sustain healthy environments and relationships with children.
- Celebrating and uplifting the 'wins' within the school district will need to be a driving factor to all the work. Finding ways to ensure that the positive work is sustained is where I anticipate that challenges may arise. It will be important to start any decision making process by listening with an empathetic ear and giving time to process the problem, weigh the different opinions from people involved and then consider options for solutions. I believe you can be transparent and communicate in a way that is solutions driven- always bringing the conversation

back to the goal and what is most important- children, families, staff, administrators and community. I consistently and considering when it is time for me to speak up- and when to step back and listen. Just want to be a part of finding solutions together!

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: 15 minutes
ATTACHMENTS: 1

RE: *Energy Performance Contract RFP*, Presentation

TOPIC SUMMARY

Background: The Colorado Energy Office sent along a draft RFP for the Board for next steps related to the energy efficiency audit.

Topic for Presentation: The Board will have the opportunity to review the fully drafted RFP proposal and provide input especially around the highlighted areas of the RFP. Additionally, the RFP states that there will be an EPC Committee who engages in the RFP process and makes a recommendation to the Board. It is recommended that we offer opportunities to our community stakeholders to be involved in the RFP selection process and that we send out a communication requesting that interested parties send in a letter of interest to participate. This can happen at the same time that the RFP is released for submissions so that the stakeholders who wish to be part of the committee can be identified prior to the coordinating timelines of the proposed RFP.



REQUEST FOR PROPOSALS
ENERGY PERFORMANCE CONTRACTING SERVICES
Investment Grade Audit and EPC Project Proposal

Table of Contents

Section A. Selection Process

1. General Information
2. Timeline
3. Minimum Qualifications
4. Scope of Work
5. Special Procurement Stipulations
6. Pre-Proposal Conference
7. Proposal Due Date
8. Selection
9. Award
10. Contact

Section B. Selection Criteria

1. Management Approach
2. Project Management and Coordination
3. Appropriate Market Sector Experience/Expertise
4. Project Personnel and Staffing
5. Project Approach
6. Cost and Pricing
7. Best Value

ATTACHMENT A: BUILDING AND FACILITY INFORMATION

ATTACHMENT B: CEO EPC COST AND PRICING TOOL

SECTION A: SELECTION PROCESS

1. GENERAL INFORMATION

Lake County School District seeks qualified Energy Service Companies (ESCO) to perform an investment grade audit (IGA) and develop an EPC Project Proposal. The Lake County School District has executed a Memorandum of Understanding with the Colorado Energy Office (CEO)'s Energy Performance Contracting (EPC) Program and will follow its guidelines, practices, and procedures.

The goals of the project are to: (1) evaluate the Lake County School District's facilities for energy and water efficiency upgrades, renewable energy systems, and other measures as requested (2) conduct an IGA and provide a report that makes recommendations for possible projects, (3) support the Lake County School District's efforts in locating funding and/or financing of the proposed energy projects within the boundaries of Dodd-Frank and other regulations, (4) if retained, execute and implement an EPC. EPC execution includes guaranteeing energy and water savings through a specific scope of work, and measuring and verifying that the savings guarantee has been delivered. EPC implementation including construction and implementation oversight and management, commissioning, and execution of the measurement and verification (M&V) plan that meets or exceeds the requirements of the Lake County School District, enabling legislation, and CEO protocols.

While it is the desire of the Lake County School District to enter into a long-term partnership with the awarded ESCO, Lake County School District does not guarantee the award of an EPC to the chosen ESCO. An EPC award will be determined following acceptance of the project proposal.

2. TIMELINE

The following table provides the anticipated timeline for the completion of this RFP process.

Activity	Timeline
Issue RFP.	<i>April 9, 2024</i>
Hold pre-proposal meeting and conduct site visit.	<i>April 22, 2024, 4:00PM</i>
Proposals due	<i>May 6, 5:00 PM</i>
Review proposals. Selection Committee meets to develop shortlist. Arrange interview times.	<i>May 6- May 19</i>
Interview ESCOs.	<i>May 20</i>
Select ESCO.	<i>May 21-22</i>
Make recommendation to governing body.	<i>June 5</i>
Develop and execute IGA and Project Proposal Contract.	<i>14 days after approval</i>
ESCO commences IGA.	<i>Upon execution</i>



3. MINIMUM QUALIFICATIONS

Lake County School District intends to follow the CEO EPC Program's Secondary ESCO Selection Process to award a contract.

Lake County School District will only consider proposals from the CEO's list of pre-qualified Energy Service Companies (ESCOs).

4. SCOPE OF WORK

The Lake County School District desires an aggressive energy and water savings program to result from the relationship.

The awarded ESCO shall evaluate 1 building and other facilities for energy and water efficiency upgrades, renewable energy systems, and other measures as requested. (Buildings and other facility information, including annual utility use and cost, may be found in Attachment A.)

In addition, Lake County School District has several specific projects to be included in the overall engineering review in addition to the firm's proposed buildings found in Attachment A.

Specific projects to be evaluated in the IGA process include:

- Lake County High School

This does not limit the ESCO from suggesting other energy savings projects in the normal course of the contract.

In their ESCO Base Contract with CEO, pre-qualified ESCOs agree to abide by CEO's Standard IGA Pricing model.

After the execution of the IGA contract, the chosen ESCO will then provide a comprehensive IGA report and EPC Project Proposal to make recommendations for possible projects based on the results of the IGA. Upon completion of the IGA and EPC Project Proposal, Lake County School District may elect to enter into an EPC with the awarded ESCO for design, project management, construction, commissioning and measurement and verification services.

5. SPECIAL PROCUREMENT STIPULATIONS



Lake County School District

Learning Beyond Walls

RFP Energy Performance Contracting Services

Lake County School District has target procurement requirements for the selected ESCO to adhere to when selecting subcontractors for the Investment Grade Audit and EPC project proposal. These requirements specific to our jurisdiction are listed below:

- *Preference for local contractors within Lake County.*

6. PRE-PROPOSAL CONFERENCE

Note that a pre-proposal conference will be held on the date and time identified in Section A.2. Timeline. The pre-proposal conference will begin at the **Lake County High School Office**. During the pre-proposal conference, certain facilities may be visited.

This pre-proposal conference is **mandatory**; the **Lake County School District** wishes for interested firms to have representatives attend to get familiarized with **Lake County School District**, its facilities, subsystems, and current state of energy usage.

7. PROPOSAL DUE DATE

Proposals are due by the date and time identified in Section A.2. Proposals should be sent electronically to **the Board of Education at boardofeducation@lakecountyschools.net, ATTN: Lake County School District's EPC Selection Committee**.

8. SELECTION

The **Lake County School District's** EPC Selection Committee will review the proposals submitted by the stated deadline.

A project consultant assigned by the CEO EPC Program will provide the Selection Committee with technical assistance, but will not/ cannot participate as a member of the Selection Committee, nor engage in decision-making.

The **Lake County School District may** schedule interviews with **up to five** firms.

Lake County School District anticipates conducting interviews on the date identified in Section A.2. Interviews will be held at **Lake County School District Board of Education conference room at the District Office**.

After the interview process, the committee will make a recommendation to the **Board of Education**. The **Lake County School District** reserves the right to waive any formality or any informality in the proposal

award process. **Lake County School District** reserves the right to accept any proposal, in whole or in part, and to reject any or all proposals as necessary.



9. AWARD

After contract award, the [Lake County School District](#) and selected ESCO will negotiate and finalize the IGA and Project Proposal Contract.

10. CONTACT INFORMATION

Questions regarding this Request for Proposal should be directed to:

boardofeducation@lakecountyschools.net no later than **the date and start time of the** pre-proposal meeting and site visit identified in Section A.2.

SECTION B: SELECTION CRITERIA

Pre-qualified ESCO proposals will be evaluated on its written response to the following criteria.

1. MANAGEMENT APPROACH

1.1 Project Management and Coordination

Provide ESCO's organization chart (by name as available) for implementing and managing the proposed project, including the title of each individual shown and the lines of authority within the overall organization. Identify portions of the effort, if any, that are proposed to be subcontracted and provide the same information for subcontractor organization and personnel.

1.2 Appropriate Market Sector Experience/Expertise

Provide information that emphasizes ESCO's experience and expertise in our specific market sector.

List in one table the Energy Performance Contracting projects developed and implemented by your firm in our specific market sector **within the past five years**. Only include projects where work was directly conducted by your company.

Project Name	Facility Type	City & State	Project Size (Dollars)	Project Size (Square Feet)	Year Completed

If your firm has EPC projects performed in our specific market sector by staff members of your team **within the past five years**, while they were an employee by another firm, clearly identify the firm with overall responsibility for that project, the individual's name, and their role in the project.

Project Name/Prime ESCo/	Staff's Name/Role in Project	Facility Type	City & State	Project Size (Dollars)	Project Size (Square Feet)	Year Completed

1.3 Project Personnel and Staffing

Identify each individual(s) who will have primary responsibility for the following tasks: technical analyses, engineering design, construction management, construction, training, post-construction measurement and verification, and other services. Include a table to identify and describe the individual(s) who will have primary responsibility for each task. Also include any added expertise and capability of staff available through other branch offices, subcontracts, etc., that you can provide.



- Column 1: Name and title. Indicate whether ESCO staff or subcontractor. If a subcontractor, indicate name of subcontractor firm. Indicate base location as: permanent office in Colorado, on assignment from other state, or out-of-state support.
- Column 2: Specify intended role and responsibilities for this contract and for possible EPC/implementation work, such as technical analysis, engineering design, construction management, construction, training, post-construction measurement and verification, support, or other services (specify).
- Column 3: Identify the estimated percentage of the individual’s time that will be spent on this project.
- Column 4: Level of expertise, indicated by: number of years of relevant experience, and relevant supervisory responsibilities.

	Name Title Staff or subcontractor? Base location	Intended Role	Percentage of Time on Project	Level of expertise
1				
2				
3				
4				
5				
6				

Include resumes/historical information for each member of the proposed project team. Include a list of their relevant projects during the last five years including role, type of project, project cost, and any other information to support their skills/knowledge.

2. PROJECT APPROACH

The expectation is that there will be schematic and design development phases where client input and approvals will be required prior to construction document development. Additionally, the client will provide design build design intent specifications for the major mechanical, electrical, plumbing and technology improvements that may be looked at for energy savings. The requirements of these specifications will need to be incorporated into the design documents and final construction.

2.1 Design

Discuss your firm’s design approach.

2.2 Product Selection

Discuss your firm's product specification procedures.

2.3 Construction

Discuss your firm's construction approach, including:

- Work plan development and coordination of identified client work requirements
- Communication with users and facilities personnel throughout process
- Methods of procedures submittals and approvals
- Support for client calendar and events
- Safety practices and procedures

2.4 Closeout

Discuss your firm's approach to the following critical closeout activities:

- Systems Commissioning
- Owner Training
- Post-Implementation Report, which is a reconciliation of the EPC savings guarantee with any modifications during project implementation.
- Provision of Record Documents – i.e. As-Builts /Operation & Maintenance manuals

2.5 Measurement and Verification

Discuss your firm's approach to measurement and verification. Describe how your team works with clients to identify and report on energy savings and/or potential energy savings shortfalls.

2.6 Other

Discuss your firm's experience in other, supporting areas, such as:

- Staff Engagement
- Behavior Modification

3. COST AND PRICING

Note: In accordance to the Colorado Open Records Act, (CORA) C.R.S. § 24-72-201:206, it is advised that the issuer of this RFP share its procurement department's policy on what will/will not be subject to public inspection.

3.1 IGA Pricing

The CEO has standard pricing for IGAs, based on the location and square footage of the public sector commercial building to be audited. (See following table.)

Standard IGA Pricing Table				
Tiered Pricing (\$/sq ft)		Total Facility Square Footage		
		Under 250K	250 – 500K	500K +
Distance from CEO 1580 Logan, Denver	Under 75 miles	\$ 0.250	\$ 0.225	\$ 0.200
	75 – 150 miles	\$ 0.275	\$ 0.250	\$ 0.225
	Over 150 miles	\$ 0.300	\$ 0.275	\$ 0.250

All ESCO’s submitting proposals will use CEO’s IGA pricing structure in their proposals.

Audit pricing for other facilities will be discussed and negotiated only after Notice of Apparent Awardee is issued. Do not make any reference to this pricing in the proposal.

3.2 Project Pricing

Please use Attachment B Cost and Pricing Tool to identify the percentages proposed for this specific project that are equal to or less than the maximum rates stated in your Base Contract with CEO, based on the size, scope and location of the specific project.

3.3 Annual Costing

Provide estimated anticipated costs for Warranty, Measurement and Verification, and other pertinent categories below and how they are determined and applied to a project. Costs for the project shall not exceed the maximums established in the table below.

Determination of annual costs may be challenging without knowing project scope; therefore, elaborate on how annual pricing is determined.

Category of Annual Cost	Total Annual Cost	How Price is Determined	Years Applied (One-time, Annual, etc.)
Warranty			
Measurement and Verification			
Other:			

4. BEST VALUE

Briefly describe how the company’s approach to performance contracting delivers best value for the investment. The responding company shall also describe any utility rebates or other financial incentives or grants it can potentially provide and/or facilitate.



ATTACHMENT A: BUILDING AND FACILITY INFORMATION

BUILDING NAME	LAKE COUNTY HIGH SCHOOL 1000 W 4th St, Leadville, CO 80461	
TYPE OF BUILDING	SCHOOL BUILDING	
GROSS SQ FT	121,000 GSF	
YEAR BUILT	1955	
RENOVATION YEAR	2014	
ANNUAL UTILITY USE	Tiger - Natural Gas (Dth)	7211
	Tiger - Natural Gas (\$)	\$58,169.82
	Xcel - Electric (kWh)	660600
	Xcel - Electric (\$)	\$71,436.65
	Parkville Water (gallons)	815800
	Leadville Sanitation (\$)	\$10,354.08
KNOWN MAINTENANCE ISSUES	None.	
CURRENT PROJECTS UNDERWAY	None.	
FUNDING FOR POTENTIAL CHANGE IN OCCUPANCY	N/A	

ATTACHMENT B: CEO EPC COST AND PRICING TOOL

CEO's Cost and Pricing Tool, a Microsoft Excel workbook, is attached. Please read the **Overview and Instructions** and **Definitions** tabs before completing the spreadsheets. Return the completed workbook with your proposal.

Update to LCSD BOE

Lake County High School

MONDAY, APRIL 8TH, 2024



LAKE COUNTY
PANTHERS

LCHS Mission

Lake County High School (LCHS) prepares well-rounded, compassionate, and engaged students for a future they choose.

LCHS Vision

At Lake County High School, students explore their passion in academics, arts, athletics, and the natural world in a diverse, multicultural environment. We support students through individual academic and career planning, work closely with community partners, and challenge students to grow into compassionate leaders and citizens. Underlying this work is a strong academic culture in which students choose meaningful coursework that meets their intellectual needs and prepares them to be informed, engaged citizens.

LCHS Values

LCHS holds the following Lake County School District core habits of a learner and seeks to authentically follow them in our pursuit of our Mission and Vision.

- Perseverance
- Collaboration
- Creativity
- Craftsmanship
- Compassion
- Responsibility
- Curiosity
- Respect

LCHS 23-24 Admin Team

- ▶ Admin Team
 - ▶ Scott Carroll, Principal
 - ▶ Lindsey Cade, Assistant Principal
 - ▶ Maggie Kane, Assistant Principal
 - ▶ Kim Moffett, Special Education Academic Dean

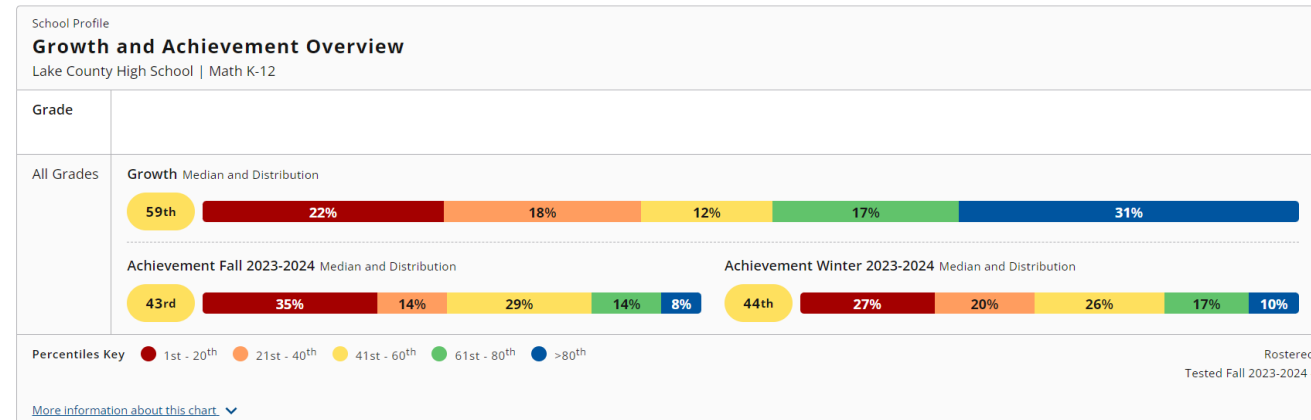
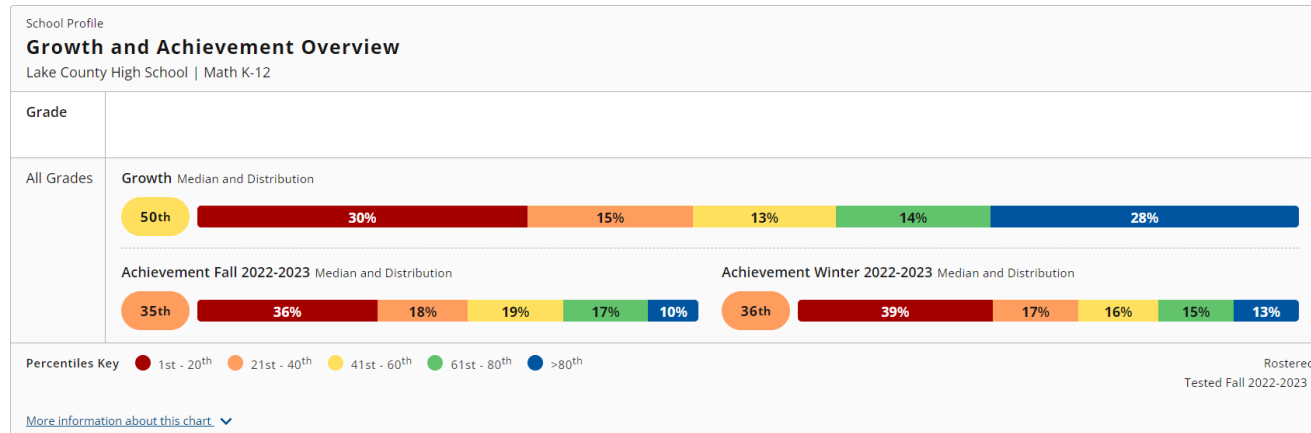
Highlights

- ▶ A staff that truly cares about the future of our students and their educational experience
- ▶ NWEA Growth (BOY to MOY)
- ▶ On Time Data
- ▶ Sports, Athletics/Activities
- ▶ More consistent with structures and systems
- ▶ Pathways & Graduation Plans

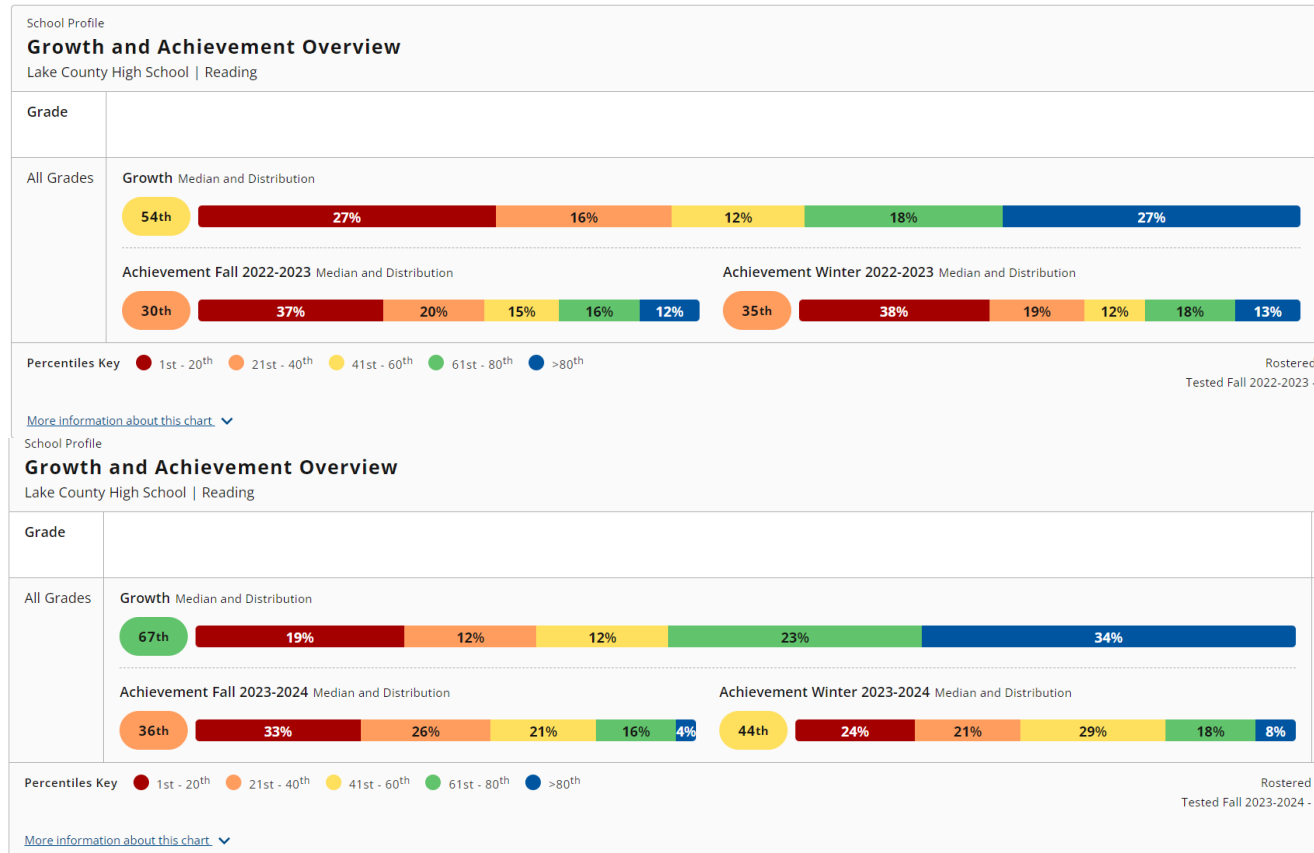
LCHS 23-24 Priorities

- ▶ Re-engage restorative practices to build relationships and community.
- ▶ Engage the whole child and family through both positive and corrective communication.
- ▶ Reinforce the importance and value of attending school.

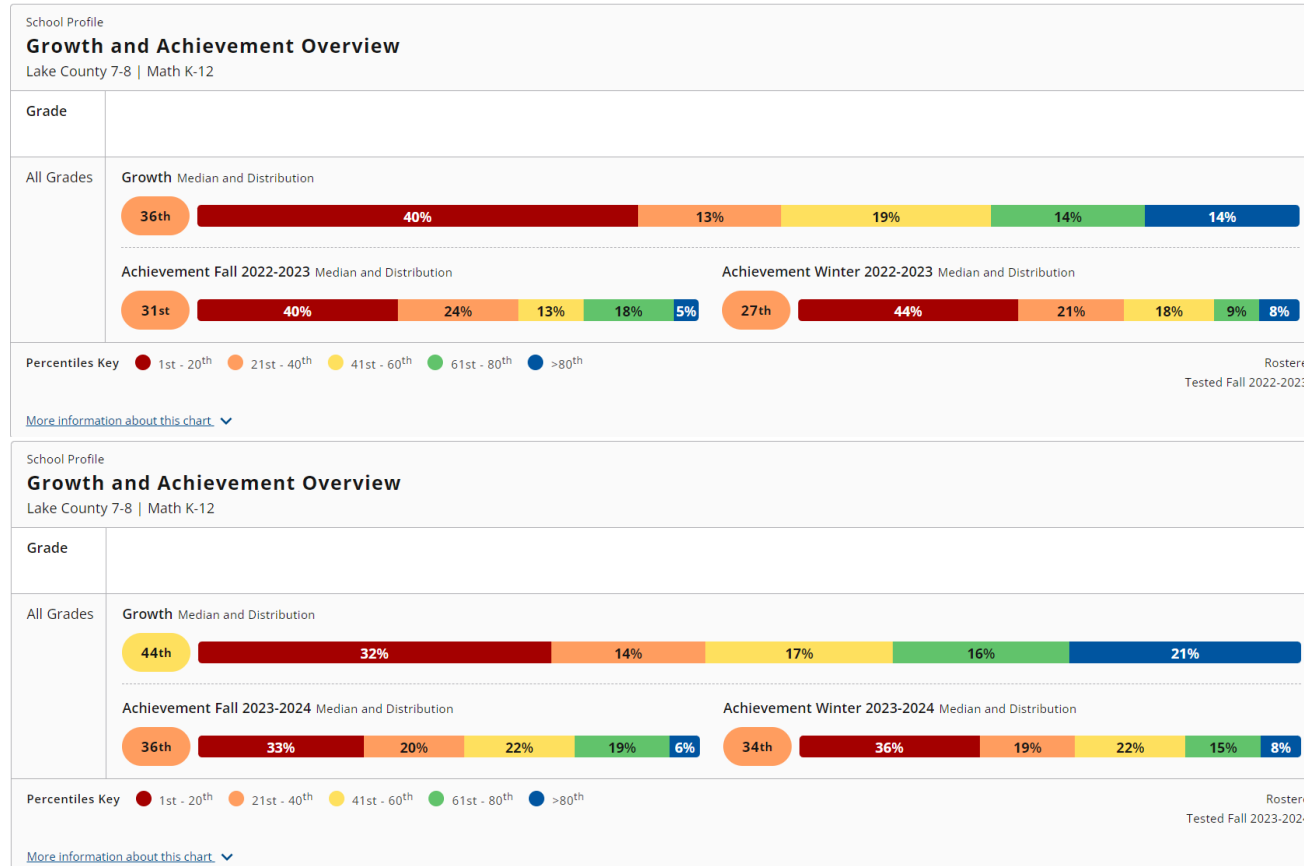
HS Data Comparison Math



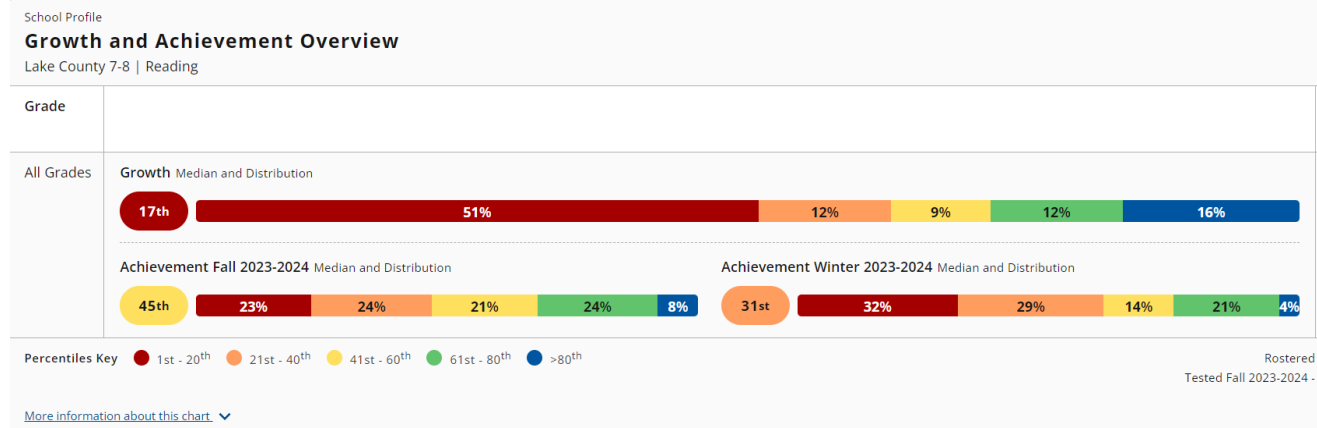
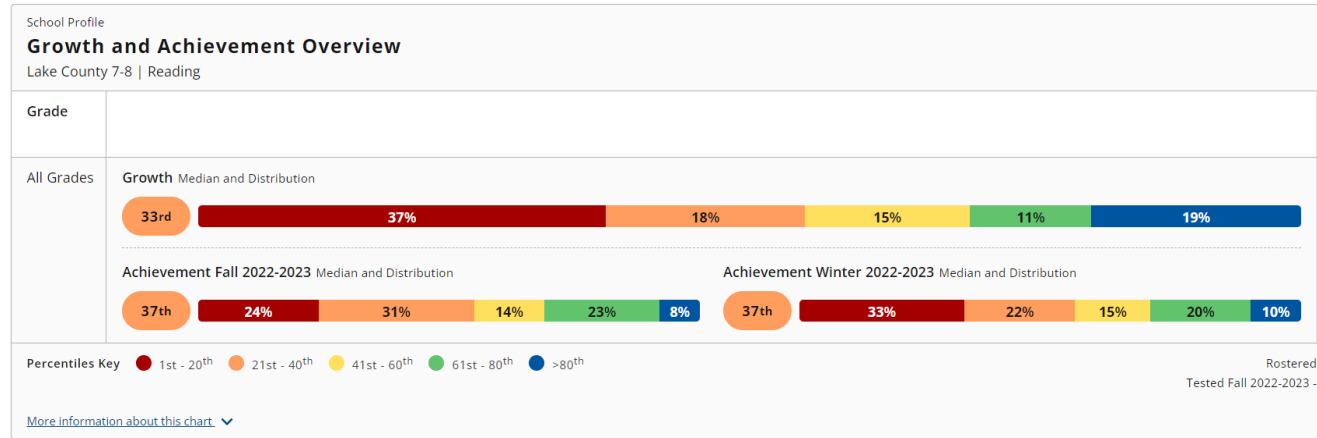
HS Data Comparison ELA



JH Data Comparison Math



JH Data Comparison ELA



LCHS SPF

Summary of Ratings by EMH Level						
EMH Level	Performance Indicator	Percent of Points Earned	Points Earned/ Eligible	Rating	Points by Level	Overall Rating by Level
Middle	Academic Achievement	33.3%	13.3/40	Does Not Meet	40.1%	Priority Improvement
	Academic Growth	44.6%	26.8/60	Approaching		
High	Academic Achievement	43.8%	13.1/30	Approaching	55.8%	Performance
	Academic Growth	53.7%	21.5/40	Approaching		
	Postsecondary & Workforce Readiness	70.7%	21.2/30	Meets		

Test Participation Rates and Total Participation Rate Descriptor*						
Subject	Total Records	Valid Scores	Total Participation Rate	Parent Excusals	Accountability Participation Rate	Rating
English Language Arts	334	294	88.0%	3	89.7%	Does Not Meet 95%
Math	336	298	88.7%	3	89.5%	Does Not Meet 95%

Total Participation Rate Descriptor for Planning Purposes: **Decreased due to Participation**

LCHS SPF

Matriculation Rate	All Students	38	*	76.3%	*	4/4	Exceeds
	2 YEAR	*	*	10.5%	*	0/0	-
	4 YEAR	*	*	47.4%	*	0/0	-
	CTE	*	*	39.5%	*	0/0	-
	MILITARY	*	*	0.0%	*	0/0	-
Graduation Rate	All Students	79	6yr	97.5%	*	8/8	Exceeds
	Free/Reduced-Price Lunch Eligible	55	6yr	98.2%	*	2/2	Exceeds
	Minority Students	54	6yr	100.0%	*	2/2	Exceeds
	Multilingual Learners	23	6yr	100.0%	*	2/2	Exceeds
	Students with Disabilities	n < 16	-	-	*	0/0	-
TOTAL	TOTAL	*	*	*	*	32.5/46	Meets

LCHS Work

- ▶ Curriculum Implementation
 - ▶ Amplify & Study Sync
- ▶ Sterling Literacy
 - ▶ Intentional Student Discourse
 - ▶ Vocabulary Instruction
- ▶ iReady (7/8)
 - ▶ Diagnostic (BOY, MOY, EOY)
 - ▶ Students taking it seriously are showing growth
 - ▶ Individualized Targeted Lessons
 - ▶ Working on systems and structures with staff

LCHS Safety Update

- ▶ Increased adult presence in the hallways. This has also cut down significantly on students wandering the hallways and having multiple students in the restroom.
 - ▶ Increased additional front entrance screenings during drop-off and lunch.
 - ▶ Frequent perimeter safety checks of the building.
 - ▶ Cooperating and constantly in communication with law enforcement and outside partners.
 - ▶ Safety plan meetings with families as requested.
-
- ▶ The building has calmed down from the events that have occurred over the past few months.
 - ▶ Continued conversations and brainstorming with BLT about concerns.
 - ▶ Much more sweeping of restrooms.

Closing

▶ Q/A



CLOUD
CITY

**School Board Presentation Update College &
Career Readiness**

2024

HIGH SCHOOL

CCHS Mission

Cloud City High School values equitable practices that celebrate diversity. CCHS believes in academic and personal growth based on each student's strengths and interests. CCHS offers relevant learning that relies on natural supports and strong relationships to remove barriers and maximize individual potential. CCHS guides students on self-directed paths that develop skills to meet the demands of a 21st century global society.

CCHS Promise

- Provide a viable, vibrant, and life changing alternative to conventional schooling
- Environment with multi-age groupings throughout the school
- At all levels students work to develop their personal plan and action steps
 -
- Develop strong, caring relationships between adults and students, and between students and students
 -
- Commit to preserving educational opportunities for all students and parents

Strategic Plan

Goal #1: Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career

- Conference with each student to develop their individual plan and adjust when necessary
- Achievement and Growth
 - All students take NWEA in Reading and Math x3/year
 - PSAT/SAT
 - ACCESS Testing
- Intervention/Support
 - Develop MTSS plan and implement
 - OCR/EL goals and plan

Strategic Plan

Goal #2: Providing all students with engaging learning opportunities

- All students complete and present a portfolio before graduating - graded with a rubric
- SWAP, GOL, Full-Circle partnerships, Grants: Legacy Foundation & LLCF
- Workforce Boot Camp Days
- Work with students and employers with Work Based Learning (internships) opportunities
- Staff participation in professional development and individual coaching

Strategic Plan

Goal #3: Creating a space that is safe, inclusive, and welcoming for all

- Student scheduling flexibility
- Parent/Guardian Engagement
- Attendance
- Safe environment for all

CCHS Community

- Create a community where each student is known and supported to achieve his/her potential.
- Create an Advising program (crew) where each student understands his/her unique place in the larger community through personalized adult guidance.
- Create a community that is centered on where personal, social, and intellectual growth are seen as interconnected endeavors, not separate.
- Embrace the positive community created through a small school environment.
- Actively encourage parents/guardians to partner with CCHS and play a significant role in the lives and learning of their children.

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 values diverse educational experiences for our students. Through a variety of course offerings and partnerships with our local community students are able to explore different career pathways, post-secondary options and participate in internships.

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 has adopted a new graduation requirement plan as noted in **IKF-2** 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 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-1**.~~

LCHS Graduation Requirements Transition Plan				
Class	Course Credit Requirements	Colorado Grad Guideline Menu of Options	Community Engagement	District Policy Reference

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-1 - To be removed after class of 2024 graduation
2025+	26 credits required Program of Study	Meet required competency through the Capstone project	Internship aligned with program of study	IKF-2

-The following graduation requirements will begin for the class of 2025+

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

1. Credit Requirements: Complete a Pathway and/or complete 26 Credits.
2. Complete an approved internship that aligns with the chosen pathway.
 - a. Through the course of a student's high school career, each student must complete a minimum of 60 contact hours (1 credit) of an internship within the career field aligned to the pathway. 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 pathway.
3. Completion of College and Career Readiness Demonstration (CDE Menu of Options)
4. Completion of an ICAP: Individual Career and Academic Plan

<u>Mt. Sherman</u> <u>14,043ft</u>	<u>Mt. Massive</u> <u>14,427ft</u>	<u>Mt. Elbert</u> <u>14,438ft</u>
<u>English (4 Credits)</u> <u>- English 9</u> <u>- English 10</u>	<u>English (3 Credits)</u> <u>- English 9</u> <u>- English 10</u>	<u>English (3 Credits)</u> <u>- English 9</u> <u>- English 10</u>
<u>Math (4 Credits)</u> <u>- Integrated I</u> <u>- Integrated II</u> <u>- Integrated III</u> <u>- Personal Finance</u>	<u>Math (3 Credits)</u> <u>- Integrated I</u> <u>- Personal Finance</u>	<u>Math (3 Credits)</u> <u>- Integrated I</u> <u>- Personal Finance</u>
<u>Social Studies (3 Credits)</u> <u>- World History</u> <u>- US History</u> <u>- Government</u>	<u>Social Studies (3 Credits)</u> <u>- World History or US</u> <u>History</u> <u>- Government</u>	<u>Social Studies (2 Credits)</u> <u>- World History or US</u> <u>History</u> <u>- Government</u>
<u>Science (3 Credits)</u>	<u>Science (3 Credits)</u>	<u>Science (2 Credits)</u>
<u>Foreign Language (3 Credits)</u>	<u>Foreign Language (1 Credits)</u>	<u>Foreign Language (1 Credits)</u>
<u>Physical Education (.5 Credit)</u>	<u>Physical Education (.5 Credit)</u>	<u>Physical Education (.5 Credit)</u>
<u>Fine Arts (.5 Credit)</u>	<u>Fine Arts (.5 Credit)</u>	<u>Fine Arts (.5 Credit)</u>
<u>Heath (.5 Credit)</u>	<u>Heath (.5 Credit)</u>	<u>Heath (.5 Credit)</u>
<u>Internship (1 Credit)</u>	<u>Internship (1 Credit)</u>	<u>Internship (1 Credit)</u>
<u>Crew (1 Credit)</u>	<u>Crew (1 Credit)</u>	<u>Crew (1 Credit)</u>
<u>Electives (5.5 Credits)</u>	<u>Electives (9.5 Credits)</u>	<u>Electives (11.5 Credits)</u>
		<u>Mt. Elbert Graduation Plan is</u> <u>by team recommendation and</u> <u>application only. Specific</u> <u>aspects of the pathway must</u> <u>be approved by admin,</u> <u>student, parent, and team.</u>
<u>26 Credits</u>	<u>26 Credits</u>	<u>26 Credits</u>

- Student, parent/guardian and school staff will select and approve which Graduation Plan/Mountain (Sherman, Massive) is best for their student. Selection of the Mt. Elbert graduation plan requires an application and recommendation process.
- Each Career Pathway will have a set of required courses.
- Career Pathways are not attached to specific Graduation Plans. Any career path can work with each graduation plan.
- Electives should be tied to your specific Career Pathway.

- Every student needs to take one (1) course that fulfills the state requirement of Holocaust and Genocide Studies. This requirement can be met in multiple subject areas.
- Each Graduation Plan requires College and Career Readiness Demonstration (CDE Menu of Options)
- To earn the internship credit, students must complete 60 hours.
- For the class of 2025 and 2026, students may substitute different Social Studies courses for the World History requirement in which they successfully passed.
- For the class of 2027, successfully passing World History and Geography will meet the World History requirement.

Demonstration of readiness in English and Math is required. Menu of college and career readiness demonstrations include:

Accuplacer, ACT, ACT Workkeys, Advance Placement, ASVAB, Concurrent Enrollment, International Baccalaureate, SAT, Collaboratively developed, standards-based performance assessment, District Capstone and Industry Certificate

<https://www.cde.state.co.us/postsecondary/graduationguidelines>

Graduation Requirements for Cloud City High School

Cloud City High School's mission is to provide a comprehensive high school experience, designed to equip students with a strong academic foundation that nurtures skill development, fosters social growth, encourages exploration of interests, and prepares students for success in college, career, and community engagement in the 21st century. We offer a fresh start opportunity for students who have faced challenges in traditional high school settings, empowering them to cultivate academic, social, and vocational competencies necessary to become collaborative individuals capable of making informed life choices. Our commitment is to ensure that every student, irrespective of past struggles, receives individualized support to achieve personal, social, and professional growth, enabling them to pursue their post-secondary career aspirations with confidence and resilience.

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.~~

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[The competency pathway requires students to demonstrate their abilities in math, literacy, and communication according to the criteria put forth by the Colorado Department of Education. Demonstration of readiness in English and Math is required. See additional documents for specifications and benchmark scores. Menu of college and career readiness demonstrations include:](#)

~~Accuplacer, ACT, ACT Workkeys, Advance Placement, ASVAB, Concurrent Enrollment, International Baccalaureate, SAT, Collaboratively developed, standards-based performance assessment, District Capstone (Separate from CCHS Capstone) and Industry Certificate~~

~~<https://www.cde.state.co.us/postsecondary/graduationguidelines>~~

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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 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.

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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.

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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)

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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.	

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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.

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~~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

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CCHS requires students to be enrolled a minimum of 360 hours of coursework during the first semester to be considered a full-time student and a total of 1080 by the end of the school year. Prior to graduating, a student will have been enrolled in a high school program for no less than four years.

We use a combination of in-school participation, concurrent enrollment courses, work-based learning (internships - paid and unpaid), and participation in LCHS electives to account for weekly attendance.

The competency pathway at CCHS requires students to demonstrate 21st century skills and show their career readiness by developing and working as directed by an Individual Career Academic Plan documented in their Capstone Portfolio Project through the 21st century interdisciplinary themes:

- College and/or Career Readiness
- Global Awareness
- Civic Literacy
- Health Literacy
- Financial Literacy
- Environmental Literacy
- Media Literacy
- Mathematics

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.

Competency/Master	Activity	Planned Measure
Demonstrate mastery of: Technical, academic, and employability skills to acquire a desired job or enter post-secondary education institution.	Work Based Learning: Workforce Boot Camp Post-Secondary Prep (courses could be taken multiple times)	.5 credit per semester (graded)
Demonstrated readiness in professional work ethic and meeting employer expectations through career readiness activities to improve employability.	Work Based Learning: BUS Internship course and/or qualified industry credential programs, pre-apprenticeships and apprenticeship from list of approved programs on CDE. https://www.cde.state.co.us/postsecondary/hb18-1266	Successful completion of an internship or acquisition of a qualified industry credential

<p>Demonstrated readiness for college and career based on measures in Reading, Writing and Communicating, and one measure in Mathematics.</p>	<p>Pass Workkeys tests (Applied Math, Graphic Literacy, and Workplace Documents at the "silver" level) or other authorized assessments agreed upon by CCHS from CDE Menu of Options</p> <p>https://www.cde.state.co.us/post-secondary/graduationguidelines</p>	<p>1.0 credit (pass/fail) per exam</p> <p>.5 credit/semester (pass/fail) for preparation course</p>
<p>Demonstrated graduation readiness through a Capstone Portfolio Project showcasing how the student has met all the 21st century interdisciplinary themes.</p>	<p>Completed Capstone Portfolio Project and defense in front of a committee before graduating graded on scoring rubric.</p> <p>Portfolio Class (Post-Secondary Prep) and/or Study Hall (course could be taken multiple times until the Capstone Portfolio Project is complete and ready for defense)</p>	<p>1.0 credit (pass/fail)</p> <p>.5 credit/semester (pass/fail) for preparation course</p>
<p>Demonstrate Mastery of the 21st Century Theme and Standards of Civic Literacy</p>	<p>Civics course with passing grade or transfer course equivalency (transfer course must be authorized during enrollment)</p>	<p>.5 credit per semester until competency/mastery</p>
<p>Demonstrate Mastery of the 21st Century Theme and Standards of Global Awareness</p>	<p>Mastery could be gained through CCHS course Global Awareness or transfer course equivalency (transfer course must be authorized during enrollment)</p>	<p>.5 credit per semester until competency/mastery</p>

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Demonstrate Mastery of the 21st Century Theme and Standards of Health Literacy	CCHS course Health or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme and Standards of Financial Literacy	CCHS Course Financial Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme and Standards of Environmental Literacy	CCHS Course Environmental Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme Standards of Mathematics	CCHS Course Career Math or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
	Concurrent-enrollment course or elective taken at LCHS	Graded and credited according to district-wide practices
	Crew (Academic Support)	.5 credit/semester (pass/fail)
Demonstrate competency/mastery using acquired skills to engage in projects benefiting the	Service Learning	40+ hours of documented service outside of class time impacting humans,

community and reflecting on the impact of service.	animals, or the environment
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Commented [4]: This is a clearer picture and better explanation of what students need to accomplish in order to graduate from Cloud City High School.

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:
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<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
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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 ~~concurrent~~ 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

Revised: July 2023

Revised: April 2024

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

Lake County School District R-1, Leadville, Colorado

Graduation Requirements

Graduation Requirements for Lake County School District

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LCHS Graduation Requirements Transition Plan				
Class	Course Credit Requirements	Colorado Grad Guideline Menu of Options	Community Engagement	District Policy Reference

2024	26 credits required	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-1
	Program of Study			

The following graduation requirements will begin for the class of 2025+

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 - a. Through the course of a student’s high school career, each student must complete a minimum of 60 contact hours (1 credit) of an internship within the career field aligned to the pathway. 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 pathway.
3. Completion of College and Career Readiness Demonstration (CDE Menu of Options)
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Social Studies (3 Credits) - World History - US History	Social Studies (3 Credits) - World History or US History	Social Studies (2 Credits) - World History or US History

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Internship (1 Credit)	Internship (1 Credit)	Internship (1 Credit)
Crew (1 Credit)	Crew (1 Credit)	Crew (1 Credit)
Electives (5.5 Credits)	Electives (9.5 Credits)	Electives (11.5 Credits)
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26 Credits	26 Credits	26 Credits

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We use a combination of in-school participation, concurrent enrollment courses, work-based learning (internships - paid and unpaid), and participation in LCHS electives to account for weekly attendance.

The competency pathway at CCHS requires students to demonstrate 21st century skills and show their career readiness by developing and working as directed by an Individual Career Academic Plan documented in their Capstone Portfolio Project through the 21st century interdisciplinary themes:

- College and/or Career Readiness

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

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.

Competency/Mastery	Activity	Planned Measure
Demonstrate mastery of: Technical, academic, and employability skills to acquire a desired job or enter post-secondary education institution.	Work Based Learning: Workforce Boot Camp Post-Secondary Prep (courses could be taken multiple times)	.5 credit per semester (graded)
Demonstrated readiness in professional work ethic and meeting employer expectations through career readiness activities to improve employability.	Work Based Learning: BUS Internship course and/or qualified industry credential programs, pre-apprenticeships and apprenticeship from list of approved programs on CDE. https://www.cde.state.co.us/postsecondary/hb18-1266	Successful completion of an internship or acquisition of a qualified industry credential
Demonstrated readiness for college and career based on measures in Reading, Writing and Communicating, and one	Pass Workkeys tests (Applied Math, Graphic Literacy, and Workplace Documents at the "silver" level) or other authorized assessments	1.0 credit (pass/fail) per exam .5 credit/semester

measure in Mathematics.	agreed upon by CCHS from CDE Menu of Options https://www.cde.state.co.us/po/secondary/graduationguidelines	(pass/fail) for preparation course
Demonstrated graduation readiness through a Capstone Portfolio Project showcasing how the student has met all the 21st century interdisciplinary themes.	Completed Capstone Portfolio Project and defense in front of a committee before graduating graded on scoring rubric. Portfolio Class (Post-Secondary Prep) and/or Study Hall (course could be taken multiple times until the Capstone Portfolio Project is complete and ready for defense)	1.0 credit (pass/fail) .5 credit/semester (pass/fail) for preparation course
Demonstrate Mastery of the 21st Century Theme and Standards of Civic Literacy	Civics course with passing grade or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme and Standards of Global Awareness	Mastery could be gained through CCHS course Global Awareness or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme and Standards of Health Literacy	CCHS course Health or transfer course equivalency (transfer course must be	.5 credit per semester until competency/mastery

	authorized during enrollment)	
Demonstrate Mastery of the 21st Century Theme and Standards of Financial Literacy	CCHS Course Financial Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme and Standards of Environmental Literacy	CCHS Course Environmental Literacy or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
Demonstrate Mastery of the 21st Century Theme Standards of Mathematics	CCHS Course Career Math or transfer course equivalency (transfer course must be authorized during enrollment)	.5 credit per semester until competency/mastery
	Concurrent-enrollment course or elective taken at LCHS	Graded and credited according to district-wide practices
	Crew (Academic Support)	.5 credit/semester (pass/fail)
Demonstrate competency/mastery using acquired skills to engage in projects benefiting the community and reflecting on the impact of service.	Service Learning	40+ hours of documented service outside of class time impacting humans, animals, or the environment

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 concurrent 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

Revised: July 2023

Revised: April 2024

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

Lake County School District R-1, Leadville, Colorado

Stakeholder Input Report for

**Lake County School
District R-1
Leadville, Colorado**

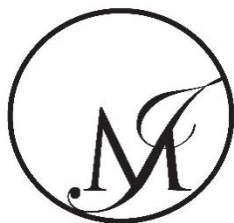
submitted by



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March 2024



MCPHERSON & JACOBSON, LLC

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**Lake County School District R-1
Leadville, Colorado
District Stakeholders Report, March 2024**

Executive Summary

On March 18 and 19, 2024, consultant Dr. Christy Sinner conducted open sessions with district stakeholders offering individuals/groups associated with the Lake County School District to give input. The consultant gathered input from approximately forty (40) individuals in these sessions regarding the selection of a new superintendent for the Lake County Schools. Outlined below is an Executive Summary of the major themes expressed from both the open sessions and the online survey. Following the Executive Summary is a compilation of all the input received from these individuals and groups in response to four questions asked of each participant and group. Following the input received from the in-person sessions are the online survey data including graphic representation of who submitted input and a word cloud showing the words most commonly used in the responses. Responses have not been edited and are printed as entered by the stakeholders but with personally identifiable information redacted.

1. Tell us the good things about your community:

The town of Leadville is loved and cherished by those who call it home and want to live there. The community is supportive of each other, and everyone knows everyone. It is described as a close-knit community that is safe and friendly. Leadville offers numerous outdoor recreational activities with trail systems, skiing, fishing, and hiking in the mountains. There are several community resources that help support the diverse community members and has opportunities to volunteer. The history of Leadville is rich and valued.

2. Tell us the good things about your school district:

The Lake County School district operates on a 4-day school week, has a student-based health center, and Family Connector outreach which has been successful. Cloud City High School offers a second choice for high school students to succeed. Sports, theater, concerts, and numerous other extracurricular offerings have been successful and provide options for students. The district has an incredible group of educators who will jump in to help each other

and are passionate about their work. Nature is valued and being outdoors is encouraged. Many felt supported by the district and know that their colleagues care. The diversity in the student body is valued.

3. What are the issues the incoming superintendent should be aware of as he/she comes into the district?

Finance, budgeting, and culture concerns were brought forward for the incoming superintendent to be aware of. The financial concerns include not having an understanding of how money is allocated and an unclear presentation of budgets alongside the cost of living with low staff salaries and high teacher turnover. Trust issues have an impact on culture and climate within the district among staff, district office, the school board, and the union. Open, transparent, communication is needed on an ongoing and consistent basis. Living, being seen, being involved, and being committed to the community is a critical component to help build relationships between the district and the community. There is a need to connect and engage the Spanish-speaking community within the district with bilingual methods and in the community at large. Discipline at the higher levels is a concern for parents and students.

4. What characteristics should the new superintendent have to be successful?

Strong leadership skills with the ability to listen, communicate, collaborate, and be firm are noted characteristics. Being able to facilitate and manage group dynamics to bring teams together for the best interest of students while creating a unified vision are desired. The new superintendent needs to be open-minded and have a growth mindset while showing compassion. Involvement in the community, learning/knowing the history, and wanting to become an intricate part will help the new superintendent be successful. Experience in education at all levels and having spent time teaching will help build an understanding of what it is like in the classroom. Speaking Spanish would be desired. A love of Leadville is needed and wanted.

Stakeholder Group Responses

Name of Stakeholder Group: *Staff*

1. Tell us the good things about your community:

- Supportive of each other
- Beautiful
- Small town - get to say hi to everyone
- Close knit community
- Strong friendships built with families and coworkers
- Great place for kids to grow up
- Like minded families and involvement
- So many things to do; recreation in abundance
- Everyone knows each other
- Intentionally active
- Working class community
- Genuine people
- Talented individuals - skill trades, diverse
- People show up to support each other
- Close knit, small community
- Get to know people quickly
- People want to live here
- Get to know resources but they are limited; can build strong relationships with those available
- Easy to access what it has to offer
- Easy to connect with people
- Value the outdoors and environment
- Diversity of community makes us stronger
- Support within the community for families
- Good partnerships with locals groups
- Care about each other
- Social resources for families
- Look out for each other
- Not as divisive as other part of the country
- Nonprofits that are here to help - CMC, WrapAround, Full Circle Lake County
- Kids
- Small community
- Outdoor activities are plentiful
- Tight knit community
- Historical
- Growth happening
- Homing community

- Hunting season is amazing
- Mountains - camping, hiking, snowmobiles, skiing
- Everyone knows everyone
- Activities for sports for kids
- Friendly
- Opportunities to volunteer

2. Tell us the good things about your school district:

- Feel supported by the district
- Not all are divided - we do things for each other
- Involved with all students
- Flexible to staff with family
- Focus on opportunities middle and high that aren't seen at many districts (internships, job readiness)
- Professionals working here
- Confident having kids here
- Students exposed to many outdoor activities
- Experience with success - confident about being here
- Willingness to improve practice to help students
- Diverse demographic served
- Patient teachers
- Hardworking staff throughout
- 'Cater to a lot of students/people'
- Encouraged to get students outside
- Can communicate easily if everyone is on their game
- Grown a lot and have support to do so
- Bring outdoors and environment into the school
- Fantastic people - families and workers
- Families support the schools and want what is best for their kids
- Kids are cared about
- Size is a luxury - know each other well and added support
- Take job and work personally
- Strong relationships with families
- Students are great; unique assortment
- Principal and assistant principal are awesome - care about us and look out for interests
- Close knit staff that is amicable
- Excellent leader and staff at the building
- Strong in the arts - visual, musical, and theatrical
- Small
- Like population of kids
- Some passionate teachers
- Attention to the arts, music,

- Teachers have supplies
- Supported with professional development
- Excellent school district
- Feel supported as staff and as a parent
- Working together as a team can make it great
- Able to watch kids grow through the years
- Family oriented for teachers

3. What are the issues the incoming superintendent should be aware of as he/she comes into the district?

- Be cautious coming in, get input, then collaborate on changes needed
- Strong and firm but understanding
- There is high turn over - students feel it
- Climate (outside and inside) and district is difficult - students and teachers
- Culture is a concern
- Close-minded teachers need to be brought onboard
- You will get pushback from staff and community due to continued change in the position
- Decisions need to be in the best interest of the students
- Cultural awareness is needed to learn others cultures
- Financial crisis - internal management issues which affects staffing, student opportunities
- Cultural crisis - gulf between staff, DO, and community
- Union is overwhelming and only wants what they want without compromise; should work together; union is being detrimental to the process
- Trust needs rebuilt; leadership expertise
- Budget is not in a good place
- Student attrition
- Community improvement on thoughts of district; need to be behind schools
- Communication and involvement of latino families
- Can made strategic decisions
- Many things happen that aren't dealt with properly on every level
- Favoritism exists throughout district
- District buildings are used excessively with outside groups causing maintenance concerns
- Community isn't involved as much as they used to be
- Focus on retaining and growing the district needs happen
- Unbiased opinion of past drama will be shared that shouldn't impact the current
- Mental health issues in district and hard to meet their needs; counselor lacking at high and Cloud City
- Housing is a struggle to obtain and expensive
- Budget issues and expertise needed for school finance
- Tension between union and district admin level: salaries, communication, budget
- Finances are confusing; what are they now?
- Tensions between union and district are high
- Respect for the staff is needed

- Salaries are low and cost of living is high
- Transparency is needed
- Issues with leadership at school level
- Superintendent and DO against the teachers - should be a team
- HR issues on who is being hired
- Communication isn't transparent to community
- Teachers Union makes everything negative
- Job descriptions need shared so there is an understanding of each leader's role and responsibility
- Open-mindedness with asking for support of experience
- Open to feedback
- Understand the history of the district with what has worked before adding new items
- There is a lot of drama with union and school board
- Some staff are pushy and want their way which makes it hard for a superintendent
- Visibility at events throughout the district is needed: you need to be seen
- Need to get along with the teachers, parents, and HR
- Culture, management, and finances are a concern throughout
- Will need to take on a leadership role and not be perceived as a boss
- Will need to work hard to get trust and respect from staff due to past experiences
- Turnover rate is high due to weather, altitude
- We want some longevity in our new superintendent
- Trust will be an obstacle for whoever comes in
- Need and want boots on the ground; involved with staff as well as community

4. What characteristics should the new superintendent have to be successful?

- Classroom experiences: what it is like to be a teacher
- We should all be a team: teachers and leadership
- Connection is needed ~ people oriented: staff and parents
- Competent in all areas ~ experience in the role
- Must be able to handle tough demeanors toward them
- Openminded
- Compassionate
- Being able to listen and not judge the person, situation, or what is said
- Be able to deal with parents, union attacks
- Do what is right for students first and community
- Someone who wants to be here and stay
- Be a good listener
- Problem solver
- Need to be an outdoor person
- Open and inviting
- Team orientated
- Open to communication

- Open to compromise
- Need to be able stand ground
- Invested in students and staff and believes there is something brighter out there
- Needs to be bilingual
- Social justice, equity background
- Vulnerability - willingness to be transparent in conversations happening
- Bring people to the table and together
- Tough decisions need to be made
- Vision on how to work together
- Colorado education finance
- Authentic collaboration with intending and meaning - both staff and community
- Experience in negotiations process
- Diversity
- Fairness
- Honesty
- Respect
- Communicative - acknowledges emails, open and safe to talk to
- Strong social skills
- Transparent in what is happening in different roles
- Longevity and commitment to position and area
- Organized
- Strong communicator - know law
- Knowing and invested in Leadville as well as live here
- Approachable and friendly
- Understand budgeting
- Education/instruction knowledge
- Good listener, supportive, problem solver
- Available for the admin team when they need you
- Relationship builder
- Present and visible for staff
- Personal skills
- Financial background is needed
- Involved in the community - meet people, maximize partnerships, work with groups
- Compassion
- Openminded
- Appreciation for diversity
- Knowledge of school finance
- Good collaboration skills and is willing to collaborate with partners as well as staff members in a meaningful way
- Knows community and what is happening
- Effective communication skills

Name of Stakeholder Group: *Community and Evening Staff*

1. Tell us the good things about your community:

- Small town - good feel
- Voices can impact change
- People rally behind each other for all causes
- Community support
- Outdoor activities are readily available - ski 9 miles, trail system, 14ers
- Community has protective factors - tight knit
- Want to live and be here
- Multigenerational community
- Diverse - miners, ranchers, arts, immigrants, ultra runners, college
- Gold medal designation for fly fishing
- Historical perspective is valued
- Feel safe in the community - kids and adults
- Kids have multiple choices for activities
- Wants district to succeed
- Boom and Bust cycle which creates lots of grit to get through it
- Leadville Tough with grace

2. Tell us the good things about your school district:

- 4 day school week (Monday - Thursday)
- Family Connector outreach has been successful
- Staff will jump in to do everything
- College and career ready focus: welding, culinary
- School based health center
- Cloud City High school option as second choice for high school
- Innovation within school - allows for uniqueness
- Celebration of difference
- School sports have been successful, theater, concerts, extracurricular: lots of options to choose from
- Events attended by community
- Community partners are important
- Students understand and value nature
- Community folds/pulls in all members into happenings around and gets them involved
- Incredible group of educators; families want the best experience
- Excellent kids!

3. What are the issues the incoming superintendent should be aware of as he/she comes into the district?

- Communication to community needs to be transparent and open
- Community partners need to continue to be a priority and focus
- Financial situation is a concern
- Collaborative with staff for solution to
- Mistrust is a concern from the district office
- Building relationships is a need with everyone: staff
- Being visible in the school and community regularly; reciprocal relationship is needed
- Equity should be the mindset that drives values and decision making - curriculum, budgeting, ELD, sped, GT, social emotional, involvement = whole child and every child
- School building is needed - bond will be needed as well as BEST grant
- Trust needs to be built with the community and staff
- Culture is a concern throughout district
- Connectedness with staff, students, parents, community
- Listening and collaborating with all stakeholders for top priorities as a focus with strategic planning to move forward
- Know where staff and students are at
- It is tight knit and we all know each other
- You are being paid attention to by a lot of people; the community is engaged
- Fear, anger, anxiety about how the district has got to this place - negative impact for students, staff, and community
- Students must be at the forefront of every decision
- Guardedness may be seen as we want someone here for longevity and are cautious; first year is the hardest
- Being a part and living within the community is important to us; investment and engagement
- Housing costs and availability are a concern
- Many students are open enrolled in surrounding schools and homeschool that we want back
- Celebration of students is needed to see full potential and needs built upon; give kids power and a voice ~ there voice matters
- Many things are working but might need find tuned; consistency and time to make it work
- Understand the variety of family experiences in town and how that impacts school and students (schedules, finances, etc.)
- Tourism is the focus in our area

4. What characteristics should the new superintendent have to be successful?

- Open mindset to accept challenges while establishing change and supporting district
- Collaborative
- Transparent
- Can craft a vision with multiple stakeholders

- Engagement
- Compassion
- Likes a challenge
- Time in the classroom
- Understand school finance or willingness to dig in and get it right
- Growth mindset - will make a mistake but will admit it and grow together; feel the same about who they serve
- Model high standards
- Vulnerability
- Humility
- Good listener
- Strong leadership skills - be collaborative but can make hard decisions with compassion
- Outdoor, healthy enthusiast - it can be what you want it to be
- Confident in decisions and stand behind them
- Make school fun!

Survey Monkey Results for Lake County School District R-1

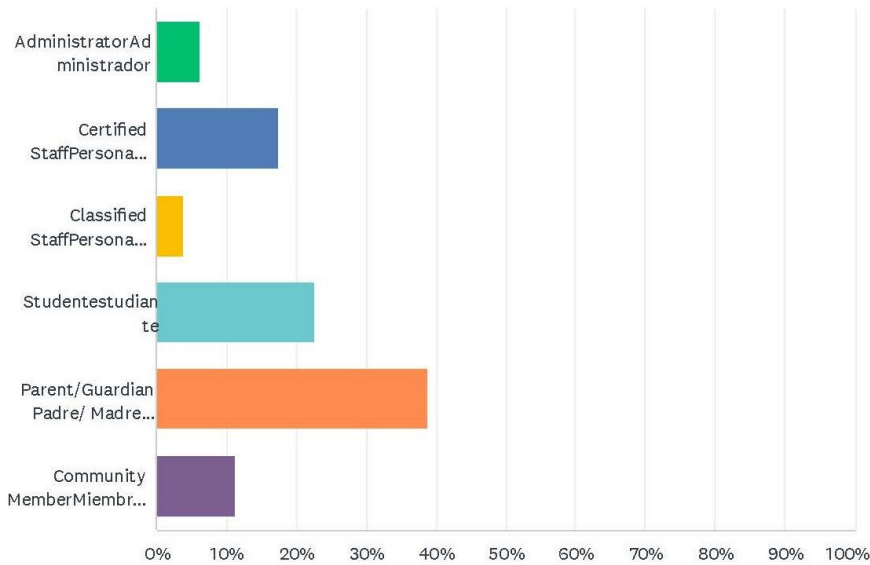
March 2024

*(NOTE—these responses have not been edited,
they are printed as entered by the stakeholders)*

80 responses

Please indicate the stakeholder group you represent:
Indique el grupo de partes interesadas que representa:

Answered: 80 Skipped: 0



ANSWER CHOICES	RESPONSES	
AdministratorAdministrador	6.25%	5
Certified StaffPersonal certificado	17.50%	14
Classified StaffPersonal clasificado	3.75%	3
Studentestudiante	22.50%	18
Parent/GuardianPadre/ Madre/ Tutor	38.75%	31
Community MemberMiembro de la comunidad	11.25%	9
TOTAL		80

Q1 Tell us the good things about your community. (This information is used to help us recruit quality candidates.) Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

help lot outdoor activities kind need Walmart shopping Leadville beautiful place snow come need
Beautiful mountain sunshine recreating snow recreation come enjoy sunshine activities
local pride come Leadville streak also enjoy love people independent streak good
place live people small safe friendly place outdoors outdoor enthusiasts safe
great place perfect outdoor people many things
community active community lot beautiful place perfect
small town perfect outdoor enthusiasts mountain enthusiasts safe friendly
biking friendly place live good things community live people independent
many independent streak also care lot local pride town pride come enjoy supportive
enjoy sunshine recreating outdoor activities recreating snow come close come need Walmart look
Walmart shopping close outdoor recreation

Q2 Tell us the good things about your schools. (This information is used to help us recruit quality candidates.) Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

passionate Good things school leaders knowledge bowl drama diverse skiing volleyball knowledge
amazing country Nordic skiing know activities cross country community
successful sports activities lot staff several successful dedicated new facilities fantastic
kids schools pretty new great Lake County good students families
school ways teachers many students go beyond
care Sports programs staff partnership CMC support pretty new facilities
education facilities fantastic school really several successful sports programs
sports activities cross small cross country Nordic educators Nordic skiing volleyball lot clubs
volleyball knowledge bowl buildings bowl drama especially love

Q3 What issues should the superintendent be aware of as he/she comes into the district?
(This information is shared with the final candidates.) ¿De qué cuestiones debe estar
consciente el superintendente cuando ingresa al distrito? (Esta información se comparte con
los candidatos finales).

culture union passionate active things activities teachers union time involved extracurricular activities
high school show students involved bullying community parents show lot speaking sector community
admin engaging Spanish speaking problems need work engaging big difficult focus educating
will need buildings makes difficult well administrators culture buildings financial
great teachers administrators feel superintendent willing work important community Kids
district bring superintendent improvement school higher
students parents need pay staff plan issues heard
teachers LCES families education Will building leaders school district
teachers administrators culture building culture buildings makes also makes difficult focus aware
focus educating students seems work engaging Spanish program Spanish speaking sector budget
sector community parents going parents show students left students involved extracurricular think
extracurricular activities teachers part teachers union passionate come better

Q4 What skills, qualities or characteristics should the new superintendent possess to be
successful here? (This information is used as we screen potential candidates.) ¿Qué
habilidades, cualidades o características debería poseer el nuevo superintendente para
tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos
potenciales).

educator also able lead building thick skin also sense will need thick willingness district person will willing
activities going district work etc care activities see sporting events etc new superintendent
musical major sporting Leadville show annual musical Strong someone will show ability
also looking someone school schools m also superintendent enrolls kids schools
well community applicable enrolls think superintendent lives community good
really appreciate superintendent teachers strong leadership
understanding communication skills needs things
community open minded students worked school
Someone appreciate superintendent lives staff lives community applicable
skills applicable enrolls kids experience kids schools m district m also looking
know looking someone will listen will show annual bilingual annual musical major able
major sporting events people events etc care education care activities going school finance
going district person live person will need open need thick skin address skin also able wants
able lead compassion investing

Administrator/Administrador

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Leadville is a beautiful place, perfect for outdoor enthusiasts. It is a safe and friendly place to live. The people here have an independent streak but also enjoy community, and there is a lot of local pride. You should come here if you enjoy sunshine and recreating in the snow. You should not come here if you need a Walmart/other shopping close by!
- Leadville is amazing - exceptional, unique, historic and authentic.
- Encontrará gente amable, variedad de restaurantes. Lugares para esquiar accesibles. Veranos cálidos y llenos de hermosos paisajes.
 - You will find friendly people, variety of restaurants. Accessible ski spots. Warm summers full of beautiful landscapes.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- 2 of our 3 schools are pretty new facilities, and we have some fantastic school staff. We have several successful sports and activities- cross country, Nordic skiing, volleyball, knowledge bowl and drama especially.
- Our schools have a diverse student body and we offer many enriching activities for our students to try out. It's a fun place of exploration and creativity.
- Estudiantes y padres comprometidos a mejorar la educación para llegar al éxito académico de sus hijos.
 - Students and parents committed to improving education to achieve academic success for their children.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué cuestiones debe estar consciente el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- We have some great teachers and administrators, but the culture in our buildings makes it difficult for them to focus on educating students. We need to work on engaging the Spanish speaking sector of our community- getting parents to show up and getting students involved in extracurricular activities. The teachers' union is passionate and active.
- Our working class families love their children. We have a responsibility to provide the basic civil right of an excellent, standards based, high quality education. Staff relationships and culture, in certain areas, are not healthy and need a "re-set."

- Acerca de su experiencia en la educación.
- About your experience in education.

**4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)
¿Qué habilidades, cualidades o características debería poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos potenciales).**

- I would really appreciate a superintendent who lives in our community and, if applicable, enrolls their kids in our schools. I'm also looking for someone who will show up at the annual musical, major sporting events, etc and care about all of the activities going on in the district. This person will need thick skin but also be able to lead with compassion.
- Excellent eye for data, keeping staff accountable in the service of students, strategies for systems to run smoothly for all, and the ability to set/enforce clear expectations of professional behavior that all staff must follow. Clear and frequent communication to families, and a sense of budget and instruction to guide the district well. A love of Leadville and what makes her unique is a must.
- Su deseo de involucrarse y comprometerse con la comunidad.
 - Your desire to get involved and commit to the community.

Certified Staff/Personal certificado

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Our community has a lot of outdoor activities available close by including mountain biking, Nordic skiing, and alpine skiing. There are also many trails available for running and hiking.
- No. The right superintendent will already know this and be invested in our community.
- My favorite parts of Leadville are the incredible easy access to most outdoor activities like skiing and river sports, the community, and the peacefulness.
- it is a small town beautiful views active community so many things to outside
- -loving -supportive of all walks of life -small but busy -fun events -kind people
- Outdoor activities, clean air, light traffic, friendly community, individualism is acceptable
- Our rural mountain community is surrounded by National Forests and has easy access to all outdoor activities. We still have an old mining town vibe and are not yet fully developed like some of our surrounding communities.
- Comunidad segura y tranquila.
 - Safe and quiet community.
- Leadville is a great place to live, great access to the outdoors, a small town with enough amenities that you don't have to leave for too many things, a lot of people who are passionate about the town, and beautiful scenery.
- We live in one of the most beautiful towns. We are surrounded by mountains and have endless outdoor activities at our finger tips.
- Beautiful, lots of recreation activities, a kind and caring close knit community
- Lake County, and Leadville host a tremendous offering of outdoor activities free and paid. The small community has close knit ties, and
- Supportive, outdoor enthusiasts, collaborative.
- This community is full of loving and out going people. It's made for people who love the outdoors.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Our schools provide all the kids in our town with a great start to their education. We have amazing teachers who choose to live and teach here.
- No. The right superintendent will already know this.
- I have never met teachers who care more. The teachers here are devoted and will spend their own time out of work to make sure students are receiving the best education possible. Admin at [REDACTED] is amazing.
- the staff is amazing

- -kind and hardworking educators -great students and families
- small, diverse, caring teachers,
- Our students are the best part of our schools. We are continually striving to provide them with the best education while also meeting their social and emotional needs. We have several partnerships which help to provide high quality and engaging experiences for students beyond the school day. Full Circle, Project Dream, Get Outdoors Leadville, and Build a Generation all work with LCSD and help to get kids outdoors, with friends, in a safe environment.
- Grupos pequeños (small ratios) En su mayoría los estudiantes son respetuosos.
 - Small groups (small ratios) Most students are respectful.
- We have a lot of committed and passionate educators, a small and close-knit community, and awesome students.
- We recruit some of the most talented teachers in the country who are seeking to live in a mountain town. Our class sizes are small and families often know each other really well.
- mostly quality and dedicated teaching staff
- There is a community of people who are dedicated to making a difference for our students in spite of funding or staffing challenges. They truly go above and beyond in many ways to try and provide opportunity that is in not guaranteed. This is a deep commitment that I do not believe you would find everywhere.
- Collaborative, fun, supportive, engaging.
- Our schools have amazing teachers and students. The teachers go above and beyond to make it a great learning opportunity for our students. However some of the leaders in buildings make it hard to do our jobs.

3. What issues should the superintendent be aware of as he/she comes into the district?

(This information is shared with the final candidates.)

¿De qué cuestiones debe estar consciente el superintendente cuando ingresa al distrito?

(Esta información se comparte con los candidatos finales).

- Our district has a history of very poor principals and principal-teacher relationships. It's important to know that the teachers here are very outspoken when it comes to their needs even when they aren't being heard. Please be aware that all teachers here recognize that a schools success is in direct correlation to a schools culture.
- Should already know ALL the issues because we have a lot. Getting anyone outside the community/LCHS school system is a recipe for failure (it would be too much for an outside person to catch up on).
- There seems to be a break in trust at LCHS over the past several years that needs tending to and rebuilding. Parent engagement is included in this. Also, the financial situation in the district is going to be a lot of work for the superintendent. Plus, the building at LCIS needs to be addressed as soon as possible.
- test scores are low and always have been curriculum is always changing teachers need to be listened to a lot more- they are not heard class sizes are too big
- -the Educator Association is very strong in this district and CARES about educators and families, therefore, we need a superintendent who also cares about educators and families and WANTS to work with the Association and sees the value in having one -a

superintendent who is willing to get rid of leadership that is toxic [REDACTED]
[REDACTED] -a superintendent who TRULY cares about this community and wants to be apart of it. -a superintendent who cares more about the educators in front of students than hiring more district office staff

- Teachers have low incomes which makes it difficult to live in the community with the cost of living constantly rising. This can cause high turnover rates. Many students have left the schools because of certain problems that never seem to be resolved such as bullying.
- Our district is in financial distress. In the past, LCEA(Lake County Education Association) and LCSD have worked closely and amicably on shared interests. This relationship has dissolved a bit over the past few years yet there is hope of restoration.
- El nuevo superintendente debe estar consiente del bienestar de sus escuelas en forma integral, estudiantes con mejores condiciones de clase como sillas y mesas. Profesores y demás personal con mejores salarios y un contrato salarial justo por año.
 - The new superintendent must be aware of the well-being of his schools in a comprehensive manner, students with better classroom conditions such as chairs and tables. Teachers and other staff with better salaries and a fair salary contract per year.
- We have done a lot of work on school culture in the last few years but have plenty more to do. We struggle with absenteeism. While teachers are passionate and committed we have not put much effort into improving classroom instruction and our culture of learning has suffered.
- We have cultural separation and that will take a special person to bring us together. We are also struggling financially. It is incredibly difficult to live on a teacher's salary in Leadville.
- There are some definate issues at [REDACTED] with leadership and staff. It is imperative that the new superintendant be able to listen and create a plan to bring the staff back together.
- Being a small mountain community, we do struggle with turnover and financial issues. This requires a creative approach to solving our districts problems. Being tied in to the community is incredibly important. Being a leader shrouded in mystery and away from the action wont get far here. You must be ready to get your hands dirty and come with an open mind to learn from the staff and community.
- [REDACTED] and the staff are currently not working well together.
- That [REDACTED] seems to be falling apart. We have lost five employees this year alone three of them played a big part in making our program run smoothly. The [REDACTED] [REDACTED] is a big problem. It has been an ongoing problem for the past three years. It has been voiced many times and nothings seems to change. We had an [REDACTED] come in to try to help but things seem worse than before. It's my hope that under a new superintendent things will start to feel better then the previous years.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debería poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos potenciales).

- It would be amazing to have a superintendent who really wants to live in Leadville and enjoy our amazing community. A superintendent who agrees that the value of building culture is important.
- Be great with accounting. Be from our community. Have worked in our school. Know the teachers. Know about grants. Have you considered [REDACTED]? I think she could be both the [REDACTED]
- Authentic, confident, skills to address the financial debt the school is in, compassionate, passionate, approachable, bilingual
- great communication honesty passion for student growth
- -PEOPLE skills -genuineness about the people who live in Lake County -trustworthy -honest -competent -has been a principal and an educator themselves for longer than 2-3 years
- Patience, the ability to look at both sides of the issues, lack of bias and judgement, understanding of the diversity of the community, good listening and communication skills.
- In a perfect world, the superintendent would be solidly familiar with Leadville and our community. They would have strong leadership and communication skills. It would be wonderful if they understood the financial situation that we are in and had the financial literacy skills to help us get more balanced. I think it's important to have worked in a school district before and understand the processes that help a school district to function.
- Debe ser abierto a la comunidad y dispuesto a hacer lo mejor para que todos estén felices.
 - You must be open to the community and willing to do your best to make everyone happy.
- Expertise with school finance, willingness to have hard conversations with school leader direct reports, able to focus on a small number of priorities and do them well rather than trying to have a hand in everything.
- I would like to see a personable superintendent who isn't afraid to be in public. I'd also like someone who fights to create wages (for all staff!) that make sense. We need someone who is knowledgeable about school policy and finance and is committed to bettering our community.
- Strong Leadership Compassionate Someone who can really hear the situation and will know how to handle it Someone who puts the social emotional health of our students and staff as a priority and foundation for being able to learn. Someone who can help our high school to regroup
- Former educator
- The superintendent needs to be able to work around issues with limited resources. Be agile and able to adapt in supporting different departments. Bring a mindset of trust and not one of skepticism for your staff.
- Problem solving, compassion, kindness, open minded.
- I think that the new superintendent should have the skills to help out where they are needed. Let the teachers voices be heard. I think they should work well with every group of teachers. I think they should have a knowledge the finances as well.

Community Member/Miembro de la comunidad

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Leadville is a bit of a tight-knit community. There are a number of local scholarships for which students are eligible, which is a testament to the way the community backs students who demonstrate effort and drive. Most families value education to at least a small extent. Many families recognize that education is a vehicle for social and economic mobility. That said, families often don't understand the extent to which they and their students need to buy into the system. Having worked in the schools recently, it is also clear to me, especially from older students, that the community's faith in our specific education system is waning. But, LCSD has demonstrated the ability to help many students achieve a variety of goals, and it has the ability to continue to do so.
- Small community where you can get to know the neighbors, walk, bike and be outdoors.
- Some good things about our community is that since it is a small town we all know each other and grew up together.
- Diverse and committed to community development, caring for the environment, and engagement with each other. A town of immigrants .
- Natural beauty, sense of community, diverse, growing
- Lake County is home to a variety of organizations working together to address the needs of youth and families in a culturally-responsive manner.
- Caring, passionate, scrappy, proud, willing to work hard, strong identity, self-starting, grassroots.
- Tight nit, strong willed, philanthropic

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Most faculty in the district care deeply about our students. They want to help our students succeed and often form deep connections with some of them. The district boasts some well-educated, experienced, and dedicated teachers, as well as teachers who are earlier in their careers and can offer fresh insights. Our students are also quite capable and resourceful. Many come from non-English speaking families, so they often translate complex documents (school and otherwise) and therefore come to understand real-world concepts and processes well beyond their years. The students of Lake County are great thinkers and intelligent, but often do not think the same of themselves and/or do not know how to leverage their skills. Our out of school programs also really seem to shine. The out of school programs at LCES, LCIS, and LCHS attract a significant percentage of students. In addition to being an enjoyable safe-space, these students receive some degree of enrichment in these programs, but there is a lot of potential for improvement,

especially if there were to be more of a relationship and communication pipeline formed between teachers and out-of-school program leaders.

- Sports programs, music programs, 4-day week
- Good things about our school is the teachers are supportive for the most part and they are pretty understandable.
- Diverse and committed to caring, social justice oriented education. Strong connections to non-profit organizations and CMC Leadville dual enrollment.
- New buildings
- Dedicated teachers and staff. Valuing and utilizing community partnerships.
- Caring, passionate, scrappy, proud, willing to work hard, strong identity, self-starting, grassroots. Very caring staff, diverse student needs, willingness to try new things, student-centered.
- Passionate teachers

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué cuestiones debe estar consciente el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- As an alumni, former staff member, sibling, and community member, I have observed our school district from multiple vantage points. Combining these various experiences, it seems to me the top 3 issues the next superintendent should prioritize: Behavioral issues: this has always been a pressing issue for LCSD (as it is in all school districts, I'm sure). Currently, it doesn't seem there is a district-level understanding of the behavioral issues at each school, and more importantly, how to handle them. My conversations with teachers and admin lead me to believe they feel "stuck", sometimes have no control over their classrooms, and feel like they're putting out fires or sticking on bandaids with the current methods of handling behavioral issues. AI: Students are well aware of AI and are becoming well-versed in the ways they can leverage chatbots and generative AI (e.g., Grammarly) to complete their assignments. Perhaps these things can be restricted by IT, but as we've seen with forbidden websites (namely, games), this is a solution that can be bypassed by students if they are determined enough. The next superintendent should 1) have a well-researched opinion on AI and 2) have a gameplan for how they will handle its use (and restriction) by students. Communication with Families: I'd like to see more robust interactions between teachers and families. Families are part of the school district as well. Communication with families should be frequent, consistent, and actionable. Families should have a clearly defined role in their students' education. However, it is clear to me that this is an obstacle for both sides. I would love it if the superintendent has a plan for developing a system that streamlines more frequent, individualized, and bi-directional communication between schools and teachers.
- The English-only mindset from past administration affected many students and families resulting in language loss and division.
- Some issued that he/she should be aware of is the amount of violence that is in our school physical and verbal. There is also always drama and rumours that cause altercations.

- Diversity and equity. Prioritizing people of color and building capacity among the Latine community in places that prioritizes their wellbeing. This town is segregated by race and they should combat that in all of their policies and processes.
- Financial mismanagement, lack of engagement of Latino community, punishing students for truancy, school district acts alone and not as a member of the community. Disengaged administrative leadership.
- Financial instability and challenging staff recruitment and retention. Some mistrust of school district admin. A lack of resources allocated towards equity and inclusion efforts. Aging buildings and infrastructure.
- Trust and relationships are very important here, and require monitoring and attention. Community partners are great resources for success in the schools. Our students do, and will continue to have, diverse needs and challenges. Most families work hard to survive, and students are often facing challenges at home. These families and children also come with great strengths, and systems can, and should, be built to highlight these strengths. One of the most important roles a superintendent can play here is building trust, relationships, and partnerships with families, staff and community.
- Budgeting deficits, low attendance and low retention, high violence in High School, toxic culture between admin and staff, refusal to address complex and concerning problems from the community (such as violence and toxic culture) deterioration of staff>student positive relationships

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debería poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos potenciales).

- Spanish-English Bilingual or methods to help them overcome language barriers
Emerging methods of student feedback Technologically literate Community and parental outreach Restorative justice and/or emerging/modern methods of behavioral management Teacher/faculty input Experience with first-generation, low-income students Experience in remediating below-grade-level students Please feel free to include me in further surveys/communications or contact me: [REDACTED]
- Multicultural mindset, understand restorative justice process, bilingual
- Some skills, qualities, and charistics that the superintendent should bring here is listening more to students, understanding,respect,love and simple qualities of a good person.
- Strong commitment to DEIJ and being anti-racist. Strong desire to see and enact equity as a foundational value to all choices and initiatives. Bilingual in Spanish and English.
- Ability to listen, ability to engage, care about the community, no ego, no agenda aside from helping students and the community succeed. Ability to follow statute and read an excel sheet and understand what cash flow is.
- Someone who is bi-lingual in Spanish and English and bi-cultural in Latino and American cultures. Strong skills in communication and community building. Strong commitment to investing in and advancing equitable access to education and community resources. Desire to show up in the community and be seen. Advancing funding sources

including pursuing grant opportunities, and other additional financial supports.
Prioritizing how to retain teaching staff and provide adequate support for teaching staff - it takes a lot of effort and resources to recruit and retain teachers in Lake County.
Investment in mental health support and resources for staff and students.

- Successful leadership experience, experience navigating tough conversations and situations successfully, knowledge of the local community, and commitment to Lake County, both able to listen with their heart, and make hard calls when needed, deep understanding of school finance, team player, whole child mindset, educator and student champion.
- open minded, compassionate, empathetic, hard working,

Parent/Guardian/Padre/Madre/Tutor

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Nature, adventure, mountains, snowboarding, mtn biking, hunting, hiking, dirt bikes are all the things that people live here for.
- It's a great place for outdoor activities.
- Beautiful mountain town. Lots of outdoor recreation.
- The community is nice but small and pricey . There's a lot to do in the outdoors.
- Having moved from Atlanta, Georgia, we enjoy the quality of life you can find in Lake County. In Leadville, there is a greater sense of community and connectedness! We also enjoy the work/life balance our community and natural environment affords us.
- Lots of community spirit, scenic beauty.
- Great location in the mountains with access to lots of varied recreation. Lots of great and kind locals.
- Our community is close and we care about our environment.
- Nothing good.
- There are a lot of good people in our community who care about what they are doing, and about others.
- Our community is small yet full of resources available for families.
- Lots of great outdoor recreation! Beautiful views! Lots of snow for all your winter wonderland activities. Best summer you'll ever have (even if it's only 7 weeks long)! Great people/families/students, and just awesome community members in general. Small town vibe. Safe and close knit community. You can walk/ride your bike just about anywhere.
- Small, caring, mix of viewpoints, somewhat diverse.
- I love that most people look out for each other.
- Small town allows to get to know people and teachers personally. Great and easy access to skiing, mountain biking, trail running, hiking. No traffic to commute in.
- We are a small town with a community who adores where we live and the people in it. We are very different but one thing that binds everyone as a community is the love for the mountains and contributing to the community to maintain the small town feel, but also create wonderful opportunities for our kids and adults.
- Amazing outdoor opportunities Simple living Strong community
- Sun rises early and sets late compared to many mountain communities. Incredible access to outdoor recreation. Experience all four seasons. Centrally located in the state and located off of the I-70 corridor just far enough.
- We are tight knit, look out for each other, and support each other. We are friendly, and easily trusting of others. Since most are recreation enthusiasts, there is a lot of positive feelings and intentions.
- We live in a beautiful mountain town.
- We have a supportive community and we look out for each other. We have an active community with many out door activities. The community is looking for stability and a

leader who will stay- we do have a revolving door of employees that leave all industries and we need more consistency across the board. I think this is good but we do have winter 8 months out of the year....

- We HAVE a community. People help each other, look out for each other. Kids going somewhere cool with a school thing? People chip in and/or volunteer. Someone's dog is lost? Everyone helps keep an eye out. People are active and involved.
- The people. Our church. The recreation. Access to quality health care.
- There are many community members and school district stakeholders that truly want to see and support LCSD and other Lake County institutions to succeed and provide value to the community.
- Small community dedicated to educational growth
- We take care of each other and appreciate personal relationships. "It takes a village" is our motto.
- Beautiful mountain community. Small town where people can be there come together and help everyone. Amazing history and awesome opportunity to get out doors every time of the year.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- Partnership with cmc.
- Some, but not all of the teachers. It has tremendously changed since I attended school being born and raised here.
- Dedicated educators who care about students and families.
- Our schools have many great teachers and great kids. We need a leader who sees and understands that and really invests in our local talent. We live in a beautiful community and our schools have historically connected to this place.
- The schools have always been good. They have challenges but what school doesn't. Everyone know who you are and are there to help the students
- Having moved from a large and inevitably bureaucratic school system, we appreciate the smaller class sizes and the personalization students and families can enjoy, if they take advantage of it.
- The new elementary school is nice.
- Continued improvement to staff, curriculum, and buildings.
- Teachers are invested in our student's achievement.
- Nothing good about lake county schools. Teachers don't care any more about their students.
- I believe a lot of the staff really cares about the kids who attend our schools. My kids love the sports programs.
- Teachers are going above and beyond to support children and families.
- Smart and dedicated teachers and staff. Amazing, funny, and talented students! Teachers come from different backgrounds and bring lots to the table. My kids enjoy going to school and truly love learning. They see their teachers out and about or volunteering in

their community, and they might even be their ski or bike coach. Potential to be an awesome bilingual district!

- The teachers my kid has really care about her, know her, and genuinely seem motivated to help her thrive.
- This is my 1st year in the school district. My daughter in the pre-k program and it's been awesome.
- Great [REDACTED]. Great preschool teachers.
- When you walk into any building, you know everyone. And if you don't, you will soon. The grant providing the new school is incredible as the building is beautiful, I can o it speak for LCES AND LCIS, but my kids feel safe and welcomed when they are at school. Our teachers are incredible.
- Teachers care Solid administrators
- Four amazing Principals. [REDACTED] is a rockstar [REDACTED] is engaging students [REDACTED].
- Lots of opportunity for a variety extra curricular activities. Teachers love the kids and support the students. Teachers are highly educated professionals who find lots of ways to support our community's children. The idea is to support the whole child, in their mental, social, and emotional growth. We need a DO that can support the teachers and coaches in their efforts to achieve this.
- The locations, the sports, the dual enrollment with the college.
- We have really gifted and talented teachers and the district values input from stakeholders. I believe my kids have a wonderful opportunity to be "big fish in a little pond" and really show leadership skills etc that would be more difficult in a bigger city.
- The partnership with CMC. The [REDACTED] teachers have spoken so highly of the [REDACTED] and value his leadership. I've heard the same positive feedback regarding the [REDACTED].
- Connection to CMC. Access to Special Education services.
- Schools have some highly passionate and dedicated faculty and educators that genuinely care for student education.
- There are a lot of teachers dedicated to the education of students.
- There are great leaders in our schools. Educators and staff that have been around and steadfast. They provide good leadership and support for the others.
- We have the best teachers ever! We have a faithful community and supportive parents.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué cuestiones debe estar consciente el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- Discipline problems at the high school.
- Bullying and Safety for our students to be able to actually have a good education.
- Teachers are not paid enough and often buy materials out of pocket.
- Our budget needs to be fixed through strategic leadership and school consolidation. This is our only way forward with our size. We chose many years ago to approach school reform with Expeditionary Learning. While EL the organization has gone, that general

vibe and approach should be central to our work. We need to invest in fun, curiosity and a love of learning. Kids need to like school and love learning. The current approach in younger grades is terrible. Kids need recess and time outside. The MS and HS can't do much when kids get to 7th grade hating school. The trends around gender and young boys not being successful must be addressed. Our town is hard to afford. Despite the budget challenges, teachers must be paid and we must look for solutions around housing.

- There's issues in the schools. No school district is perfect. You have to realize the community and how the district here in Lake County runs and not come in with a "I'm gonna fix all and change all" attitude
- As with any school system and superintendent who led during a global pandemic, there were great challenges that sought to divide us. The mental health of the students, teachers and administrators were impacted. The repercussions of this past season can all too frequently be observed in student behavior. Our administrations and teachers have been worn down, but also resilient, proactively looking to address systemic challenges we face in Lake County schools, such as: 1) fostering a culture of learning for students who see their only pathway into the workforce as one in which academic skills learned at the high school level are not as needed, while still providing a pathway for students interested in higher education, 2) tackling issues of our English as a second language student population who struggle with the understandable challenges of support from Spanish speaking parents at home. In the face of these challenges and differing opinions on how to address them, we need a superintendent who is willing to listen well to students, teachers, and parents. The hard work of bringing healing to the challenges of the past and carving out a pathway toward greater unity will be needed.
- things have gone downhill since 2020. The 4 day week is terrible for parents and working families.
- Housing issues, complicated history with esl students, net district improvements over the past 20 years but is has been bumpy. Great improvements in LGTBQIA+ acceptance in the last 16 years.
- Budget issues.
- You should be aware of how to treat all students equally throughout the school district. Be aware of what is happening in your schools.
- It seems there are some budget issues, as well as structure issues that will need to be addressed. As a parent, I am aware that some children have problems they bring to school, and the safety of the staff and other students should be a priority.
- [REDACTED] has a very toxic environment, which is one of the reasons staff are leaving their job. Not feeling valued by [REDACTED].
- I have major concerns for the preschool and the teacher turn over, as well as the Head Start program. Will this program be able to bounce back? Of course the finance situation is a huge concern and will need special attention! It would also be important to know there has been tension and lots of mistrust between the union/admin/school board.
- Having no school on Fridays is incredibly difficult for all of the families I know. Childcare is super hard to find and w specially for one day a week- everyone I know here works full time to make ends meet and it's an unfair burden to ask families to carry. I fear for when my kid gets old enough to leave the elementary school, it seems like once kids go to middle school the quality of teaching goes way down. We need higher

attendance, better special ed support, and if we're going to pay these teachers as much as they are making we need high quality people in the classrooms.

- As stated above this is my 1st year in the district so I'm not fully aware of a lot of negative issues. Teachers are never paid enough so that is probably one of the main issues.
- A lot of turn over in leadership rolls (except [REDACTED]). Teachers feel unheard. Need a strong, energetic, creative and present leader to have staff feel heard and seen.
- There is a big gap and misunderstanding between staff and administrators. The staff feel undervalued, overworked with no one to support them and their role. Current administration doesn't have open communication with staff and there is a widening gap between them, interfering with quality of life, lack of work life balance and mere respect for one another. The superintendent who comes to the district needs to hear the teachers out and find a way to reconnect with staff, so we can find a way to bridge this gap. Also the town is split with new families coming in and the families struggling to live here. There are well off kids as well as kids living in poverty, we need to be able to reach ALL the children in this town; socially, emotionally and academically. The [REDACTED] is getting rid of one of the most amazing programs, STEM. We need administrators who will fight to get this program back..
- Budget concerns Counselors/mental health specialists needed
- The district is heavily reliant on grant funding to sustain current activities. Relying on non-reoccurring funding generates anxiety among staff and community.
- The district has been mismanaged by the DO, because the leaders have not embraced collaborative decision making, transparency, or critical feedback. Thus, we are in a financial crisis, with proposed frozen salaries, jobs being lost, and impossibly high classroom sizes. Trust has been broken. [REDACTED] will be walking away with a \$40K severance, while the children of a title 1 school will be left with dealing with the consequences of the DOs fiscal irresponsibility. Relationships need to be mended. The BOE needs training to fully understand their role in governing, hold the DO accountable, and to not be tempted or coerced to manage the affairs of the district. The [REDACTED] needs to be replaced (due to failed audits and the fiscal crisis), and other top DO and building leaders need to be either placed on an improvement plan or just be replaced. We need to take a hard look at staff culture, and hold building leaders accountable for their building's staff culture. HR needs to implement thorough exit interviews. Leader feedback loops are required in order to build trust. And all of it needs to be completely transparent. We need to replace LCIS, and thus need both the building leader, and the DO to rebuild trust and collaboration.
- The teacher turn over, the unfairness of their administration.
- We have a diverse community which is wonderful but also offers some challenges. We have many students where English isn't their primary language which creates barriers with learning, test taking etc.
- That same strong leadership is so needed at the superintendent level. Someone who will work closely with CMC is needed, working to facilitate the high school/CMC collaboration and expand/develop different pathways with CMC.
- Dual language learners.
- Teacher and faculty retention is very poor, student learning & development priority is not very apparent among financial issues, and leadership within the schools is not leadership.

I have been highly disappointed in the [REDACTED] care and treatment of the faculty, causing our students to lose passionate, qualified educators. [REDACTED] display of “leadership” to [REDACTED] staff in front of students is not appropriate and is not what I want my students to experience and learn about leadership. The financial management of the school district has been unacceptable and put our schools at high risk.

- What actions will be taken with the [REDACTED] belittling employees and running them out.
- Our parents would like to feel connected to whoever steps in. That means making an effort to show face and be part of the community.
- The union can be difficult to deal with.
- - The relationship between district leadership and the staff is strained and will need vast improvement. - Poor financial planning has reduced cash reserves, restricting our operations and may require further restrictions in the future to restore our reserves. - Leadville is a small town where relationships are often intermingled; you may need to limit your social relationships to prevent a perception (or reality) of cronyism and other forms of corruption. - Lake County struggles to attract and maintain staff; you will need to work hard to retain staff

**4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)
¿Qué habilidades, cualidades o características debería poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos potenciales).**

- Discipline procedures for teachers to implement at the high school.
- Someone that will actually be involved and not sit at her desk while kicking up her heels on her desk
- Kind, caring, compassionate. Properly educated. Know differences between rural vs city schools. Care about best interests of students in our little mountain town. Resourceful.
- An experienced educator who sees beyond buzz words and trends. Someone who knows Leadville very well and has the relationships to do the tough leading that needs to be done. An absolute financial expert who understands school finance and can get the district back on track financially. An reflective leader who can learn and grow in the role.
- The new superintendent needs to be present in the schools as well as community. Go to sporting events, concerts, family nights in all the schools. Be open to feedback, suggestions, and questions from parents, students, staff as well as community members. Be approachable and nonjudgmental. People in the community come from all walks of life so respect that about our community
- We have great hope that the superintendent chosen posses skills and experience needed to lead a culturally diverse community, to address economic constraints creatively, to cultivate unity in the midst of diverse perspectives, to proactively support administrators and teachers in addressing behavioral boundaries needed for a functioning classrooms, to have the posture of a humble learner, and to have the character to uphold moral and ethical principles in leadership and education.

- Please choose [REDACTED]. She knows the schools well and when they were doing better pre-COVID. She is very capable.
- Patience, ability to balance the long term goals and short term goals, Spanish speaking...
- [REDACTED] would be an excellent candidate!
- Strong communicator, values transparency, and honors each staffs professional capacities.
- You should know how to treat people that come to you for any issues that arise. You should always follow up with parent of any issues not ignore them. Beware what your community needs.
- I think whoever fills the role will need to be compassionate, but also be able to set some clear expectations for student conduct. I think it would also be beneficial for this person to have some flexibility about changes that may need to be made within the district.
- An ideal superintendent should have a strong people skills and know to put value to her/his employees. Should be supportive and willing to invest to their employees and very appreciative to that things staff done to our school. Be should have strong positive relationships with staff, who is willing to listen and solution orient. No favoritism!!!
- We need a superintendent who has a good grasp on K-12, but also Preschool! Someone who can collaborate with our awesome tenured teachers/admin/staff. Show compassion and love for our community, and the hard work that has taken place. We need someone who gives a damn about teachers and wants to see the lake county students and families THRIVE! Someone who can meet us where our district is currently, learn who we are as a community, and then lead us! We need someone who will stick around for the long haul.
- Decisive, strategic, forward thinking, ability to balance many ideas and stakeholder needs at the same time, budget experience, communication skills, empathy, professionalism, and the ability to make hard decisions in order to put the greater needs and goals of our community on track. [REDACTED] needs to be our next superintendent; she holds all of these qualities and skills plus many more and is the only person I can think of who can weather the job with grace, skill, calm, and professionalism. [REDACTED] — our community needs her.
- I think the future superintendent should be fair and truly understand what's it like living up here.
- Creative, leading based off kindness, experience with mixed socioeconomic background, good listening, present in schools and available for staff, excited to create a new atmosphere and lift up moral
- Grit, determination but also a sense of empathy and respect for what the teachers go through on a daily basis. They need to love snow, and understand what the Leadville culture is based on. We don't want the business of silverthorne- but want to be able to provide quality experiences for our kids growing up in the town.
- Excellent communication and team building capacity Understanding of school budget
- Someone that can filter out the "noise" and remain positive while focusing on moving the District forward.
- collaborative, welcome feedback, incorporate feedback, forward facing, honest, humble, strong track record of success. Strong school finance understanding. [REDACTED] would be a great superintendent.

- Give a [REDACTED] about the teachers, families, and community.
- The new superintendent needs to see their job like they are running a business. They need to be able to communicate well with staff and the community and be able to address issues in the district, the challenges and the positives. Clearly we need to have a functioning budget that keeps us in the black. We also need to work on changing the image of our schools to keep students we have in the district and re-capture some who have left to home schooling or other districts. It appears from an outsider standpoint that some district staff were undermining leadership due what I can only guess is loss of trust. That will be important to re-build.
- Listening to the stakeholders with curiosity rather than defensiveness, good collaborative skills.
- Bilingual, hardworking, good listener, compassionate, creative problem solver.
- Charisma, authority, financial competence, small community understanding, talent management, curriculum and teaching education, strong leadership skills, understanding importance of preschool
- Be aware of what is going on throughout the district good and bad and not making rational decisions.
- The ability to listen. Being present among staff and community. Showing up for our kids when they deserve to be celebrated.
- Teaching, Administration, and Principal experience. PHD is required.
- - Excellent interpersonal skills; open; approachable - Background in educational leadership; knowledge of and willingness to implement alternative approaches to education - Willingness to listen to and respond to the concerns of local interest groups - Professional approach to leadership; limit personal relationships with staff to prevent the appearance of favoritism and maintain the ability to effectively lead the district - Mountain person; Lake County is a relatively remote location with a long winter, so the superintendent should be comfortable and able to adapt to this area - Inspiring leader with a vision for improving educational outcomes and the ability to both communicate that vision and wherewithal to enact it.
- Most Leadville parents have to commute to work so before and after hours are needed.

Student/estudiante

1. Tell us the good things about your community. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tu comunidad. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- I am not very active in the community.
- the good things about the community are the event that are held here
- An example is we have lots of outdoor activities.
- It is a very tight knit community.
- We have a beautiful view, there are a lot of outdoors activity's to do, we have a variety of cultures here in Leadville.
- People are supportive, We host community events, Lots of outdoor activities to use.
- A good thing about our community is that we have beautiful mountains. There's a lot of things to do outdoors. We are good at sports.
- Some good things in our community are the teachers.
- We have a nice welcoming community.
- A good thing about the community is that the people are good
- Our community is very encouraging towards getting outdoors and engaging with nature.
- Some good things about our community is that we run food banks and help others out who are struggling.
- we live in a very beautiful place high up in a small town. with lots of activities to do outside
- Some good things about my community are the respect from everybody and everyone knows everyone.
- Leadville is a beautiful place with so many things to do in the outdoors. The altitude creates great athletes.
- Some good things are, we host some of the big events for biking, XC, Etc.
- We have good school spirit and our community is close.
- The outdoor community, love for nature.

2. Tell us the good things about your schools. (This information is used to help us recruit quality candidates.)

Cuéntanos las cosas buenas de tus escuelas. (Esta información se utiliza para ayudarnos a reclutar candidatos de calidad).

- The staff are very polite.
- that their are some what of good teacher
- A good example is we have a lot of clubs and are very inclusive towards others.
- The school is small and so are the classes which allow for every body to be familiarized with each other.
- we lots of clubs, we have many different sports for students to participate in.
- Something good about Our school is, the sports team, a lot of clubs, after school tutoring. Something we could work on is being more inclusive, trying to control less fighting.

- Our school has a pretty good culture. We have a lot of clubs. Our sports program is good not bad.
- schedules are good.
- We have good academics and successful sports.
- They have in them.
- Our high school has a great partnership with CMC Leadville that allows students to take college-level classes free of charge.
- Some good things about our schools is that there is a lot of support for students, class selections, and extra curriculars for students to participate in.
- our school is small and we have lots of opportunities to excel in our learning
- Some good things about our school is the relationships with students and teachers and they can understand the way we feel.
- Academically students, succeed, and Lake County sports are successful.
- Something good about the schools are some of the classes are fun and most of the time they put friends together.
- We have good support groups.

3. What issues should the superintendent be aware of as he/she comes into the district? (This information is shared with the final candidates.)

¿De qué cuestiones debe estar consciente el superintendente cuando ingresa al distrito? (Esta información se comparte con los candidatos finales).

- There are issues involving certain harmful, targeted words against specific groups of people being used between students, not only during lunch, but in the halls and during class as well. There have also been many issues involving students making threats against individuals in the school.
- the way that some teaches put students down and also the bullying that is happening
- There tends to be a lot of conflicts in the school from time to time.
- Some issues are keeping students engaged in school and drug use.
- There is a lot of drama.
- Something the superintendent should be aware of is the amount of fighting and drama there is. Events we host
- I think he/she , should know that there are many problems that should be solved. More like a quick think to think of a solution.
- Teachers need a better pay.
- There is nothing he/she should be aware of because we have a good school and community.
- bullying, the students not being on grade level.
- I think that our culture, especially the attitude of the adults and teachers in buildings, needs improvement. It feels like there is a lack of belief in students and their ability to achieve great things.
- I can't think of any issues the superintendent should be aware of.
- that alot of students don't speak English so you need to know how to communicate with them

- The amount of violence and bullying. (drama)
- Be ready to be in the outdoors and enjoying the amazing outdoors. Be ready to engage with our lovely students with great personality's
- We need to go on more field trips and have more engaging lessons.
- There is a lot of drama.

4. What skills, qualities or characteristics should the new superintendent possess to be successful here? (This information is used as we screen potential candidates.)

¿Qué habilidades, cualidades o características debería poseer el nuevo superintendente para tener éxito aquí? (Esta información se utiliza cuando seleccionamos candidatos potenciales).

- Awareness, communication, the ability to relate to others in the building
- someone that is Latino and that has experience with Hispanic people
- An open mind is always necessary for a position like this.
- They should be bilingual in Spanish and English and should preferably have experience in the latino community as the school as a large latino population.
- I think they should be bilingual, have experience with kids and teenagers, should have a background in education, should be nice respectful, and fun, and have good problem solving skills.
- I think we should get a superintendent who speaks Spanish because we have a lot of people who only speak Spanish also we should get someone who respects everyone and is willing to give feedback and receive it.
- I think he/she should be bilingual. Someone who is respectful, is good at problem solving, someone who doesn't take things the wrong way, someone who can know both sides of the story instead of making a decision right away.
- Listen to people in the community, make changes.
- Some things they should have is listen to the students.
- I think they need to be responsible and able to do their job and if not just be prepared.
- The new superintendent should be someone who's invested in the community and the future of the students.
- The new superintendent should be bilingual, understanding, supportive, and open to new things.
- bilingual
- nice, presentable, understanding,
- A happy personality that wants to engage and talk to students. Someone that isn't uptight yet says firm with there words.
- They should be kind and understanding but also strict. They should try to make a difference in the things that are bad.
- Be understanding and be nice.
- They need to be able to relate to the people of leadville. Not just bring their own ideas and ways, but also be able to adapt and find solutions on a local level. New ideas are valuable as well though, better organizations and training for teachers. We need to foster better teamwork between teachers and good leadership qualities.

Budget Update

April 5, 2024

Projection Toward Cost of 1% for 2024-25 School Year

	Salary	Medicare	PERA	Total	HEALTH
Current	\$ 9,157,682	\$ 132,786	\$ 1,959,744	\$11,250,212	\$1,193,122
1%	\$ 91,577	\$ 1,328	\$ 19,597	\$ 112,502	\$ 11,931

*This data is projected off of anticipated FTE for next year based on changes identified at the March 25 BOE meeting and calculated based on salaries of current employees or salary of the person vacating a job if the job is currently vacant.