



**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 13, 2026 4:00 pm Regular Meeting
Location: District Office-Room 11 & via Zoom

1. 4:00 Call to order
2. 4:01 Pledge of Allegiance
3. 4:02 Roll Call
4. 4:03 Preview Agenda
5. 4:04 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. 4:10 Consent Agenda
 - a. March 23, 2026 Special Meeting Minutes
 - b. Employee Status
 - c. Board Member time sheets
 - d. Resolution NO. 26-19 Increase in Grant Fund 22
7. 4:11 Spotlights
 - a. LCES & LCIS
8. 5:15 Prevention and School Safety Team Update
9. 5:30 Bright Start Update
10. 5:45 Break
11. 6:00 Strategic plan Update
12. 7:00 Action Item
 - a. Strategic Plan
 - b. First Reading-Updated policies from Strategic Planning work
 - i. SP-1(new), GP-1, GP-7E (new), BSR-5 and BSR-5E
 - ii. Policies that will need to be repealed with adoption are current: SP-1, SP-2, SP-3, SP-4, SP-4C1 and SP-5
 - c. SSG-5 Second reading and Adoption
 - d. Head Start ERSEA Policies: Eligibility Policy, Recruitment Policy, Selection Policy, Enrollment Policy, Attendance Policy
13. 7:05 Superintendent update
14. 7:10 Board Reports
15. 7:15 Agenda Planning
16. 7:20 Break
17. 7:30 Finance update
18. Informational Items
 - a. LCSD Budget reports

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.



19. The Board will vote to convene in executive session as follows: Pursuant to Section 24-6-402(4)(e)(I), C.R.S. for purposes of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instructing negotiators regarding the Master Agreements with the Lake County Education Association(LCEA) and American Federation of State, County and Municipal Employees (AFSCME); pursuant to Section 24-6-402(4)(e)(III), C.R.S. for purposes of developing the strategy of the school district for negotiations relating to collective bargaining with the Lake County Education Association and AFSCME (American Federation of State, County and Municipal Employees)
20. Resume Regular Meeting
21. Adjourn
22. Upcoming meeting or event:
 - a. April 21, 2026 Members of the board may attend Senior recognition @ 7:00 pm @ LCHS
 - b. April 24, 2026 LCSD and LCEA Negotiations @ 8:00 am @ District Office/Zoom
 - c. April 27, 2026 Work Session @ 5:30 pm @ District Office/Zoom
 - d. May 4, 2026 LCIS and LCES Walk throughs @ 1:00 pm
 - e. May 4, 2026 Members of the Board may attend the top 10% Dinner @ 6:00 pm @ Masonic Lodge
 - f. May 8, 2026 LCSD and AFSCME Negotiations @ 8:00 am @ District Office/Zoom
 - g. May 11, 2026 Regular Meeting @ 5:30 pm @ District Office/Zoom
 - h. May 26, 2026 Work Session @ 5:30 pm @ District Office/Zoom
 - i. June 8, 2026 Regular Meeting @ 5:30 pm @ District Office/Zoom
 - j. June 13, 2026 Members of the Board may attend CCHS Graduation @ 8:30 am @ LCHS
 - k. June 13, 2026 Members of the Board may attend LCHS Graduation @ 10:30 am @ LCHS

Estimated duration of meeting is 2.5 to 3 hours **Updated 4/9/26

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Misión 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 13 de abril de 2026 4:00 pm Reunión ordinaria Ubicación: Oficina del distrito y via Zoom

1. 4:00 Llamada al orden
2. 4:01 Juramento a la bandera
3. 4:02 Pasar lista
4. 4:03 Vista previa de la agenda
5. 4:04 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. 4:10 Agenda de Consentimiento
 - a. Actas de la reunión especial del 23 de marzo de 2026
 - b. Situación del personal
 - c. Hojas de registro de horas de los miembros de la Junta
 - d. Resolución N.º 26-19: Aumento en el Fondo de Subvenciones 22
7. 4:11 Destacados
 - a. LCES y LCIS
8. 5:15 Actualización del Equipo de Prevención y Seguridad Escolar
9. 5:30 Actualización sobre Bright Start
10. 5:40 Receso
11. 6:00 Actualización del Plan Estratégico
12. 7:00 Punto de Acción
 - a. Plan Estratégico
 - b. Primera lectura: Políticas actualizadas derivadas del trabajo de Planificación Estratégica
 - i. SP-1 (nueva), GP-1, GP-7E (nueva), BSR-5 y BSR-5E
 - ii. Las políticas vigentes que deberán ser derogadas tras la adopción son: SP-1, SP-2, SP-3, SP-4, SP-4C1 y SP-5
 - c. SSG-5: Segunda lectura y adopción
 - d. Políticas ERSEA de Head Start: Política de elegibilidad, Política de reclutamiento, Política de selección, Política de inscripción, Política de asistencia.
13. 7:05 Actualización del Superintendente
14. 7:10 Informes de la Junta
15. 7:15 Planificación de la Agenda
16. 7:20 Receso
17. 7:30 Actualización financiera
18. Puntos informativos
 - a. Informes presupuestarios del LCSD

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19. The Board will vote to convene in executive session as follows: Pursuant to Section 24-6-402(4)(e)(I), C.R.S. for purposes of determining positions relative to matters that may be subject to negotiations, developing strategy for negotiations, and instructing negotiators regarding the Master Agreements with the Lake County Education Association(LCEA) and American Federation of State, County and Municipal Employees (ASFCME); pursuant to Section 24-6-402(4)(e)(III), C.R.S. for purposes of developing the strategy of the school district for negotiations relating to collective bargaining with the Lake County Education Association and AFSCME (American Federation of State, County and Municipal Employees)
20. Reanudación de la sesión ordinaria
21. Aplazar
22. Próxima reunión o evento:
 - a. 21 de abril de 2026: Los miembros de la Junta pueden asistir al reconocimiento de los estudiantes de último año a las 7:00 p. m. en LCHS.
 - b. 24 de abril de 2026: Negociaciones entre LCSD y LCEA a las 8:00 a. m. en la Oficina del Distrito/Zoom.
 - c. 27 de abril de 2026: Sesión de trabajo a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - d. 4 de mayo de 2026: Recorridos por LCIS y LCES a la 1:00 p. m.
 - e. 4 de mayo de 2026: Los miembros de la Junta pueden asistir a la Cena del 10% superior a las 6:00 p. m. en la Logia Masónica.
 - f. 8 de mayo de 2026: Negociaciones entre LCSD y AFSCME a las 8:00 a. m. en la Oficina del Distrito/Zoom.
 - g. 11 de mayo de 2026: Reunión ordinaria a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - h. 26 de mayo de 2026: Sesión de trabajo a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - i. 8 de junio de 2026: Reunión ordinaria a las 5:30 p. m. en la Oficina del Distrito/Zoom.
 - j. 13 de junio de 2026: Los miembros de la Junta pueden asistir a la graduación de CCHS a las 8:30 a. m. en LCHS.
 - k. 13 de junio de 2026: Los miembros de la Junta pueden asistir a la graduación de LCHS a las 10:30 a. m. en LCHS.

La duración estimada de la reunión es de 2,5 a 3 horas ** Actualizado 4/9/26

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.

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SCHOOL BOARD MINUTES

Special Meeting

March 23, 2026

Meeting called to order –Director Lozano 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 23, 2026 at 5:30 p.m. and was held at the District Office and via Zoom. Directors Contreras, Cooper, Earley, Lozano, Snyder (via Zoom) and Superintendent Bartlett were present.

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

Preview of agenda- It was moved by Director Cooper to move item 10a (Superintendent Bartlett’s contract to 6d on the consent agenda. Director Contreras seconded the motion;

	Contreras	Cooper	Earley	Lozano	Snyder
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Public Participation- Jane Harelson spoke regarding PB Swims and shared their request on next steps.

Consent agenda- It was moved by Director Earley to approve the consent agenda. Director

Contreras seconded the motion;

	Contreras	Cooper	Earley	Lozano	Snyder
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

Pool Task Force Update- Lauren Barrette, facilitator for the task force, was in attendance and spoke regarding the groups work.

Spotlight- Scott Carroll, principal of LCHS, was in attendance and gave an update from Lake County High School. Katherine Kerrigan, principal of CCHS, was in attendance and gave an update from Cloud City High School. Celesta Cairns, Kerry Charles, and Dylan Rodwick were in attendance and gave an update regarding College and Career Readiness and post secondary readiness for LCHS.

Discussion items- Tanya Lenhard, Head Start Director, was in attendance and led a discussion on the FA1 monitoring review and shared a ERSEA training with the board and was able to answer questions.

Action items- It was moved by Director Cooper to approve the revised Resolutions NO. 26-14 Appropriation of Funds, 26-15 Interfund Borrowing and 26-16 Use of Beginning Fund Balance.

Director Earley seconded the motion

	Contreras	Cooper	Earley	Lozano	Snyder
Aye	X	X	X	X	X
Nay					
Absent					
Abstain					

motion carried 5-0-0-0.

The first reading of policy SSG-5 was completed.

Discussion items- Superintendent Bartlett led a discussion sharing district performance and share the MOY Data wall. Superintendent Bartlett led a discussion on proposed policy revisions and a draft mission statement.

Superintendent update- Superintendent Bartlett had no report.

Board Reports- Director Contreras went to the Policy Council meeting. Director Cooper reported on meeting with the finance committee. Director Earley reported on meeting with the DAC. Director Snyder reported on doing a training with LURA. Director Lozano reported on meeting with BOCES.

Upcoming meetings and agenda planning were discussed.

It was moved by Director Contreras to adjourn the meeting. Director Earley seconded the motion; motion carried.

Meeting adjourned at 8:52pm.

March 23, 2026

ATTEST:

Melissa Earley, Secretary

Miriam Lozano, President

Lake County School District R-1

prepared: 4/9/2026

Employee Status Report

April 13, 2026

Certified Staff

Recommended for Hire

Name	Assignment	Degree	License- Endorsement	Experience
Beery, Aly	5th Grade Teacher	MA-Special Education	Elementary Education	12 years
Brink, Denise	LCHS Assistant Principal	MA-Education	Administrator & Teacher	14+ years
Texler, Kirsten	5th Grade Teacher	BA-Communication/Psychology	Elementary Education	5 years

Name	Current Assignment	Transfer Assignment	Location	Effective
Frattolin, Julia	LCES Art	Project Dream OST Program Coord	District	2026-2027

Resignations/Terminations

Stepro, Samantha	Teacher	LCIS		2026-2027
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_____		_____		
Miriam Lozano, President		Melissa Earley , Secretary		

Lake County School District R-1

prepared: 4/9/2026

Employee Status Report

April 13, 2026

Support Staff/Classified

Recommended for Hire

Cohen, Dustin	Substitute Teacher	District	4/6/2026
Hager, Shannon	Substitute Teacher	District	2/26/2026
Menjivar, Lennyn	Substitute Cook and Custodian	District	3/30/2026
Robinette, Alexa	Substitute Teacher	District	4/8/2026
Name	Current Assignment	Transfer Assignment	Effective

Resignations/Terminations

Chavez, Maria L.	Cook	LCHS	4/1/2026
Richardson, Haylie-Paige	Paraprofessional	LCHS	2026-2027
<p>_____ Miriam Lozano, President</p>		<p>_____ Melissa Earley , Secretary</p>	

Lake County School District R-1

prepared: 4/9/2026

Employee Status Report

April 13, 2026

<i>Certified/Staff</i>		
4th Grade Teacher	LCES	2026-2027
6-8 Physical Education/ Health Instructional Paraprofessional	LCHS	2026-2027
Elementary Level Counselor	LCES	2026-2027
English Language Development Instructional Paraprofessional	LCHS	2026-2027
Full Time Bus Driver	District	3/16/2026
Special Education Teacher	LCES	2026-2027
Substitute- Teacher, Cook, Custodian	District	2025-2026
<i>Coaches</i>		
Assistant High School Volleyball Coach, C Team		2026-2027
Head Middle School Boys Basketball Coach		2026-2027
Head Middle School Football Coach		2026-2027
High School Boys Head Soccer Coach		2026-2027
HS Head Girls' Soccer Coach		2026-2027
MS Girls' Volleyball Assistant Coach		2026-2027
MS Head Girls' Volleyball Coach		2026-2027
Game Officials		ongoing

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

RESOLUTION NO. 26-19

BE IT RESOLVED THAT, the Board of Education of Lake County School District R-1 authorizes an increase in the 2025-2026 Funds as follows:

Fund 22 Grants Fund

EASI Cohort 9

(new aquisition)

\$42,000.00

Total \$42,000.00

Melissa Earley, Secretary

Miraim Lozano, President

Dated: April 13, 2026



LCES & LCIS Spotlight April 2026

Presentation to the Board of Education
by Brandi Lovely & Cheryl Talbot

LCES Celebrations

HOWLs: Habits of Work and Learning

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



Fieldwork experiences with GOL! twice a year



Reading Challenges



Quarterly HOWLs Celebrations



Attendance Rewards



Monthly Community Meetings to celebrate students of the month and sharing of student work



LCIS Celebrations

HOWLs: Habits of Work and Learning

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



Fieldwork experiences with GOL! twice a year



Fall Open House and Outdoor Art Show



Homecoming Celebration



Quarterly HOWL Celebrations



Monthly Community Meetings

LCES Student Culture Data

Attendance:

Leading Indicator	Student Group (E.g. All, 3rd Grade, ELL)	Baseline	August	September	October	November	December	January	February	March
		24-25 Actual								
Enrollment	All	See below.	177.00	178.00	176.00	177.00	172.00	175.00	171.00	174.00
Average Daily Attendance	All	See below.	93.64%	94.23%	93.85%	94.88%	92.36%	90.36%	91.32%	91.92%
Chronic Absenteeism	All	See below.	27.12%	12.36%	18.18%	16.38%	16.27%	16.57%	19.30%	16.67%
			48/177	22/178	32/176	29/177	28/172	29/175	33/171	29/174
Archived Data										
Enrollment	All		185	185	184	190	191	193	189	188
Average Daily Attendance	All	23-24 School Year	94.40%	91.18%	91.40%	92.92%	90.54%	90.09%	91.26%	89.25%
Average Daily Attendance	All	24-25 School Year	93.63%	90.90%	92.44%	92.44%	91.26%	85.09%	90.93%	92.05%
Chronic Absenteeism	All	24-25 School Year	8.60%	25.90%	20.60%	23.60%	26.10%	26.40%	31.80%	30.64%

Discipline:

OSS	All	2	0	0	0	0	0.5	0	0	0
ISS	All	1.50	0	0.5	0.25	0.5	0	0	1	0
Archived Data										
OSS	All	24-25 Year	0	0	0	0	1	1	0	0
ISS	All	24-25 Year	0	0	0	0	0	1.5	0	0

LCIS Student Culture Data

Attendance: Goal = 94%

2025-2026 = 93% (Currently 92.62%)

2024-2025 = 92%

2023-2024 = 93%

2022-2023 = 93%

Discipline: 2025-2026 Total Suspensions = 30

2024 - 2025 Total Suspensions = 36

2023-2024 Total Suspensions = 70

2022 - 2023 Total Suspensions = 43

2025 - 2026 Total O&R's = 342

2024 - 2025 Total O&R's = 428

2023 - 2024 Total O&R's = 485

2022 - 2023 Total O&R's = 619

LCES Improvement Strategy #1

Four Domains Indicator	3.1 Vision for Instruction							
Major Improvement Strategy	Use MTSS system and CCEs to intentionally plan instruction.							
Major Improvement Strategy Description	Using our Common Classroom Expectations and focusing on Tier 1 and Tier 2 instruction, grade level teams will collaboratively backwards plan each unit. In addition, teacher will internalize and plan at the lesson level for math and ELA. Teams will use the unit and lesson planning templates to integrate the school's identified shared instructional practices in order to provide consistency with students' experiences. Teams and individual teachers will be supported with professional development, weekly PLCs, and individual coaching sessions.							
Alignment to Goals								
Action Plan Area	Common Classroom Expectations							
	Lesson and Unit Planning							
	Observation Feedback Cycles							
Jump To School Year / Quarter	<u>2025-26</u>				<u>2026-27</u>			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4

2025-26 School Year

End of Year Goals (What will success look like?)	Action Plan Area	End of Year Goal
		Common Classroom Expectations
	Lesson and Unit Planning	During PLC and PD days, time is allotted for teachers to backwards unit plan and internalize lesson using agreed upon templates.
	Observation Feedback Cycles	100% of teachers set a professional growth goal and meet their goal that pertains to LCES CCE's and coaching notes are related to CCEs.

Celebrations: Consistent PLCs focused on planning and implementing instruction, Strong CCEs, individualized coaching

Next Steps: Vision for Instruction at LCES 26-27, Sharpen PLC focus on 6 wk cycle including consistent student work sorts

#1

Four Domains Indicator	3.1 Vision for Instruction	
Major Improvement Strategy	Vision for Instruction- Internalizing and Planning for Tier 1 Instruction	
Major Improvement Strategy Description	Grade level teams will collaboratively backward plan each unit, internalize and prepare lessons for math and ELA. Teams will use the unit and lesson planning templates to integrate the school's identified shared instructional practices in order to provide consistency with students' experiences. Teams and individual teachers will be supported with professional development, weekly PLCs, and individual coaching sessions.	
Alignment to Goals	LCIS scores above the 50%ile for Academic Growth on the 27-28 CMAS Results	
End of Year Goals (What will success look like?)	Action Plan Area	End of Year Goal
	Planning templates and time for calibration- PLC/PD	All ELA and Math Units have been unpacked using the unit unpacking guide and are used when planning for instruction before, during and after the unit is taught. ELA lesson planning documents are updated and used to ensure equitable experiences for students
	LCIS shared instructional practices	LCIS shared instructional practices are identified in the LCIS CCEs, planned for in lesson planning documents, used during instruction, and continuously measured to understand their impact and guide our next steps for student growth
	obs/feedback cycles	Teachers report that the obs/feedback cycles have effectively supported growth toward their individual goals, leading to stronger instructional practices and improved student outcomes.

Celebrations: Consistent PLCs focused on planning and implementing instruction, Strong CCEs, individualized coaching

Next Steps: Vision for Instruction at LCES 26-27, Sharpen PLC focus on 6 wk cycle including consistent student work sorts

LCES Improvement Strategy #2

Four Domains Indicator	4.1 Family and Stakeholder Engagement							
Major Improvement Strategy	Engage families and reinforce the school/home partnership in relation to children's education.							
Major Improvement Strategy Description	Provide meaningful opportunities for family engagement throughout the year, including strengthening the relationship between all stakeholders.							
Alignment to Goals								
Action Plan Area	Attendance							
	Communication							
	Events							
Jump To School Year / Quarter	2025-26				2026-27			
	Quarter 1	Quarter 2	Quarter 3	Quarter 4	Quarter 1	Quarter 2	Quarter 3	Quarter 4

2025-26 School Year

End of Year Goals (What will success look like?)	Action Plan Area	End of Year Goal
	Attendance	Overall attendance is more than 94% and chronic absenteeism is less than 25%.
	Communication	Monthly positive communication from teachers, weekly family communication around initiatives for attendance & IXL usage, consistent language for teachers during conferences.
	Events	Multiple opportunities provided throughout the year for family engagement: family fun nights, conferences, community meetings, other.

Celebrations: Making time at staff meetings for staff to complete parent communications, shout out system has been very successful

Next Steps: Intentional family events planning for next school year, continuing to build relationships with families and stakeholders

LCIS Improvement Strategy #2

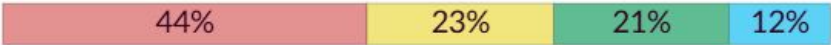
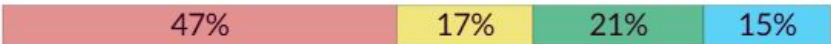
Four Domains Indicator	1.4 Influencing for Results	
Major Improvement Strategy	Leaders will establish high expectations with staff, students, and families in the areas of effort and engagement.	
Major Improvement Strategy Description	Building Leaders will develop a system of regular communication, feedback and accountability about clear expectations that are informed by timely, accurate and actionable data.	
Action Plan Area	Expectations established	
	System is operational and used consistently	
	Data used to determine communication needs	
End of Year Goals (What will success look like?)	Action Plan Area	End of Year Goal
	Expectations established	Building leaders design expectations for what, when, and how staff will communicate with students and families in the areas of effort and engagement.
	System is operational and used consistently	Staff utilize systems to regularly communicate with families about celebrations and concerns related to academics, attendance, behaviors, and what's happening in school.
	Data used to determine communication needs	Admin analyze data to determine celebrations and areas of need that will be communicated to staff, students, and families.

Celebrations: Increased communication with families



Next Steps: Work out kinks with PowerHub

DIBELS Data

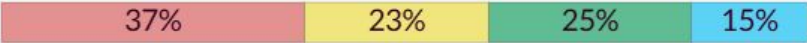

LCES & LCIS DIBELS Data BOY→MOY

Population	Measure	Levels	Students	
Lake County School District, Leadville,...	Composite Score	BOY		430
		MOY		418

LCES DIBELS Data BOY→MOY

Population	Measure	Levels	Students	
Population selected	Composite Score	BOY		<u>177</u>
		MOY		<u>178</u>

LCIS DIBELS Data BOY→MOY


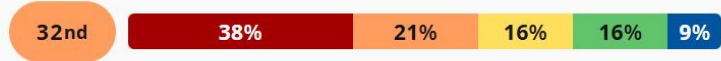
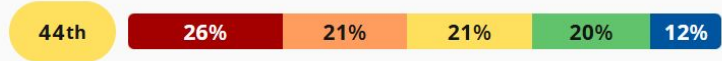
Population	Measure	Levels	Students	
Population selected	Composite Score	BOY		<u>253</u>
		MOY		<u>240</u>

NWEA Data

School Profile

Growth and Achievement Overview

Lake County Intermediate School | Reading

Grade		Number of Students i
All Grades	<p>Growth Median and Distribution</p>  <p>Achievement Fall 2025-2026 Median and Distribution</p>  <p>Achievement Winter 2025-2026 Median and Distribution</p> 	226

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th


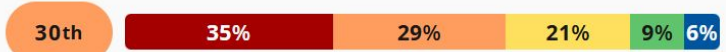

Rostered Spring 2025-2026
Tested Fall 2025-2026 - Winter 2025-2026

NWEA Data

School Profile

Growth and Achievement Overview

Lake County Intermediate School | Math K-12

Grade		Number of Students i																																				
All Grades	<p>Growth Median and Distribution</p>  <p>A horizontal stacked bar chart showing the distribution of growth scores. The segments from left to right are: 11% (dark red), 16% (orange), 18% (yellow), 22% (green), and 33% (blue). A callout bubble on the left indicates a 65th percentile.</p> <table border="1"><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>11%</td></tr><tr><td>21st - 40th</td><td>16%</td></tr><tr><td>41st - 60th</td><td>18%</td></tr><tr><td>61st - 80th</td><td>22%</td></tr><tr><td>>80th</td><td>33%</td></tr></tbody></table> <hr/> <p>Achievement Fall 2025-2026 Median and Distribution</p>  <p>A horizontal stacked bar chart showing the distribution of achievement scores for Fall 2025-2026. The segments from left to right are: 35% (dark red), 29% (orange), 21% (yellow), 9% (green), and 6% (blue). A callout bubble on the left indicates a 30th percentile.</p> <table border="1"><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>35%</td></tr><tr><td>21st - 40th</td><td>29%</td></tr><tr><td>41st - 60th</td><td>21%</td></tr><tr><td>61st - 80th</td><td>9%</td></tr><tr><td>>80th</td><td>6%</td></tr></tbody></table> <p>Achievement Winter 2025-2026 Median and Distribution</p>  <p>A horizontal stacked bar chart showing the distribution of achievement scores for Winter 2025-2026. The segments from left to right are: 27% (dark red), 27% (orange), 22% (yellow), 14% (green), and 10% (blue). A callout bubble on the left indicates a 37th percentile.</p> <table border="1"><thead><tr><th>Percentile Range</th><th>Percentage</th></tr></thead><tbody><tr><td>1st - 20th</td><td>27%</td></tr><tr><td>21st - 40th</td><td>27%</td></tr><tr><td>41st - 60th</td><td>22%</td></tr><tr><td>61st - 80th</td><td>14%</td></tr><tr><td>>80th</td><td>10%</td></tr></tbody></table>	Percentile Range	Percentage	1st - 20th	11%	21st - 40th	16%	41st - 60th	18%	61st - 80th	22%	>80th	33%	Percentile Range	Percentage	1st - 20th	35%	21st - 40th	29%	41st - 60th	21%	61st - 80th	9%	>80th	6%	Percentile Range	Percentage	1st - 20th	27%	21st - 40th	27%	41st - 60th	22%	61st - 80th	14%	>80th	10%	230
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Rostered Spring 2025-2026
Tested Fall 2025-2026 - Winter 2025-2026

Looking Ahead...

- Continue focusing on student engagement and a data driven culture that drives student learning.
- End of Year DIBELS benchmark testing begins in three weeks!
- Continue intentional lesson planning and unit planning for the next 10 weeks of school as well as get ready for the first month of school in August.
- End of year events and activities:
 - Attendance and CMAS Celebration at a Rockies Game
 - Field Day
 - PK Graduation
 - Fieldwork with GOL!
 - Teddy Bear Picnic
 - Award Celebrations
- #OneTeamForKids

Questions? Comments?

Thank you for all you do and thank you for listening!



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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Colleen Nielsen and Taylor Trelka
MEMO PREPARED BY: Colleen Nielsen and Taylor Trelka
TIME ALLOTTED ON AGENDA: 15 Minutes
ATTACHMENTS:

RE: Prevention and School Safety Team Updates

TOPIC SUMMARY

Background: Children and youth are faced with a number of influences and conditions that impact their ability to learn and thrive. We often see the results of these influences and conditions when students are already profoundly impacted by them (downstream). The PASS process supports early identification of these needs and identifies prevention opportunities to address students' needs earlier (upstream), ultimately improving school climates, student wellbeing, and educational outcomes.

Topic for Presentation: We would like to share our PASS process as well as key accomplishments from the team. This includes goals set by various stakeholders to address upstream prevention efforts in the community.



LCSD Financial Update April 2026

Monthly Highlights

- Tuition strategy finalized with phased implementation plan and alignment with LCECE scholarships to mitigate family impact
- ED coaching put in place to strengthen operations and financial management through the Rocky Mountain Childcare Council (Stacy Petty)
- We hit our enrollment target in March of 70% in all classrooms with projections even higher as summer approaches!

Operations & Financial Sustainability

- Financial Runway

Month	Cash on Hand	Program Income	Grant/Donation Income	Monthly Revenue	Monthly Expenses	FMV Rent Estimate	Adjusted Expenses
8/1/2025	\$ 100,077.00	\$ 20,886.90	\$ 2,955.63	\$ 23,842.53	\$ 54,602.26	\$ 7,500.00	\$ 62,102.26
9/1/2025	\$ 104,596.43	\$ 24,587.57	\$ 14,400.00	\$ 38,987.57	\$ 34,872.39	\$ 7,500.00	\$ 42,372.39
10/1/2025	\$ 136,777.39	\$ 41,239.99	\$ 25,300.00	\$ 66,539.99	\$ 34,254.35	\$ 7,500.00	\$ 41,754.35
11/1/2025	\$ 128,579.68	\$ 17,461.32	\$ 6,480.95	\$ 23,942.27	\$ 35,184.00	\$ 7,500.00	\$ 42,684.00
12/1/2025	\$ 143,637.39	\$ 26,858.33	\$ 23,209.50	\$ 50,067.83	\$ 37,307.20	\$ 7,500.00	\$ 44,807.20
1/1/2026	\$ 134,566.84	\$ 27,222.69	\$ 20,000.00	\$ 47,222.69	\$ 56,780.75	\$ 7,500.00	\$ 64,280.75
2/1/2026	\$ 134,239.18	\$ 29,549.99	\$ 812.00	\$ 30,361.99	\$ 42,428.32	\$ 7,500.00	\$ 49,928.32
3/1/2026	\$ 131,344.57	\$ 35,268.47	\$ 962.00	\$ 36,230.47	\$ 45,479.80	\$ 7,500.00	\$ 52,979.80

I	J	K	L	M
Net Operating Surplus (Deficit)	Cash Runway (Cash on Hand / Monthly Net Burn)	3-Mo Avg Burn	3 Mo Ave Cash Runway (Cash on Hand / 3 Mo Ave Burn)	Operational Notes
\$ (38,259.73)	2.62	\$ (27,614.46)	3.62	3 paycheck month
\$ (3,384.82)	30.90	\$ (21,527.55)	4.86	
\$ 24,785.64	Positive Cash Flow	\$ (5,729.73)	23.87	CCAP backpayment and billing error in our favor
\$ (18,741.73)	6.86	\$ 886.36	Positive Cash Flow	tuition billing error occurred in 10/25 and was corrected in 11/25
\$ 5,260.63	Positive Cash Flow	\$ 3,768.18	Positive Cash Flow	
\$ (17,058.06)	7.89	\$ (10,179.72)	13.22	3 paycheck month
\$ (19,566.33)	6.86	\$ (10,454.59)	12.84	
\$ (16,749.33)	7.84	\$ (17,791.24)	7.38	back payments of professional development programs

- Our biggest risk right now is not location but our continued operational challenges.
- ED is working with Stacy Petty to optimize staffing and administrative functions, aiming to reduce expenses and reach positive operating margins aligned with original enrollment targets.
- Tuition increase is still forthcoming. Next steps:
 - Finalize tuition increase plan - delayed but finalized 4/2

- Family communication + rollout aligned with LCECE
 - due to the delay on tuition plan this has been delayed as well.
 - new target tuition rollout is June 2026
 - Family communication and LCECE scholarships go out by 4/20

Grant & Strategic Support

- No updates this month

Capital & Facility Planning

Funding

- Currently we have the \$1M CDS funding awarded
- We have not yet launched a capital campaign and plan to do so once a final path forward is selected, ensuring a clear and focused fundraising strategy.

Facility Options

- What locations are being considered?
 - Renovation of 210 E 10th Street
 - Modular builds (will require land)
 - New Construction (will require land)
 - Pitts - working with Heather Lindh on potential private investors
 - Potential Land Options:
 - Gateway project (dependent on Land Banking grant award notice expected to be 3/25)
 - Lot east of city owned convention center
 - County owned properties

General Facility Updates

Chaffee Housing Trust

We connected with Chaffee Housing Trust to explore potential collaboration, but nothing actionable has come from that conversation yet. Helpful for brainstorming, but no clear path forward right now.

Land Banking Grant

The Gateway project was not granted the land banking grant, so this development option is off the table.

City / Community Center

The Community Center building itself isn't a viable option based on layout and space.

The land on the east side is still in play. The City is moving forward with a survey to confirm size and boundaries so we can better understand if it could work.

There was also early conversation around a potential long-term lease structure instead of purchasing, but that's still very preliminary.

County Land

The County provided a list of parcels that would accommodate our 18,000 sq ft need, and we did site visits to each one. Here is the detailed notes over each parcel: [County Land Notes](#)

We sent back a shortlist to the county on 4/2 and awaiting next steps to have detailed conversations with Candance and Josh at the County.

The 4th Street parcel near the hospital continues to stand out. A few others could work but likely come with more complications.

At this point, we still don't know availability, cost, or what kind of deal structure the County would consider.

Heather Lindh / Yasmine Pereida Meeting

This brought Pitts back into the conversation, but only with a partner or investor involved.

We still can't take Pitts on as Bright Start alone, but the idea of splitting the building with a private partner could make it more feasible.

Nothing concrete yet, but Heather offered to explore potential private investor interest.

LCBAG / Housing Coalition Meeting

This was helpful for both new land ideas and bigger-picture strategy.

New leads included:

- rail yard area
- land near the south-side car wash (owned by Fritz at Melanzana)
- continued support for the 4th Street parcel

Modular Builds

We are still waiting for pricing from Mobile Modular and have a meeting with Fading West on Friday 4/10.

Where things stand overall:

We're still exploring multiple paths and don't have a clear frontrunner yet.

Right now, the focus is:

- getting more details on County parcels
- waiting on the Community Center land survey
- following up on private land leads
- exploring whether a Pitts partnership is realistic
- getting guidance on deal structure and legal considerations
- and figuring out what support we realistically need for a capital campaign

Timeline

If acquisition proceeds on schedule, current planning assumptions include:

- Site selection by May 2026

- Property acquisition by summer 2026
- Design and permitting approximately 6 months
- Construction 9–15 months
- Licensing and occupancy following completion

With timely progress, a transition by late 2027 is feasible.

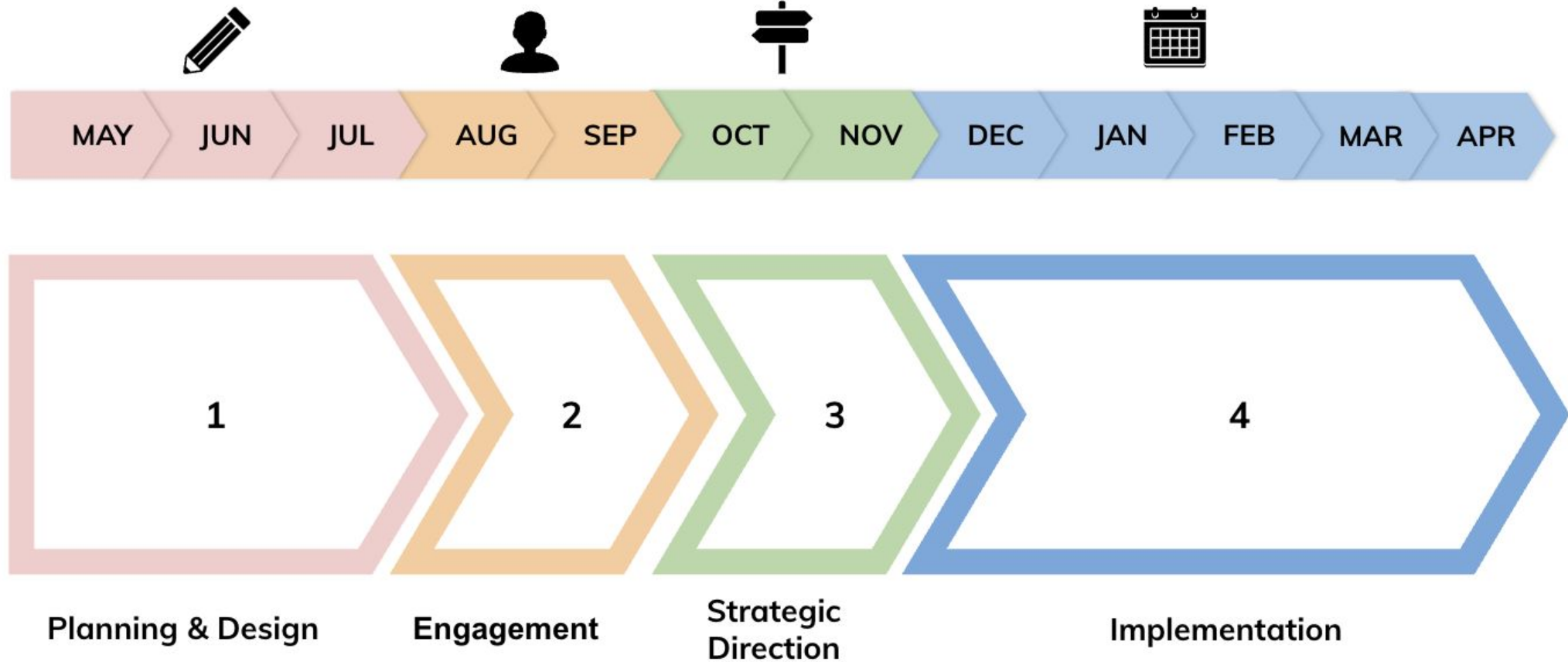


LCSD Board of Education

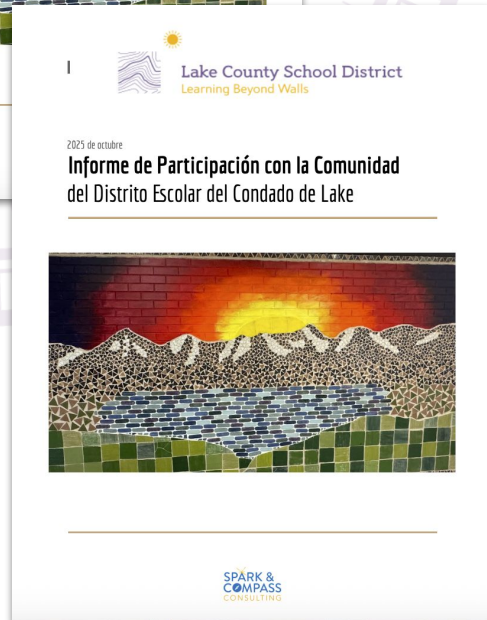
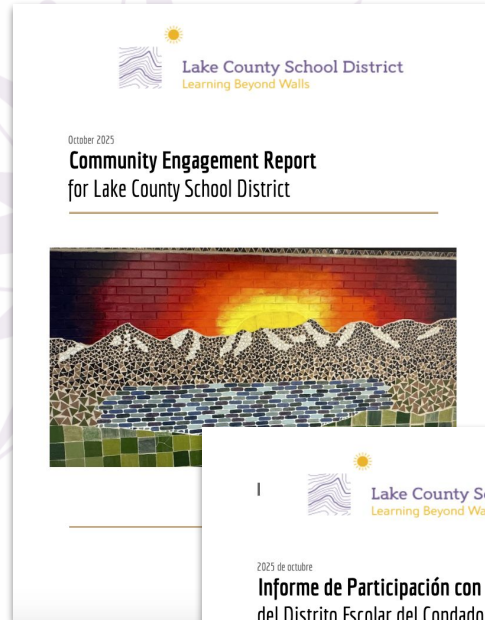
**FINAL STRATEGIC PLAN
April 13, 2026**



Timeline



Key Takeaways from Community



- **Diversity is the greatest asset**
- **Social-emotional support is important and foundational**
- **Trauma-informed and cultural-informed approach is critical**
- **All LCSD students can be global learners**
- **Celebrate diversity**
- **Clearly communicate our target**
- **Strong connections creates stronger district**








STRATEGIC PLAN

- **Updates Based on Feedback**
 - Cover page design
 - Portrait of a Learner revisions
 - Tagline update
- **Highlights for Tonight**
 - Executive Summary (*in print*)
 - Portrait of a Learner
 - Full Strategic Plan (*online*)
 - Scorecard & Implementation Tracker
 - Communications and Launch Plan









Executive Summary




Lake County School District
Learning Above and Beyond

STRATEGIC PLAN 2026-2031



Lake County School District
Aprendizaje Más Allá de lo Esperado

PLAN ESTRATÉGICO 2026-2031



Profile of a Learner

Responsible Contributor

We take responsibility for our actions and commitments with integrity and care for our community.

- Follow through on commitments
- Contribute to shared goals and our community
- Balance personal responsibility with the common good

Habits of a Learner Connection: Responsibility



Profile of a Learner

Ethical Leader



We lead with empathy, fairness, and courage in our words and actions, uplifting others and doing what is right.

- Create belonging across differences
- Listen to and value diverse perspectives
- Build collaboration and shared responsibility

Habits of a Learner Connection: Respect, Collaboration, Compassion



Profile of a Learner

Resilient Creator



We approach challenges with persistence and imagination and create new possibilities.

- Learn and grow from setbacks
- Think creatively to solve problems
- Adapt with courage and flexibility

Habits of a Learner Connection: Perseverance, Craftsmanship



Profile of a Learner

Intentional Inquirer




We seek understanding with purpose and curiosity by asking thoughtful questions, exploring perspectives, and applying our learning.


- Think critically about complex ideas
- Reflect to deepen understanding
- Connect learning to real-world experiences

Habits of a Learner Connection: Curiosity, Creativity






Full Strategic Plan (online version)




 Lake County School District
Learning Above and Beyond

STRATEGIC PLAN 2026-2031



 Lake County School District
Aprendizaje Más Allá de lo Esperado

PLAN 2026-2031 ESTRATÉGICO




Performance Framework & Measurement

USING DATA
TO TRACK
PROGRESS

- ✓ Strategic Data Dashboards
- ✓ Annual Surveys and Feedback
- ✓ Transparent Reporting
- ✓ Ongoing Review and Adjustment



Scorecard

	STRATEGIC PLAN PROGRESS METRICS	Baseline Data [2025-26]	Year 1 [26-27]	Year 2 [27-28]	Year 3 [28-29]	Year 4 [29-30]	Score Change from Baseline	Met 5 Year Target	2031 Target	
GOAL: By 2031, LCSD will improve academic outcomes for all students.										
Pursuing Educational Excellence	By 2031, the District will receive a Performance rating on the District Performance Framework. (current 24-25) (Source: CDE DPF)	Improvement							Performance	
	By 2031, the District will receive a Meets rating for Academic Achievement on the District Performance Framework (current 24-25) (Source: CDE DPF)	Does Not Meet							Meets	
	By 2031, the District will receive a Meets rating for Academic Growth on the District Performance Framework (current 24-25) (Source: CDE DPF)	Approaching							Meets	
	By 2031, at least XX% of K-5th grade students will be At or Above the end of year grade level benchmark for their literacy skills. (Source: DIBELS) (will baseline in May)	XX%							XX%	
	Priority 1: Implement a Unified Vision for Instruction									
	By 2031, all schools will develop, adopt and implement an instructional framework grounded in research-based practices and aligned across the District. (Source: Internal tracking)	0%							100%	
	By 2031, quarterly walk-through data will demonstrate that, on average, classrooms show evidence of at least 80% of the "look fors" aligned to each school's Vision for Instruction. (Source: Internal tracking)	0%							80%	
	Priority 2: Build Shared Staff Commitment									
	By 2031, at least 76% of teachers will respond that they are "extremely satisfied" or "quite satisfied" with their job, as measured by the annual staff survey. (Source: Panorama Staff Survey)	66%							76%	
	By 2031, the overall favorability score for teacher wellbeing will be at least 66% as measured by the annual staff survey. (Source: Panorama Staff Survey)	56%							66%	
	By 2031, the overall favorability score for teacher belonging will be at least 63% as measured by the annual staff survey. (Source: Panorama Staff Survey)	53%							63%	
	By 2031, the overall favorability score for teacher perception of school climate will be at least 59% as measured by the annual staff survey. (Source: Panorama Staff Survey)	49%							59%	
	Priority 3: Stabilize School Systems									
By 2031, the District will develop, implement, and annually renew 5-year financial, technology, and capital plans that support the strategic plan. (Source: Internal tracking)	0%							100%		
By 2031, the District will eliminate at least 90% of paper-based operational systems (Source: Internal tracking)	50%							90%		

Communications and Launch Plan

- Key Messages
- Frequently Asked Questions
- Calendar for the Next Year
- Library of Resources



Theory of Action for Communications Plan

If we:

- Communicate clearly and consistently about priorities and progress
- Engage stakeholders in meaningful ways
- Provide transparent updates on outcomes

Then we will:

- Increase alignment across schools and departments
- Strengthen student experience and belonging
- Deepen family and community engagement
- Improve student outcomes over time



Reflections from the Strategic Planning Committee



Gratitude!

- Over 190 students, staff, families, and community members actively shared perspectives through thoughtful survey input
- More than 140 participants engaged in meaningful dialogue across 27 focus groups and interviews
- 36 diverse stakeholders collaborated deeply in two full-day working sessions to shape priorities
- Leadership Team engaged in sustained planning to develop a comprehensive, actionable, implementation plan
- Multiple reviews and iterations informed final plan





NEXT STEPS

- **April 2026** – Board approves Strategic Plan
- **May 2026** – Strategic Plan (Internal Launch)
- **Aug 2026** – Strategic Plan (External Launch)





Questions?



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

AGENDA COVER MEMO

TO: Board of Education
PRESENTER(S): Kate Bartlett
MEMO PREPARED BY: Kate Bartlett
INVITED GUESTS: 0
TIME ALLOTTED ON AGENDA: 15 min
DATE OF MEETING: 4/13/2026
ATTACHMENTS: 10

RE: *Draft Revised Policies Review*, Discussion

TOPIC SUMMARY

Background: The Board is updating several policies in the context of the development of the Strategic Plan. Tonight will be the first reading of these new policies.

Topic for Presentation: Based on the Board discussion from the February 23, 2026 work session, the following revisions to the LCSD Board Policies are recommended for consideration in accordance with GP-13, Development of New Board Policy.

The Board will have a first reading of these policies tonight, and a second reading followed by repeal and adoption votes on May 11 (tentative).

The following summarizes the changes as well as staff's recommended repeal and adoption actions for Board discussion and consideration. Both redline and clean versions of all of the revised policies are attached (SP-1, GP-1, GP-7E, BSR-5, BSR-5E).

Strategic Priorities Policies

- **Repeal all current SP policies** (SP-1, SP-2, SP-3, SP-4, SP-4C1, and SP-5) in order to adopt the following policies that align with the monitoring process.
- **Adopt new SP-1, Strategic Direction**
- SP-4C-1 is changed to GP-7E to align with the GP-7E Agenda Planning policy that speaks to the annual planning cycle.
- Move the content (Mission and Core Commitments) from SP-2 to GP-1 for the following reasons:

- *Elevates Mission & Core Commitments above monitored Results Policies; Clarifies monitoring vs. belief statements; Strengthens Results-Based Governance clarity*

Governance Process Policies

- **Adopt new GP-1** to update its content to include the Foundational Direction (mission and core commitments) elements
- **Adopt new GP-7E, Oversight Calendar (used to be SP-4C-1)**, updates include:
 - Rename the policy exhibit to align with agenda planning policy (GP-7)
 - Repeal and Adopt SP policies by August 2026
 - Revise GP-1 by August 2026
 - Revise BSR-5 and Adopt BSR-5E by August 2026
 - Dec - Monitor SP-1: Pursuing Educational Excellence
 - May - Monitor SP-1: Enhancing Student Experience and Expanding Family and Community Collaboration

Board/Superintendent Relationship Policies

- **Adopt new BSR-5, Monitoring Superintendent Performance**, updates include:
 - New policy reference to Oversight Calendar (GP-7E)
 - Formal summative evaluation of Superintendent changed to June
 - Reference to new BSR-5E
 - Updated “end” to “Strategic Policy”
- **Adopt new BSR-5E, Annual Summative Evaluation of the Superintendent**, updates include:
 - SP policies updated to reflect changes made

Policy Type: Strategic Policies

Board Policy Introduction Strategic Direction

Policy Statement

For the period 2026–2031, the Board directs the Superintendent to implement the District’s Strategic Plan in alignment with the 2026-2031 Strategic Plan.

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During this cycle, the District shall focus on the following Strategic Directions:

- Pursuing Educational Excellence
- Enhancing Student Experience
- Expanding Family and Community Collaboration

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These Strategic Directions define the Board’s results expectations for the duration of the strategic planning cycle.

Accountability

The Superintendent shall present to the Board, in accordance with the Oversight Calendar, clearly defined metrics demonstrating system-level progress over time toward these outcomes. Metrics shall include measures of student academic performance, instructional coherence, workforce stability, and organizational effectiveness.

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Review

This policy shall be reviewed annually in alignment with the Oversight Calendar.

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

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

~~There are four categories of Board Policy:~~

- ~~1. Strategic Policies: These describe the mission, organizational products, impacts, benefits, results, recipients and their relative priority, worth or cost (what end result is desired for whom~~

and at what cost); these are primarily descriptions about what good our District should create in the lives of students.

2. ~~Governance Process: These describe how the Board will conceive, carry out and monitor its own work.~~
3. ~~Board/Superintendent Relationship: Since the Board has delegated all executive authority to its Superintendent, these policies describe the Superintendent's role, authority, accountability and how the District's and the Superintendent's performance will be monitored or evaluated.~~
4. ~~Staff/Superintendent Guidelines: These describe the constraints on executive authority which establish the practical, ethical and legal boundaries within which all executive and staff activity and decision making will take place.~~

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

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

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

SP-1

[Revised April 2026](#)

[Revised January 2018]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

Strategic Direction

Policy Statement

For the period 2026–2031, the Board directs the Superintendent to implement the District’s Strategic Plan in alignment with the 2026-2031 Strategic Plan.

During this cycle, the District shall focus on the following Strategic Directions:

- Pursuing Educational Excellence
- Enhancing Student Experience
- Expanding Family and Community Collaboration

These Strategic Directions define the Board’s results expectations for the duration of the strategic planning cycle.

Accountability

The Superintendent shall present to the Board, in accordance with the Oversight Calendar, clearly defined metrics demonstrating system-level progress over time toward these outcomes. Metrics shall include measures of student academic performance, instructional coherence, workforce stability, and organizational effectiveness.

Review

This policy shall be reviewed annually in alignment with the Oversight Calendar.

Revised April 2026
[Revised January 2018]
LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Governance Process

Governance Commitment & Foundational Direction

The Board, on behalf of students, staff, parents and the community, holds itself accountable to the district by ensuring that all action it takes is consistent with the values and beliefs of the district as stated in the Board's ~~District Priorities and other policies~~ Mission, Core Commitments, Strategic Policies and other Board Policies.

The Board's focus on students will always override all other considerations.

In the fulfillment of this charge, the Board is committed to ~~rigorous, continual improvement of its capacity to define its concerns in terms of values and to define its vision in terms of expectations~~ continuous improvement in its capacity to define district values, articulate clear expectations for results, and ensure alignment among policy, strategy, resource allocation, and accountability.

Foundational Direction: Mission and Core Commitments

The Board adopts and affirms the following as the enduring foundation for all district work:

Mission

Lake County School District creates safe and inclusive learning environments where students belong and are empowered to develop the knowledge, skills, and character to thrive and contribute in a changing world.

Core Commitments

The Board affirms the following Core Commitments as guiding beliefs for the district:

- Equip all students to be life-long problem-solvers who persist, adapt, and grow through challenges.
- Create a culture of academic achievement.
- Build on the strengths of every individual.
- Foster a safe and supportive environment where students and staff are encouraged to engage in challenge, take risks, learn from mistakes, and grow.
- Respect the whole person: physical, mental, and emotional.
- Honor, value and include and value the diverse cultures and identities within our community.
- Partner with families and community members as active, engaged participants in our schools.

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GP-1

[Revised April 2026](#)
[Adopted January 2016]
LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Governance Process

Governance Commitment & Foundational Direction

The Board, on behalf of students, staff, parents and the community, holds itself accountable to the district by ensuring that all action it takes is consistent with the values and beliefs of the district as stated in the Board's *Mission, Core Commitments, Strategic Policies and other Board Policies*.

The Board's focus on students will always override all other considerations.

In the fulfillment of this charge, the Board is committed to continuous improvement in its capacity to define district values, articulate clear expectations for results, and ensure alignment among policy, strategy, resource allocation, and accountability.

Foundational Direction: Mission and Core Commitments

The Board adopts and affirms the following as the enduring foundation for all district work:

Mission

Lake County School District creates safe and inclusive learning environments where students belong and are empowered to develop the knowledge, skills, and character to thrive and contribute in a changing world.

Core Commitments

The Board affirms the following Core Commitments as guiding beliefs for the district:

- Equip all students to be life-long problem-solvers who persist, adapt, and grow through challenges.
- Create a culture of academic achievement.
- Build on the strengths of every individual.
- Foster a safe and supportive environment where students and staff are encouraged to engage in challenge, take risks, learn from mistakes, and grow.
- Respect the whole person: physical, mental, and emotional.
- Honor, value and include and value the diverse cultures and identities within our community.
- Partner with families and community members as active, engaged participants in our schools.

Revised April 2026

[Adopted January 2016]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

Month	Policy Review / Monitoring	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
August	<p>Repeal (2026 only) SP-1, SP-2, SP-3, SP-4, SP-4C-1</p> <p>Adopt (2026 only) SP-1, SP-2, SP-3, BSR-5E, GP-7E</p> <p>Revise (2026 only) GP-1 and BSR-5</p>			District Preparedness Overview (Supt) <i>Facilities, Transportation, Hiring, Safety</i>	
August Special Meeting	<p>Monitor Odd Years: SSG-9 Communication & Counsel to the Board (Supt)</p> <p>Review Even Years: SSG-9 Communication & Counsel to the Board (Supt)</p>	Ballot Language, if applicable	Facilities (CFO) Transportation (Transportation Director)		
September	<p>Monitor Every Year: SP-5 (Supt)</p>			District Performance (Supt) <i>State Assessments, School and District Performance Frameworks,</i>	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
				<i>Data Wall: BOY</i>	
September Special Meeting	<p>Monitor/Self-Evaluation Odd Years: GP-8 Board Members' Code of Conduct (BOE), GP-9 Board Member Covenants (BOE)</p> <p>Even Years: GP-6 Board Committee Principles (BOE), GP-5 President's Role (BOE)</p> <p>Review Odd Years: GP-6 Board Committee Principles (BOE), GP-5 President's Role (BOE)</p> <p>Even Years: GP-8 Board Members' Code of Conduct (BOE), GP-9 Board Member Covenants (BOE)</p>	Accreditation of Schools	Safety and Security (Safety Director)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
October				District Improvement Planning (Supt) <i>UIPs</i>	
October Work session	<p>Monitor Odd Years: SSG-7 Financial Administration (Supt), SSG-8 Asset Protection (Supt.)</p> <p>Even Years: SSG-2 – Treatment of Students, Parents & Community (Supt.), SSG 3 – Staff Treatment (Supt.)</p> <p>Review Odd Years: SSG-2 – Treatment of Students, Parents & Community (Supt.), SSG 3 – Staff Treatment (Supt.)</p> <p>Even Years: SSG-7 Financial Administration (Supt), SSG-8 Asset Protection (Supt.)</p>		College and Career Readiness (School Teams)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
November		Superintendent Contract, if applicable	Technology (IT Director)	Strategic Plan Review (Supt) <i>Present proposed annual goals</i> Draft Audit (CFO) Enrollment (Supt)	BOE Walk Schools
November Work session					
December	Monitor Annual: SP-1, Strategic Direction 1 (Supt)	Audit Certify Mill Levy / CDE Form	Athletics & Extracurricular Activities (Athletic Director)		
December Work session					
January		Agenda Posting	Finance Committee	Superintendent Evaluation (BOE & Supt) Superintendent Contract discussions, if applicable (Exec Session) Revised Budget (CFO)	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
January Work session	Monitor/Self-Evaluation Odd Years: GP-1 Governance Commitment (BOE), GP-2 Governing Style (BOE) Even Years: GP-3 Board Job Description (BOE), GP-4 Monitoring Board Governance Process & Board Supt Process (BOE) Review Odd Years: GP-3 Board Job Description (BOE), GP-4 Monitoring Board Governance Process & Board Supt Process (BOE) Even Years: GP-1 Governance Commitment (BOE), GP-2 Governing Style (BOE)	Revised Budget	Food Service (Food Service Director)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
February		Superintendent Evaluation Superintendent Contract, if applicable	Staffing, Recruitment, Retention (HR Director) District Accountability Committee	Enrollment: Choice in/out (Supt)	BOE Walk Schools
February Work session	<p>Monitor Odd Years: SSG-1 Global Staff-Superintendent Guideline (Supt)</p> <p>Even Years: SSG-5 Emergency Supt Succession (Supt)</p> <p>Review Odd Years: SSG-5 Emergency Supt Succession (Supt)</p> <p>Even Years: SSG-1 Global Staff-Superintendent Guideline (Supt)</p>			<p>Capital Plan Overview; Master Plan (CFO)</p> <p>Non-Renewal Overview (Supt, CASB)</p> <p>District Performance (Supt) <i>District Data Wall: MOY</i></p> <p>Direction for Collective Bargaining Agreement Negotiations, if applicable (Exec Session)</p>	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
March		District Calendar	LCHS Update (Principal) CCHS Update (Principal)		
March Work session	Review & Revise BSR-5E Monitoring Superintendent Performance Strategic Plan (BOE) GP-7ESP-4C-1 Management Oversight Calendar (BOE Supt)				
April			LCIS Update (Principal) LCES Update (Principal)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
April Work session	Monitor/Self-Evaluation Odd Years: GP-7 Agenda Planning (BOE), GP-10 (BOE) Board Members Conflict of Interest Even Years: GP-11 (BOE) School Board Member Financial Disclosure, GP-12 (BOE) Board Member Violations Review Odd Years: GP-11 (BOE) School Board Member Financial Disclosure, GP-12 (BOE) Board Member Violations Even Years: GP-7 Agenda Planning (BOE), GP-10 (BOE) Board Members Conflict of Interest		School Culture Overview; Diversity and Inclusion (Supt) Staff Culture Overview (Supt)		
May	Monitor			Revisit Communication Norms (BOE & Supt)	Post draft Budget information

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	Annual: SP-1, Strategic Direction 2 & 3 (Supt) Monitor Annual: SP-2, and SP-3 (Supt)			Graduation Expectations (Supt and Board President) District Performance (Supt) <i>District Data Wall: EOY</i>	
May Work session	Monitor/Self-Evaluation Odd Years: GP-13 Development of New Board Policy (BOE) Even Years: GP-14 Public Participation at School Board Meetings (BOE) Review Odd Years: GP-14 Public Participation at School Board Meetings (BOE) Even Years: GP-13 Development of New Board Policy (BOE)			Draft Budget (CFO) Hiring & Retention Update (HR)	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
June	<p>Monitor Odd Years: SSG-4 Staff Compensation (Supt)</p> <p>Even Years: SSG-6 Budgeting (Supt)</p> <p>BSR-5E Monitoring Superintendent Performance (BOE)</p> <p>Review Odd Years: SSG-6 Budgeting (Supt)</p> <p>Even Years: SSG-4 Staff Compensation (Supt)</p>	<p>Budget</p> <p>Interest-Free Loan Program Application</p> <p>Ratify Collective Bargaining Agreements</p> <p>Superintendent Evaluation</p>	<p>Celebrations (Supt)</p>	<p>Master Plan Update (CFO)</p>	<p>Graduation</p>
June Work session					
July					

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
July Work session					

[Revised October 2022]
[Revised November 2024]
[Revised April 2025]
[Revised TBD]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
August	<u>Repeal (2026 only)</u> SP-1, SP-2, SP-3, SP-4, SP-4C-1 <u>Adopt (2026 only)</u> SP-1, SP-2, SP-3, BSR-5E, GP-7E <u>Revise (2026 only)</u> GP-1 and BSR-5			District Preparedness Overview (Supt) <i>Facilities, Transportation, Hiring, Safety</i>	
August Special Meeting	<u>Monitor</u> Odd Years: SSG-9 Communication & Counsel to the Board (Supt) <u>Review</u> Even Years: SSG-9 Communication & Counsel to the Board (Supt)	Ballot Language, if applicable	Facilities (CFO) Transportation (Transportation Director)		
September				District Performance (Supt)	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
				<i>State Assessments, School and District Performance Frameworks, Data Wall: BOY</i>	
September Special Meeting	Monitor/Self-Evaluation Odd Years: GP-8 Board Members' Code of Conduct (BOE), GP-9 Board Member Covenants (BOE) Even Years: GP-6 Board Committee Principles (BOE), GP-5 President's Role (BOE) Review Odd Years: GP-6 Board Committee Principles (BOE), GP-5 President's Role (BOE) Even Years: GP-8 Board Members' Code of Conduct (BOE),	Accreditation of Schools	Safety and Security (Safety Director)		

Policy Type: Strategic Policies

<p>Month</p>	<p>Policy Review / Monitoring</p> <p>Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)</p>	<p>Statutory Approval Items</p>	<p>Spotlight (10 min update: Celebrations & Key focus areas)</p>	<p>Reports & Discussions</p>	<p>Activities</p>
	<p>GP-9 Board Member Covenants (BOE)</p>				
<p>October</p>				<p>District Improvement Planning (Supt) <i>UIPs</i></p>	
<p>October Work session</p>	<p>Monitor Odd Years: SSG-7 Financial Administration (Supt), SSG-8 Asset Protection (Supt.)</p> <p>Even Years: SSG-2 – Treatment of Students, Parents & Community (Supt.), SSG 3 – Staff Treatment (Supt.)</p> <p>Review Odd Years: SSG-2 – Treatment of Students, Parents & Community (Supt.), SSG 3 – Staff Treatment (Supt.)</p>		<p>College and Career Readiness (School Teams)</p>		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	Even Years: SSG-7 Financial Administration (Supt), SSG-8 Asset Protection (Supt.)				
November		Superintendent Contract, if applicable	Technology (IT Director)	Strategic Plan Review (Supt) <i>Present proposed annual goals</i> Draft Audit (CFO) Enrollment (Supt)	BOE Walk Schools
November Work session					
December	Monitor <u>Annual: SP-1, Strategic Direction 1 (Supt)</u>	Audit Certify Mill Levy / CDE Form	Athletics & Extracurricular Activities (Athletic Director)		
December Work session					

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
January		Agenda Posting	Finance Committee	Superintendent Evaluation (BOE & Supt) Superintendent Contract discussions, if applicable (Exec Session) Revised Budget (CFO)	
January Work session	<u>Monitor/Self-Evaluation</u> Odd Years: GP-1 Governance Commitment (BOE), GP-2 Governing Style (BOE) Even Years: GP-3 Board Job Description (BOE), GP-4 Monitoring Board Governance Process & Board Supt Process (BOE) <u>Review</u> Odd Years: GP-3 Board Job De-	Revised Budget	Food Service (Food Service Director)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	scription (BOE), GP-4 Monitoring Board Governance Process & Board Supt Process (BOE) Even Years: GP-1 Governance Commitment (BOE), GP-2 Governing Style (BOE)				
February			Staffing, Recruitment, Retention (HR Director) District Accountability Committee	Enrollment: Choice in/out (Supt)	BOE Walk Schools
February Work session	Monitor Odd Years: SSG-1 Global Staff-Superintendent Guideline (Supt) Even Years: SSG-5 Emergency Supt Succession (Supt) Review			Capital Plan Overview; Master Plan (CFO) Non-Renewal Overview (Supt, CASB) District Performance (Supt) <i>District Data Wall: MOY</i>	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	Odd Years: SSG-5 Emergency Supt Succession (Supt) Even Years: SSG-1 Global Staff-Superintendent Guideline (Supt)			Direction for Collective Bargaining Agreement Negotiations, if applicable (Exec Session)	
March		District Calendar	LCHS Update (Principal) CCHS Update (Principal)		
March Work session	<u>Review & Revise</u> GP-7E Management Oversight Calendar (BOE)				

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
April			LCIS Update (Principal) LCES Update (Principal)		
April Work session	Monitor/Self-Evaluation Odd Years: GP-7 Agenda Planning (BOE), GP-10 (BOE) Board Members Conflict of Interest Even Years: GP-11 (BOE) School Board Member Financial Disclosure, GP-12 (BOE) Board Member Violations Review Odd Years: GP-11 (BOE) School Board Member Financial Disclosure, GP-12 (BOE) Board		School Culture Overview; Diversity and Inclusion (Supt) Staff Culture Overview (Supt)		

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	Member Violations Even Years: GP-7 Agenda Planning (BOE), GP-10 (BOE) Board Members Conflict of Interest				
May	Monitor Annual: SP-1, Strategic Direction 2 & 3 (Supt)			Revisit Communication Norms (BOE & Supt) Graduation Expectations (Supt and Board President) District Performance (Supt) <i>District Data Wall: EOY</i>	Post draft Budget information
May Work session	Monitor/Self-Evaluation Odd Years: GP-13 Development of New Board Policy (BOE) Even Years: GP-14 Public Participation at School Board Meetings (BOE)			Draft Budget (CFO) Hiring & Retention Update (HR)	

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
	Review Odd Years: GP-14 Public Participation at School Board Meetings (BOE) Even Years: GP-13 Development of New Board Policy (BOE)				
June	Monitor Odd Years: SSG-4 Staff Compensation (Supt) Even Years: SSG-6 Budgeting (Supt) All Years: BSR-5E (Supt) Review Odd Years: SSG-6 Budgeting (Supt) Even Years: SSG-4 Staff Compensation (Supt)	Budget Interest-Free Loan Program Application Ratify Collective Bargaining Agreements Superintendent Evaluation (BSR-5E)	Celebrations (Supt)	Master Plan Update (CFO)	Graduation

Policy Type: Strategic Policies

Month	Policy Review / Monitoring Review = review policies for language changes, general awareness Revise = annual updates required Monitor = review actual practices against policy expectations Even Years = School years when the June date ends in an even number (e.g., SY25-26)	Statutory Approval Items	Spotlight (10 min update: Celebrations & Key focus areas)	Reports & Discussions	Activities
June Work session					
July					
July Work session					

[Revised October 2022]
[Revised November 2024]
[Revised April 2025]
Revised April 2026

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Board/Superintendent Relationship

Monitoring Superintendent Performance

Superintendent Job performance will be monitored systematically and rigorously against the only Superintendent Job expectations: organizational accomplishment of Board's *Strategic Policies* and organizational operation within the boundaries established in the Board's *Staff/Superintendent Guidelines* policies.

Accordingly:

1. Monitoring determines the degree to which board policies are being met. Information that does not contribute to this purpose is not considered monitoring data.
2. Monitoring fulfills the Board's responsibility of overseeing management of the school district's major systems. More specific information is contained in the Management Oversight [Calendar](#) policy, [GP-7E](#).
3. The Board will acquire monitoring data on *Strategic Policies* and *Staff/Superintendent Guidelines* policies by one or more of three methods:
 - a. By internal report, in which the Superintendent discloses compliance information to the Board.
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies.
 - c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria.
4. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final determination as to whether a Superintendent interpretation is reasonable.
5. All policies which instruct the Superintendent will be monitored at a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend on the following schedule and method, as described in the Oversight Calendar, see [SP 4C-1](#), [SP 4C-2](#) and [SP 4C-3GP-7E](#).
6. In conjunction with the conclusion of the Board's annual planning cycle, each [January-June](#) the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data derived during the year from monitoring Board policies on

BSR-5

Strategic Policies and Superintendent/Staff Guideline. A written evaluation document will be prepared by the Board. The Superintendent will have the opportunity to review the document with the Board in executive session. The report will be signed by the Superintendent and the president of the Board.

The evaluation document will consist of:

- a. A summary of the data derived throughout the year from monitoring the Board's policies on *Strategic Policies* and *Staff/Superintendent Guidelines*, as outlined in BSR-5E.
- b. Conclusions relative to whether each ~~one~~ *Strategic Policy* has been achieved or whether reasonable progress has been made toward its achievement.
- c. Conclusions relative to whether the Superintendent has properly operated within the boundaries established in the Superintendent/Staff Guideline policies.

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Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy or contract. All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board.

BSR-5

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Board/Superintendent Relationship

Monitoring Superintendent Performance

Superintendent Job performance will be monitored systematically and rigorously against the only Superintendent Job expectations: organizational accomplishment of Board's *Strategic Policies* and organizational operation within the boundaries established in the Board's *Staff/Superintendent Guidelines* policies.

Accordingly:

1. Monitoring determines the degree to which board policies are being met. Information that does not contribute to this purpose is not considered monitoring data.
2. Monitoring fulfills the Board's responsibility of overseeing management of the school district's major systems. More specific information is contained in the Management Oversight Calendar policy, GP-7E.
3. The Board will acquire monitoring data on *Strategic Policies* and *Staff/Superintendent Guidelines* policies by one or more of three methods:
 - a. By internal report, in which the Superintendent discloses compliance information to the Board.
 - b. By external report, in which an external, disinterested third party selected by the Board assesses compliance with Board policies.
 - c. By direct Board inspection, in which the Board assesses compliance with the appropriate policy criteria.
4. In every case, the standard for compliance shall be whether the Superintendent has reasonably interpreted the Board policy being monitored. The Board will make the final determination as to whether a Superintendent interpretation is reasonable.
5. All policies which instruct the Superintendent will be monitored at a frequency and by a method chosen by the Board. The Board may monitor any policy at any time by any method, but ordinarily will depend on the following schedule and method, as described in the Oversight Calendar, see GP-7E.
6. In conjunction with the conclusion of the Board's annual planning cycle, each June the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data derived during the year from monitoring Board policies on Strategic Policies

and Superintendent/Staff Guideline. A written evaluation document will be prepared by the Board. The Superintendent will have the opportunity to review the document with the Board in executive session. The report will be signed by the Superintendent and the president of the Board.

The evaluation document will consist of:

- a. A summary of the data derived throughout the year from monitoring the Board's policies on *Strategic Policies* and *Staff/Superintendent Guidelines*, as outlined in BSR-5E.
- b. Conclusions relative to whether each Strategic Policy has been achieved or whether reasonable progress has been made toward its achievement.
- c. Conclusions relative to whether the Superintendent has properly operated within the boundaries established in the Superintendent/Staff Guideline policies.

Nothing in this policy will be construed to imply in any manner the establishment of any personal rights not explicitly established by statute, Board policy or contract. All employment decisions regarding the Superintendent remain within the sole and continuing discretion of the Board.

Revised April 2026

[Revised February 2019]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Board/Superintendent Relationship

Annual Summative Evaluation of the Superintendent

The Board’s Policy BSR-5 provides that:

In conjunction with the conclusion of the Board’s annual planning cycle, each June the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data derived during the year from monitoring Board policies on Strategic Policies and Superintendent/Staff Guideline.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

<u>Policy</u>	<u>Date Monitored</u>	<u>Board Disposition (Exceeded, Satisfactory, Deficient)</u>
<u>SP-1, Strategic Direction 1: Pursuing Educational Excellence</u>		
<u>SP-1, Strategic Direction 2: Enhancing Student Experience</u>		
<u>SP-1, Strategic Direction 3: Expanding Family and Community Collaboration</u>		
<u>SSG-1 Global Staff/Superintendent Guideline</u>		
<u>SSG-2 Treatment of Students, Parents and Community</u>		
<u>SSG-3 Staff Treatment</u>		
<u>SSG-4 Staff Compensation</u>		
<u>SSG-5 Emergency Superintendent Succession</u>		
<u>SSG-6 Budgeting</u>		
<u>SSG-7 Financial Administration</u>		

SSG-8 Asset Protection		
SSG-9 Communication and Counsel to the Board		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

Following is a summary of the Superintendent's strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the **Staff/Superintendent Guidelines** policies and the Superintendent's progress toward achieving the **Strategic Policies**:

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

Signed: _____ Date: _____
President of the Board

Signed: _____ Date: _____
Superintendent

Revised April 2026

Monitoring Superintendent Performance

LAKE COUNTY SCHOOL DISTRICT STRATEGIC PLAN GOALS

~~(this section to be updated annually to reflect Board Strategic Priorities and Superintendent goals)~~

~~**Board Strategic Priority 1.** Ensuring all students stay on or above grade level each year and graduate prepared to successfully implement a plan for college or career. Every day, we are college and career ready.~~

~~**Superintendent Goal: Build systems to improve student academic growth and achievement.**~~

~~**Potential Year 1 Action Steps:**~~

- ~~● Ensure that all schools are using data and planning cycles to adapt Tier I instruction to meet a diverse range of student needs.~~
- ~~● Ensure that all schools are using data, planning cycles and daily schedules to identify and serve students who need Tier II and Tier III intervention.~~

~~**Multi-Year Outcomes:**~~

- ~~● Improvements in percentage of students demonstrating sufficient growth on local assessments in ELA and math.~~

BSR-5E

- Median Growth Percentile improvement on state assessments in ELA and math.
- Improvements in percentage of students on or above grade level in reading and math, measured through local and state assessments.
- Maintain or improve graduation rates and post-graduation plans (e.g., matriculation).

Examples of Evidence:

- School-wide local and state assessment data on student progress, broken down by subgroups.
- Reports on the implementation of data and planning cycles across all schools.
- Progress toward improving student outcomes in targeted groups (e.g., multilingual learners, students qualifying for free or reduced lunch).
- Graduation rates and matriculation data.

Board Strategic Priority 2. Providing all students with engaging learning opportunities. Rigor and engagement are everywhere.

Superintendent Goal: Create a culture of performance that improves student engagement and sets consistent, high expectations.

Potential Year 1 Action Steps:

- Complete strategic direction work at Lake County High School to further develop a clear plan for college and career course progressions and pathways.
- Pursue funding for attendance systems work at Lake County High School.
- Use school-level improvement plans (PM Tools) to identify highest leverage action steps to increase engagement and set high expectations for students (i.e. engagement strategies, common classroom expectations).
- Engage families at all levels to be involved in their children's learning and academic success through frequent outreach and communication.

Multi-Year Outcomes:

BSR-5E

- Improvement in percentages of students reporting sense of belonging, engagement at school according to student engagement surveys.
- Improvement in percentages of parents reporting involvement in their student's learning and academic success.
- Improvement in attendance data (reduction in chronic absenteeism)
- Increase in number of students completing industry credentials.
- Increase in number of students matriculating to a post-secondary option.

Examples of Evidence:

- Survey results from students on their engagement levels and perception of learning opportunities.
- Survey results from parents on being engaged in their student's learning and academic success.
- Classroom observations on common classroom expectations
- Classroom observations or school improvement plans demonstrating the implementation of engagement strategies.
- Attendance data.
- Concurrent enrollment and career pathways enrollment and completion data.
- Matriculation data.
- Parent outreach and communication data.

Board Strategic Priority 3. Creating a space that is safe, inclusive, and welcoming for all. Diversity and culture make us better.

Superintendent Goal: Create an organizational culture that evaluates and seeks to improve employee morale and retention, student sense of belonging and parent satisfaction.

Potential Year 1 Action Steps:

- Identify the top priorities of staff for improving culture, morale and trust as measured by a baseline (fall) and end-of-year staff survey.
- Work closely with LCEA and AFSCME to complete successful negotiations cycles.

BSR-5E

- Implement changes to HR systems to improve retention and allow for earlier hiring cycles.
- Hold quarterly Town Hall meetings for staff to engage with leadership and ask questions.
- Identify the top priorities for improving student experience, safety and sense of belonging by funding and implementing student engagement surveys to establish baseline data by the end of the year.
- Identify the top priorities for improving parent success and satisfaction by funding and implementing a parent survey to establish baseline data by the end of the year.

Multi-Year Outcomes:

- Improvement in staff survey results regarding culture, morale and trust.
- Increased retention / reduced turnover rates.
- Completion of hiring earlier in the year.
- Fewer mid-year vacancies.
- Improvement in student engagement survey results.
- Improvement in family survey results.

Examples of Evidence:

- Baseline and end-of-year results from staff culture surveys measuring improvements in morale, trust, and work environment.
- Turnover data
- Hiring data
- Baseline and end-of-year results from student engagement surveys.
- Baseline and end-of-year results from family surveys.

Board Strategic Priority 4. Planning and executing the capital and human capital investments that will make our district better. We plan for the future.

Superintendent Goal: Return the district to financial health and stability.

Potential Year 1 Action Steps:

- Pursue a mill levy override to generate additional operating revenue.
- Sell assets to generate funding to support cash flow and consolidation.
- Present a balanced budget for FY26.
- Develop a five-year financial plan for the school district.
- Develop a five-year facilities plan for the district.
- Develop a plan to consolidate LCIS and LCES no later than 2026.
- Convene the Finance and Facilities Committees.

Multi-Year Outcomes:

- Provide all staff with salary increases.
- Improve the performance of the health insurance fund / program.
- Reduce discrepancies in budget to actuals (+/- 1% for revenue, +/- 3% for expenditures)
- Implement robust forecasting, budgeting and tracking systems.
- Implement staffing plans to ensure qualified and adequate staff are in place to meet student needs.
- Implement facilities, capital planning and preventative maintenance plans and schedules.

Examples of Evidence:

- Passage of a mill levy override.
- Monthly, quarterly and annual budget documents.
- Financial audits.
- Board approval of a balanced budget for FY26.
- Five-year financial and facilities plans presented and adopted by the board.
- Reports on recruitment and retention strategies.
- Reports from stakeholder committees.

BSR-5E

[Revised April 2026](#)

[Revised April 2023]

[Revised November 2024]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

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Policy Type: Board/Superintendent Relationship

Annual Summative Evaluation of the Superintendent

The Board's Policy BSR-5 provides that:

In conjunction with the conclusion of the Board's annual planning cycle, each June the Board will conduct a formal summative evaluation of the Superintendent. The summative evaluation will be based upon data derived during the year from monitoring Board policies on Strategic Policies and Superintendent/Staff Guideline.

The purpose of the annual evaluation of the Superintendent is to summarize the actions previously taken by the Board as it monitored *Results* and *Operational Expectations* policies during the year, and to draw conclusions on that basis.

Policy	Date Monitored	Board Disposition (Exceeded, Satisfactory, Deficient)
SP-1, Strategic Direction 1: Pursuing Educational Excellence		
SP-1, Strategic Direction 2: Enhancing Student Experience		
SP-1, Strategic Direction 3: Expanding Family and Community Collaboration		
SSG-1 Global Staff/Superintendent Guideline		
SSG-2 Treatment of Students, Parents and Community		
SSG-3 Staff Treatment		
SSG-4 Staff Compensation		
SSG-5 Emergency Superintendent Succession		
SSG-6 Budgeting		
SSG-7 Financial Administration		

SSG-8 Asset Protection		
SSG-9 Communication and Counsel to the Board		

Based upon the Board's prior monitoring of these policies and the on-going monitoring of the district's and the Superintendent's performance during the preceding year, the Board reaches the following summary conclusions relative to Superintendent performance:

Following is a summary of the Superintendent's strengths and weaknesses relative to the Superintendent's operation within the boundaries established by the **Staff/Superintendent Guidelines** policies and the Superintendent's progress toward achieving the **Strategic Policies**:

Based upon the foregoing conclusions, the Board establishes the following priorities for the coming year:

Signed: _____
President of the Board

Date: _____

Signed: _____
Superintendent

Date: _____

Revised April 2026
[Revised April 2023]
[Revised November 2024]
LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

Policy Type: Staff/Superintendent Guidelines

Emergency Superintendent Succession

In order to protect the district in the event of sudden loss of Superintendent services, the Superintendent shall assure that no fewer than one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on an interim basis, should the unexpected need arise.

~~In order to protect the district in the event of sudden loss of Superintendent services, the Superintendent shall assure that no fewer than one other executive staff member is familiar with Board and Superintendent issues and processes and is capable of assuming Superintendent responsibilities on a short-term interim basis, should the unexpected need arise while the Board looks to name a formally appointed Interim Superintendent or replacement Superintendent.~~

~~Emergency Interim Superintendent—Succession Plan for 2024-2024 School Year:
Kathleen Fitzsimmons
Human Resource Director
kfitzsimmons@lakecountyschools.net~~

~~The Emergency Interim Superintendent is intended to be the person identified above, however the Board may have a need, and may designate a different Emergency Interim Superintendent as appropriate.~~

~~In the event an Emergency Interim Superintendent succession plan is enacted, the Interim Superintendent will be provided with an appropriate compensation offering that is set by the Board of Education President or other Board Director Designee in consultation with the appropriate district staff.~~

SSG-5

[Adopted January 2016]

[Revised Oct. 2023]

[Revised July 2024] ~~Adopted January 2016~~

[Revised April 2026]

LAKE COUNTY SCHOOL DISTRICT R-1, LEADVILLE, COLORADO

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The Center at Lake County Elementary School

130 West 12 St Leadville Co. 80461
719-486-6920

Head Start, Early Head Start, Universal Preschool Program, Tuition-Based Preschool, and Services for Children with Special Needs

Head Start Action Items for Governing Board

Items: ERSEA Policies

The ERSEA policies are being shared with the board for approval. These were recently approved by the Policy Council at their regular April 6th meeting. A high level of work occurred in 24-25 to revise these policies as needed for Head Start Performance standards and based on recommendations received through Training and Technical Assistance. Based on these efforts last year, there are few recommended changes for this year. Updates reflect changes in title and responsibilities based on some of the changes that occurred with the Preschool Leadership staff roles and restructuring this year. These are noted either with strikethroughs or in red.

1. Eligibility Policy
2. Recruitment Policy
3. Selection Policy
4. Enrollment Policy
5. Attendance Policy

Lake County School District
Head Start Program

Eligibility Policy Head Start & Early Head Start

Performance Standards: 1302.12

POLICY- To establish clear eligibility guidelines to provide enrollment opportunities for children and families in Lake County, and to ensure funded enrollment.

PROCEDURE-

1. The Center utilizes an ERSEA team composed of the Director, Assistant Director, ~~PreK-2 Secretary~~ who also serves as our Child Care Director, **our Special Education Teacher, who also serves as our Child Find and Disabilities Coordinator**, and the Family Engagement and Community Partnerships Manager to implement all elements of ERSEA, including the eligibility process.
2. The following guidelines shall be used to determine eligibility:
 - a. Income documentation will be examined and an Income Verification form will be completed and signed by the Director and an additional member of the ERSEA team, according to Head Start Performance Standard 1302.12 (c) (2) i, ii & iii. Family incomes may be adjusted for excessive housing costs, as per Performance Standards. Gross income includes:
 - wages, business income, unemployment compensation, pension or annuity payments, gifts that exceed the threshold for taxable income, and military income (excluding special pay for a member subject to hostile fire or imminent danger or any basic allowance for housing).Gross income does NOT include:
 - Social Security benefits, Veteran's benefits, child support payments, alimony, refundable tax credits or any form of public assistance.
 - b. Acceptable documents to demonstrate eligibility may include:
 - check stubs, written statements from employers, W2s, Tax form 1040, foster care documentation, SNAP documentation, TANF documentation, homeless designation form from homeless services provider, unemployment benefit notice, appropriate documentation of actual housing expenses.
 - The No Income form can be used to clarify a living situation in which a parent claims to have no income at all.
 - Personal, written statements may be accepted in rare situations when no other documentation is available, at the discretion of the Director. Documents should be current enough to demonstrate the family's present situation and may be accepted at the discretion of the director.
 - c. Income eligibility will be based on the calculations from all income related documents and adjustments indicating that a family's income is below the current Federal Poverty Level guidelines for the number of people in their household. Families with incomes between 101-130% of FPL will be noted.
 - d. Categorical eligibility will be determined by documentation demonstrating the receipt of:
 - SNAP benefits, receipt of TANF benefits, SSDI benefits, a child being in foster care, or determination from the provider of homelessness services that the family

meets criteria to receive those services. The Director, or an admin staff member assigned by the Director, will facilitate an intake interview with families either in person or over the phone and complete an interview form.

- Interviews will be used to confirm, validate, and clarify details in a submitted application, including household number and submitted eligibility documents (both income and categorically eligible documents) and to best understand a family's situation.
 - Interviews will be conducted in a manner that is respectful of family situations, circumstances, and will be held with both cultural and linguistic considerations for each individual family's need.
- e. Staff will utilize birth certificates or other documentation to verify age. Age eligibility requirements are as follows:
- For Early Head Start a child must be an infant or toddler younger than three years old. Children may remain in Early Head Start until they are age-eligible for Head Start preschool when they are three years old. Expectant mothers that meet the eligibility requirements may also be enrolled in Early Head Start.
 - For Head Start, children must be 3 or 4 years old on or before October 1 of each year. Any applications received for children who will be 5 or older by October 1 of the program year will be referred to the office of Lake County Elementary School for registration in kindergarten. Children may attend classes on the first day if they will be at least 3 by October 1.
 - A child may be enrolled on the chronological 3rd birthday if on an IEP.
- f. 10% of enrollment opportunities must be made available to children with disabilities
- A waiver may be submitted to the Office of Head Start if less than 10% disabilities enrollment is anticipated.
- g. A mid-year preschool vacancy may be filled with a child who turns 3 years of age after October 1 and therefore not considered for enrollment at the beginning of the year if there are no other age eligible children on the waitlist. It should be considered that this child will remain eligible for Head Start preschool until they are age eligible for kindergarten, even though they will receive more than two years of Head Start preschool services.
- h. Only 10% of the total enrollment may be filled by families who are over-income according to guidelines.
- i. Children who are in foster care or are homeless as defined by McKinney-Vento Homeless Assistance Act are also eligible for enrollment. Staff may ask for court paperwork as well as a written statement from an agency verifying both foster care and homelessness. Families who may meet the criteria for a designation of experiencing homelessness will be referred to Wraparound, who will determine if they meet the criteria to receive services under this category and provide a form stating this.
- j. If an opening occurs and there are no income-qualified children, and 10% over-income vacancies are filled, an opening can be filled with a child whose family income is between 101%-130% of federal poverty level, up to 35% of funded enrollment.
- k. Children of Lake County School District staff must follow the same procedures to be eligible for Head Start or Early Head Start.
- l. To protect personally identifiable information of children and families, applications and paper files are housed in the main office in a locked cabinet. Specific eligibility

documents will be kept private and stored in a file separate from the child's main file to uphold confidentiality and ensure limited access. Information contained in the student database is only accessible by authorized staff through individually assigned, passworded accounts. All staff, especially those who have access to sensitive information, are bound by the school district's policy protecting student information. Staff training on FERPA and confidentiality is completed annually.

- Upon completion of the program or in the event of dropping from the program a child's file will be stored and maintained in a confidential location for the remainder of that enrollment year plus at least one full year upon un-enrollment or service completion. Online files will be archived within each of the systems with access for the same noted timeline. Files are kept and stored per licensing and district guidelines.

- m. Throughout the year, ongoing eligibility determinations may occur as Head Start spots become vacant and the program becomes aware of changes to family circumstances that may reveal changing information related to a family's Head Start or Early Head Start eligibility.
 - Families always have the opportunity to share changes in situation or circumstances at any time, however, the program will ask and address this with families twice a year in conjunction with Parent Teacher Conferences.

2. Second-year eligibility:

a. EHS children maintain enrollment in the Home Visiting Early Head Start program until age eligible for transition into the Head Start program. Enrollment into Head Start preschool is dependent on re-verification of income.

b. A Head Start preschool eligible child enrolled at age 3 is automatically eligible for a second year of enrollment. Parents will be notified at the end of their 3-year-old's first program year of eligibility for the second year of Head Start.

3. Third-year eligibility:

- a. An child who has been enrolled in Head Start for 2 years as an eligible three year old and four year old, is age eligible for kindergarten, but would benefit from an additional year of Head Start preschool in order to be better ready for kindergarten may qualify for a third year of Head Start preschool. This determination must be based on a decision made by a group including the child's family and preschool staff and must include a re-determination of eligibility using proper documentation, including a new verification of current income.
- b. A child who was first enrolled mid-year who was not yet three years old on October 1 of their first program year will remain eligible for Head Start preschool until they are age eligible for kindergarten, even though they will receive more than two years of Head Start preschool services.

4. Eligibility Training Requirements:

- a. Training for all new management staff determining eligibility including governing body, policy council, and management staff must occur within 90 days of hire from an accredited source.
 - i. Initial and ongoing training records will be kept for determining staff via certificates, meeting minutes, and in house sign in sheets.
- b. Training for newly seated or elected governing body and Policy Council members will occur within 180 days of their appointment and will be documented by meeting minutes and meeting sign in sheets.

- c. Annual training will occur for all program staff determining eligibility to ensure consistency of practice. Annual policy review will occur with program staff, governing board, and Policy Council to ensure all are aware of program's eligibility practices and disciplinary actions that may occur for non-compliance with policy. Documentation of this practice may include meeting agendas, minutes, sign in sheets and the signing by staff of a statement saying this training has been received and understood.
- d. Initial and follow up trainings to include:
 - i. Accurate collection methods and sources for eligibility information from families
 - ii. Strategies that support treating families with dignity, privacy, and respect when discussing or supporting sensitive issues such as homelessness, domestic violence, ect
 - iii. Share program policies and procedures that describe action taken for staff, families or participants that attempt to provide or intentionally provide false information
 - iv. Other topics as determined appropriate within program or federal monitoring structures and program self-assessment outcomes

5. If Program Management determines that a staff person has violated Federal and/or program eligibility determination regulations and/or enrolled pregnant women or children who are not eligible to receive Early Head Start or Head Start services, the program may administer disciplinary action up to and including terminations.

- a. The following statement, or one similar, will be printed on application for applying parents to review as they prepare their applications: *I certify that the above information is complete and correct and understand that it will be used to determine my eligibility for Head Start based on federal guidelines. I understand this is an application for services that may be paid for with government funds and that intentionally providing misleading, inaccurate, or untruthful information may result in my child being terminated from the program.*

Policy Council Approval: 4/6/26
Governing Board Approval:

Lake County School District
Head Start Program

Recruitment Policy Head Start & Early Head Start

Performance Standard: 1302.13

POLICY: The Center shall establish and maintain an outreach and recruitment process for our Head Start and Early Head Start program options, which systematically ensures enrollment for funded placement for qualifying families within our community and service area.

PROCEDURE:

1. The Center utilizes an ERSEA team composed of the Director, Assistant Director, ~~PreK-2 Secretary~~ who also serves as our Child Care Director, **our Special Education Teacher, who also serves as our Child Find and Disabilities Coordinator**, and the Family Engagement and Community Partnerships Manager to implement all elements of ERSEA, including the eligibility process.
2. Identify the demographic data and needs of the community to determine areas to be targeted for recruitment
 - a. If areas are targeted, recruitment efforts will increase focus there, otherwise our recruitment area is our service area of Lake County, Colorado
3. Program Leadership will develop an annual recruitment plan with input from staff, families, and Policy Council to meet recruitment goals and to ensure all areas have an adequate number of enrollees on waiting list
 - a. Update fliers, posters, and brochures.
 - b. Determine needed quantities of materials and produce them.
 - c. Identify areas for distribution
 - d. Provide recruitment materials to staff and parents according to timeline
 - e. Submit information to local media outlets to promote program activities
 - f. Determine specific recruitment efforts and events such as Round Up events or program sponsorship at local community events to connect directly with families and support enrollment process
 - g. Add to calendars of appropriate local agencies and announce at meetings and events
 - h. The program will include modern technologies to encourage and assist families in applying for admission to the program, and to reduce the family's administrative and paperwork burden in the application and enrollment process. This may include the use of:
 - Web and social media information regarding program, enrollment process, application ect.
 - Use of strategies such as QR codes and on-line forms and surveys to further alleviate the paperwork burden for families with both program communication and enrollment steps
4. Provide training and communication regarding annual recruitment plans with the Governing Board, Policy Council, district leadership, and program staff to ensure

awareness of plans, materials, and information to best share out in our community.

5. Identify local events and activities within the community where recruitment could take place. Also coordinate with agencies to recruit homeless families as well as children within the foster care system.
6. Make contact and share information and recruitment materials with referral sources: Wraparound, Solvista, Lake County Department of Human Services, Lake County Public Health Department, Lake County Build A Generation Child Care Coalition, Summit Community Care Clinic, Advocates of Lake County, local WIC and CCAP offices, Lake County Recreation Department, Full Circle, Lake County Public Library, St. Vincent General Hospital, St Vincent Family Health Center, Lake County School Nurse, Leadville Dental Center, Full Circle, Mountain BOCES, Mountain Valley Developmental Services, Rocky Mountain Early Childhood Council and other appropriate agencies that serve low income families with age eligible children
7. Work directly with Lake County School district partnerships, including our McKinney Vento liaison and our District Family Engagement coordinator to connect with families that may also be eligible for Head Start and Early Head Start services.
8. Recruit children with disabilities for 10% of Head Start and Early Head Start enrollment
 - a. Update contact list of agencies providing services for special needs
 - b. Special Education Specialist and Child Find Coordinator will track part C to B timelines and refer children to preschool and Head Start programming. Enrollment support will be included as part of the transition process.
 - c. Special Education Specialist, Child Find Coordinator, and Home Visitor will refer families to the appropriate avenues to support identification of children in need of potential IEP or IFSP services.
 - d. Special Education Specialist, Assistant Director, home visitor and preschool teaching staff will utilize screening and ongoing assessment information to follow up with families on concern areas that may lead to an IEP or IFSP services.
 - e. A waiver to the Office of Head Start may be submitted if it is likely that the 10% disabilities of enrollment for Head Start and Early Head Start is not likely to be maintained
 - f. Ensure that recruitment materials include children with special needs
9. Track recruitment efforts in the following ways
 - a. On a program recruitment log with family contact information as families express interest or receive enrollment materials and local agency referrals are received for timely follow up and support with enrollment process
 - b. Within family interviews to gather data and information regarding most effective recruitment efforts

Policy Council Approval: 4/6/26

Governing Board Approval:

Lake County School District
Head Start Program

Selection Policy Head Start & Early Head Start

Performance Standard: 1302.14

POLICY: To systematically select children and families in Lake County who meet eligibility criteria and requirements for enrollment and reflect the highest need, and to ensure maintained funded enrollment and maximize available funding to best benefit children and families in our community.

PROCEDURE:

1. The Center utilizes an ERSEA team composed of the Director, Assistant Director, ~~PreK-2 Secretary~~ who also serves as our Child Care Director, **our Special Education Teacher, who also serves as our Child Find and Disabilities Coordinator**, and the Family Engagement and Community Partnerships Manager to implement all elements of ERSEA, including the eligibility process.
2. Selection criteria is reviewed and revised annually in preparation for a new enrollment year. Information and data from the community assessment is used to drive selection criteria conversations. The program also provides opportunities for input from the Policy Council annually.
3. The first week of March applications for the upcoming school year will be available. First selection will take place in mid-May. Children who are enrolled in Head Start preschool and complete their re-application process before first selection will be the first enrolled for their second year. Available openings will be filled first with income-eligible applicants according to the selection criteria for each program below.
4. If there are not sufficient income-eligible applicants to fill funded enrollment, over-income children with the highest number of selection points will be enrolled and will be limited to 10% of funded enrollment.
5. If any openings remain following first selection, a second selection will be held mid June with a 3rd occurring as needed about the last week in July or the first week in August, following the process as in 1 and 2 above.
6. If openings remain after all income and categorically eligible families have been selected according to the above policy and procedure, children whose family income is between 101-130% of FPL will be enrolled, up to a maximum of 35% of enrollment, according to selection criteria. This guideline will be used only when there are no income-eligible applicants and after 10% over-income slots are filled. In case of a tie in the number of selection points, priority will be given to children experiencing homelessness, who are 4 years old by Oct 1, or who are being served on IEPs. Secondary tie criteria will be determined based on children accumulating points in the child needs section.
7. UPK spots for three year old children who are not on IEPs are assigned by the program based on the list of qualifying factors for UPK hours. These include low income, dual language learners, homelessness, and foster care. Eligibility forms will be filled out for all non-IEP 3yo in tandem with the determination of their Head Start eligibility. Spots will be assigned as early in the selection process as possible, based on the number of qualifying factors. Priority will be given to children who are not eligible for Head Start spots, in order to maximize the benefits of funding to as many families as possible.
8. During the program year, as Head Start vacancies occur, spots will be assigned from the Head Start wait list to children with the highest number of selection points. The guidelines of no more than 10% of children in over-income spots and no more than 35% in 101-130% of FPL spots will be monitored and maintained. Waitlists for other programs at The Center are maintained and utilized separately to be sure children are only enrolled in programs for which they are eligible. Children already enrolled in other programs at The Center who are at the top of the Head Start wait list when there is an open Head Start spot will be assigned the Head Start spot and provided with the additional services available, which may open up a spot in another program to be filled from that program's waitlist.
9. Monitoring and reporting of selection criteria occurs to support local trend data related to specific needs occurring in our community.

The following point system shall be used to prioritize selection for enrollment and in filling vacancies from the Head Start waiting list.

Program	Selection Criteria		Points
HS PK	Age	Age 4 - Child is 4 at October 1 cutoff Age 3 - Child is 3 at October 1 cutoff	5 0
EHS only	Age	Pregnant person or Child age birth to 3	1
HS PK & EHS	Special Needs	Diagnosed Disability / Special Need – Current IEP	5
HS PK only	Early HS	Child is transitioning from The Center's EHS program.	5
HS PK & EHS	Transfer	Child has transferred from another Head Start program	5
HS PK & EHS	Child's Needs	Developmental concerns	1
		Speech / language concerns (Incl. English lang dev)	1
		Referral from agency	2
HS PK & EHS	Family Needs	Parent on active duty in US military	1
		One parent home	1
		Parents unemployed	1
		Teen parent – under the age of 18 at child's birth	2
		Parent unmarried at child's birth	1
		Parent education –less than high school diploma or GED	1
		Drug / alcohol – substance abuse in the home	1
		Family violence – abusive adult in the home	1
		Abuse / neglect – child has suffered from abuse / neglect	1
		Family in crisis / multiple needs	1
		Family member incarcerated	1
		Frequent relocations	2
		Reliance on public assistance	1
		Parent is school district employee	1
Foster or kinship care	1		
Homelessness	2		
TOTAL SELECTION POINTS			

Full Day/Full Year Head Start Selection- Following selection, Head Start enrolled children whose families request the Full Day/Full Year option and who are eligible for Full Day services will be selected using the above point system to prioritize them for enrollment and for the Full Day/Full Year waiting list. FDHS spots may be assigned at first or second selection, or at Orientation by the secretary communicating with families about scheduling and having a list of families who meet the FDHS eligibility criteria.

Early Head Start

Selection for EHS follows the same process and also accounts for changes in the waitlist due to newborn infants and three years old transitioning to preschool.

Training:

Annual training with selection criteria process and policy occurs to ensure neutral and accurate application review and adherence to selection policy and practice. All program staff receive annual base level training with ERSEA procedures to support their knowledge and understanding of program systems and any updated changes.

Violations - If Program Management determines that a staff person has violated Federal and/or program eligibility determination regulations and/or enrolled pregnant women and children who are not eligible to receive Early Head Start or Head Start services, the program may administer disciplinary action up to and including terminations.

Lake County School District
Head Start Program

Enrollment Policy Head Start & Early Head Start

Performance Standard: 1302.15

POLICY: To establish a process that ensures that families fully understand requirements for enrolling their child in Early Head Start and Head Start programming in Lake County.

PROCEDURES:

1. The Center utilizes an ERSEA team composed of the Director, Assistant Director, ~~PreK-2 Secretary~~ who also serves as our Child Care Director, ~~our Special Education Teacher, who also serves as our~~ **Child Find and Disabilities Coordinator**, and the Family Engagement and Community Partnerships Manager to implement all elements of ERSEA, including the eligibility process.
2. Enrollment applications will be taken year-round to ensure that openings are filled for each program option and funded enrollment is maintained. Enrollment is tracked monthly and vacant or reserved slots are filled within 30 days.
3. A selection list is used to track enrollment and waitlist information for all programming including Head Start and Early Head Start. This list is updated regularly based on received application and accepted enrollment. The ERSEA team regularly reviews all enrollment, including IDEA, over-income, 101-130%, and income and categorically eligible enrollment, to ensure all thresholds are accurately maintained.
4. A returned application will be reviewed for completeness by any Director or Manager at The Center, who will sign that all requirements are included. Requirements include: income or categorically eligible documentation, birth certificate, and immunization records. For families experiencing homelessness, children may be enrolled without specific records on file, such as immunizations for 90 days. The program will work with families to provide support and resources with accessing needed records and/or getting children's immunizations up to date.
5. Complete applications will be reviewed by the Director and the Family Engagement and Community Partnerships Manager for eligibility. Eligible families will be evaluated for selection points and ranked. All applications will be placed on a selection spreadsheet to be reviewed by the ERSEA team. The ERSEA team will assign spots based on program availability, eligibility, and selection criteria.
6. Parents will be informed of their child's enrollment status (enrolled, or on a waiting list) within one week of first and second selection, or within two weeks of submitting a complete application mid year. Acceptance packets will be sent via US Mail and include information about which programs the child is eligible for a spot in.
7. It will be the responsibility of the family to provide all necessary information and documentation for a complete application. Incomplete applications will not be considered for enrollment, except in the case of homelessness.

8. Children enrolled at The Center only in programs other than Head Start, including UPK, tuition, and special needs, are not included in the count for Head Start funded enrollment. Only children who meet Head Start eligibility criteria and are specifically assigned one of the numbered Head Start or Early Head Start spots are counted as part of the Head Start funded enrollment.
9. Mid year vacancies will be filled with use of the waitlist by a qualifying child within 30 days. A spot may be reserved for 30 days for a child experiencing homelessness or foster care. A reserved spot that is not filled within the 30 days, then becomes a vacancy. Vacant spots must be filled within 30 days.
10. When enrolled, parents will attend orientation for The Center Early Childhood Programs, and an Open House with the child's classroom teachers prior to the first day of school. Mid-year orientations will follow a similar process. During orientation, families begin to form relationships with program staff, receive information about the program, including the parent handbook, and finalize a schedule and a tuition plan, if needed. Families are provided with opportunities to give consent to share information and other data with community partners, both at orientation and at their goal setting appointments. This option is voluntary and not a requirement for a child's enrollment or family participation in program activities.
11. Children enrolled in no cost programs mid-year, who have an outstanding tuition balance at the time of the program change will be put on a payment plan to pay down the existing balance.
12. A waitlist is consistently maintained and referenced by the ERSEA team. Children are placed on a waitlist for Head Start even if they are already enrolled in other offered programming at the Center. Waitlist information is reported monthly on the Director's report. If a child is on the waitlist after being dropped for non-attendance, the program will work with the family to determine an agreed upon plan for compliance with all program requirements, including improved attendance prior to re-enrollment.
13. Enrollment practices are reviewed annually by the ERSEA team to streamline systems and determine ways to improve our practice and system, including ways to incorporate technology for a family friendly process.

Training:

Annual training with enrollment process and policy occurs to ensure a smooth transition into the program for families. All program staff receive annual base level training with ERSEA procedures to support their knowledge and understanding of program systems and any updated changes.

Violations: If Program Management determines that a staff person has violated Federal and/or program eligibility determination regulations and/or enrolled pregnant women and children who are not eligible to receive Early Head Start or Head Start services, the program may administer disciplinary action up to and including terminations.

Policy Council Approval: 4/6/26

Governing Board Approval:

Lake County School District
Head Start Program

Attendance Policy Head Start & Early Head Start

Performance Standard: 1302.16

POLICY - Preschool: To support daily attendance of enrolled children and work with families to understand and address barriers to promote regular consistent child and program attendance.

1. The Center utilizes an ERSEA team composed of the Director, Assistant Director, ~~PreK-2 Secretary~~ who also serves as our Child Care Director, **our Preschool Special Education Teacher, who also serves as our Child Find and Disabilities Coordinator**, and the Family Engagement and Community Partnerships Manager to implement all elements of ERSEA, including monitoring program and individual child attendance.
2. During our incoming and annual orientations, the program will share the value and importance of consistent daily attendance. The program will review key points and related to our attendance policy which is also shared in our parent handbook. Attendance conversations occur as part of our parent teacher conferences and home visits as needed.
3. Transportation services are provided to Head Start children as needed and available. This is offered and set up during a family's initial orientation and can be added or adjusted to meet a family's need at any time throughout the year.
4. Attendance is taken daily within the classroom by teaching staff in our electronic database. Classroom teachers will make notes to reflect any communication that they have received from a family regarding a child's attendance or absences. Parents are asked to call in a child's absences to the LCES main office. Daily electronic records and the daily call in list are cross referenced by the Family Engagement and Community Partnerships Manager on a program developed Head Start attendance spreadsheet. Follow up will occur as needed using these steps:
 - a. If a child is unexpectedly absent and a parent has not contacted the program per district policy an automated phone call and text will go out to families within the first 45 minutes of programming. Our front office staff will update the daily call-in sheet as families call with attendance reasons after the automated calls. A secondary procedure will occur if the program still does not receive attendance communication. The Family Engagement and Community Partnerships Manager or a PreK-2 front office secretary will attempt to directly contact the parent via phone or text to ensure the child's well-being. The Family Engagement and Community Partnerships Manager will share learned attendance information with LCES front office staff to avoid multiple unnecessary communications to families regarding attendance.
 - b. Upon multiple unexplained absences or consecutive absences, staff will make attempts for direct contact with the family including a home visit as necessary. Part of this step will include understanding a family's situation, including attendance barriers, to provide support and address potential needs.

- c. If no improvement in attendance is seen following these steps, the family in partnership with the program will complete an agreement to support success with regular attendance. The family may be asked if they would like to make their child's Head Start slot available to a child on the waiting list.
- d. Following 12 consecutive calendar days of absence with or without notice and communication from the family and no improvement to overall attendance, the management team may consider this spot vacated and pursue enrollment of another child from the waitlist. Communication will be provided to the family in this instance prior to this action.

5. The ERSEA team participates in monthly attendance data conversations, both for program attendance and individual child attendance. Within the first 60 days and ongoing, families whose child has a pattern of inconsistent attendance below 90% will receive additional and appropriate family support in accordance with 1302.16. The program will work to understand barriers and provide resources to positively promote the child's attendance.

6. Program attendance data is tracked by the Family Engagement and Community Partnerships Manager and is reported monthly in the Director's Report. If attendance levels fall below 85%, reasons for this drop will be described and analyzed. Plans to address systemic issues will be made as needed

8. For families experiencing homelessness or other special circumstances, children can attend for up to 90 days without specific records on file, such as immunizations. The program will work with families to provide support and resources with accessing needed records and/or getting children's immunizations up to date.

Training:

Annual training with the program's attendance policy occurs to ensure all staff understand how to share the importance of attendance with families and follow the program's daily attendance policies and practices. All program staff receive annual base level training with ERSEA procedures to support their knowledge and understanding of program systems and any updated changes.

Policy Council Approval: 4/6/26

Governing Board Approval:

Lake County School District
Head Start Program

Attendance Policy Head Start & Early Head Start

Performance Standard: 1302.16

POLICY - Early Head Start: The Early Head Start program will promote and track regular participation in weekly home visits of enrolled families to ensure a total of 46 occur for the program year.

1. Weekly home visits will be tracked by the home visitor and the director. Attendance at group socialization events will also be tracked and entered.
2. Home visits cancelled by home visitor or program will be rescheduled at the convenience of the family in that same week wherever possible. Any cancelled group socialization events will be rescheduled to ensure a total of 22 offered for each program year.
3. The home visitor, the Director, and the Family Engagement and Community Partnerships manager will discuss home visit participation on a monthly basis. The program will work to set up a conversation with families that do not have consistent regular participation in the program to understand the barriers and meet the needs of the families.
4. Following 3 consecutive missed home visits or more than 2 a month for 2 consecutive months with or without completion of home visits, the management team may consult the enrollment of another child from the wait list, to meet the needs of families and the program.
5. The Early Head Start Program offers 22 socialization activities a year for families. If a family misses 3 consecutive months of socialization activities the above attendance steps outlined in 3 and 4 will be followed to help maintain eligibility.

Policy Council Approval: 4/6/26

Governing Board Approval:



LCSD Financial Story

Fiscal Year 2026-2027



Agenda

- Context
 - Compensation Aspects
 - Health Insurance
 - New Calendar
- Local Comparisons
- Budget Process
- Compensation Funding Sources
 - Formula Funding
 - MLO 2024
 - Consolidation
- 5-Year Forecast
- Risks
- Offer structure
- The Model



Compensation Aspects

- Monetary
 - Salary/Pay
 - Medicare (1.45% of taxable salary)
 - PERA (21.4% of taxable salary)
 - 21.0% Budgeted
 - Assumes some staff will have reduced PERA costs
 - Makes additional funds available
 - Health Insurance
- Non-monetary
 - Number of days worked

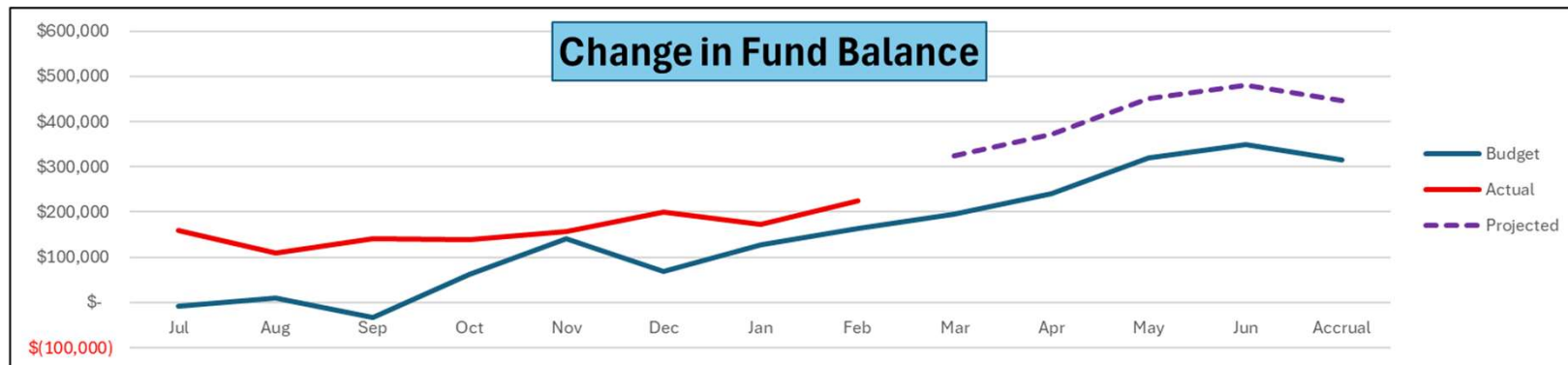


Health Insurance



Health Insurance

- In the past, we under-collected on the revenue side, leading to deficits that required large injections from the General Fund
- Completely redesigned the health plans last year
- Through February, the fund is outperforming the budget
 - Positive fund balance of \$225K
- Monthly expenses are about \$180K, but vary from \$134K-\$219K





Health Insurance

- We do not have new insurance rates, but our agent believes the rates will not have any increase from this year
- We intend to hold all rates the same for FY27

PPO1				PPO2				PPO3			
Monthly Premium	Annual	Plan Deductible (All members)	Plan Catastrophic Cap	Monthly Premium	Annual	Plan Deductible (All members)	Plan Catastrophic Cap	Monthly Premium	Annual	Plan Deductible (All members)	Plan Catastrophic Cap
\$ 135.44	\$ 1,625	\$ 1,000	\$ 3,000	\$ 93.77	\$ 1,125	\$ 2,000	\$ 4,500	\$ 52.09	\$ 625	\$ 3,000	\$ 6,000
\$ 234.97	\$ 2,820	\$ 2,000	\$ 6,000	\$ 162.67	\$ 1,952	\$ 4,000	\$ 9,000	\$ 90.37	\$ 1,084	\$ 6,000	\$ 12,000
\$ 542.24	\$ 6,507	\$ 2,000	\$ 6,000	\$ 469.94	\$ 5,639	\$ 4,000	\$ 9,000	\$ 397.64	\$ 4,772	\$ 6,000	\$ 12,000
\$ 419.91	\$ 5,039	\$ 2,000	\$ 6,000	\$ 354.68	\$ 4,256	\$ 4,000	\$ 9,000	\$ 289.45	\$ 3,473	\$ 6,000	\$ 12,000
\$ 537.67	\$ 6,452	\$ 2,000	\$ 6,000	\$ 434.50	\$ 5,214	\$ 4,000	\$ 9,000	\$ 331.33	\$ 3,976	\$ 6,000	\$ 12,000
\$ 874.95	\$ 10,499	\$ 2,000	\$ 6,000	\$ 771.78	\$ 9,261	\$ 4,000	\$ 9,000	\$ 668.61	\$ 8,023	\$ 6,000	\$ 12,000



Calendar



New 156-Day Calendar

- Student Contact Days
 - 156, including 4 half-days for Conferences
 - 6 less student contact days than this year
- Work/Training Days
 - Compensated days for training, work, or other non-student facing days



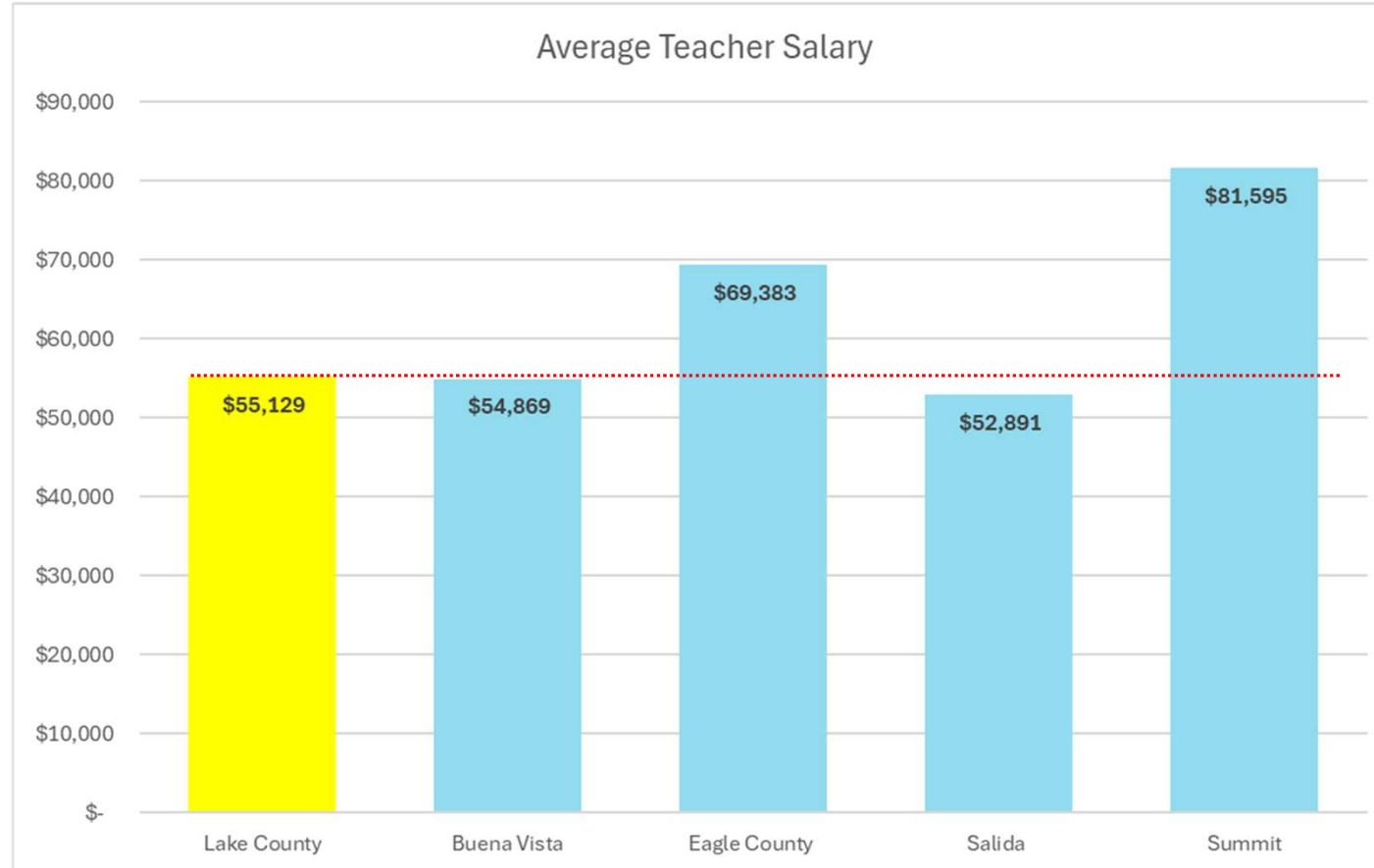
Comparisons



Average Teacher Salary (24-25)

School District	Average Teacher Salary
Lake County	\$ 55,129
Buena Vista	\$ 54,869
Eagle County	\$ 69,383
Salida	\$ 52,891
Summit	\$ 81,595

Source: <https://ed.cde.state.co.us/cdereval/staffstatistics>



Cost of Living Factor	1.245	1.204	1.315	1.197	1.432
Baselined to Lake County	100	97	106	96	115

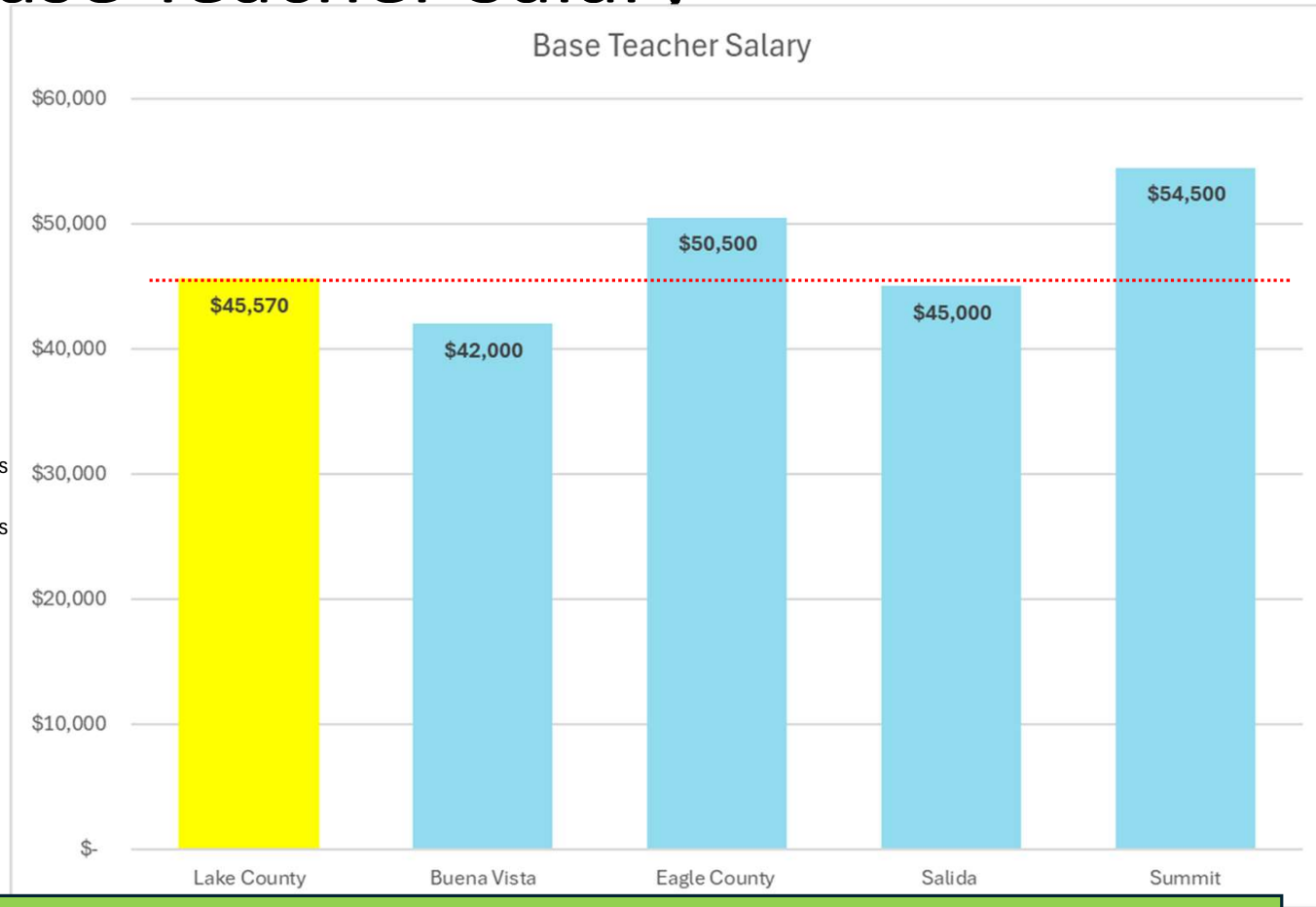


Base Teacher Salary

School District	Base Teacher Salary
Lake County	\$ 45,570
Buena Vista	\$ 42,000
Eagle County	\$ 50,500
Salida	\$ 45,000
Summit	\$ 54,500

Sources:

- <https://www.lakecountyschools.net/salary-and-benefits/>
- <https://www.bvschools.org/documents/administration/human-resource-and-business-office/financial-transparency/salary-schedules/2025-2026/>
- <https://www.eagleschools.net/departments/finance/salary-schedules>
- <https://www.salidaschools.com/o/ssd/page/salary-schedules>
- <https://www.summitk12.org/staff/human-resources/salary-schedules>



Cost of Living Factor	1.245	1.204	1.315	1.197	1.432
Baselined to Lake County	100	97	106	96	115



Instructional Paraprofessional Salary

School District	Base Instructional Paraprofessional Salary
Lake County	\$ 20.35
Buena Vista	\$ 18.50
Eagle County	\$ 18.90
Salida	\$ 20.00
Summit	\$ 20.31

Sources:

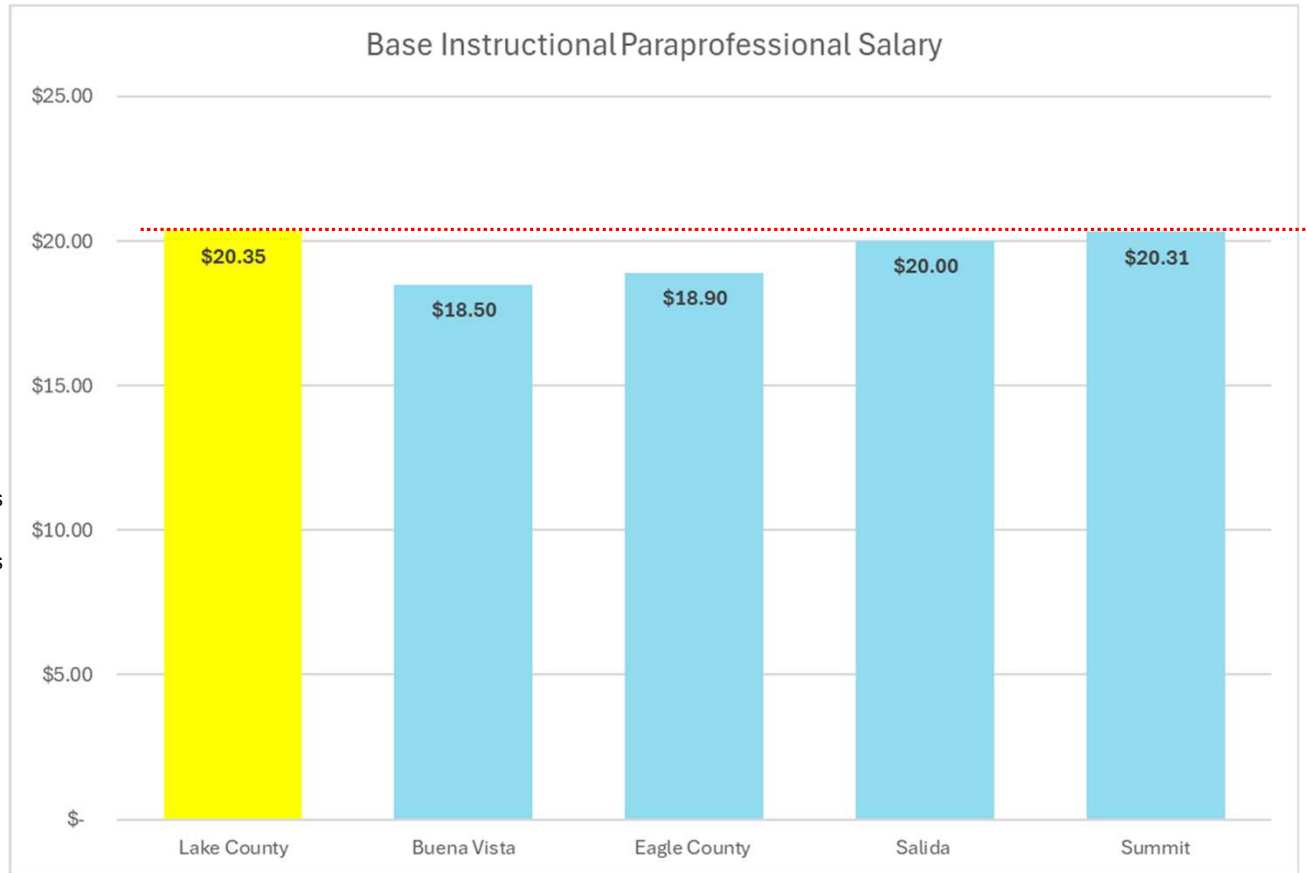
<https://www.lakecountyschools.net/salary-and-benefits/>

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<https://www.summitk12.org/staff/human-resources/salary-schedules>



Cost of Living Factor
Baselined to Lake County

1.245
100

1.204
97

1.315
106

1.197
96

1.432
115



Bus Driver Comparisons

School District	Base Bus Driver Salary
Lake County	\$ 25.50
Buena Vista	\$ 20.00
Eagle County	\$ 24.41
Salida	\$ 22.00
Summit	\$ 29.26

Sources:

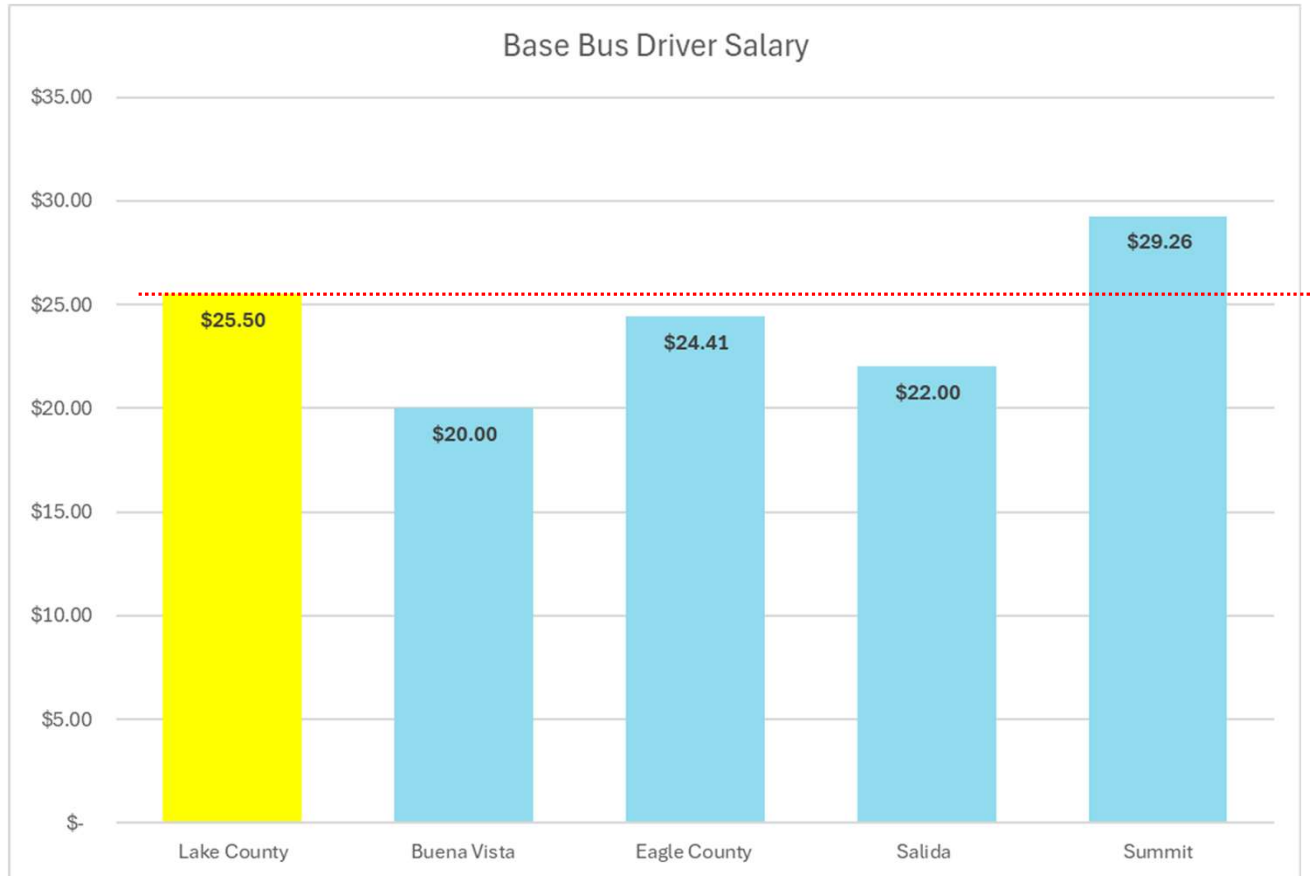
<https://www.lakecountyschools.net/salary-and-benefits/>

<https://www.bvschools.org/documents/administration/human-resource-and-business-office/financial-transparency/salary-schedules/2025-2026/>

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<https://www.salidaschools.com/o/ssd/page/salary-schedules>

<https://www.summitk12.org/staff/human-resources/salary-schedules>



Cost of Living Factor	1.245	1.204	1.315	1.197	1.432
Baselined to Lake County	100	97	106	96	115



Cooks Comparisons

School District	Base Cook Salary
Lake County	\$ 18.00
Buena Vista	\$ 18.00
Eagle County	\$ 18.30
Salida	\$ 20.00
Summit	\$ 19.20

Sources:

<https://www.lakecountyschools.net/salary-and-benefits/>

<https://www.bvschools.org/documents/administration/human-resource-and-business-office/financial-transparency/salary-schedules/2025-2026/>

<https://www.eagleschools.net/departments/finance/salary-schedules>

<https://www.salidaschools.com/o/ssd/page/salary-schedules>

<https://www.summitk12.org/staff/human-resources/salary-schedules>



Cost of Living Factor	1.245	1.204	1.315	1.197	1.432
Baselined to Lake County	100	97	106	96	115

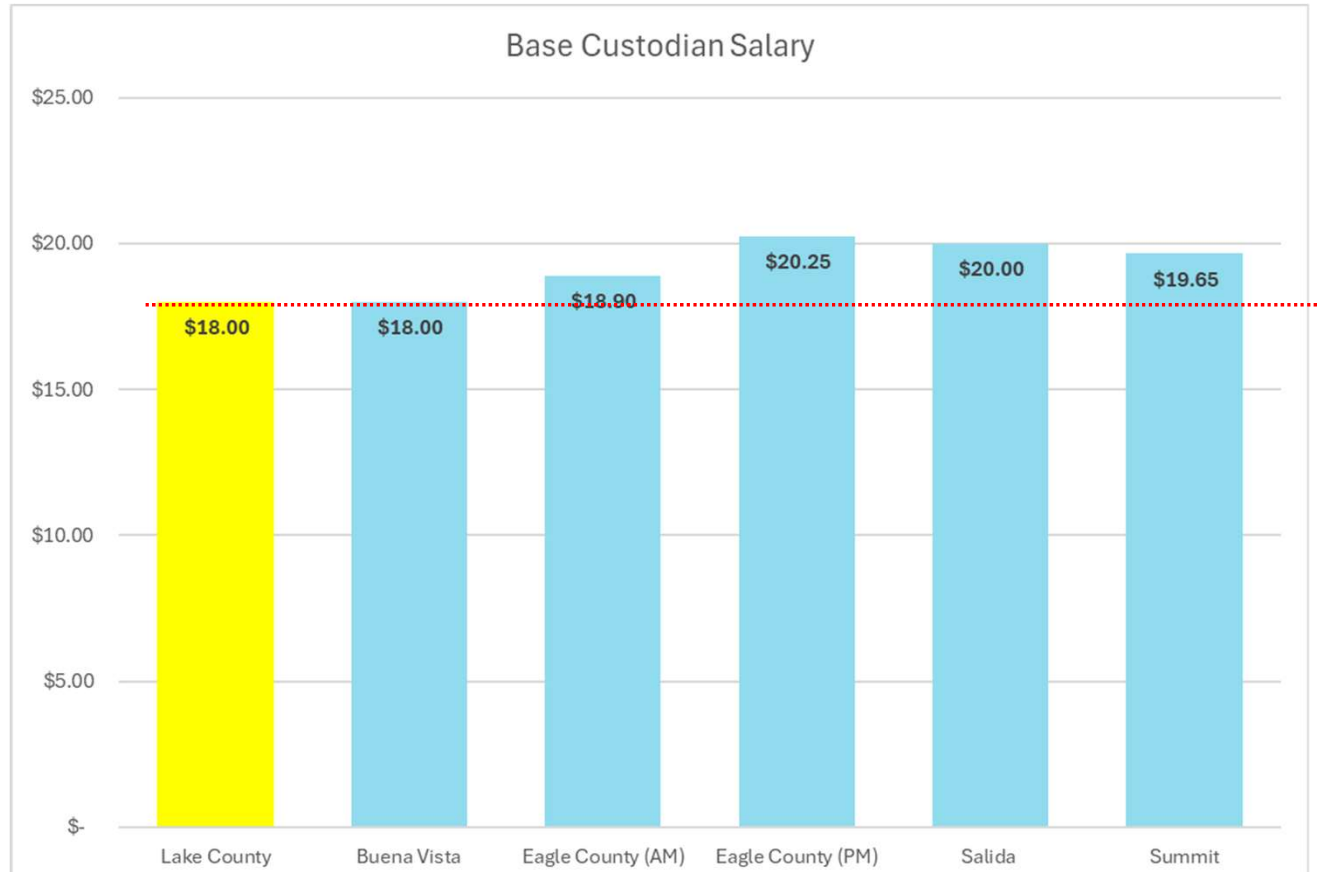


Custodians Comparisons

School District	Base Custodian Salary
Lake County	\$ 18.00
Buena Vista	\$ 18.00
Eagle County (AM)	\$ 18.90
Eagle County (PM)	\$ 20.25
Salida	\$ 20.00
Summit	\$ 19.65

Sources:

- <https://www.lakecountyschools.net/salary-and-benefits/>
- <https://www.bvschools.org/documents/administration/human-resource-and-business-office/financial-transparency/salary-schedules/2025-2026/>
- <https://www.eagleschools.net/departments/finance/salary-schedules>
- <https://www.salidaschools.com/o/ssd/page/salary-schedules>
- <https://www.summitk12.org/staff/human-resources/salary-schedules>



Cost of Living Factor	1.245	1.204	1.315	1.197	1.432
Baselined to Lake County	100	97	106	96	115



Turnover

COLORADO DEPARTMENT OF EDUCATION Personnel Turnover Rate by District and Position Categories (2024-2025 compared with 2023-2024)

LEA	LEA Name	Position Category	People Left	Turnover Rate
1510 Lake County R-1		Adminstrators	2	100.00%
1510 Lake County R-1		Crafts/ Trades/ Services	11	33.33%
1510 Lake County R-1		Instructional Support	3	37.50%
1510 Lake County R-1		Office/ Administrative Support	0	0.00%
1510 Lake County R-1		Other Support/ Special Service Providers	1	20.00%
1510 Lake County R-1		Paraprofessional	17	38.64%
1510 Lake County R-1		Principals	3	33.33%
1510 Lake County R-1		Professional-Other	7	41.18%
1510 Lake County R-1		Teachers	17	25.00%
1510 Lake County R-1 Total		1510 All Job Catagories Totals	61	31.44%

- Superintendent, CFO
- Bus Driver, Cook, Custodian, Maintenance
- Counselor, Reading Interventionist, CTE Instructor
- Front Office, HR, Accounting
- Nurse, SSPs
- SWAP, IT, Managers, ??

end of data table

[For more information visit the Staff Statistics Calculation, Definition, and Frequently Asked Questions Page](#)



Budget Process



Forecast changes in non-staff Costs

- In general, inflation is assumed to be 3%
 - 3% increase to Coach and Substitute pay
- Changes of more than \$5,000:

Item	Amount
SUPPLY	\$ 5,500
PROFESSIONAL/TECH SERV	\$ 15,000
TELEPHONE	\$ 6,000
SPED PROF/TECH	\$ 62,422
LED LEASE INTEREST	\$ 12,554

Item	Amount
ADVERTISING	\$ (6,500)
H/R RECRUITING	\$ (8,000)
DISTRICT PROF/TECH	\$ (30,000)
DIST. COPIER MAINT.	\$ (26,000)
BOCES ASSESSMENTS	\$ (70,436)
TEXTBOOKS	\$ (15,000)
LAND PROF/TECH	\$ (41,500)
ENERGY/UTILITIES	\$ (32,000)
LED LEASE PRINCIPAL	\$ (15,764)

172 lines changed in Fund 10; Net change is -\$138,534
This makes MORE money available for allocation



Forecast changes in Non-Formula Revenues

- Changes of more than \$5,000:

Item	Amount
PRE-COLLEGIATE	\$ (23,000)
MINERAL LEASE	\$ (144,000)
At-Risk	\$ (5,500)
BOCES-ECEA	\$ (20,733)
SECURE RURAL SCHOOLS	\$ (75,000)
MEDICAID	\$ (25,000)
BOCES-IDEA	\$ (18,450)

Item	Amount
STATE AID REDUCTION	\$ 44,050

Net Change in Fund 10 Revenues is -\$273,695
This makes LESS money available for allocation



Food Service

- Fund 21 – Food Service Fund
 - Impacts of LL & MM
 - No guaranteed additional funding for food service
 - May lead to more grant opportunities in FY27
 - Consistent transfers from the General Fund in recent years
 - \$322K transfer budgeted in FY26
 - Higher Food costs projected due to rising Fuel and Fertilizer Costs

Funds Available Sources

Changes in Revenue

- Funding Formula Increases
 - Offset by other revenue declines
- Mill Levy Override Funds
 - BoE directed 75% of MLO funds would be equally spread among staff on a percentage basis

Changes in Expenditures

- Consolidation Savings
- Operations Savings



Formula Funding



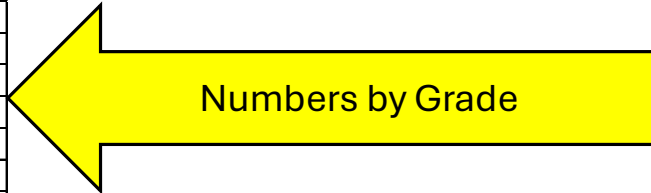
New Formula Funding

Component	Function
Foundation Funding	Base funding; Per Pupil Rate * Funded Pupil Count
At-Risk Funding	25% of base funding per FRL student; plus 7% of base funding if FRL rate >70%
ELL Funding	25% of base funding per ELL student
Multi-District Online Funding	Online Per Pupil Rate * Number of Online Students
SPED Funding	25% of base funding per SPED student
Cost of Living Factor Funding	Per Pupil Rate * Funded Pupil Count * (Lessor of Lake County Cost of Living (24.5%) or 23%)
Locale Funding	(Per Pupil Rate * Funded Pupil Count * Rural Remote Location (0.1)) + \$100K
Size Factor Funding	For districts of less than 6,500 students; (((1027 – Funded Pupil Count) * 0.00020599+1.1215)-1) * Funded Pupil Count * Per Pupil Rate Note: The formula changes if we go above 1027 or below 459
Total Funding	Sum of all the above lines



FY26 Enrollment

Month	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26
PK3	18	17	19	21	21	20	20
PK4	52	54	55	55	55	57	55
K	52	51	51	52	52	51	52
1	68	69	68	68	67	66	67
2	60	60	60	60	58	57	56
3	55	53	53	52	51	49	50
4	63	63	62	62	64	65	66
5	69	67	67	68	67	67	66
6	64	64	63	63	63	61	62
7	59	59	58	58	56	55	53
8	66	66	66	67	65	66	65
9	65	65	64	64	63	63	63
10	57	56	57	57	55	54	55
11	60	61	60	61	57	58	58
12	71	71	70	69	68	68	69
K-12	809	805	799	801	786	780	782
Avg	62.2	61.9	61.5	61.6	60.5	60.0	60.2

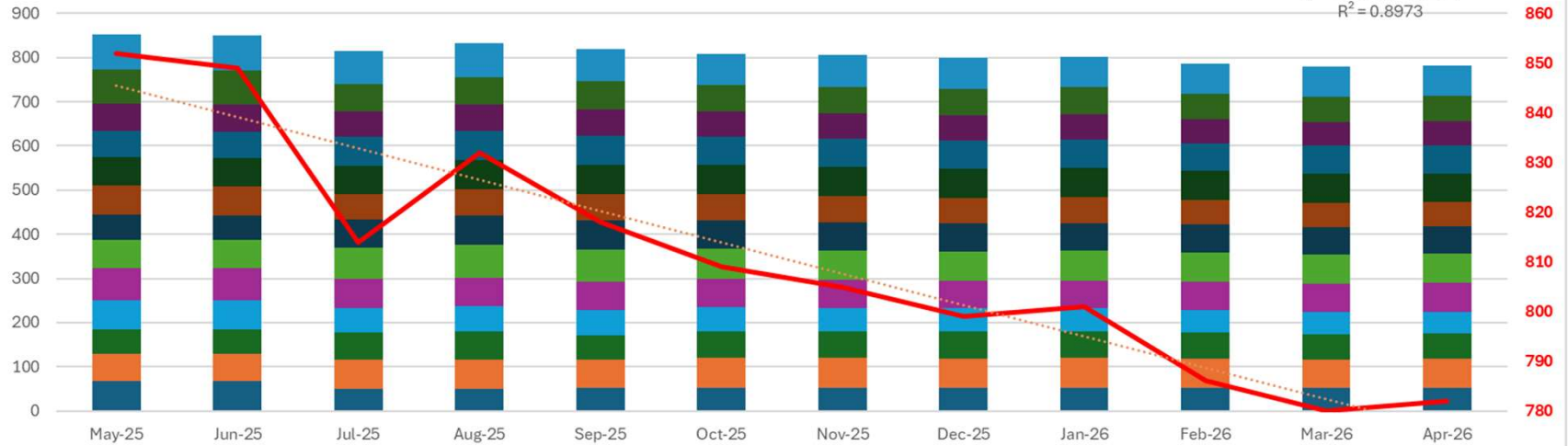


	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26
PK3	+1	-1	+2	+2	-	-1	-
PK4	+2	+2	+1	-	-	+2	-2
K	-	-1	-	+1	-	-1	+1
1	+5	+1	-1	-	-1	-1	+1
2	+3	-	-	-	-2	-1	-1
3	-2	-2	-	-1	-1	-2	+1
4	-1	-	-1	-	+2	+1	+1
5	-2	-2	-	+1	-1	-	-1
6	-3	-	-1	-	-	-2	+1
7	-	-	-1	-	-2	-1	-2
8	-1	-	-	+1	-2	+1	-1
9	-	-	-1	-	-1	-	-
10	-4	-1	+1	-	-2	-1	+1
11	-3	+1	-1	+1	-4	+1	-
12	-1	-	-1	-1	-1	-	+1
K-12	-9	-4	-6	+2	-15	-6	+2
K-2	+8	-	-1	+1	-3	-3	+1
3-6	-8	-4	-2	-	-	-3	+2
7-8	-1	-	-1	+1	-4	-	-3
9-12	-8	-	-2	-	-8	-	+2
Churn	25	8	8	6	19	12	12



Total Enrollment by Grade (Stacked)

$y = -0.2068x + 10314$
 $R^2 = 0.8973$



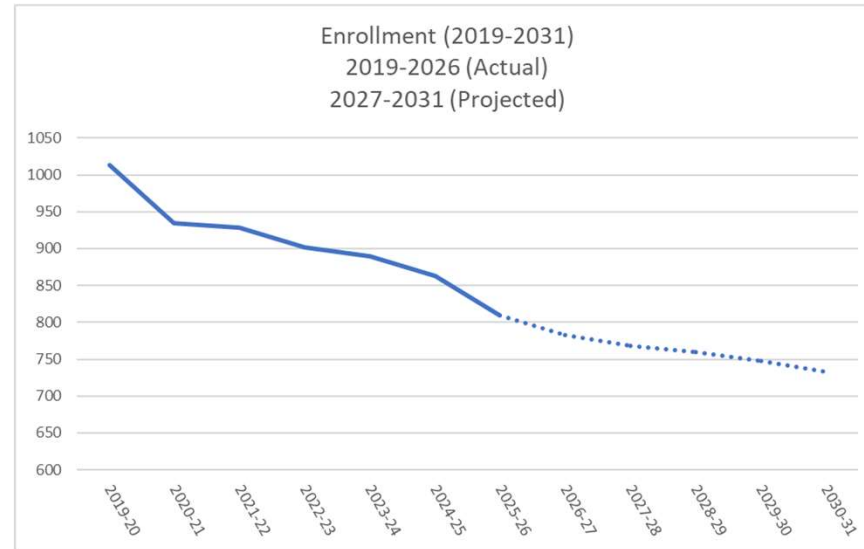
	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26
12	80	79	74	76	72	71	71	70	69	68	68	69
11	77	77	62	62	63	60	61	60	61	57	58	58
10	62	62	58	59	61	57	56	57	57	55	54	55
9	58	58	65	67	65	65	65	64	64	63	63	63
8	65	65	65	66	67	66	66	66	67	65	66	65
7	65	65	57	60	59	59	59	58	58	56	55	53
6	57	57	63	67	67	64	64	63	63	63	61	62
5	64	63	72	73	71	69	67	67	68	67	67	66
4	73	72	65	65	64	63	63	62	62	64	65	66
3	66	66	55	57	57	55	53	53	52	51	49	50
2	55	55	62	63	57	60	60	60	60	58	57	56
1	63	63	67	68	63	68	69	68	68	67	66	67
K	67	67	49	49	52	52	51	51	52	52	51	52
K-12	852	849	814	832	818	809	805	799	801	786	780	782

■ K
 ■ 1
 ■ 2
 ■ 3
 ■ 4
 ■ 5
 ■ 6
 ■ 7
 ■ 8
 ■ 9
 ■ 10
 ■ 11
 ■ 12
 — K-12
 - - - Linear (K-12)



Foundation Funding

- Core component of the funding formula
- Directly affected by changes in enrollment
- Lake County continues to see declining enrollment through the 5-year forecast

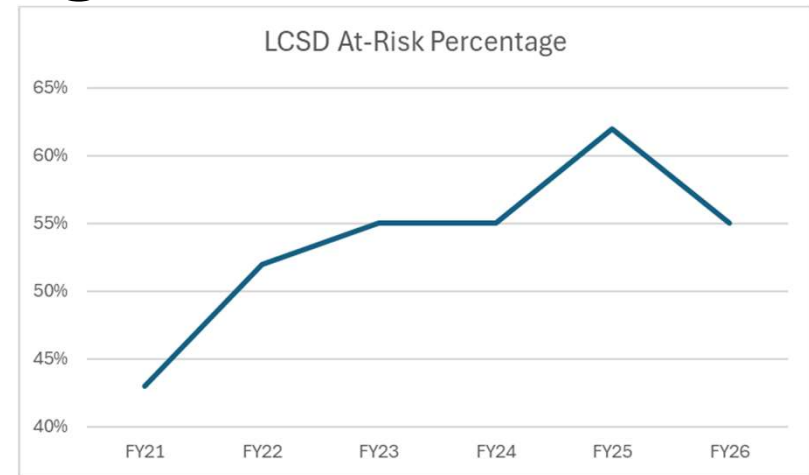


	FY27	FY26	Change
FOUNDATION FUNDING			
FY27 Base Funding Per Pupil (enter V22)	8,891.71	8,691.80	+199.91
FY27 Funded Pupil Count less MDOL and Extended HS - (enter FC7)	810.3	859.8	-49.50
FY27 Total Foundation Funding (FF1 times BF2)	\$ 7,204,952.61	\$ 7,473,209.64	-268,257.03



At-Risk Funding

- Uses a percentage of students on Free/Reduced Lunch, TANF, and other safety net programs
- LCSD has seen rising percentages in recent years
- Current year is the first recent decline

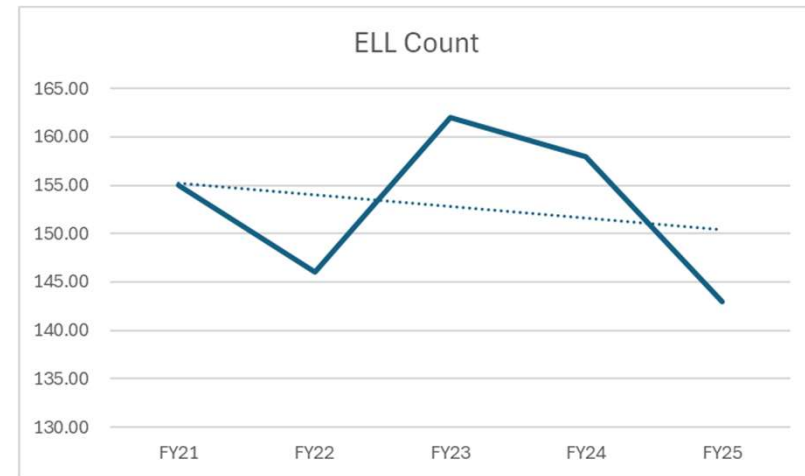


	FY27	FY26	Change
AT RISK FUNDING			
FY27 Free and Reduced Lunch (grades 1-8) Count (enter V6)	277.0	279.0	-2.00
FY27 October Membership (grades 1-8) - (enter V9)	504.0	504.0	+0.00
FY27 Percent 1-8 Free and Reduced Lunch Count - (AR1 divided by AR2)	54.96%	55.36%	-0.00
FY27 Projected K-12 Free and Reduced Lunch Count Using 1-8 Percent	442.2	449.0	-6.80
FY27 Free and Reduced Lunch (grades K-12) Count (enter V7)	445.4	443.0	+2.40
FY27 At-Risk Pupil Count (greater of AR4 or AR5)	445.4	449.0	-3.60
FY27 At Risk Per Pupil (FF1 times 25%)	2,222.93	2,172.95	+49.98
FY27 District Percentage At-Risk (AR6 divided by V10)	55.4%	55.4%	-0.00
FY27 Concentration Factor Funding (7% times Base PPR times AR6, if FC9<7000 and AR8>70%)	0.00	0.00	+0.00
FY27 Total At Risk Funding (AR6 times AR7, plus AR8)	\$ 990,091.91	\$ 975,654.55	+14,437.36



ELL Funding

- English Language Learner Counts can vary widely from year-to-year



	FY27	FY26	Change
ELL FUNDING			
FY27 ELL Count - (enter V18)	144.8	143.0	+1.80
FY27 ELL Per Pupil (FF1 times 25%)	2,222.93	2,172.95	+49.98
FY27 Total ELL Funding (EL1 times EL2)	\$ 321,879.90	\$ 310,731.85	+11,148.05



Special Education

- Last year was the first year this was in the formula, so little data to project numbers for next year

	FY27	FY26	Change
SPECIAL EDUCATION FUNDING			
FY27 Special Education Student Count	131.0	131.0	+0.00
FY27 Special Education Per Pupil (FF1 times 25%)	2,222.93	2,172.95	+49.98
FY27 Total Special Education Funding (SPED1 times SPED2)	\$ 291,203.50	\$ 284,656.45	+6,547.05



Cost of Living

- This factor is affected by enrollment, so the expected decline in students leads to a decline in funding
- Even though Lake County has a cost of living factor of 1.245, the formula caps this at 1.230
 - ~\$100K that we don't get

	FY27	FY26	Change
COST OF LIVING FACTOR FUNDING			
FY27 Funded Pupil Count less MDOL and Extended HS - (enter FC7)	810.3	859.8	-49.50
FY27 Rebased Cost of Living	1.245	1.245	+0.00
FY27 Cost of Living with 23% Cap (minimum of COL2 minus 1 or cap)	0.230	0.230	+0.00
FY27 Total Cost of Living Factor Funding (COL1 times FF1 times COL3)	\$ 1,657,139.10	\$ 1,718,838.22	-61,699.12



Locale

- Locale factor adjusts for the higher costs in rural areas, but it is also affected by enrollment, so this estimate declines

	FY27	FY26	Change
LOCALE FACTOR FUNDING			
FY27 Funded Pupil Count less MDOL and Extended HS - (enter FC7)	810.3	859.8	-49.50
FY27 NCES Designation of District	Town: Remote	Town: Remote	
FY27 Locale Factor per Designation (Either 0, 0.025, 0.05, 0.1, 0.15, 0.2, or 0.25 per statute)	0.1	0.1	+0.00
FY27 Total Locale Funding (LOC1 times Base PPR times LOC3, plus \$100K if Town or Rural:Remote)	\$ 820,495.26	\$ 847,320.96	-26,825.70



School District Size

- This factor accounts for the inherently higher costs of running smaller districts, so as we get smaller, this increases

	FY27	FY26	Change
SIZE FACTOR FUNDING			
FY27 Funded Pupil Count less MDOL	810.3	859.8	-49.50
FY27 Size Factor Calculated	1.1661	1.1559	+0.01
FY27 Size Factor with 6,500 FPC Cap - (FC9 fewer than 6,500)	0.1661	0.1559	+0.01
FY27 Total Size Factor Funding (FC7 times FF1 times SIZ3)	\$ 1,196,742.63	\$ 1,165,073.38	+31,669.25



Total Program

- This calculation adjusts for the phase in of the new funding formula
- Though we have less in the new formula than last year, and we have less in the old formula too, the phase-in of 30% of the new formula difference lands us with a net increase of \$98,451

	FY27	FY26	Change
TOTAL PROGRAM			
TOTAL PROGRAM FUNDING per NEW FORMULA PRE PHASE-IN	12,482,504.92	12,775,485.05	-292,980.13
FY24-25 Total Program for Hold Harmless	11,527,091.41	11,527,091.41	+0.00
FY2026-27 SFA1994	11,255,415.16	11,304,704.09	-49,288.93
FY2026-27 Difference for Phase-In (TP1 minus SFA1994_Amended TP3)	1,227,089.76	1,470,780.96	-243,691.20
FY2026-27 Total Program with Phase In % and Hold Harmless	11,623,542.09	11,525,321.23	+98,220.85
FY2026-27 Total Program with Floor Minimum (greater of TP2 or TP5)	11,623,542.09	11,527,091.41	+96,450.68



Local and State Share

- We are currently projecting a large increase in Assessed Value due to profits at the Climax Mine
- Note the State Share drops to Zero and LCSD will have to “Buy Back” \$438K in Categorical revenue
- Less State money and higher Property Taxes = Cashflow Risk

	FY27	FY26	Change
GRAND TOTAL PROGRAM FUNDING by STATE SHARE and LOCAL SHARE			
TOTAL PROGRAM FUNDING - enter TP6	11,623,542.09	11,527,091.41	+96,450.68
PROPERTY TAX REVENUES - enter ML3 times line V29	11,254,320.00	9,884,950.99	+1,369,369.01
FY27 Mill Levy Adjusted % Share of Specific Ownership Tax (enter V28)	369,336.37	358,579.00	+10,757.37
TOTAL LOCAL SHARE (GT2 plus GT3)	11,623,656.37	10,243,529.99	+1,380,126.38
TOTAL STATE SHARE (GT1 minus GT4)	0.00	1,283,561.42	-1,283,561.42
CATEGORICAL BUYOUT MILL LEVY REVENUE (enter CB3 times line V29)	438,354.00	0.00	+438,354.00
TOTAL PROGRAM PER-PUPIL FUNDING	14,344.74	13,406.71	+938.03



Phase-In of the New Formula

- Colorado has not fully implemented the new formula due to funding constraints
- In FY26, Colorado implemented 15% of the new formula
 - If a district would have received \$1.5M in additional funding from the new formula, they got 15% of that amount, so \$225K over the old formula
- The current bill envisions implementing 30% of the new formula, but also reducing to 3-year averaging
 - The legislature will write the actual bill
 - Colorado is facing regular budget shortfalls
- If budget issues force the legislature to keep the implementation at 15%, then our budget projection becomes flat (\$0 increase)



5-Year Forecast

Items	FY27	FY28	FY29	FY30	FY31	Notes
Inflation Rate	3.0%	2.5%	2.5%	2.0%	2.0%	
Base PPR (FF1)	\$ 8,891.71	\$ 9,114.00	\$ 9,341.85	\$ 9,528.69	\$ 9,719.26	Incr w/Inflation
MD Online PPR	\$ 10,752.00	\$ 11,020.80	\$ 11,296.32	\$ 11,522.25	\$ 11,752.69	Incr w/Inflation
COL Cap	23%	23%	23%	23%	23%	
Phase In %	30.0%	45%	60.0%	75%	90.0%	
YRS Avg (1=None)	3	3	3	2	2	
October FTE Count	765	740	720	710	700	
Free and Reduced Lunch (grades 1-8) Count	270.0	260.0	250.0	245.0	245.0	
October Membership (grades 1-8)	500.0	485.0	475.0	470.0	470.0	
Free and Reduced Lunch (grades K-12) Count	440	430	425	420	420	
ELL Count	144.8	140	137	135	135	
Multi-District Online Count	0	0	0	0	0	
FY27 Special Education Student Count	130	125	122	120	120	
FY27 Rebased Cost of Living	1.245	1.245	1.245	1.245	1.245	
State At-Risk Average	0.4653	0.4653	0.4653	0.4653	0.4653	
Total Program with Floor Minimum	\$ 11,624,045	\$ 11,715,935	\$ 11,829,916	\$ 11,880,083	\$ 12,080,722	
Increase from Prior Year	\$ 96,954	\$ 91,890	\$ 113,981	\$ 50,167	\$ 200,639	
Percent Increase from Prior Year	0.8%	0.8%	1.0%	0.4%	1.7%	
Real Percent Increase from Prior Year	-2.2%	-1.7%	-1.5%	-1.6%	-0.3%	Percent Increase - Inflation

Note: The Inflation rate is the one used for Funding Formula calculations. The actual inflation rate may be higher or lower.

Based on these projections of future Enrollment/Funding, it will be challenging in the coming years
 The bottom line suggests Funding Formula increases will not keep up with inflation
 Aggressive Expense Management is likely over the next few years



MLO



Mill Levy Override 2024

- \$697,788 (56.8416%) was allocated in FY26
- 75% of \$1,264,428 (Estimated FY27 MLO) is \$948,321 to be allocated
 - Less the \$697,788 allocated in FY26
 - \$250,533 is the final increment of MLO funding for compensation



Consolidation Savings



Consolidation

- The changes to staffing in FY27 result in about an 18 FTE reduction
- The total reduction in Personnel Costs is \$647K
 - Includes Salary, Medicare, PERA, and Health Insurance Costs



Funds Available: Summary

Funding Formula Changes	\$ 96,450.00	
MLO Funds	\$ 250,533.00	
Changes to Fund 10 Revenues	\$ (266,695.00)	Reduced Revenues make less money available
Changes to Fund 10 Non-Payroll Expenses	\$ 138,533.55	Reduced Expenses make more money available
Changes to Fund 21 Revenues	\$ 1,500.00	Increased Revenues make more money available
Changes to Fund 21 Non-Payroll Expenses	\$ (16,100.00)	Increased Expenses make less money available
Consolidation Reductions	\$ 646,638.40	
Total Funds Available	\$ 850,859.95	





Risks/Opportunities

- Grants
 - *Known as grant decisions are made*
- Enrollment
 - *Known in October*
- Variable Funding Sources
 - Secure Rural Schools (\$100K/\$28K/\$175k?)
 - Mineral Lease (\$20K/\$33K/\$18K/167K)
 - *Known when we find out*
- Depending on Assessed Value & Enrollment, LCSD may go far enough above 100% to buy back all Categoricals and have excess funds
 - *Known in December*



External Pressures

- Inflation
 - Trade Policies
 - Tariffs
 - War in the Middle East
 - Timing and Impact
- State Budget
 - Will Stabilization Factor return?
 - Will Implementation of New Formula continue?
 - Will Hold Harmless levels be maintained?



Potential Option/Offer Elements

- Percentage Pay Increase
- Flat Dollar Pay Increase
- Steps for LCEA
- Days worked
 - For salaried staff, fewer contract days for the same pay = greater compensation (in the form of time off)
 - For hourly staff, fewer work days at the same hourly rate = lower compensation (since total pay is driven by hours worked)
- Salaried versus Hourly
 - Cooks & Custodians only
- Hold-back for FY28



CONSOLIDATED BILLING CONTROL ACCOUNT STATEMENT

Prepared For	LAKE COUNTY SCHOOL RENA SANCHEZ
Account Number	
Statement Closing Date	03/03/26
Days in Billing Cycle	28
Next Statement Date	04/03/26

For Customer Service Call:
800-231-5511

Inquiries or Questions:
SBCS-Account Servicing Team
PO Box 40310
Mesa, AZ 85274

Credit Line	\$50,000
Available Credit	\$39,135

Payments:
Payment Remittance Center PO Box 77066
Minneapolis, MN 55480-7766

Payment Information

New Balance	\$8,890.31
Current Payment Due (Minimum Payment)	\$500.00
Current Payment Due Date	03/28/26

Thank you for using our Automatic Payment service. See the **Important Information** section below for your next scheduled payment.

If you wish to pay off your balance in full: The balance noted on your statement is not the payoff amount. Please call 800-231-5511 for payoff information.

Account Summary

Previous Balance		\$10,552.32
Credits	-	\$0.00
Payments	-	\$10,552.32
Purchases & Other Charges	+	\$8,890.31
Cash Advances	+	\$0.00
Finance Charges	+	\$0.00
New Balance	=	\$8,890.31

Wells Fargo Business Card Elite Rewards

Rewards ID:		
Previous Balance		506,613
Points Earned this Month		8,890
Points From Other Company Cards		0
Bonus Points Earned		0
Adjustments		0
Redeemed	-	0
Total Available	=	515,503

Rewards Notice

Check your point balance and redeem your points at wellsfargo.com/businessrewards. You can also call our Rewards Service Center at 1-800-213-3365.

See reverse side for important information.

5596 0016 YTG 1 7 2 260303 0 PAGE 1 of 8 10 8914 9900 ELAC 01DR5596 37159

DETACH HERE

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

Make checks payable to: Wells Fargo

Account Number	
New Balance	\$8,890.31
Total Amount Due (Minimum Payment)	\$500.00
Current Payment Due Date	03/28/26

Amount Enclosed: \$

PAYMENT REMITTANCE CENTER YTG

 PO BOX 77066 816

 MINNEAPOLIS MN 55480-7766

LAKE COUNTY SCHOOL

 RENA SANCHEZ

 328 W 5TH ST

 LEADVILLE CO 80461-3547

37159
Q302



Rate Information

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

TYPE OF BALANCE	ANNUAL INTEREST RATE	DAILY FINANCE CHARGE RATE	AVERAGE DAILY BALANCE	PERIODIC FINANCE CHARGES	TRANSACTION FINANCE CHARGES	TOTAL FINANCE CHARGES
PURCHASES	14.740%	.04038%	\$0.00	\$0.00	\$0.00	\$0.00
CASH ADVANCES	25.490%	.06983%	\$0.00	\$0.00	\$0.00	\$0.00
TOTAL				\$0.00	\$0.00	\$0.00

Important Information

\$0 - \$8,890.31 WILL BE DEDUCTED FROM YOUR ACCOUNT AND CREDITED AS YOUR AUTOMATIC PAYMENT ON 03/28/26. THE AUTOMATIC PAYMENT AMOUNT WILL BE REDUCED BY ALL PAYMENTS POSTED ON OR BEFORE THIS DATE.

TOTAL *FINANCE CHARGE* BILLED IN 2025 \$0.00

TOTAL *FINANCE CHARGE* PAID IN 2025 \$0.00

Summary of Sub Account Usage

Name	Sub Account Number Ending In	Monthly Spending Cap	Spend This Period
FREDERICK HALL		5,000	\$168.84
BRANDI LOVELY		5,000	\$0.00
MICHAEL ADLER		5,000	\$1,458.86
TANYA LENHARD		5,000	\$576.88
JAMES MULCEY		5,000	\$132.48
SEAN FAY		5,000	\$11.11
KATHARINE BARTLETT		5,000	\$23.99
BUNNY TAYLOR		10,000	\$414.83
SCOTT CARROLL		5,000	\$725.88
KATHERINE KERRIGAN		5,000	\$596.79
TIMOTHY POWELL		5,000	\$109.94
AMY PETERS		6,000	\$3,545.19
KATHLEEN FITZSIMMONS		5,000	\$533.92
RENA SANCHEZ		10,000	\$0.00
CHERYL TALBOT		5,000	\$591.60

Transaction Details

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

Trans Post Reference Number Description Credits Charges

02/28 02/28 F891400EB00CHGDDA AUTOMATIC PAYMENT - THANK YOU 10,552.32
TOTAL 5569399005214091 \$10,552.32-

Transaction Summary For **FREDERICK HALL**
Sub Account Number Ending In

02/27 02/27 5543286EA6205DY6M MEMORY 4 LESS FULLERTON CA 168.84
TOTAL \$168.84
FREDERICK HALL / Sub Acct Ending In

Transaction Summary For **MICHAEL ADLER**
Sub Account Number Ending In

02/12 02/12 0531461DW00F0DS3H HIGH MOUNTAIN PIES LEADVILLE CO 88.93
02/13 02/13 0543684DXEHX5SVEV WENDY'S 3936 SILVERTHORNE CO 64.74
02/13 02/13 0543684DXEHX5SVH5 WENDY'S 3936 SILVERTHORNE CO 45.29
02/13 02/13 2271565DW0JRV5NGK SKYLINE CINEMA 8 DILLON CO 300.00
02/20 02/20 5543286E3600TN9R1 SQ *SWIM SQUARED LLC LEADVILLE CO 570.00
02/20 02/20 2271565E30JRXBQRJ SKYLINE CINEMA 8 DILLON CO 300.00
02/23 02/23 0543684E700AM9TJZ CKE*WILD BILLS NEW LEA LEADVILLE CO 55.20
02/25 02/25 5526352E9K81A3HRS SAFEWAY #2824 LEADVILLE CO 34.70

Transaction Details

Trans	Post	Reference Number	Description	Credits	Charges
			TOTAL	\$1,458.86	
MICHAEL ADLER / Sub Acct Ending In					
Transaction Summary For TANYA LENHARD					
Sub Account Number Ending In					
02/06	02/06	5754024DMLSZWGZBF	QUICKEN INC 6502501900 CA		77.88
02/20	02/20	1230202E30064T2X2	UNIFORM GUIDANCE WINTE WOODSTOCK GA		499.00
			TOTAL	\$576.88	
TANYA LENHARD / Sub Acct Ending In					
Transaction Summary For JAMES MULCEY					
Sub Account Number Ending In					
02/28	02/28	5270487EQB8EK8JXY	HOME2 SUITES GRAND JUN GRAND JUNCTIO CO FOLIO #93071180		132.48
			TOTAL	\$132.48	
JAMES MULCEY / Sub Acct Ending In					
Transaction Summary For SEAN FAY					
Sub Account Number Ending In					
02/13	02/13	5526352DXJVWHSOLO	SAFEWAY #2824 LEADVILLE CO		11.11
			TOTAL	\$11.11	
SEAN FAY / Sub Acct Ending In					
Transaction Summary For KATHARINE BARTLETT					
Sub Account Number Ending In					
02/13	02/13	1230202DW00F1HSAD	FACEBK *XV8TUDVHJ2 WILMINGTON DE		2.00
02/13	02/13	1230202DW00SY6X7X	FACEBK *TJ2RQDHJJ2 WILMINGTON DE		2.00
02/21	02/21	1230202E400J45WKH	ADOBE SAN JOSE CA		19.99
			TOTAL	\$23.99	
KATHARINE BARTLETT / Sub Acct Ending In					
Transaction Summary For BUNNY TAYLOR					
Sub Account Number Ending In					
02/18	02/18	0531461E200QSNSBY	HIGH MOUNTAIN PIES LEADVILLE CO		60.95
02/20	02/20	0531461E400DRE5HA	HIGH MOUNTAIN PIES LEADVILLE CO		114.00
02/23	02/23	1230202E602DLNLYN	ADOBE SAN JOSE CA		239.88
			TOTAL	\$414.83	
BUNNY TAYLOR / Sub Acct Ending In					
Transaction Summary For SCOTT CARROLL					
Sub Account Number Ending In					
02/05	02/05	5526352DMJKNY30P3	SAFEWAY #2824 LEADVILLE CO		223.80
02/05	02/05	0531461DM00DJXYAR	HIGH MOUNTAIN PIES LEADVILLE CO		105.00
02/09	02/09	5543286DT5WSGYLGP	FAIRFIELD INN & SUITES AURORA CO FOLIO #G5 710		114.00
02/11	02/11	0230537DV00LR5QBP	USPS PO 0755080403 LEADVILLE CO		8.90
02/12	02/12	5543286DV5XEHT21P	APPLE.COM/BILL CUPERTINO CA		119.99
02/24	02/24	0543684E8EHSYHRRN	DOMINO'S 7340 LEADVILLE CO		154.19
			TOTAL	\$725.88	
SCOTT CARROLL / Sub Acct Ending In					
Transaction Summary For KATHERINE KERRIGAN					
Sub Account Number Ending In					
02/24	02/24	8230509E7EHNWSY9B	MONTE VISTA CRANE FE PEACHTREE COR GA		471.15
02/24	02/24	8230509E7EHNXDMYT	MONTE VISTA CRANE FE PEACHTREE COR GA		125.64
			TOTAL	\$596.79	
KATHERINE KERRIGAN / Sub Acct Ending In					
Transaction Summary For TIMOTHY POWELL					
Sub Account Number Ending In					
02/24	02/24	5543286E7617NW1YT	LOWES #03206* SILVERTHORNE CO		22.97
03/02	03/02	5265384EDLX0GRH1X	ARCHITECTURAL BUILDERS 8448093667 FL		86.97
			TOTAL	\$109.94	
TIMOTHY POWELL / Sub Acct Ending In					
Transaction Summary For AMY PETERS					
Sub Account Number Ending In					
02/02	02/04	5526352DJJGHJL9DD	SAFEWAY #2824 LEADVILLE CO		57.94
02/03	02/04	0541601DJ447YFR0E	WAL-MART #2293 EVERGREEN CO		51.14
02/03	02/04	0514048DKLM81LS4F	CHICK-FIL-A #02284 SHERIDAN CO		12.79
02/04	02/04	8271116DLEHM91QJN	SP SOCCER COMMAND WEST CHESTER PA		132.95
02/05	02/05	5526352DMJK8LGN5Q	LIDS.COM JACKSONVILLE FL		486.64
02/06	02/06	5543687DM7JFTVVNM	EMBASSY SUITES DENVER CO FOLIO #981281		195.00
02/10	02/10	5531020DSAYT66HX7	COMFORT INN&SUITES DUR DURANGO CO FOLIO #0871214524		630.00
02/14	02/14	5543687DY4MEA2A0Y	HILTON HOTELS GRAND JUNCTIO CO FOLIO #20349045		131.17
02/14	02/14	5543687DY4MEA2A6Q	HILTON HOTELS GRAND JUNCTIO CO		133.02



Transaction Details

Trans	Post	Reference Number	Description	Credits	Charges
02/14	02/14	5543687DY4MEA2A64	FOLIO #20349045 HILTON HOTELS GRAND JUNCTIO CO		128.54
02/16	02/16	7534551E1S66FZFA1	FOLIO #20349045 YMCA SNOW MOUNTAIN LOD GRANBY CO		182.00
02/17	02/17	5531020E0B208Z1BK	FOLIO #xxxxxxxxxx BSN SPORTS LLC FARMERS BRANC TX		103.32
02/18	02/18	8521769E1001EWY7M	TOWN OF VAIL-PARKING VAIL CO		30.00
02/19	02/19	0514048E2M83P0YG0	MCDONALD'S F4264 VAIL CO		11.15
02/19	02/19	8521769E2001FVNE4	TOWN OF VAIL-PARKING VAIL CO		10.00
02/25	02/25	5526352E9K81A3HT2	SAFEWAY #2824 LEADVILLE CO		16.02
02/25	02/25	5543687E93G9B82FD	EPIC SPORTS BEL AIRE KS		76.89
03/01	03/01	5543286EQ62W82670	AIRBNB * HMAA8XXES2 SAN FRANCISCO CA		688.35
03/02	03/02	0527244EESFG45KD9	NET WORLD SPORTS INTERNET GB		49.60
03/02	03/02	8230509EDEHNSEMTS	SP LEAGUE OUTFITTERS LAUREL MD		185.69
03/02	03/02	8271116EEEEHM7JPAQ	SP STORELLI.COM DALLAS TX		149.99
03/02	03/02	8271116EEEEHM7P0BR	SP KEEPER SOCCER PORTLAND OR		82.99
			TOTAL \$3,545.19		
			AMY PETERS / Sub Acct Ending In		

Transaction Summary For **KATHLEEN FITZSIMMONS**
Sub Account Number Ending In

02/04	02/04	5543286DK5V0A92J8	IN *AMERICAN BIOIDENTI DENVER CO		172.50
02/23	02/23	8211755E6EHMRQXGG	TAX1099.COM FAYETTEVILLE AR		361.42
			TOTAL \$533.92		
			KATHLEEN FITZSIMMONS / Sub Acct Ending In		

Transaction Summary For **CHERYL TALBOT**
Sub Account Number Ending In

02/05	02/05	7526586DM6A93LYJH	OTC BRANDS *OTC BRAND OMAHA NE		383.23
02/13	02/13	5548077DX5KV634GF	DENVER POST CMTY FOUND DENVER CO		40.00
02/23	02/23	8230509E7EHMDQ1L8	JIFFY.COM WILMINGTON DE		167.29
02/23	02/23	5754024E6LWRW3KV3	TEACHERSPAYTEACHERS.CO 6465880910 CA		1.08
			TOTAL \$591.60		
			CHERYL TALBOT / Sub Acct Ending In		

YTG