

FINANCIAL PLAN AND BUDGET

FISCAL YEAR JULY 1, 2022 - JUNE 30, 2023

PRESENTED TO AND ADOPTED BY
THE BOARD OF EDUCATION

JUNE 16, 2022



HARRISON SCHOOL DISTRICT TWO

1060 HARRISON ROAD

COLORADO SPRINGS, COLORADO 80905

WWW.HSD2.ORG





FISCAL YEAR 2022-2023 BOARD OF EDUCATION

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Harrison School District Two is an equal opportunity educational institution and will not discriminate on the basis of race, color, national origin, religion, sex, age, sexual orientation, genetic information, disability or any other applicable status protected by federal, state or local law. A lack of English skills will not be a barrier to participation or admission.

HARRISON SCHOOL DISTRICT TWO
1060 Harrison Road, Colorado Springs, Colorado 80905



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

HARRISON SCHOOL DISTRICT TWO

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2021-2022.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, reading 'W. Edward Chabal'. The signature is written in a cursive style and is positioned above a thin horizontal line.

W. Edward Chabal
President

A handwritten signature in black ink, reading 'David J. Lewis'. The signature is written in a cursive style and is positioned above a thin horizontal line.

David J. Lewis
Executive Director

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Presentation and Acknowledgements

Harrison School District Two is pleased to present Fiscal Year 2022-2023 Financial Plan and Budget which is comprised of four sections:

- **Executive Summary Section** - acts as an introduction and summary of the three other sections and provides an overview of the District and its budget
- **Organizational Section** - includes information about the District and its organizational structure as well as budget policies and procedures
- **Financial Section** - presented in a pyramid approach and is the heart of the budget document beginning with all funds through individual school and department budgets
- **Informational Section** - includes a variety of information both financial and general information

Resources allocated within the budget reflect revenues and expenditures that support educational programs and services through the vision of the District's Mission, Core Beliefs and Priorities. It is critical that the budget aligns financial resources to move in tandem efforts with the District's three-year strategic plan. The choices made in the formation of the Fiscal Year 2022-2023 Financial Plan and Budget, reflect the needs of the students with the support of government and community to serve them.

We would like to acknowledge the diligent work of the many individuals who contributed to this budget. Special recognition goes out to all of the staff that supplied information for this publication. Many hours were spent discussing and evaluating the most effective and efficient use of taxpayer dollars to educate our students.

Harrison School District Two appreciates the dedication of the Board of Education members for their countless hours of service to the students, employees and community.

Thank you,
The Financial Services Department

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EXECUTIVE SUMMARY SECTION



CLASSROOM

CULTURE



COMMUNITY



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Harrison School District Two

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Message from District Leadership



June 16, 2022

Dear Harrison School District Two Board of Education Members, Community and Stakeholders,

We are pleased to present the annual Adopted Budget and Financial Plan of Harrison School District Two for Fiscal Year 2022–2023. This budget and financial plan follows the values and mission of the Board of Education and the Harrison community. As the District develops the budget for the ensuing fiscal year, we seek to balance revenues and expenditures for the current budget year and for the long-term. It is critical that the budget aligns financial resources to move in tandem efforts with the District’s three-year strategic plan. Budgetary investment decisions included in this budget are made with this strategic plan in mind.

Work on the Fiscal Year 2022-2023 budget began in the fall of 2021 and has been carefully monitored in addition to federal, state and local regulations; desired student outcomes; updated core beliefs and fiscal responsibility. This budget is presented in compliance with applicable Colorado state statutes and Colorado Department of Education (CDE) regulations.

The District continues to maintain sound fiscal policies and practices that result in a strong financial position. We believe our efficient and responsible management of taxpayer funds, combined with innovation in programming and initiatives, will drive us ever closer to high quality education for all students. We are very grateful for the many individuals who provided ideas, opinions, passions and beliefs to this process and the time and effort put forth that resulted in this budget.

Respectfully Submitted,

A handwritten signature in cursive script that reads 'Dr. Wendy Birhanzel'.

Dr. Wendy Birhanzel
Superintendent

A handwritten signature in cursive script that reads 'Shelley Becker'.

Shelley Becker, M.B.A.
Assistant Superintendent of Business Services / CFO

1060 Harrison Rd, Colorado Springs, CO 80905; (719) 579-2037, fax (719) 579-2016 www.hsd2.org

Board of Education / Administration Fiscal Year 2022-2023

Board of Education Members



HSD2 Board of Education Members left to right: Michelle Wills-Hill, *Secretary*; Janice “JJ” Frazier, *Vice President*; Corey Williams, *President*; Joyce Salazar, *Director*; Regina English, *Treasurer*.

District Administration

Dr. Wendy Birhanzel..... Superintendent
Shelley Becker Assistant Superintendent of Business Services/CFO
Mike Claudio Assistant Superintendent of Personnel Support Services
Rachel Laufer Assistant Superintendent of Teaching and Learning
Christine O’Brien..... Public Information Officer

District Leadership - Superintendent

Dr. Wendy Birhanzel has served more than 20 years in public education. She earned her doctorate degree in Educational Leadership in Urban School Settings from the University of Southern California and has been an educator in California and Colorado.



Her passion is to improve achievement for all students. Previously as Principal of Centennial Elementary and Wildflower Elementary, she turned around two schools with significant free and reduced student populations. Under her leadership, both schools went from being the lowest performing in the city to some of the top performing in the city. She also helped her schools earn the honor of National Blue Ribbon Award and National Title I Distinguished School. During her leadership, her schools also reported some of the highest levels of satisfaction within the District on culture surveys. For these efforts, Dr. Birhanzel was awarded the Mayor's Young Leader Award from the city and the Young

Alumni Achievement Award from her college. Dr. Birhanzel led the Curriculum, Instruction and Assessment Department in Harrison School District where she ensured rigorous curriculum for all students and aligned assessments to measure student learning. In addition, she is a national consultant focused on systemic implementation of programs to increase achievement and student learning outcomes. Dr. Birhanzel is such a believer in Harrison School District Two that she enrolled her son in the District and he is a graduate of Sierra High School. She looks forward to her continued investment and partnership with parents, students and community members.

Significant Events

D2 Rebrand 2022

Harrison School District Two has worked with staff, students and community on a fresh new look to represent what Harrison has become.



When asked, staff, students and community, said that Harrison represents being a “Servant” to students, an “Innovator” that says it’s OK to take risks and as a “Maverick” doing it our own way. The D represents more than just District. It means Daring, Dedicated, Different, Diverse, Dreamers and Driven. The color green represents Growth, Strength and Movement Forward.

The new look for Harrison School District Two stands for strength and diversity; We Are Harrison!

Harrison High School awarded the status of AVID National Demonstration School



AVID stands for “Achievement Via Individual Determination” and aims to provide students with equal opportunities and access to prepare them to be college and career ready. Harrison High School has been awarded the status of Demonstration School, an accolade earned through an extensive validation process of which approximately only 200 schools out of 8,000 have received across the country.

In 2007, Harrison High School started with 24 students in the AVID program and has now grown to over 167 students. It is the 4th school in the state of Colorado to achieve this momentous accomplishment.

Federal Coronavirus Relief Funding for Education



In response to the COVID-19 pandemic, Congress passed three stimulus bills that include funding for education: the Coronavirus Aid, Relief and Economic Security (CARES) Act (March 2020); the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (December 2020); and the American Rescue Plan (ARP) Act (March 2021).

Each stimulus bill provided funding for the Elementary and Secondary School Emergency Relief (ESSER) fund and the Governor's Emergency Education Relief (GEER) fund. The ESSER fund directs 90% of the total state allocation to local education agencies (LEAs) based on the Title I formula and the remaining 10% for a state reserve fund.

Colorado was allocated \$120,993,782 from the U.S. Department of Education from the ESSER Fund. Of the total allocation to Colorado, CDE was required to allocate a minimum of \$108,894,404 (90%) to local education agencies (LEAs) and was able to reserve no more than \$12,099,378 (10%). Of the state reserve, CDE may use no more than \$604,969 (half of 1%) for administrative purposes.

The GEER fund is a largely discretionary program for governors to direct emergency supports for early childhood through higher education. Under the CRRSA and ARP, funding is provided for emergency assistance to nonpublic schools through the Emergency Assistance to Non-Public Schools (EANS) grants. EANS is administered through state education agencies. Colorado was allocated \$519,324,311 from the ESSER II Fund. Of the total allocation to Colorado, \$467,491,880 (90%) goes to LEAs through the Title I formula. \$51,932,431 (10%) goes to state reserve. For ESSER III, \$1,049,695,769 (90%) goes to LEAs through the Title I formula with at least 20% for learning opportunity loss. \$116,632,863 (10%) goes to state reserve with at least 5% for learning opportunity loss, 1% for summer programs and 1% for afterschool programs.

The CARES Act established the \$150 billion Coronavirus Relief Fund (CRF) to support states with COVID-19 related expenses incurred from March 1 to Dec. 30, 2020. Gov. Polis directed \$510 million from the state's CRF to the Colorado Department of Education to be awarded to school districts, the Charter School Institute, the Colorado School for the Deaf and the Blind and facility schools on a per pupil basis. Additionally, each Board of Cooperative Educational Services (BOCES) in the state received \$25,000.

Source: Colorado Department of Education (CDE)

Space Foundation helping Pikes Peak region high school students learn how to start space businesses

With the help of a \$1.5 million Department of Defense grant, the Space Foundation is teaching high school students from Harrison School District Two and three other Pikes Peak region districts, how to start space-related businesses with lessons about aerospace and engineering with a curriculum built around what would be needed for a trip to Mars.



This program is highly effective, teaching entrepreneurial, cooperative, problem solving and STEM (science, technology, engineering and math) skills to young people in a unique and engaging way.

Classes will begin in the fall semester for 60 Harrison high school students. During the semester, students will learn about entrepreneurship to come up with businesses that would lead to a better life on Earth. Through Junior Achievement (of Southern Colorado), they will learn how to create a business and the costs and other requirements of starting a company. They will actually start a business, and at the end of the semester will give a 'Shark-Tank' style presentation and raise money for their business. The schools involved will get programmable robots and drones, iPads, computers and other technology to learn about higher levels of coding.

The grant will cover the first three years of the program. After that, the foundation plans to seek other grants to continue the funding or will offer the program curriculum to the districts involved to use with their own teaching staff.



Pikes Peak Elementary School to become Family Success Center

Pikes Peak United Way, in partnership with Harrison School District 2, will be opening a Family Success Center at what is now Pikes Peak Elementary School beginning in August of 2022. Pikes Peak Elementary's approximately 350 students will attend school at nearby Carmel Community School, Monterey Elementary and Centennial Elementary schools after the 2021-2022 school year, while PPUW will take over the location and offer a variety of services and programming to community members in the building.

The Family Success Center will house a variety of programs and services for students, parents and family members. This center will be a resource for the neighborhood to discover its unique strengths and assets, and to address challenges and explore opportunities. It will be a place where families and students can achieve their goals by connecting with the resources, training and support they need to reduce barriers and increase their chances for success. The overarching desire is for residents to see this Family Success Center as a place of hope and opportunity. The center will provide pathways to goals, dreams and expectations, building personal empowerment and offering training and career options. This will not be a hand out, but a hand up. A two-generational approach will be used to provide improved outcomes for both parents, grandparents, guardians and their children. The two-gen approach focuses on creating opportunities for addressing needs of both children and their respective caregivers, together. Children fare better on numerous measures when parents are economically secure, educated and healthy. Engaging all adults in a home and including all household members contributes to the overall economic vitality and stability of the family.



Harrison School District Two takes First Place for Best in Business: Education

Harrison School District Two focuses on the “whole child experience,” connecting families to support services they need for their children to thrive in and outside of school.

This past school year, the District implemented free child care before and after school for students in kindergarten to fifth grade, recognizing during the COVID pandemic that working parents needed the extended hours of support. About 1,100 students received the additional care which keeps them active and under the District’s watch.



Source: Colorado Springs Business Journal

Colorado Commission on Higher Education Approves Harrison School District Two to Participate in the Path4Ward Initiative

Harrison School District Two’s approval in the five-year pilot program allows low-income, early high school graduates to receive funding for postsecondary education or training programs during what would have been their fourth year of high school. The program addresses the financial burdens often faced by students who wish to graduate early and pursue career and postsecondary education and training outside of the high school setting.

Early graduates receive grants to use at higher education institutions, private occupational schools or workplace learning and training programs. These one-year grants range from \$2,400 to \$4,100 depending on how early the recipient graduates. This program was authorized by SB21-106 as the Fourth-Year Innovation Pilot Program.



Harrison School District Two 2021-2024 Strategic Plan

Harrison School District Two 2021-2024 Strategic Plan



The Journey Forward

History

Strength

Dear Harrison School District Two Community, Harrison School District Two has a rich history within a fantastic community. It is my honor and privilege to work in this District and community. I believe the diversity in our District is a strength and provides direction for our future. Acknowledging this, we spent the last few months listening to and learning from students, staff, families and community partners as we developed a strategic plan to move our District forward.



We created our plan to ensure all students have access to high-quality schools and learning experiences preparing them for their futures. To meet this goal, we focused on three district priorities: the 3 Cs - classroom, culture and community. We will ensure academic and social excellence for all students with a well-trained staff equipped with resources and supported through collaboration. We will maintain a collaborative and transparent culture that values all stakeholders while developing leaders and demonstrating pride in our District. We will sustain a school community working alongside our partners to improve experiences and opportunities for all.

With our focus on these priorities, we will ensure all students graduate with choices and opportunities. We will update the community periodically on our progress. Thank you for your ongoing engagement in Harrison School District Two. Our schools and District embrace our diverse community and we are committed to fostering an inclusive environment. We need each of you to help us reach our goals. We look forward to working together throughout our journey ahead.

Proud to be D2!
Dr. Wendy Birhanzel

Opportunities

Diversity

Embrace

The Why: District Mission and Core Beliefs

Our Mission

Graduate college and career ready students with the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good .

Core Beliefs

All students are capable of excellence. Our purpose is to maximize student success. The well-being of our students, staff, families and community is worthy of our investment .



The What: District Priorities

Priority 1: Classroom

We are committed to meeting the academic and social-emotional needs of all students while providing equitable opportunities through:

- Ensuring our Pre-K through post-secondary curriculums focus on standards-based instruction
- Engaging students using research-based instructional strategies
- Addressing individual academic and social-emotional needs of all students

Priority 2: Culture

We are committed to a collaborative environment of trust, integrity and transparency through:

- Creating systems of accountability
- Establishing high expectations
- Ensuring equity for all

Priority 3: Community

We are committed to developing and sustaining a community through:

- Communicating transparently and frequently
- Nurturing and sustaining school and district partnerships
- Facilitating community outreach and advocacy

CLASSROOM

The How: District Priorities in Action

Year 1 2021-22	Develop a K-12 teaching and learning cycle with instructional expectations for all content areas
	Develop a cohesive K-12 literacy plan
	Provide updated curriculum maps in math and literacy
	Develop a K-12 mental health plan
	Create a K-8 online academy and expand online schooling options at the high schools
Year 2 2022-23	Expand extended learning opportunities, including those focused on STEAM
	Develop a cohesive K-12 writing plan
	Expand individualized student supports
	Develop a K-12 scope and sequence and resources for social-emotional learning
	Expand career technical education offerings

CLASSROOM



- Year 3
2023-24
- Develop a cohesive K-12 math plan
 - Implement instructional frameworks to deepen levels of student engagement
 - Expand college preparation and concurrent enrollment offerings for students

CULTURE

The How: District Priorities in Action

Year 1
2021-22

Develop more efficient systems in departments to provide effective customer service

Provide distributive leadership training and support for schools and departments

Create meaningful and ongoing ways to recognize the work and accomplishments of staff and students

Implement an Equity Council plan to include a focus on training and hiring practices

Improve curb appeal of all buildings indicating pride in our schools

CULTURE

Year 2
2022-23

Evaluate effectiveness of department systems
Enhance leadership development and mentoring opportunities
Launch the rebranding of the district, effectively tell our story
Develop a system to review curriculum, resources, and facilities regularly for equity

Year 3
2023-24

Begin to sustain our own homegrown innovative systems
Create a system for greater scholarships and alumni support
Establish a process to grow our own workforce
Provide expanded wellness and financial planning opportunities for staff



COMMUNITY

The How: District Priorities in Action

Year 1 2021-22	<ul style="list-style-type: none">Develop a comprehensive communication planForm a committee focused on our schools serving as community hubsExpand our childcare and before and after school programming options for familiesCreate meaningful and ongoing ways to appreciate our community partners
Year 2 2022-23	<ul style="list-style-type: none">Establish GED options for students and family membersCreate a stakeholder fiscal advisory committeeDevelop additional strategic partnerships for student job/ internship opportunitiesGenerate opportunities for student voice and input in school and district planning

COMMUNITY

Year 3
2023-24

Develop leadership academies for community members

Expand parent involvement at schools alongside community partners

Engage the community in school and department advisory councils



Guiding Principles for Budget Decisions

Each year Harrison School District Two prepares a budget plan with the focus of utilizing available resources to best support educational success. The budget encompasses instruction at each school, transportation, food services, maintenance, administration and more.

The District follows a multi-step budget development process that involves receiving input on values and priorities from staff, parents and community members. District leadership then prepares a budget plan that balances the priorities of the community with federal, state and local regulations; desired academic outcomes; student safety and fiscal responsibility. There are many guiding principles considered throughout the budget process:

Academic Outcomes

- Allocate resources in a manner that best positions the District to achieve desired outcomes which include improving the graduation rate and student performance on state assessments and decreasing the achievement and graduation rate gap between student populations
- Focus dollars on funding classroom instruction, including professional development and ensuring central administration is well-positioned to support and serve schools
- Invest in promising opportunities that increase educational opportunities for students and advance the District's desired outcomes
- Remain committed to the District's strategic plan and provide funding for strategies, programs and functions that meet or exceed the goals of the plan
- Maintain a competitive salary and benefit level in order to attract and retain highly qualified staff

Safety

- Protect students from undue harm by investing in vehicle maintenance and repairs, equipment and facility maintenance and repairs and maintenance to provide student supervision and school campus oversight



Federal, State and Local Mandates

- Protect education service levels by containing the costs of programs mandated but underfunded by the federal and state governments, such as programs for students in special education and services to students that qualify for free and reduced lunch
- Ensure revenues generated from local mill levy overrides are spent for the purposes described in the respective ballot questions
- Ensure budget decisions are consistent with Board of Education policies and procedures
- Maintain General Fund fund balance requirements as determined by The Taxpayer's Bill of Rights (TABOR) and the Board of Education

Fiscal Responsibility

- Identify and prioritize opportunities to improve operational efficiency
- Develop a current year budget that is based on a multi-year plan which includes projecting for the cost of programs to be incurred in future years

Community Values/Priorities

- Seek input and guidance from the District community on priorities and opportunities for investment



Statutes and Policies Guiding Budget Decisions

The Board of Education of the Harrison School District Two is an active participant in the ownership of the District. The Board of Education has established a set of Board and District Policies which are expectations for all District staff and students. These statements define fiscal responsibility and guide strategies that are used throughout the organization. Far beyond a single test score, the Board of Education recognizes that academic excellence is a result of well-educated students, defined by specific traits, that when fully developed, will result in competent and capable young citizens. The Board of Education also recognizes these efforts cannot be accomplished in isolation.

The Board of Education monitors the work of District staff on an ongoing basis and holds the District superintendent accountable for accomplishment of these policies. The superintendent, along with District staff, prepare monitoring reports on a regularly scheduled basis. These monitoring reports indicate whether the District is meeting the policies set by the Board of Education. Financial planning for any fiscal year can not deviate materially from the Board of Education's Results Priorities and Operational Expectations goals that would place the long-term financial health of the District in jeopardy.

In addition to Board of Education policies, the budget plan must be in compliance with Federal and State statutes for presenting a balanced budget and maintaining required reserves. State statutes are further amplified in the Colorado Department of Education's (CDE) Financial Policies and Procedures Manual (FPP Manual). The District is in compliance with all policies, statutes and FPP Manual. Harrison School District Two follows Generally Accepted Accounting Principles (GAAP) established by the Governmental Accounting Standards Board (GASB) for accounting. Finally, the District considers "best practices" as defined by the National Advisory Council on State and Local Budgeting (NACSLB) endorsed by the Government Finance Officers Association (GFOA) in developing a budget plan.





Presenting a Balanced Budget

State statutes require the District budget be balanced. A balanced budget is defined as a budget plan for expenditures, interfund transfers or reserves that do not exceed available revenues and beginning fund balances. In other words, total available resources must equal or exceed total expenditures and transfers. The Board of Education must approve the use of beginning fund balance.



Budget Forecasting

The District prepares a multi-year financial forecast to anticipate future needs and resources. This forecast includes compensation, benefit rate changes, estimated operating costs of future capital improvements, credible projections of revenues, carryover funds and operational items. The multi-year budget plan presented by the District will also disclose planning assumptions for the organization as a whole, for each school and operating unit and for each fund.



Asset Inventory

The District has policies in place to ensure that assets of the District are protected, adequately maintained and not subjected to unnecessary risk.



Fixed Asset Procedures

Fixed assets include buildings, equipment, furniture and vehicles. Once purchased, all capital items are maintained in the physical inventory until disposed. The District follows the Government Finance Officers Association's (GFOA) recommended capitalization threshold for individual items of \$5,000.

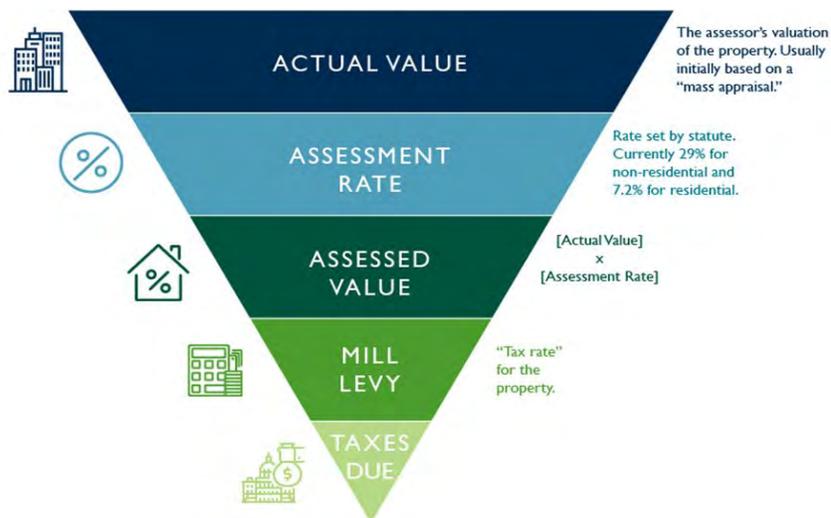


Revenue Policies

The District estimates its annual revenues by an objective, analytical process, wherever practical. Each existing and potential revenue source is reexamined annually. Revenue estimates are based on the Colorado Department of Education's and other State agencies' projections, current legislation impacting the School Finance Act, investment rate forecasts from various sources, historical trending and analysis and various economic news releases.

Debt Capacity

The State Constitution provides that the Legislature shall establish limitations on the authority of any political subdivision to incur general obligation indebtedness in any form. Bonded indebtedness of school districts is limited by Section 22-42-104 of C.R.S. In its 1994 session (as amended during its 1996, 1988 and 2007 sessions), the Colorado Legislature established the limitation as the greater of (1) 20% of the latest valuation for assessment of the taxable property in such district or (2) 6% of the most recent determination of the actual value of property in such district, each as certified to the board of county commissioners. The limitation is different for districts whose enrollment has increased by 2.5% in each of the three preceding years. The assessed valuation used to determine the District's debt limitation is the assessed valuation certified on December 10th prior to the date on which the applicable bonds are issued. By law, any obligations which have been refunded, either by immediate payment or redemption and retirement or by the placement of proceeds of refunding bonds in escrow, shall not be deemed outstanding for the purposes of determining compliance with debt limitations.



The District's legal debt limit, based upon a limitation of 6% of the District's 2021 statutory actual valuation of \$7,091,339,525 is \$425,480,372.

Based upon that debt limit calculation, the District will have \$243,935,372 of debt capacity remaining.

Additional information about the District's Debt Policies can be found in the Financial Section – Other Funds.

The District follows a policy of "full disclosure" in the Comprehensive Annual Financial Reports and bond prospectuses.



Debt Management Policies

- When applicable, the District will review its outstanding debt annually for the purpose of determining if debt issues can be refunded to lessen the District’s debt service costs
- The District confines long-term borrowing to capital improvements or projects that cannot be financed from current revenues
- The District strives to have the final maturity of general obligation bonds at, or below, twenty years.
- The District does not use long-term debt for current operations
- The District maintains communications with bond rating agencies regarding its financial condition



Financial Reserve Policies

The District will not use any reserves other than as intended and permitted by law. The District maintains reserves with no less than the sum of the required TABOR reserve, long-term compensated absences, encumbered funds reserve, Board of Education fund balance requirements and any multiple year financial commitment reserves. In addition, the District maintains reasonable fund balances to provide for expenditures associated with student enrollment growth and avoids fiscal jeopardy by observing sound, conservative fiscal management policies.

Operating



Expenditure Accountability

Budget to actual expenditure comparisons are prepared on a monthly basis for all funds. In addition, a quarterly monitoring report is prepared to monitor compliance with Board Policy.



Capital Improvement Policies

- The District develops a multi-year plan for capital improvements and updates it annually
- The annual capital budget is based on the multi-year capital improvement plan
- The District coordinates development of the capital improvement budget with development of the operating budget and future operating costs associated with new capital improvements are projected and included in operating budget forecasts
- The District maintains all its assets at a level adequate to protect the District’s capital interest and to minimize future maintenance and replacement costs
- The District identifies the estimated costs and potential funding sources for each capital project proposal and determines the least costly financing method for all new projects



Investment Policy

This Investment Policy (“Policy”) shall apply to the investment of all financial assets and all funds of Harrison School District 2 (the “District”) over which it exercises financial control. In order to effectively make use of the District’s cash resources, all moneys may be pooled into one investment account and accounted for separately. The investment income derived from this account shall be distributed to the various District funds as directed by the Board of Education in accordance with state laws.

All District funds allocated to a specific use, but temporarily not needed, shall be invested by the Chief Financial Officer or other administrator appointed by the Board in accordance with state law and in a manner designed to accomplish the following objectives:

- Ensure the safety of funds
- Ensure that adequate funds are available at all times to meet the financial obligations of the District when due
- Earn a market rate of return on the funds available for investment throughout the budget cycle; and
- Ensure that all funds are deposited and invested in accordance with state law

Policy

It is the Policy of the District to invest its funds in a manner which will provide for the highest investment return consistent with the preservation of principal and provision of the liquidity necessary for daily cash flow demands. In addition, it is the policy of the District to implement internal controls to ensure the safeguard of its financial assets and cash.

Objectives

Funds shall be invested in accordance with all applicable District policies, State statutes, and Federal regulations and in a manner designed to accomplish the following objectives, which are listed in priority order:

1. Safety. Safety of principal is the foremost objectives of the investment program. Investments of the District shall be undertaken in a manner that seeks to ensure the preservation of capital in the overall portfolio. To attain this objective, diversification is required to reduce overall portfolio risk while attaining market rates of return.
2. Liquidity. The District's investment portfolio will remain sufficiently liquid to enable the District to meet all operating requirements which might be reasonably anticipated. The particular operating needs of each District fund shall be considered in determining investment maturities.
3. Return on investment. The District's investment portfolio shall be designed with the objective of attaining a market rate of return throughout budgetary and economic cycles, taking into account the District's investment risk constraints and the cash flow characteristics of the portfolio.

All investments shall be made in accordance with the C.R.S. 11-10.5-101, et seq. Public Deposit Protection Act; C.R.S. 11-47-101, et seq. Savings and Loan Association Public Deposit Protection Act; C.R.S. 24-75-601, et seq. Funds-Legal Investments; C.R.S. 24-75-603, et seq. Depositories; C.R.S. 22-40-105, et seq. Depositories; C.R.S. 22-45-102, et seq. Accounts; C.R.S. 22-45-103, et seq. Funds; and C.R.S. 24-75-701, et seq. Investment Funds—Local Government Pooling. Any revisions or amendments to these sections of the C.R.S. will be assumed to be part of this Policy immediately upon being enacted.

District Credit Rating

Moody's

Moody's Investors Service has assigned Aa2 underlying and Aa2 enhanced ratings to El Paso County School District 2 (Harrison), Colorado's \$90.2 million General Obligation Refunding and Improvement Bonds, Series 2021. Moody's maintains the District's Aa3 issuer rating and the Aa2 underlying general obligation unlimited tax (GOULT) rating. The issuer rating reflects the District's ability to repay debt and debt-like obligations without consideration of any pledge, security, or structural features.

The Aa3 issuer rating incorporates the District's favorable reserve levels that are expected to be maintained over the next two years, based on projections for fiscal years 2022 and 2023. Additionally, the rating reflects the District's favorable location within the City of Colorado Springs, and adjacent to several military installations. Finally, the Aa3 considers the elevated balance sheet leverage, attributable to exposure to an underfunded defined benefit pension plan.

The Aa2 enhanced rating assignment is based upon the Colorado School District Enhancement Program and primarily reflects the state's liquidity, the program's strong district oversight and guarantee of timely payment in the event of a shortfall.

The District serves the southern portion of Colorado Springs, CO (Aa2) and is adjacent to Fort Carson, an army installation. Enrollment at the district totaled approximately 8,600 in fiscal 2021, excluding charter school students.



Professional Ethics

In addition to the Board of Education Policies and District Goals set by the Board of Education, the budget process is influenced by the Government Finance Officers Association (GFOA) Code of Professional Ethics.



CODE OF PROFESSIONAL ETHICS

Public service is a special trust. The finance office plays an important role in the public service. The finance office has stewardship over citizens' shared financial resources. These resources make possible the services that are essential to the safety, livability and vitality of our communities.

We, the government finance officers of the United States and Canada, have a deep and abiding desire to show that we are worthy of the trust that has been bestowed upon us. We strive to show it to the citizens of the communities we serve and to their elected representatives. We strive to remain true to the values that drive our work as public servants.

Trust is an asset as important as any that can be found on our balance sheets. But how can we maintain and grow this asset? This GFOA Code of Ethics shows us how to live these values. It recognizes that people are imperfect and that we are all subject to biases that can challenge ethical behavior. Our Code asks the members of government finance offices to confront these challenges in order to serve our communities to the best of our abilities.

INTEGRITY AND HONESTY

PRODUCING RESULTS FOR MY COMMUNITY

TREATING PEOPLE FAIRLY

DIVERSITY AND INCLUSION

RELIABILITY AND CONSISTENCY

For more detailed information on GFOA's Code of Professional Ethics, please see the Organizational Section pages 92-94.

Timeline for Developing the Budget

October—December

- Preliminary work begins on upcoming budget process to include updated current year financial information, state level forecasts, student enrollment analysis, mill levy certifications and future District initiatives

January

- Multi-year projections are updated based on new assumptions, including enrollment projections and known items
- The Capital Reserve Committee discusses and prioritizes all capital needs for both the Capital Reserve and Land Fund budgets

February—April

- Funding needs and the prioritization of the allocation of resources are reviewed and budget information is distributed to schools and departments
- School and department budgets are completed and submitted to Financial Services
- The proposed budget information is prepared while receiving input and review
- Operations verify potential projects, verify priorities and obtain quotes for all requested projects

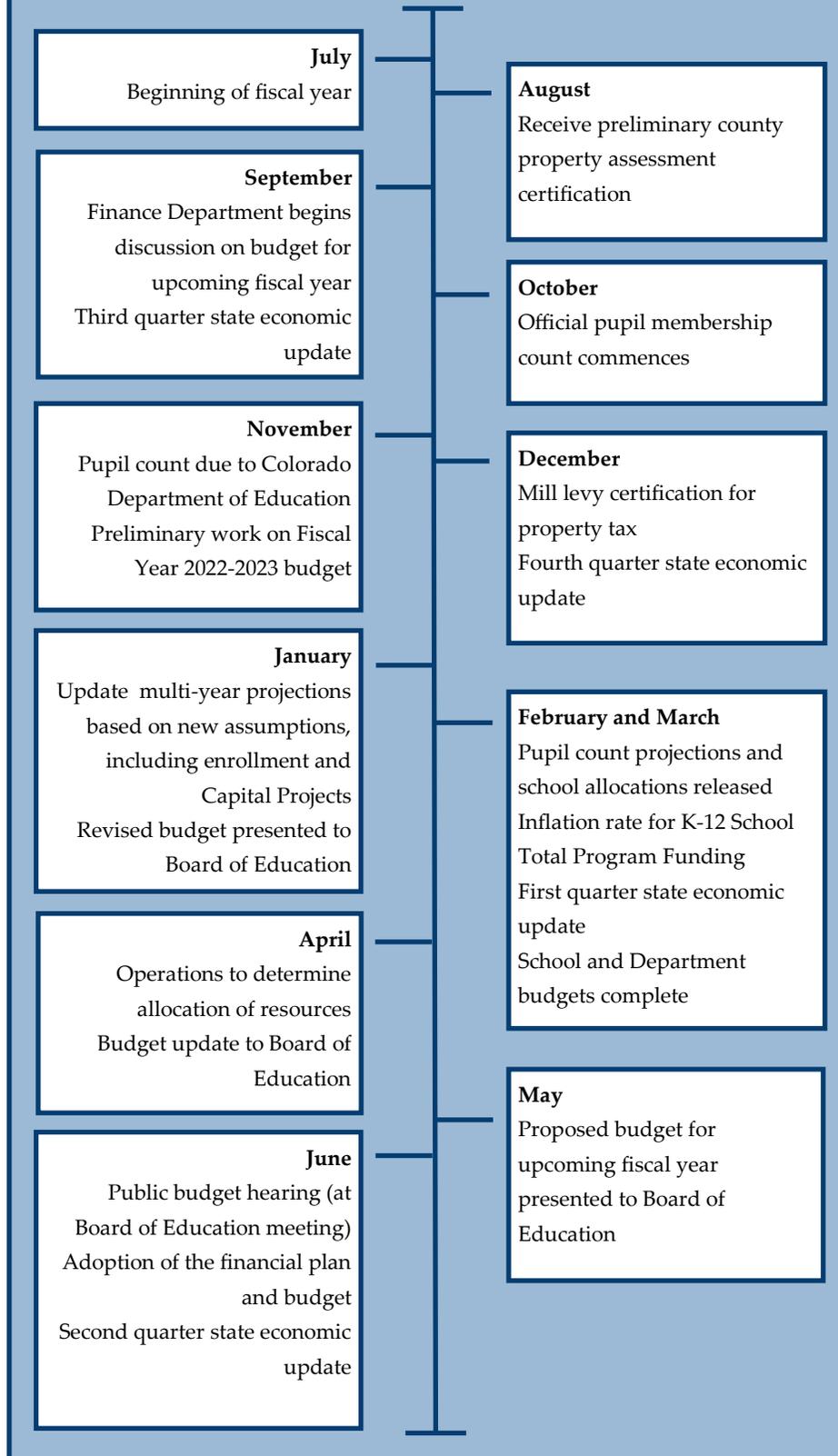
May

- The Board of Education receives the proposed budget and public comment on the budget is held

June

- During the Board of Education meeting in June, the Board adopts the Financial Plan and Budget for the upcoming year which consists of a Budget and Appropriation Resolution and the Resolution Authorizing the Use of a Portion of Beginning Fund Balance

BUDGET PROCESS CALENDAR



Colorado Legislation

State of Colorado Budget Outlook

FY 2021-2022

The General Fund is expected to end FY 2021-22 with a 26.7 percent reserve, \$1.60 billion higher than the statutorily required 13.4 percent reserve. Final income tax payments for tax year 2021, along with estimated payments for the first quarter of 2022, considerably surpassed expectations, spurring an anticipated 21.8 percent increase in General Fund revenue over prior year levels. State revenue subject to TABOR is projected to exceed the Referendum C cap by \$3.56 billion, requiring TABOR refunds in FY 2022-23. Refunds via direct payments in Senate Bill 22-233 are estimated at \$750 for individual taxpayers and \$1,500 for joint taxpayers.

FY 2022-2023

General Fund revenue collections are expected to match, but not exceed, FY 2021-22 revenue, as the economy faces significant headwinds in high inflation and the attendant monetary policy response. Following enactment of the budget package and other legislation, the General Fund is expected to end FY 2022-23 with a 13.6 percent reserve, \$190.6 million below the statutorily required 15.0 percent reserve. Increased expectations for cash fund revenue subject to TABOR have increased the anticipated General Fund obligation for TABOR refunds, causing expectations for the reserve to fall below the level at which the budget was balanced. Revenue is expected to exceed the Referendum C cap by \$3.02 billion.

FY 2023-24 Unbudgeted

General Fund revenue is expected to fall just short of FY 2022-23 collections as economic growth continues to slow. The General Assembly is projected to have \$1.18 billion, or 6.3 percent, more available to spend or save relative to what is budgeted to be spent or saved in FY 2022-23 after the application of current law transfers and the 15.0 percent statutory reserve requirement. This amount does not incorporate caseload growth, inflationary, or other budgetary pressures. The General Fund Budget Overview section (Table 1 on page 7) also presents the budget outlook under an alternative scenario that projects additional FY 2023-24 obligations based on current law.

Risks to the Forecast

High inflation, the forceful monetary policy response, the war in Ukraine and the ongoing pandemic all pose significant risks to the economic outlook, elevating the risk of recession during the forecast period. While projected TABOR refunds are large enough to absorb regular forecast error, a recession would likely reduce revenue below the Referendum C cap, resulting in less revenue available to be spent or saved in the General Fund budget.

Economic Outlook

The U.S. and Colorado economies continue to expand, with healthy employment gains and improving consumer spending indicating continued growth. The labor market has recovered in record time relative to prior recessions, and the national and state unemployment rates are

in retreat. Competition for workers remains strong, but plentiful job opportunities, rapid wage growth, declining pandemic-related health concerns and care constraints, and inflation-eroded financial cushions are expected to continue to push and pull workers back into the labor market, helping to ease labor shortages. Tighter monetary policy is expected to cool demand for workers, and with near-record job openings, there is room to rein in inflationary pressures without decreasing employment levels. While the pandemic recedes as the key determinant of the economic trajectory, new and elevated risks to the economic recovery have materialized. High inflation and the attendant monetary policy response have emerged as primary threats to the economic expansion. The current inflationary pressure has diverse causes, including pent-up demand, a household savings glut, supply chain challenges, tight labor markets and, most recently, energy market disruptions associated with the war in Ukraine. While the tight labor market is producing sizable wage gains, many households are increasingly drawing down savings or taking on second jobs, as inflationary pressures outpace rising wages for most. With historically high inflation pressuring everyday goods such as food and gasoline, the pinch on household budgets is broadly felt, affecting lower income households most severely. Its prevalence and severity, alongside deteriorating sentiment among investors and businesses, are increasingly likely to require a more forceful monetary policy response.

State Education Fund

The Colorado Constitution requires the State Education Fund to receive one-third of one percent of taxable income. In FY 2021-22, the State Education Fund will receive \$993.5 million as a result of this requirement, with similar amounts expected in FY 2022-23 and FY 2023-24. Relative to the March 2022 forecast, expectations for the constitutionally required transfer were revised up on higher expectations for taxable income.

In addition, the General Assembly has at different times authorized the transfer of additional moneys from the General Fund to the State Education Fund. Most recently:

- House Bill 20-1420 included transfers of \$113 million in FY 2020-21 and \$23 million in FY 2021-22;
- Senate Bill 21-208 included a \$100 million transfer in FY 2021-22;
- Senate Bill 22-238 included a \$200 million transfer in FY 2022-23; and
- House Bill 22-1390 included a \$290 million transfer in FY 2022-23, net of an amendment to the transfer amount enacted in Senate Bill 22-202.

Finally, Proposition EE, which was approved by voters in the November 2020 election, also transfers new revenue from increased cigarette, tobacco and nicotine taxes to the State Education Fund for three fiscal years. These amounts are currently estimated at \$4.9 million in FY 2020-21, \$146.4 million in FY 2021-22, and \$137.6 million in FY 2022-23. These amounts represent a portion of the transfers from the General Fund to the 2020 Tax Holding Fund shown in Table 6 under House Bill 20-1427.

Source: State of Colorado June 2022 Economic & Revenue Forecast Update

Where The Money Comes From

Federal

The federal government contributes a limited amount of funding to local school districts. Most federal revenue is distributed through the Every Student Succeeds Act (ESSA) to provide extra support for low-income children and through the Individuals with Disabilities Education Act (IDEA) that provides support so children with disabilities have the opportunity to receive a Free Appropriate Public Education (FAPE). This funding can only be used for specific purposes and districts have limited flexibility with how it can be spent. Most of the funds are used for salaries and benefits for additional reading and math instruction, and teacher professional development targeted to support the needs of disadvantaged children. The District also receives federal funding to support its Food Service Program which encompasses the District school breakfast, lunch, snack, summer food service program, and fresh fruit and vegetable grant programs. The program operates on a financially self-supporting basis.

State

The funding the District receives is based on the Total Program Funding formula outlined in the Colorado School Finance Act. The formula is used to determine the funding level for providing an equitable educational experience in each of Colorado’s 178 school districts. Funding for our District Total Program is provided first by local sources of revenue (property and specific ownership taxes, such as vehicle registration taxes) and if these funds are insufficient, state dollars cover the shortfall. In addition to the Total Program Funding, and in accordance with state and federal laws, the State of Colorado partially reimburses school districts for a portion of expenses paid for specific programs designed to serve particular groups of students or particular student needs. These “categorical” programs include funding for Vocational Education, Special Education, English learners, reading intervention, transportation and Gifted Education.

Local

The majority of local funding comes from property and specific ownership (vehicle registration) taxes. Every homeowner and business owner (except for government, charitable and religious institutions) in Colorado pays property taxes for schools, along with taxes for other public services. Colorado law also allows local school districts to ask voters to approve additional funding through local tax increases called mill levy overrides. The current rate for residential property is 7.15 percent. Each odd numbered year, property is reassessed based on market activity from the preceding 18-month period.

Mill Levy Overrides

As per state law, a district cannot collect more than 25 percent of its Total Program Funding through mill levy overrides. Harrison School District Two estimates it will collect 6.0 percent of its Total Program Funding through mill levy overrides.

Monies from mill levy overrides are used for operating expenses such as instructional programs, equipment, class size management, in-classroom technology, compensation and other operating expenses. Mill levy override funds are not restricted in use, but generally are not used to pay for major repairs and renovations to existing school buildings, additions to schools or new school buildings.

A district’s authorization to raise and expend mill levy override revenues does not affect the amount of state funding the district receives. Mill levy overrides do not typically adjust each year for inflation and enrollment growth, so the purchasing power diminishes over time.

Harrison School District Two’s voters approved the following override, which provides annual funding to the District:

Year	Amount of Override
2000	\$5,750,000

Bond Debt

Unlike mill levy override dollars, bond funding is restricted by law and can only be used for major repairs and renovations to existing school buildings, additions to schools, new school buildings and technology. The state does not provide funding for these projects.

A bond question goes before voters as a ballot measure asking for approval (or denial) for additional proposed spending. If approved by voters, the District sells bonds to investors, uses the bond proceeds for building improvements or new construction, then repays investors over a specific period of time.

Harrison School District Two's last bond was approved by voters in 2018. This \$180 million bond provides improvements and renovations to all existing schools and facilities such as roof replacement; HVAC system upgrades; and Americans with Disabilities Act (ADA) compliance of restrooms and fixtures. Other items within the bond project are technology upgrades throughout the District and building security and fire alarm systems to be upgraded and brought up to current codes.

In the fall of 2021, the District refunded the 2010 Bonds. This saved taxpayers \$1.74 million in current debt and achieved an additional \$23.5 million for much needed District improvements.

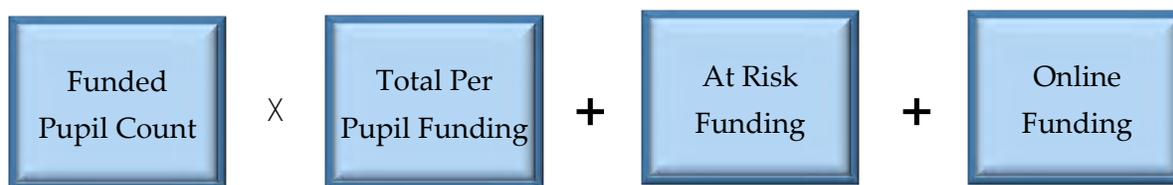
Bond Debt History

Year	Original Principal	Outstanding Principal
2017	\$23,025,000	\$8,415,000
2019	\$100,000,000	\$82,500,000
2021	\$80,000,000	\$90,630,000

Total Program Funding for Harrison School District Two

The Colorado School Finance Act aims to ensure all children in the state receive an equitable educational experience. The Act outlines the Total Program Funding formula used to determine a per-pupil funding level for each school district.

The Total Program funding includes a base amount, which is the same for all school districts, plus additional amounts called factors. Factors vary by district and compensate for financial differences among districts, such as cost-of-living, size of the district, at-risk student population and personnel costs. The statewide base is determined for each upcoming school year by the Colorado General Assembly before the conclusion of the legislative session each May. For Fiscal Year 2022-2023, the statewide base per pupil funding amount is \$7,478.



Total Program funding is comprised of three funding sources: local property taxes, local share of specific ownership (vehicle registration) taxes and state equalization (the state’s portion of the Total Program funding). Districts with higher assessed valuations receive most of their revenue from local property taxes and the state therefore, contributes less. Conversely, districts whose property valuations are lower receive more funding from the state.

In the case of Harrison School District Two, state equalization comprises more than 77 percent of Total Program Funding. Total Program Funding after the Budget Stabilization Factor is estimated to be \$128 million for Fiscal Year 2022-2023.

The Fiscal Year 2022-2023 budget is based on the following School Finance Act factors:

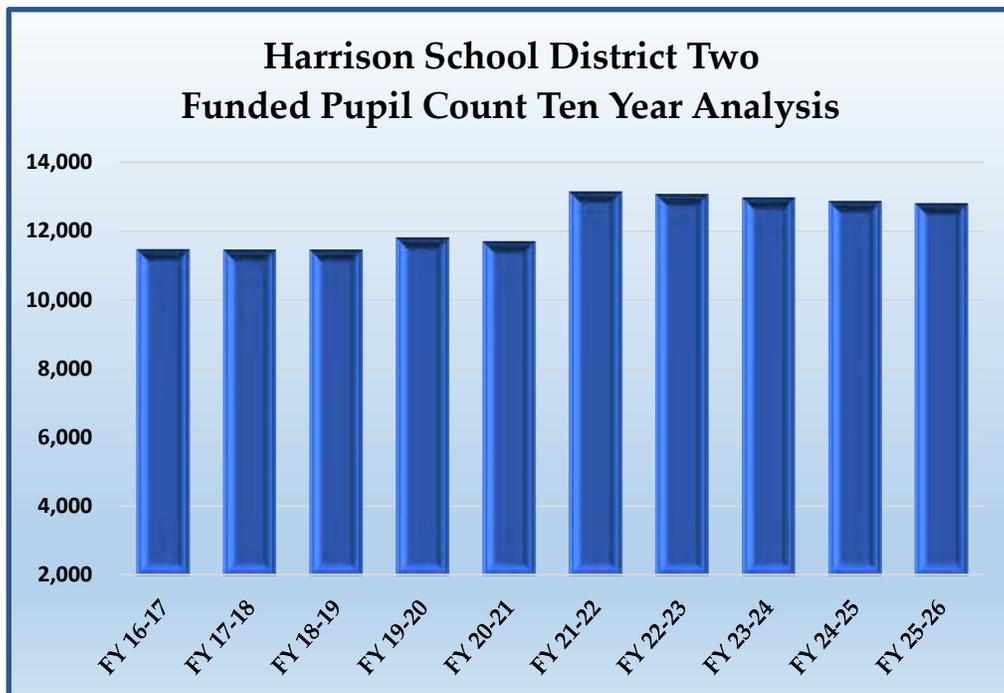
Per Pupil Revenue	\$9,624
Cost of Living Factor	1.208
District Size Factor	1.0297
Personnel Cost Factor	0.8898
Non-Personnel Cost Factor	0.1102
Budget Stabilization Factor	(3.68%)

Funded Pupil Count

The School Finance Act determines how much money Colorado school districts receive, however, the funded pupil count is the real driver of school funding. Since the School Finance Act distributes funds on a per pupil basis, the number of students enrolled in a district as of October 1st of each school year determines the amount of annual funding a district receives.

The funded pupil count refers to the number of full-time equivalent students enrolled in the District which can be different from the total number of students enrolled because not all students attend school on a full-time basis, such as some kindergartners. High school students may also be funded at less than a 1.0 FTE (full time equivalent) depending on the number of credit hours a student takes.

District charter students make up approximately 34 percent of total enrollment. The per pupil funding for charter students is “passed through” the District to the individual charter schools. Per state law, the District is permitted to withhold up to five percent of a charter school’s per pupil funding to cover the cost of administrative services, such as data management, state reporting, information technology support, etc., provided to the charter school, which is specified in the contract between the District and the charter school.



Cost-of-Living Factor

The cost-of-living factor is certified by the Legislative Council Staff to the Department of Education for each school district based upon the cost-of-living analysis. The cost-of-living factor reflects differences among the state's 178 districts in the costs of housing, goods and services. A new cost-of-living analysis is required of the Legislative Council Staff every two years. The cost-of-living factor for Harrison School District Two is 1.208.

District Personnel Cost Factor

The personnel costs factor is formula driven and differs by school district based on enrollment. This factor increases as enrollment increases, from a low of .7992 to .9050. The district personnel costs factor is multiplied by the statewide base per pupil funding amount to determine the portion of the statewide base to which the cost-of-living factor would be applied. The personnel costs factor for Harrison School District Two is .8898.

District Size Factor

The size factor is determined using an enrollment-based calculation and is unique to each school district. This factor is included to recognize purchasing power differences among districts. The district size adjustment for Harrison School District Two remains at 1.0297 for Fiscal Year 2022-2023.

Budget Stabilization Factor (Negative Factor)

Amendment 23 was a constitutional change passed in 2000 to address educational spending in Colorado. Educational funding was not keeping pace with the inflation rate and annual per pupil funding was almost \$1,400 below the national average.

Amendment 23 required K-12 funding to increase by inflation plus one percent beginning in 2001 and continuing through 2011. Due to the economic downturn and Colorado's associated budget crisis, Amendment 23 was not fully implemented. Starting in Fiscal Year 2009-2010, the state legislature added a new factor, called the Negative Factor, (now known as the Budget Stabilization Factor), to the School Finance Act formula. Where most factors outlined in the School Finance Act provide additional funding for school districts based on enrollment changes, regional cost-of-living, number of at-risk students and district size, the Budget Stabilization Factor (Negative Factor) is a reduction to funding for Colorado school districts. Total negative factor has been decreased for Fiscal Year 2022-2023 to \$321 million, resulting in \$4.8 million lost revenue for the District. The impact of the Negative Factor on the Harrison School District Two has been substantial and has resulted in more than \$135 million in decreased funding over the years.

At-Risk Funding

Eligibility for participation in the federal free lunch program, and English Language Learner pupils that are not eligible for free lunch, are used to determine each school district's at-risk population. Increased funding is provided to recognize that expenses among districts vary, as pupil populations vary, especially at-risk populations.

Under the School Finance Act, each student in the pupil count who is enrolled in grades 1 through 8 and who is eligible to receive free lunch is used as the basis for determining the number of at-risk students in grades 1 through 12. For example, the total number of free lunch students in grades 1 through 8 is divided by the total number of all students in grades 1 through 8. The percent derived from this calculation is applied to the District's total number of students in kindergarten through grade 12.

The at-risk funding makes up nearly 8 percent of the total General Fund Revenue for Fiscal Year 2022-2023 and Harrison School District Two expects to receive approximately \$10.5 million in At-Risk Funding.

On-line Funding

Pupils enrolled in a certified multi-district on-line program are funded at the on-line per pupil amount of \$8,410 (after the Budget Stabilization Factor). Pupils enrolled in a single district on-line program are funded at the District's current per pupil funding amount. A single district program is defined as a district on-line program which enrolls no more than 10 students from another district. Harrison School District Two currently offers an on-line education program.

Online Options for Supporting Students in the 2022-2023 School Year

CDE is developing guidance to extend flexibilities for brick-and-mortar schools to offer remote virtual learning opportunities for students next school year in response to public health and safety measures associated with COVID-19. This guidance is still being finalized. In the meantime, here are the key points to help schools and districts begin planning. Schools/districts that want to offer both online remote learning and in-school learning, will be able to leverage this flexibility only if it's in response to public health and safety measures associated with COVID-19.

Flexibilities can be used for the following circumstances:

- 100% remote learning - May be implemented by the district/school for families who do not want their student(s) to receive in-person learning for the duration of a term
- Hybrid learning - This option refers to traditional educational setting that are implementing a combination of both in-person and remote learning

- Temporary remote learning - Short term instances when students are quarantined due to COVID-19 exposure/illness, or shift to 100% remote learning as a result of an executive/public or other types of locally-determined precautions related to COVID-19

To use these flexibilities, schools/districts must ensure that a portion of all remote classes provide some synchronous learning experiences and that students have access to live teacher/instructional support every instructional day of the school calendar. Asynchronous tools/resources, including CDLS courses, can still be used but synchronous learning experiences and live teacher/instructional support must be part of the plan as well.

Finally, schools/districts must ensure they are adopting appropriate policies - and maintaining proper record keeping aligned to those policies - to meet October Count funding requirements. Final guidance will be comprehensive and will outline requirements for schools.

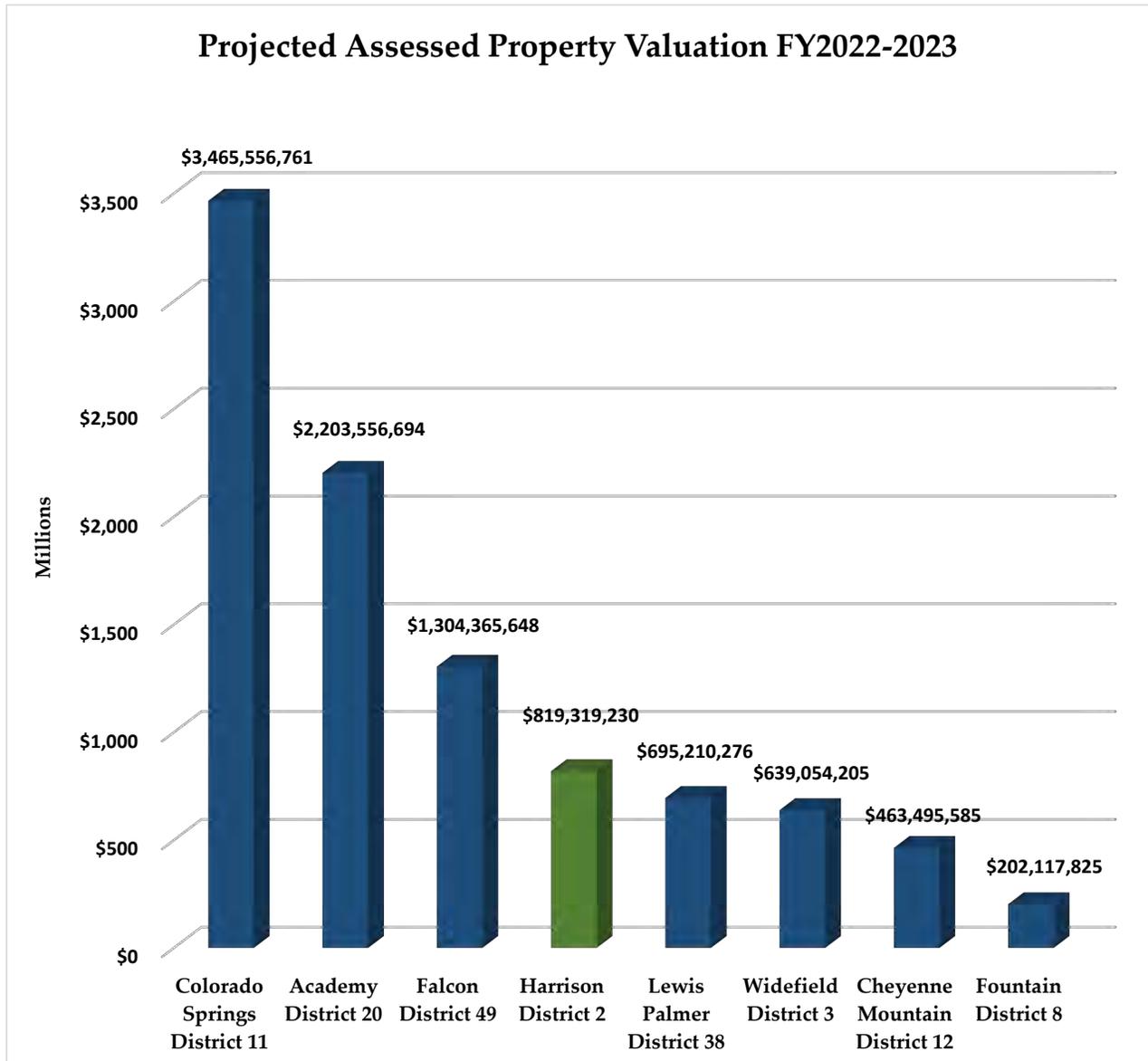
Local Property Taxes

The estimated assessed valuation upon which property taxes are levied and collected during Fiscal Year 2022-2023 is \$819,319,230 which is projected to remain the same as Fiscal Year 2021-2022. There is potential for the assessed valuation to go up or down prior to the final calculation in December 2022. Assessed valuation notices are mailed to taxpayers in April and May, taxpayers can then protest their assessed valuation. A final decision on an appeal could be as late as December 2022. Also, business personal property tax reports are not due until June 2022, which affects the commercial property assessed valuation.

The mill levy may be adjusted to compensate for tax credits, abatements and omissions under legal restrictions set by state statutes and constitutional limitations. For purposes of developing the Fiscal Year 2022-2023 budget, the school finance mill levy for property tax to be collected, exclusive of any levy for tax abatements, is anticipated to be 15.720 mills before mill levy overrides.



Compared to surrounding school districts, Harrison School District Two ranks fourth highest in regards to the assessed value of residential and commercial properties for Fiscal Year 2022-2023.

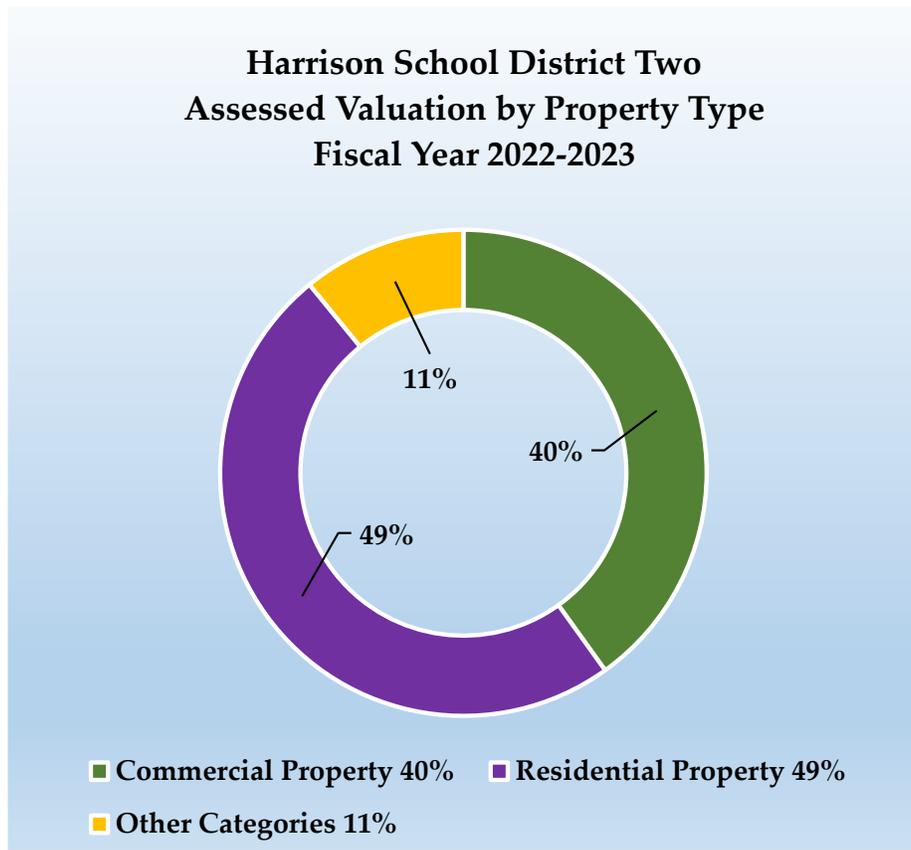


* Sources: Colorado Department of Education (CDE) *Projected*
 Harrison School District Two *Projected*

Under Colorado law, all property taxes become due and payable in the year following in which they are levied. Property taxes attach an enforceable lien on property as of January 1 of the year following the levy. The property tax revenue estimate for Fiscal Year 2022-2023 is based on the anticipated tax collection received from August 2022 through July 2023. This method of budgeting property tax revenues is in compliance with generally accepted accounting principles (GAAP).

Delinquent Property Taxes, Abatements, and Credits

Delinquent property taxes were payable in earlier years but are collected by the county treasurer during the current year. Property tax abatements, credits and refunds are granted to taxpayers based on successful appeal for reversal of taxes paid in prior years. Current state statutes require the county to rebate the current year’s taxes and possibly the preceding year’s taxes for all successful tax protests and to add an amount equal to the proportional share of the total amount of abatements and refunds granted to the setting of the mill levy for such school district.



Specific Ownership Taxes

Specific ownership tax revenues are generated primarily through a state mandated tax collected by the county treasurer when motor vehicles are registered each year. A portion of the General Fund specific ownership taxes is a component of the Total Program Funding formula described earlier. Specific ownership taxes generated by bond redemption mill levies and mill levy overrides are exempt from the Total Program Funding formula. Harrison School District Two anticipates that specific ownership tax revenues will remain the same for Fiscal Year 2022-2023. The General Fund specific ownership tax revenues are estimated to be \$3.5 million for Fiscal Year 2022-2023.

Categorical Program Funding

In addition to the Total Program funding provided by the Public School Finance Act of 1994 (as amended), Colorado school districts may receive state funding to pay for specific programs designed to serve particular groups of students or particular student needs. Such programs often are referred to as “categorical” programs. While there are many different programs which may be funded, the seven primary categorical program areas which regularly receive state funding are: English Language Proficiency Education, Gifted Education, Special Education, READ Act, Charter School Capital Construction, Transportation and Vocational Education. Harrison School District Two expects to receive approximately \$6.5 million in Fiscal Year 2022-2023 in categorical funding.

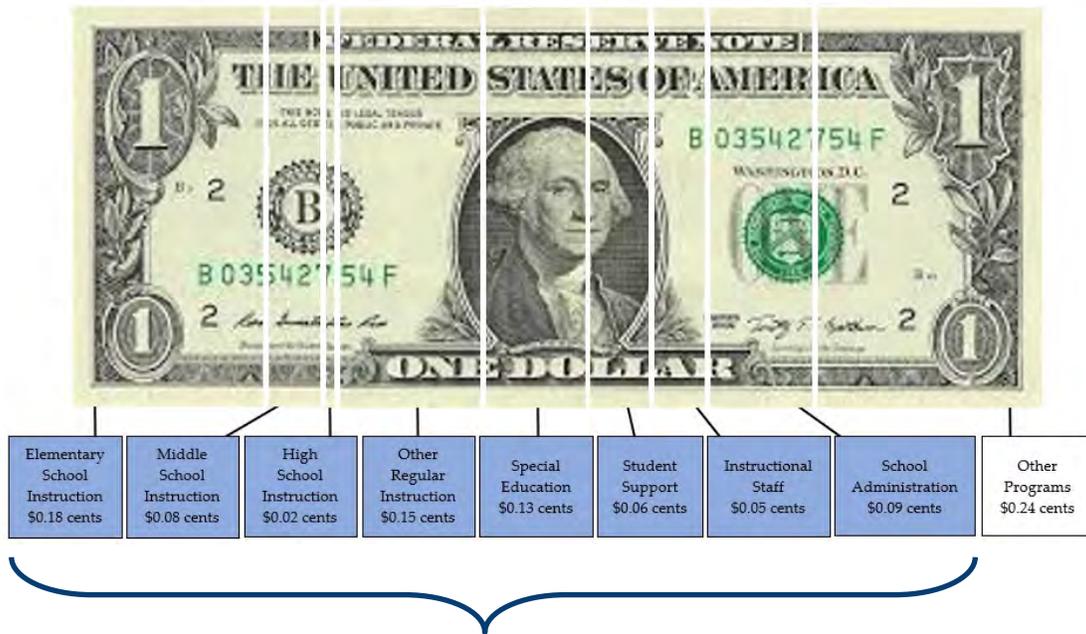


Where the Money Goes

Harrison School District Two’s annual budget serves as the foundation for the District’s financial planning and control and reflects the cost of educating approximately 13,000 students including programs developed in support of students. The costs cover day-to-day expenses of running the District’s school system which includes salaries, benefits, purchased services, supplies, transportation, maintenance and utilities.

The largest share of the planned General Fund expenditures, approximately 76 cents of every dollar, is spent on student instruction. This includes salaries and benefits paid to teachers, teaching assistants, school office staff, librarians, nurses, counselors and other professionals. The remaining 24 cents is used to support students and schools with services such as transportation, operations and maintenance, information technology systems, energy/utilities and other administrative services.

How a Dollar is Spent



\$0.76 cents

of every General Fund dollar is spent on student instruction

Compensation and Employee Benefit

Educating children is the District’s priority and providing a rigorous educational experience is a people-intensive process. The largest component of operating expenditures pays for salaries and benefits for more than 1,378 employees – over 80 percent of whom serve students in 20 schools. This includes teachers, principals, teacher aides, counselors, nurses and more.

For the District’s Teachers (certified employees) and support staff (classified employees) compensation is discussed and reviewed annually by the Collaborative Decision-Making Team (CDMT) in accordance with the Agreement of Trust and Understanding (ATU). The committee consists of 17 members as follows: 3 elementary licensed staff, 3 secondary licensed staff, 2 Educational Support Personnel (ESP) from the schools, 2 ESP from District departments, 1 elementary principal, 1 middle school principal, 1 high school principal, 2 Cabinet members, Superintendent and 1 Board member. The goal of the CDMT is to help achieve District goals, especially raising student academic achievement and building a culture of excellence, including the attraction and retention of highly effective employees.

PERA (Public Employees Retirement Association)

Enacted by the Colorado Legislature in 1931, the Colorado Public Employees Retirement Association (PERA) provides retirement and other benefits to employees of governmental agencies. Public employers are required to contribute a percentage of pay to the trust fund managed by the PERA Board of Trustees. In 2004 and 2006, legislation was passed that required employers to make additional contributions; the Amortization Equalization Disbursement (AED) and the Supplemental Amortization Equalization Disbursement (SAED). In June 2018, legislation was passed designed to reduce the overall risk profile of the PERA retirement plan and improve its funded status. It will involve all stakeholders—PERA members, employers and retirees—and it solidifies the path toward full funding and financial resilience. The following are several key ways changes were made to the retirement plan:

- The PERA contribution rate for 2022-2023 has increased to 21.40 percent
- State to allocate \$225 million each year to PERA to reduce the unfunded liability
- Modification of retirement benefits, including reducing the annual increase for all current and future retirees as well as raising retirement age for new employees
- Establish an automatic adjustment provision designed to keep PERA on a path to full funding in thirty years

Medicare

In accordance with federal law, a Medicare insurance charge of 1.45 percent is paid by the District on salary for individuals hired after March 31, 1986. Employees also have 1.45 percent deducted from their salary as required by law.

Other Benefit Plans

Harrison is partially self-funded for dental insurance and the benefit amount will remain the same as last year. For health insurance, the District was previously in a partially self-funded plan. Beginning in 2021-2022 the insurance moved to a fully insured plan provided by Kaiser Permanente. The benefit amounts vary depending on the type of coverage chosen and will increase for 2022-2023. The average monthly benefit amount will increase to \$885, up from an average of \$838 in 2021-2022.



Unemployment

Workers compensation and unemployment insurance are provided in accordance with Colorado state law. The District provides a comprehensive return to work modified duty program for employees injured on the job in order to minimize the impact of lost time, thus reducing the overall cost of the claims.

Compensation Liabilities

Liabilities for compensated absences (temporary leave, vacation, professional and personal leave) are accrued in accordance with Governmental Accounting Standards Board (GASB) Statement No. 16. Liabilities for these benefits are accrued to the extent required by Board of Education approved agreements, resolutions or policies and are reported in the District's Comprehensive Annual Financial Report each year.

Other Post Employment Benefits (OPEB)

The District contributes to the Health Care Trust Fund (HCTF) a cost-sharing multiple employer post-employment health care plan administered by PERA. The HCTF provides a health care premium subsidy to PERA-participating benefit recipients and their eligible beneficiaries. This District is required to contribute at a rate of 1.02 percent of covered salary for all PERA members as set by State of Colorado statute. No member contributions are required.

Capital Improvements, Operations and Maintenance

The Capital Reserve Capital Projects Fund is used to account for the purposes of acquisition of land, improvements, construction of structures or additions to existing structures and acquisition of equipment and furnishings.

Funding is received as a transfer from the General Fund and will be \$1.1 million for Fiscal Year 2022-2023.

Expenditures for the Capital Reserve Fund are broken down into the following categories:

- Building additions and improvements
- Equipment
- Technology
- Vehicle purchases

There is approximately \$1.5 million in requests for funding of projects in the Capital Reserve Fund. The prioritization process looks at safety, health, environment and security issues as a top priority. ADA (Americans with Disabilities Act) compliance needs will be considered. Maintenance needs along with new purchases and replacement of equipment and technology are considered, along with needs for energy. The District has prioritized for FY 2022-2023 within the Capital Reserve Fund for expenditures in regards to:

Major projects

Maintenance / upkeep projects throughout the District

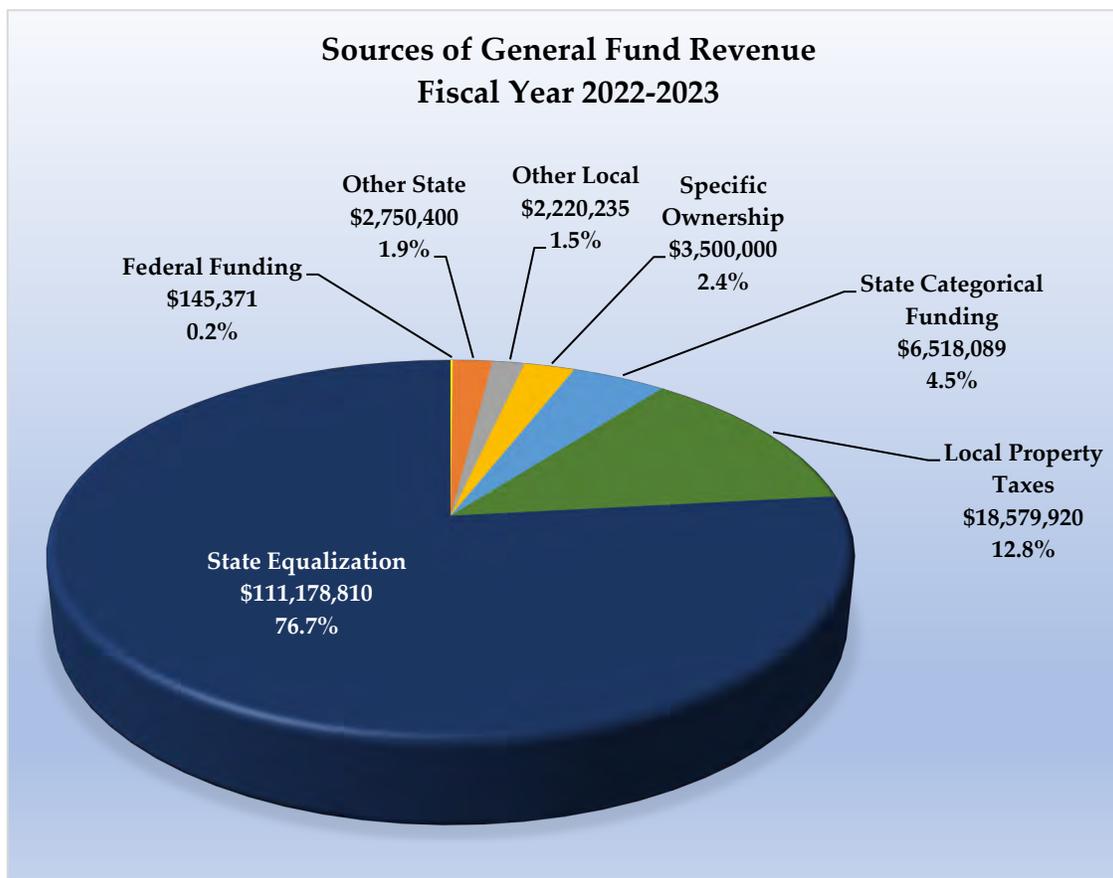


General Fund Revenue Assumptions

Use of enrollment projections, estimate the funded pupil count to be 13,057 for Fiscal Year 2022-2023.

Changes to the School Finance Act for Fiscal Year 2022-2023:

- The statewide base per pupil funding was increased for inflation by 3.5%.
- The District estimates to receive \$125 million for Fiscal Year 2022-2023 from the Public School Finance Act and takes into account inflation, pupil count, at-risk counts, assessed valuation and specific ownership taxes
- The Budget Stabilization Factor (Negative Factor) for Fiscal Year 2022-2023 resulted in (\$4.8) million less in Total Program Funding for the District
- Per Pupil Revenue for Fiscal Year 2022-2023 is \$9,624 for Harrison School District Two which is up \$476 more per pupil from the prior year



General Fund Expenditure Assumptions

The changes in budgeted expenditures for Fiscal Year 2022-2023 mainly result from the following components:

Employee Compensation:

Salary increases have been provided for most employees with increases based on each specific group of employees and also affected by years of service. Salary raises range from 2 to 5 percent.

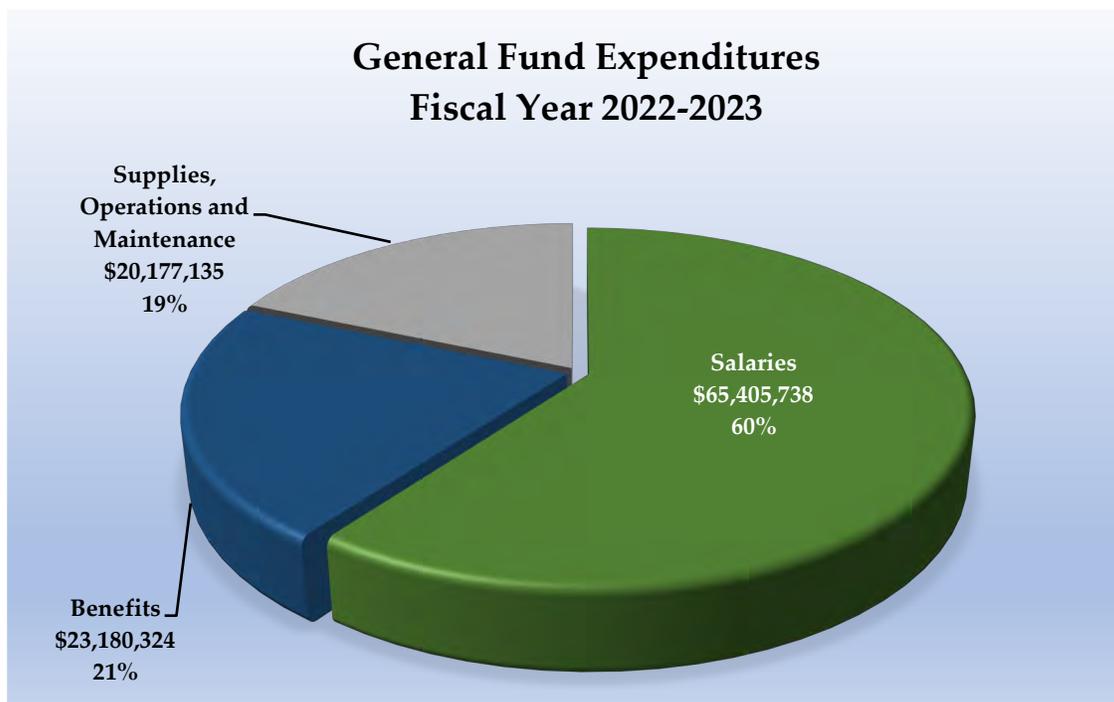
PERA Increase = 21.4 percent increase, up from 2021-2022 at 20.9 percent

District Medical Insurance Increase:

The benefit rate for medical insurance for employee only ranges from \$537.35 to \$539.67 per month which is an increase from prior year of \$520.00 per month.

Expenditures:

Overall expenditures for the General Fund increased by \$4.2 million for Fiscal Year 2022-2023 over the prior year.



General Fund Reserves and Fund Balance

Legal reserves have been established to meet the requirements of Article X, Section 20 of the Colorado Constitution (TABOR). The required TABOR reserve is estimated to be \$3.26 million. Harrison School District Two also maintains reserves with no less than the sum of the required TABOR reserve, long-term compensated absences, encumbered funds reserve, Board of Education fund balance requirements and any multiple year financial commitment reserves.

Assigned reserves can be used in the next fiscal year for planned expenditures, while encumbrance reserves include an estimated amount required to fulfill purchase orders and contracts that are still in process at yearend.

Per the Governmental Accounting Standards Board (GASB), fund balance is reported in the following categories:

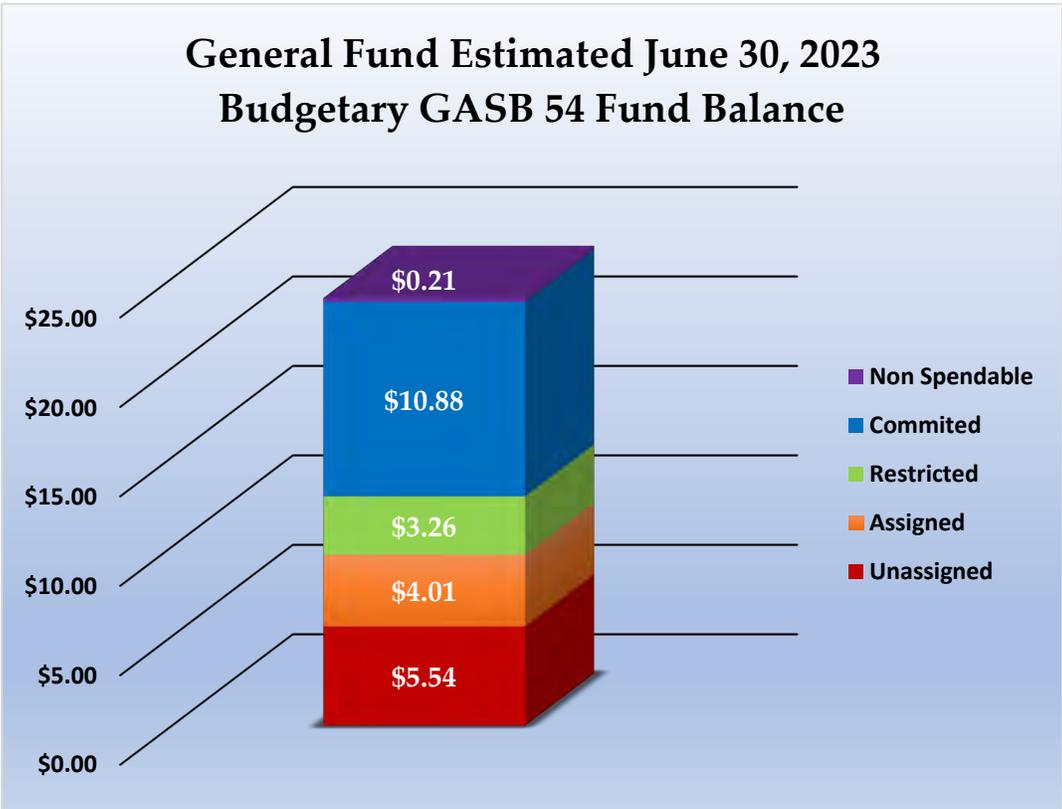
Fund Balance: Fund balance equals assets minus liabilities. The purpose of fund balance is to ensure fiscal stability to guard against any unforeseen circumstances, reduce susceptibility to emergency expenditures, meet state and federal requirements and protect the District's credit rating.

- Non-spendable fund balance - *amounts that are not in a spendable form (such as inventory) or are required to be maintained intact (such as the corpus of an endowment fund)*
- Restricted fund balance - *amounts constrained to specific purposes by their providers (such as grantors, bondholders, and higher levels of government), through constitutional provisions or by enabling legislation*
- Committed fund balance - *amounts constrained to specific purposes by a government itself, using its highest level of decision-making authority; to be reported as committed, amounts cannot be used for any other purpose unless the government takes the same highest-level action to remove or change the constraint*
- Assigned fund balance - *amounts a government intends to use for a specific purpose; intent can be expressed by the governing body or by an official or body to which the governing body delegates the authority*
- Unassigned fund balance - *amounts that are available for any purpose; these amounts are reported only in the General Fund.*

Adequate levels of fund balance must be retained in each fund in order to provide financial stability. It is fiscally responsible to set aside funds to ensure the District can meet multi-year financial obligations, guard against unexpected revenue shortfalls and one-time expenditures, and to pay for items such as textbooks that have been ordered but not paid for at the end of the fiscal year. Fund balance also protects the District against revenue shortfalls caused by economic slowdowns and/or changes in state and federal legislation that affect District funding.

Historically, due to revenue shortfalls, the District’s budget plan has included the use of fund balance to aid in balancing the General Fund budget. The intentional spend down of fund balance is to offset the reduction of revenue from the state.

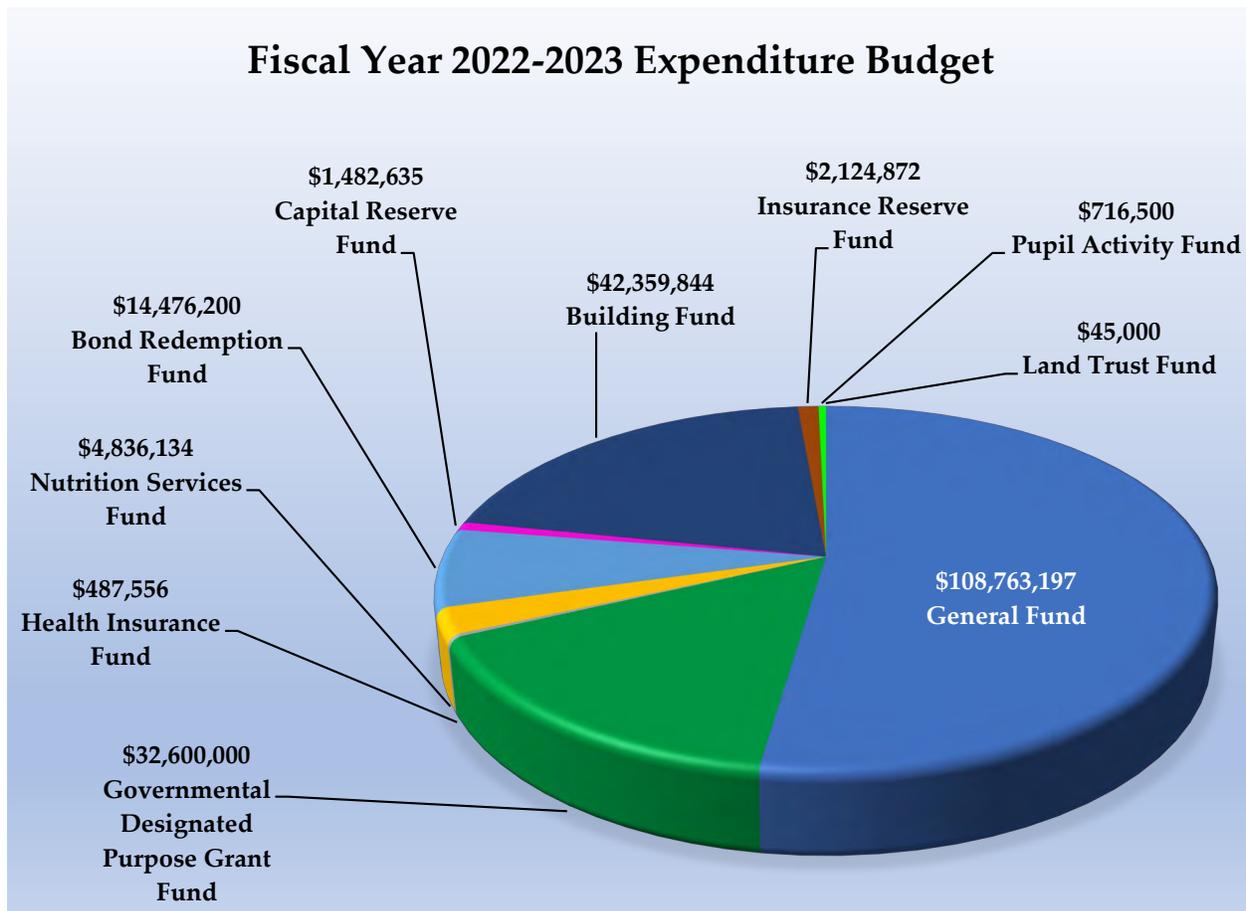
The total fund balance, both reserved and available, for appropriation in Fiscal Year 2022-2023 is estimated to be \$23.90 million.



Overview of All Funds

The operating objectives of governmental entities, such as school districts, are different from those of commercial enterprises and therefore accounting requirements are different. Governmental entities use fund accounting to track revenues and expenditures as outlined by Generally Accepted Accounting Principles (GAAP). This is important as some funds have very specific restrictions on how dollars can be spent.

The District has ten different funds. The General Fund is the main operating fund and accounts for the majority of expenditures and transfers.



General Fund

The General Fund includes revenue from local property taxes, specific ownership taxes, state equalization monies, state categorical funding and other sources. It is used to account for all financial resources, except those required to be accounted for in another fund. Available funds are comprised of the beginning fund balance plus the revenues projected to be received during the ensuing fiscal year minus transfers out to Other Funds.

The School Finance Act provides funding of \$9,624 per pupil in Fiscal Year 2022-2023. This is a slight increase of \$476 from the Fiscal Year 2021-2022 funding of \$9,148.

Total enrollment in FY 2022-2023 is expected to decrease slightly to 13,076 students including charter schools.

Salary and benefits comprise 81 percent of the General Fund budget at \$88.6 million. The PERA contribution rate for Fiscal Year 2022-2023 is 21.40 percent.

The General Fund adopted revenue budget, after transfers, totals \$100.52 million and budgeted expenditures total \$108.76 million for Fiscal Year 2022-2023.

Insurance Reserve Fund

The Insurance Reserve Fund is a sub-fund of the General Fund and is used to account for the resources to self-insure the District's liability, property and workers' compensation insurance needs and provide overall risk management activities for the District. The District has allocated sufficient funds to provide for the District's risk management activities. The major financing source for the Insurance Reserve Fund is an annual transfer from the General Fund to fund the operations. Total available resources total \$2.14 million to cover planned expenditures of \$2.13 million. The District continues to engage in multi-year forecasting to ensure fiscal sustainability and maintain resources and programs.

Nutrition Services Fund

The Nutrition Services Fund is a special revenue fund used to record financial transactions related to nutrition service operations. This fund accounts for all activities associated with providing healthy and nutritious breakfast and lunch programs for the students in the District. The Nutrition Services program will support student excellence and well-being by providing quality meals to all students. The meals will continue to meet the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) requirements. The District participates in the USDA's Child Nutrition Programs. Through these programs, the District receives state and federal funding which may only be used toward the cost of meals provided for the students. The District receives nearly 95 percent of the annual funding from these sources. Meal prices are evaluated each year and are adjusted to cover the increase in cost of operations. Budgeted revenues and expenditures for Fiscal Year 2022-2023 are \$4.20 million and \$4.84 million respectively.

Designated-Purpose Grants Fund

The Governmental Designated-Purpose Grants Fund is used to account for certain designated restricted local, state and federal grants. A grant is an award of financial assistance in the form of cash, contribution or gift of other assets from another government or organization to an eligible grantee to be used for a specific or designated purpose, activity or facility. These programs are restricted as to the type of expenditures for which they may be used and normally have a different fiscal period than that of the District. Funding sources are provided through federal, state and local sources, with the majority being funded from federal grants. This fund houses grant money from programs such as the English Language Proficiency Act (ELPA) and all Titles of the No Child Left Behind Act (NCLB) which became the Every Student Succeeds Act (ESSA) in FY 2016-2017.

The Government Grant Fund maintains an ending fund balance of zero, as expenditures are only incurred based upon available revenue. Both revenue and expenditures are estimated to be \$32.60 million in Fiscal Year 2022-2023.

Bond Redemption / Debt Service Fund

The purpose of the Bond Redemption Fund is to record the revenues from a tax levy for the purpose of satisfying voter-approved bonded indebtedness obligations, including principal, interest and related expenditures.

The voters of the District approved a \$180 million bond issue in November 2018. These funds will be used over the next several years to fund projects at most facilities within the District.

The State Constitution provides that the Legislature shall establish limitations on the authority of any political subdivision to incur general obligation indebtedness in any form. Bonded indebtedness of school districts is limited by Section 22-42-104 of C.R.S. In its 1994 session (as amended during its 1996, 1988 and 2007 sessions), the Colorado Legislature established the limitation as the greater of (a) 20% of the latest valuation for assessment of the taxable property in such district, or (b) 6% of the most recent determination of the actual value of property in such district, each as certified to the board of county commissioners. The limitation is different for districts whose enrollment has increased by 2.5% in each of the three preceding years. The assessed valuation used to determine the District's debt limitation is the assessed valuation certified on the December 10 prior to the date on which the applicable bonds are issued. By law, any obligations which have been refunded, either by immediate payment or redemption and retirement or by the placement of proceeds of refunding bonds in escrow, shall not be deemed outstanding for the purposes of determining compliance with debt limitations.

The District's long-term debt totals \$181,545,000 as of June 30, 2022. The budgeted amount for this debt service in Fiscal Year 2022-2023 is \$14,436,200. Property taxes provide the revenue for this fund. The property tax collections are sufficient to cover the debt payment structure.

The Board of Education will approve the mill levy in December that will be used for the property tax assessments with the majority of taxes collected during the months of March to June of each year.

Debt payments are made in December and June. Ending fund balance is maintained at a level sufficient to fund the December debt payments, prior to the tax collections being received in the spring.

For Fiscal Year 2022-2023 revenues are budgeted at \$14.99 million and planned expenditures are budgeted at \$14.5 million.

Building Fund

The Building Fund is required to be used to account for all resources available for acquiring capital sites, buildings and equipment as specified by the related bond issue. This fund is required to be used when bonds are sold for a building project. For Fiscal Year 2022-2023, total available resources of \$71.87 million will be used to cover planned expenditures of \$42.36 million. These expenditures include remodeling, renovations, mechanical work, parking lot repairs and playground updates at several schools.

Capital Reserve Fund

The Capital Reserve Fund accounts for transfers from the General Fund and associated expenditures for the ongoing capital needs of the District. Expenditures such as technology capital projects, deferred maintenance, heating, ventilation and air conditioning (HVAC) projects, vehicles, and roofing projects are accounted through this fund. HSD2 has developed an in-depth analysis and review of the long-range capital improvement plan to identify the funding needs of projects in the Capital Reserve Fund. The prioritization process reviews safety, health, environment and security issues as top priorities in conjunction with ADA compliance needs. An intentional draw down of accumulated fund balance has been planned for operational expenses. For Fiscal Year 2022-2023, total available resources of \$2.38 million will be used to cover planned expenditures of \$1.48 million.

Land Trust Fund

The Land Trust Fund is classified as a capital projects fund which is used to record permit fees and the authorization of capital expenditures. This fund is used to account for any revenues and expenditures in accordance with new residential building growth within District boundaries. The budget includes funding for renovation of softball fields at Sierra and Harrison High Schools for Title IX compliance. In Fiscal Year 2022-2023, total available resources of \$215,057 will be used for planned expenditures of \$45,000 needed for the reconstruction of two softball fields.

Health Insurance Fund

The Health Insurance Fund is an internal services fund used to account for the financing of services provided by one department to other departments on a cost-reimbursement basis. This fund accounts for the partially self-funded dental insurance program of the District. The District has nearly 1,400 employees that are eligible for dental insurance and 65 percent participate in the plan. Prior to Fiscal Year 2021-2022, the District also provided a partially self-funded health insurance program. For Fiscal Year 2022-2023, available resources of \$554,528 will be used for planned expenditures of \$487,556.

Pupil Activity Special Revenue Fund

The Pupil Activity Fund is used to record financial transactions related to school sponsored organizations and activities. These activities are supported in whole or in part by revenue derived from fund raising activities, school site clubs and activities. Funds raised and deposited to this fund are earmarked for specific purposes and can be carried over from year to year. Budgeted receipts of \$755,000 will be used towards planned disbursements of \$716,500 in Fiscal Year 2022-2023.



HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET
ALL FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated
Beginning Fund Balance	\$ 36,588,889	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 71,434,979
Revenue					
Local	162,275,796	50,464,253	50,734,216	155,390,017	157,601,483
State	91,735,658	101,166,639	95,770,982	116,654,275	115,382,936
Federal	13,046,498	15,802,554	24,203,109	30,561,179	29,288,891
Transfers	(30,868,252)	(22,263,806)	(21,203,517)	(40,082,527)	(44,434,930)
Total Resources Available	236,189,700	145,169,640	149,504,790	262,522,944	257,838,380
Expenditures					
Salaries	63,858,313	67,091,484	64,407,115	75,669,853	71,734,710
Benefits	19,294,527	21,989,369	20,800,760	26,333,043	22,282,299
Purchased Services	25,771,266	27,498,305	30,572,643	27,744,396	27,898,319
Supplies	9,040,618	7,786,429	10,775,378	10,991,167	9,805,422
Equipment	12,251,542	30,332,440	45,500,955	46,470,672	47,012,703
Other Objects	8,008,419	15,024,898	16,013,579	34,228,254	31,829,485
Total Expenditures	138,224,685	169,722,925	188,070,430	221,437,385	210,562,938
Ending Fund Balance	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 112,520,538	\$ 118,710,421



HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET
ALL FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projection	Projection	Projection
Beginning Fund Balance	\$ 118,710,421	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565
Revenue				
Local	41,401,156	41,497,010	41,590,094	41,644,963
State	122,231,299	123,962,575	125,891,800	127,971,315
Federal	34,701,371	30,613,371	18,164,671	18,066,671
Transfers	(41,219,977)	(41,730,520)	(42,273,538)	(42,914,973)
Total Resources Available	157,113,849	154,342,436	143,373,027	144,767,976
Expenditures				
Salaries	79,003,579	77,390,110	73,048,032	73,092,772
Benefits	27,361,204	27,199,821	26,200,965	26,214,814
Purchased Services	26,144,994	24,980,883	22,123,964	21,609,492
Supplies	14,693,787	14,054,419	11,575,206	11,550,980
Equipment	43,785,118	23,210,072	9,364,007	4,474,037
Other Objects	16,903,256	16,383,578	16,162,173	16,134,507
Total Expenditures	207,891,938	183,218,883	158,474,347	153,076,602
Ending Fund Balance	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565	\$ 15,645,939

Please refer to the Financial Section for more detailed information on each District fund.



**HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET BY ALL FUNDS
FISCAL YEARS 2018-2019 TO 2025-2026**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 36,588,889	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 71,434,979
Revenues:					
General Fund	92,689,972	98,240,460	95,817,845	96,041,511	95,287,410
Insurance Reserve Fund	1,063,283	1,657,840	1,634,850	1,802,959	1,783,544
Nutrition Services Fund	5,044,119	4,723,475	3,424,976	4,691,550	4,761,550
Designated Purpose Grant Fund	9,108,811	12,962,641	22,758,647	26,924,496	26,924,496
Bond Redemption Fund	12,805,534	14,003,054	15,782,664	26,825,327	14,466,494
Capital Reserve Fund	1,145,990	1,109,386	12,985	1,078,331	1,078,175
Building Fund	116,795,376	2,605,793	510,792	102,308,859	116,767,325
Land Acquisition Fund	196,341	96,550	207,280	46,100	66,352
Health Insurance Fund	8,098,998	9,200,400	9,126,267	1,880,811	1,753,028
Pupil Activity Fund	1,041,276	570,041	228,484	923,000	450,006
Total Resources Available	247,989,700	145,169,640	149,504,790	262,522,944	263,338,380
Expenditures:					
General Fund	93,549,849	94,932,108	89,040,354	104,498,173	96,481,400
Insurance Reserve Fund	1,178,068	1,494,538	1,661,423	1,925,449	1,853,191
Nutrition Services Fund	4,844,544	4,913,287	3,457,918	5,037,981	4,402,750
Designated Purpose Grant Fund	9,108,811	12,962,641	22,758,647	26,924,496	26,924,496
Bond Redemption Fund	5,847,760	13,533,947	15,024,533	29,924,069	29,436,094
Capital Reserve Fund	1,642,419	971,408	586,363	1,605,731	626,839
Building Fund	23,727,277	30,850,252	43,934,697	55,271,598	54,260,004
Land Acquisition Fund	20,390	28	59	650,000	649,086
Health Insurance Fund	9,100,841	9,519,652	11,348,841	1,684,888	800,210
Pupil Activity Fund	1,004,726	545,064	257,595	915,000	628,868
Total Expenditures	150,024,685	169,722,925	188,070,430	228,437,385	216,062,938
Ending Fund Balance	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 105,520,538	\$ 118,710,421

**HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET BY ALL FUNDS
FISCAL YEARS 2018-2019 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 118,710,421	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565
Revenues:				
General Fund	100,520,573	100,237,330	101,181,537	102,415,922
Insurance Reserve Fund	2,020,040	2,360,040	2,713,040	2,953,040
Nutrition Services Fund	4,200,000	4,512,000	4,718,850	4,730,978
Designated Purpose Grant Fund	32,600,000	28,300,000	15,750,000	15,750,000
Bond Redemption Fund	14,989,148	15,138,876	15,289,105	15,289,105
Capital Reserve Fund	1,077,475	2,327,495	2,327,500	2,327,505
Building Fund	399,000	200,000	111,000	5,000
Land Acquisition Fund	45,113	47,120	50,225	52,338
Health Insurance Fund	507,500	457,025	461,595	466,211
Pupil Activity Fund	755,000	762,550	770,175	777,877
Total Resources Available	157,113,849	154,342,436	143,373,027	144,767,976
Expenditures:				
General Fund	108,763,197	109,015,883	109,339,698	109,339,698
Insurance Reserve Fund	2,124,872	2,364,545	2,712,616	2,953,344
Nutrition Services Fund	4,836,134	4,990,463	5,115,536	5,154,330
Designated Purpose Grant Fund	32,600,000	28,300,000	15,750,000	15,750,000
Bond Redemption Fund	14,476,200	14,475,225	14,444,050	14,432,075
Capital Reserve Fund	1,482,635	2,324,122	2,335,856	2,342,846
Building Fund	42,359,844	20,516,854	7,495,283	1,815,313
Land Acquisition Fund	45,000	55,000	75,000	52,000
Health Insurance Fund	487,556	453,126	475,406	498,785
Pupil Activity Fund	716,500	723,665	730,902	738,211
Total Expenditures	207,891,938	183,218,883	158,474,347	153,076,602
Ending Fund Balance	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565	\$ 15,645,939

Please refer to the Financial Section for more detailed information on each District fund.

Multi-Year Budget Projections

A multi-year budget projection is prepared yearly as part of the budget development process. Board Policy OE-06 Financial Planning states the following:

*The multi-year financial plan is related directly to the Board's **Results** priorities and **Operational Expectations** goals, and avoids long-term fiscal jeopardy to the District.*

These projections include the Fiscal Year 2022-2023 Adopted Budget as year one. The budget projection is one of many tools used in the budget development process. Projected numbers are reviewed and revised as future assumptions are known.

General Fund Projection Assumptions

- The District is projecting flat or stable pupil enrollment over the next several years
- The PERA AED and SAED contribution rates for Fiscal Year 2022-2023 will increase to 21.40% according to current legislation
- Salary increases to be determined for future years
- Inflationary increases in future years such as utilities and health insurance expected
- Inflation growth at 2.0%
- Budget Stabilization Factor (Negative Factor) in regards to Total Program Funding is held constant at 2022-2023 level



Other Governmental Funds Projections

- Bond Redemption / Debt Service Fund – The principal and interest payments in the Bond Redemption Fund are consistent over the time presented and projections for future years include planned revenue to support the debt payments through Fiscal Year 2025-2026 of \$15.14 million, \$15.29 million and \$15.29 million
- Capital Reserve Capital Projects Fund – The District will continue to transfer funds from the General Fund to cover planned expenses of \$2.32 million for Fiscal Year 2023-2024 and \$2.34 million in Fiscal Years 2024-2025 and 2025-2026
- Building Fund - The District maintains resources available to cover planned expenditures for Fiscal Year 2023-2024 of \$20.52 million, \$7.50 million for Fiscal Year 2024-2025 and \$1.82 million for Fiscal Year 2025-2026



Assessed Valuation and Tax Rates

Both real and personal property located within the boundaries of the District, unless exempt, are subject to taxation by the District. All taxable property is listed, appraised and valued for assessment as of January 1 of each year. The “actual” value of taxable property is determined by the county assessor. The current assessment ratio for residential property is 7.15 percent.

Real estate values are influenced by general economic factors such as interest rates, inflation and changes in tax laws. As property values change, the assessed valuation of property within the District changes. After the assessed valuation of taxable property within the District is received from the county assessors, the Board then determines a rate of levy which, when levied upon such certified assessed valuation and together with other legally available revenues, will raise the amount required annually by the District for its General Fund and Bond Redemption Fund to defray its expenditures during the ensuing Fiscal Year.

Fiscal Year Ended June 30	Taxable Assessed Property Value	Estimated Actual Taxable Value	Mill Levy Tax Rate	Assessment Rate	
				Residential Property	All Other Property
2017	\$573,751,780	\$4,091,361,149	36.278	7.96	29.00
2018	\$648,359,530	\$4,769,665,464	33.118	7.20	29.00
2019	\$649,718,940	\$4,818,089,027	48.333	7.20	29.00
2020	\$715,107,040	\$5,770,001,102	47.227	7.15	29.00
2021	\$683,802,150	\$5,698,190,237	48.394	7.15	29.00
2022	\$819,319,230	\$7,091,339,525	41.024	7.15	29.00



District Personnel

HARRISON SCHOOL DISTRICT TWO STAFF FTE SUMMARY - ALL FUNDS FISCAL YEARS 2018-2019 TO 2022-2023						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Net
	FTE	FTE	FTE	FTE	FTE	Change
Administrator	99.00	97.54	70.87	70.25	66.50	(3.75)
Professional - Instructional	790.00	793.63	765.26	729.54	733.34	3.80
Professional - Other	51.00	50.73	81.40	75.58	93.47	17.89
Paraprofessional	222.00	248.22	225.74	212.86	206.42	(6.44)
Office Administrative Support	92.00	91.88	91.44	86.86	83.57	(3.29)
Crafts, Trades and Services	195.00	197.44	191.51	190.82	195.12	4.30
Total Staffing	1,449.00	1,479.44	1,426.22	1,365.91	1,378.42	12.51

Major Changes in Staffing for Fiscal Year 2022-2023 include the following:

Administrator: 3.75 FTE reduction

With continued declining enrollment, the District closed two elementary schools beginning in Fiscal Year 2022-2023, resulting in fewer administrator positions.

Professional - Instructional: 3.80 FTE increase

The District remains committed in providing an excellent educational opportunity for the students and continues to allocate staffing as needed to enhance the programs available.

Professional - Other: 17.89 FTE increase

The majority of the changes in this category are related to additional positions being funded through the Governmental Grant Fund.

Paraprofessionals: 6.44 FTE reduction

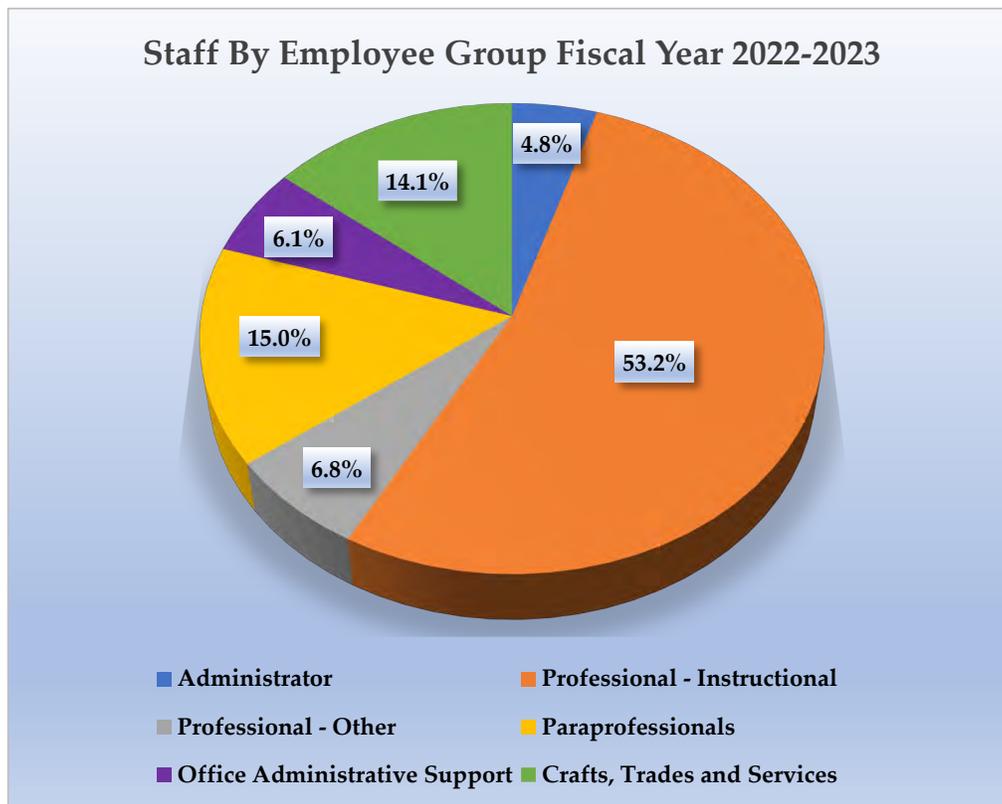
As a result of Student-Based Budgeting, schools are allowed to allocate funding in order to meet specific needs of each school. Combined with the District experiencing declining enrollment, six fewer FTE have been allocated for schools in 2022-2023.

Office Administrative Support: 3.29 FTE reduction

Fewer positions are the result of closing two elementary schools.

Crafts, Trades and Services: 4.30 FTE increase

Four additional staff positions have been provided for Harrison and Sierra High Schools.



Employee Groups

Administrator: performs managerial activities and is responsible for developing or interpreting policies or regulations and executing those policies or regulations through the direction of individuals.

Professional - Instructional: provides learning experiences and care to students.

Professional - Other: performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not requiring skills in the field of education.

Paraprofessional: supports professional individuals or functions. This category also includes student monitors.

Office Administrative Support: performs the activities of preparing, transferring, transcribing, systematizing or preserving communications, records and transactions.

Crafts, Trades and Services: performs tasks that require skill levels which can be acquired through on-the-job training and experience or through apprenticeship or other formal training programs.

Student Performance

The Board of Education believes that its primary responsibility is to provide leadership in the area of student achievement. To foster greater accountability and enhance improvement in student achievement, the Board shall enter into an accreditation contract with the State Board of Education regarding district accreditation and shall accredit the schools within the District.

Accreditation

The accreditation contract shall bind the Board to manage the District and its schools to meet certain standards, goals and requirements over the term of the contract in accordance with the Education Accountability Act of 2009 and applicable State Board of Education rules. At a minimum, the accreditation contract shall address the following elements:

- the District's level of attainment on the four key performance indicators: student longitudinal academic growth, student achievement on statewide assessments, postsecondary and workforce readiness, and progress made on closing the achievement and growth gaps;
- the District's adoption and implementation of its performance, improvement, priority improvement or turnaround plan (whichever is required based on the District's assigned accreditation category);
- the District's implementation of its system for accrediting its schools; and
- the District's substantial, good-faith compliance with the provisions of Title 22, C.R.S. and other statutory and regulatory requirements applicable to school districts

In conjunction with accreditation, the Board is committed to adopting content standards for student learning, achievement performance levels, systems for measuring student achievement and methods for improving student achievement.

School Accreditation

While the state accredits the District, the Board accredits the schools within the District, including District charter schools. The Board's accreditation of District schools shall emphasize attainment on the four key performance indicators: student longitudinal academic growth, student achievement on statewide assessments, postsecondary and workforce readiness and progress made on closing the achievement and growth gaps. The Board may adopt additional accreditation indicators and measures for District schools that meet or exceed the State standards for District accreditation.

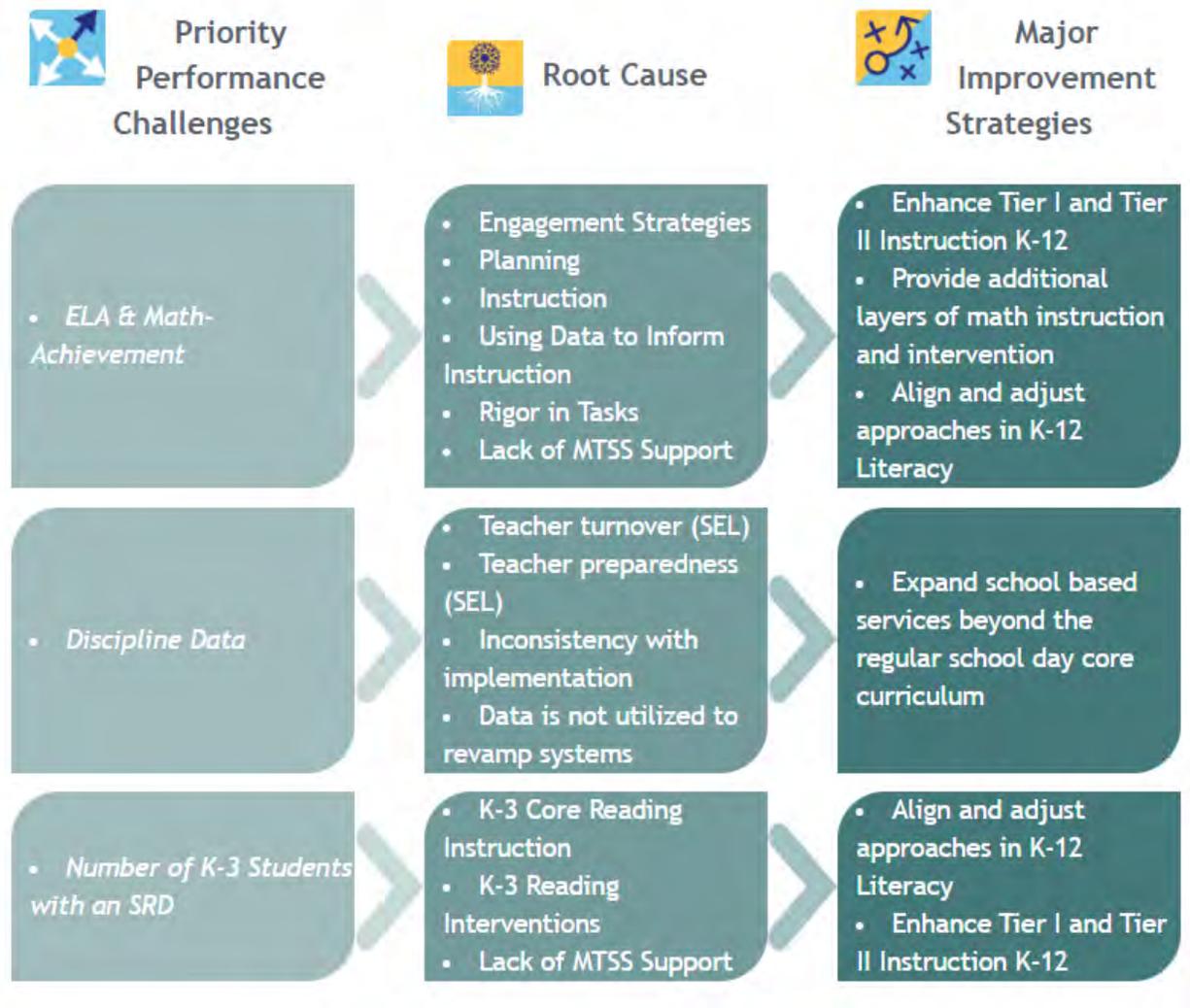
The Board directs the superintendent to develop a school accreditation process for the Board's input and approval. Such process shall be developed in accordance with the Education Accountability Act of 2009 and shall assign an accreditation category to each District school on an annual basis. The accreditation process shall also require each district school to enter into an accreditation contract with the Board that is comparable to the accreditation contract between the Board and the State Board of Education. By October 15 of each year, the district shall provide the Colorado Department of Education with the accreditation category assigned to each District school.

In accordance with the process required by the Education Accountability Act of 2009 and applicable State Board of Education rules, the superintendent, principals and other District administrators shall develop a proposed school performance, improvement, priority improvement or turnaround plan for each District school. The school District shall notify parents/guardians of students enrolled in each school that is required to adopt a school improvement, priority improvement or turnaround plan of the required plan, the identified issues to be addressed by the plan and the timeline for the plan's development. A public hearing shall be held prior to the adoption of a school improvement, priority improvement or turnaround plan.

Pursuant to the Board's constitutional and statutory authority to control instruction in its schools and determine the allocation of District resources, the Board shall review and approve all school plans, regardless of whether the plan is a performance, improvement, priority improvement or turnaround plan. Each school plan shall be submitted to the Colorado Department of Education in accordance with the timelines prescribed by applicable State Board of Education rules.

Legal C.R.S. 22-11-101 et seq. (Educational Accreditation Act of 1998) C.R.S. 22-30-105 (school district organization planning process)





Narrative on Data Analysis and Root Cause Identification

Description of District Setting and Process for Data Analysis

The mission of HSD2 is to graduate college-and career-ready students with the knowledge, skills, attitudes, and behaviors to personally succeed and contribute to the common good. We have three main core beliefs:

- All students are capable of excellence
- Our purpose is to maximize student success
- The well-being of our students, staff, families and community is worthy of our investment.

Harrison School District Two (HSD2) schools reside in southeast Colorado Springs, which has historically represented a higher proportion of low socioeconomic families, as well as English language learners and students with disabilities. HSD2 is the most ethnically diverse in El Paso County. Fifty-five percent of the students identify as Hispanic; 22% identify as White, 13% identify as African American, 7% identify as multi-racial, 2% Asian, 1% Hawaiian or Pacific Islander, and 1% American Indian or Alaskan Native. Approximately 76% of the students qualify for free and reduced meals. Not including charter schools, the FRL ranges from 58% at Soaring Eagles, to 94% at Centennial Elementary. James Irwin Charter Schools serve about 30-45% FRL students and Atlas Prep Charter Schools serve a population that is 93% FRL. Approximately 12% of all HSD2 students meet the eligibility criteria for placement on IEP's and approximately 20% of the students have been identified as English Language Learners (NEP, LEP, MY1, MY2). Over 18 languages are spoken in our district; however, 90% of non-English speakers are Spanish speakers.

There were two recent curriculum adoptions, including English Language Arts-Study Sync curriculum and Math-Eureka curriculum. Finally, there was a reorganization of central office, which included streamlining supports and services to better serve schools.

HSD2 includes 12 elementary schools, two K-8 schools, three middle schools, one Alternative Education Campus, two high schools, an online K-8 school, three charter school systems, and a home-school program. The district employs approximately 647 licensed staff and approximately 590 support staff. The district has historically had a higher turnover rate than the state average, however, we are on a three year downtrend of staff turnover. The 2021-22 school year brings several changes to HSD2 schools: The Vanguard Charter School system is now officially part of D2 (was previously with D12 in Cheyenne Mountain). Sand Creek International School will have finished expanding into a K-8 community school. Atlas Prep Charter Elementary school will serve grades K-3 (previously opened for first time last year with K-2). Aspire Online Academy, an HSD2 operated online school will open it's "doors" for their inaugural school year, serving grades K-8 for interested families.

In November 2018 the community passed an \$180 million-dollar bond to fund capital projects, with \$162 million going to public schools and \$18 million going to charter schools, multiple bond projects are continuing to be implemented through Summer 2024 and are updated on the district website. The district serves approximately 11,000 students in the southeast section of Colorado Springs.

HSD2 operates several committees in District Improvement planning and locally refers to the District Strategic Plan as the overall guiding document. The District operates a District Accountability Committee (DAC) with all required members who help contribute and develop the district strategic plan. Additional stakeholders involved in developing the Unified Improvement Plan (UIP) include: CLDE Coordinators and Director, Curriculum and Data Director, Instructional Coordinators, Superintendent, Research, Data and Accountability Data Manager, Curriculum Coordinator, Student Support Coordinator and Special Education Coordinators and Director . The process included reviewing all relevant and applicable data to determine priority challenges, notable trends and root causes. While developing the UIP, we utilized the quality criteria handbook and reviewed the state rubric to ensure each component was aligned to the state expectations.



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ORGANIZATIONAL SECTION



CLASSROOM

CULTURE



COMMUNITY



Organizational Section Table of Contents

Harrison School District Two

ORGANIZATIONAL SECTION

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District Mission / Core Beliefs / Priorities



MISSION

Graduate college and career-ready students with the knowledge, skills, attitude and behaviors to personally succeed and contribute to the common good.



CORE BELIEFS

- All students are capable of excellence
- Our purpose is to maximize student success
- The well-being of our students, staff, families and community is worthy of our investment



PRIORITIES

Classroom

We are committed to meeting the academic and social-emotional needs of all students while providing equitable opportunities

Culture

We are committed to a collaborative environment of trust, integrity and transparency

Community

We are committed to developing and sustaining a community

We Are Harrison!

DISTRICT PRIORITIES IN ACTION:

CLASSROOM

- Develop a cohesive K-12 writing plan
- Year 2** Expand individualized student supports
- 2022-23** Develop a K-12 scope and sequence and resources for social-emotional learning
- Expand career technical education offerings

CULTURE

- Evaluate effectiveness of department systems
- Year 2** Enhance leadership development and mentoring opportunities
- 2022-23** Launch the rebranding of the District, effectively tell our story
- Develop a system to review curriculum, resources and facilities regularly for equity

COMMUNITY

- Establish GED options for students and family members
- Year 2** Create a stakeholder fiscal advisory committee
- 2022-23** Develop additional strategic partnerships for student job/internship opportunities
- Generate opportunities for student voice and input in school and District planning

Fiscal Year 2022-2023 Costs Related to District Priorities

ACTION STEPS FOR YEAR TWO:

Classroom

Fiscal Impact: \$4,630,680 The District and schools expect to spend:

\$2,128,112 on development of a cohesive K-12 writing plan, \$866,553 on expansion of individualized student supports, \$1,140,174 to develop a K-12 scope and sequence and resources for social-emotional learning, \$495,841 to expand career technical education offerings.

Culture

Fiscal Impact: \$1,287,012 The District and schools anticipate spending:

\$362,295 to evaluate effectiveness of department systems, \$128,314 on enhancement of leadership development and mentoring opportunities, \$294,017 to launch the rebranding of the district, effectively tell our story, \$502,386 on development of a system to review curriculum, resources and facilities regularly for equity.

Community

Fiscal Impact: \$444,667 The District and schools expect to spend:

\$148,899 for establishment of GED options for students and family members, \$33,000 to create a stakeholder fiscal advisory committee, \$244,185 on development of additional strategic partnerships for student job/internship, \$18,583 to generate opportunities for student voice and input in school and district planning.



Organization and General Description

Harrison School District Two, established in 1874, is located in the southern part of Colorado Springs, Colorado. The District encompasses approximately eighteen square miles, most of the southwestern quadrant of the city of Colorado Springs bordering the Fort Carson military complex. The District is empowered to levy a property tax on both real and personal properties located within its boundaries. The District provides a full range of traditional and non-traditional school programs and services authorized by Colorado State statute. This includes preschool through twelfth grade education including: nine elementary schools, five K-8 schools (one of which is entirely online) , two middle schools and two senior high schools, full-day kindergarten, a home school program, nine charter schools, International Baccalaureate (IB) programs, Advanced Placement (AP) program, special education programs, gifted education programs, career and technical education, concurrent enrollment college classes, extra-curricular activities, student support services and other educational programs for approximately 13,000 students. The District also provides student medical services through a school based health clinic.

Harrison School District Two operates under the control of the Board of Education. The Board consists of five members elected at large for staggered four-year terms, with elections held during odd years. The Board elects its own president, vice-president, treasurer and secretary. The Board works under a governance model system called Coherent Governance that streamlines to clear and concise board policies holding the Superintendent accountable for daily district operations, challenging curriculum, high-quality teachers and most of all, student achievement.



School and Facilities Legend

Harrison School District 2 2022-2023 Primary Street Map Legend

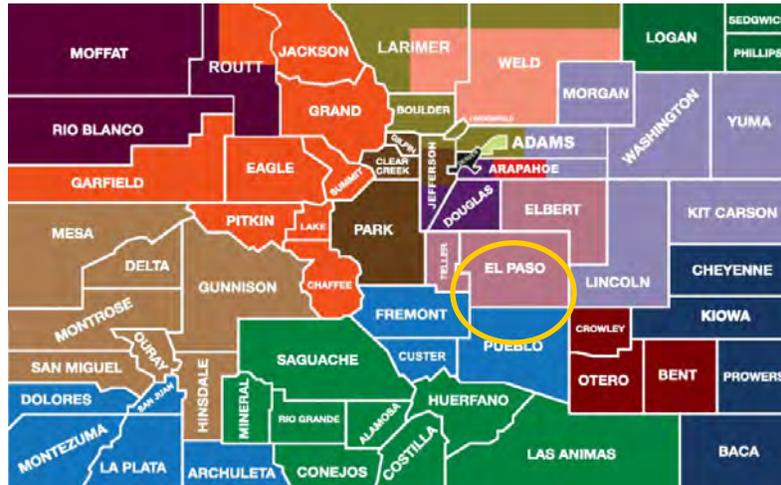
Communications Department
Revised: July 18, 2022

Bricker Elementary School 4880 Dover Drive	579-2150	
Centennial Elementary School 1860 S. Chelton Road	579-2155	
Giberson Elementary School 2880 Ferber Drive	579-2165	
Monterey Elementary School 2311 Monterey Road	579-2170	
Oak Creek Elementary School 3333 West Oak Creek Drive	579-2175	
Otero Elementary School 1650 Charmwood Drive	579-2110	
Soaring Eagles Community School 4710 Harrier Ridge Drive	540-4000	
Stratton Meadows Elementary School 610 Brookshire Avenue	579-2190	
Turman Elementary School 3245 Springrite Drive	579-2195	
Wildflower Elementary School 1160 Keith Drive	579-2115	
Mountain Vista Community School 2550 Dorset Drive	527-3400	
Sand Creek International School 550 Sand Creek Drive	579-3760	
Carmel Community School 1700 South Chelton Road	579-3210	
Fox Meadow Middle School 1450 Cheyenne Meadows Road	527-7100	
Panorama Middle School 2145 South Chelton Road	579-3220	
Harrison High School 2755 Janitzell Road	579-2080	
Sierra High School 2250 Jet Wing Drive	579-2090	
Career Readiness Academy 2250 Jet Wing Drive	579-2580	
Aspire Online Academy K12 200 Loomis Avenue	226-7285	
Thrive Home School Academy 2400 Slater Avenue	579-2160	
Atlas Preparatory Charter School 1602 South Murray Boulevard	358-7196	
James Irwin Charter School 5525 Astrozon Boulevard	302-9000	
The Vanguard Charter School 1605 S. Corona Avenue	471-1999	
Administration Complex 1060 Harrison Road, Colorado Springs, 80905 Superintendent, Dr. Wendy Birhanzel www.hsd2.org	579-2000	
Transportation Center 3555 Drennan Road, Colorado Springs, 80910	579-4900	
HSD2 Federal Credit Union 1060 Harrison Road, Colorado Springs, 80905	527-1358	



Demographic Information

Harrison School District Two is located in El Paso County which is the second most populous county in Colorado and serves an area approximately eighteen square miles. It encompasses the southern area of the city of Colorado Springs bordering the Fort Carson military complex.



El Paso County, Colorado

Population (2020)	730,395
Land area (square miles)	2,126.80
Persons under 5 years, percent (2020)	6.6%
Persons under 18 years, percent (2020)	23.8%
Persons 65 years and over, percent (2020)	13.2%
Racial Breakdown (2020)	
White alone	83.3%
Black or African American alone, percent	6.9%
American Indian and Alaska Native alone, percent	1.4%
Asian alone, percent	3.1%
Native Hawaiian/Pacific Islanders alone, percent	0.4%
Hispanic or Latino alone, percent	17.7%
Two or more races, percent	4.9%

(Total can be greater than 100% because Hispanics could also be counted in other racial categories.)

El Paso County, Colorado

Education (2016-2020)

People 25 years or older with high school degree or higher	94.5%
People 25 years or older with bachelor's degree or higher	38.7%

Median household income (in 2021 dollars) \$71,517

Percent of residents living below poverty level (2020) 9.1%

Source: United States Census Bureau QuickFacts, El Paso County, CO

Top Ten Principal Employers by Industry (2021)

	Employees
Health Care and Social Assistance	46,891
Retail Trade	31,189
Professional and Technical	29,234
Accommodation and Food	26,689
Education Services	26,292
Administrative and Waste	17,831
Construction	17,618
Public Administration	14,487
Finance and Insurance	13,493
Manufacturing	11,400

Source: Colorado Department of Labor



Economic Conditions in Colorado

The U.S. and Colorado economies continue to grow as the pandemic recedes as the key determinant of the economic trajectory. New and elevated risks to the economic recovery have materialized, with inflation and the associated monetary policy response emerging as the primary threats. In addition to wage pressures from the tight labor market and inflation resulting from pandemic-induced supply chain disruptions and strong global demand, the war in Ukraine has added to these pressures by disrupting crude oil, agricultural and metals markets.

While the tight labor market is producing sizable wage gains, many households are increasingly drawing down savings or taking on second jobs, as inflationary pressures outpace rising wages for most. With inflation increasing the price of everyday goods such as food and gasoline, the pinch on household budgets is broadly felt, especially among lower income households. The severity of inflation, combined with deteriorating sentiment among investors and businesses, is increasingly likely to require a forceful monetary policy response.

The Federal Reserve continued to tighten monetary policy, hiking interest rates by a combined 1.50 percentage points across three hikes in March, May and June. Additional increases are expected throughout the year. While this forecast assumes tighter monetary policy will result in a smooth transition to lower inflation with slowing economic growth, these policy maneuvers could also trigger volatility in financial markets or weaker economic performance than anticipated. Thus, the risk of sustained inflation throughout the forecast period is elevated, as is the risk of recession, while geopolitical conflict, inflation, and monetary policy tightening challenge economic growth.

The labor market has recovered in record time compared with previous recessions, with employment reaching or exceeding pre-pandemic levels in most sectors. Competition for workers remains strong, but plentiful job opportunities, rapid wage growth, declining pandemic-related health concerns and care constraints along with inflation-eroded financial cushions are expected to continue to draw workers back into the labor market, easing labor shortages. Tighter monetary policy is expected to cool demand for workers and with near-record job openings, there may be room to rein in inflationary pressures without decreasing employment levels.

Pandemic-related impacts on many areas of economic activity are easing as populations across the country and globe edge toward herd immunity, high levels of vaccination and pandemic fatigue. The pandemic is expected to have geographically and industry-isolated impacts throughout the forecast period, with the caveats of ongoing supply chain challenges in Asia and the ever-present risk of the emergence of a more virulent variant or disease.

Summary

The Colorado and national economies continue to expand, with healthy employment gains and improving consumer spending indicating continued growth. The labor market has recovered in record time relative to prior recessions, and the national and state unemployment rates are in retreat. However, the economic outlook has worsened since March 2022. While risks associated with a resurgent COVID-19 pandemic have receded, high inflation and the increasing forceful monetary policy response, have emerged as primary threats to the economic expansion. Inflationary pressure has diverse causes, including pent-up demand, a household savings glut, supply chain challenges, tight labor markets and most recently, energy and food market disruptions associated with the war in Ukraine. Their combined effect is erosive to household finances, wiping away income gains for many, while posing challenges for business hiring and investment. The coming months will illuminate the inflation response to monetary policy, as well as any persistent impacts for households and businesses. This forecast anticipates continued, slowing, expansion, but the path forward has become more tenuous.

Risks to the Forecast

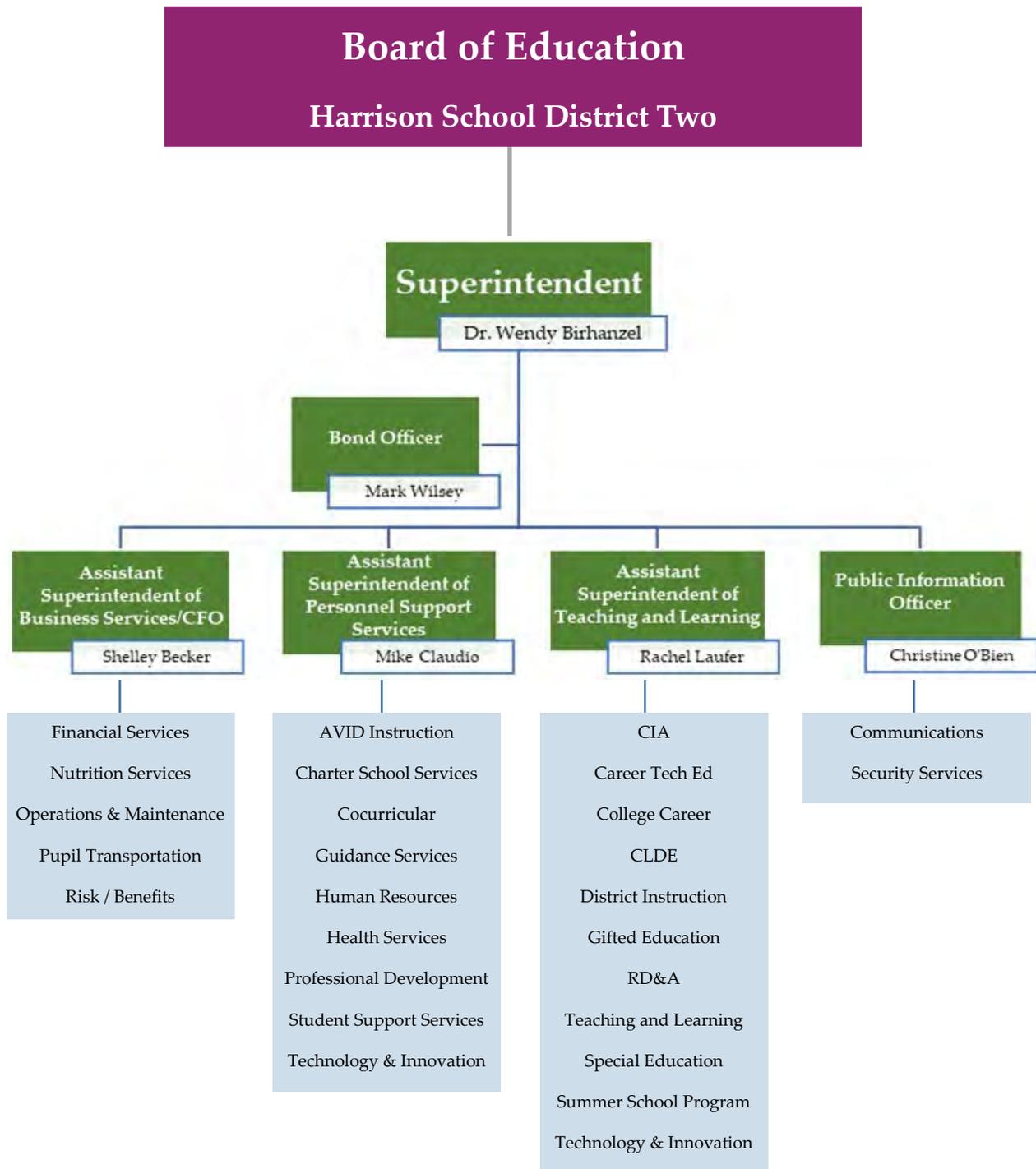
Several factors could result in either stronger or weaker economic activity than forecast. Risks to the forecast remain elevated and skewed to the downside with evolving monetary policy, the war in Ukraine and ongoing pandemic-related uncertainty.

Downside risks. The war in Ukraine continues to pose a sizable risk for increased inflation and reduced economic activity. Tight labor markets and high commodity prices may provide the kindling for a wage-price spiral that could result in even stronger and more durable inflation than forecast. In this instance, more aggressive monetary policy tightening is likely, which could strangle economic growth. Anticipation of monetary policy missteps elevates the risk of financial market instability, dampening economic activity. The pandemic's trajectory remains a risk to economic activity. Overseas lockdowns and additional business closures could exacerbate supply chain disruptions and elevated health concerns could dampen in-person service industry activity. Finally, unusual weather patterns, including persistent drought and related natural disasters such as wildfires, have become more frequent and pose geographically specific threats to impacted areas. They also pose potential systemic threats to real estate, insurance and finance industries depending on their severity.

Upside risks. A resolution to the war in Ukraine and an accompanying drop in commodity prices pose an upside risk to the forecast. Additionally, a near-term post-pandemic boom in spending on services could stimulate business expansion and boost economic growth more than expected. Similarly, sooner-than-expected easing in supply chain disruptions or faster-than-expected resolution of labor market imbalances could enable a stronger economic recovery than expected. Over the longer term, pandemic-related shifts toward remote work, technological change and simpler, more localized supply chains could result in stronger productivity gains and economic growth.

Source: State of Colorado June 2022 Economic & Revenue Forecast Update

District Organizational Chart



Board of Education Fiscal Year 2022 - 2023



Mr. Corey Williams, President

Corey Williams is originally from Monroe, Georgia. He served in the military for five years. Corey holds a Bachelor's degree in Accounting and is currently going through the certification process to become a financial advisor as well as pursuing a Master's in Business Administration.

He's always enjoyed working with young people and applied his passion for volunteer work by volunteering at the YMCA when he was in college.

Serving on the Board of Education has allowed Corey to make an impact for the betterment of the Harrison community. He believes, "When you put your mind to making your community better, you inspire someone else to make their community better." In October 2021 Corey was honored at the Mayor's Young Leader Awards as the recipient of the Education Award.

He and his wife Sharonda are the parents of a baby girl.



Ms. Janice "JJ" Frazier, Vice-President

Janice "JJ" Frazier has been a D2 resident for more than 30 years. She has provided over 40 years of behind-the-scenes administrative support to the District through six Superintendents and numerous Boards of Education. JJ is the proud mother of a son and daughter, both of whom attended HSD2 schools. She is also a proud grandmother of several grandchildren.

JJ is a former southeast Colorado Springs business owner. She holds a Master of Business Administration (MBA) in Entrepreneurship and Small Business Operations from Colorado Technical University (CTU).

Over the years, JJ has volunteered for numerous community programs and non-profits. As Chair of the Board of Directors, she has led the Urbanites Leading the Pikes Peak Region, formerly known as the Urban League of the Pikes Peak Region, since 2012. Currently, JJ serves as Chair of the Law Enforcement Transparency and Accountability Commission (LETAC) in Colorado Springs.

JJ is a recipient of the Hats Off Award by the Delta Sigma Theta Sorority, Inc. Colorado Springs Chapter, a Woman of Distinction by the Girl Scouts of Colorado, and a Woman of Influence by the Colorado Springs Business Journal.



Mrs. Michelle Wills-Hill, Secretary

Michelle Wills-Hill is a Pueblo native, who has lived in Southeast Colorado Springs for 18 years. She is married and the mother of a D2 graduate. While her daughter was in school, Michelle participated in various school events, was a parent volunteer for the Youth Transformation Center Restorative Justice Program, and was a VIP Coordinator at Harrison High School.

She is an environmental professional with over 30 years of experience in the public and private sectors. She has a Bachelor of Science degree in Cellular and Molecular Biology, Chemistry Minor, from Fort Lewis College, Durango, Colorado.

Michelle is active in various capacities in her church, served on numerous community volunteer opportunities through her job. She participated as a Peak Education Mentor, volunteered with the Educating Children of Color Summit and the African American Youth Leadership Conference and currently serves on the HSD2 Bond Oversight Committee.



Mrs. Regina English, Treasurer

Regina English is a Michigan native, wife, mother of five: three sons and two daughters who are graduates of Harrison School District Two and has eight grandchildren. Regina represented our county as Mrs. El Paso County 2020 and also holds the Mrs. Colorado Ambassador 2019 State title. She is the founder and director of Be You, a non-profit organization, that mentors youth focused on education, public speaking, community service, team building and healthy relationships. She also founded and directs her own pageant system, YES M.A.A.M. (My African American Miss), where she mentors youth through the sport of pageantry.

Regina has served on several boards and planning teams throughout the community and is currently a Resident Leader for the RISE Coalition, Entertainment Chair for the African American Youth Leadership Conference and has in the past served on the Kwanzaa Board and the Shades of Colorado Planning Committee. She served on the Principal's Advisory Committee at Panorama Middle School and as the VIP Coordinator for both Panorama Middle School and Sierra High School. Regina holds a Bachelor's degree in Business, a Master's degree in Public Administration and is a doctoral candidate working to complete her degree in Organizational Leadership. Regina takes pride in being a community leader, mentoring youth and posturing herself to impact change directly while leading with integrity. Her motto is "Stay Ready So You Don't Have To Get Ready"!



Ms. Joyce Salazar, Director

Joyce Salazar grew up in the D2 area and has lived here for more than 40 years. She attended Stratmoor Hills Elementary, Gorman Jr. High, and graduated from Harrison High School. Her children attended HSD2 schools, and now her grandchildren are attending HSD2 schools.

Joyce has over 20 years of experience in manufacturing and reverse logistics planning and 10 years as a volunteer supporting non-profit organizations focused on child advocacy and youth enrichment programs. She holds a Master’s degree in social work from Newman University specializing in trauma-informed care. Joyce utilizes her work, volunteer experience, and education to passionately support the community and its residents in reaching their greatest potential.

In her spare time, Joyce enjoys time with family and friends, group exercise and bicycle rides and being a life-long learner.



Harrison School District Two Board of Education members in attendance at the ribbon cutting ceremony for Carmel Community School.

District Organization / Services

The Board of Education

The Board of Education of Harrison School District Two represents, leads and serves the District's owners, according to Colorado Constitution, Section IX and holds itself accountable to them by committing to act in their best interests and by ensuring that all Board and District action is consistent with law and the Board's policies according to C.R.S.

The Board's purpose is to assure that the District achieves the results described in the Board's *Results* policies and that it operates according to the values expressed in the Board's *Operational Expectations* policies.

The Board consists of five members elected at large for staggered four-year terms, with elections held during odd years. The Board elects its own president, vice-president, treasurer and secretary.

The Board will govern lawfully with primary emphasis on results for students; be good stewards of public resources; encourage full exploration of diverse viewpoints; focus on governance matters rather than administrative issues; observe clear separation of Board and Superintendent roles; make all official decisions by formal vote of the Board; and govern with long-term vision.

1. The Board will function as a single unit. The opinions and personal strengths of individual members will be used to the Board's best advantage, but the Board faithfully will make decisions as a group, by formal vote. No officer, individual, or committee of the Board will be permitted to limit the Board's performance or prevent the Board from fulfilling its commitments.

2. The Board is responsible for its own performance and commits itself to continuous improvement. The Board will assure that its members have the knowledge, skills and budget support it determines to be necessary for effective governance.

2.2A Any funds allocated for individual board member training may be reallocated only upon affirmative action by the board.

3. Training will be used as necessary to orient candidates and new members, as well as maintain and increase current member skills and knowledge, including consultative coaching and attendance at conferences and workshops.

4. To assure continuous improvement, the Board regularly and systematically will monitor all policies in this section and will assess the quality of each meeting by debriefing the meeting following its conclusion.

5. To assure open and accountable governance, the Board will conduct its business meetings with adequate notice to the public.

6. To ensure that the Board's business meetings are conducted with maximum effectiveness and efficiency, members will:

- a. come to meetings adequately prepared
- b. speak only when recognized
- c. not interrupt each other
- d. not engage in side conversations
- e. not repeat what has already been said
- f. not "play to the audience" or monopolize the discussion
- g. support the president's efforts to facilitate an orderly meeting
- h. communicate openly and actively in discussion and dialog to avoid surprises
- i. encourage equal participation of all members
- j. practice respectful body language
- k. withhold comment in response to public statements

7. The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss. All administrative matters delegated to the Superintendent that are required to be approved by the Board will be acted upon by the Board via the consent agenda.

8. An item may be removed from the consent agenda upon approval of a majority of the Board members present and voting.

9. The Board will direct the District through policy. The Board's major focus will be on the results expected to be achieved by students, rather than on the strategic choices made by the Superintendent and staff to achieve those results.

10. The Board, by majority vote, may revise or amend its policies at any time. However, as a customary practice, a proposed policy revision will be discussed at one session of the Board prior to being approved at a subsequent Board meeting.

Budget Process Calendar

July 2021						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JULY 2021

- Beginning of Fiscal Year 2021-2022

August 2021						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2021

- District receives preliminary county assessment certification

September 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER 2021

- Finance Department starts discussions for the Fiscal Year 2022-2023 budget process
- Third quarter state economic update

October 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

OCTOBER 2021

- Official pupil membership count commences

November 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER 2021

- Preliminary work on Fiscal Year 2022-2023 budget
- Pupil count due to Colorado Department of Education

December 2021						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

DECEMBER 2021

- Mill levy certification for property tax
- Fourth quarter state economic update

JANUARY 2022

- Update multi-year projections based on new assumptions which include enrollment and Capital Projects
- Operations identify and prioritize needs for Capital Reserve and Land Trust Fund Budgets
- Revised budget Fiscal Year 2021-2022 presented to Board of Education

January 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

FEBRUARY 2022

- Inflation rate for K-12 School Total Program Funding
- Enrollment projections and school allocations finalized

February 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

MARCH 2022

- First quarter state economic update
- All Fiscal Year 2022-2023 budgets completed
- Operations verify potential projects, verify priorities and obtain quotes for all requested projects

March 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

APRIL 2022

- Operations to determine allocation of resources for schools
- Preliminary Fiscal Year 2022-2023 Financial Plan and Budget presentation to the Board of Education

April 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

MAY 2022

- Proposed Fiscal Year 2022-2023 Financial Plan and Budget presentation to the Board of Education which includes recommendations for approved projects for both Capital Reserve and Land Trust Fund budgets

May 2022						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

JUNE 2022

- Public Budget Hearing
- Adoption of Fiscal Year 2022-2023 Financial Plan and Budget by the Board of Education which include all resolutions
- Second quarter state economic update

June 2022						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

In addition to the Board of Education Policies and District Goals set by the Board of Education, the budget process is influenced by the Government Finance Officers Association (GFOA) Code of Professional Ethics.



CODE OF PROFESSIONAL ETHICS

Public service is a special trust. The finance office plays an important role in the public service. The finance office has stewardship over citizens' shared financial resources. These resources make possible the services that are essential to the safety, livability, and vitality of our communities.

We, the government finance officers of the United States and Canada, have a deep and abiding desire to show that we are worthy of the trust that has been bestowed upon us. We strive to show it to the citizens of the communities we serve and to their elected representatives. We strive to remain true to the values that drive our work as public servants.

Trust is an asset as important as any that can be found on our balance sheets. But how can we maintain and grow this asset? This GFOA Code of Ethics shows us how to live these values. It recognizes that people are imperfect and that we are all subject to biases that can challenge ethical behavior. Our Code asks the members of government finance offices to confront these challenges in order to serve our communities to the best of our abilities.

INTEGRITY AND HONESTY

Integrity and honesty are the foundation on which trustworthiness is built. I, as a member of a public finance office, am in a unique position where my influence over the allocation of limited resources and the fiscal future of my community requires the highest standard of integrity and honesty. It means people can believe what I say, I act in accordance with my deepest values, I put principle ahead of my own ego and I do the right thing even when it is hard.

How I Show Integrity and Honesty

- Manage public finances honestly and transparently. I will: exercise prudence in the management of public funds; disclose the information needed for local officials and the public to understand the financial condition of their community; uphold the letter and the spirit of the law; avoid conflicts of interest; refuse gifts or favors that could be perceived to influence my professional duties and not seek personal gain in conduct of the public's business. I will develop the policies, procedures and systems necessary to ensure honest and transparent financial management in my government.

- Stand for my values. Integrity is the integration of my values with my behavior. I will define the values that drive how I conduct financial management in service to my community and be prepared to give voice to those values when faced with pressure to do the wrong thing. I will also be prepared to give voice to those values when I see others conducting themselves in a way that is detrimental to the future of the community I serve.
- Be open to new ideas. Openness is essential to integrity. Openness means I am willing to admit that I may not always be right. I am willing to consider new information or ideas – they could prove essential to the continued safety, livability and vitality of my community.

PRODUCING RESULTS FOR MY COMMUNITY

Public finance offices have an important job. Doing that job well honors the trust the public has placed in me. When I show I am well informed and knowledgeable and can produce the results my community expects, I build trust.

How I Produce Results for My Community

- Do high-quality work. When I produce results that meet the needs of my local government, I gain the confidence of the public and my colleagues.
- Hone my expertise. Continually refining my knowledge, skills and abilities assures people that I can to produce results for my community now and in the future.
- Exercise good judgment. Judgment is the application of my knowledge, skills and abilities. Sound judgment requires testing my intentions, motivations and exercising constant self-awareness. By paying attention to the effect that conflicting demands, pressing deadlines and other biasing factors may have on my decision-making, I am more likely to choose in the best interest of the community I serve rather than my own personal interest.

TREATING PEOPLE FAIRLY

Local governments depend on trusting relationships between people. If people feel unfairly treated, relationships break down and they may withhold their support from my local government. This makes it more difficult for my local government to maintain a strong financial foundation. Therefore, I will treat people fairly and develop processes and procedures that are fair.

How I Treat People Fairly

- Respect the rights of others. Public finance offices are in a position of power. When using that power, the rights of other people must be respected. This includes providing equal treatment and opposing discrimination, harassment or other unfair practices.

- Develop processes and procedures that are fair. When employees and citizens believe that decisions are fact based and take all concerns into consideration, they are more likely to support those decisions – even if a decision is not in favor of their preferred outcome.

DIVERSITY AND INCLUSION

Communities across the country are constantly changing. Embracing diversity and fostering inclusiveness helps finance offices cultivate organizations and promote policies that reflect the communities they serve. When people feel included, they will see that I am concerned for their wellbeing and that shows I am worthy of their trust.

How I Value Diversity and Foster Inclusion

- Provide people with opportunities to be part of decisions that impact them. Public finance decisions often have big implications for people outside the finance office. If these people are part of the decision-making process, they are more likely to feel fairly treated and thereby regard the people who work in finance office as trustworthy.
- Support equity in service provision. Local government services are critical to the lives of our citizens. Finance offices, because of their resource allocation role, can impact the quality of services and how and where services are provided. I commit to valuing diversity within my organization and within my community, recognizing my own biases and calling out unfair discrimination of any kind.

RELIABILITY AND CONSISTENCY

When others can count on me, I prove my trustworthiness. When I consistently apply my standards – especially to myself – I honor my commitment to the community I serve and make it easier to do the right thing even when faced with challenging circumstances.

How I Show Reliability and Consistency

- Develop strong financial policies. Financial policies provide the “rules of the road” and a standard of performance against which my community can judge its finances.
- Produce reliable information. People rely on information produced by the finance office to make important decisions for the community. That information should be accurate and free of material misstatements or omissions. It should also be objective and free from personal biases.
- Provide timely information. Set clear expectations for when work will be accomplished and live up to those expectations. Timely financial information allows decisions that rely on that information to also be timely.

Financial Budgeting and Accounting

The District follows Generally Accepted Accounting Principles (GAAP) established by the Governmental Accounting Standards Board (GASB) for both accounting and budgeting. The majority of the day-to-day operations of the school district are accounted for in the General Fund. Complete definitions of each of the funds maintained by the District are presented in the executive summary.

The Board of Education District Policies serve as expectations for District staff and our students:

Harrison School District Two will graduate college and career ready students with the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good.

Policy A - Foundations and Basic Commitments

Section A of the NEPN/NSBA classification system contains policies, regulations and exhibits on the District's legal role in providing public education and the basic principles underlying school board governance. These policies provide a setting for all the school board's other policies and regulations.

Policy D - Fiscal Management

Section D of the NEPN/NSBA classification system contain policies, regulations and exhibits on school finances and the management of funds.

Policy E - Support Services

Section E of the NEPN/NSBA classification system contains policies, regulations and exhibits on non-instructional services and programs, particularly those on business management such as safety, building and grounds management, office services, transportation and food services.

Policy G - Personnel

All employees will be treated with respect, dignity and professionalism and recognized for the values they bring to their respective positions.

Policy I - Instruction

The educational program shall provide both formal studies to meet the general academic needs of all students and to enable them to meet or exceed state and District content standards. To the extent possible, opportunities for individual students to develop specific talents and interests in more specialized fields shall be provided.

A learning environment shall prevail in which healthy growth is fostered, in which individual ability is recognized and excellence encouraged, and in which a productive life is presented to students as a model to emulate.

Various instructional programs shall be offered intended to maintain balanced, integrated and sequentially articulated curricula, which will serve the educational needs of all students in the District.

In cases when the needs of the District warrant a change to a school's grade level determination or program configuration, it will be done in accordance to what is best for students and staff as determined by the Superintendent.

Policy J - Students

Section J of the NEPN/NSBA classification system contains policies, regulations and exhibits on students - admissions, attendance, rights and responsibilities, conduct, discipline, health and welfare and school related activities.

Policy K - School/Community Relations

Section K of the NEPN/NSBA classification system contains policies, regulations and exhibits concerning parent and community involvement in schools. Except for policies concerning education agencies, statements on public sector relations with the District are also located in this section.

Policy L - Education Agency Relations

Section L of the NEPN/NSBA classification system contains policies, regulations and exhibits on the District's relationship with other education agencies, including other school systems, regional or service districts, private schools, colleges and universities, education research organizations and state and national education agencies.

The Board monitors the work of District staff on an ongoing basis and holds the District superintendent accountable. The superintendent, along with District staff, prepares monitoring reports on a regularly scheduled basis. These monitoring reports indicate whether the District is meeting District Goals set by the Board.

- 1) Recruit, develop and retain an effective teacher for every classroom in every school.
- 2) Recruit, develop and retain an effective principal for every school.
- 3) Improve educational technology in every school.
- 4) Design a world-class curriculum.
- 5) Establish a No Excuses district of accountability.



Budget Goals - Annual Budget

The annual budget is the financial plan for the operation of the school system. It provides the framework for both expenditures and revenues for the year and translates into financial terms the Board's Results and Operational Expectations policies and action plan priorities of the district.

Public school budgeting is regulated and controlled by requirements of the State Board of Education which shall prescribe the form of district budgets in order to ensure uniformity throughout the state. The State Board of Education shall adopt a financial policies and procedures handbook which shall be used by every school district in the state in the development of budget for the district, in the keeping of financial records of the district and in the periodic presentation of financial information to the board of education of the district.

The budget shall be presented in a summary format which is understandable by any lay person reviewing the district's budget. The budget format shall itemize expenditures of the district by fund and by student. It shall describe the expenditure and show the amount budgeted for the current fiscal year, amount estimated to be expended for the current fiscal year and the amount budgeted for the ensuing fiscal year. When budgeting for any enterprise funds, the district shall use the full accrual basis of accounting. The budget shall summarize revenues by revenue source and expenditures by function, fund and object.

The budget also shall disclose planned compliance with spending limitations outlined in Article X, Section 20, of the Colorado Constitution, including holding TABOR reserve funds in an unrestricted general fund or in cash funds.

The Board assigns to the superintendent overall responsibility for budget preparation, budget presentation and budget administration, but the superintendent shall have the authority to delegate portions of this responsibility. The superintendent and Chief Financial Officer (CFO) shall be the board authorized representatives to make expenditures and commitments in accordance with specific Board and District policies. As part of the superintendent's budget responsibility, the superintendent shall cause to be prepared a budget preparation calendar that shall ensure that all deadlines established by law for budget presentation, hearings and adoption and for certification of amounts to be raised by school tax levies are met by the school district. The budget calendar shall take into consideration the possible need to submit a request to raise additional local revenue to a vote by the district's electorate.

The budget prepared and presented by the Superintendent shall be consistent with the budget priorities of the Board as established in policy DBD.

The annual adopted budget shall be posted on-line in a downloadable format, for free public access in compliance with the Public School Financial Transparency Act.

Operating Reserves

Maintaining a financial year-end fund balance is a beneficial and sound financial management practice. The Board of Education assigns to the superintendent or designee the responsibility of accumulating and maintaining a General Fund balance of 13% of expenditures. This amount will be inclusive of the emergency reserve required by Article X, Section 20 of the Colorado Constitution (TABOR).

Insofar as possible, the budget adopted by the Board shall be sufficient to implement all programs and priorities approved by the Board.

Legal C.R.S. 22-44-101to119, C.R.S. 22-44-204 (3), C.R.S. 22-44-301, C.R.S. 22-45-103

Budget Preparation Timeline

In January, multi-year projections are updated based on new assumptions including enrollment projections. In February and March, funding needs and the prioritization of the allocation of resources are reviewed and budget information is distributed to schools and departments. Throughout the month of March, school and department budgets are completed and submitted to Financial Services. From January to June, multiple presentations and information is brought forward to the Board of Education. In May, the Board of Education receives the proposed budget and in-depth dialogue and discussion is held. During the second board meeting in June, the Board adopts the Budget and Appropriation Resolution and the Resolution Authorizing the Use of a Portion of Beginning Fund Balance.

Fund Accounting

The accounts of the District are organized on the basis of fund and account groups, each of which is considered a separate accounting entity. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund equity, revenues and expenses. Government resources are allocated to and accounted for in individual funds based upon the purposes for which they are to be spent and the means by which spending activities are controlled. The following fund categories are presented in the budget as follows:

Governmental Funds

General Fund

This fund is the general operating fund of the District. It is used to account for all financial resources except those required to be accounted for in another fund.

The Insurance Reserve Fund, a sub-fund of the General Fund, is used to account for the resources to self-insure a portion of the District's liability, property and workers' compensation insurance needs and provide overall risk management activities for the District.

Bond Redemption Debt Service Fund

This fund is used to record the revenues from a tax levy for the purpose of satisfying voter-approved bonded indebtedness obligations, including principal, interest and related expenditures.

Capital Reserve Fund

This fund accounts for transfers from the General Fund and other revenue sources allocated to or earned in this fund. Associated expenditures are for the ongoing capital needs of the District, such as technology capital projects, deferred maintenance, heating, ventilation and air conditioning (HVAC) projects, vehicles and roofing projects.

Building Fund

This fund is required to be used to account for all resources available for acquiring capital sites, buildings and equipment as specified by the related bond issue. This fund is required to be used when bonds are sold for a building project.

Land Trust Fund

The Land Trust Fund is classified as a capital projects fund which is used to record permit fees and the authorization for capital expenditures. This fund is used to account for any revenues and expenditures in accordance with new residential building growth within District boundaries.

Special Revenue Funds

Nutrition Services Fund

The Nutrition Services Fund is self supporting and accounts for activities related to providing healthy and nutritious breakfast and lunch programs for the students in the District.

Designated Purpose Grants Fund

This special revenue fund is a governmental fund used to track revenue sources that are restricted to specific expenditures. This fund accounts for the various federal and state grants awarded to the District to accomplish specific activities. These programs are restricted as to the type of expenditures for which they may be used.

Pupil Activity Fund

Used to record financial transactions related to school sponsored pupil organizations and activities that are obtained from parent organizations and booster club activities. These activities are self-supporting and do not receive any direct or indirect District support.

Internal Service Fund

Health Insurance Fund

This fund accounts for the partially self-funded dental insurance program of the District. The District has nearly 1,400 employees that are eligible for dental insurance and 65 percent participate in the plan.

Basis of Budgeting

All funds of the District use the modified accrual basis of accounting. Revenues are recognized as soon as they are both measurable and available. “Measurable” means the amount of the transaction can be determined and “available” means collectible within the current period, or soon enough thereafter, to pay liabilities of the current period.

Modified Accrual Basis for Governmental Funds

The District’s governmental fund types use the modified accrual basis of budgeting. Property tax revenue is considered to be available if collected by the District within 30 days after year-end. All other revenue is considered to be available if collected within 120 days after year-end. Expenditures are recognized when funds are either expended or encumbered. Appropriations not spent or encumbered lapse at the end of the fiscal year. Encumbrances are treated as expenditures for budgeting purposes in those funds using the modified accrual basis and are documented by purchase orders or contracts. Fund equity is referred to as fund balance under this basis of accounting and budgeting.



Budgetary Statutes, Policies and Guidelines

The purpose of a budget is to provide a financial plan for the District's operations including anticipated revenues and forecasted expenditures. To achieve this basic purpose, a comprehensive budget system must be integrated with the financial accounting system.

Detailed budget planning allows the District to reflect educational values and needs. The structure and format provided by a well designed budget promotes rational decision making regarding the importance of various District services. In this way, administrators and the Board of Education are assisted in educational planning as well as in the prioritization and planning of all District operations through the allocation of resources.

The Budget Process

The budget process involves multiple steps, which include identification of District goals, budget calendar, budget projections, budget content, program budgeting and the utilization and presentation of prescribed forms.

In addition to the preparation of the operating budget, the capital budget must be prepared. The capital budget is based on a five-year plan, which is prioritized based on maintenance, safety and improvements to District buildings. The impact of capital projects is considered when developing the operating budget.

Major capital improvements paid for with school bond funds, primarily for new schools and for expansions to existing school facilities are budgeted in the Building Fund of the District. Major capital improvements funded with capital reserve funds, including purchases of equipment, technology, vehicles, property and furniture are all budgeted in the Capital Reserve Fund. The additional operating costs, which will be incurred when these facilities are completed and put into use, will consist primarily of additional school support, maintenance and custodial charges, as well as additional utility charges. The General Fund will include the budgeted expenditures considered adequate to cover the expected school support, annual maintenance, custodial, utility and security costs of the District.

As part of the District's Operational Expectations (OE's), which define the Boards expectations for daily operations, the District is required to develop and maintain both the Facility Master Plan (FMP) and the Facility Capital Renewal Plan (FCRP). The purpose of each document is to assure that the physical facilities support a 2023 learning environment. While the facilities are currently in good condition, aging infrastructure and economic challenges have resulted in a declining budget that will require flexibility to continue meeting the requirements of the OE.

Budget Projections

In order to prepare budget projections for the ensuing fiscal year, the District has developed underlying assumptions aligned with Board policies and goals for use in forecasting sources and uses of funds.

Beginning Fund Balance: The District determines an estimate of the end-of-year fund balances to be carried forward to the ensuing year as beginning balances. This activity requires projections of accounts payable, accounts receivable, expenditures and revenues for the remaining portion of the current budget year.

Revenues: Major revenue sources include local property and specific ownership taxes, state funding per the Colorado School Finance Act and categorical funding, as well as Federal grant funding, tuition and fees. Revenue projections are made based on pupil count projections and the Total Program Funding formula which is comprised of the State's base per pupil amount for all districts plus any specific district factors such as at-risk population, cost of living and district size. These factors are applied to prior year's historical trending to forecast future revenues. Complete details on revenue sources and the projection process are presented in the Executive Summary Section titled "Where the Money Comes From" and "General Fund Revenue Assumptions".

Expenditures: Expenditure needs of the District, including adjustments for compensation and inflation are analyzed and addressed through available funds including enrollment growth, budget realignment, periodic program evaluation and historical trending. These are reasonable as the District has experience in adjusting expenditures with consideration of the following factors: analyzing non-instructional versus instructional expenses, class size adjustments, program effectiveness and efficiency studies. A review of the District's expenditure projections are presented in the Executive Summary Section titled "General Fund Expenditure Assumptions."

Budget Publication and Adoption

The Board of Education of the District must adopt a budget and appropriation resolution for each fund that presents a complete financial plan for the ensuing fiscal year. In accordance with state law, the budget shall include actual revenues and expenditures in detail for the last completed fiscal year and revenues and expenditures anticipated, budgeted or both, for the current fiscal year and proposed revenues and expenditures for the ensuing fiscal year. C.R.S. 22-44-105(1)

Notice of Budget Publication: The proposed budget shall be submitted to the Board of Education at least 30 days prior to the beginning of the fiscal year (by May 31). Within ten days after the submission of the proposed budget, the Board of Education must publish a notice stating that the proposed budget is on file at the principal administrative offices of the District; that the proposed budget is available for inspection during reasonable business hours; that any person paying school taxes in the District may file or register an objection thereto at any time prior to its adoption; and that the Board of Education of the District will consider adoption of the proposed budget for the ensuing fiscal year on the date, time and place specified in the notice. C.R.S. 22-44-109(1)

State law requires that a public meeting be held at which the proposed budget will be considered. C.R.S. 22-44-110(1)

Budget Adoption: The Board of Education must adopt a budget for each fiscal year prior to the beginning of the fiscal year (July 1). C.R.S. 22-44-103(1) After adoption of the budget, the Board may modify the budget any time prior to January 31st of the fiscal year for which the budget was adopted. Changes to the budget after January 31st are authorized under supplemental budget provisions. C.R.S. 22-44-110(5)

Budget and Appropriation Resolution: The Board of Education must adopt the budget by appropriation resolution duly recorded prior to the beginning of the fiscal year. The appropriation resolution must specify the amount of money appropriated to each fund. The amounts appropriated to a fund must not exceed the amount thereof as specified in the adopted budget. C.R.S. 22-44-107(1)(2) The Board of Education cannot expend any monies in excess of the amount appropriated by resolution for a particular fund. C.R.S. 2244-115

Budget Filing: The budget is also to remain on file at the main administrative office of the District throughout the year and must be open for public inspection during reasonable business hours. C.R.S. 22-44-111(1)

Failure to Adopt a Budget: If the budget and appropriation resolution is not adopted, then 90 percent of the last duly adopted budget and appropriation resolution shall be deemed to be budgeted and appropriated. C.R.S. 22-44-104

Amendments or Revisions of Budget

The Board of Education, or management, may amend the District’s budget, adopted in June of the year prior to the budget year. The Board of Education may revise the total budget for any of the funds due to unforeseen circumstances, which did not exist at the time of the original budget adoption, such as emergencies or unanticipated revenues.

In accordance with State of Colorado Revised Statutes C.R.S. 22-44-110(5), after the adoption of the budget, the Board of Education may review and change the budget, with respect to both revenues and expenditures, at any time prior to January 31 of the fiscal year for which the budget was adopted. After January 31, the budget may not be changed; except where funds for a specific purpose, from other than ad valorem taxes, subsequently become available to meet a contingency need, the Board of Education may adopt and appropriate a supplemental budget for expenditures not to exceed the amount of the additional funds.



Capital Budget Program Schedule

In November, 2018, the voters approved \$180 million in bonds. These funds will provide the resources for renovations and additions throughout the District. Below is a timeline for projects expected for Fiscal Years 2018-2019 to 2024-2025 from planning and design to construction and post construction.

HARRISON SCHOOL DISTRICT TWO BUILDING FUND PROJECT START AND END DATES NOVEMBER 2018 VOTER APPROVED \$180 MILLION BOND				
Project	Start Date		End Date	
Bricker Elementary	March	2022	December	2023
Centennial Elementary	November	2018	December	2019
Giberson Elementary	March	2023	December	2024
Monterey Elementary	April	2021	December	2022
Oak Creek Elementary	August	2020	December	2021
Otero Elementary	November	2018	December	2019
Soaring Eagles Elementary	December	2020	March	2023
Stratmoor Hills Elementary	July	2019	August	2021
Stratton Meadows Elementary	July	2019	August	2021
Turman Elementary	March	2022	December	2023
Wildflower Elementary	April	2021	December	2022
Carmel Middle School	April	2019	September	2022
Fox Meadow Middle School	March	2023	December	2024
Panorama Middle School	March	2022	December	2023
Harrison High School	April	2019	December	2021
Sierra High School	April	2021	December	2023
Mountain Vista Community K-8	November	2018	December	2024
Mountain Vista Home School	June	2021	December	2022
Sand Creek International	November	2018	April	2020
Finance Center	July	2023	December	2024

Participation in the Budget Process

Invitation to Participate

All interested individuals are invited and encouraged to participate in the annual budget development process. Community members' suggestions and input are important to the decision making processes involved in developing the annual budget.

Parents, community members, staff and students may become involved in a number of ways:

- Parent/teacher organizations in the schools
- Advisory groups and committees such as District Accountability Committee (DAC) which focus on a number of common concerns and interests
- Board of Education meetings during which budget recommendations are reviewed and discussed in detail

Contact Information

For more information on how to provide suggestions or to contact the groups that are currently working with Harrison School District Two, please contact:

- The principal of a neighborhood school
- The Communications office of the District
- The Financial Services office of the District

The District website also provides contact information as well as information on schools, departments, programs and financial data: www.hsd2.org.



Board Policies and Procedures

Harrison School District Two develops its financial plan and budget according to the Board of Education's adopted policies and procedures. This section highlights those Board Policies which directly impact the financial planning and budgeting process. A complete document containing all Board of Education policies can be viewed on the Harrison School District Two website at <https://go.boarddocs.com/co/hsd2/Board.nsf/Public>

GOVERNANCE CULTURE

GC-1 Board Purpose

GC-2 Governing Commitments

GC-2-E Student Board Representative to the School Board

GC-3 Board Job Description

GC-4 Officers' Roles

GC-5 Board Committees

GC-6 Annual Work Plan

GC-7 Board Members' Code of Conduct

GC-8 Board Member Conflict of Interest

GC-9 Process for Addressing Board Member Violations

BOARD/SUPERINTENDENT RELATIONSHIP

B/SR-1 Single Point of Connection

B/SR-2 Single Unit Control

B/SR-3 Staff Accountability

B/SR-4 Authority of the Superintendent

B/SR-5 Superintendent Accountability

B/SR-5-E Annual Summative Evaluation of the Superintendent

OPERATIONAL EXPECTATIONS

- OE-01 Global Operational Expectation
- OE-02 Emergency Superintendent Succession
- OE-03 Treatment of Stakeholders
- OE-04 Personnel Administration
- OE-05 Learning Environment/Treatment of Students
- OE-06 Financial Planning
- OE-07 Financial Administration
- OE-08 Asset Protection
- OE-09 Communicating with the Board
- OE-10 Communicating with the Public
- OE-11 Instructional Program
- OE-12 Student Discipline
- OE-13 Facilities
- OE-14 Technology and Innovation

RESULTS

- R-1 Academic Performance
- R-2 Personal Development and Success
- R-3 Contributing to the Common Good

Mission Statement: *Graduate college and career-ready students with the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good.*

SUMMARY

Board of Education Coherent Governance

Educational Choices

Open Enrollment Policy

Families who wish to enroll their student in a school other than their neighborhood school complete a Choice Open Enrollment application, available online through the District website. Applications are available beginning in January each year and applications are accepted until the end of April. Applications are accepted for the following school year on a space available basis. Approved applications for open enrollment are valid for attendance throughout the grades served by the school. Students must reapply for open enrollment from one level of schooling to the next level.

Early Childhood Education

Harrison School District Two makes early childhood education a priority and is proud to provide tuition free kindergarten to ALL students. Students in kindergarten are provided a rich academic and social learning environment by highly trained and caring teachers.

HSD2 is partnering with Community Partnership for Child Development (CPCD) to offer the following early childhood education programs at elementary school sites within our district:

- Early Head Start with parents – Expectant moms or newborns to children 3 years old
- Early Head Start for teen parents – Expectant teen moms or newborns to children 3 years old
- Head Start – Children 3 to 5 years of age
- Colorado Preschool Program – Children 3 to 5 years of age

Elementary School Education

Harrison School District Two's nine neighborhood elementary schools, three K-8 schools, one K-6 school, and one K-12 online school (Aspire Online Academy) foster the academic achievement and social development of all students. Highly trained and dedicated teachers help students learn to read and read to learn, write with precision and understand mathematical concepts to solve problems. In addition to academics, our students are encouraged to have a strong sense of responsibility and personal worth, while being respectful of themselves and others. They should have a factual knowledge of the world and be able to apply that knowledge to new situations. Parents are valued as partners in fostering each child's achievement.

Individual student needs are met through a range of strategies, such as flexible grouping and differentiated instruction, as well as gifted and special education. Formal and informal

assessments are essential ingredients for high quality individual instruction. Students are continually assessed throughout the year, and the data is used to determine student progress toward meeting District content standards.

Middle School Education

Harrison School District Two's two middle schools, three K-8 schools, and one K-12 school, work to ensure academic achievement, wellness and safety for all students, as well as provide programming to meet the academic, social, emotional and physical needs of young adolescents. Passionate teachers provide challenging and relevant curriculum through various instructional strategies to address student learning styles and needs. Each middle school allows students to enroll in courses that award high school credit. All middle schools provide various athletic programs, clubs and activities for student engagement.

Individual student needs are met through a range of strategies, such as differentiated instruction, as well as gifted and special education. Formal and informal assessments are essential ingredients for high quality individual instruction. Students are continually assessed throughout the year and the data is used to determine student progress toward meeting District content standards.

High School Education

Harrison School District Two's two traditional high schools, one career readiness academy, and one online high school, work to ensure students are college and career ready upon graduation. Our high schools encourage responsibility, creativity, critical thinking, confidence and problem solving. They value diversity and promote a community of active, responsible and engaged learners. Students take core classes and are provided several opportunities to pursue their interests with a wide array of elective course offerings. In each course students are provided rigorous curriculum with relevance made to real life application. Each high school provides opportunities for students to concurrently enroll in college courses and earn college credit. All high schools provide various athletic programs, clubs and activities for student engagement.

Individual student needs are met through a range of strategies, such as differentiated instruction, as well as gifted and special education. Formal and informal assessments are essential ingredients for high quality individual instruction. Students are continually assessed throughout the year and the data is used to determine student progress toward meeting District content standards.

Diploma and Graduation Requirements

Harrison District Two believes that all graduating students must demonstrate competency in both required course work and elective areas of interest.

Students are encouraged to exceed the minimum requirements to better prepare for their post-graduation goals, including higher education, careers and lifelong learning.

1. Units of Credit Needed and Demonstrated Proficiency

A total of twenty-three (23) high school credits plus a demonstrated Math and English proficiency will be required for graduation from high school. The graduation requirements presented below include a menu of options students must use to show what they know or can do, beginning with the graduating class of 2022. Students must demonstrate college or career readiness in both English and Math based on at least one measure.

2. Credit from Other Institutions

Units of credit acquired through outside institutions must satisfy the criteria of Harrison School District Two Master Course Catalog. All Military students entering the District from outside the United States, must meet the District graduation requirements; however, exceptions based on extenuating circumstances may be granted by the Superintendent.

3. Concurrent Enrollment Credit

Students wishing to obtain credit from postsecondary institutions must be a course that meets the requirements to be articulated to an approved high school course.

4. Student Load (total number of units carried in a year)

A normal load for freshmen, sophomores, juniors and seniors will be a minimum of six (6) units (credits) per year.

5. Years of Attendance Needed

It is advisable that a student have four (4) years of high school experience to graduate. In some cases, students may be allowed to graduate in less time than four (4) years. In those cases, students satisfying all graduation requirements in less than four (4) years may apply for early graduation to the building principal.

Graduation Requirements

CLASS OF 2022 & BEYOND

Content	Harrison School District 2 Required Credits	Colorado Higher Education Admissions Recommendations (As of July 2018)
English	Four English credits	4 years (4 credits)
Mathematics	Three Math credits	4 years (4 credits)
Science	Three Science credits (2 credits must be lab-based)	3 years (3 credits) 2 years (2 credits) must be lab-based
Health	.5 Health credit	
Social Studies	Three Social Studies credits (.5 credit must be from Government, and 1.0 credit must be from World History or U.S. History)	3 years (3 credits) At least 1 year (1 credit) must be in U.S. or World History
World Language	One Foreign Language credit	1 year (1 credit)
Physical Education	.5 Physical Education credit	
Electives	Eight Elective credits	
Total	Twenty-three credits	

MENU OF OPTIONS

Demonstration	English	Math
NEXT GENERATION ACCUPLACER	241 on Reading or 236 on Writing	255 on Arithmetic (AR) or 230 on Quantitative Reasoning, Algebra and Statistics (QAS)
ACT	A score of at least 18	A score of at least 19
ACT WorkKeys	A score or bronze or higher	A score of bronze or higher
Advanced Placement (AP)	A score of at least 2	A score of at least 2
Armed Services Vocational Aptitude Battery (ASVAB)	A score of at least 31	A score of at least 31
Concurrent Enrollment	Passing grade per District and higher education policy	Passing grade per District and higher education policy
District Capstone Project	Minimum of "Pass" score on District Capstone Project	Minimum of "Pass" score on District Capstone Project
Industry Certification	Minimum of "Met/Pass" score on any one of the Industry Certification examinations	Minimum of "Met/Pass" score on any one of the Industry Certification examinations
International Baccalaureate (IB)	A score of at least 4	A score of at least 4
Scholastic Assessment Test (SAT)	A score of at least 470	A score of at least 500
Collaboratively developed, standards-based performance assessment	State-wide scoring criteria	State-wide scoring criteria

Alternative Schools and Programs

Career Readiness Academy

The mission of HSD2's Career Readiness Academy is to provide students with a plan of study that focuses on academics, career and personal development so when students graduate, they are career ready. The Career Readiness Academy is a program designed to support all students in learning through both online classes and hands on instruction. Our District supports a variety of learning models because we know that not everyone learns the same way. Our online courses are aligned to common core and provide students with a rigorous learning experience. Currently our career fields include automotive, construction and cosmetology. We have partnered with Pikes Peak State College (PPCC) and are able to facilitate transition to various career paths at PPCC after graduation.

Thrive Home School Academy

Thrive Home School Academy, THSA, is a one-day per week enrichment program that is free for home schooling families in the Pikes Peak region. Children in grades K-12 attend classes with other home-schooled students one day per week. Classes include art, technology, music, science, language arts and history also including recesses and lunch.

If students want to participate in more than the one day of classes every week, THSA partners with the Colorado Springs Conservatory (CSC) and the Millibo Art Theatre to provide a variety of arts programming at no cost to families. The following clubs are offered throughout the school year: Fencing, Martial Arts, Art, Yearbook, PE, Strategic Games and a robust music program for students of all levels: band, orchestra and choir. A variety of field trips are scheduled, including visits to Chico Basin Ranch, the Cheyenne Mountain Zoo, Academy of Children's Theater Plays and many more.

Charter Schools

Harrison School District Two has nine authorized charter schools. Charter schools include Atlas Preparatory Elementary School, Atlas Preparatory Middle School, Atlas Preparatory High School, James Irwin Elementary School, James Irwin Middle School, James Irwin High School, The Vanguard School (Elementary), The Vanguard School (Middle), and the Vanguard School (High).

Other Educational Options

Special Education Programming

Special education programming is driven by the unique individual educational needs of students with disabilities and procedures required by federal and state mandates. The special education population is very diverse. It includes students who are categorized as cognitively disabled, learning disabled, emotionally disturbed, visually impaired, hearing impaired, physically disabled, speech/language impaired, chronically ill or multiply disabled. The vast majority of special education students are in the mainstream, attending neighborhood schools and spend at least part of the day in a general education classroom. The schools undertake the responsibility of: (1) identifying all disabled children and offering them educational services; (2) assessing each disabled child individually and, when appropriate, formulating a written Individualized Education Program (IEP); (3) ensuring that disabled students are placed in the "least restrictive environment" commensurate with their needs; (4) notifying parents in writing about identification, evaluation and school placement of their child; and (5) providing those "related services" required for children to benefit from special education.

International Baccalaureate Program (IB)

The International Baccalaureate program is a comprehensive curriculum geared toward students seeking a challenging educational experience that promotes international understanding and includes high standards for achievement. In Harrison School District Two, Sand Creek International School is fully authorized to offer the Primary Years Programme, PYP, focusing on the development of the whole child, preparing students to become active, caring, lifelong learners. PYP students are encouraged to demonstrate respect for themselves and others and to participate in the world around them. Additionally, Sand Creek International School is an authorized IB school for the Middle Years Programme (MYP), which culminates with community project that serves the local area.

Harrison High School (HHS) is authorized to offer the Middle Years Programme, MYP, and the Diploma Programme, DP, which helps students develop their personal understanding, their emerging sense of self and responsibility in their community. As an IB World School, HHS shares a common philosophy—a commitment to improve the teaching and learning of a diverse and inclusive community of students by delivering challenging, high-quality programmes of international education that share this same powerful vision.

Gifted Education Program

Gifted Programming at neighborhood schools vary among the sites, depending on student need and the school's Unified Improvement Plan. Classroom teachers collaborate with support staff to design content extensions, challenge units and independent projects to extend and deepen student learning. Services to students are both direct and indirect and may include co-teaching, team teaching, compacting, tiered assignments, flexible and cluster grouping practices. The identification process utilizes a body of evidence approach including cognitive ability and academic achievement, including parent, student and teacher input. The data gathered during the identification process is used to determine appropriate programming services for the student.

Culturally and Linguistically Diverse Education (CLDE)

The CLDE department in Harrison School District Two is committed to developing English language skills that support the academic achievement of our students that speak 34 different languages. CLDE Programming at neighborhood schools varies among the sites, depending on student need and the school instructional plan. CLDE teachers collaborate with classroom teachers to provide appropriate universal and targeted instruction, depending on the needs of the learner. Services to students are both direct and indirect and may include co-teaching, team teaching, flexible and small grouping practices. Ongoing training of CLDE staff ensures that students receive quality instruction with the use of the best instructional strategies for their individual needs. The data gathered during the identification process is used to determine appropriate programming services for the student. Each student is assessed in January of each year with the WIDA ACCESS test indicating the student's English language level in Speaking, Listening, Reading, and Writing.

Advanced Placement Program (AP)

Advanced Placement courses offer students an opportunity to receive learning at a deeper level of course content and potentially earn college credit at certain institutions while still in high school. Upon successfully passing Advanced Placement exams, students are able to transfer these credits to many post-secondary institutions. Students have the opportunity to dig deeper into subjects that interest them, develop advanced research and communication skills and learn to tap their creative, problem-solving, and analytical potential all while adapting to the rigor of college-level work. Sierra High School is an AP magnet school in HSD2 and offers 14 AP courses and there are plans to add a Pre-AP program in 2023-2024.

Advancement Via Individual Determination (AVID)

Harrison School District Two is proud to have the AVID system in place in each of our middle and high schools. AVID, (Advancement Via Individual Determination), began in 1980 and has been implemented in 47 states and 16 countries or territories. It impacts more than 2 million students annually. The typical AVID student is first generation to college and is often underrepresented in college. The AVID system provides educators with proven, real-world strategies to accelerate the performance of underrepresented students so that they and ALL students throughout each campus will be prepared and be able to succeed in college, their chosen career and in life. AVID trains educators to make learning more effective by providing engaging, rigorous and collaborative classrooms. It engages all faculty and staff to drive student success, develops resilient and lifelong learners through academic and social support, increases rigor and raises student achievement and creates a college-going culture school-wide. Nationally in 2019, 89% of AVID seniors reported plans to attend a postsecondary institution. Eighty-five percent of AVID seniors also reported taking at least one AP/IB/Dual credit class. State-wide, Colorado has 25 AVID districts, directly serving nearly 18,000 students in the AVID elective class. HSD2 AVID students consistently out-perform their non-AVID peers academically and each year our AVID seniors graduate having the necessary preparation for college entrance. Typically, AVID seniors are ALL accepted to a 4-year university with close to 100% attending college each fall. In Harrison School District Two, AVID students earn, in average, close to one million dollars in scholarships and go on to attend institutions of higher education or join the military.

Summer Program

Non-tuition-based summer programming is available for all HSD2 students. The programs offer sessions at most District sites to address intervention, enrichment and strategies for success in study skills to assist students in meeting content standards and credit recovery.

gtPathways

This structured program initiative is the flagship of our concurrent enrollment program. Students are identified in middle school during the 8th grade. Students who are selected as potential participants are those who were enrolled in high school classes (i.e., Earth Science, Algebra I, English I, U.S. Government) as 8th graders or in some cases, 7th graders. The students are enrolled in their first college class as freshmen. Following a specific scope and sequence of courses for their cohort during their four-year high school experience,

students will accumulate college credit and high school credit simultaneously. The college classes that are taken articulate to specific core academic courses or goes toward elective credit. At the end of their senior year, students will earn their high school diploma and an Associate of General Studies degree from Pikes Peak State College.

BOOST – Concurrent Enrollment Program Initiative

Beginning in the 2018-2019 school year, the Concurrent Enrollment program, afforded rising seniors who had finished all or a preponderance of their high school graduation requirements, with the opportunity to take Concurrent Enrollment classes during their last year as a high school student. During the 2019-2020 school year, the opportunity to take Concurrent Enrollment classes was expanded to include juniors who qualify.

In accordance with SENATE BILL 19-176 “Expanding Concurrent Enrollment”, beginning in the 2020-2021 school year, this program has expanded to include 9th, 10th, 11th, and 12th grade students who qualify to take Concurrent Enrollment classes while in high school.

Dakota Promise Program

Starting with the 2020 graduation class, the Dakota Promise Program will provide free college tuition and fees to attend Pikes Peak State College and academic support coaches to every qualifying high school graduate in HSD2. This program was established with generous support from the Dakota Foundation, the Legacy Foundation and the Colorado Opportunity Scholarship Initiative to provide unprecedented opportunity for HSD2 students.

To be eligible for the program, students must have attended a HSD2 high school or charter school for at least one year prior to graduating, complete high school with 2.5 or better GPA (cumulative or junior + senior year), enroll at PPCC within 12 months of graduation, enroll and complete a minimum of 24 credit hours per academic year and apply for all available financial aid by completing a FAFSA, Free Application for Federal Student Aid. Dakota Promise would pay the difference between the federal and state grants a student receives and PPCC tuition and fees, up to \$5,000 annually. Students must complete a minimum of 24 credits each academic year and maintain a 2.0 or better GPA to continue the program.

Adult Education

Starting in the 2021-2022 FY, our free Adult Basic and Adult Secondary Education classes are designed to help students improve skills in language arts and mathematics in order to reach educational and post-secondary goals of obtaining a High School Equivalency certification

(GED), passing the Accuplacer, improving job opportunities or entering a college, trade school or certificate program.

Students may select a Language Arts or Math course or both. Classes are leveled by skills needed to increase literacy, reading or mathematics for each student. Science and Social Studies content are incorporated into the classes. These face-to-face classes, with a certified teacher, combine classroom instruction with computer-based exercises tailored to each student.

Instructional Technology & STEAM

Members of the Instructional Technology and STEAM department, also known as the HSD2 ITS Team, provide support to teachers, administrators and other District personnel in order to create a personalized, engaging learning environment for improved student achievement. Specifically, the team is responsible for providing leadership in instructional technology, innovative educational practices, information literacy, STEAM curriculum support and staff instructional technology training district-wide.

How the ITS department supports learning:

- Leads the District E-Learning Team (ELTs) leaders from every school dedicated to providing ongoing professional development for staff at each building.
- Organizes and promotes before and after-school opportunities at each site by supporting the Extended Learning Opportunity (ELO) school coordinator leads.
- Creates a STEAM fair competition for our elementary schools
- Facilitates the conversion of media centers to Learning Commons at each site as school experience bond updates.
- Provides ongoing professional development and support for school-based Library-Media Technicians.
- Delivers extensive instructional technology integration support through the Tinker Room resources.

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FINANCIAL SECTION



CLASSROOM

CULTURE



COMMUNITY



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Harrison School District Two

FINANCIAL SECTION

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HARRISON SCHOOL DISTRICT TWO BUDGET DEVELOPMENT ASSUMPTIONS

Harrison School District Two has been committed to the success of the students since the District was established over a century ago. We pride ourselves on being the second oldest district in El Paso County.

The mission of Harrison School District Two is to graduate college and career ready students with the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good. We will be successful as a district by ensuring the core beliefs are at the center of everything we do with our students and community. These beliefs include:

- All students are capable of excellence
- Our purpose is to maximize student success
- The well-being of our students, staff, families and community is worthy of our investment

Harrison School District Two has a rich history within the community. The diversity in the District is a strength and provides direction for the future. Acknowledging this, the District developed a three year strategic plan.

A plan was created to ensure all students have access to high-quality schools and learning experiences preparing them for the future. To meet this goal, the focus is on three District priorities - classroom, culture and community.

- ✓ Ensure academic and social excellence for all students with a well-trained staff equipped with resources and supported through collaboration.
- ✓ Maintain a collaborative and transparent culture that values all stakeholders while developing leaders and demonstrating pride in the District.
- ✓ Sustain a school community working alongside our partners to improve experiences and opportunities for all.

This budget provides for the strategic goals and directions of the District. Plans for educational values and needs have been assessed and financials resources have been provided to achieve the goals. School budgets are prepared in conjunction with specific school improvement plans

and focus areas. The budget and financial plan for Fiscal Year 2022-2023 has been developed to provide an excellent learning opportunity for the students of the District, aligning financial resources with the District Core Beliefs.

FUNDS

Operating Funds

General Fund is the main operating fund of the District and includes the operating budgets for the schools and department.

Insurance Reserve is a sub fund of the General Fund and is used to record expenditures for risk-related activities.

Nutrition Services Fund is a special revenue fund used to record financial transactions related to the nutrition service operations.

Designated Purpose Grants Fund includes certain designated restricted local, state and federal grants.

Health Insurance Fund is an internal services fund that accounts for the partially self-funded insurance programs of the District.

Pupil Activity Fund is a special revenue fund used to record financial transactions related to school sponsored organizations and activities

Non-Operating Funds

Bond Redemption Fund is a debt services fund used to record the revenues received from a tax levy and the associated expenditures to satisfy the indebtedness obligations.

Building Fund is a capital projects fund that allows acquiring capital sites, buildings and equipment as identified by a related bond issue.

Capital Reserve Fund is a capital projects fund and is used to account for acquisition of land, improvements, construction of structures or additions to existing structures and acquisition of equipment and furnishings.

Land Trust Fund is classified as a capital projects fund which is used to record permit fees and the authorization for capital expenditures.

REVENUE

Local Revenue

Property tax is a major funding source for the District, allocated to both General Fund and the Bond Redemption Fund. Property tax assessments are completed every two years by the county assessor's office. All real property is reappraised every odd-numbered year. A 24-month period is used for the assessment. For the 2021 property value assessments, a period from July 1, 2018 through June 30, 2020 was used for appraisals. Each year, the school district certifies a mill levy in December, which is then sent to the county assessor's office. The county assessor sends out the tax notices to each property owner at the beginning of the calendar year. The majority of the property taxes are collected during the months of February through June by the county and are forwarded to each school district monthly. Property taxes account for over 12 percent of the General Fund revenue and are estimated to be \$18.6 million in Fiscal Year 2022-2023. Property taxes provide over 99 percent of the funding for the Bond Redemption Fund, estimated to be \$15 million in Fiscal Year 2022-2023.

The School Finance Act allows for additional revenue to be raised with voter override approval. The maximum amount that can be approved is 20 percent of a district's total program funding. Harrison School District Two voters have approved \$5.75 million which is collected annually. This represents 4.6 percent of the total program funding for HSD2.

Specific ownership tax is collected by the counties when vehicles are registered. A portion of this tax is allocated to the school district and is recorded in the General Fund. Harrison is expecting to collect \$3.5 million in Fiscal Year 2022-2023.

Other local revenue sources include interest earnings on investments, field trip charges, admissions, tuition, indirect costs, services provided to charter schools and other local sources.

State Revenue

The largest source of revenue for the District is derived from state funding based on the 1994 Public School Finance Act, commonly referred to as program funding and is recorded in the General Fund. Program funding is mandated by state statute, C.R.S. 22-54-104 and is revised each year. This legislation requires that all schools in Colorado will be funded on a per pupil basis. House Bill 22-1390 was approved by the Colorado General Assembly on May 20, 2022 which revised the Public School Finance Act. In Fiscal Year 2022-2023, the major factors that impact funding through this Act is an inflationary increase based on the

Denver/Aurora/Lakewood consumer price index, a reduction in the budget stabilization factor, and student enrollment. For Fiscal Year 2022-2023 the inflationary factor is 3.5%, an increase of 1.5% from the prior year of 2.0%. Current economic conditions increased the amount of revenue available to the state, thereby reducing the financial impact of the Budget Stabilization Factor. In Fiscal Year 2022-2023, this factor drops to \$4.8 million less in revenue for HSD2, down from \$7.5 million in the prior year.

The projected per pupil revenue is \$9,624 which is \$553 more per pupil than the prior fiscal year. The District estimates to receive \$111 million in state equalization funding for Fiscal Year 2022-2023 from the Public School Finance Act, representing an increase of \$6.5 million from the previous year. State equalization funding provides over 77 percent of the General Fund revenue.

Personnel cost factor varies by school district and is based on enrollment size. The factor increases as enrollment increases, from a low of .7992 to .9050 for the largest districts. The personnel cost factor for Harrison School District Two is currently .8898.

Non-personnel cost factor is basically the difference between 100 and the district's personnel cost factor and range from .0950 to .201. The non-personnel cost factor for Harrison School District Two is .1102.

The cost of living factor is certified by the Legislative Council to the Department of Education for each school district based on the cost-of-living analysis. This factor reflects differences among the 178 school districts for costs of services, goods and housing costs. This analysis is required every two years. The factor is applied only to the percentage of the statewide base funding allocated for personnel costs. The cost of living factor ranges from 1.014 to 1.65, with Harrison having a factor of 1.208.

District size factor provides additional funds for districts with smaller student enrollments and range from 1.03 to 2.40. The size factor for Harrison is 1.0297.

The budget stabilization factor was created as a budget balancing tool for the legislators to use for the state budget in Fiscal Year 2009-2010. Funding was not available for the state to fully fund the School Finance Act. This factor is applied as a negative percentage to all schools in the state. In Fiscal Year 2021-2022 the total statewide negative factor was \$503 million, of which \$7.5 million is allocated to Harrison School District, representing a reduction in funding of 5.9%. The total negative factor has been decreased for Fiscal Year 2022-2023 to \$321 million, resulting in \$4.8 million lost revenue for the District. The total financial impact through the years has been over \$135 million in lost revenue for Harrison School District.

In addition to program funding provided from the state, additional funds are made available to reimburse school districts for a portion of expenses paid for specific programs. These programs are designed to serve a specific group of students or particular need. These "categorical" programs include funding for special education, English language learners, transportation, gifted learners, vocational education and reading intervention.

The Exceptional Children's Educational Act (ECEA) of 1973 provides funds for the District to serve students whose aptitude or competence in abilities, talents, and potential for accomplishment in one or more domains are so exceptional or developmentally advanced that they require special provisions to meet their educational programming needs. Funding of \$4.7 million will be available for the District.

The English Language Proficiency Act (ELPA) provides additional support for students who are limited-English proficient. For Fiscal Year 2022-2023, \$378 thousand is planned to be received.

Public School Transportation Act, Title 22, Article 51 of the Colorado Revised Statutes, allows for the District to be reimbursed for part of the costs associated with transporting students to and from school. This is based on the previous school year expenditures and the anticipated revenue to be collected is \$698 thousand.

The Colorado Reading To Ensure Academic Development Act (Colorado READ Act) was passed by the Colorado Legislature during the 2012 legislative session. The READ Act focuses on K-3 literacy, assessment, and individual plans for students reading below grade level. This will provide the District \$567 thousand in Fiscal Year 2022-2023.

At-Risk Funding is provided through the School Finance Act. This includes students that are considered under the category of "English Language Learner". Additional funding for at-risk students is 12 percent of the base per pupil funding. Over 61 percent of Harrison School District Two students are identified as at-risk. The District should receive \$10.5 million in funding in Fiscal Year 2022-2023. At-Risk funding accounts for over seven percent of the total General Fund Revenue.

A portion of funding for the Governmental Designated Purpose Grants Fund is provided from state sources. These include such programs as Colorado early literacy, Carl Perkins vocational and Preschool bullying.

Federal Revenue

The majority of federal funding is provided for the Nutrition Services and Governmental Designated Purpose Grants Funds. Programs provide reimbursements and U.S.D.A. commodities for the Nutrition Services Fund and are expected to be over \$3.7 million. Several programs are funded through the Governmental Designated Purpose Grants Fund

for Titles I, II and III as allocations will be determined during the fiscal year. As a result of the COVID 19 pandemic, HSD2 will receive over \$19.3 million of funding associated with the Elementary and Secondary School Emergency Relief Fund (ESSER). Federal sources of revenue for the General Fund provide \$145 thousand and include Title VIII Impact Aid, ROTC and Federal Forest and Mineral funding.

Transfers to Other Funds

The District plans to transfer over \$44 million from the General Fund to other funds.

Capital Reserve \$1,077,275

Insurance Reserve \$2,020,000

Health Insurance \$55,000

Charter Schools \$41,219,977

EXPENDITURES

Student-Based Budgeting (SBB)

Harrison School District 2 has utilized Student-Based Budgeting (SBB) since July 1, 2018 as the District's budgeting process for schools. SBB is a process that moves authority and resources closest to where teaching and learning take place, the local school. At full implementation, SBB allows a higher level of per pupil revenue to be allocated at the site level on a per pupil basis making a direct link between a school's actual enrollment and funding. Student Based Budgeting responds proactively to political initiatives directed at dictating school district financial practices. Financial transparency is heightened by accountability at the local/school community level and empowers sites with greater discretion and flexibility.

District staff begin each year analyzing prior year per pupil allocations (PPA) in relation to pupil enrollment by level. For Fiscal Year 2022-2023 the PPA for schools are:

- Elementary schools have different levels of per pupil allocations determined by enrollment and range from \$3,389 to \$5,293
- Middle school allocation: \$3,784 to \$3,798
- K-8 school allocation: \$3,183 to \$3,720
- High school allocation: \$2,973 to \$2,996

Additional resources may be allocated to schools that have low enrollment or special needs.

Schools allocate funding for teachers, support staff, operating materials and supplies.

Schools are then analyzed to determine additional discretionary allocations per individual educational and support requirements such as counselors, interventionists, literacy coaches and Math Fellows. In addition to discretionary funding, each school is given allocations for non-discretionary positions that are budgeted at the District level. Some of the positions allocated are for Culturally and Linguistically Diverse Education, special education, principal, principal secretary, building engineer and custodian.

Reductions

Due to the additional funding provided through the Public School Finance Act and the Budget Stabilization Factor, reductions were not necessary for Fiscal Year 2022-2023. The District continues to monitor staffing and financial resources available and make decisions necessary to continue to provide excellent educational resources for students.

Salaries

Salaries are the largest component of District expenditures. All funds salaries are estimated to be \$79 million, or approximately 38 percent of the Fiscal Year 2022-2023 budget. General Fund salaries total \$65.4 million, which is 60% of the General Fund budget. Salary increases are based on the specific groups of employees and may also be affected by years of service to the District, with salary increases ranging from 2 to 5 percent.

Employee Benefits

Employee benefits are estimated to be \$27.3 million in 2022-2023. This is 13.2 percent of the total expenditures for the District. General Fund benefits are estimated to be \$23.2 million, or 21.3% of General Fund.

The largest cost for employee benefits provided is the District PERA retirement contribution. The rate for Fiscal Year 2022-2023 is 21.4 percent, an increase of .5 percent from the prior year rate of 20.9 percent. The Medicare rate will remain at 1.45 percent.

Medical and dental insurance options are provided for most employees of the District. The benefit amount is based on the type of coverage and plan chosen. The benefit rate for medical insurance for employee only ranges from \$537.35 to \$539.67 per month. This is an increase of \$17.35 to \$19.67 from the prior year benefit contribution of \$520. The average medical insurance benefit will be \$883, an increase of \$45 from the prior year average of \$838.

<u>Health Coverage</u>	<u>Option 1</u>	<u>Option 2</u>	<u>Option 3</u>
Employee Only	\$ 539.67	\$ 539.08	\$ 537.35
Employee and Spouse	\$ 967.28	\$ 965.67	\$ 960.89
Employee and Children	\$ 961.33	\$ 959.75	\$ 955.08
Family	\$1,072.93	\$1,071.11	\$1,065.71

The dental insurance benefit rates will remain the same as the prior year ranging from \$27.27 to \$64.88 per month.

Life and long-term disability insurance are also provided for most employees. The rates for these benefits are not projected to change.

Operating Budget

The operating budgets include purchased services, supplies, equipment and other objects. The budget has been planned to include:

Purchased Services: \$26.1million - the largest components are for General Fund, Colorado Preschool Program, Governmental Designated Purpose Grants and the Building Funds.

Supplies: \$14.7 million - General Fund, Governmental Designated Purpose Grants Fund, and Nutrition Fund are the majority of expenditures.

Equipment: \$43.8 million – most of which is allocated to the Building Fund.

The District utilities budget is expected to remain fairly consistent with the prior year at \$2.8 million.

Other objects: \$16.9 million - the majority of this expenditure is \$14.5 million for the Bond Redemption Fund principal and interest.

FUND BALANCE

The budgets have been prepared to comply with the Board of Education requirements for maintaining adequate fund balances. Fund balance is maintained to ensure fiscal stability that guards against unforeseen circumstances and meets District, state and federal requirements.

GASB 54 mandates that fund balance will be categorized as follows:

- Restricted - funds must be set aside for specific purposes and constitutional or legislative provisions. This includes reserves for the Debt Service and Colorado Preschool funds, as well as the required TABOR reserve.

- Non-spendable - amounts that are required to be maintained intact, or are not in a spendable form. Included are reserves for inventory and prepaid items.
- Committed - set aside for a specific purpose. Funds are reserved for long-term compensated absences, risk management, capital projects and other operating reserves.
- Assigned - amounts intended to be used for a specific purpose.
- Unassigned - funds available for any purpose.

Pursuant to Article X, Section 20 of the Colorado Constitution, the required TABOR reserve of 3% has been maintained. This General Fund reserve is estimated to be \$3.3 million at June 30, 2023.

Per Board of Education policy, a reserve of 13 percent of General Fund expenditures will be maintained, which includes the TABOR reserve. Ending fund balance is projected to be \$23.9 million, which is 22.0 percent of expenditures. This is a reduction of \$8.24 million from the Fiscal Year 2021-2022 estimated ending fund balance. These projections do not include any estimates for underspending, which has occurred in the past. With the negative factor continuing to reduce available funding, the District has chosen to use available fund balance to mitigate the need for budget reductions. The drawdown of fund balance will continue to fund enhancement of academic achievement and is limited in nature to assure that adequate funds are available.

ENROLLMENT

In 2021-2022 Harrison School District experienced an overall increase in preschool through 12th grade enrollment of 2.6 percent, to 13,270 students mainly due to the inclusion of Vanguard Charter School and the opening of Aspire Online Academy. Enrollment is projected to decrease by 194 students to 13,076 in the fall of 2022. This equates to a 13,057 funded pupil count, with preschool students counted as half of an FTE.

The Public School Finance Act allows for districts with declining enrollment to utilize up to five years of averaging to calculate the funded pupil count. The intent is to help reduce the financial impact of lost funding for the students and spread the loss for up to a five year period. HSD2 has experienced declining enrollment over the past few years, and by utilizing pupil count averaging, has helped to reduce the negative impact of decreased funding.

A large portion of the students enrolled in HSD2 are considered to be at-risk of successfully completing their education. It is projected that 7,901 students in HSD2 are at risk, which is 61.3 percent, while the state average is 38.7 percent.

HARRISON SCHOOL DISTRICT TWO

REVENUE TREND ANALYSIS

Property Tax is a local revenue source and is recorded in both the General Fund and the Bond Redemption Fund. This funding is based on the mill levy approved by the Board of Education in December of each year and the assessed valuation received from the county. In Fiscal Year 2022-2023, \$33.6 million is budgeted for property tax. Property tax collection rates are expected to remain the same as in the prior year.

Other Local Revenue is comprised of several sources. The largest component is Specific Ownership Tax which is collected by the county when vehicles are registered and is then passed on to the District. This also includes investment income, indirect costs and services provided to Charter Schools. For Fiscal Year 2022-2023, \$7.8 million is planned to be collected. Other local revenue sources remain fairly stable through the years, with an increase in Fiscal Year 2018-2019 as a result of the sale of \$100 million in voter approved bonds and Fiscal Year 2021-2022 with the sale of the final \$80 million in bonds including \$26 million recognized from the premium on bonds sold.

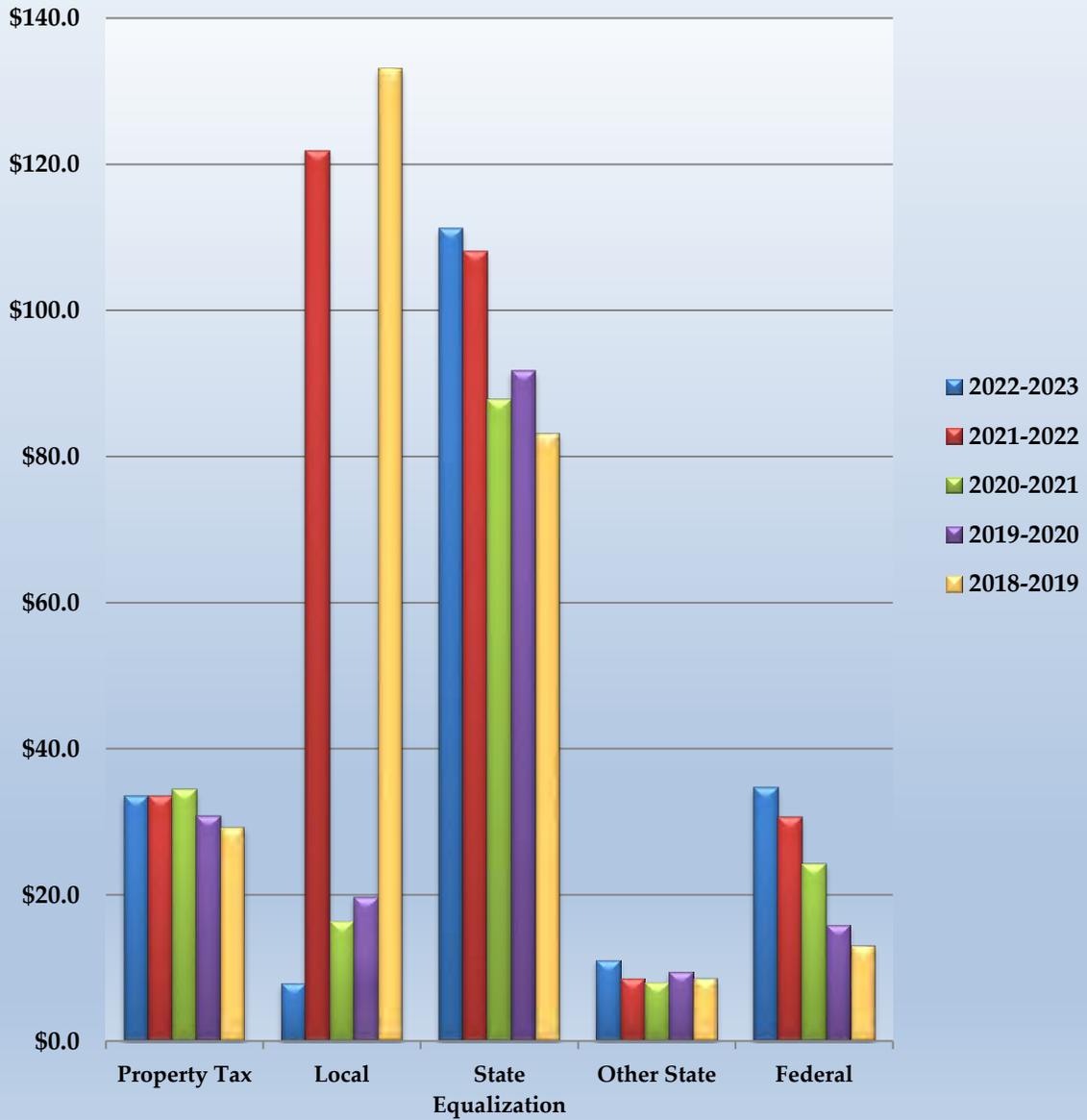
Other than the sale of bonds, **State Equalization** is the largest funding source for Harrison School District Two, comprising over 77 percent of General Fund gross revenue. State Equalization is a provision of the Public School Finance Act, approved by the Colorado State Legislature each year. All 178 schools districts in the state are funded under this act. The Public School Finance Act funding is described in the budget development assumptions. The amount budgeted for state equalization revenue is \$111 million, which is an increase of \$3 million from 2021-2022. This is a result of the 3.5 percent inflationary increase in state funding, the reduction in the budget stabilization factor and change in enrollment. The fluctuation in the amount of money received from state equalization varies by year and is subject to the allocations authorized from the State of Colorado.

Other State Revenue includes funding provided for Special Education, ELPA, Career and Technical Education, Transportation, Kindergarten and READ Act programs. Over \$11 million is planned to be collected in 2022-2023. These amounts remain fairly consistent from year to year and are adjusted for inflation.

Federal Revenue provides funding sources for the Designated Purpose Grants Fund, Food Services Fund and General Fund. The District plans to collect over \$34 million from federal resources in 2022-2023. This is up \$5.4 million from 2021-2022 and \$18.9 million from 2019-2020, mainly due to expected increases in funding for federal funding streams associated with COVID-19.

HARRISON SCHOOL DISTRICT TWO
REVENUE TREND ANALYSIS
FISCAL YEARS 2018-2019 TO 2022-2023

Revenue Trends
(in millions)



HARRISON SCHOOL DISTRICT TWO EXPENDITURE TREND ANALYSIS

Salaries account for 38 percent of all District expenditures. In the General Fund, over 60 percent is spent on salaries. The majority of salaries are for certified staff with over \$39 million spent on classroom support in the General Fund. Additional teachers and para professionals are also provided from the Designated Purpose Grants Fund. Historically, the District spends over 52 percent of grant funding on staff to help provide an excellent educational opportunity for students.

Employee Benefits comprise over 13 percent of the total expenditures for the District and consist of the District PERA retirement contribution, Medicare, health, dental, life and disability insurance benefits. The PERA contribution rate increases for 2022-2023 to 21.4 percent, up from the 20.9 percent rate for 2021-2022. Health and dental benefits are provided for most current employees. Harrison is partially self-funded for dental insurance and the benefit amount will remain the same as last year. Beginning in 2021-2022 the health insurance changed to a fully insured plan provided by Kaiser. The benefit amounts vary depending on the type of coverage chosen. The average monthly benefit amount will increase to \$883, up from an average of \$838 in 2021-2022. Other post employment benefits (OPEB) are provided through the Public Employee Retirement Association (PERA) Health Care Trust Fund (HCTF), as required by C.R.S. 24-51-1206. PERA administers this program which provides a premium subsidy to benefit recipients choosing to enroll in the health care program. At June 30, 2021, the District reported a liability of \$6.3 million for its proportionate share of the net OPEB liability.

Purchased Services make up nearly 13 percent of total District expenditures, with \$12.4 million of the expenditures in the General Fund. Utility costs and Colorado Preschool Program expenditures are included in purchased services. Within the Health Insurance Fund the planned expenditures have decreased nearly \$11 million over the last two years as a result of moving to a fully insured health care plan.

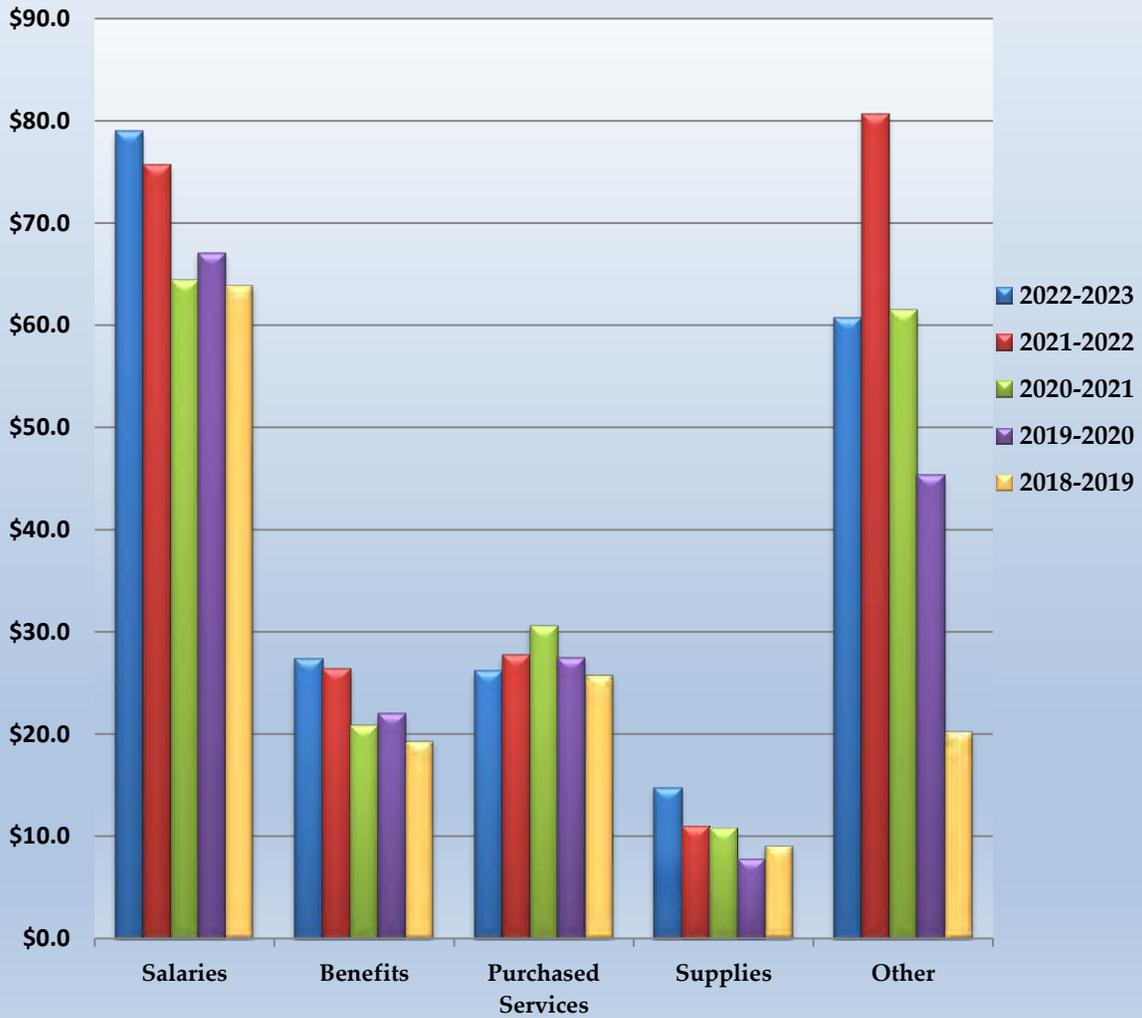
Supplies are budgeted at \$14.7 million for all funds in Fiscal Year 2022-2023. The majority of supplies are planned to be used in the General and Designated Purpose Grants Funds.

Equipment expenditures are planned for \$43.8 million. Construction projects continue to be funded in the Building Fund and \$39 million is planned to be spent in 2022-2023. This includes major renovations for several schools.

Other expenditures include \$14.9 million to service bond debt and is expected to remain at this level through Fiscal Year 2025-2026.

**HARRISON SCHOOL DISTRICT TWO
EXPENDITURE TREND ANALYSIS
FISCAL YEARS 2018-2019 TO 2022-2023**

Expenditure Trends
(in millions)



HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET
ALL FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated Actual
Beginning Fund Balance	\$ 36,588,889	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 71,434,979
Revenue					
Local	162,275,796	50,464,253	50,734,216	155,390,017	157,601,483
State	91,735,658	101,166,639	95,770,982	116,654,275	115,382,936
Federal	13,046,498	15,802,554	24,203,109	30,561,179	29,288,891
Transfers	(30,868,252)	(22,263,806)	(21,203,517)	(40,082,527)	(44,434,930)
Total Resources Available	236,189,700	145,169,640	149,504,790	262,522,944	257,838,380
Expenditures					
Salaries	63,858,313	67,091,484	64,407,115	75,669,853	71,734,710
Benefits	19,294,527	21,989,369	20,800,760	26,333,043	22,282,299
Purchased Services	25,771,266	27,498,305	30,572,643	27,744,396	27,898,319
Supplies	9,040,618	7,786,429	10,775,378	10,991,167	9,805,422
Equipment	12,251,542	30,332,440	45,500,955	46,470,672	47,012,703
Other Objects	8,008,419	15,024,898	16,013,579	34,228,254	31,829,485
Total Expenditures	138,224,685	169,722,925	188,070,430	221,437,385	210,562,938
Ending Fund Balance	\$ 134,553,904	\$ 110,000,619	\$ 71,434,979	\$ 112,520,538	\$ 118,710,421

Explanation of changes in revenue, expenditures and fund balance

Enrollment for Fiscal Year 2022-2023 is expected to decrease by 194 students resulting in \$2.21 million in less revenue for the General Fund.

Revenue was significantly increased in Fiscal Year 2021-2022 due to additional funding provided through the CARES Act, a result of the COVID 19 pandemic. This additional funding will continue to be spent through 2024. General Fund funding is increased in Fiscal Year 2022-2023 by 3.5% for an inflationary increase in the Public School Finance Act. This inflationary increase is considerably higher than the 2.0% increase for Fiscal Year 2021-2022. In Fiscal Year 2021-2022, the District sold the \$80 million in bonds remaining from the 2018 election approved by voters with an additional \$26 million realized in bond premium revenue.

Expenditures have increased in the past few years: salary increases of \$3.3 million are included in Fiscal Year 2022-2023 and the employer contribution to PERA increases to 21.4 percent.

HARRISON SCHOOL DISTRICT TWO
SUMMARY OF TOTAL BUDGET
ALL FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projection	Projection	Projection
Beginning Fund Balance	\$ 118,710,421	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565
Revenue				
Local	41,401,156	41,497,010	41,590,094	41,644,963
State	122,231,299	123,962,575	125,891,800	127,971,315
Federal	34,701,371	30,613,371	18,164,671	18,066,671
Transfers	(41,219,977)	(41,730,520)	(42,273,538)	(42,914,973)
Total Resources Available	157,113,849	154,342,436	143,373,027	144,767,976
Expenditures				
Salaries	79,003,579	77,390,110	73,048,032	73,092,772
Benefits	27,361,204	27,199,821	26,200,965	26,214,814
Purchased Services	26,144,994	24,980,883	22,123,964	21,609,492
Supplies	14,693,787	14,054,419	11,575,206	11,550,980
Equipment	43,785,118	23,210,072	9,364,007	4,474,037
Other Objects	16,903,256	16,383,578	16,162,173	16,134,507
Total Expenditures	207,891,938	183,218,883	158,474,347	153,076,602
Ending Fund Balance	\$ 67,932,332	\$ 39,055,885	\$ 23,954,565	\$ 15,645,939

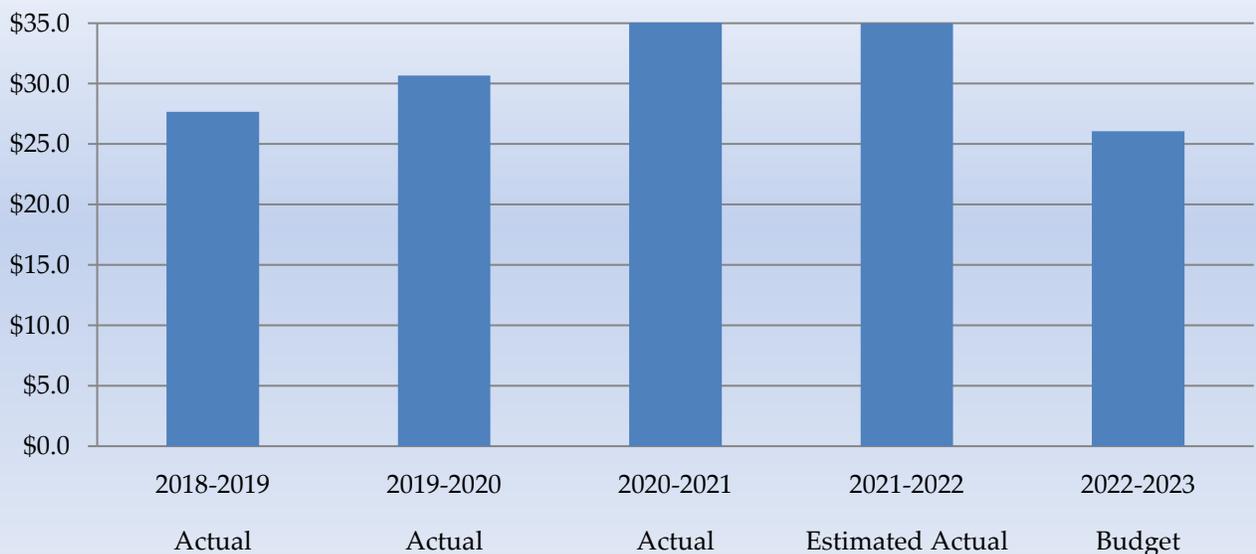
The Designated Purpose Grants Fund is increasing by \$5.7 million as a result of additional funds provided through the CARES Act. Ongoing Building Fund projects funded from the November 2018 bond election will result in \$42 million being spent in 2022-2023.

A decrease in Ending Fund Balance in Fiscal Years 2019-2020, 2020-2021 and 2022-2023 is the result of expenditures associated with the construction of capital projects planned in the 2018 voter approved bond issue. The projected expenditures do not include an estimate for underspending which has occurred in the past, and is expected to continue in the future, allowing additional reserves to become available.

**HARRISON SCHOOL DISTRICT TWO
SUMMARY OF OPERATING FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated Actual
Beginning Fund Balance	\$ 29,409,291	\$ 27,668,911	\$ 30,656,478	\$ 35,122,769	\$ 35,122,769
Revenue					
Local	32,409,830	33,726,745	34,220,495	26,208,675	26,300,412
State	91,735,658	101,166,639	95,770,982	116,654,275	115,382,936
Federal	13,046,498	15,802,554	24,203,109	30,561,179	29,288,891
Transfers	(20,145,527)	(23,341,081)	(21,203,517)	(41,159,802)	(40,012,205)
Total Revenue	117,046,459	127,354,857	132,991,069	132,264,327	130,960,034
Expenditures:					
Salaries	63,681,741	66,878,805	64,179,793	75,426,346	71,545,710
Benefits	19,247,279	21,932,378	20,737,882	26,272,486	22,235,299
Purchased Services	22,605,586	24,834,911	29,029,079	23,352,396	23,899,485
Supplies	9,026,667	7,774,414	10,763,466	10,971,167	9,785,422
Equipment	2,086,385	1,455,859	2,825,571	1,809,407	1,880,694
Other Objects	2,139,181	1,490,923	988,987	3,154,185	1,744,305
Total Expenditures	118,786,839	124,367,290	128,524,778	140,985,987	131,090,915
Ending Fund Balance	\$ 27,668,911	\$ 30,656,478	\$ 35,122,769	\$ 26,401,109	\$ 34,991,888

**Ending Fund Balance
(in millions)**



**HARRISON SCHOOL DISTRICT TWO
SUMMARY OF OPERATING FUNDS
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projection	Projection	Projection
Beginning Fund Balance	\$ 34,991,888	\$ 26,066,742	\$ 16,848,005	\$ 8,319,044
Revenue				
Local	25,967,695	26,110,794	26,139,539	26,298,290
State	122,231,299	123,962,575	125,891,800	127,971,315
Federal	34,701,371	30,613,371	18,164,671	18,066,671
Transfers	(42,297,252)	(44,057,795)	(44,600,813)	(45,242,248)
Total Revenue	140,603,113	136,628,945	125,595,197	127,094,028
Expenditures:				
Salaries	78,718,130	77,254,095	72,906,576	72,945,658
Benefits	27,274,036	27,156,714	26,156,565	26,169,082
Purchased Services	22,409,994	22,455,883	19,973,964	20,234,492
Supplies	14,668,787	14,034,419	11,560,206	11,550,980
Equipment	4,375,256	3,443,218	2,183,724	2,183,724
Other Objects	2,082,056	1,503,353	1,343,123	1,350,432
Total Expenditures	149,528,259	145,847,682	134,124,158	134,434,368
Ending Fund Balance	\$ 26,066,742	\$ 16,848,005	\$ 8,319,044	\$ 978,704

Operating funds for the District include the General Fund, Insurance Reserve Fund, Colorado Preschool Program, Nutrition Services Fund, Designated Special Purpose Grants Fund, Health Insurance Fund and Pupil Activity Fund.

The future financial projections include a planned draw-down of fund balance. This represents the Districts' commitment to minimize the impact of potential expenditure reductions. Future year projections do not include any savings realized by the underspending of expenditures and any unforeseen financial impacts that may result due to the unprecedented COVID-19 pandemic.

The financial impact of future year projections will be monitored and reviewed during the year and will allow for data driven decisions to be made as necessary.

<p style="text-align: center;">HARRISON SCHOOL DISTRICT TWO FINANCIAL FORECASTS</p>

Operating Funds

General Fund

Revenue forecasts include estimates of inflation increases for program funding which is the largest component of revenue and is funded through the state. Since 2009-2010, the state has experienced budget shortfalls and created a budget balancing tool for the legislature to use in the state budget (called the budget stabilization factor). Each year for planning purposes, special attention is focused on this budget shortfall and the impact it may have on schools.

Property tax collection rates are analyzed and used to forecast future collections. In November 2020, the voters of Colorado repealed the state's Gallagher Amendment, which will allow local governments to avoid a decline in residential property tax revenue beginning in the 2021-2022 fiscal year. If the Gallagher Amendment had not been repealed it is estimated that the residential assessment rate would have declined reducing the amount homeowners pay in property tax.

Specific ownership taxes are reviewed and based on anticipated changes in the sales of vehicles.

State categorical fund sources, such as ELPA, transportation, career and technical education, special education, gifted and talented and Read Act funds are projected to include an anticipated inflationary increase provided by the State of Colorado through the Public School Finance Act.

Salary increases are not included in future year projections rather an analysis of available resources will be reviewed each year for funding potential.

A percentage increase to the PERA benefit is included in outgoing years based on current legislative requirements. Medical benefit rates are reviewed annually and increases are incorporated into budget planning.

Utility usage and planned rate increases are built into future year budgets and operating budgets are monitored for potential increases / decreases as necessary.

Projections do not include any estimates for savings realized from underspending of the expenditure budget.

Fund balance requirements are continuously reviewed to assure compliance with Board of Education policies. When necessary, cost containment measures and expenditure reductions are incorporated into the planning. Planned draw-down of available fund balance may be used to mitigate the need for potential reductions.

Insurance Reserve

The largest expenditures are for workers compensation, property and liability insurances. Planned increases are projected using historical costs and any anticipated future increases based on discussions with the insurers. The transfer from General Fund is maintained to ensure adequate fund balance.

Nutrition Services

Both revenue and expenditures have remained fairly consistent through the years Any planned changes to the program are evaluated and included in future year forecasts.

Designated Purpose Grants

Funding provided through the federal stimulus funding has significantly expanded the opportunity to provide much needed academic needs for the next several years.

Pupil Activity

Fund raising efforts were significantly slowed due to the impact of COVID-19. As schools return to session full time and the health impact of COVID-19 are lessened, fund raising efforts are planned to resume in hopes of providing opportunities for students.

Health Insurance

Revenue projections will include anticipated employee participation in the dental plan as well as any rate adjustments that may be necessary. Expenditure forecasts will include the estimated amount needed to cover the claims payments for the dental plan. Expenditures have been fairly consistent through the past years and are expected to remain at that level.

Debt Service Fund

Bond Redemption

Revenue is based on mills levied on homeowners and collected through property tax to ensure appropriate revenues are available to meet expenditures and provide for adequate fund balance.

Expenditures are projected based on the multi year debt payment schedule.

Capital Projects Funds

Building

With the successful passage of a bond issue approved by the voters in November 2018, construction projects have been planned through 2024-2025. This revenue will provide funding for outstanding projects and expand and enhance the facilities within the District.

Capital Reserve

District staff review and prioritize the capital projects needed to be completed. With the current use of funds available in the Building Fund for capital projects, emphasis can be placed on providing financial resources through the Capital Reserve Fund to address the most critical project needs.

A transfer from General Fund provides the majority of funding available for the Capital Reserve Fund.

Land Trust

Revenue from permit fees associated with new residential building growth in the District are reviewed and planned for.

At this time no significant projects are planned for in future years.

**HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
SUMMARY OF REVENUE, EXPENDITURES AND FUND BALANCE
FISCAL YEARS 2018-2019 TO 2022-2023**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated	2022-2023
	Actual	Actual	Actual	Budget	Actual	Budget
Beginning Fund Balance	\$ 24,105,693	\$ 23,245,816	\$ 26,554,168	\$ 33,331,659	\$ 33,331,659	\$ 32,137,669
Revenue	113,826,409	123,172,451	118,563,093	140,278,124	138,376,426	144,892,825
Transfers Out	(21,136,437)	(24,931,991)	(22,745,248)	(44,236,613)	(43,089,016)	(44,372,252)
Total Revenue and Transfers Out	92,689,972	98,240,460	95,817,845	96,041,511	95,287,410	100,520,573
Total Available Resources	116,795,665	121,486,276	122,372,013	129,373,170	128,619,069	132,658,242
Expenditures	93,549,849	94,932,108	89,040,354	104,498,173	96,481,400	108,763,197
Total Uses	93,549,849	94,932,108	89,040,354	104,498,173	96,481,400	108,763,197
Total Resources Over (Under) Total Uses	(859,877)	3,308,352	6,777,491	(8,456,662)	(1,193,990)	(8,242,624)
Ending Fund Balance	\$ 23,245,816	\$ 26,554,168	\$ 33,331,659	\$ 24,874,997	\$ 32,137,669	\$ 23,895,045
Fund Balance as a Percent of Expenditures	24.85%	27.97%	37.43%	23.80%	33.31%	21.97%

**Ending Fund Balance Estimated June 30, 2023
Budgetary GASB 54 Fund Balance**



Estimated Ending Fund Balance	Amount
Non Spendable	\$ 205,277
Committed	10,876,316
Restricted	3,262,900
Assigned	4,013,714
Unassigned	5,536,838
Total Ending Fund Balance	\$ 23,895,045

HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
SUMMARY OF REVENUES
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 24,105,693	\$ 23,245,816	\$ 26,554,168	\$ 33,279,843	\$ 33,331,659
Local Revenue					
Property Tax	16,572,881	16,958,133	18,601,999	18,512,511	18,512,925
Specific Ownership Taxes	3,271,758	3,757,267	3,937,072	3,500,000	3,900,000
Spring Creek Youth Services Center	235,034	518,782	-	-	-
Investment Earnings	427,371	347,634	36,607	37,250	18,000
Indirect Costs and Overhead	741,753	505,554	422,640	650,000	500,000
Services Provided Charter Schools	1,112,242	1,093,977	1,103,474	1,415,540	1,750,000
Other Local	182,343	279,097	466,266	231,695	308,000
Total Local Revenue	22,543,382	23,460,444	24,568,058	24,346,996	24,988,925
State Revenue					
State Equalization PERA On-Behalf Payment	83,163,497	91,730,911	87,756,743	108,088,826	105,530,543
ELPA	1,487,312	1,505,929	-	1,500,000	1,500,000
Transportation	890,734	838,207	760,126	779,100	350,877
Career and Technical Education	727,281	713,935	761,054	757,800	670,977
Special Education	22,271	22,516	90,021	90,500	47,402
Gifted Education	2,652,631	3,132,103	2,946,776	3,020,000	3,258,379
Read Act	110,539	110,688	110,190	114,000	113,519
Charter Capital Construction	619,553	583,067	494,244	582,700	546,433
Other State Revenue	690,495	673,562	763,969	753,200	1,224,000
	469,142	-	66,922		-
Total State Revenue	90,833,455	99,310,918	93,750,045	115,686,126	113,242,130
Federal Revenue	449,572	401,089	244,990	245,002	145,371
Total Revenue	113,826,409	123,172,451	118,563,093	140,278,124	138,376,426
Transfers Out	(21,136,437)	(24,931,991)	(22,745,248)	(44,236,613)	(43,089,016)
Total Revenue and Transfers Out	\$ 92,689,972	\$ 98,240,460	\$ 95,817,845	\$ 96,041,511	\$ 95,287,410

HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
SUMMARY OF REVENUES
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 32,137,669	\$ 23,895,045	\$ 15,116,492	\$ 6,958,331
Local Revenue				
Property Tax	18,579,920	18,707,944	18,707,944	18,837,249
Specific Ownership Taxes	3,500,000	3,500,000	3,500,000	3,500,000
Spring Creek Youth Services Center	-	-	-	-
Investment Earnings	18,000	65,000	70,000	75,000
Indirect Costs and Overhead	500,000	500,000	500,000	500,000
Services Provided				
Charter Schools	1,415,540	1,415,540	1,415,540	1,415,540
Other Local	286,695	231,695	231,695	231,695
Total Local Revenue	24,300,155	24,420,179	24,425,179	24,559,484
State Revenue				
State Equalization	111,178,810	112,701,975	114,415,900	116,273,515
PERA On-Behalf Payment	1,500,000	1,500,000	1,500,000	1,500,000
ELPA	378,100	385,700	393,400	401,300
Transportation	697,500	711,500	725,700	740,200
Career and Technical Education	50,600	51,600	52,600	53,700
Special Education	4,707,589	4,801,700	4,897,700	4,995,700
Gifted Education	117,500	119,900	122,300	124,700
Read Act	566,800	566,800	566,800	566,800
Charter Capital				
Construction	1,250,400	1,250,400	1,250,400	1,250,400
Other State Revenue	-	-	-	-
Total State Revenue	120,447,299	122,089,575	123,924,800	125,906,315
Federal Revenue	145,371	145,371	145,371	145,371
Total Revenue	144,892,825	146,655,125	148,495,350	150,611,170
Transfers Out	(44,372,252)	(46,417,795)	(47,313,813)	(48,195,248)
Total Revenue and Transfers Out	\$ 100,520,573	\$ 100,237,330	\$ 101,181,537	\$ 102,415,922

HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
COMPARATIVE SUMMARY OF EXPENDITURES BY OBJECT
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Salaries					
Administrator	\$ 8,288,887	\$ 6,825,443	\$ 6,813,739	\$ 7,259,303	\$ 6,875,000
Professional - Instructional	36,184,405	36,584,507	32,370,442	37,071,804	34,750,000
Professional - Other	1,737,024	3,322,702	3,298,863	4,249,817	4,000,000
Paraprofessionals	3,441,249	4,453,786	4,014,936	4,489,189	4,650,000
Administrative and Office Support	3,240,522	3,390,282	3,238,072	3,837,366	3,400,000
Crafts, Trades and Services	4,962,941	5,136,589	4,909,430	5,796,880	5,350,000
Total Salaries	57,855,028	59,713,309	54,645,482	62,704,359	59,025,000
Benefits					
PERA and Medicare	11,665,962	12,360,797	11,593,925	14,031,748	12,820,000
PERA On-Behalf Payment	1,487,312	1,505,929	-	1,500,000	1,500,000
Other Benefits	4,454,383	5,931,008	6,204,567	6,941,809	4,186,400
Total Benefits	17,607,657	19,797,734	17,798,492	22,473,557	18,506,400
Total Salaries and Benefits	75,462,685	79,511,043	72,443,974	85,177,916	77,531,400
Other Objects					
Purchased Services	10,593,125	9,814,161	11,007,297	11,044,838	12,568,300
Supplies	5,631,862	4,545,529	4,788,527	6,507,601	5,467,613
Equipment	1,399,627	642,265	498,552	497,967	569,254
Other Objects	462,550	419,110	302,004	1,269,851	344,833
Total Other Objects	18,087,164	15,421,065	16,596,380	19,320,257	18,950,000
Total Expenditures	93,549,849	94,932,108	89,040,354	104,498,173	96,481,400
Ending Fund Balance	\$ 23,245,816	\$ 26,554,168	\$ 33,331,659	\$ 24,874,997	\$ 32,137,669

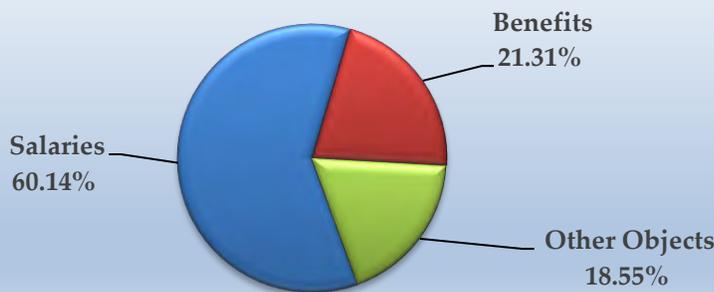
Five Year Comparison of Expenditures



HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
COMPARATIVE SUMMARY OF EXPENDITURES BY OBJECT
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projection	Projection	Projection
Salaries				
Administrator	\$ 6,724,748	\$ 6,724,748	\$ 6,724,748	\$ 6,724,748
Professional - Instructional	39,240,821	39,240,821	39,237,607	39,237,607
Professional - Other	4,618,705	4,618,705	4,618,705	4,618,705
Paraprofessionals	4,826,115	4,826,115	4,826,115	4,826,115
Administrative and Office Support	4,023,314	4,023,314	4,023,314	4,023,314
Crafts, Trades and Services	5,972,035	5,972,035	5,972,035	5,972,035
Total Salaries	65,405,738	65,405,738	65,402,524	65,402,524
Benefits				
PERA and Medicare	14,946,267	15,273,296	15,600,325	15,600,325
PERA On-Behalf Payment	1,500,000	1,500,000	1,500,000	1,500,000
Other Benefits	6,734,057	6,734,057	6,734,057	6,734,057
Total Benefits	23,180,324	23,507,353	23,834,382	23,834,382
Total Salaries and Benefits	88,586,062	88,913,091	89,236,906	89,236,906
Other Objects				
Purchased Services	12,447,845	13,267,843	13,267,843	13,267,843
Supplies	5,695,163	5,829,810	5,829,810	5,829,810
Equipment	1,103,583	603,084	603,084	603,084
Other Objects	930,544	402,055	402,055	402,055
Total Other Objects	20,177,135	20,102,792	20,102,792	20,102,792
Total Expenditures	108,763,197	109,015,883	109,339,698	109,339,698
Ending Fund Balance	\$ 23,895,045	\$ 15,116,492	\$ 6,958,331	\$ 34,555

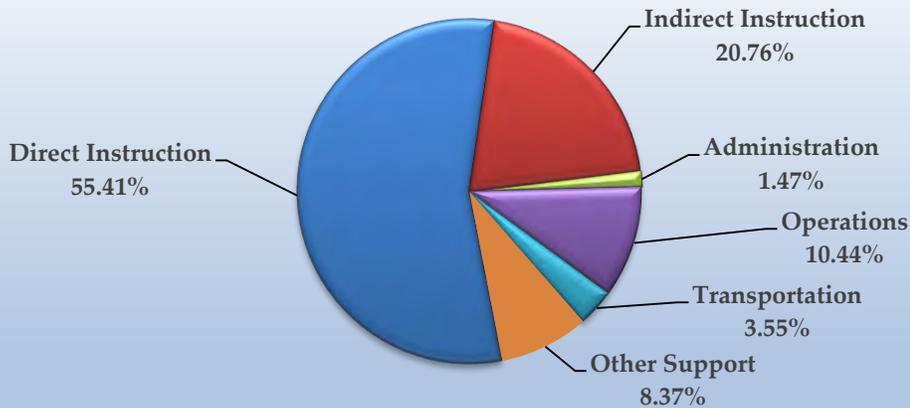
2022-2023 Expenditures by Object



**HARRISON SCHOOL DISTRICT TWO
GENERAL FUND
EXPENDITURES BY PROGRAM
FISCAL YEARS 2018-2019 TO 2022-2023**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	
	Actual	Actual	Actual	Budget	Budget	%
Direct Instruction						
Elementary	\$ 21,250,416	\$ 20,945,108	\$ 19,359,765	\$ 20,376,219	\$ 19,811,711	18.22%
Middle School	6,664,521	6,465,662	6,448,951	7,205,709	8,338,250	7.67%
High School	1,656,408	1,703,423	1,731,144	2,309,433	2,094,067	1.93%
Other Regular	13,829,245	13,766,269	12,279,757	14,152,533	16,259,028	14.95%
Special Education	9,636,275	10,568,153	10,466,286	12,245,842	13,762,942	12.65%
Total - Direct Instruction	53,036,865	53,448,615	50,285,903	56,289,736	60,265,998	55.41%
Indirect Instruction						
Student Support	5,916,829	6,640,960	6,374,857	6,990,452	6,709,907	6.17%
Instructional Staff	4,949,750	5,650,357	3,782,435	4,793,841	5,539,881	5.09%
School Administration	9,858,801	9,756,956	9,462,422	10,589,034	10,324,106	9.49%
Total - Indirect Instruction	20,725,380	22,048,273	19,619,714	22,373,327	22,573,894	20.76%
Total Instruction	73,762,245	75,496,888	69,905,617	78,663,063	82,839,892	76.17%
Other Programs						
Administration	1,492,233	1,365,449	1,191,493	1,697,032	1,602,935	1.47%
Operations and Maintenance	6,535,378	6,531,114	6,505,354	7,664,624	8,547,504	7.86%
Energy/Utilities	2,220,273	1,994,363	2,034,890	2,991,250	2,811,250	2.58%
Pupil Transportation	2,840,464	2,952,638	2,867,432	4,301,900	3,855,728	3.55%
All Other Support	6,699,256	6,591,656	6,535,568	9,180,304	9,105,888	8.37%
Total Other Programs	19,787,604	19,435,220	19,134,737	25,835,110	25,923,305	23.83%
Total Expenditures	\$ 93,549,849	\$ 94,932,108	\$ 89,040,354	\$ 104,498,173	\$ 108,763,197	100.00%

Expenditures by Program



OTHER DISTRICT FUNDS



Insurance Reserve - Sub Fund of the General Fund

Statement of Program

The purpose of the Insurance Reserve Fund is to record expenditures for risk-related activities including costs related to loss of or damage to property of the school district, payments for loss control, workers' compensation and insurance premiums.

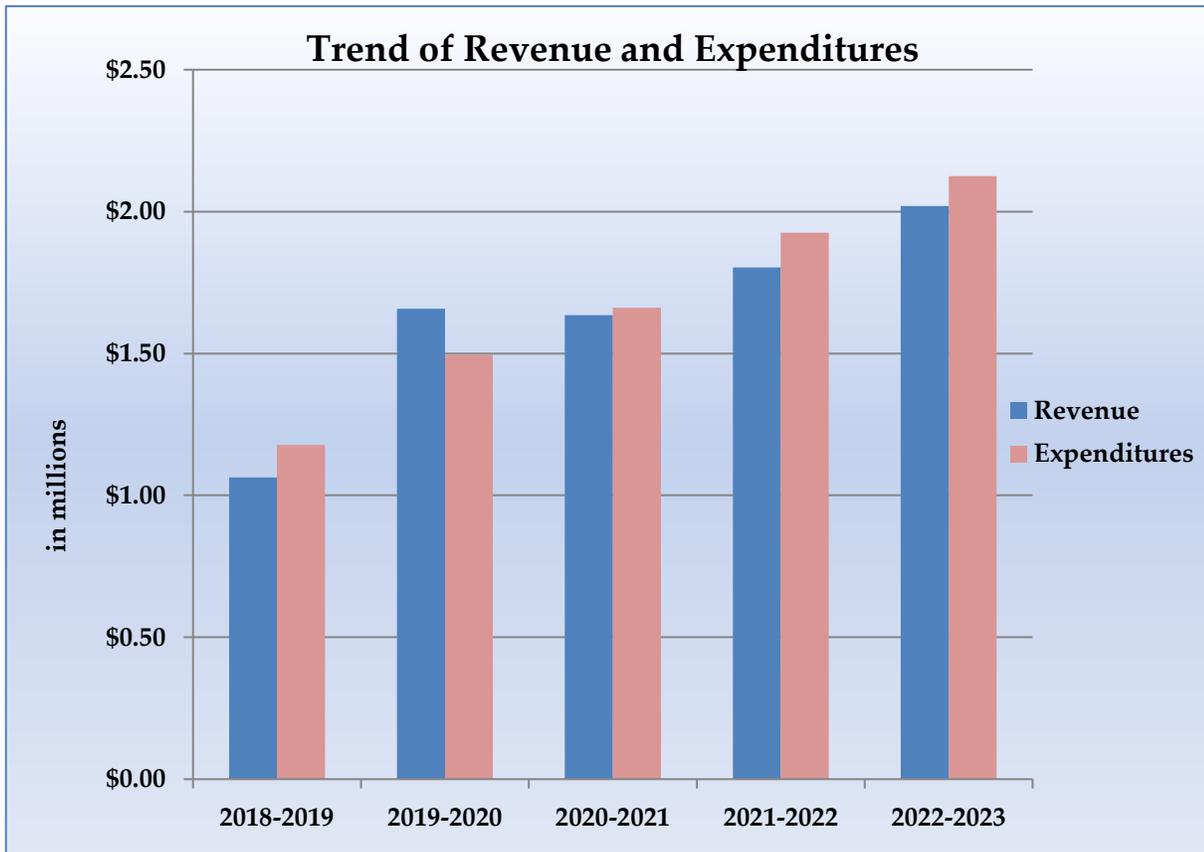
The Insurance Reserve Fund allows Harrison School District Two to separate the risk management accounting and maintain a self-balancing set of records. This fund is considered a sub-fund of the General Fund for reporting purposes.

The major financing source for the Insurance Reserve Fund is an annual transfer from the General Fund to fund the operations. This transfer is planned to be \$2.02 thousand for Fiscal Year 2022-2023, which is an increase of \$243 thousand, or 14%, from the prior year. The remaining revenue source is earnings on investments.



The majority of the expenditures are insurance premiums for fleet, property, liability and workers compensation. Insurance premiums make up nearly 93 percent of the total expenditures for the Insurance Reserve Fund. These premiums are projected to increase by \$279 thousand in Fiscal Year 2022-2023, an increase of over 16 percent from the prior year. The largest increase is in the property and liability insurance of \$193 thousand, or 17 percent. Fiscal Year 2022-2023 is year four of a six year implementation plan for updated property values due to bond projects. The worker's compensation insurance is projected to increase by 16 percent, approximately \$82 thousand due to increased lost time claims. Fleet insurance is expected to increase by only \$3 thousand in Fiscal Year 2022-2023. Administration costs include the salaries and benefits of staff associated with operating and maintaining the fund. These costs have decreased as a result of personnel now being recorded in the General Fund. Future year increases are planned for fleet of 7 percent, property and liability of nearly 14 percent and workers compensation of 10 percent.

Ending fund balance is projected to decrease. Adequate measure will be taken to ensure that ending fund balance is maintained to promote the stability of the fund.



HARRISON SCHOOL DISTRICT TWO
INSURANCE RESERVE - SUB FUND OF GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 166,052	\$ 51,267	\$ 214,569	\$ 187,996	\$ 187,996
Revenue					
Earnings on Investments	6,376	7,670	496	1,148	220
Other Revenue	65,996	59,260	92,623	25,000	6,513
Total Revenue	72,372	66,930	93,119	26,148	6,733
Transfer from General Fund	990,910	1,590,910	1,541,731	1,776,811	1,776,811
Total Resources Available	1,229,334	1,709,107	1,849,419	1,990,955	1,971,540
Expenditures					
Salaries	160,631	169,776	186,645	92,232	94,375
Benefits	46,322	50,554	55,827	27,189	27,189
Insurance Premiums					
Fleet	64,969	76,372	77,083	82,750	78,949
Property and Liability	452,997	723,255	917,254	1,112,802	1,098,036
Workers Compensation	472,906	421,838	420,881	499,476	512,887
Other Purchased Services	(23,985)	49,998	2,583	10,000	39,961
Supplies	3,661	2,745	50	1,000	1,794
Other	566	-	1,100	100,000	-
Total Expenditures	1,178,067	1,494,538	1,661,423	1,925,449	1,853,191
Ending Fund Balance	\$ 51,267	\$ 214,569	\$ 187,996	\$ 65,506	\$ 118,349

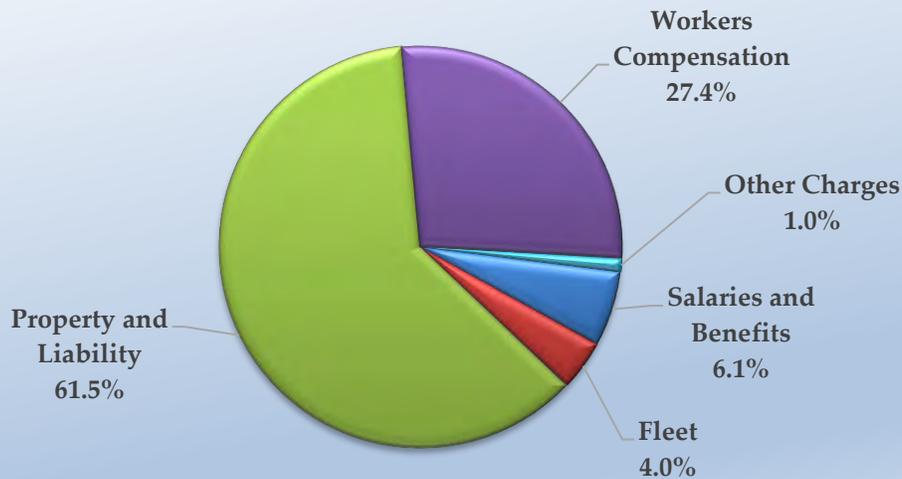
Historical Insurance Premiums



HARRISON SCHOOL DISTRICT TWO
INSURANCE RESERVE - SUB FUND OF GENERAL FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 118,349	\$ 13,517	\$ 9,012	\$ 9,436
Revenue				
Earnings on Investments	40	40	40	40
Other Revenue	-	-	-	-
Total Revenue	40	40	40	40
Transfer from General Fund	2,020,000	2,360,000	2,713,000	2,953,000
Total Resources Available	2,138,389	2,373,557	2,722,052	2,962,476
Expenditures				
Salaries	97,818	98,797	99,785	100,783
Benefits	31,261	33,791	33,119	33,450
Insurance Premiums				
Fleet	85,982	92,001	98,442	105,333
Property and Liability	1,306,095	1,477,124	1,753,161	1,913,557
Workers Compensation	581,481	639,040	702,651	772,980
Other Purchased Services	20,235	21,652	23,168	24,790
Supplies	2,000	2,140	2,290	2,451
Other	-	-	-	-
Total Expenditures	2,124,872	2,364,545	2,712,616	2,953,344
Ending Fund Balance	\$ 13,517	\$ 9,012	\$ 9,436	\$ 9,132

2022-2023 Budgeted Expenditures

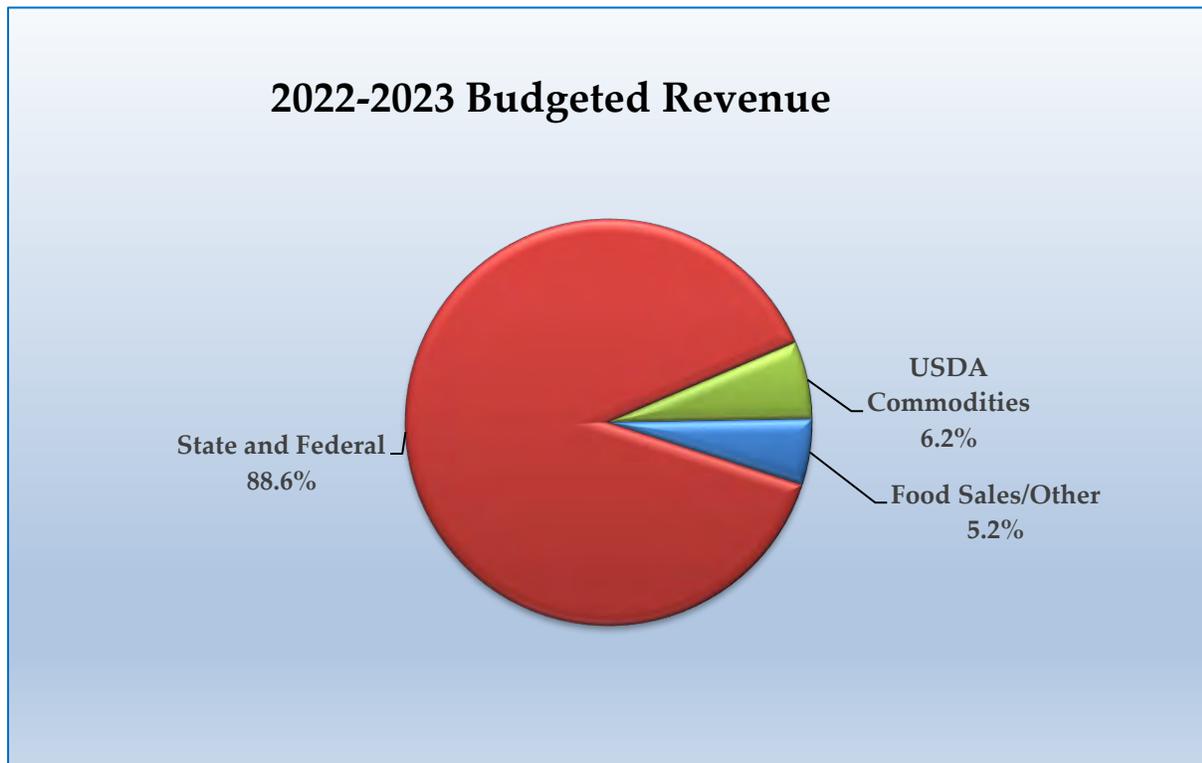


Nutrition Services Fund - Special Revenue Fund

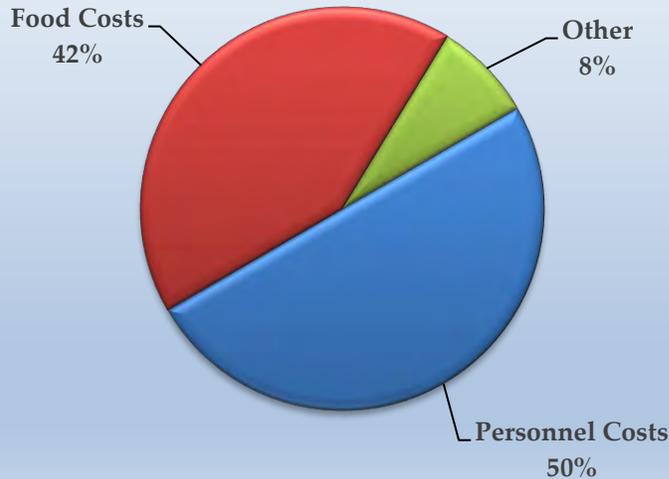
Statement of Program

The Nutrition Services Fund is a special revenue fund used to record financial transactions related to nutrition service operations. This fund accounts for all activities associated with providing healthy and nutritious breakfast and lunch programs for the students in the District. The Nutrition Services program will support student excellence and well-being by providing quality meals to all students. The meals will continue to meet the Healthy, Hunger-Free Kids Act of 2010 (HHFKA) requirements.

The District participates in the USDA's Child Nutrition Programs. Through these programs, the District receives state and federal funding which may only be used toward the cost of meals provided for the students. The District receives nearly 95 percent of the annual funding from these sources. Meal prices are evaluated each year and are adjusted to cover the increase in cost of operations.



2022-2023 Budgeted Expenditures



The breakfast program offers all children a critical jump start at the beginning of their school day. Children who aren't hungry feel better, learn better and behave better. Students who eat breakfast have a general increase in math grades and reading scores, increased attention, reduced nurse visits and improved behaviors. Students who are well-nourished are shown to have increased problem-solving abilities, memory, verbal fluency and creativity. The challenge remains to serve nutritious foods that students will eat. The District serves over 500 thousand breakfasts and 1.2 million lunches annually. The average daily participation in the National School Lunch Program is 6,953 and 2,970 in the School Breakfast Program.

The largest component of expenditures in the Nutrition Services Fund are salaries and benefits, projected to be \$2.4 million, or nearly 50% of expenditures. The second largest category is food and USDA commodities. This represents \$2 million or 42 percent of total expenditures for the Nutrition Services Fund. Inflationary increases are impacting the expenditures and the District continues to face challenges associated with the supply chain constraints.

An intentional draw down of accumulated fund balance is planned for operational expenditures in Fiscal Years 2022-2023 through 2025-2026.

HARRISON SCHOOL DISTRICT TWO
NUTRITION SERVICES - SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 1,840,548	\$ 2,040,123	\$ 1,850,311	\$ 1,817,369	\$ 1,817,369
Revenue					
Food Sales	112,286	125,184	15,957	25,000	110,000
State Reimbursements	54,373	-	-	-	-
Federal Reimbursements	4,421,789	4,109,194	3,070,812	4,174,999	4,174,999
U.S.D.A. Commodities Received	399,977	422,074	321,482	466,551	466,551
Other Revenue	55,695	67,023	16,725	25,000	10,000
Total Revenue	5,044,120	4,723,475	3,424,976	4,691,550	4,761,550
Total Resources Available	6,884,668	6,763,598	5,275,287	6,508,919	6,578,919
Expenditures					
Salaries	1,507,590	1,754,904	1,396,640	1,755,000	1,551,580
Benefits	430,243	533,335	455,637	552,930	482,900
Purchased Services	36,440	32,050	33,993	75,000	25,000
Repair and Maintenance	901	1,031	574	2,500	1,000
Copy, Postage, Travel	8,620	10,817	44,011	10,000	45,000
Supplies and Materials	70,734	23,133	23,043	70,000	35,000
Cost of Non-Food Items	179,761	182,849	76,827	230,000	235,000
Cost of Food and Milk	1,861,357	1,585,598	941,259	1,600,000	1,600,000
U.S.D.A. Commodities Consumed	395,266	422,074	321,482	466,551	350,000
Equipment	143,019	218,317	43,005	75,000	75,000
Other	210,614	149,179	121,447	1,000	2,270
Operating Reserve	-	-	-	200,000	-
Total Expenditures	4,844,545	4,913,287	3,457,918	5,037,981	4,402,750
Ending Fund Balance	\$ 2,040,123	\$ 1,850,311	\$ 1,817,369	\$ 1,470,938	\$ 2,176,169

School lunches provide one-third of the recommended dietary intake for calories, protein, iron, calcium and vitamins A and C. On average a meal contains less than 30 percent of calories from fat and less than 10 percent from saturated fat. In recent years HSD2 has increased the use of whole grains, fresh fruits and vegetables. In the elementary schools, all cooked products are either baked or steamed.

**HARRISON SCHOOL DISTRICT TWO
NUTRITION SERVICES - SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 2,176,169	\$ 1,540,035	\$ 1,061,572	\$ 664,886
Revenue				
Food Sales	120,000	126,000	132,300	138,915
State Reimbursements	-	-	-	-
Federal Reimbursements	3,720,000	3,906,000	4,101,300	4,101,300
U.S.D.A. Commodities Received	260,000	375,000	375,000	375,000
Other Revenue	100,000	105,000	110,250	115,763
Total Revenue	4,200,000	4,512,000	4,718,850	4,730,978
Total Resources Available	6,376,169	6,052,035	5,780,422	5,395,864
Expenditures				
Salaries	1,830,215	1,866,819	1,904,155	1,942,239
Benefits	585,669	597,382	609,330	621,516
Purchased Services	25,000	25,000	25,750	25,000
Repair and Maintenance	2,500	2,625	2,704	2,625
Copy, Postage, Travel	40,000	42,000	43,260	42,000
Supplies and Materials	24,000	25,200	25,956	25,200
Cost of Non-Food Items	293,750	308,437	317,691	315,000
Cost of Food and Milk	1,760,000	1,848,000	1,903,440	1,905,750
U.S.D.A. Commodities Consumed	275,000	275,000	283,250	275,000
Equipment	-	-	-	-
Other	-	-	-	-
Operating Reserve	-	-	-	-
Total Expenditures	4,836,134	4,990,463	5,115,536	5,154,330
Ending Fund Balance	\$ 1,540,035	\$ 1,061,572	\$ 664,886	\$ 241,534

Meal prices are evaluated each year and adjusted to cover the increase in cost of operations. At this time, projections for future years include a slight increase for revenue and expenditures. Adequate measures will be taken to ensure that the ending fund balance is maintained with sufficient resources available to meet requirements established by the Board of Education.

Designated Purpose Grants Fund

Statement of Program

The Governmental Designated-Purpose Grants Fund is used to account for certain designated restricted local, state and federal grants. A grant is an award of financial assistance in the form of cash, contribution or gift of other assets from another government or organization to an eligible grantee to be used for a specific or designated purpose, activity or facility. These programs are restricted as to the type of expenditures for which they may be used and normally have a different fiscal period than that of the District. Funding sources are provided through federal, state and local sources, with the majority being funded from federal grants.

The Grant Fund maintains an ending fund balance of zero, as expenditures are only incurred based upon available revenue. The Fiscal Year 2022-2023 Grant Fund budget is projected to be \$32.6 million, an increase of \$5.7 million from Fiscal Year 2021-2022.

The increase in funding for 2022-2023 is mainly due to an anticipated allocation of \$5.2 million from the Coronavirus Aid, Relief and Economic Security (CARES) Act. The CARES Act federal stimulus funding was enacted in March 2020, which included \$30.75 billion nationally for the Education Stabilization Fund. This Act was distributed through various grants, allocating \$2.95 billion to the Governor's Emergency Education Relief Fund (GEERS), \$13.23 billion to the Elementary and Secondary School Emergency Relief Fund (ESSER) and \$13.95 billion to the Higher Education Emergency Relief Fund.

ESSER dollars are allocated based on the prior year's Title I parameters. These funds must be used:

- to respond to COVID-19
- due to COVID-19
- in preparation of COVID-19

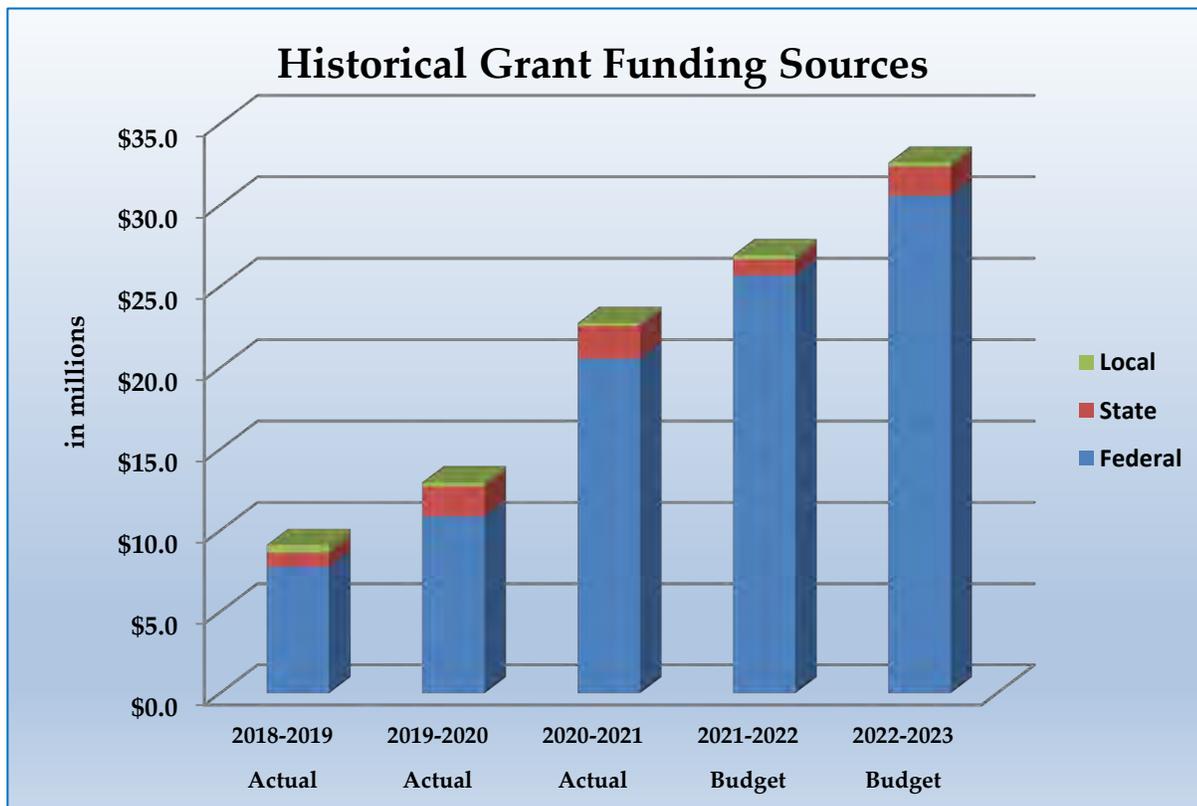
This includes continuing educational services to students during school building closures and developing and implementing plans for a return to normal operations.

These funds can be used to include coordination with public health, purchasing educational technology, planning for long term closures, training and supplies for sanitation, mental health support, summer school and after school programs, funds for principals to address local needs, and other activities to continue school operations. HSD2 has been awarded a total allocation of \$57.7 million in federal stimulus funding to be spent through 2024.

A portion of the grants are associated with Title I programs which are funded from the U.S. Department of Education. Title I, Part A - Improving the academic achievement of the disadvantaged provides financial assistance to local schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards. Title I programs work to identify the specific needs of a school's lowest performing students and those students found to be at most risk for not meeting state academic standards. Harrison School District Two is anticipating to receive over \$4.2 million in funding from Title I for Fiscal Year 2022-2023.

School Health Services/Medicaid program provides funding to enhance or expand health services to all students in the district, including but not limited to mental health and nursing services and screening and assessment for vision and hearing. Sources are projected to be \$1.4 million in Fiscal Year 2022-2023.

Projected revenue and expenditures for future years are based on preliminary data available for grant awards and is subject to available funding for each specific grant.



HARRISON SCHOOL DISTRICT TWO
GOVERNMENTAL DESIGNATED-PURPOSE GRANTS
SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -
Revenue					
Local	485,821	236,723	171,885	281,720	281,720
State	847,830	1,855,721	2,020,937	968,149	2,140,806
Federal	7,775,160	10,870,197	20,565,825	25,674,627	24,501,970
Total Revenue	9,108,811	12,962,641	22,758,647	26,924,496	26,924,496
Expenditures					
Salaries	4,154,442	5,235,587	7,947,626	10,874,755	10,874,755
Benefits	1,162,234	1,549,677	2,427,204	3,218,810	3,218,810
Purchased Services	1,899,728	4,203,076	5,175,358	8,730,142	8,730,142
Supplies	887,752	1,009,114	4,620,755	2,096,015	2,096,015
Equipment	543,739	595,277	2,284,014	1,236,440	1,236,440
Other Objects	460,916	369,910	303,690	768,334	768,334
Total Expenditures	9,108,811	12,962,641	22,758,647	26,924,496	26,924,496
Ending Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -
Grants					
Title I-Achievement of the Disadvantaged	\$ 3,699,180	\$ 3,336,922	\$ 3,797,731	\$ 4,306,000	\$ 4,306,000
Title I Set-Aside	227,666	383,935	870,023	628,000	628,000
Title II, Part A	701,670	665,234	690,471	658,000	658,000
Title III Part A ELL	195,704	147,888	153,045	173,000	173,000
Title IV Part A Academic Enrichment	148,738	217,289	201,691	293,000	293,000
SPED Idea Part B	2,033,100	2,892,435	164,999	2,494,000	2,494,000
Best Capital Construction	105,772	470,393	131,738	-	-
Carl Perkins Vocational	130,688	130,820	428,984	160,000	160,000
Colorado Early Literacy	343,880	574,516	7,611,398	568,000	568,000
Coronavirus Relief Fund	-	2,256,356	3,365,658	-	-
ESSER	-	-	-	14,178,000	14,178,000
Medicaid	206,708	206,745	204,654	362,000	362,000
Preschool	87,051	87,589	95,820	87,000	87,000
School Health Professional	-	-	2,982,375	193,000	193,000
Other Grants	1,228,654	1,592,519	2,060,060	2,824,496	2,824,496
Total Grants	\$ 9,108,811	\$ 12,962,641	\$ 22,758,647	\$ 26,924,496	\$ 26,924,496

HARRISON SCHOOL DISTRICT TWO
GOVERNMENTAL DESIGNATED-PURPOSE GRANTS
SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -
Revenue				
Local	240,000	240,000	240,000	240,000
State	1,784,000	1,873,000	1,967,000	2,065,000
Federal	30,576,000	26,187,000	13,543,000	13,445,000
Total Revenue	32,600,000	28,300,000	15,750,000	15,750,000
Expenditures				
Salaries	11,384,359	9,882,741	5,500,112	5,500,112
Benefits	3,476,782	3,018,188	1,679,734	1,679,734
Purchased Services	7,413,300	6,435,472	3,581,579	3,581,579
Supplies	6,618,874	5,745,832	3,197,769	3,197,769
Equipment	3,271,673	2,840,134	1,580,640	1,580,640
Other Objects	435,012	377,633	210,166	210,166
Total Expenditures	32,600,000	28,300,000	15,750,000	15,750,000
Ending Fund Balance	\$ -	\$ -	\$ -	\$ -
Grants				
Title I-Achievement of the Disadvantaged	\$ 3,922,000	\$ 4,040,000	\$ 4,161,000	\$ 4,286,000
Title I Set-Aside	341,000	351,000	362,000	367,430
Title II, Part A	552,000	569,000	586,000	604,000
Title III Part A ELL	155,000	160,000	165,000	170,000
Title IV Part A Academic Enrichment	286,000	295,000	304,000	313,000
SPED Idea Part B	2,900,000	2,987,000	3,077,000	3,169,000
Best Capital Construction	-	-	-	-
Carl Perkins Vocational	160,000	160,000	165,000	165,000
Colorado Early Literacy	751,000	686,000	426,000	301,000
Coronavirus Relief Fund	-	-	-	-
ESSER	19,336,000	14,880,000	300,000	-
Medicaid	1,400,000	1,600,000	1,800,000	1,800,000
Preschool	90,000	91,000	91,000	91,000
School Health Professional	-	-	-	-
Other Grants	2,707,000	2,481,000	4,313,000	4,483,570
Total Grants	\$ 32,600,000	\$ 28,300,000	\$ 15,750,000	\$ 15,750,000

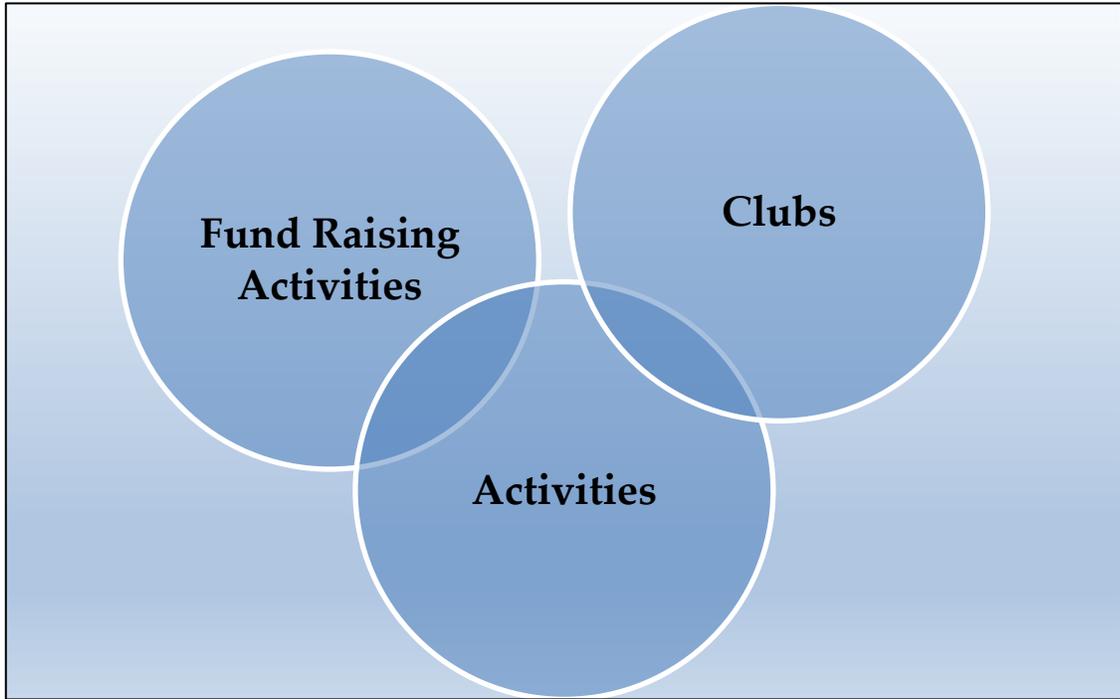
Pupil Activity Fund - Special Revenue Fund

Statement of Program

The Pupil Activity Fund is used to record financial transactions related to school-sponsored organizations and activities. These activities are supported in whole or in part by revenue derived from fund raising activities, school site clubs and activities. Funds raised and deposited to this fund are earmarked for specific purposes and can be carried over from year to year.

Future year projections include a one percent increase for revenue and expenditures. Fund balance is expected to increase in future years..





**HARRISON SCHOOL DISTRICT TWO
PUPIL ACTIVITY - SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated Actual
Beginning Balance	\$ 659,119	\$ 695,669	\$ 720,646	\$ 691,535	\$ 691,535
Cash Receipts					
Elementary Schools	287,290	208,634	86,323	322,000	120,000
Middle Schools	126,225	78,244	22,826	132,000	55,000
Senior High Schools	341,571	252,897	107,478	327,000	255,000
Other Schools	57,713	28,381	11,755	49,000	20,000
Other Programs	228,477	1,885	102	93,000	6
Total Receipts	1,041,276	570,041	228,484	923,000	450,006
Total Resources Available	1,700,395	1,265,710	949,130	1,614,535	1,141,541
Cash Disbursements					
Other Programs	1,004,726	545,064	257,595	915,000	628,868
Total Disbursements	1,004,726	545,064	257,595	915,000	628,868
Ending Balance	\$ 695,669	\$ 720,646	\$ 691,535	\$ 699,535	\$ 512,673
Cash Disbursements by Program					
Elementary Schools	\$ 271,548	\$ 187,047	\$ 91,729	\$ 319,000	\$ 110,000
Middle Schools	126,218	75,263	26,458	129,000	45,000
Senior High Schools	328,086	247,103	127,089	319,000	250,000
Other Schools	52,618	28,580	12,241	46,000	26,000
Other Programs	226,256	7,071	78	102,000	197,868
Total Disbursements	\$ 1,004,726	\$ 545,064	\$ 257,595	\$ 915,000	\$ 628,868

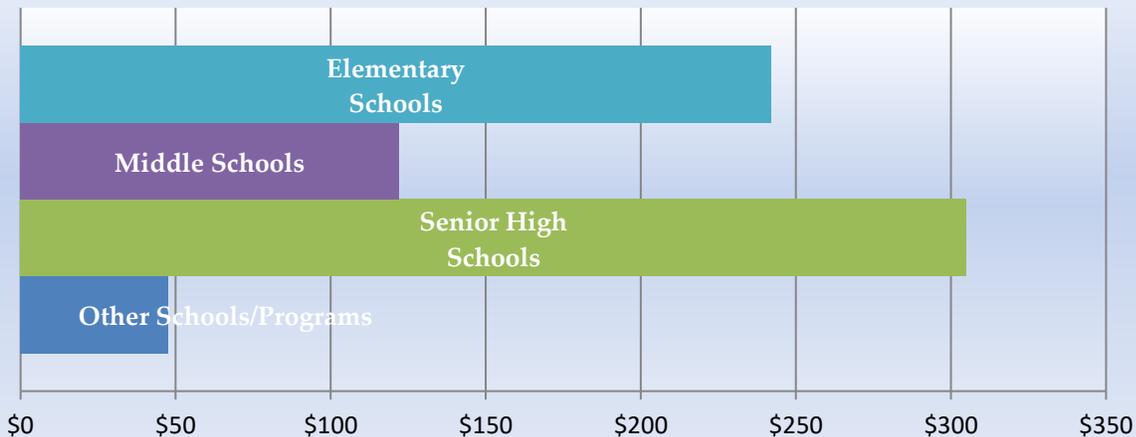


**HARRISON SCHOOL DISTRICT TWO
PUPIL ACTIVITY - SPECIAL REVENUE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Balance	\$ 512,673	\$ 551,173	\$ 590,058	\$ 629,331
Cash Receipts				
Elementary Schools	284,000	286,840	289,708	292,605
Middle Schools	126,000	127,260	128,533	129,818
Senior High Schools	322,000	325,220	328,472	331,757
Other Schools	23,000	23,230	23,462	23,697
Other Programs	-	-	-	-
Total Receipts	755,000	762,550	770,175	777,877
Total Resources Available	1,267,673	1,313,723	1,360,233	1,407,208
Cash Disbursements				
Other Programs	716,500	723,665	730,902	738,211
Total Disbursements	716,500	723,665	730,902	738,211
Ending Balance	\$ 551,173	\$ 590,058	\$ 629,331	\$ 668,997
Cash Disbursements by Program				
Elementary Schools	\$ 242,000	\$ 244,420	\$ 246,864	\$ 249,333
Middle Schools	122,000	123,220	124,452	125,697
Senior High Schools	305,000	308,050	311,131	314,242
Other Schools	35,500	35,855	36,214	36,576
Other Programs	12,000	12,120	12,241	12,363
Total Disbursements	\$ 716,500	\$ 723,665	\$ 730,902	\$ 738,211

Fiscal Year 2022-2023 Budgeted Spending

in thousands



Bond Redemption Fund - Debt Services Fund

Statement of Program

The purpose of the Bond Redemption Fund is to record the revenues from a tax levy for the purpose of satisfying voter-approved bonded indebtedness obligations, including principal, interest and related expenditures.

The voters of the District approved a \$180 million bond issue in November 2018. These funds will be used over the next five years to fund projects at most facilities within the District.

The debt limitation for all school districts in Colorado is the greater of (a) 20 percent of the valuation for the taxable property in the district, or (b) 6 percent of the most recent determination of the actual value of property. The District's legal debt limit, based upon a limitation of 6 percent of the District's 2021 statutory actual valuation of \$7,091,339,525 is \$425,480,372. Based on this calculation, the District has \$243,935,372 of debt capacity remaining.

The District's long-term debt totals \$181,545,000 as of June 30, 2022. The budgeted amount for this debt service in Fiscal Year 2022-2023 is \$14,436,200. Property taxes provide the revenue for this fund. The property tax collections are sufficient to cover the debt payment structure. The Board of Education will approve the mill levy in December that will be used for the property tax assessments with the majority of taxes collected during the months of March to June of each year.

Revenue is projected using an estimated assessed valuation and a projection of the potential mills to be levied. Property tax collections are estimated to be 99.4% in future years. Expenditures for retirement of the bonds and interest on the bonds is based on the current debt payment schedule.

Debt payments are made in December and June. Ending fund balance is maintained at a level sufficient to fund the December debt payments, prior to the tax collections being received in the spring. A slight increase of fund balance is planned for 2022-2023.

Bond Redemption Debt Schedule

<u>Fiscal Year</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>
2022-2023	\$ 5,595,000	\$ 8,841,200	\$ 14,436,200
2023-2024	5,825,000	8,610,225	14,435,225
2024-2025	6,060,000	8,344,050	14,404,050
2025-2026	6,355,000	8,037,075	14,392,075
2026-2027	6,675,000	7,714,975	14,389,975
2027-2028	7,000,000	7,376,750	14,376,750
2028-2029	7,350,000	7,018,000	14,368,000
2029-2030	7,715,000	6,641,375	14,356,375
2030-2031	8,100,000	6,246,000	14,346,000
2031-2032	8,505,000	5,830,875	14,335,875
2032-2033	8,935,000	5,394,875	14,329,875
2033-2034	9,380,000	4,937,000	14,317,000
2034-2035	9,850,000	4,456,250	14,306,250
2035-2036	10,340,000	3,951,500	14,291,500
2036-2037	10,860,000	3,421,500	14,281,500
2037-2038	11,400,000	2,865,000	14,265,000
2038-2039	11,970,000	2,280,750	14,250,750
2039-2040	12,570,000	1,667,250	14,237,250
2040-2041	13,200,000	1,023,000	14,223,000
2041-2042	13,860,000	346,500	14,206,500
Total	\$ 181,545,000	\$ 105,004,150	\$ 286,549,150



**HARRISON SCHOOL DISTRICT TWO
BOND REDEMPTION - DEBT SERVICE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 5,128,136	\$ 12,085,910	\$ 12,555,017	\$ 13,313,148	\$ 13,313,148
Revenue					
Local Property Taxes	12,673,063	13,846,056	15,767,022	14,971,648	14,462,174
Refunding Bond Proceeds	-	-	-	80,291	-
Refunding Bond Premium/Discount	-	-	-	11,742,000	-
Earnings on Investments	132,471	156,998	15,642	31,388	4,320
Total Revenue	12,805,534	14,003,054	15,782,664	26,825,327	14,466,494
Transfer From Building Fund	-	-	-	-	12,434,762
Total Resources Available	17,933,670	26,088,964	28,337,681	40,138,475	40,214,404
Expenditures					
Retirement of Bonds	2,890,000	7,490,000	9,340,000	21,185,757	21,160,000
Interest on Bonds	2,940,286	6,007,700	5,644,750	8,698,312	8,236,094
Early Redemption of Bonds	-	-	-	-	-
Bond Issuance and Other Costs	17,474	36,247	39,783	40,000	40,000
Total Expenditures	5,847,760	13,533,947	15,024,533	29,924,069	29,436,094
Ending Fund Balance	\$ 12,085,910	\$ 12,555,017	\$ 13,313,148	\$ 10,214,406	\$ 10,778,310

Principal and Interest



**HARRISON SCHOOL DISTRICT TWO
BOND REDEMPTION - DEBT SERVICE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 10,778,310	\$ 11,291,258	\$ 11,954,909	\$ 12,799,964
Revenue				
Local Property Taxes	14,971,648	15,122,876	15,274,105	15,274,105
Refunding Bond Proceeds	-	-	-	-
Refunding Bond Premium/Discount	-	-	-	-
Earnings on Investments	17,500	16,000	15,000	15,000
Total Revenue	14,989,148	15,138,876	15,289,105	15,289,105
Transfer From Building Fund	-	-	-	-
Total Resources Available	25,767,458	26,430,134	27,244,014	28,089,069
Expenditures				
Retirement of Bonds	5,595,000	5,825,000	6,060,000	6,355,000
Interest on Bonds	8,841,200	8,610,225	8,344,050	8,037,075
Early Redemption of Bonds	-	-	-	-
Bond Issuance and Other Costs	40,000	40,000	40,000	40,000
Total Expenditures	14,476,200	14,475,225	14,444,050	14,432,075
Ending Fund Balance	\$ 11,291,258	\$ 11,954,909	\$ 12,799,964	\$ 13,656,994

Principal and Interest



Building Fund - Capital Projects Fund

Statement of Program

The Building Fund is used to account for all resources available for acquiring capital sites, buildings and equipment as specified by the related bond issue. This fund is required to be used when bonds are sold for a building project.

The voters within the District approved \$60 million in bonds in 2001 to fund the construction of schools and buildings and the projects were completed in Fiscal Year 2015-2016. In November, 2018, the voters approved \$180 million in bonds. These funds will provide the resources for renovations and additions throughout the District. Most projects are renovations, and should not impact future operating costs. Fund Balance along with earnings on investments will be used to fund the projects.

SCHEDULE OF BOND SPENDING PLAN					
NOVEMBER 2018 VOTER APPROVED \$180 MILLION BONDS					
2018 Bond Projects	Elementary Schools	Middle Schools	High Schools	Other	Total
Bond Spending Plan					
Interior	\$ 24,955,000	\$ 1,500,000	\$ 11,900,000	\$ 2,795,000	\$ 41,150,000
Mechanical/HVAC	19,800,000	600,000	8,075,000	920,000	29,395,000
Electrical/Lighting	5,150,000	2,120,000	2,800,000	915,000	10,985,000
Exterior	1,445,000	320,000	750,000	2,705,000	5,220,000
Technology	325,000	100,000	150,000	45,000	620,000
Roofing	1,950,000	150,000	-	480,000	2,580,000
Restroom/Plumbing	1,014,000	180,000	350,000	5,000	1,549,000
Kitchen	1,025,000	160,000	400,000	155,000	1,740,000
Health/Safety	220,000	40,000	300,000	40,000	600,000
ADA	1,200,000	-	700,000	100,000	2,000,000
Fire/Security	885,000	280,000	300,000	125,000	1,590,000
Architectural/Engineering	14,593,000	6,590,000	5,155,000	788,000	27,126,000
Program/Space	15,000,000	27,500,000	-	12,945,000	55,445,000
Total Projects	\$ 87,562,000	\$ 39,540,000	\$ 30,880,000	\$ 22,018,000	\$ 180,000,000

**HARRISON SCHOOL DISTRICT TWO
BUILDING FUND
PROJECT START AND END DATES
NOVEMBER 2018 VOTER APPROVED \$180 MILLION BOND**

Project	Start Date		End Date	
Bricker Elementary	March	2022	December	2023
Centennial Elementary	November	2018	December	2019
Giberson Elementary	March	2023	December	2024
Monterey Elementary	April	2021	December	2022
Oak Creek Elementary	August	2020	December	2021
Otero Elementary	November	2018	December	2019
Soaring Eagles Elementary	December	2020	March	2023
Stratmoor Hills Elementary	July	2019	August	2021
Stratton Meadows Elementary	July	2019	August	2021
Turman Elementary	March	2022	December	2023
Wildflower Elementary	April	2021	December	2022
Carmel Middle School	April	2019	September	2022
Fox Meadow Middle School	March	2023	December	2024
Panorama Middle School	March	2022	December	2023
Harrison High School	April	2019	December	2021
Sierra High School	April	2021	December	2023
Mountain Vista Community K-8	November	2018	December	2024
Mountain Vista Home School	June	2021	December	2022
Sand Creek International	November	2018	April	2020
Finance Center	July	2023	December	2024



**HARRISON SCHOOL DISTRICT TWO
BUILDING FUND- CAPITAL PROJECTS FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022**

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ -	\$ 93,068,099	\$ 64,823,640	\$ 21,399,735	\$ 21,399,735
Revenue					
Earnings on Investments	364,487	2,605,793	507,366	308,859	196,241
Bond Principal	100,000,000	-	-	80,000,000	90,630,000
Bond Premium	16,430,889	-	-	22,000,000	25,941,084
Other Revenue	-	-	3,426	-	-
Total Revenue	116,795,376	2,605,793	510,792	102,308,859	116,767,325
Transfer To Other Funds	(11,800,000)	-	-	-	(17,934,762)
Total Resources Available	104,995,376	95,673,892	65,334,432	123,708,594	120,232,298
Expenditures					
Salaries	-	-	76,413	155,548	155,000
Benefits	-	-	17,617	34,785	35,000
Purchased Services	2,829,886	2,345,455	1,163,663	3,500,000	3,500,000
Supplies	13,951	12,015	11,912	20,000	20,000
Equipment/Buildings	9,083,440	28,492,782	42,665,092	44,561,265	45,050,004
Total Expenditures	11,927,277	30,850,252	43,934,697	48,271,598	48,760,004
Ending Fund Balance	\$ 93,068,099	\$ 64,823,640	\$ 21,399,735	\$ 75,436,996	\$ 71,472,294
2018 Bond Projects					
Bricker Elementary	\$ -	\$ 125,014	\$ 57,979	\$ -	\$ -
Centennial Elementary	3,519,553	2,285,287	35,303	-	204,745
Giberson Elementary	305	82,982	37,583	-	-
Monterey Elementary	-	60,796	41,668	4,174,154	4,174,154
Oak Creek Elementary	-	59,201	4,416,063	3,596,340	3,596,340
Otero Elementary	2,520,579	2,119,786	60,554	-	1,189
Pikes Peak Elementary	-	162,674	9,049	-	-
Soaring Eagles Elementary	305	93,123	642,201	12,793,743	12,793,743
Stratmoor Hills Elementary	15,115	1,688,576	1,171,143	252,500	252,500
Stratton Meadows Elementary	5,771	4,987,198	2,700,490	149,708	149,708
Turman Elementary	264	88,223	58,228	280,000	280,000
Wildflower Elementary	-	96,019	401,625	5,954,082	5,954,082
Carmel Middle School	7,450	4,374,802	21,245,228	12,484,371	12,484,371
Fox Meadow Middle School	-	274,220	13,097	-	-
Panorama Middle School	-	42,239	65,415	285,000	324,922
Harrison High School	182,523	5,064,290	11,690,985	4,066,033	4,066,033
Sierra High School	419,654	1,016,253	39,890	2,888,801	2,888,801
Mountain Vista Community K-8	57,088	281,451	11,188	-	10,325
Mountain Vista Home School	-	-	65,954	-	-
Sand Creek International	4,165,212	7,281,573	939,042	204,787	324,670
Finance Center	1,014,484	665,717	-	-	-
Other Projects	18,974	828	232,012	8,142,079	1,254,421
Total Expenditures	\$ 11,927,277	\$ 30,850,252	\$ 43,934,697	\$ 55,271,598	\$ 48,760,004

**HARRISON SCHOOL DISTRICT TWO
BUILDING FUND- CAPITAL PROJECTS FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 71,472,294	\$ 29,511,450	\$ 9,194,596	\$ 1,810,313
Revenue				
Earnings on Investments	399,000	200,000	111,000	5,000
Bond Principal	-	-	-	-
Bond Premium	-	-	-	-
Other Revenue	-	-	-	-
Total Revenue	399,000	200,000	111,000	5,000
Transfer To Other Funds	-	-	-	-
Total Resources Available	71,871,294	29,711,450	9,305,596	1,815,313
Expenditures				
Salaries	154,665	-	-	-
Benefits	45,317	-	-	-
Purchased Services	3,000,000	1,250,000	750,000	-
Supplies	25,000	20,000	15,000	-
Equipment/Buildings	39,134,862	19,246,854	6,730,283	1,815,313
Total Expenditures	42,359,844	20,516,854	7,495,283	1,815,313
Ending Fund Balance	\$ 29,511,450	\$ 9,194,596	\$ 1,810,313	\$ -
2018 Bond Projects				
Bricker Elementary	\$ 6,505,494	\$ 2,151,000	\$ -	\$ -
Centennial Elementary	275,000	250,000	-	-
Giberson Elementary	1,435,058	1,178,935	-	-
Monterey Elementary	2,648,637	-	-	-
Oak Creek Elementary	25,000	-	-	-
Otero Elementary	47,108	-	-	-
Pikes Peak Elementary	-	-	-	-
Soaring Eagles Elementary	6,764,167	250,000	-	-
Stratmoor Hills Elementary	35,000	-	-	-
Stratton Meadows Elementary	21,829	-	-	-
Turman Elementary	80,000	3,150,565	4,184,050	-
Wildflower Elementary	1,067,858	-	-	-
Carmel Middle School	50,000	2,992,640	-	-
Fox Meadow Middle School	100,000	792,393	753,739	-
Panorama Middle School	2,429,921	2,815,834	-	-
Harrison High School	592,821	-	-	-
Sierra High School	12,649,975	-	-	-
Mountain Vista Community K-8	100,000	609,518	478,541	-
Mountain Vista Home School	1,398,525	1,117,959	-	-
Sand Creek International	47,439	-	-	-
Finance Center	-	-	-	-
Other Projects	6,086,012	5,208,010	2,078,953	1,815,313
Total Expenditures	\$ 42,359,844	\$ 20,516,854	\$ 7,495,283	\$ 1,815,313

Capital Reserve Fund - Capital Projects Fund

Statement of Program

The Capital Reserve Capital Projects Fund is used to account for the purposes of acquisition of land, improvements, construction of structures or addition to existing structures and acquisition of equipment and furnishings.

Funding is received annually as a transfer from the General Fund. Due to the economic impacts from COVID 19, the transfer to Capital Reserve was suspended for one year only in Fiscal Year 2020-2021. The transfer for 2021-2022 and 2022-2023 has been restored to \$1,077,275.. An increase in the transfer is planned for 2023-2024 and 2024-2025 to \$2,327,275, representing an increase of 116 percent.

Expenditures for future years are based on available funds and needs assessment. The District was successful in passing a bond election in November, 2018. This will provide funding to be allocated for capital projects within the Building Fund and will alleviate some capital project needs in the Capital Reserve Fund. Funding is provided in 2022-2023 for such items as: roof, masonry, fence, structural needs, expansion joint, asphalt and concrete repairs, restriping parking lots, water seal buildings and to purchase two additional plow vehicles. Future year expenditures will be planned in conjunction with the funds available in the Building Fund, to provide resources for capital expenditures.

The capital projects are replacing existing items and therefore the financial impact on operating budgets are not considered to be material.

HSD2 has developed an in-depth analysis and review of the long-range capital improvement plan to identify the funding needs of projects in the Capital Reserve Fund. The prioritization process reviews safety, health, environment and security issues as top priorities in conjunction with ADA compliance needs.

An intentional draw down of accumulated fund balance has been planned for operational expenses.

Capital Improvement Plan

Capital renewal is defined as a systemic approach to making major repairs or replacement of facility systems, such as roofs, HVAC, electrical, etc., to maintain and extend the life of the facility. Each component of a facility has an associated expected life, with the structure having the longest expected life. A school might generally have a structural life of 100 years, but the HVAC system generally has a designed life of 30 years. Thus, the HVAC system will need renewal at approximately 30 year intervals to allow the school structure to reach its designed life.

There are numerous factors that lead to successfully operating and maintaining facilities that are common to all facilities. These factors maximize the probability that the equipment and the facilities will operate as designed for the designed life cycle of the facility. The factors include operating equipment within manufacturer's specifications, preventive and operational maintenance and repairs, and capital renewal. Capital renewal can be time based or condition based, or some combination of the two. The School Assessment Report (SAR) conducted by CDE was a time based assessment and did not address the physical or operating condition of any equipment or facility in the state. In this case, the capital renewal of any equipment is based on a chosen design life cycle that is assigned to the equipment and replacement is recommended when the designed life is reached, regardless of the condition of the equipment. The District Operation and Maintenance Plan, updated in 2016, is a condition based assessment that factors in life cycle. Equipment is visually inspected and categorized by condition. The age of the equipment is then factored in to determine the need or priority for replacement.

There are also numerous methods to determine the funding requirements for a successful capital renewal program. The easiest method is the generally accepted industry standard that allocates 2% of current replacement value (CRV) per year for capital renewal and another 2% per year for maintenance and repairs. Historically, this method has proven to be reliable and as accurate as much more detailed and time consuming methods. The more time consuming and detailed methods involve physical inspection of each piece of equipment, comparisons to expected life cycle, computing replacement cost by individual piece and then calculating an annual budget. The least accurate method, and least systemic, is to allocate funding on a yearly basis based on the previous year's funding and expenditures adjusting for inflationary growth.

Using the generally accepted industry standard of 2% of CRV, the District's annual capital renewal budget should be \$5.9 million, based on the total insured value of \$294 million. These figures are for facilities only and do not include transportation fleets or technology.

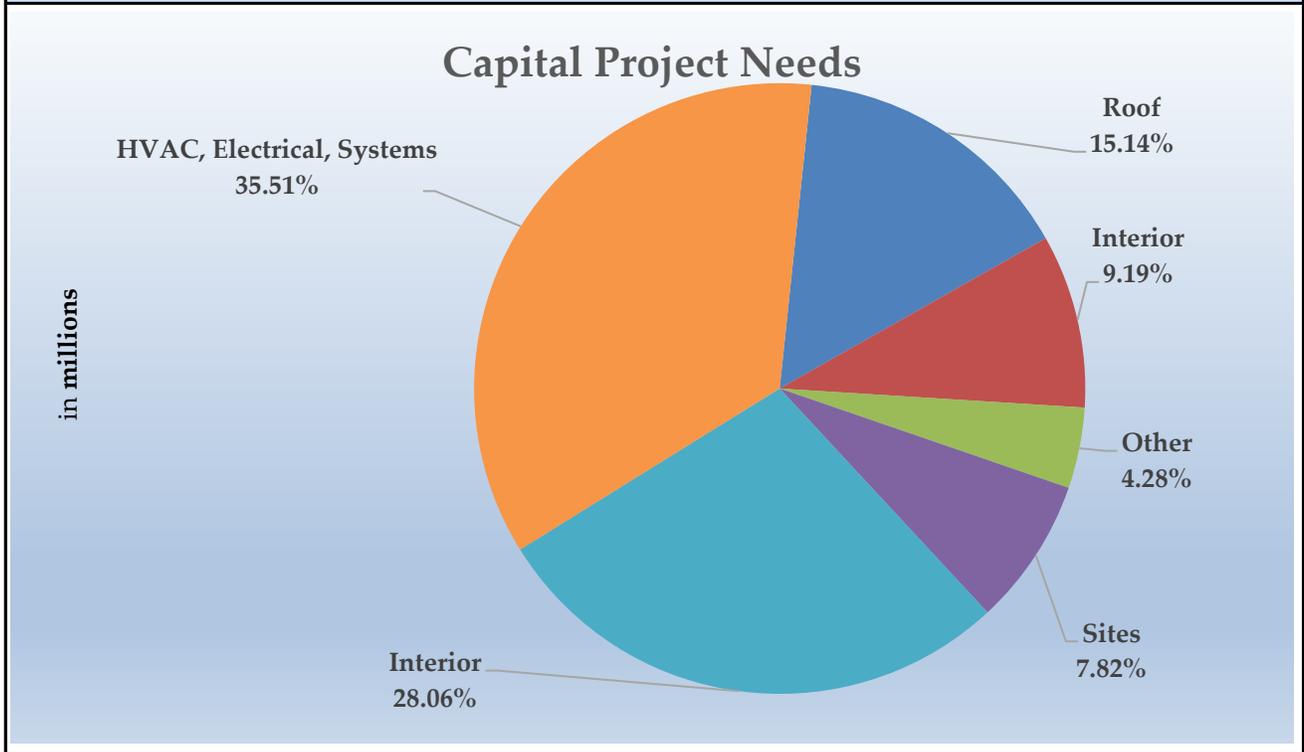
The District has created a modified capital renewal plan that addresses major components and high value items. It is by no means all encompassing. Data regarding the installation date on much of the equipment is not available or would consume an inordinate amount of time to research, so a best guess was used. The CDE SAR life cycle values and replacement costs were used. Analysis of the plan indicates that the District has a backlog of \$83 million in capital renewal projects. Analysis also shows that in the next 5 years, the District needs to allocate approximately \$31 million for capital renewal.

Projecting capital renewal needs based solely on equipment age versus expected life is inefficient and wasteful. Proper operation and maintenance of equipment can significantly extend the expected life of equipment. Conversely, poor operations and maintenance can severely reduce the expected life of equipment. Replacing an operational piece of equipment at the designed end of life increases the overall system reliability but greatly increases operational costs. Waiting for equipment to fail prior to replacement causes loss of operability and can be significantly more costly than a planned replacement. The optimum replacement strategy is to monitor equipment condition and performance and replace equipment when performance degrades significantly or conditions indicate an imminent failure. Using this strategy allows operational interruptions to be minimized while minimizing replacement cost and overall life cycle costs. This is very similar to the current strategy for preventive maintenance that basically espouses if equipment is not broken, don't fix it.

Using this strategy, the District develops and maintains a priority list of major capital renewal needs that is based on expected life, equipment condition, operational performance and cost of unexpected failure. The cost of unexpected failure takes into account non-financial costs, such as potential lost instructional days due to failure. Funds are allocated to replace equipment that has the greatest potential impact on instruction first, with equipment that has no potential impact on instruction allowed to fail before replacement. Priority is given to items that potentially have a safety concern if not repaired or replaced. The potential safety issues are funded when they are identified and conditions deteriorate to an unsafe situation. Using this strategy, the District has significantly extended the operational life of equipment well past the designed life and has maximized the efficient use of district funds and assets.

**HARRISON SCHOOL DISTRICT TWO
CAPITAL IMPROVEMENT PLAN
CAPITAL PROJECT NEEDS**

Project	2021-2025	2026-2030	2031-2035	2036-2040	2041-2045
Ceilings	\$ 3,332,162	\$ -	\$ -	\$ -	\$ -
Doors	228,528	80,889	266,712	-	-
Electrical	2,112,131	1,611,963	3,816,517	-	804,565
Flooring	10,708,070	495,073	-	-	-
Furnishings	681,129	-	20,000	-	-
HVAC	2,900,758	1,098,962	9,638,103	2,157,623	1,595,291
Lighting	2,939,676	2,012,157	5,261,388	-	-
Partitions/Walls	5,448,603	1,132,045	2,146,586	-	57,420
Playground/Sports	2,249,225	280,012	-	87,512	220,000
Plumbing	2,458,788	962,788	2,033,728	-	-
Roof	10,328,247	4,162,416	699,470	1,110,643	-
Sidewalks	224,306	145,130	823,385	103,884	53,145
Sites	1,423,644	264,399	1,873,556	622,841	49,139
Systems	5,971,535	805,606	-	245,474	-
Water/Sewer	2,169,943	139,485	876,938	411,648	307,689
Windows	1,391,170	1,408,091	3,189,439	-	-
Total	\$ 54,567,915	\$ 14,599,016	\$ 30,645,822	\$ 4,739,625	\$ 3,087,249



**HARRISON SCHOOL DISTRICT TWO
CAPITAL RESERVE - CAPITAL PROJECTS FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022**

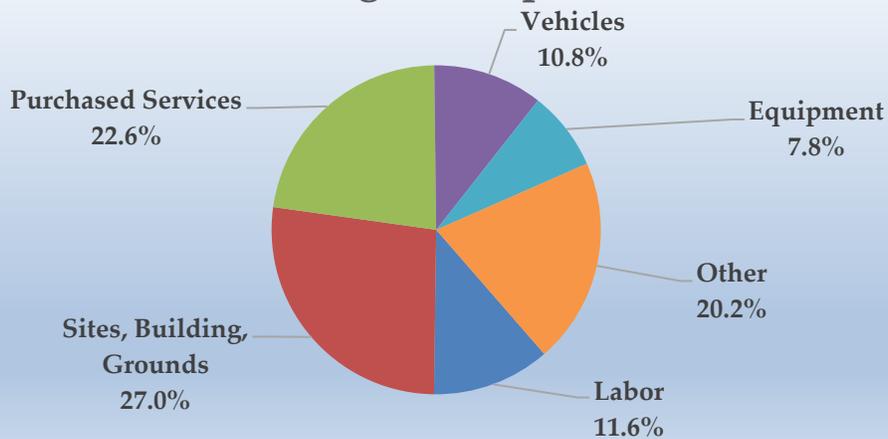
	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 1,778,478	\$ 1,282,049	\$ 1,420,027	\$ 846,649	\$ 846,649
Revenue					
Earnings on Investments	68,715	32,111	1,915	1,056	900
Sale of Land or Buildings	-	-	11,070	-	-
Total Revenue	68,715	32,111	12,985	1,056	900
Transfer From General Fund	1,077,275	1,077,275	-	1,077,275	1,077,275
Total Resources Available	2,924,468	2,391,435	1,433,012	1,924,980	1,924,824
Expenditures					
Salaries	176,572	212,679	150,909	87,959	34,000
Benefits	47,248	56,991	45,261	25,772	12,000
Sites, Building, Grounds	-	-	-	400,000	-
Purchased Services	335,550	313,777	379,901	492,000	498,834
Vehicles	501,980	314,947	-	100,000	82,005
Equipment	579,737	68,852	10,292	-	-
Leases	244	4,162	-	-	-
Other	1,088	-	-	-	-
Contingencies	-	-	-	500,000	-
Total Expenditures	1,642,419	971,408	586,363	1,605,731	626,839
Ending Fund Balance	\$ 1,282,049	\$ 1,420,027	\$ 846,649	\$ 319,249	\$ 1,297,985



**HARRISON SCHOOL DISTRICT TWO
CAPITAL RESERVE - CAPITAL PROJECTS FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 1,297,985	\$ 892,825	\$ 896,198	\$ 887,842
Revenue				
Earnings on Investments	200	220	225	230
Sale of Land or Buildings	-	-	-	-
Total Revenue	200	220	225	230
Transfer From General Fund	1,077,275	2,327,275	2,327,275	2,327,275
Total Resources Available	2,375,460	3,220,320	3,223,698	3,215,347
Expenditures				
Salaries	130,784	136,015	141,456	147,114
Benefits	41,851	43,107	44,400	45,732
Sites, Building, Grounds	400,000	750,000	850,000	850,000
Purchased Services	335,000	525,000	550,000	525,000
Vehicles	160,000	270,000	250,000	250,000
Equipment	115,000	250,000	200,000	225,000
Leases	-	-	-	-
Other	-	-	-	-
Contingencies	300,000	350,000	300,000	300,000
Total Expenditures	1,482,635	2,324,122	2,335,856	2,342,846
Ending Fund Balance	\$ 892,825	\$ 896,198	\$ 887,842	\$ 872,501

2022-2023 Budgeted Expenditures



Land Trust Fund - Capital Projects Fund

Statement of Program

The Land Trust Fund is classified as a capital projects fund which is used to record permit fees and the authorization for capital expenditures. This fund is used to account for any revenues and expenditures in accordance with new residential building growth within District boundaries. The budget includes funding for renovation of softball fields at Sierra and Harrison High Schools for Title IX compliance.

HARRISON SCHOOL DISTRICT TWO LAND TRUST FUND STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE FISCAL YEARS 2018-2019 TO 2021-2022					
	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022 Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Fund Balance	\$ 272,984	\$ 448,935	\$ 545,457	\$ 752,678	\$ 752,678
Revenue					
Interest	8,005	7,978	832	1,100	480
Public School Lands	188,336	88,572	206,448	45,000	65,872
Total Revenues	196,341	96,550	207,280	46,100	66,352
Total Resources Available	469,325	545,485	752,737	798,778	819,030
Expenditures					
Sites	20,383	-	-	650,000	649,000
Other Services	7	28	59	-	86
Contingency	-	-	-	-	-
Total Expenditures	20,390	28	59	650,000	649,086
Ending Fund Balance	\$ 448,935	\$ 545,457	\$ 752,678	\$ 148,778	\$ 169,944



**HARRISON SCHOOL DISTRICT TWO
LAND TRUST FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026**

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Fund Balance	\$ 169,944	\$ 170,057	\$ 162,177	\$ 137,402
Revenue				
Interest	113	120	225	338
Public School Lands	45,000	47,000	50,000	52,000
Total Revenues	45,113	47,120	50,225	52,338
Total Resources Available	215,057	217,177	212,402	189,740
Expenditures				
Sites	15,000	30,000	35,000	25,000
Other Services	30,000	25,000	40,000	27,000
Contingency	-	-	-	-
Total Expenditures	45,000	55,000	75,000	52,000
Ending Fund Balance	\$ 170,057	\$ 162,177	\$ 137,402	\$ 137,740

Health Insurance Fund - Internal Services Fund

Statement of Program

The Health Insurance Fund is an internal services fund used to account for the financing of services provided by one department to other departments on a cost-reimbursement basis.

This fund accounts for the partially self-funded dental insurance program of the District. The District has nearly 1,400 employees that are eligible for dental insurance and 65 percent participate in the plan. Prior to Fiscal Year 2021-2022, the District also provided a partially self-funded health insurance program.

Beginning in Fiscal Year 2021-2022, the District moved to Kaiser Permanente (KP) to offer a fully funded health insurance program to employees. The premiums collected from employees and then paid to the insurance company, will be accounted for in the General Fund. Historically, the Health Insurance Fund accounted for the expenditures of all health insurance plans. The Health Insurance Fund continued to pay out claims from the previous partially self-funded health insurance plans through the end of Fiscal Year 2021-2022. A planned transfer from the General Fund of \$55 thousand is provided in 2022-2023 to cover claims run out.

The premiums collected for dental insurance in Fiscal Year 2022-2023 are projected to remain consistent at \$453 thousand.

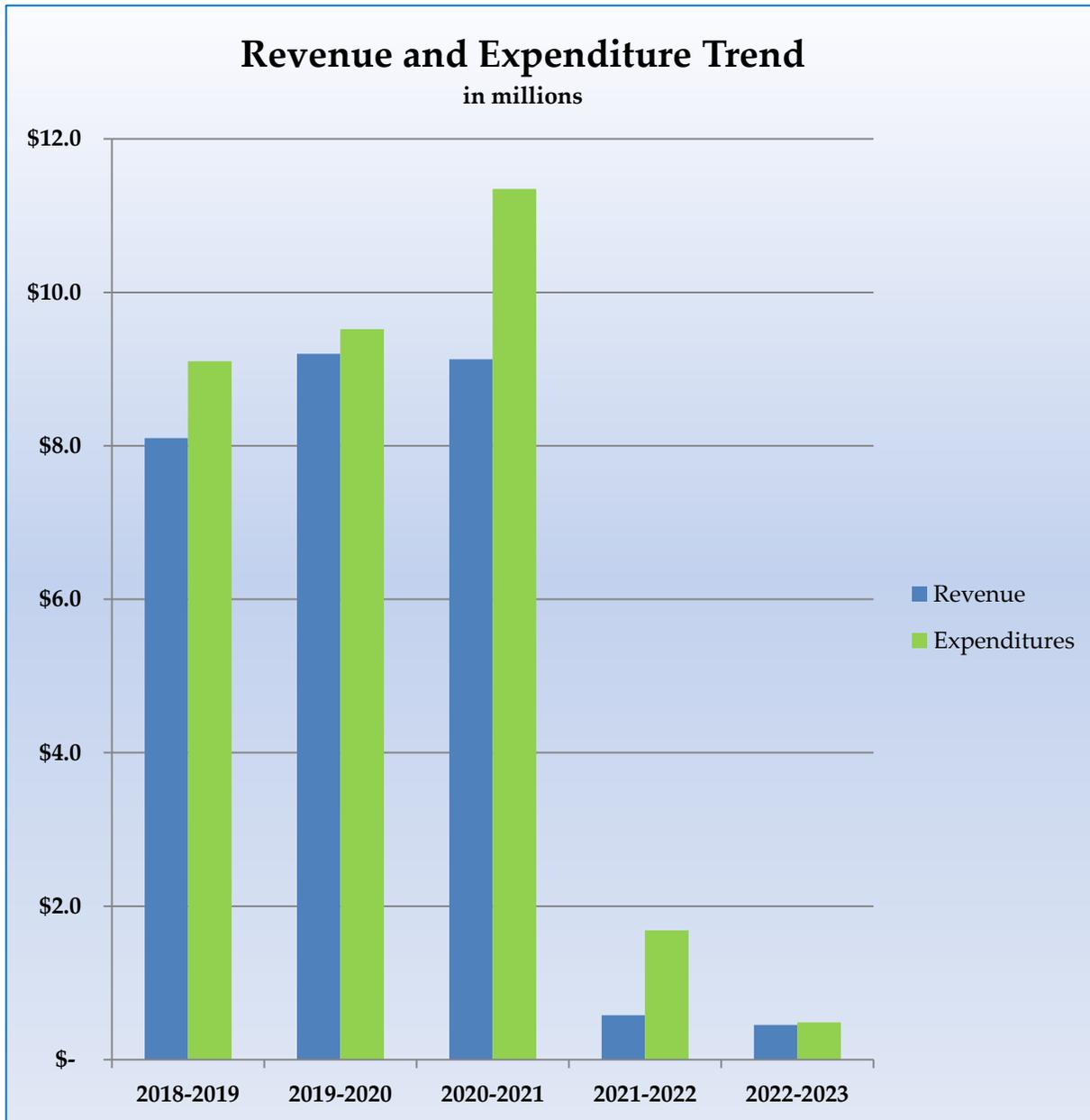
Expenditures for dental costs are planned to slightly increase each year. The ACA re-insurance fee will only be needed for 2022-2023, due to the elimination of the self-funded health insurance plan.

The negative ending fund balance at the end of Fiscal Year 2020-2021 is due to a large amount of medical claims paid out of the partially self-funded insurance plan, prior to moving to the fully insured medical insurance plan. A transfer from the General Fund was completed in 2021-2022 to cover claims.

Future year needs will be addressed to determine the appropriate amount of premiums to be collected for dental insurance.

Future fiscal years projected revenue includes an annual one percent increase for dental insurance.

Future year dental claims are expected to increase a little over five percent. Administrative Service Fees are negotiated at renewal or by going to market to explore new offerings from other carriers.



HARRISON SCHOOL DISTRICT TWO
HEALTH INSURANCE - INTERNAL SERVICE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2018-2019 TO 2021-2022

	2018-2019	2019-2020	2020-2021	2021-2022	2021-2022
	Actual	Actual	Actual	Budget	Estimated
	Actual	Actual	Actual	Budget	Actual
Beginning Net Assets	\$ 2,637,879	\$ 1,636,036	\$ 1,316,784	\$ (905,790)	\$ (905,790)
Revenue					
Premium Collections:					
Dental	475,980	402,590	472,747	480,000	453,028
Health and Medical	7,572,316	8,764,192	8,646,257	-	-
Earnings on Investments	50,702	21,402	1,164	811	-
Other Revenue	-	12,216	6,099	100,000	-
Total Revenue	8,098,998	9,200,400	9,126,267	580,811	453,028
Transfer in From General Fund	-	-	-	1,300,000	1,300,000
Total Resources Available	10,736,877	10,836,436	10,443,051	975,021	847,238
Expenditures					
Salaries	4,050	5,229	3,400	-	-
Benefits	823	1,078	722	-	-
Purchased Services	9,099,319	9,502,313	11,348,945	1,684,888	800,210
Supplies	(3,726)	3,372	(8,477)	-	-
Equipment	-	-	-	-	-
Other	375	7,660	4,251	-	-
Contingency	-	-	-	-	-
Total Expenditures	9,100,841	9,519,652	11,348,841	1,684,888	800,210
Ending Net Assets	\$ 1,636,036	\$ 1,316,784	\$ (905,790)	\$ (709,867)	\$ 47,028
Expenditures by Program					
Dental	\$ 377,103	\$ 249,196	\$ 365,082	\$ 395,000	\$ 375,000
Medical	6,343,894	6,640,224	8,575,455	1,000,000	475,000
Pharmacy	1,510,151	1,614,842	1,328,836	250,000	(95,843)
Administrative Fee	842,003	972,198	1,060,745	36,000	36,000
ACA Re-insurance Fee	375	7,660	4,251	3,888	4,196
Other	27,315	35,532	14,472	-	5,857
Contingency	-	-	-	-	-
Total Expenditures	\$ 9,100,841	\$ 9,519,652	\$ 11,348,841	\$ 1,684,888	\$ 800,210

HARRISON SCHOOL DISTRICT TWO
HEALTH INSURANCE - INTERNAL SERVICE FUND
STATEMENT OF REVENUES, EXPENDITURES,
AND CHANGES IN FUND BALANCE
FISCAL YEARS 2022-2023 TO 2025-2026

	2022-2023	2023-2024	2024-2025	2025-2026
	Budget	Projections	Projections	Projections
Beginning Net Assets	\$ 47,028	\$ 66,972	\$ 70,871	\$ 57,060
Revenue				
Premium Collections:				
Dental	452,500	457,025	461,595	466,211
Health and Medical	-	-	-	-
Earnings on Investments	-	-	-	-
Other Revenue	-	-	-	-
Total Revenue	452,500	457,025	461,595	466,211
Transfer in From General Fund	55,000	-	-	-
Total Resources Available	554,528	523,997	532,466	523,271
Expenditures				
Salaries	-	-	-	-
Benefits	-	-	-	-
Purchased Services	487,556	453,126	475,406	498,785
Supplies	-	-	-	-
Equipment	-	-	-	-
Other	-	-	-	-
Contingency	-	-	-	-
Total Expenditures	487,556	453,126	475,406	498,785
Ending Net Assets	\$ 66,972	\$ 70,871	\$ 57,060	\$ 24,486
Expenditures by Program				
Dental	\$ 395,000	\$ 414,750	\$ 435,488	\$ 457,263
Medical	50,000	-	-	-
Pharmacy	-	-	-	-
Administrative Fee	38,162	38,162	39,689	41,277
ACA Re-insurance Fee	4,194	-	-	-
Other	200	214	229	245
Contingency	-	-	-	-
Total Expenditures	\$ 487,556	\$ 453,126	\$ 475,406	\$ 498,785

Charter Schools

The Charter schools are a component unit of the Harrison School District Two and provide unique learning opportunities for the students of the District.

Atlas prepares and empowers all students for success on their post-graduate paths through educational excellence, character development and community engagement..

James Irwin Charter Schools is named for Apollo 15 astronaut James Benson Irwin, who lived in Colorado Springs until his death in 1991. It is the vision of James Irwin Charter Schools that all students can benefit from a rigorous educational program that challenges them to achieve their academic potential.

Vanguard became a charter of HSD2 beginning Fiscal Year 2021-2022. The mission of Vanguard is to help guide students in development of their character and academic potential through academically rigorous, content-rich educational programs.

	James Irwin			2022-2023
	Atlas Prep Schools	Charter Schools	Vanguard	Budget
Beginning Fund Balance	\$ 14,013,178	\$ 12,638,011	\$ 6,021,177	\$ 32,672,366
Revenue				
Local	1,202,774	743,245	553,783	2,499,802
State	1,181,164	1,336,517	1,783,345	4,301,026
Federal	2,321,424	2,440,644	-	4,762,068
Total Revenue	4,705,362	4,520,406	2,337,128	11,562,896
Transfer In	12,000,000	13,566,006	15,653,971	41,219,977
Total Resources Available	30,718,540	30,724,423	24,012,276	85,455,239
Expenditures				
Salaries	7,184,053	6,034,893	9,468,996	22,687,942
Benefits	2,219,975	3,037,859	2,926,716	8,184,550
Purchased Services	3,130,608	3,958,661	3,669,209	10,758,478
Supplies and Materials	1,013,675	3,504,498	1,078,392	5,596,565
Capital Outlay	985,000	137,343	220,000	1,342,343
Other/Debt Service	20,500	260,796	330,269	611,565
Total Expenditures	14,553,811	16,934,050	17,693,582	49,181,443
Ending Fund Balance	\$ 16,164,729	\$ 13,790,373	\$ 6,318,694	\$ 36,273,796

UNIFORM BUDGET SUMMARY



**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	Object Source	10 General Fund	11 Charter School Fund	18 Insurance Reserve / Risk Management	19 Preschool and Kindergarten	21 Food Service
Budgeted Pupil Count: 13,076						
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)		32,020,420	32,672,366	118,349	117,249	2,176,169
REVENUES						
Local Sources	1000 - 1999	24,300,155	2,499,802	40	-	220,000
State Sources	3000 - 3999	118,045,714	4,301,026	-	2,401,585	-
Federal Sources	4000 - 4999	145,371	4,762,068	-	-	3,980,000
TOTAL REVENUES		142,491,240	11,562,896	40	2,401,585	4,200,000
TOTAL BEGINNING FUND BALANCE & REVENUES						
		174,511,660	44,235,262	118,389	2,518,834	6,376,169
TOTAL ALLOCATIONS TO/FROM OTHER FUNDS		5600,5700, 5800	(41,219,977)	41,219,977	-	-
TRANSFERS TO/FROM OTHER FUNDS		5200 - 5300	(3,152,275)	-	2,020,000	-
AVAILABLE BEGINNING FUND BALANCE & REVENUES (Plus or Minus (if Revenue) Allocations and Transfers)		130,139,408	85,455,239	2,138,389	2,518,834	6,376,169
EXPENDITURES						
Instruction - Program 0010 to 2099						
Salaries	0100	37,676,047	15,163,310	-	-	-
Employee Benefits	0200	14,152,040	5,604,377	-	-	-
Purchased Services	0300-0500	4,485,598	1,550,580	-	2,401,585	-
Supplies and Materials	0600	1,072,323	1,326,254	-	-	-
Property	0700	137,511	226,343	-	-	-
Other	0800, 0900	340,894	580,565	-	-	-
Total Instruction		57,864,413	24,451,429	-	2,401,585	-
Supporting Services						
Students - Program 2100						
Salaries	0100	4,942,676	1,437,182	-	-	-
Employee Benefits	0200	1,514,034	557,986	-	-	-
Purchased Services	0300-0500	202,428	387,045	-	-	-
Supplies and Materials	0600	41,244	419,823	-	-	-
Property	0700	4,000	1,000	-	-	-
Other	0800, 0900	5,525	-	-	-	-
Total Students		6,709,907	2,803,036	-	-	-
Instructional Staff - Program 2200						
Salaries	0100	3,587,549	479,268	-	-	-
Employee Benefits	0200	1,104,562	172,259	-	-	-
Purchased Services	0300-0500	499,858	235,962	-	-	-
Supplies and Materials	0600	201,530	107,609	-	-	-
Property	0700	86,992	-	-	-	-
Other	0800, 0900	59,390	-	-	-	-
Total Instructional Staff		5,539,881	995,098	-	-	-
General Administration - Program 2300, including Program 2303 and 2304						
Salaries	0100	820,064	790,550	-	-	-
Employee Benefits	0200	227,395	214,291	-	-	-
Purchased Services	0300-0500	456,182	715,810	-	-	-
Supplies and Materials	0600	52,350	2,375,960	-	-	-
Property	0700	1,000	-	-	-	-
Other	0800, 0900	45,944	-	-	-	-
Total General Administration		1,602,935	4,096,611	-	-	-

**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	22 Governmental Designated Grants Fund	23 Pupil Activity Agency	31 Bond Redemption	41 Building Fund	43 Capital Reserve Capital Projects	60 Internal Service	TOTAL
Budgeted Pupil Count: 13,076							
Available Beginning Fund Balance & Revenues (Plus Or Minus (If Revenue) Allocations And Transfers)	-	512,673	10,778,310	71,472,294	1,467,929	47,028	151,382,787
REVENUES							
Local Sources	240,000	755,000	14,989,148	399,000	45,313	452,500	43,900,958
State Sources	1,784,000	-	-	-	-	-	126,532,325
Federal Sources	30,576,000	-	-	-	-	-	39,463,439
TOTAL REVENUES	32,600,000	755,000	14,989,148	399,000	45,313	452,500	209,896,722
TOTAL BEGINNING FUND BALANCE & REVENUES	32,600,000	1,267,673	25,767,458	71,871,294	1,513,242	499,528	361,279,509
TOTAL ALLOCATIONS TO/FROM OTHER FUNDS TRANSFERS TO/FROM OTHER FUNDS	-	-	-	-	-	-	-
AVAILABLE BEGINNING FUND BALANCE & REVENUES (Plus or Minus (if Revenue) Allocations and Transfers)	32,600,000	1,267,673	25,767,458	71,871,294	2,590,517	554,528	361,279,509
EXPENDITURES							
Instruction - Program 0010 to 2099							
Salaries	-	-	-	-	-	-	52,839,357
Employee Benefits	-	-	-	-	-	-	19,756,417
Purchased Services	-	-	-	-	-	-	8,437,763
Supplies and Materials	-	-	-	-	-	-	2,398,577
Property	-	-	-	-	-	-	363,854
Other	32,600,000	716,500	-	-	-	-	34,237,959
Total Instruction	32,600,000	716,500	-	-	-	-	118,033,927
Supporting Services							
Students - Program 2100							
Salaries	-	-	-	-	-	-	6,379,858
Employee Benefits	-	-	-	-	-	-	2,072,020
Purchased Services	-	-	-	-	-	-	589,473
Supplies and Materials	-	-	-	-	-	-	461,067
Property	-	-	-	-	-	-	5,000
Other	-	-	-	-	-	-	5,525
Total Students	-	-	-	-	-	-	9,512,943
Instructional Staff - Program 2200							
Salaries	-	-	-	-	-	-	4,066,817
Employee Benefits	-	-	-	-	-	-	1,276,821
Purchased Services	-	-	-	-	-	-	735,820
Supplies and Materials	-	-	-	-	-	-	309,139
Property	-	-	-	-	-	-	86,992
Other	-	-	-	-	-	-	59,390
Total Instructional Staff	-	-	-	-	-	-	6,534,979
General Administration - Program 2300, including Program 2303 and 2304							
Salaries	-	-	-	-	-	-	1,610,614
Employee Benefits	-	-	-	-	-	-	441,686
Purchased Services	-	-	-	-	-	-	1,171,992
Supplies and Materials	-	-	-	-	-	-	2,428,310
Property	-	-	-	-	-	-	1,000
Other	-	-	-	-	-	-	45,944
Total General Administration	-	-	-	-	-	-	5,699,546

**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	Object Source	10 General Fund	11 Charter School Fund	18 Insurance Reserve / Risk Management	19 Preschool and Kindergarten	21 Food Service
School Administration - Program 2400						
Salaries	0100	7,077,039	2,191,505	-	-	-
Employee Benefits	0200	2,244,477	756,549	-	-	-
Purchased Services	0300-0500	101,270	76,000	-	-	-
Supplies and Materials	0600	556,952	48,412	-	-	-
Property	0700	38,041	5,000	-	-	-
Other	0800, 0900	306,327	-	-	-	-
Total School Administration		10,324,106	3,077,466	-	-	-
Business Services - Program 2500, including Program 2501						
Salaries	0100	818,172	1,186,544	34,651	-	-
Employee Benefits	0200	264,534	379,358	9,298	-	-
Purchased Services	0300-0500	61,387	1,347,687	-	-	-
Supplies and Materials	0600	9,500	27,197	-	-	-
Property	0700	-	5,000	-	-	-
Other	0800, 0900	10,461	31,000	-	-	-
Total Business Services		1,164,054	2,976,786	43,949	-	-
Operations and Maintenance - Program 2600						
Salaries	0100	5,303,337	928,163	-	-	-
Employee Benefits	0200	1,863,190	336,477	-	-	-
Purchased Services	0300-0500	1,228,853	3,293,100	85,982	-	-
Supplies and Materials	0600	2,837,350	948,007	2,000	-	-
Property	0700	120,104	845,000	-	-	-
Other	0800, 0900	5,920	-	-	-	-
Total Operations and Maintenance		11,358,754	6,350,747	87,982	-	-
Student Transportation - Program 2700						
Salaries	0100	2,443,769	220,411	-	-	-
Employee Benefits	0200	931,009	51,533	-	-	-
Purchased Services	0300-0500	197,550	425,000	-	-	-
Supplies and Materials	0600	458,000	18,000	-	-	-
Property	0700	-	95,000	-	-	-
Other	0800, 0900	(174,600)	-	-	-	-
Total Student Transportation		3,855,728	809,944	-	-	-
Central Support - Program 2800, including Program 2801						
Salaries	0100	2,722,884	202,479	62,995	-	-
Employee Benefits	0200	874,129	60,840	22,135	-	-
Purchased Services	0300-0500	1,544,406	504,000	1,907,811	-	-
Supplies and Materials	0600	375,916	316,303	-	-	-
Property	0700	709,535	115,000	-	-	-
Other	0800, 0900	14,750	-	-	-	-
Total Central Support		6,241,620	1,198,622	1,992,941	-	-
Other Support - Program 2900						
Salaries	0100	-	88,530	-	-	-
Employee Benefits	0200	-	50,880	-	-	-
Purchased Services	0300-0500	-	3,500	-	-	-
Supplies and Materials	0600	-	9,000	-	-	-
Total Other Support		-	151,910	-	-	-
Food Service Operations - Program 3100						
Salaries	0100	13,400	-	-	-	1,830,215
Employee Benefits	0200	4,771	-	-	-	585,669
Purchased Services	0300-0500	-	815,000	-	-	67,500
Supplies and Materials	0600	85,000	-	-	-	2,352,750
Property	0700	-	-	-	-	-
Other	0800, 0900	-	-	-	-	-
Total Other Support		103,171	815,000	-	-	4,836,134
Community Services - Program 3300						
Salaries	0100	801	-	-	-	-
Employee Benefits	0200	183	-	-	-	-
Purchased Services	0300,0400,0500	3,149	-	-	-	-
Supplies and Materials	0600	4,998	-	-	-	-
Total Community Services		9,131	-	-	-	-
Total Supporting Services		46,909,287	23,275,220	2,124,872	-	4,836,134

**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	22 Governmental Designated Grants Fund	23 Pupil Activity Agency	31 Bond Redemption	41 Building Fund	43 Capital Reserve Capital Projects	60 Internal Service	TOTAL
School Administration - Program 2400							
Salaries	-	-	-	-	-	-	9,268,544
Employee Benefits	-	-	-	-	-	-	3,001,026
Purchased Services	-	-	-	-	-	-	177,270
Supplies and Materials	-	-	-	-	-	-	605,364
Property	-	-	-	-	-	-	43,041
Other	-	-	-	-	-	-	306,327
Total School Administration	-	-	-	-	-	-	13,401,572
Business Services - Program 2500, including Program 2501							
Salaries	-	-	-	-	-	-	2,039,367
Employee Benefits	-	-	-	-	-	-	653,190
Purchased Services	-	-	-	-	30,000	-	1,439,074
Supplies and Materials	-	-	-	-	-	-	36,697
Property	-	-	-	-	-	-	5,000
Other	-	-	-	-	-	-	41,461
Total Business Services	-	-	-	-	30,000	-	4,214,789
Operations and Maintenance - Program 2600							
Salaries	-	-	-	-	132,051	-	6,363,551
Employee Benefits	-	-	-	-	40,584	-	2,240,251
Purchased Services	-	-	-	-	335,000	-	4,942,935
Supplies and Materials	-	-	-	-	-	-	3,787,357
Property	-	-	-	-	675,000	-	1,640,104
Other	-	-	-	-	-	-	5,920
Total Operations and Maintenance	-	-	-	-	1,182,635	-	18,980,118
Student Transportation - Program 2700							
Salaries	-	-	-	-	-	-	2,664,180
Employee Benefits	-	-	-	-	-	-	982,542
Purchased Services	-	-	-	-	-	-	622,550
Supplies and Materials	-	-	-	-	-	-	476,000
Property	-	-	-	-	-	-	95,000
Other	-	-	-	-	-	-	(174,600)
Total Student Transportation	-	-	-	-	-	-	4,665,672
Central Support - Program 2800, including Program 2801							
Salaries	-	-	-	-	-	-	2,988,358
Employee Benefits	-	-	-	-	-	-	957,104
Purchased Services	-	-	-	-	-	487,556	4,443,773
Supplies and Materials	-	-	-	-	-	-	692,219
Property	-	-	-	-	-	-	824,535
Other	-	-	-	-	-	-	14,750
Total Central Support	-	-	-	-	-	487,556	9,920,739
Other Support - Program 2900							
Salaries	-	-	-	-	-	-	88,530
Employee Benefits	-	-	-	-	-	-	50,880
Purchased Services	-	-	-	-	-	-	3,500
Supplies and Materials	-	-	-	-	-	-	9,000
Total Other Support	-	-	-	-	-	-	151,910
Food Service Operations - Program 3100							
Salaries	-	-	-	-	-	-	1,843,615
Employee Benefits	-	-	-	-	-	-	590,440
Purchased Services	-	-	-	-	-	-	882,500
Supplies and Materials	-	-	-	-	-	-	2,437,750
Property	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
Total Other Support	-	-	-	-	-	-	5,754,305
Community Services - Program 3300							
Salaries	-	-	-	-	-	-	801
Employee Benefits	-	-	-	-	-	-	183
Purchased Services	-	-	-	-	-	-	3,149
Supplies and Materials	-	-	-	-	-	-	4,998
Total Community Services	-	-	-	-	-	-	9,131
Total Supporting Services	-	-	-	-	1,212,635	487,556	78,845,704

**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	Object Source	10 General Fund	11 Charter School Fund	18 Insurance Reserve / Risk Management	19 Preschool and Kindergarten	21 Food Service
Property - Program 4000						
Salaries	0100	-	-	-	-	-
Employee Benefits	0200	-	-	-	-	-
Purchased Services	0300-0500	1,265,579	1,395,794	-	-	-
Supplies and Materials	0600	-	-	-	-	-
Property	0700	6,400	50,000	-	-	-
Total Property		1,271,979	1,445,794	-	-	-
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure						
Purchased Services	0300-0500	-	9,000	-	-	-
Other	0800, 0900	10,365	-	-	-	-
Total Other Uses		10,365	9,000	-	-	-
TOTAL EXPENDITURES		106,056,044	49,181,443	2,124,872	2,401,585	4,836,134
APPROPRIATED RESERVES						
Other Reserved Fund Balance - Program 9900	0840	261,568	-	-	-	-
Reserved Fund Balance - Program 9100	0840	44,000	-	-	-	-
TOTAL RESERVES		305,568	-	-	-	-
TOTAL EXPENDITURES & RESERVES		106,361,612	49,181,443	2,124,872	2,401,585	4,836,134
BUDGETED ENDING FUND BALANCE						
Non-spendable fund balance (9900)	6710	3,217,699	120,000	-	45,201	-
Restricted fund balance (9990)	6720	-	1,991,839	-	-	-
TABOR 3% emergency reserve (9321)	6721	133,229	1,108,154	-	72,048	-
TABOR multi year obligations (9322)	6722	-	-	-	-	-
District emergency reserve (letter of credit or real estate) (9323)	6723	-	-	-	-	-
Colorado Preschool Program (CPP) (9324)	6724	-	-	-	-	-
Full day kindergarten reserve (9325)	6725	-	-	-	-	-
Risk-related / restricted capital reserve (9326)	6726	-	-	-	-	-
BEST capital renewal reserve (9327)	6727	-	-	-	-	-
Committed fund balance (9900)	6750	4,013,714	-	-	-	-
Committed fund balance (15% limit) (9200)	6750	-	-	-	-	-
Assigned fund balance (9900)	6760	10,876,316	-	-	-	-
Unassigned fund balance (9900)	6770	5,536,838	15,544,729	13,517	-	1,540,035
Net investment in capital assets (9900)	6790	-	-	-	-	-
Restricted net position (9900)	6791	-	-	-	-	-
Unrestricted net position (9900)	6792	-	17,509,074	-	-	-
Total Ending Fund Balance		23,777,796	36,273,796	13,517	117,249	1,540,035
Total Available Beginning Fund Balance & Revenues						
Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))		-	-	-	-	-
Use of a portion of beginning fund balance resolution required?		Yes	No	Yes	No	Yes

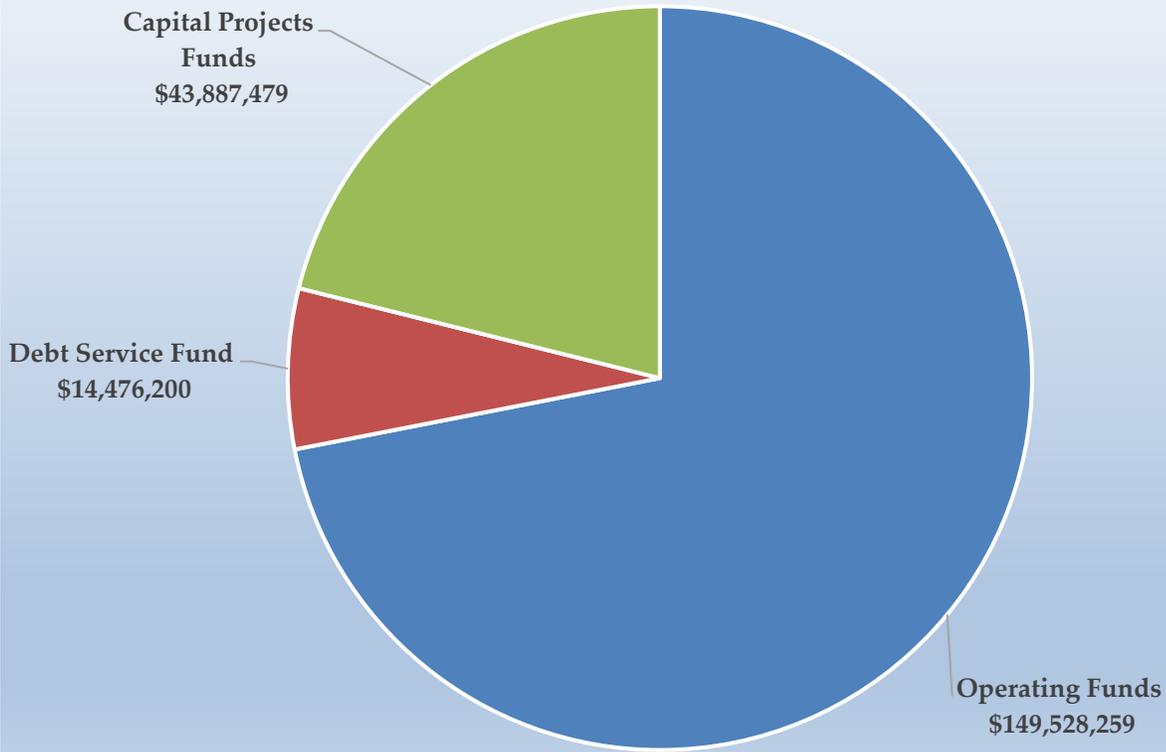
**FISCAL YEAR 2022-23
SUMMARY BUDGET**

Harrison School District District Code 0020 Adopted budget Adopted June 16, 2022	22 Governmental Designated Grants Fund	23 Pupil Activity Agency	31 Bond Redemption	41 Building Fund	43 Capital Reserve Capital Projects	60 Internal Service	TOTAL
Property - Program 4000							
Salaries	-	-	-	154,665	-	-	154,665
Employee Benefits	-	-	-	45,317	-	-	45,317
Purchased Services	-	-	-	3,000,000	-	-	5,661,373
Supplies and Materials	-	-	-	25,000	-	-	25,000
Property	-	-	-	39,134,862	-	-	39,191,262
Total Property	-	-	-	42,359,844	-	-	45,077,617
Other Uses - Program 5000s - including Transfers Out and/or Allocations Out as an expenditure							
Purchased Services	-	-	40,000	-	-	-	49,000
Other	-	-	14,436,200	-	-	-	14,446,565
Total Other Uses	-	-	14,476,200	-	-	-	14,495,565
TOTAL EXPENDITURES	32,600,000	716,500	14,476,200	42,359,844	1,212,635	487,556	256,452,813
APPROPRIATED RESERVES							
Other Reserved Fund Balance - Program 9900	-	-	-	-	315,000	-	576,568
Reserved Fund Balance - Program 9100	-	-	-	-	-	-	44,000
TOTAL RESERVES	-	-	-	-	315,000	-	620,568
TOTAL EXPENDITURES & RESERVES	32,600,000	716,500	14,476,200	42,359,844	1,527,635	487,556	257,073,381
BUDGETED ENDING FUND BALANCE							
Non-spendable fund balance (9900)	-	-	-	-	-	-	3,382,900
Restricted fund balance (9990)	-	-	11,291,258	29,511,450	-	-	42,794,547
TABOR 3% emergency reserve (9321)	-	-	-	-	-	-	1,313,431
TABOR multi year obligations (9322)	-	-	-	-	-	-	-
District emergency reserve (letter of credit or real estate) (9323)	-	-	-	-	-	-	-
Colorado Preschool Program (CPP) (9324)	-	-	-	-	-	-	-
Full day kindergarten reserve (9325)	-	-	-	-	-	-	-
Risk-related / restricted capital reserve (9326)	-	-	-	-	-	-	-
BEST capital renewal reserve (9327)	-	-	-	-	-	-	-
Committed fund balance (9900)	-	-	-	-	-	-	4,013,714
Committed fund balance (15% limit) (9200)	-	-	-	-	-	-	-
Assigned fund balance (9900)	-	-	-	-	-	-	10,876,316
Unassigned fund balance (9900)	-	551,173	-	-	1,062,882	66,972	24,316,146
Net investment in capital assets (9900)	-	-	-	-	-	-	-
Restricted net position (9900)	-	-	-	-	-	-	-
Unrestricted net position (9900)	-	-	-	-	-	-	17,509,074
Total Ending Fund Balance	-	551,173	11,291,258	29,511,450	1,062,882	66,972	104,206,128
Total Available Beginning Fund Balance & Revenues Less Total Expenditures & Reserves Less Ending Fund Balance (Shall Equal Zero (0))	-	-	-	-	-	-	-
Use of a portion of beginning fund balance resolution required?	No	No	No	Yes	Yes	No	Yes

**HARRISON SCHOOL DISTRICT TWO
SUMMARY BUDGET
FISCAL YEAR 2022-2023**

	Beginning Fund Balance	Revenue and Transfers	Expenditures	Ending Fund Balance
Operating Funds				
General Fund	\$ 32,137,669	\$ 100,520,573	108,763,197	\$ 23,895,045
Insurance Reserve Fund	118,349	2,020,040	2,124,872	13,517
Nutrition Services Fund	2,176,169	4,200,000	4,836,134	1,540,035
Designated Purpose Grants Fund	-	32,600,000	32,600,000	-
Pupil Activity Fund	512,673	755,000	716,500	551,173
Health Insurance Fund	47,028	507,500	487,556	66,972
Debt Service				
Bond Redemption Fund	10,778,310	14,989,148	14,476,200	11,291,258
Capital Projects				
Building Fund	71,472,294	399,000	42,359,844	29,511,450
Capital Reserve Fund	1,297,985	1,077,475	1,482,635	892,825
Land Trust Fund	169,944	45,113	45,000	170,057
Total	\$ 118,710,421	\$ 157,113,849	\$ 207,891,938	\$ 67,932,332

All Funds Expenditures



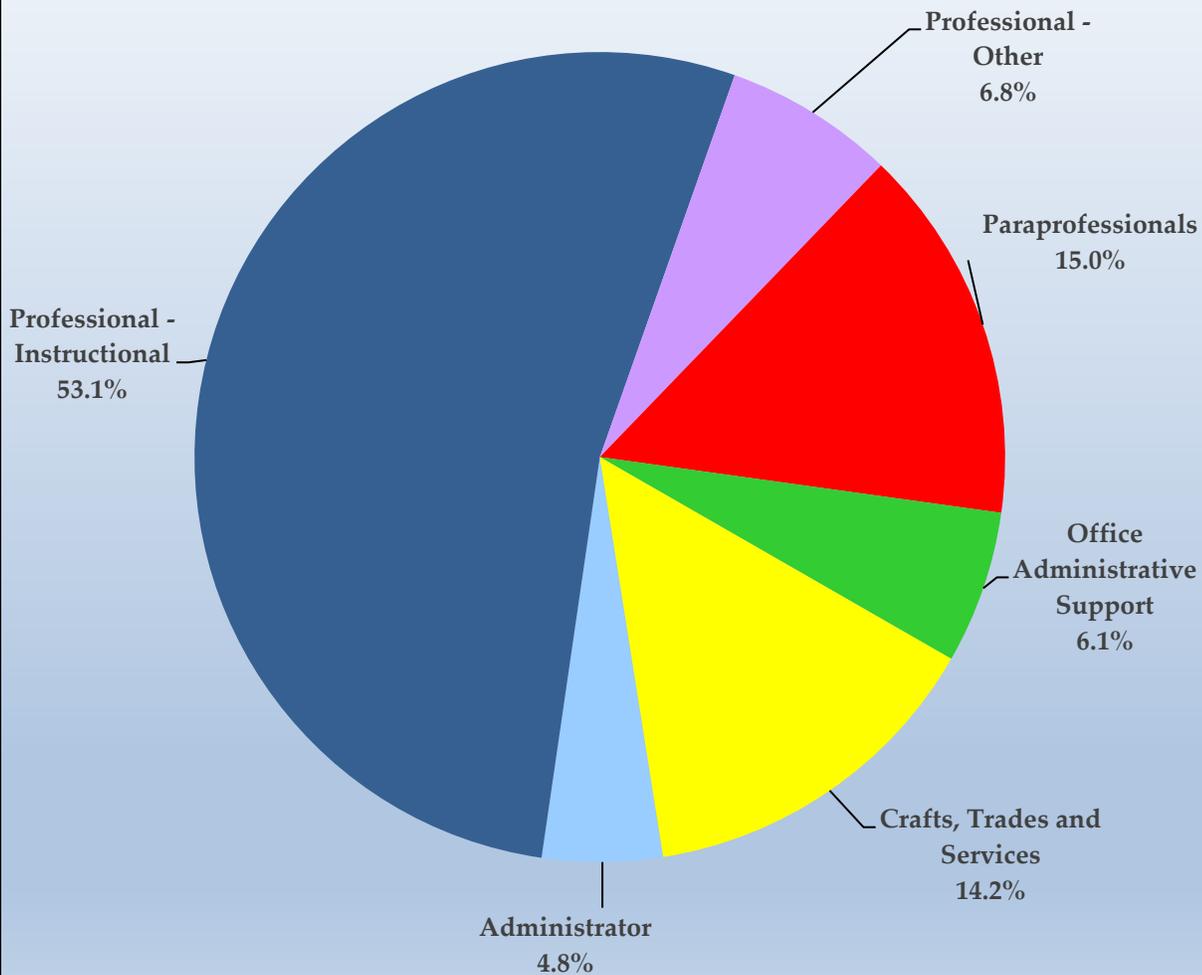
STAFF



**HARRISON SCHOOL DISTRICT TWO
STAFFING FTE SUMMARY - ALL FUNDS
FISCAL YEARS 2018-2019 TO 2022-2023**

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Net Change
Administrator	99.00	97.54	70.87	70.25	66.50	(3.75)
Professional - Instructional	790.00	793.63	765.26	729.54	733.34	3.80
Professional - Other	51.00	50.73	81.40	75.58	93.47	17.89
Paraprofessionals	222.00	248.22	225.74	212.86	206.42	(6.44)
Office Administrative Support	92.00	91.88	91.44	86.86	83.57	(3.29)
Crafts, Trades and Services	195.00	197.44	191.51	190.82	195.12	4.30
Total Staffing	1,449.00	1,479.44	1,426.22	1,365.91	1,378.42	12.51

Staff FTE by Employee Group



Staffing

The District employs almost 1,400 employees to help provide an excellent learning opportunity for the students. The employee categories are summarized to comply with the chart of account structure developed for Colorado school districts.

- Administrator: performs managerial activities and is responsible for developing or interpreting policies or regulations and executing those policies or regulations through the direction of individuals.
- Professional - Instructional: provides learning experiences and care to students. This includes certified staff including, classroom and special education teachers. Counselors, psychologists, nurses and social workers are also classified as certified professional - instructional.
- Professional - Other: performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not requiring skills in the field of education. This includes directors, coordinators, managerial and support staff,
- Paraprofessionals: supports professional individuals or functions. This category also includes student monitors. Bus monitors, lunchroom monitors, classroom aides and special education aides are part of the paraprofessional employees.
- Office Administrative Support: performs the activities of preparing, transferring, transcribing, systematizing or preserving communications, records and transactions. Office administrative support includes secretaries, bookkeepers, and registrars.
- Crafts, Trades and Services: performs tasks that require skill levels which can be acquired through on-the-job training and experience or through apprenticeship or other formal training programs. A wide variety of employees are included in this category such as building engineers, custodians, maintenance, mechanics, nutrition services staff, security, hvac, grounds specialists and bus drivers.

Major Changes in Staffing for Fiscal Year 2022-2023

Administrator: 3.75 FTE reduction

With continued declining enrollment, the District closed two elementary schools beginning in Fiscal Year 2022-2023, resulting in fewer administrator positions.

Professional - Instructional: 3.80 FTE increase

The District remains committed in providing an excellent educational opportunity for the students and continues to allocate staffing as needed to enhance the programs available.

Professional - Other: 17.89 FTE increase

The majority of the changes in this category are related to additional positions being funded through the Government Grant Fund.

Paraprofessionals: 6.44 FTE reduction

As a result of Student-Based Budgeting, schools are allowed to allocate funding in order to meet specific needs of each school. Combined with the District experiencing declining enrollment, six fewer FTE have been allocated for schools in 2022-2023.

Office Administrative Support: 3.29 FTE reduction

Fewer positions are the result of closing two elementary schools.

Crafts, Trades and Services: 4.3 FTE increase

Four additional staff positions have been provided for Harrison and Sierra High Schools.

SCHOOLS



BRICKER ELEMENTARY

4880 Dover Drive
Colorado Springs, CO 80916

Principal: Tracy Jarboe
<http://www.hsd2.org/BES> (719) 579-2150



Mission

To create greatness through a culture of leadership, learning and collaboration.

Vision

Bricker Elementary is a school where every student's unique talents are strengthened, achievement heightened and leadership inspired.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,850,125	\$ 1,766,788	\$ 1,581,105	\$ 1,585,049	\$ 1,464,429
Benefits	514,567	538,720	545,505	552,771	534,566
Services	26,389	11,484	21,973	10,062	9,282
Supplies	143,181	105,111	98,726	34,275	36,050
Equipment and Other	23,930	19,331	2,943	18,852	16,308
Total Expenditures	\$ 2,558,192	\$ 2,441,434	\$ 2,250,252	\$ 2,201,009	\$ 2,060,635
<u>BUDGETED STAFFING</u>					
Instructional Staff	31.00	30.00	23.50	21.30	16.91
Paraprofessionals	4.63	8.25	5.63	5.01	4.96
Classified	3.38	3.25	4.25	4.25	4.25
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	41.01	43.50	35.38	32.56	28.12
Student Enrollment	407	385	323	291	238
Cost per Student	\$ 6,285	\$ 6,341	\$ 6,967	\$ 7,564	\$ 8,658

CENTENNIAL ELEMENTARY SCHOOL

1860 South Chelton Road
Colorado Springs, CO 80910

Principal: Kim Noyes
<http://www.hsd2.org/CES> (719) 579-2155



Value Promise Statement

In a safe environment, Centennial Elementary School, a National Distinguished Title 1 School, a National Blue Ribbon School of Excellence, and an Excellence in Urban Education School, closes the opportunity gap by focusing on high-quality instruction, offering extended learning opportunities, and providing individualized support to meet the needs of every student, while partnering successfully with parents and community members.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,144,963	\$ 2,191,596	\$ 2,047,866	\$ 2,035,508	\$ 2,167,279
Benefits	630,684	732,185	735,925	701,949	726,809
Services	42,706	36,282	22,707	21,285	25,699
Supplies	203,067	121,175	98,161	42,309	53,789
Equipment and Other	8,052	9,716	5,128	14,560	25,309
Total Expenditures	\$ 3,029,472	\$ 3,090,954	\$ 2,909,787	\$ 2,815,611	\$ 2,998,885
<u>BUDGETED STAFFING</u>					
Instructional Staff	38.00	36.00	32.40	26.78	27.40
Paraprofessionals	5.62	9.56	8.13	7.25	9.63
Classified	5.88	5.75	5.62	4.69	4.63
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	51.50	53.31	48.15	40.72	43.66
Student Enrollment	533	517	410	357	378
Cost per Student	\$ 5,684	\$ 5,979	\$ 7,097	\$ 7,887	\$ 7,934

GIBERSON ELEMENTARY SCHOOL

2880 Ferber Drive
Colorado Springs, CO 80916

Principal: Lorna Breske
<http://www.hsd2.org/GES> (719) 579-2165



Mission and Vision

To educate all learners in a safe and caring environment. To inspire a goal-oriented school community and develop passionate risk-takers and avid learners.

We will:

- Provide all students with individualized learning through the use of What I Need (WIN) time
- Develop trusting relationships with students to increase engagement
- Foster partnerships with families and the community to provide rounded support

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,674,306	\$ 1,887,315	\$ 1,642,814	\$ 1,788,656	\$ 1,758,149
Benefits	488,636	610,166	552,514	607,718	600,893
Services	16,209	11,663	15,627	7,413	16,963
Supplies	89,426	75,321	63,366	21,565	26,080
Equipment and Other	16,513	3,108	20	11,249	11,504
Total Expenditures	\$ 2,285,090	\$ 2,587,573	\$ 2,274,341	\$ 2,436,601	\$ 2,413,589
<u>BUDGETED STAFFING</u>					
Instructional Staff	27.00	29.10	26.50	24.00	22.10
Paraprofessionals	7.32	4.63	4.69	4.57	4.63
Classified	4.00	4.00	4.00	4.00	5.00
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	40.32	39.73	37.19	34.57	33.73
Student Enrollment	387	423	320	333	324
Cost per Student	\$ 5,905	\$ 6,117	\$ 7,107	\$ 7,317	\$ 7,449

MONTEREY ELEMENTARY SCHOOL

2311 Monterey Road
Colorado Springs, CO 80910

Principal: Erika Tunson
<http://www.hsd2.org/MES> (719) 579-2170



Mission

Building a foundation for students to grow and achieve.

Vision

Be the school where all students make a year's growth or more in academic achievement and staff participate as members of a collaborative community.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,567,221	\$ 1,609,198	\$ 1,354,301	\$ 1,385,433	\$ 1,464,950
Benefits	445,554	490,057	442,344	472,386	469,883
Services	41,861	19,249	29,051	14,126	14,093
Supplies	120,263	96,096	100,647	19,934	24,217
Equipment and Other	2,697	6,286	99	10,674	19,727
Total Expenditures	\$ 2,177,596	\$ 2,220,886	\$ 1,926,442	\$ 1,902,553	\$ 1,992,870
<u>BUDGETED STAFFING</u>					
Instructional Staff	33.00	25.00	22.00	18.50	19.19
Paraprofessionals	2.88	2.00	1.75	2.63	2.69
Classified	4.25	4.25	4.00	4.00	4.00
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	42.13	33.25	29.75	27.13	27.88
Student Enrollment	406	349	308	263	260
Cost per Student	\$ 5,364	\$ 6,364	\$ 6,255	\$ 7,234	\$ 7,665

OAK CREEK ELEMENTARY SCHOOL

3333 West Oak Creek Drive
Colorado Springs, CO 80906

Principal: Linda Donaldson
<http://www.hsd2.org/OCE> (719) 579-2175



Purpose

At Oak Creek Elementary we strive to provide: · A positive environment · A sense of community
· A committed and dedicated staff · Academic and social growth opportunities · A focus on academic growth.

We Empower, Inspire and Nurture Students!

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,519,092	\$ 1,450,397	\$ 1,434,867	\$ 1,427,692	\$ 1,800,118
Benefits	429,202	453,764	452,995	452,609	580,048
Services	15,346	17,246	15,451	4,065	4,065
Supplies	84,709	69,741	62,117	13,352	19,077
Equipment and Other	2,286	1,636	2,306	8,777	9,260
Total Expenditures	\$ 2,050,635	\$ 1,992,784	\$ 1,967,736	\$ 1,906,495	\$ 2,412,568
<u>BUDGETED STAFFING</u>					
Instructional Staff	23.00	22.00	22.22	17.75	20.90
Paraprofessionals	8.31	9.06	8.19	4.72	8.70
Classified	4.00	4.00	4.00	4.00	4.00
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	37.31	37.06	36.41	28.47	35.60
Student Enrollment	240	246	200	195	253
Cost per Student	\$ 8,544	\$ 8,101	\$ 9,839	\$ 9,777	\$ 9,536

OTERO ELEMENTARY SCHOOL

1650 Charmwood Drive
Colorado Springs, CO 80906

Principal: Amy Karbowski
<http://www.hsd2.org/OES> (719) 579-2110



Mission

Our enduring mission is to empower students to reach their greatest potential as life-long learners in both academic achievement and character development.

Vision

With consistence and communication, educators, families, and the community will support all scholars in becoming active participants in dynamic learning experiences to become productive citizens.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,535,198	\$ 1,613,790	\$ 1,450,091	\$ 1,507,459	\$ 2,284,330
Benefits	422,545	475,530	481,489	505,840	761,562
Services	24,314	19,906	35,299	17,082	22,627
Supplies	83,406	67,549	52,402	31,685	57,353
Equipment and Other	2,374	9,714	6,119	13,814	17,658
Total Expenditures	\$ 2,067,837	\$ 2,186,489	\$ 2,025,400	\$ 2,075,880	\$ 3,143,530
<u>BUDGETED STAFFING</u>					
Instructional Staff	24.00	24.00	20.00	18.18	30.50
Paraprofessionals	9.44	14.75	12.34	6.63	9.39
Classified	4.00	4.00	3.00	4.00	4.00
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	39.44	44.75	37.34	30.81	45.89
Student Enrollment	354	330	299	273	415
Cost per Student	\$ 5,841	\$ 6,626	\$ 6,774	\$ 7,604	\$ 7,575

PIKES PEAK ELEMENTARY SCHOOL

1520 Verde Drive
Colorado Springs, CO 80910

(719) 579-2180



Purpose

Pikes Peak United Way, in partnership with Harrison School District 2, will be opening a Family Success Center at what is now Pikes Peak Elementary School beginning in August of 2022 and will offer a variety of services and programming to community members in the building.

Students in the Pikes Peak Elementary area will now be attending Carmel K-8, Monterey Elementary and Centennial Elementary schools.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,579,917	\$ 1,660,856	\$ 1,621,874	\$ 1,766,266	\$ 35,500
Benefits	453,166	531,859	541,776	597,260	14,938
Services	26,239	21,711	26,795	17,990	-
Supplies	202,289	108,913	77,395	35,101	-
Equipment and Other	10,989	10,017	1,022	10,935	-
Total Expenditures	\$ 2,272,600	\$ 2,333,356	\$ 2,268,862	\$ 2,427,552	\$ 50,438
<u>BUDGETED STAFFING</u>					
Instructional Staff	28.00	26.00	25.00	24.00	-
Paraprofessionals	5.50	6.26	8.00	5.88	-
Classified	4.00	4.00	4.00	4.00	1.00
Administrative/Technical	2.00	2.00	2.00	2.00	-
Total Budgeted Staffing	39.50	38.26	39.00	35.88	1.00
Classified staffing in 2022-2023 is for a custodial position					
Student Enrollment	389	345	341	314	-
Cost per Student	\$ 5,842	\$ 6,763	\$ 6,654	\$ 7,731	-

STRATMOOR HILLS ELEMENTARY SCHOOL

200 Loomis Avenue
Colorado Springs, CO 80906

(719) 579-2185



At the end of the 2021-2022 school year, Stratmoor Hills closed after 58 fabulous years as an elementary school in the Harrison School District Two. This marks an end of an era for providing excellent educational services for the students.

Stratmoor Hills Elementary School will transition to serve as the base for Aspire Online Academy and strategic community partners.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,578,722	\$ 1,672,175	\$ 1,586,414	\$ 1,516,386	\$ 35,500
Benefits	458,626	510,721	520,134	512,311	14,938
Services	9,273	10,736	10,619	26,378	-
Supplies	129,802	69,269	66,775	30,101	-
Equipment and Other	5,406	434	20	11,850	-
Total Expenditures	\$ 2,181,829	\$ 2,263,335	\$ 2,183,962	\$ 2,097,026	\$ 50,438
<u>BUDGETED STAFFING</u>					
Instructional Staff	22.00	22.00	22.50	18.65	-
Paraprofessionals	6.19	11.50	9.88	7.25	-
Classified	4.00	4.00	4.00	4.00	1.00
Administrative/Technical	2.00	2.00	2.00	2.00	-
Total Budgeted Staffing	34.19	39.50	38.38	31.90	1.00
Classified staffing in 2022-2023 is for a custodial position					
Student Enrollment	243	205	188	180	-
Cost per Student	\$ 8,979	\$ 11,041	\$ 11,617	\$ 11,650	-

STRATTON MEADOWS ELEMENTARY SCHOOL

610 Brookshire Avenue
Colorado Springs, CO 80905

Principal: Christina Clayton
<http://www.hsd2.org/SME> (719) 579-2190



Mission and Vision

Stratton Meadows will provide a respectful, safe environment where families and staff are emotionally and academically supported to ensure that everyone reaches their full potential through positive collaboration. Stratton Meadows will create an emotionally safe space, using science-backed methods for discipline and instruction, empowering students to learn and thrive.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,564,382	\$ 1,861,584	\$ 1,691,715	\$ 1,786,174	\$ 2,105,207
Benefits	455,931	576,191	554,839	591,242	708,915
Services	14,580	15,188	10,836	10,711	10,711
Supplies	184,145	92,166	73,904	46,763	48,135
Equipment and Other	17,586	1,333	20	10,475	14,601
Total Expenditures	\$ 2,236,624	\$ 2,546,462	\$ 2,331,314	\$ 2,445,365	\$ 2,887,569
<u>BUDGETED STAFFING</u>					
Instructional Staff	27.00	30.50	25.40	22.85	26.00
Paraprofessionals	3.25	9.30	8.25	8.57	10.38
Classified	4.25	4.25	4.31	4.19	4.19
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	36.50	46.05	39.96	37.61	42.57
Student Enrollment	358	380	336	309	360
Cost per Student	\$ 6,248	\$ 6,701	\$ 6,938	\$ 7,914	\$ 8,021

TURMAN ELEMENTARY SCHOOL

3245 Springnite Drive
Colorado Springs, CO 80916

Principal: Jana Thomas
<http://www.hsd2.org/TES> (719) 579-2195



Vision and Mission

Building a community of lifelong learners who discover the value of their potential.

Turman Elementary will develop a culture of excellence by: cultivating character, celebrating diversity, creating community and providing authentic personalized learning to develop inspired and passionate students.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,230,430	\$ 1,522,484	\$ 1,417,738	\$ 1,497,100	\$ 1,674,541
Benefits	378,985	486,349	498,961	522,770	588,138
Services	26,673	23,643	21,930	13,323	5,523
Supplies	156,854	67,601	68,829	38,966	11,581
Equipment and Other	31,761	13,161	20	8,826	9,474
Total Expenditures	\$ 1,824,703	\$ 2,113,238	\$ 2,007,478	\$ 2,080,985	\$ 2,289,257
<u>BUDGETED STAFFING</u>					
Instructional Staff	20.00	21.00	22.00	18.00	19.06
Paraprofessionals	2.75	4.81	7.50	6.44	6.32
Classified	4.00	4.00	4.00	4.00	4.00
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	28.75	31.81	35.50	30.44	31.38
Student Enrollment	264	242	234	214	179
Cost per Student	\$ 6,912	\$ 8,732	\$ 8,579	\$ 9,724	\$ 12,789

WILDFLOWER ELEMENTARY SCHOOL

1160 Keith Drive
Colorado Springs, CO 80916

Principal: Cassie Gannett
<http://www.hsd2.org/WES> (719) 579-2115



Value Promise Statement

Wildflower Elementary School is committed to providing the highest quality instruction through best practices. Wildflower Elementary has won numerous awards for our excellence in working with students and was a National Blue Ribbon School of Excellence Awards Recipient both in 2011 and 2017. Wildflower Elementary School is also the only Title I school in Colorado to receive the National Title I Distinguished Award for closing the achievement gap in 2016.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,909,545	\$ 1,975,572	\$ 1,792,695	\$ 1,885,368	\$ 1,936,899
Benefits	508,400	576,854	581,387	611,992	651,412
Services	28,616	35,888	32,227	19,217	13,181
Supplies	168,972	113,377	80,595	24,839	24,693
Equipment and Other	6,322	(1,049)	2,592	21,843	29,321
Total Expenditures	\$ 2,621,855	\$ 2,700,642	\$ 2,489,496	\$ 2,563,259	\$ 2,655,506
<u>BUDGETED STAFFING</u>					
Instructional Staff	30.00	34.00	30.00	26.00	25.48
Paraprofessionals	2.00	3.01	3.94	3.69	4.50
Classified	4.75	4.75	4.75	4.25	4.13
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	38.75	43.76	40.69	35.94	36.11
Student Enrollment	465	481	450	397	399
Cost per Student	\$ 5,638	\$ 5,615	\$ 5,532	\$ 6,457	\$ 6,655

ASPIRE ONLINE ACADEMY

200 Loomis Avenue
Colorado Springs, CO 80906

Principal: Talya Young
<http://www.hsd2.org/AOA> (719) 226-7285

Aspire Online Academy (AOA) opened in the fall of 2021, serving students and families both within and outside of the HSD2 community. This allows the District the opportunity to provide a unique learning experience to a diverse group of students in a personalized environment. Due to the unique structure of the Aspire Online Academy, students are able to participate in asynchronous (independent pacing) and synchronous (teacher-led) learning experiences. Staff offers both virtual and in-person environments.

Mission

Aspire Online Academy uses a student-centered focus to provide diverse educational experiences that develop student's personal and academic growth. We believe equity and access to opportunity remove barriers to the student's potential.

Vision

Create online learning environments that develop the culture and competence within educational experiences ensuring each student is prepared for a diverse and rapidly changing world.

	<u>2018-2019</u> <u>ACTUALS</u>	<u>2019-2020</u> <u>ACTUAL</u>	<u>2020-2021</u> <u>ACTUAL</u>	<u>2021-2022</u> <u>BUDGET</u>	<u>2022-2023</u> <u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Services	-	-	-	-	50,300
Supplies	-	-	-	-	36,000
Equipment and Other	-	-	-	-	23,000
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ 109,300
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-
Student Enrollment	-	-	-	400	175
Cost per Student				\$ -	\$ 625

CARMEL COMMUNITY SCHOOL

1740 Pepperwood Drive
Colorado Springs, CO 80910

Principal: Kellie Moore
<http://www.hsd2.org/CCS> (719) 579-3210



Mission

Empowering the Carmel community to prosper, cultivate a sense of self and contribute to the global good!

Purpose

Our main purpose is to improve student academic achievement. Effective instruction makes the most difference in student academic performance.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,162,801	\$ 1,893,145	\$ 1,662,565	\$ 1,779,353	\$ 2,868,614
Benefits	603,513	576,673	540,769	587,935	972,824
Services	48,671	27,495	14,675	9,760	13,918
Supplies	223,860	147,363	21,984	12,893	8,921
Equipment and Other	33,012	6,842	218	16,186	23,904
Total Expenditures	\$ 3,071,857	\$ 2,651,518	\$ 2,240,211	\$ 2,406,127	\$ 3,888,181
<u>BUDGETED STAFFING</u>					
Instructional Staff	34.00	30.40	24.00	22.00	40.71
Paraprofessionals	5.45	5.31	3.69	3.56	5.64
Classified	8.00	9.00	7.00	6.00	8.00
Administrative/Technical	4.00	3.00	3.50	3.00	3.00
Total Budgeted Staffing	51.45	47.71	38.19	34.56	57.35
Student Enrollment	405	369	320	293	522
Cost per Student	\$ 7,585	\$ 7,186	\$ 7,001	\$ 8,212	\$ 7,449

MOUNTAIN VISTA COMMUNITY K-8 SCHOOL

2550 Dorset Drive
Colorado Springs, CO 80910

Principal: Angela Valdez
<http://www.hsd2.org/MVCS> (719) 527-3400



Mission and Vision

Supporting students in reaching their maximum potential is our number one priority. Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best they can possibly be. That's what we strive for at Mountain Vista. To be that person championing for your children helping them to be the best they can be.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 3,323,532	\$ 3,400,013	\$ 2,953,766	\$ 3,167,032	\$ 3,447,038
Benefits	922,471	1,025,529	951,219	1,013,399	1,160,135
Services	44,844	41,862	55,336	15,409	14,909
Supplies	146,105	122,781	132,620	47,805	51,988
Equipment and Other	17,249	6,656	5,028	19,549	18,059
Total Expenditures	\$ 4,454,201	\$ 4,596,841	\$ 4,097,969	\$ 4,263,194	\$ 4,692,129
<u>BUDGETED STAFFING</u>					
Instructional Staff	53.50	51.00	43.50	44.50	46.87
Paraprofessionals	12.38	18.13	18.06	14.55	15.01
Classified	8.25	7.50	7.50	6.25	7.00
Administrative/Technical	4.00	4.00	4.00	3.00	3.00
Total Budgeted Staffing	78.13	80.63	73.06	68.30	71.88
Student Enrollment	645	585	515	545	556
Cost per Student	\$ 6,906	\$ 7,858	\$ 7,957	\$ 7,822	\$ 8,439

SAND CREEK INTERNATIONAL SCHOOL

550 Sand Creek Drive
Colorado Springs, CO 80916

Principal: Ami Nunn
<http://www.hsd2.org/SCIS> (719) 579-3760



Purpose

As the only K-8 school in Harrison School District Two with an International Baccalaureate Primary Year Programme and Middle Year Programme, we strive to provide both an academic and character education program that prepares students to be globally minded citizens who make meaningful contributions to the world through reflective inquiry, creativity and problem solving.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,427,875	\$ 2,789,642	\$ 3,023,524	\$ 3,315,760	\$ 3,543,929
Benefits	670,093	837,018	958,039	1,096,302	1,199,189
Services	54,543	50,560	45,131	43,300	45,015
Supplies	152,221	209,179	187,042	90,953	87,134
Equipment and Other	15,868	90,777	24,663	45,555	40,057
Total Expenditures	\$ 3,320,600	\$ 3,977,176	\$ 4,238,399	\$ 4,591,870	\$ 4,915,324
<u>BUDGETED STAFFING</u>					
Instructional Staff	37.00	43.00	43.00	43.50	43.50
Paraprofessionals	4.81	10.62	12.50	12.56	13.20
Classified	6.25	5.25	5.25	5.25	6.00
Administrative/Technical	3.00	3.00	5.00	5.00	5.00
Total Budgeted Staffing	51.06	61.87	65.75	66.31	67.70
Student Enrollment	480	540	531	612	583
Cost per Student	\$ 6,918	\$ 7,365	\$ 7,982	\$ 7,503	\$ 8,431

SOARING EAGLES COMMUNITY SCHOOL

4710 Harrier Ridge Drive
Colorado Springs, CO 80916

Principal: Kim Easdon
<http://www.hsd2.org/SEE> (719) 540-4000



Mission and Vision

Our mission is to educate all students through high expectations and rigorous instruction by fostering relationships in a safe and caring environment, allowing students to SOAR to success.

Soaring Eagles will lay the foundation and provide tools for students to be inspired to create their own future in our rapidly changing world.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,121,108	\$ 2,170,015	\$ 2,067,900	\$ 2,191,126	\$ 2,633,209
Benefits	583,918	661,771	670,450	684,413	854,258
Services	47,337	42,082	62,246	22,281	24,281
Supplies	151,560	119,279	101,109	37,323	36,849
Equipment and Other	11,960	10,895	12,623	19,767	23,080
Total Expenditures	\$ 2,915,883	\$ 3,004,042	\$ 2,914,328	\$ 2,954,910	\$ 3,571,677
<u>BUDGETED STAFFING</u>					
Instructional Staff	33.00	31.00	31.00	30.00	36.25
Paraprofessionals	3.94	5.82	7.06	5.31	5.75
Classified	5.50	5.25	5.25	5.25	5.25
Administrative/Technical	2.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	44.44	44.07	45.31	42.56	49.25
Student Enrollment	553	560	578	542	622
Cost per Student	\$ 5,273	\$ 5,364	\$ 5,042	\$ 5,452	\$ 5,742

FOX MEADOW MIDDLE SCHOOL

1450 Cheyenne Meadows Road
Colorado Springs, CO 80906

Principal: Veronica Layman
<http://www.hsd2.org/FMMS> (719) 527-7100



Purpose

Success at Fox Meadow Middle School can only be fulfilled with everyone taking responsibility to do their part. Education should be a participatory experience. It must be actively pursued by our students with all our support. We expect our students to come to school, do the work and share in the rewards. Our Fox Meadow community embraces diversity and creativity to empower lifelong learners and leaders.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,660,287	\$ 2,839,930	\$ 2,474,644	\$ 2,441,833	\$ 2,697,909
Benefits	764,328	874,646	811,069	796,818	875,271
Services	45,067	37,266	42,024	15,420	14,520
Supplies	189,359	153,497	234,950	39,262	35,470
Equipment and Other	17,411	8,232	7,732	18,584	18,842
Total Expenditures	\$ 3,676,452	\$ 3,913,571	\$ 3,570,419	\$ 3,311,917	\$ 3,642,012
<u>BUDGETED STAFFING</u>					
Instructional Staff	44.60	44.10	38.00	31.15	32.80
Paraprofessionals	6.14	5.31	7.06	7.01	7.07
Classified	10.81	10.00	9.94	8.94	8.94
Administrative/Technical	3.00	3.00	3.00	3.00	3.00
Total Budgeted Staffing	64.55	62.41	58.00	50.10	51.81
Student Enrollment	632	637	560	529	490
Cost per Student	\$ 5,817	\$ 6,144	\$ 6,376	\$ 6,261	\$ 7,433

PANORAMA MIDDLE SCHOOL

2145 S. Chelton Road
Colorado Springs, CO 80916

Principal: Anitra Gallegos
<http://www.hsd2.org/PMS> (719) 579-3220



Mission

Panorama Middle School is a STEAM Innovation School. Our mission is: **Individual Focus. Infinite Possibility.**

Our focus is student achievement for ALL students. With the support of staff, parents and community, we can achieve this and more.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,446,173	\$ 2,543,302	\$ 2,584,780	\$ 2,559,317	\$ 2,718,315
Benefits	697,007	795,616	859,572	821,812	891,364
Services	101,396	101,292	37,603	20,519	20,519
Supplies	182,817	177,693	177,583	92,982	50,070
Equipment and Other	84,409	26,327	10,714	21,886	21,063
Total Expenditures	\$ 3,511,802	\$ 3,644,230	\$ 3,670,252	\$ 3,516,516	\$ 3,701,331
<u>BUDGETED STAFFING</u>					
Instructional Staff	37.50	37.50	39.50	33.50	33.00
Paraprofessionals	10.00	9.68	10.43	8.49	8.61
Classified	9.00	9.00	10.00	10.00	10.00
Administrative/Technical	3.00	3.00	3.00	3.00	3.00
Total Budgeted Staffing	59.50	59.18	62.93	54.99	54.61
Student Enrollment	541	610	628	543	456
Cost per Student	\$ 6,491	\$ 5,974	\$ 5,844	\$ 6,476	\$ 8,117

HARRISON HIGH SCHOOL

2755 Janitell Road
Colorado Springs, CO 80906

Principal: Peter Vargas
<http://www.hsd2.org/HHS> (719) 579-2080



Mission

Harrison High School will develop caring and principled young adults who contribute to the greater good, think with a global mindset and take on cognitively demanding work knowing they have the ability to solve problems that do not yet exist.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 4,523,012	\$ 4,763,887	\$ 4,702,198	\$ 5,280,493	\$ 5,764,206
Benefits	1,285,695	1,489,802	1,546,810	1,835,340	1,949,602
Services	200,855	126,700	111,139	45,571	41,571
Supplies	478,177	317,139	365,658	257,793	254,597
Equipment and Other	233,807	82,295	115,454	36,846	36,322
Total Expenditures	\$ 6,721,546	\$ 6,779,823	\$ 6,841,259	\$ 7,456,043	\$ 8,046,298
<u>BUDGETED STAFFING</u>					
Instructional Staff	68.00	66.00	65.50	69.00	66.00
Paraprofessionals	9.00	11.64	10.93	10.52	11.45
Classified	21.00	21.88	21.88	20.88	22.88
Administrative/Technical	6.50	6.60	6.60	7.60	8.60
Total Budgeted Staffing	104.50	106.12	104.91	108.00	108.93
Student Enrollment	1,004	1,037	1,121	1,098	1,104
Cost per Student	\$ 6,695	\$ 6,538	\$ 6,103	\$ 6,791	\$ 7,288

SIERRA HIGH SCHOOL

2250 Jet Wing Drive
Colorado Springs, CO 80916

Principal: Nicole Schurbon
<http://www.hsd2.org/SHS> (719) 579-2090



Purpose

Sierra High School is a community school steeped in tradition, where unique talents and gifts are exposed, examined and explored in academics, athletics, and the arts. While earning college credits on campus and becoming a community leader, innovator and socially conscious thinker, opportunities are limitless as students are immersed in Advanced Placement and Concurrent Enrollment courses, AVID, AVP and the CSU Alliance - all in collaboration with our highly qualified, dedicated and skilled faculty and staff. We provide educational experiences that are rigorous, relevant, and that help build relationships while making real-world connections.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 4,125,094	\$ 4,266,880	\$ 4,170,865	\$ 4,449,055	\$ 4,982,084
Benefits	1,148,643	1,289,537	1,326,718	1,490,467	1,712,013
Services	226,243	175,619	155,571	47,813	47,813
Supplies	373,128	319,414	357,132	130,223	106,180
Equipment and Other	56,739	66,863	76,701	30,432	31,978
Total Expenditures	\$ 5,929,847	\$ 6,118,313	\$ 6,086,987	\$ 6,147,990	\$ 6,880,068
<u>BUDGETED STAFFING</u>					
Instructional Staff	60.00	60.00	58.00	58.20	60.00
Paraprofessionals	9.69	9.25	12.13	9.31	13.08
Classified	19.88	19.00	18.00	18.00	20.00
Administrative/Technical	5.50	5.00	5.60	5.60	5.00
Total Budgeted Staffing	95.07	93.25	93.73	91.11	98.08
Student Enrollment	811	774	878	830	897
Cost per Student	\$ 7,312	\$ 7,905	\$ 6,933	\$ 7,407	\$ 7,670

CAREER READINESS ACADEMY

2250 Jet Wing Drive
Colorado Springs, CO 80916

Dean of Students: Terry Dunn
<http://www.hsd2.org/CRA> (719) 579-2580



Mission

Our mission is to provide students with a restorative culture and a plan of study that focuses on academic and personal development so when students graduate they are college or career ready. This program is designed to support all students in learning through both online classes and hands on instruction.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 394,003	\$ 310,759	\$ 328,981	\$ 339,627	\$ 429,544
Benefits	118,813	101,313	109,064	107,120	144,793
Services	4,702	4,739	6,601	3,931	3,681
Supplies	11,514	4,890	8,552	18,545	5,902
Equipment and Other	1,891	483	1,775	3,264	3,703
Total Expenditures	\$ 530,923	\$ 422,184	\$ 454,973	\$ 472,487	\$ 587,623
<u>BUDGETED STAFFING</u>					
Instructional Staff	7.00	5.00	6.00	5.00	6.00
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Administrative/Technical	1.00	1.00	-	-	-
Total Budgeted Staffing	9.00	7.00	7.00	6.00	7.00
Student Enrollment	74	78	78	50	50
Cost per Student	\$ 7,175	\$ 5,413	\$ 5,833	\$ 9,450	\$ 11,752

THRIVE HOME SCHOOL ACADEMY

2400 Slater Avenue
Colorado Springs, CO 80905

Principal: Yvonne Okker-Padilla
<http://www.hsd2.org/THSA> (719) 579-2160



Mission

As a school community comprised of a very diverse population of students and families it is important to define respectful, all-inclusive community standards for our future, continued successful operation.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 560,184	\$ 567,082	\$ 596,870	\$ 625,441	\$ 766,034
Benefits	192,024	223,393	247,504	262,759	296,607
Services	238,764	190,586	176,062	183,650	183,650
Supplies	150,140	204,975	200,997	157,743	157,743
Equipment and Other	77,053	7,059	69,814	32,124	29,754
Total Expenditures	\$ 1,218,165	\$ 1,193,095	\$ 1,291,247	\$ 1,261,717	\$ 1,433,788
<u>BUDGETED STAFFING</u>					
Instructional Staff	9.00	9.00	9.00	9.00	10.00
Paraprofessionals	0.50	1.38	0.88	0.53	0.88
Classified	4.35	4.00	3.62	4.05	3.25
Administrative/Technical	1.00	1.00	1.00	1.00	1.00
Total Budgeted Staffing	14.85	15.38	14.50	14.58	15.13
Student Enrollment	328	326	320	323	265
Cost per Student	\$ 3,714	\$ 3,660	\$ 4,035	\$ 3,906	\$ 5,411

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DEPARTMENTS



TEACHING AND LEARNING

Purpose

The Department of Teaching and Learning provides support and supervision to schools and campus leaders across the District. In coordination with the Curriculum, Instruction and Assessment Department, Research, Data and Accountability Department, Special Programs Department, Culturally & Linguistically Diverse Education (CLDE), Gifted Education and the College and Career Readiness Department, we strive to ensure that each child reaches their fullest potential.

Objectives

Provide support and guidance to all schools to provide high quality instruction in all core and elective contents. Support schools in developing Multi-Tiered Systems of Support to students with various academic and social/emotional needs. Provide training and support to building leaders focused on Distributive Leadership and systems-thinking approaches to create high-performing schools. Address the needs of Special Populations - Special Education, English Language Learners, and Gifted learners. Provide a variety of options for families including online learning as well as Concurrent Enrollment and Career Technical Education at the high school levels.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 240,912	\$ 218,342	\$ 153,106	\$ 249,962	\$ 366,646
Benefits	72,274	66,631	49,339	77,826	120,999
Services	36,699	7,548	12,167	26,000	32,000
Supplies	8,350	4,024	9,002	12,500	20,200
Equipment and Other	4,820	311	1,058	4,900	21,190
Total Expenditures	\$ 363,055	\$ 296,856	\$ 224,672	\$ 371,188	\$ 561,035
<u>BUDGETED STAFFING</u>					
Instructional Staff	1.00	1.00	0.20	0.15	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.50
Administrative/Technical	9.00	2.00	1.50	1.00	2.00
Total Budgeted Staffing	11.00	4.00	2.70	2.15	3.50

DISTRICT INSTRUCTION

Purpose

The District Instructional budget is part of the Department of Teaching and Learning and is intended to support schools with a variety of instructional resources and needs. These funds work in conjunction with the Curriculum, Instructional and Assessment department to provide experiences to students outside of the core content areas and also support schools in providing experiential opportunities for students K-12.

Objectives

Through a partnership with the Conservatory, provide elementary and secondary students hands on experiences through regular weekly instructional experiences to enhance student skills in the arts. Provide curriculum resources for teachers in the elective areas, such as supplementary music and art curriculum resources. Support schools with instructional needs and opportunities that develop throughout each school year to provide experiential opportunities for students.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 2,172	\$ 831,347	\$ 735,237	\$ 895,149	\$ 895,149
Benefits	439	194,119	169,343	200,066	204,542
Services	1,405	825	51,948	135,000	130,524
Supplies	16,702	6,767	84,588	203,760	107,846
Equipment and Other	9,996	2,802	5,165	14,000	14,000
Total Expenditures	\$ 30,714	\$ 1,035,860	\$ 1,046,281	\$ 1,447,975	\$ 1,352,061
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

AVID PROGRAM

Purpose

AVID's purpose is to ensure that the students in the program are college prepared as entering freshman. All AVID students upon HS graduation will have achieved the necessary academic preparation required for acceptance to a four year university upon high school graduation. The students will be academically and emotionally prepared to insure their success in reaching their goal of a college degree. Due to the support of their AVID teachers and peers which these students experienced via their time in AVID, they will have experienced success and mastered academically rigorous courses. They will have learned that through work and grit, that they are capable students. Through these past successes, they will have developed the self-assuredness, determination and the motivation to continue when challenges arise. Data is being compiled which shows that AVID students complete college at a higher rate than national averages.

Objectives

AVID WICOR strategies will be embedded school-wide to assure that all HSD2 students develop good organizational skills, use inquiry to further learning, become strong writers and readers and develop good collaborative skills that can be utilized throughout their lives. When WICOR is thoroughly embedded throughout each site, all students, not just the AVID identified students, will have developed strong academic, emotional, and life long skills to assure that they will be able to make wise decisions in their life paths. It is important to know that being prepared for college is not enough; but once there, to continue and to graduate college.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 41,390	\$ 38,961	\$ -	\$ 80,071	\$ 77,913
Benefits	9,826	8,513	-	6,361	17,802
Services	43,053	57,654	10,163	120,620	69,325
Supplies	9,947	5,117	435	14,310	16,519
Equipment and Other	27,354	44,520	-	6,800	44,150
Total Expenditures	\$ 131,570	\$ 154,765	\$ 10,598	\$ 228,162	\$ 225,709
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	1.00	0.63	0.50	-	-
Total Budgeted Staffing	1.00	0.63	0.50	-	-

CAREER AND TECHNICAL EDUCATION

Purpose

To support the District and secondary schools (primarily the two high schools and the Career Readiness Academy) to provide opportunities for students to take Career and Technical Education (CTE) courses.

Objectives

Help students to develop skills that are germane to specific skills as well as being transferable to the academic arena, military, or to the workforce.

Additional Information

The CTE department also leverages grant funding to enhance existing programs of study or to start new programs of study. The department also works to articulate secondary CTE courses to postsecondary courses that will give students high school credits and college credits.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 205,603	\$ 211,051	\$ 205,656	\$ 234,941	\$ 250,520
Benefits	69,522	82,221	79,918	88,059	96,727
Services	79,158	57,940	31,950	34,000	34,000
Supplies	31,950	16,581	13,252	35,500	35,500
Equipment and Other	40,052	52,869	85,876	57,292	79,094
Total Expenditures	\$ 426,285	\$ 420,662	\$ 416,652	\$ 449,792	\$ 495,841
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	6.00	6.00	3.00	3.00
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	0.50	0.50	0.50	1.00	1.00
Total Budgeted Staffing	0.50	6.50	6.50	4.00	4.00

CHARTER SCHOOLS

Purpose

Charters schools in Harrison School District Two include Atlas, James Irwin and Vanguard. They each provide unique learning opportunities for students.

Objectives

Atlas empowers all students to experience a life-long pursuit of self-fulfillment through education, character and community. Atlas strives for students to go beyond what they did yesterday to achieve more today. Through education, character and community, thousands of our city's bright young minds can grow up to pursue their best self success.

James Irwin Charter Schools strives to help guide students in the development of their character and academic potential through academically rigorous, content-rich educational programs.

The mission of Vanguard is to help guide students in development of their character and academic potential through academically rigorous, content-rich educational programs.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Services	1,069,767	1,078,555	2,439,713	1,087,769	2,466,006
Supplies	-	-	-	-	-
Equipment and Other	-	-	-	-	-
Total Expenditures	\$ 1,069,767	\$ 1,078,555	\$ 2,439,713	\$ 1,087,769	\$ 2,466,006
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

CO-CURRICULAR

Purpose

To provide support for District students to participate in co-curricular athletics and co-curricular non-athletic events.

Objectives

To continually provide students the opportunity to participate in co-curricular athletics and activities.

Other Information

Costs associated with pupil activities are budgeted at the District level and transferred to the schools as needed for expenditures.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ 634,023	\$ 631,443
Benefits	-	-	-	141,704	144,285
Services	-	-	-	148,922	148,922
Supplies	-	-	-	148,158	148,158
Equipment and Other	-	-	-	138,540	138,540
Total Expenditures	\$ -	\$ -	\$ -	\$ 1,211,347	\$ 1,211,348
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

COLLEGE CAREER-READINESS

Purpose

The College Career-Readiness department supports the Colorado Department of Education and the District to achieve the goal of increasing the number of students who obtain high school and college credit while in high school, by providing opportunities for students to simultaneously enroll in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship programs or internship programs, at an institution of higher education.

Objectives

Continue to increase the number of students who simultaneously enroll in one or more postsecondary courses, including academic or career and technical education courses, with the expressed purpose of graduating with a college and career high school diploma and an Associate of General Studies degree from our partnering higher education institution, Pikes Peak Community College, at the completion of their high school experience.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$257,728	\$398,055	\$467,767	\$ 559,456	\$ 665,043
Benefits	74,382	119,523	156,695	183,118	242,382
Services	517,140	424,520	494,302	169,470	169,470
Supplies	98,142	183,331	103,855	79,200	79,200
Equipment and Other	207,870	184,748	75,505	550,500	65,500
Total Expenditures	\$1,155,262	\$1,310,177	\$1,298,124	\$1,541,744	\$1,221,595
<u>BUDGETED STAFFING</u>					
Instructional Staff	3.50	6.00	6.00	6.00	5.50
Paraprofessionals	-	-	-	-	-
Classified	0.75	1.00	1.00	1.00	0.50
Administrative/Technical	0.50	1.00	1.00	2.00	2.00
Total Budgeted Staffing	4.75	8.00	8.00	9.00	8.00

COLORADO PRESCHOOL PROGRAM

Purpose

The Colorado Preschool Program continues to expand early learning activities that promote student achievement. This program is designed to strengthen the language development of preschool age children to increase their readiness to enter into kindergarten.

The expenditures for the Colorado Preschool Program are based on available enrollment FTE positions determined by the Colorado Department of Education, along with the District. The enrollment is projected to remain over 400 students this year.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Services	1,649,969	2,001,360	1,724,644	1,734,572	2,401,585
Supplies	35,250	3,135	-	-	-
Equipment and Other	84,261	-	-	-	-
Total Expenditures	\$ 1,769,480	\$ 2,004,495	\$ 1,724,644	\$ 1,734,572	\$ 2,401,585
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION

Purpose

The mission of the Culturally and Linguistically Diverse Education (CLDE) Program is to promote a safe, equitable and social emotional learning environment for all English language learners. Through the implementation of direct, targeted English Language Development instruction, research based curriculum and appropriate teaching methods with intergrated technology, our highly qualified instructors and para-professionals will contribut to measurable student growth in listening, speaking, reading and writing in tandem with the state standards.

Objectives

- Ensure Federal and State Compliance and Regulations: Title III, ESSA, OCR
- Ensure that multilingual students are provided accommodations, scaffolds, differentiation as afforded by law
- Ensure CLDE Program of Services are Quality Tier I ELD Instruction and Tier II if needed by auditing student schedules and course numbers
- Provide technical support and coaching for CLDE programs at schools

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 280,497	\$ 267,966	\$ 151,885	\$ 199,294	\$ 262,359
Benefits	65,727	64,649	43,472	50,687	68,097
Services	14,983	13,129	4,219	15,200	12,760
Supplies	11,270	15,666	4,952	19,541	14,547
Equipment and Other	9,259	1,019	908	3,185	11,235
Total Expenditures	\$ 381,736	\$ 362,429	\$ 205,436	\$ 287,907	\$ 368,998
<u>BUDGETED STAFFING</u>					
Instructional Staff	0.60	0.60	0.60	-	-
Paraprofessionals	0.88	0.88	0.88	0.88	1.00
Classified	1.50	1.50	1.50	1.50	1.00
Administrative/Technical	1.00	1.00	1.00	1.00	2.10
Total Budgeted Staffing	3.98	3.98	3.98	3.38	4.10

CURRICULUM, INSTRUCTION, ASSESSMENT

Purpose

To support the instructional program throughout the District by developing curriculum maps aligned with state standards, providing instructional supports and resources, and creating assessments to measure student learning.

Objectives

Our objective is to increase student achievement by working alongside educators to develop professional capacity, provide and support standards based curriculum, implement best practices with assessments and utilize meaningful data to inform instruction.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 672,244	\$ 664,969	\$ 487,404	\$ 625,244	\$ 737,977
Benefits	175,485	183,051	150,399	208,562	214,166
Services	619,022	319,115	352,064	408,710	420,460
Supplies	173,362	279,405	220,109	178,246	176,956
Equipment and Other	5,365	13,352	4,339	7,200	8,200
Total Expenditures	\$ 1,645,478	\$ 1,459,892	\$ 1,214,315	\$ 1,427,962	\$ 1,557,759
<u>BUDGETED STAFFING</u>					
Instructional Staff	5.00	5.00	3.00	2.00	1.15
Paraprofessionals	-	-	-	-	-
Classified	1.50	1.50	1.50	1.50	2.50
Administrative/Technical	5.00	5.00	5.00	5.00	6.00
Total Budgeted Staffing	11.50	11.50	9.50	8.50	9.65

GIFTED EDUCATION

Purpose

The Gifted Education Department supports schools by working collaboratively with staff to ensure programming meets the needs of our students by aligning opportunities to students' areas of giftedness and ALP goals. The department provides expertise in the area of differentiated instruction, analysis of student data, parent and student support and programming options.

Objectives

The Gifted Education Department supports the District and schools by providing professional development around gifted identification procedures, establishing appropriate goals for the Advanced Learning Plans, and differentiated instruction. The department oversees all ALP's, student records and a professional resource library available to all staff and provides support to parents through yearly SENG groups and parent meetings. The Gifted Education Department supports extended learning opportunities for students outside of the school day and provides the ability for teachers to attend gifted education professional development and conferences.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 76,064	\$ 76,014	\$ 89,945	\$ 46,665	\$ 75,522
Benefits	23,693	25,279	30,099	16,814	20,702
Services	40,881	23,128	15,657	19,450	14,315
Supplies	8,102	24,653	4,189	10,942	20,646
Equipment and Other	6,029	510	2,365	5,000	1,000
Total Expenditures	\$ 154,769	\$ 149,584	\$ 142,255	\$ 98,871	\$ 132,185
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	0.50	0.50	0.50	0.50
Administrative/Technical	0.74	0.90	0.87	0.25	0.50
Total Budgeted Staffing	0.74	1.40	1.37	0.75	1.00

GUIDANCE SERVICES

Purpose

To support the educational, and social/emotional needs of HSD2 students through counseling utilizing best practice strategies, current research, and technology.

Objectives

The guidance budget will provide assistance for counselors to attend professional development based on the needs of students and strategies for support as well as the College in Colorado ICAP services.

Additional Information

Counselors also work with students experiencing attendance issues and are key in helping remove barriers to student learning.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-
Services	78,739	101,781	2,493	30,800	30,800
Supplies	-	773	645	2,500	2,500
Equipment and Other	-	-	1,916	1,200	1,200
Total Expenditures	\$ 78,739	\$ 102,554	\$ 5,054	\$ 34,500	\$ 34,500
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

HEALTH SERVICES

Purpose

To support the physical health needs of our students by providing appropriate staff training, health care planning, and accurate information to parents, students and all staff on health conditions and impacts on student learning.

Objectives

Train and delegate medical tasks to the staff serving students with disabilities and other health needs as appropriate. Create health care plans that meet the needs of those individuals with chronic health conditions. Offer cost effective CPR/First Aid training as needed.

Additional Information

Nurses will attend the new school nurse orientation and other professional development opportunities to increase capacity and remain current on health care policy.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 105,203	\$ 111,124	\$ 191,721	\$ 235,521	\$ 135,397
Benefits	35,776	43,833	67,668	70,794	35,783
Services	8,844	10,171	5,171	12,200	21,200
Supplies	2,832	1,107	844	3,500	3,500
Equipment and Other	6,580	1,344	3,684	825	825
Total Expenditures	\$ 159,235	\$ 167,579	\$ 269,088	\$ 322,840	\$ 196,705
<u>BUDGETED STAFFING</u>					
Instructional Staff	2.40	2.40	2.40	4.40	2.40
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	2.40	2.40	2.40	4.40	2.40

MEDIA SERVICES

Purpose

To promote a culture of motivated readers and learners for life by improving the ability of our school libraries to provide quality information services to all students and staff with a wide variety and inclusive range of resources to support teaching and learning throughout our schools.

Objectives

To provide training, leadership, and expertise in developing library-related policies, activities, and assistance to school library media techs. To provide quality software that enhances the library experience.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ 2,982	\$ 2,970
Benefits	-	-	-	666	679
Services	24,526	25,088	25,088	25,500	40,500
Supplies	2,916	51	199	900	900
Equipment and Other	-	-	-	-	-
Total Expenditures	\$ 27,442	\$ 25,139	\$ 25,287	\$ 30,048	\$ 45,049
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

PROFESSIONAL DEVELOPMENT

Purpose

Provide ongoing professional development for all administrators, teachers, and educational support personnel (ESP). Develop and support induction program for new staff.

Objectives

Recruit, retain, and support growth of the most qualified staff for every school building and classroom; Provide trainings that positively influence instruction and student achievement as measured by local and state assessments.

Fiscal Year 2021-22 Highlights

The Professional Development Department was able to provide professional development to all staff members in the face of adversity, when in-person PD was not an option. A professional development course catalog was created that featured over 50 online Canvas courses for teachers, paras, and ESPs. Virtual sessions featured learning opportunities about computer science technology, Cultural Excellence through Institutional Diligence (CEID), Heggerty Phonemic Awareness, Instructional Leadership, i-Ready, Nearpod, Powerpass, and Trauma Informed Care.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 420,080	\$ 221,460	\$ 174,737	\$ 211,293	\$ 211,293
Benefits	94,828	49,139	38,111	47,224	48,280
Services	30,981	32,581	118,120	18,021	91,178
Supplies	27,635	12,767	3,007	12,600	11,544
Equipment and Other	4,943	184	1,288	-	-
Total Expenditures	\$ 578,467	\$ 316,131	\$ 335,263	\$ 289,138	\$ 362,295
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

RESEARCH, DATA AND ACCOUNTABILITY

Purpose

The Research, Data and Accountability (RDA) Department supports schools by providing expertise, information, and analysis of student achievement for the purpose of teacher evaluation; develops, publishes and distributes descriptive and statistical information analyzing student achievement data from both the state and district assessments; interprets and disseminates school accountability reports and summarizes for the district. RDA also provides formative and summative program evaluations to schools and district policy makers to facilitate the decision-making process. Members of RDA respond to school special requests for achievement data and interpretation of achievement results.

Objectives

- Establish the criteria used to conduct annual evaluations of student achievement for staff and administrators
- Oversee and coordinate the administration of national and state assessments across the District. This includes training all school assessment coordinators and ensuring that all national and state assessments are administered in a standardized and ethical manner
- Support the District and schools in using data to facilitate informed, data-driven decision making
- Support District wide processes and protocols for internal and external data requests

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 256,132	\$ 283,087	\$ 266,487	\$ 303,023	\$ 321,825
Benefits	64,212	71,807	73,485	81,658	90,744
Services	250,276	141,811	114,283	116,055	116,055
Supplies	129,488	6,360	65	20,955	20,953
Equipment and Other	5,487	3,009	842	4,985	4,985
Total Expenditures	\$ 705,595	\$ 506,074	\$ 455,162	\$ 526,676	\$ 554,562
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	0.50	0.50	0.50	0.50	0.50
Administrative/Technical	7.00	4.00	4.00	4.00	4.00
Total Budgeted Staffing	7.50	4.50	4.50	4.50	4.50

SPECIAL EDUCATION

Purpose

The purpose of the Special Education Department is to collaborate with and support students, District and school staff, community partners, and families to graduate college and career ready students with IEPs who have the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good.

Objectives

The Special Education budget will be used to support a variety of programming options in order to support the individual needs of all students with disabilities through an extensive continuum of services. The Department continually promotes growth of the whole child in partnership with peers, staff, families and community and supports state and District standards for excellence in education in order for students with special needs to achieve lifelong success.

Fiscal Year 2021-2022 Highlights

- Expanded ABA Team in order to provide a broader range of programming supports District-wide
- Reduced 1:1 supports by making our center based programming more effective
- Supported in the creation of the Student Success Center

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 3,214,989	\$ 3,371,816	\$ 3,266,269	\$ 4,040,358	\$ 4,712,435
Benefits	805,978	950,478	986,795	1,328,331	1,476,744
Services	2,762,294	2,579,205	2,474,544	2,753,322	2,242,846
Supplies	29,778	41,085	39,573	52,203	62,203
Equipment and Other	124,647	105,632	109,375	127,902	147,902
Total Expenditures	\$ 6,937,686	\$ 7,048,216	\$ 6,876,556	\$ 8,302,116	\$ 8,642,130
<u>BUDGETED STAFFING</u>					
Instructional Staff	46.10	47.90	48.10	50.02	53.52
Paraprofessionals	25.46	9.75	7.88	9.63	12.88
Classified	2.40	2.00	2.00	2.00	2.00
Administrative/Technical	4.00	6.00	5.00	5.00	6.00
Total Budgeted Staffing	77.96	65.65	62.98	66.65	74.40

SPRING CREEK YOUTH CENTER

Purpose

Spring Creek Youth Services Center provides educational support for students in grade levels 5 to 12. The education program fosters an environment in which at-risk youth can experience success by focusing on achievement in basic academic and pre-vocational skills.

Objectives

Educational opportunities include core subjects, elective subjects and vocational instruction. While in school youth have the ability to work on grade-level appropriate work for credit transferable to high school graduation or a GED. In the education program, students discover and explore ideas in ways which encourage internalization and ownership of the learning process.

Additional Information

Spring Creek Youth Services Center (SCYSC) is one of five Division of Youth Corrections (DYC), state owned and operated detention facilities. SCYSC is a 51-bed facility that provides secure detention within the southern region of Colorado. Beginning FY2020-2021, the program will no longer be housed within HSD2.

	2018-2019 ACTUALS	2019-2020 ACTUAL	2020-2021 ACTUAL	2021-2022 BUDGET	2022-2023 BUDGET
<u>EXPENDITURES</u>					
Salaries	\$ 386,313	\$ 417,854	\$ 18,308	\$ -	\$ -
Benefits	110,313	136,553	11,087	-	-
Services	155	1,017	-	-	-
Supplies	6,321	3,684	-	-	-
Equipment and Other	-	20	-	-	-
Total Expenditures	\$ 503,102	\$ 559,128	\$ 29,395	\$ -	\$ -
<u>BUDGETED STAFFING</u>					
Instructional Staff	6.00	7.00	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	-	-	-
Administrative/Technical	1.00	1.00	-	-	-
Total Budgeted Staffing	8.00	9.00	-	-	-

SUMMER SCHOOL - Extended Learning Program

Purpose

The summer school program provides educational opportunities for those students that seek additional classes and support. Summer School is offered each year for Kindergarten - 12th grade students.

Objectives

The summer school program strives to assist any and all students to advance in the specific subject matter. Learning tools are available to help all students fulfill and enhance their education through additional support. One focus is to provide academic intervention, providing more instructional time for Kindergarten-8th grade students to be prepared academically for the following school year. At the high school level, summer school is focused on a credit recovery model to support students in on time high school graduation. In addition to the academic focus of summer school, we also provide a variety of experiential opportunities, allowing summer as a time for enrichment where students are able to engage with a variety of activities throughout the community.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 85,172	\$ 791	\$ -	\$ 24,000	\$ 23,902
Benefits	16,595	232	-	5,364	5,462
Services	355	-	13,302	-	-
Supplies	50,602	-	19,045	15,896	15,896
Equipment and Other	16,741	11,945	30,809	20,000	20,000
Total Expenditures	\$ 169,465	\$ 12,968	\$ 63,156	\$ 65,260	\$ 65,260
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

BOARD OF EDUCATION

Purpose

The Board of Education is made up of five members that are elected to govern the policy making decisions of Harrison School District Two. The Board of Education has the responsibility for the educational planning and policy making for this District. The Board of Education must act within the requirements of the State of Colorado and federal laws.

Objectives

The Board of Education is committed to providing a safe learning environment for all students to achieve educational excellence. Designing a world-class curriculum is an important vision for the District. The Board of Education strives to improve the student achievement of students, while giving them the tools necessary to exhibit good citizenship, civility and character.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 4,256	\$ 3,785	\$ 1,621	\$ 8,000	\$ 7,968
Benefits	932	817	359	1,788	1,821
Services	582,510	350,933	257,815	438,550	379,550
Supplies	24,893	17,456	15,771	18,700	24,350
Equipment and Other	49,985	70,396	28,135	35,800	35,800
Total Expenditures	\$ 662,576	\$ 443,387	\$ 303,701	\$ 502,838	\$ 449,489
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

SUPERINTENDENT

Purpose

The Superintendent of Schools is responsible for the operation and management of Harrison School District Two. The Superintendent is responsible for maintaining and advancing the District's values.

Objectives

The Superintendent works collaboratively with the Board of Education to ensure that all students are provided with the opportunities to achieve educational excellence. Designing a world-class curriculum is an important vision for the District. The Superintendent works with the Board of Education to improve the achievement of students, while giving them the tools necessary to exhibit good citizenship, civility and character.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 476,628	\$ 510,798	\$ 569,231	\$ 338,301	\$ 373,888
Benefits	70,936	133,304	124,597	100,176	125,443
Services	17,993	25,900	18,340	18,550	18,550
Supplies	16,578	36,754	19,065	20,000	28,000
Equipment and Other	1,291	2,055	18,818	11,144	11,144
Total Expenditures	\$ 583,426	\$ 708,811	\$ 750,051	\$ 488,171	\$ 557,025
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Administrative/Technical	2.00	3.00	3.00	2.00	2.00
Total Budgeted Staffing	3.00	4.00	4.00	3.00	3.00

BENEFITS

Purpose

To support the existing District staff and efforts to recruit new hires through securing high quality insurance and wellness plan options. To provide functional support and excellent customer service to staff in answering questions or referring to the appropriate entities that can respond to their needs.

Objectives

Commitment to excellent customer service by providing timely responses to employee inquiries. Fiscal stewardship by securing high quality insurance and wellness plan options at the best cost possible for both staff and the District. Commitment to consistent administration and adherence to all laws and regulations governing insurance plans offered. Provide wellness program options to support the "whole" person approach for staff.

Additional Information

Beginning Fiscal Year 2021-2022, the Benefits Department is accounted for in the General Fund. Previously, expenditures had been included in the Health Insurance Fund.

	<u>2018-2019</u> <u>ACTUALS</u>	<u>2019-2020</u> <u>ACTUAL</u>	<u>2020-2021</u> <u>ACTUAL</u>	<u>2021-2022</u> <u>BUDGET</u>	<u>2022-2023</u> <u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ -	\$ -	\$ -	\$ 95,634	\$ 83,963
Benefits	-	-	-	27,453	30,374
Services	-	-	-	39,750	42,700
Supplies	-	-	-	46,500	1,500
Equipment and Other	-	-	-	600	600
Total Expenditures	\$ -	\$ -	\$ -	\$ 209,937	\$ 159,137
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	1.25	1.25
Total Budgeted Staffing	-	-	-	1.25	1.25

COMMUNICATIONS

Purpose

To support the District and schools with frequent and transparent communication to stakeholders (staff, students, parents and community) that support student and staff recruitment and strong District and school partnerships.

Objectives

- Adequately fund marketing for the District on both English and Spanish channels
- Adequately fund outreach and stakeholder engagement for the District which should include translation to reach our large Spanish speaking population

Additional Information

We will consider using more electronic medium and expand the presence in print/tv/radio/billboards for the District, as we are under represented in paid advertisement and print materials in comparison to our local competitor districts and charter schools.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 282,913	\$ 299,558	\$ 299,085	\$ 319,025	\$ 328,104
Benefits	73,547	80,163	84,830	88,246	96,093
Services	45,325	138,574	54,080	163,647	265,173
Supplies	62,299	5,217	546	26,351	27,024
Equipment and Other	4,057	1,935	4,177	2,020	1,820
Total Expenditures	\$ 468,141	\$ 525,447	\$ 442,718	\$ 599,289	\$ 718,214
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Administrative/Technical	3.00	3.00	3.00	3.00	3.00
Total Budgeted Staffing	4.00	4.00	4.00	4.00	4.00

FINANCIAL SUPPORT SERVICES

Purpose

To support the District's commitments and strategies by facilitating the planning, coordination, supervision and evaluation of the financial operations through timely, transparent and accurate customer-driven services. This is done by providing accounting, payroll, budget, debt administration and financial services in compliance with board policies as well as federal, state and local regulations.

Objectives

- Continuation of financial reporting through clear, accurate and timely information
- Fiscal stewardship and accountability to students, taxpayers and community
- Adherence to ethical decision making and integrity in all work product
- Transparency and commitment to safeguarding District assets at the highest level

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 754,594	\$ 775,834	\$ 764,648	\$ 845,880	\$ 911,043
Benefits	225,787	254,863	251,905	285,696	289,722
Services	139,468	132,247	152,600	111,927	193,565
Supplies	35,780	19,616	18,395	8,306	6,650
Equipment and Other	15,433	9,516	8,777	9,651	7,700
Total Expenditures	\$ 1,171,062	\$ 1,192,076	\$ 1,196,325	\$ 1,261,460	\$ 1,408,680
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	5.00	5.00	5.00	4.00	4.00
Administrative/Technical	4.50	5.50	5.50	6.30	6.80
Total Budgeted Staffing	9.50	10.50	10.50	10.30	10.80

HUMAN RESOURCES

Purpose

Human Resources (HR) role is to discover and develop exceptional talent to support every student in HSD2. We are focused on increasing the scope of the teacher induction program, strengthening partnerships with local universities and jump start the staff member to teacher program through PPBOCES. We will continue to recruit in areas that will bring in diverse teachers and attract teachers in our high needs and hard to fill positions. HR will continue to work with schools to reduce teacher turnover.

Objectives

Continue to work with teachers and aspiring leaders in order to build leadership density at the schools and District level. Expand current partnerships with local universities so that HSD2 becomes their first choice when offering student teacher placements.

Additional Information

Teacher and administrative retention begins with strong induction programs that lead to leadership positions within schools and the District. Upgrading the teacher and administrative induction programs to support staff with multiple opportunities to expand their leadership. Partnerships with local universities to build a pipeline of opportunities that promote our commitment to students and staff.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 687,028	\$ 760,736	\$ 701,975	\$ 891,607	\$ 899,751
Benefits	171,374	200,347	199,498	254,960	248,512
Services	219,829	244,233	150,658	304,974	321,075
Supplies	23,039	10,963	6,901	15,751	35,892
Equipment and Other	26,755	6,772	7,689	10,017	13,830
Total Expenditures	\$ 1,128,025	\$ 1,223,051	\$ 1,066,721	\$ 1,477,309	\$ 1,519,060
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	7.00	7.00	7.00	7.00	7.00
Administrative/Technical	4.00	3.00	3.00	3.00	3.00
Total Budgeted Staffing	11.00	10.00	10.00	10.00	10.00

NUTRITION SUPPORT SERVICES

Purpose

To provide nutritionally balanced meals at a low cost to the District, that continues to meet the Healthy, Hunger- Free Kids Act of 2010 (HHFKA) requirements.

Objectives

- Continue support to Harrison schools and families, to up hold a 93% completion rate of the annually collected Family Economics Data Survey (FEDS)
- Availability of on-line forms
- Continue to offer the Community Eligibility Provision (CEP) program to all students
- Bi-weekly up load from CDE website for Direct Certification students
- Continuous search for quality products to process through manufacturers, to keep costs down, with USDA funding

Additional Information

In addition to the lunch program, we also provide breakfast after the bell, breakfast in the classroom, snacks and summer food service program. Additional information may be found in the Financial Section - Nutrition Services Fund.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 11,053	\$ 10,314	\$ 10,314	\$ 11,286	\$ 13,400
Benefits	2,544	3,597	3,823	4,109	4,771
Services	-	-	-	-	-
Supplies	1,712	1,979	616	-	85,000
Equipment and Other	-	-	-	-	-
Total Expenditures	\$ 15,309	\$ 15,890	\$ 14,753	\$ 15,395	\$ 103,171
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	0.25	0.25	0.25	0.25	0.25
Total Budgeted Staffing	0.25	0.25	0.25	0.25	0.25

OPERATIONS AND MAINTENANCE

Purpose

To assure that all schools and facilities, including the classroom environment, are safe, clean and well maintained. We will continue to look for tools and devices that will help in making the Operations Department more efficient in providing quality services as we continue to strive and improve. We will support the educational goals of the District as it prepares all students for the 21st century in learning and technology.

Objectives

Ensure all unsafe conditions are immediately identified and addressed. Ensure all required inspections are passed with all identified deficiencies corrected in a timely manner. Ensure no campus loses instructional days as a result of any system failure that could have been reasonably avoided through proper preventive maintenance.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,212,541	\$ 1,246,530	\$ 1,297,483	\$ 1,569,601	\$ 2,025,023
Benefits	401,236	422,208	477,276	573,581	706,240
Services	323,540	297,205	363,215	1,070,375	918,623
Supplies	261,992	283,971	241,833	2,727,050	2,823,550
Equipment and Other	202,659	24,385	83,616	122,700	107,700
Total Expenditures	\$ 2,401,968	\$ 2,274,299	\$ 2,463,423	\$ 6,063,307	\$ 6,581,136
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	30.00	29.00	30.00	30.00	30.00
Administrative/Technical	1.00	1.00	1.00	3.00	8.50
Total Budgeted Staffing	31.00	30.00	31.00	33.00	38.50

PUPIL TRANSPORTATION

Purpose

To provide timely, safe, customer oriented transportation services for our students and a positive environment for the employees while meeting the District's strategic plan. To be role models for the District and community.

Objectives

Continual improvements to bus routes to minimize late arrivals and departures from all schools and activities. Streamline choice school busing to improve timeliness. Constant awareness and safety focus on rules, regulations, and policies that affect student transportation. Meet the transportation needs of students with disabilities and McKinney-Vento students with specialized transportation services to and from their schools. Meet or exceed all CDE, Department of Transportation, and commercial driver license requirements for standardization, training, inspections and testing.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,959,911	\$ 2,037,201	\$ 1,863,712	\$ 2,611,958	\$ 2,443,769
Benefits	589,769	685,564	674,651	1,012,504	931,009
Services	64,954	40,737	59,794	112,550	98,050
Supplies	385,007	276,074	301,232	459,000	459,000
Equipment and Other	(240,410)	(174,495)	(78,258)	(175,000)	(174,600)
Total Expenditures	\$ 2,759,231	\$ 2,865,081	\$ 2,821,131	\$ 4,021,012	\$ 3,757,228
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	13.50	14.38	14.38	22.51	22.51
Classified	48.25	48.50	45.50	39.00	36.51
Administrative/Technical	2.20	2.20	5.20	3.00	3.00
Total Budgeted Staffing	63.95	65.08	65.08	64.51	62.02

SAFETY AND SECURITY

Purpose

A safe school is a place where learning can occur in a welcoming environment free of intimidation, violence, and fear. It is the mission of the Safety and Security Department to support each of our buildings. The Safety and Security Department is committed to enhancing our security measures in order to maintain a safe and secure learning environment.

Objectives

- Serves as a liaison with the school resource officers assigned to District schools
- Coordinates with law enforcement to provide security at athletic events
- Provides on-going emergency response staff training
- Coordinate and assist with emergency drills at District schools and facilities
- Coordination of emergency planning with local law enforcement, emergency management and public safety communications
- Maintain the security camera systems, Raptor Visitor Management Systems and radio communications at all schools and facilities
- Assist District departments and schools with safety and security issues/concerns
- Develop and implement procedures to ensure a safe school environment
- Evaluate existing procedures, and safety and security systems to determine their effectiveness and to implement improvements when necessary

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 258,228	\$ 282,700	\$ 269,041	\$ 270,360	\$ 266,311
Benefits	78,201	86,645	84,438	77,101	95,080
Services	239,017	177,304	153,475	253,704	310,230
Supplies	13,389	4,210	7,212	10,800	7,800
Equipment and Other	34,116	4,226	3,135	600	18,324
Total Expenditures	\$ 622,951	\$ 555,085	\$ 517,301	\$ 612,565	\$ 697,745
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	3.00	3.50	3.50	2.00	2.00
Administrative/Technical	1.00	2.00	2.00	2.00	2.00
Total Budgeted Staffing	4.00	5.50	5.50	4.00	4.00

STUDENT SUPPORT

Purpose

To provide excellent customer service and support to students, parents, patrons and schools in the areas of registration and enrollment, district policy, code of conduct, health services, Infinite Campus and data reporting.

Objectives

Implementation and continued improvement in our online registration process. Research current legislation for timely and accurate changes to the Code of Conduct, District policy, educational stability and data reporting.

Student Support Services includes: new student registration, choice and open enrollment, student count, student attendance and discipline services, Section 504, homeless and foster care education and support, student information system, online monitored instruction, counselor support and health services.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 548,000	\$ 667,671	\$ 573,431	\$ 531,703	\$ 491,660
Benefits	157,875	189,763	160,192	142,959	133,418
Services	81,627	151,336	194,201	234,100	197,475
Supplies	13,770	8,046	8,227	130,500	34,500
Equipment and Other	4,657	1,038	4,753	5,500	9,500
Total Expenditures	\$ 805,929	\$ 1,017,854	\$ 940,804	\$ 1,044,762	\$ 866,553
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	2.00	1.00	1.00	1.00	1.00
Classified	2.00	3.00	3.00	3.00	2.00
Administrative/Technical	2.00	6.00	6.00	4.00	4.00
Total Budgeted Staffing	6.00	10.00	10.00	8.00	7.00

TECHNOLOGY AND INNOVATION

Purpose

The mission and purpose of the Technology and Innovation Department is to provide timely quality service within a stable and secure network environment. We also strive to provide functional and practical technology equipment to support the effectiveness of the curriculum program for the students of Harrison School District Two.

Objectives

The Technology and Innovation Department is committed to supporting the District Mission through the following:

- Communicating about and training on innovative digital technologies and best practices for the purpose of providing information for teachers and scholars which maximizes learning opportunities through the effective integration of technology into instruction
- Supporting all departments by sustaining and improving the evolving technology infrastructure, including devices, communications, and networks
- Offering device expertise and guidance for both legacy and emerging innovative technologies
- Managing and tracking technology and media center assets
- Always providing the best level of service

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,056,598	\$ 1,119,752	\$ 1,066,233	\$ 1,172,131	\$ 1,018,778
Benefits	327,609	361,144	370,476	397,867	372,870
Services	356,657	318,563	329,375	269,550	472,550
Supplies	463,429	503,498	592,517	577,000	290,000
Equipment and Other	505,000	311,480	50,095	66,035	706,035
Total Expenditures	\$ 2,709,293	\$ 2,614,437	\$ 2,408,696	\$ 2,482,583	\$ 2,860,233
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Administrative/Technical	18.00	18.00	18.00	18.00	15.00
Total Budgeted Staffing	19.00	19.00	19.00	19.00	16.00

WAREHOUSE SERVICES

Purpose

The purpose of the Warehouse / Procurement Department is to provide exceptional services and products by adhering to ethical actions, impartiality, accountability, professionalism and transparency in all decisions and actions.

Objectives

To provide a consistent level of excellent service in the purchasing and delivery of goods. Developing and maintaining partnerships based on trust and respect that has been earned through consistent delivery of quality services.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 30,416	\$ 32,502	\$ 68,847	\$ 100,537	\$ 110,593
Benefits	11,346	12,700	24,192	40,651	38,944
Services	7,096	3,434	15,691	7,900	7,900
Supplies	11,198	10,712	11,106	3,000	3,000
Equipment and Other	27,914	1,683	1,404	3,561	9,961
Total Expenditures	\$ 87,970	\$ 61,031	\$ 121,240	\$ 155,649	\$ 170,398
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	1.00	1.00	1.00	1.00	1.00
Administrative/Technical	-	-	-	1.00	1.00
Total Budgeted Staffing	1.00	1.00	1.00	2.00	2.00

DISTRICT WIDE SERVICES

Purpose

District-wide Services includes expenditures that are not allocated to specific departments, but are considered to be District-wide activities.

Objectives

To account for the costs of annual leave, unemployment compensation, PERA on-behalf payment, pupil count true-up and contingency funding.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
	<u>ACTUALS</u>	<u>ACTUAL</u>	<u>ACTUAL</u>	<u>BUDGET</u>	<u>BUDGET</u>
<u>EXPENDITURES</u>					
Salaries	\$ 1,430,391	\$ 96,682	\$ (1,236,233)	\$ 419,917	\$ 483,309
Benefits	1,704,652	1,512,895	(443,164)	1,593,851	1,610,475
Services	53,368	37,071	419,320	188,508	198,137
Supplies	-	-	430,800	-	-
Equipment and Other	-	-	-	371,568	305,568
Total Expenditures	\$ 3,188,411	\$ 1,646,648	\$ (829,277)	\$ 2,573,844	\$ 2,597,489
<u>BUDGETED STAFFING</u>					
Instructional Staff	-	-	-	-	-
Paraprofessionals	-	-	-	-	-
Classified	-	-	-	-	-
Administrative/Technical	-	-	-	-	-
Total Budgeted Staffing	-	-	-	-	-

INFORMATIONAL SECTION



CLASSROOM

CULTURE



COMMUNITY



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INFORMATIONAL SECTION

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Assessment of Property

Property Subject to Taxation

Property taxes are uniformly levied against the assessed valuation of all taxable property within the District. Both real and personal property located within the boundaries of the District, unless exempt, are subject to taxation by the District. Exempt property generally includes property of the United States of America; property of the State and its political subdivisions; public libraries; public school property; charitable property; religious property; irrigation ditches, canals and flumes; household furnishings; personal effects; intangible personal property; inventories of merchandise and materials and supplies which are held for consumption by a business or are held primarily for sale; livestock; agricultural and livestock products; agricultural equipment which is used on a farm or ranch in the production of agricultural products and non profit cemeteries.

Assessment of Property

All taxable property is listed, appraised and valued for assessment as of January 1 of each year. For residential properties, appraisers for El Paso County evaluate the sales of homes which sold within a specific 24-month period. The Assessor then determines the market value or "Actual Value" for all real estate and personal property. The Actual Value is reduced by an assessment ratio to determine the "Assessed Value". The rate for 2021 residential properties, including apartments, is 7.15 percent. The Assessed Value, less any exempted amount, is then multiplied by the applicable Tax Rate to determine the taxes owed. In Colorado, tax rates are expressed as a decimal fraction of a dollar for every one dollar of Assessed Value.

For example, the typical single family home in District tax boundaries was valued at approximately \$269,500. As a result, the property tax calculation for a typical residential owner was:

$$\text{Market Home Value} \times \text{Assessment Rate} \times \text{Mill Rate} = \text{Taxes}$$
$$\$269,500 \times 0.0715 \times 0.041024 = 790.50$$

The TABOR amendment requires voter approval to increase tax rates. The assessment rate of residential property, is currently and has been for the past few assessment years, 7.15 percent.



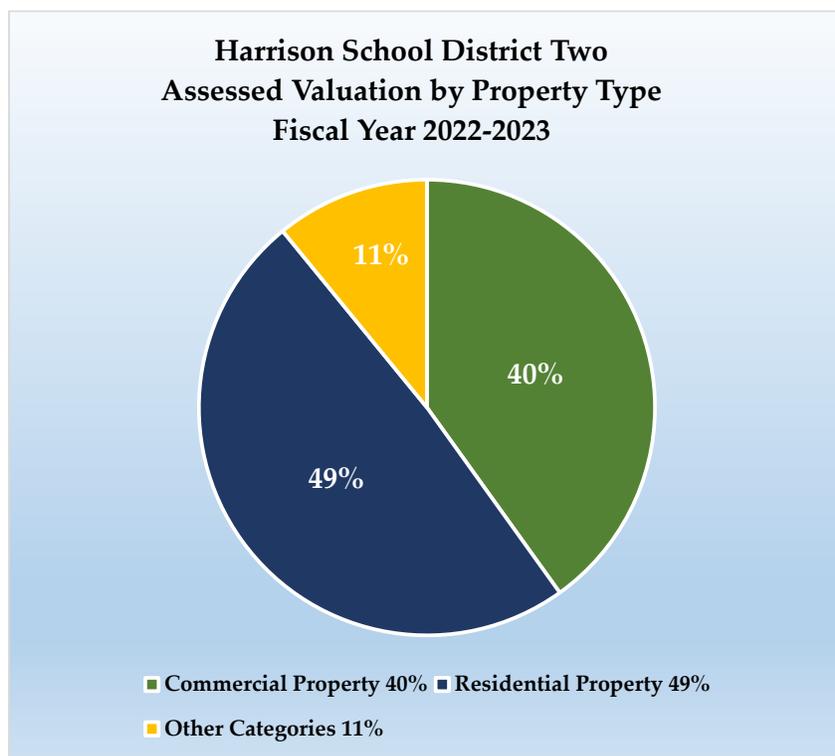
Taxation Procedure

In accordance with statute, the County Assessor is required to certify the total valuation for assessment no later than December 10th of each year. The Board then determines a rate of levy which, when levied upon such certified assessed valuation, and together with other legally available revenues, will raise the amount required annually by the District for its General Fund and Bond Redemption Fund to defray its expenditures during the ensuing fiscal year. The Board must certify the District's levy to the Board of County Commissioners no later than December 15.

Upon receipt of the tax levy certification of the District and other taxing entities within the County, the Board of County Commissioners levies against the assessed valuation of all taxable properties, the applicable property taxes. Such levies are certified by the Board of County Commissioners to the County Assessor, who then delivers the tax list and warrant to the County Treasurer for the collection of taxes.

Under Colorado law, all property taxes become due and payable in the year following in which they are levied. Property taxes attach an enforceable lien on property as of January 1 of the year following the levy. The property tax revenue estimate for Fiscal Year 2022-2023 is based on the anticipated tax collection received from August 2022 through July 2023. This method of budgeting property tax revenues is in compliance with Generally Accepted Accounting Principles (GAAP). All other tax revenue budgets (specific ownership tax) are based on collections anticipated to be received during the fiscal year (July 1 through June 30).

Fiscal Year Ended June 30	Residential Property	Commercial Property	All Other Property	Total Taxable Assessed Value
2019	\$244,904,720	\$272,308,650	\$132,505,570	\$649,718,940
2020	\$309,210,040	\$301,513,320	\$104,383,680	\$715,107,040
2021	\$313,705,400	\$292,795,630	\$77,301,120	\$683,802,150
2022	\$401,449,010	\$328,535,510	\$89,334,710	\$819,319,230
2023	\$401,449,010	\$328,535,510	\$89,334,710	\$819,319,230
2024	\$405,463,500	\$331,820,865	\$90,228,057	\$827,512,422
2025	\$405,463,500	\$331,820,865	\$90,228,057	\$827,512,422
2026	\$409,518,135	\$335,139,074	\$91,130,337	\$835,787,546



Tax Base and Rate History

Fiscal Year Ended June 30	Taxable Assessed Property Value	Estimated Actual Taxable Value	Mill Levy Tax Rate	Assessment Rate	
				Residential Property	All Other Property
2017	\$573,751,780	\$4,091,361,149	36.278	7.96	29.00
2018	\$648,359,530	\$4,769,665,464	33.118	7.20	29.00
2019	\$649,718,940	\$4,818,089,027	48.333	7.20	29.00
2020	\$715,107,040	\$5,770,001,102	47.227	7.15	29.00
2021	\$683,802,150	\$5,698,190,237	48.394	7.15	29.00
2022	\$819,319,230	\$7,091,339,525	41.024	7.15	29.00

Annual Property Tax Information Summary Homeowner Tax Burden

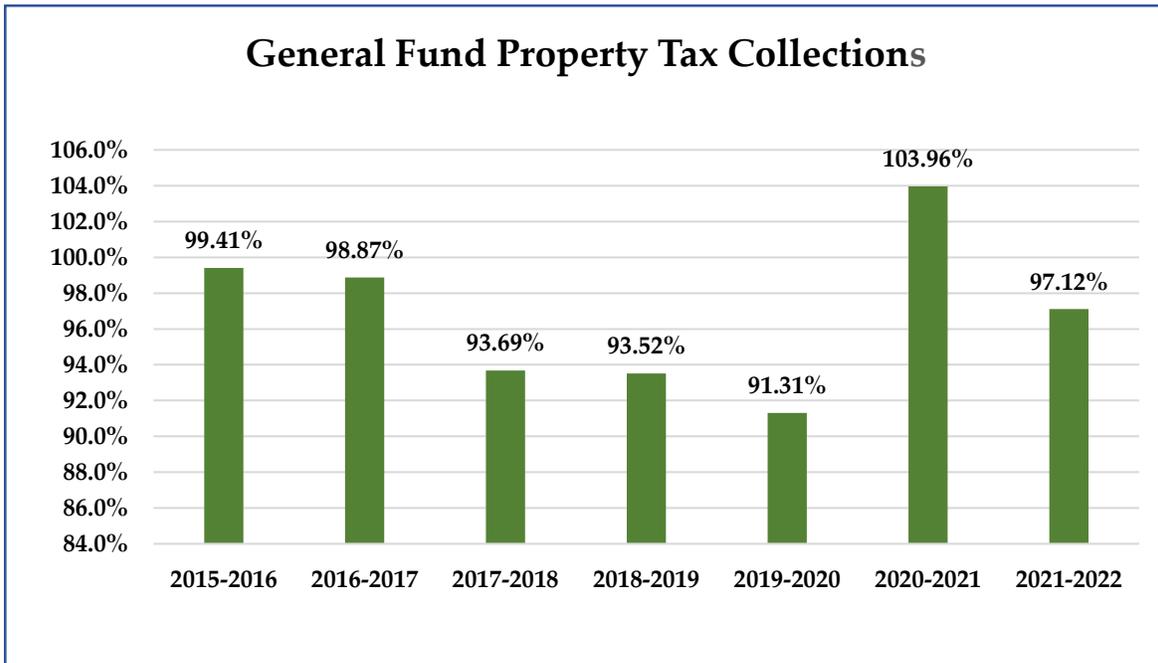
Tax Year/Collection Year	2016	2017	2018	2019	2020	2021	2022
Est Market Value	\$163,600	\$166,500	\$188,200	\$188,600	\$207,600	\$210,618	\$269,500
Assessment Rate	7.96%	7.96%	7.20%	7.20%	7.15%	7.15%	7.15%
Assessment Value	\$13,023	\$13,253	\$13,550	\$13,579	\$14,843	\$15,059	\$19,269
General Fund	18.092	17.977	16.337	16.346	15.720	15.720	15.720
Mill Levy Override	10.173	10.022	8.869	8.850	8.041	8.409	7.018
Abatement	0.149	0.279	0.338	2.080	2.209	2.038	0.528
Bond Fund	8.000	8.000	7.574	21.057	21.257	22.227	17.758
Total	36.414	36.278	33.118	48.333	47.227	48.394	41.024
School Taxes before Inflation	\$474	\$481	\$449	\$656	\$701	\$729	\$791

Property Tax

HARRISON SCHOOL DISTRICT TWO General Fund Historical Property Tax Collections

<u>Year</u>	<u>Total Tax Levy</u>	<u>Total Tax Collections</u>	<u>Percent of Total Tax Collections to Levy</u>
2015-2016	\$16,019,888	\$15,924,898	99.41%
2016-2017	\$16,224,553	\$16,041,335	98.87%
2017-2018	\$16,561,696	\$15,516,109	93.69%
2018-2019	\$17,721,734	\$16,572,881	93.52%
2019-2020	\$18,571,330	\$16,958,133	91.31%
2020-2021	\$17,893,051	\$18,601,999	103.96%
2021-2022	\$19,062,281	\$18,512,925	97.12%

Estimated value for Fiscal Year 2021-2022

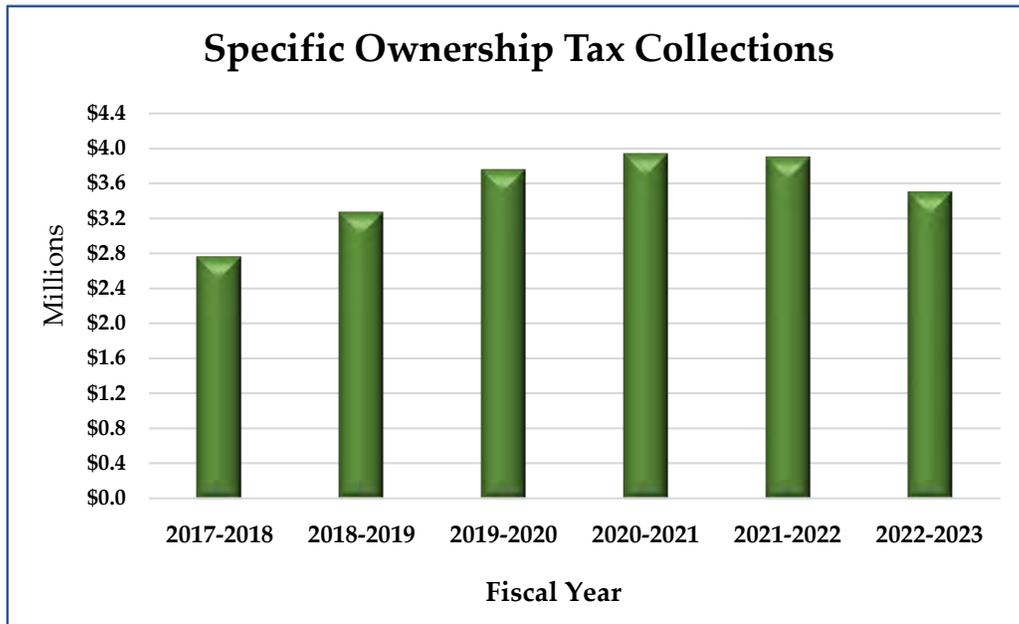


Specific Ownership Tax

HARRISON SCHOOL DISTRICT TWO Historical Specific Ownership Tax Collections

Fiscal Year	Total Tax Collection
2017-2018	\$2,762,211
2018-2019	\$3,271,758
2019-2020	\$3,757,267
2020-2021	\$3,937,072
2021-2022	\$3,900,000
2022-2023	\$3,500,000

Actual collections listed for Fiscal Years 2017-2018 through 2020-2021.
Estimated collections for Fiscal Years 2021-2022 and 2022-2023.



Largest Taxpayers

	2021			2012		
	Assessed Value	Rank	% of Total Value	Assessed Value	Rank	% of Total Value
DPIX LLC	\$ 11,197,550	1	1.61%	\$ 26,714,450	1	4.76%
Microchip Technology Inc	10,375,620	2	1.50%			
Ace Hardware	8,459,490	3	1.22%	7,209,390	4	1.29%
SAP America Inc	8,358,340	4	1.20%	14,543,280	2	2.59%
GRE Broadmoor LLC	6,198,950	5	0.89%	7,250,190	3	1.29%
Exelis Inc	5,614,450	6	0.81%			
Aspen Point Properties	4,690,250	7	0.68%			
BCORE Falcon Property Owner LLC	4,489,720	8	0.65%			
RS Antero Brauburger LLC	4,372,550	9	0.63%			
Mackey, William J	4,033,890	10	0.58%			
GE Commercial Finance Bus.				5,981,970	6	1.07%
Aquiport Colorado Sprints LLC				4,655,320	7	0.83%
RICKEMOH INC				4,641,890	8	0.83%
CO Newport Hotels LLC				4,206,090	9	0.75%
Skywest Airlines				3,014,000	10	0.54%
Total	\$ 67,790,810		9.77%	\$ 78,216,580		13.94%
Total Assessed Valuation (1)	<u>\$ 693,863,000</u>			<u>\$ 560,942,740</u>		

Source: El Paso County School District No. 2 - Harrison
 Annual Comprehensive Financial Report FY ended June 2021
 El Paso County Treasurer Office-Property Tax Statements
 (1) See Schedule 5 for District property tax data



Bond Redemption Debt Service

The District issues general obligation bonds to provide funds for the acquisition and construction of major capital facilities. General obligation bonds have been issued for governmental activities, are direct obligations and pledge the full faith and credit of the government.

The 2017 refunding bonds (\$23,025,000 original issue) carry interest rates ranging from 4.00% to 5.00% and annual maturities are consistently \$1.585 million to \$1.820 million with final payment due in 2026. These bonds were issued to refund a major portion of the 2001 bonds.

The 2019 bond sale (\$100,000,000 original issue) interest rates ranging from 3.00% to 5.00% and annual maturities range from \$320,000 to \$10.10 million with final payment due in 2038. These bonds will be used for the next 6 years to fund projects at most facilities within the District.

The 2021 bond sale (\$180,000,000 original issue) average interest rate of 5% and annual maturities range from \$1.265 million to \$13.860 million with final payment due in 2041. These bonds will be used for much needed District improvements.



**BOND REDEMPTION / DEBT SERVICE FUND
GENERAL OBLIGATION BONDS**

Yearly Debt Service			
Fiscal Year	Principal	Interest	Total
2022-2023	\$ 5,595,000	\$ 8,841,200	\$ 14,436,200
2023-2024	5,825,000	8,610,225	14,435,225
2024-2025	6,060,000	8,344,050	14,404,050
2025-2026	6,355,000	8,037,075	14,392,075
2026-2027	6,675,000	7,714,975	14,389,975
2027-2028	7,000,000	7,376,750	14,376,750
2028-2029	7,350,000	7,018,000	14,368,000
2029-2030	7,715,000	6,641,375	14,356,375
2030-2031	8,100,000	6,246,000	14,346,000
2031-2032	8,505,000	5,830,875	14,335,875
2032-2033	8,935,000	5,394,875	14,329,875
2033-2034	9,380,000	4,937,000	14,317,000
2034-2035	9,850,000	4,456,250	14,306,250
2035-2036	10,340,000	3,951,500	14,291,500
2036-2037	10,860,000	3,421,500	14,281,500
2037-2038	11,400,000	2,865,000	14,265,000
2038-2039	11,970,000	2,280,750	14,250,750
2039-2040	12,570,000	1,667,250	14,237,250
2040-2041	13,200,000	1,023,000	14,223,000
2041-2042	13,860,000	346,500	14,206,500
Total	\$ 181,545,000	\$ 105,004,150	\$ 286,549,150

Bond Series Summary			
Series	Principal	Interest	Total
2017 Refunding	\$ 8,415,000	\$ 984,700	\$ 9,399,700
2019 Refunding	82,500,000	50,306,200	132,806,200
2021 Refunding	90,630,000	53,713,250	144,343,250
Total	\$ 181,545,000	\$ 105,004,150	\$ 286,549,150

**HARRISON SCHOOL DISTRICT TWO
BUILDING FUND
PROJECT START AND END DATES
NOVEMBER 2018 VOTER APPROVED \$180 MILLION BOND**

Project	Start Date		End Date	
Bricker Elementary	March	2022	December	2023
Centennial Elementary	November	2018	December	2019
Giberson Elementary	March	2023	December	2024
Monterey Elementary	April	2021	December	2022
Oak Creek Elementary	August	2020	December	2021
Otero Elementary	November	2018	December	2019
Soaring Eagles Elementary	December	2020	March	2023
Stratmoor Hills Elementary	July	2019	August	2021
Stratton Meadows Elementary	July	2019	August	2021
Turman Elementary	March	2022	December	2023
Wildflower Elementary	April	2021	December	2022
Carmel Middle School	April	2019	September	2022
Fox Meadow Middle School	March	2023	December	2024
Panorama Middle School	March	2022	December	2023
Harrison High School	April	2019	December	2021
Sierra High School	April	2021	December	2023
Mountain Vista Community K-8	November	2018	December	2024
Mountain Vista Home School	June	2021	December	2022
Sand Creek International	November	2018	April	2020
Finance Center	July	2023	December	2024

**SCHEDULE OF BOND SPENDING PLAN
NOVEMBER 2018 VOTER APPROVED \$180 MILLION BOND**

2018 Bond Projects	Elementary Schools	Middle Schools	High Schools	Other	Total
Bond Spending Plan					
Interior	\$ 24,955,000	\$ 1,500,000	\$ 11,900,000	\$ 2,795,000	\$ 41,150,000
Mechanical/HVAC	19,800,000	600,000	8,075,000	920,000	29,395,000
Electrical/Lighting	5,150,000	2,120,000	2,800,000	915,000	10,985,000
Exterior	1,445,000	320,000	750,000	2,705,000	5,220,000
Technology	325,000	100,000	150,000	45,000	620,000
Roofing	1,950,000	150,000	-	480,000	2,580,000
Restroom/Plumbing	1,014,000	180,000	350,000	5,000	1,549,000
Kitchen	1,025,000	160,000	400,000	155,000	1,740,000
Health/Safety	220,000	40,000	300,000	40,000	600,000
ADA	1,200,000	-	700,000	100,000	2,000,000
Fire/Security	885,000	280,000	300,000	125,000	1,590,000
Architectural/Engineering	14,593,000	6,590,000	5,155,000	788,000	27,126,000
Program/Space	15,000,000	27,500,000	-	12,945,000	55,445,000
Total Projects	\$ 87,562,000	\$ 39,540,000	\$ 30,880,000	\$ 22,018,000	\$ 180,000,000

Budget Projections

General Fund

Revenue forecasts include estimates of inflation increases for program funding which is the largest component of revenue and is funded through the state. Since 2009-2010, the state has been experiencing budget shortfalls and created a budget balancing tool for the legislature to use in the state budget (called the budget stabilization factor). Each year for planning purposes, special attention is focused on this budget shortfall and the impact it may have on schools.

Property tax collection rates are analyzed and used to forecast future collections. In November 2020, the voters of Colorado repealed the state's Gallagher Amendment, which will allow local governments to avoid a decline in residential property tax revenue beginning in the 2021-2022 fiscal year. If the Gallagher Amendment had not been repealed it is estimated that the residential assessment rate would have declined reducing the amount homeowners pay in property tax.

Specific ownership taxes are reviewed and based on anticipated changes in the sales of vehicles.

State categorical fund sources, such as ELPA, transportation, career and technical education, special education, gifted education and Read Act funds are projected to include an anticipated inflationary increase provided by the State of Colorado through the Public School Finance Act.

Salary increases are not included in future year projections rather an analysis of available resources will be reviewed each year for funding potential.

A percentage increase to the PERA benefit is included in outgoing years based on current legislative requirements. Medical benefit rates are reviewed annually and increases are incorporated into budget planning.

Utility usage and planned rate increases are built into future year budgets and operating budgets are monitored for potential increases / decreases as necessary.

Projections do not include any estimates for savings realized from underspending of the expenditure budget.

Fund balance requirements are continuously reviewed to assure compliance with Board of Education policies. When necessary, cost containment measures and expenditure reductions are incorporated into the planning. Planned draw-down of available fund balance may be used to mitigate the need for potential reductions.

Insurance Reserve

The largest expenditures are for workers compensation, property and liability insurances. Planned increases are projected using historical costs and any anticipated future increases based on discussions with the insurers.

Nutrition Services

Both revenue and expenditures have remained fairly consistent through the years Any planned changes to the program are evaluated and included in future year forecasts.

Designated Purpose Grants

Funding provided through the federal stimulus funding has significantly expanded the opportunity to provide much needed academic services for the next few years.

Pupil Activity

As schools get back in session full time and the health impact of COVID-19 are lessened, fund raising efforts are planned to resume in hopes of providing opportunities for the students.

Health Insurance

Revenue projections will include anticipated employee participation in the dental plan as well as any rate adjustments that may be necessary. Expenditure forecasts will include the estimated amount needed to cover the claims payments for the dental plan.

Bond Redemption

Revenue is based on mills levied on the homeowners and collected through property tax to ensure appropriate revenues are available to meet the expenditures.

Building

With the successful passage of a bond issue approved by the voters in November 2018, construction projects have been planned through 2024-2025. This revenue will help to provide funding for outstanding projects and expand and enhance the facilities within the District.

Capital Reserve

District staff will review and prioritize the capital projects needed to be completed. With the current use of funds available in the Building Fund for capital projects, emphasis can be placed on providing financial resources through the Capital Reserve Fund to address the most critical project needs.

Land Trust

Revenue from permit fees associated with new residential building growth in the District are reviewed and planned for. At this time no significant projects are planned for future years.

Please refer to the Financial Section for more information on projections.

District Personnel

HARRISON SCHOOL DISTRICT TWO STAFF FTE SUMMARY - ALL FUNDS FISCAL YEARS 2018-2019 TO 2022-2023						
	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	Net
	FTE	FTE	FTE	FTE	FTE	Change
Administrator	99.00	97.54	70.87	70.25	66.50	(3.75)
Professional - Instructional	790.00	793.63	765.26	729.54	733.34	3.80
Professional - Other	51.00	50.73	81.40	75.58	93.47	17.89
Paraprofessional	222.00	248.22	225.74	212.86	206.42	(6.44)
Office Administrative Support	92.00	91.88	91.44	86.86	83.57	(3.29)
Crafts, Trades and Services	195.00	197.44	191.51	190.82	195.12	4.30
Total Staffing	1,449.00	1,479.44	1,426.22	1,365.91	1,378.42	12.51

Major Changes in Staffing for Fiscal Year 2022-2023 include the following:

Administrator: 3.75 FTE reduction

With continued declining enrollment, the District closed two elementary schools beginning in Fiscal Year 2022-2023, resulting in fewer administrator positions.

Professional - Instructional: 3.80 FTE increase

The District remains committed in providing an excellent educational opportunity for the students and continues to allocate staffing as needed to enhance the programs available.

Professional - Other: 17.89 FTE increase

The majority of the changes in this category are related to additional positions being funded through the Governmental Grant Fund.

Paraprofessionals: 6.44 FTE reduction

As a result of Student-Based Budgeting, schools are allowed to allocate funding in order to meet specific needs of each school. Combined with the District experiencing declining enrollment, six fewer FTE have been allocated for schools in 2022-2023.

Office Administrative Support: 3.29 FTE reduction

Fewer positions are the result of closing two elementary schools.

Crafts, Trades and Services: 4.30 FTE increase

Four additional staff positions have been provided for Harrison and Sierra High Schools.

Employee Groups

Administrator: performs managerial activities and is responsible for developing or interpreting policies or regulations and executing those policies or regulations through the direction of individuals at all levels and may supervise other employees.

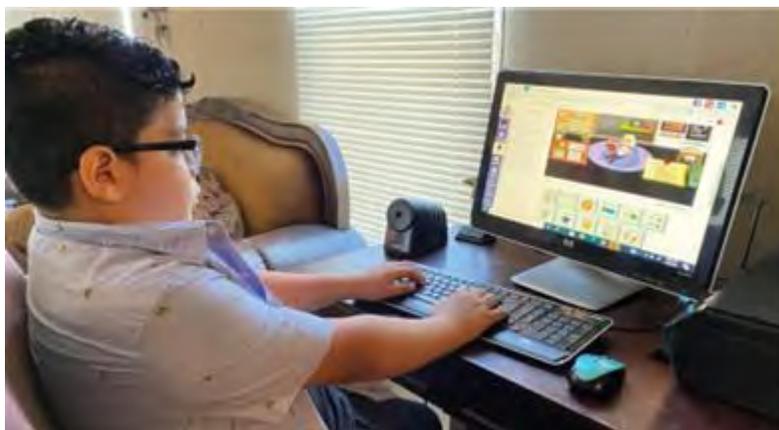
Professional: Instructional - provides learning experiences and care to students. This includes certified staff including, classroom and special education teachers. Counselors, psychologists, nurses and social workers are also classified as certified professional-instructional.

Professional - Other: performs assignments requiring a high degree of knowledge and skills usually acquired through at least a baccalaureate degree (or its equivalent obtained through special study and/or experience) but not requiring skills in the field of education. This includes directors, coordinators, managerial and support staff.

Paraprofessional: supports professional individuals or functions. This category includes student monitors, bus monitors, lunchroom monitors, classroom aides and special education aides as part of the paraprofessional employee group.

Office Administrative Support: performs the activities of preparing, transferring, transcribing, systematizing or preserving communications, records and transactions. Office administrative support includes secretaries, bookkeepers and registrars.

Crafts, Trades and Services: performs tasks that require skill levels which can be acquired through on-the-job training and experience or through apprenticeship or other formal training programs. A wide variety of employees are included in this category such as building engineers, custodians, maintenance, mechanics, nutrition services staff, security, HVAC, grounds specialists and bus drivers.



Enrollment Forecasting

Projections of student enrollment include both the number of and the type of students expected. Harrison School District Two must know how many students will be enrolled before there can be any meaningful planning. Enrollment projections drive many of the revenue and expenditure components of both annual operating and multiyear program and construction budgets. At the most basic level, enrollment projections determine the number of buildings, classrooms and faculty that the District needs. Enrollment projections also determine the functions of the District's educational programs. The types of individuals that comprise the student population are important in planning educational programs. The projection of student enrollment is important for both the next fiscal year and several subsequent fiscal years because time frames for educational programs, as well as capital building and consolidation programs, are frequently multiyear.

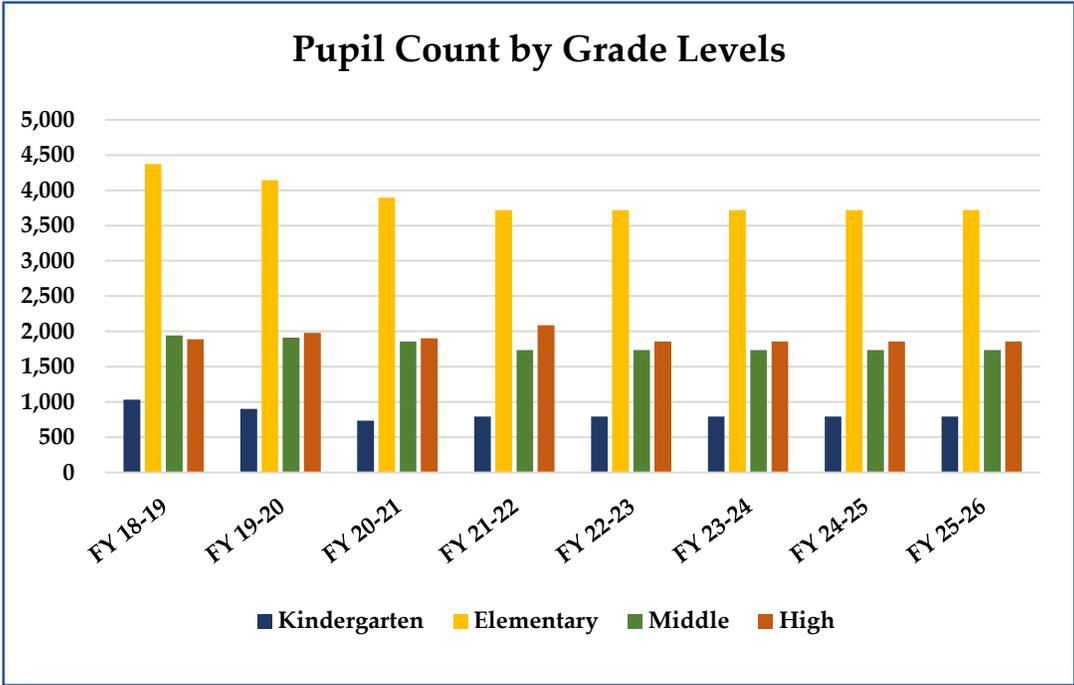
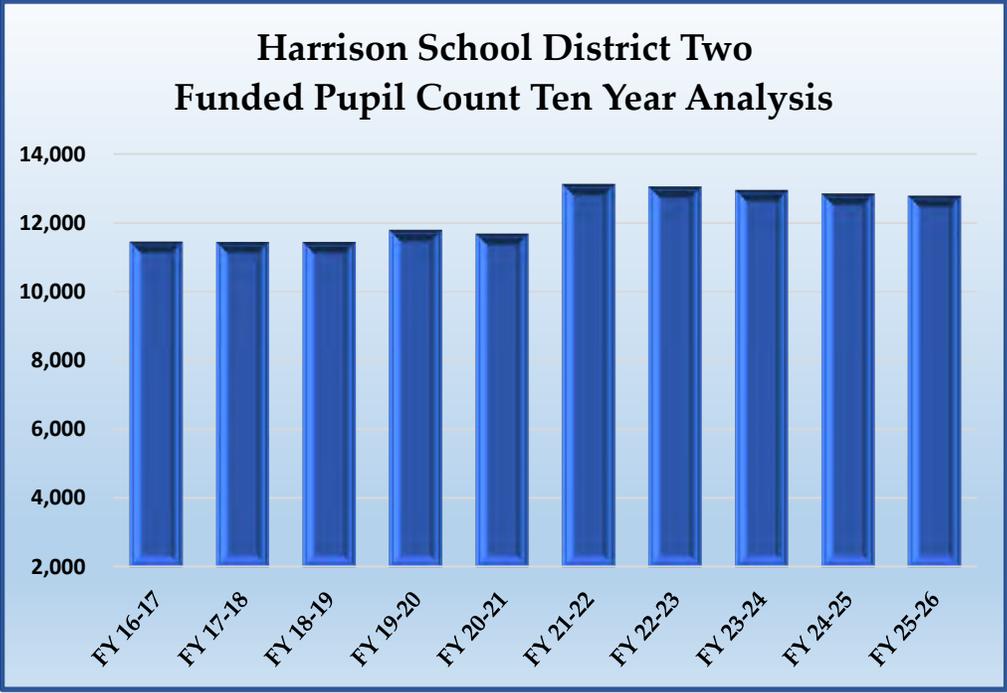
To over project the number of students means that unnecessary teachers will be hired and maintained on the payroll due to contractual obligations. An under projection means that schools will not have enough teachers for its students and the principal and staff will struggle to find qualified staff long after most teachers have already been hired.

An enrollment forecast/pupil count is driven by both appropriate assumptions and the use of acceptable mathematical projection methods. If the assumptions behind the forecast are reasonable and the methods employed are professionally acceptable, the forecast represents a credible attempt to estimate the future school District enrollment levels for planning purposes.

As of May 2022, the funded pupil count projection used for budget planning is 8,803 District students and 4,254 Charter students for a total of 13,057 for the 2022-2023 school year.

Harrison School District Two begins the projection process by reviewing the number of students currently enrolled. This will be used as the base for the projections. Cohort data, which takes into account mobility rates, choice and other factors that have occurred for the last several years, is used in the projection process.

The information obtained from these sources is used to adjust the projections. The final step involves review and input of the enrollment projections by District staff, including input from school building administrators.



Maintaining Accountability / Academic Performance Measures

Harrison School District Two (HSD2) is dedicated to the mission of graduating college and career-ready students with the knowledge, skills, attitudes and behaviors to personally succeed and contribute to the common good. The district relies on student performance data as an indicator of students' progress toward these goals.

HSD2's Research, Data and Accountability (RDA) department supports the District's mission by providing expertise, information and analysis for the District's teacher and principal evaluations; develops, publishes and distributes descriptive and statistical information analyzing student achievement data from state and district assessments; and interprets and disseminates school accountability reports and summaries for the District. RDA also provides formative and summative program evaluations to schools and District policy makers to facilitate the decision-making process. Members of the RDA department respond to school requests for achievement data and interpretation of achievement results.

RDA works closely with the Colorado Department of Education (CDE) to provide the District with analysis of State assessment results calculations, graduation rate calculations and School Performance Framework (SPF) and District Performance Framework (DPF) calculations, as well as student and staff demographic data for public reporting purposes.

State Assessments

State assessment results include the Colorado Measures of Academic Success (CMAS), the Colorado Preliminary SAT (CO PSAT) and the Colorado SAT (CO SAT).

CMAS is the State's common measurement of students' annual level of achieving college and career-ready benchmarks in English language arts (ELA) and math for grades 3-8; science for grades 5, 8 and 11; and social studies for grades 4 and 7 (CMAS Social Studies assessments are administered only at individual schools once every three years on a sampling basis). These assessments were developed collaboratively by the Colorado Department of Education, Pearson (the assessment contractor) and Colorado educators.

The COVID-19 pandemic resulted in the cancellation of all spring 2020 State assessments and resulted in a limited number of tests being required in 2021. In 2021, only grades 3, 5, and 7 had to take the ELA assessment, grades 4, 6, and 8 had to take the math test, and grade 8 also had to take Science. The other ELA & Math tests were optional outside of required grades, the 5th and 11th grade Science were cancelled completely. High school PSAT/SAT exams were offered to all students in 2021. In 2022, all ELA, Math, and Science tests were administered as normal. Social Studies tests remained on pause.

CMAS ELA: Percent of Students Scoring Met or Exceeded (College & Career-Ready Benchmark)									
	2018		2019		2020	2021		2022	
Grade	District	State	District	State	Cancelled	District	State*	District	State
3 rd Grade	41.6%	40.4%	35.7%	41.3%	-	28.1%	39.1%	37.3%	40.7%
4 th Grade	44.6%	46.1%	48.0%	48.0%	-	-	-	43.8%	44.1%
5 th Grade	47.4%	47.4%	45.9%	48.4%	-	36.9%	47.2%	44.3%	45.4%
6 th Grade	34.5%	42.8%	36.1%	43.6%	-	-	-	35.4%	43.0%
7 th Grade	43.4%	46.6%	42.1%	46.5%	-	31.5%	42.6%	40.0%	41.8%
8 th Grade	37.2%	43.8%	44.4%	46.9%	-	-	-	42.6%	43.9%

District-wide elementary CMAS ELA results had been comparable to the State (± 5 percentage points difference between District and State in percent of students scoring Met or Exceeded), with 3rd grade outperforming the State in 2018. District-wide middle school results have been comparable to the State. While the 2021 numbers show a larger gap in performance, it is critical to understand the statewide participation rate on the assessment was 76% for 3rd grade, 74% for 5th grade, and 64% for 7th grade. The District's participation rate was 89% for 3rd grade, 90% for 5th grade, 78% for 7th grade. The groups underrepresented in the State data do appear to be groups that historically have performed lower, which could have inflated State results. In 2022 the District performance resumed its comparability to the State, with District schools increasing and the addition of Vanguard Charter schools also having a positive impact.

CMAS Math: Percent of Students Scoring Met or Exceeded (College & Career-Ready Benchmark)									
	2018		2019		2020	2021		2021	
Grade	District	State	District	State	Cancelled	District	State	District	State
3 rd Grade	41.7%	39.1%	42.2%	41.0%	-	-	-	36.0%	39.4%
4 th Grade	29.9%	33.9%	32.5%	33.6%	-	13.4%	28.5%	26.3%	30.7%
5 th Grade	33.5%	35.5%	32.1%	35.7%	-	-	-	24.9%	34.9%
6 th Grade	18.1%	30.4%	16.7%	29.5%	-	11.6%	24.1%	20.4%	26.3%
7 th Grade	20.4%	28.8%	23.3%	31.6%	-	-	-	21.9%	25.0%
8 th Grade	20.6%	28.2%	32.2%	36.9%	-	17.2%	29.5%	22.5%	32.4%

With the exception of 2021, district-wide elementary CMAS Math results are comparable to the State. District 7th grade math results have increased to be comparable with the State. Sixth and eighth grade results remain underperforming compared to the State. In 2021, both the District and the State experienced larger drops on Math performance than in ELA. The same participation rate disparities between the State and the District exist on ELA and Math. In addition to participation considerations, it should be noted every district had different experiences with quarantine and remote learning. In 2022, the State performance and District performance on math bounced back but gaps remain in 6th and 8th grade.

CMAS Science: Percent of Students Scoring Met or Exceeded (College & Career-Ready Benchmark)									
	2018		2019		2020	2021		2022	
Grade	District	State	District	State	Cancelled	District	State	District	State
5 th Grade	32.2%	35.5%	34.2%	35.9%			-	-	-
8 th Grade	19.5%	31.2%	23.2%	31.5%		16.1%	26.4%	-	-
11 th Grade	21.6%	24.1%	15.3%	20.7%			-	-	-

CMAS Social Studies: Percent of Students Scoring Met or Exceeded (College & Career-Ready Benchmark)								
	2018		2019		2020	2021	2022	
Grade	District	State	District	State	N/A	N/A	N/A	
4 th Grade	15.7%	22.4%	14.8%	23.9%	-	-	-	
7 th Grade	13.5%	15.7%	9.9%	17.9%	-	-	-	

Note: Social studies is administered on a sampling basis with approximately 1/3 of Colorado schools participating.

In 2022 the Science test assessed the new 2020 Colorado Academic Science Standards for the first time. There will not be any performance level result available for 2022. Prior to COVID-19, district-wide 5th grade CMAS Science results had been comparable to the State. Eleventh grade results had a dip in 2019. On CMAS Social Studies, results are more indicative of which schools were selected for inclusion in the sample, rather than student performance across the District or State. CMAS Social Studies was not administered in either 2020, 2021, or 2022 due to the COVID-19 pandemic. The 2021 results for Science had an even starker participation gap; the State had only 54.6% participation, and the District had 73% participation. With such a low participation rate, the statewide results are not very meaningful.

The CO PSAT focuses on the knowledge, skills and understandings that research has identified as most important for college and career readiness and success. In addition to helping 9th and 10th grade students practice for the CO SAT (9th grade students began taking the CO PSAT in 2018), it can identify students' potential for success in advanced course work. It provides data about academic strengths and weaknesses because it builds on the CMAS tests in ELA, math, science and social studies and aligns with Colorado Academic Standards (CAS) and with the SAT that students will take in 11th grade. Performance on the CO PSAT also provides students with access to millions of dollars in potential scholarships.

The CO SAT serves as an admission test and is accepted by every college in the United States. It also is included in Colorado's graduation options as a way students can demonstrate the competency in ELA and math required to graduate high school. The CO SAT is closely aligned with CAS and focuses on key skills and concepts that evidence shows matter most for college and career readiness, including mathematical concepts, skills and practices; and

reading, comprehending and writing high-quality essays supported by evidence. The highest possible score on the CO SAT (without the optional essay portion) is 1600, the highest possible score on the 10th grade CO PSAT is 1520, and the highest score on the 9th grade CO PSAT is 1440. All three assessments share a common scale and the result a 9th or 10th grader receives on the CO PSAT is estimated to be the same score they would receive on the actual CO SAT if they had taken it on the same day.

CO PSAT & CO SAT: Average Composite Scores									
	2018		2019		2020	2021		2022	
Assessment	District	State	District	State	Cancelled	District	State	District	State
CO PSAT 9	838	902	841	906	-	814	903	844	885
CO PSAT 10	875	944	877	938	-	867	948	888	936
CO SAT	950	1014	935	1001	-	929	1011	934	985

District-wide CO PSAT and CO SAT results have been below the State. However, it should be noted that the participation rate in 2021 was substantially lower than normal due to the COVID-19 pandemic. In 2022, the District averages all increased substantially, mostly thanks to the inclusion of Vanguard charter schools.

Graduation and Dropout Statistics

Graduation statistics include the four-year (on-time) graduation rate and completion rate. The four-year graduation rate includes only those students who graduate from high school four years after transitioning from 8th grade, and the completion rate includes all graduates plus students who receive a GED or certificate of completion. The dropout rate includes only those students who do not graduate or receive GED or certificate of completion and do not transfer to another public or private school or enroll in an approved home study program.

Graduation, Completion and Dropout Statistics										
	2017		2018		2019		2020		2021	
Statistics	District	State								
4-Year Graduation Rate	82.4%	79.0%	79.8%	80.7%	83.3%	81.1%	82.7%	81.9%	79.9%	81.7%
Completion Rate	83.7%	80.8%	80.3%	82.5%	84.8%	82.9%	83.2%	83.4%	80.6%	83.2%
Dropout Rate	1.0%	2.3%	0.8%	2.2%	1.9%	2.0%	1.3%	1.8%	1.2%	1.8%

The District’s on-time graduation, completion and dropout rates have been on-par with the State. Note that these rates are always one year behind, so Vanguard is not included yet.

Performance Frameworks

The performance frameworks serve to hold districts and schools accountable for performance on the same, single set of indicators and to measure attainment on the key performance indicators identified in the Education Accountability Act of 2009 (SB 09-163) as the measures of educational success: (1) academic achievement, (2) academic longitudinal growth, and (3) postsecondary and workforce readiness. State-identified measures and metrics for each of these performance indicators are combined to arrive at an overall evaluation of a school's or district's performance. For districts, the overall evaluation leads to their accreditation. For schools, the overall evaluation leads to the type of plan schools will implement. The data in an SPF or DPF result is always from the previous academic year (e.g., a 2019 SPF is based on 2018-19 data).

The District Performance Framework assigns to each district one of five accreditation ratings: Accredited with Turnaround Plan, Accredited with Priority Improvement Plan, Accredited with Improvement Plan, Accredited, and Accredited with Distinction. Accredited and Accredited with Distinction ratings indicate a district has met or exceeded, respectively, statewide attainment on the performance indicators. Likewise, the School Performance Framework assigns to each school one of four plan types: Turnaround Plan, Priority Improvement Plan, Improvement Plan and Performance Plan. The Performance Plan rating indicates a school has met or exceeds statewide attainment on the performance indicators. A school or district cannot receive a rating of either Priority Improvement or Turnaround for five consecutive years or significant state interventions must take place. This is known as the accountability clock.

With the passage of HB18-1355, the new term for the accountability clock will be known as "performance watch". Previously, a school only needed a single good year to reset the accountability clock. Under the new rules, schools that are on performance watch for two consecutive years will now have to demonstrate two consecutive years of improvement to be taken off the watch.

With the COVID-19 pandemic related assessment cancellations and reductions, the performance frameworks have not been created since 2019. The 2022 frameworks will be released for informational purposes as part of Senate Bill 22-137 Transition Back to Standard K-12 Accountability.

Performance Framework Ratings				
	2018	2019	2020 - 2021	2022
Aspire Online Academy	-	-	-	Insufficient State Data
Atlas Preparatory Elementary School	-	-	-	Insufficient State Data
Atlas Preparatory Middle School	Performance	Performance	-	Performance
Atlas Preparatory High School	Performance	Performance	-	Performance
Bricker Elementary School	Performance	Improvement	-	Performance
Career Readiness Academy	AEC: Improvement	AEC: Improvement	-	Insufficient State Data
Carmel Middle School	Priority Improvement	Improvement WY2	-	Improvement
Centennial Elementary School	Performance	Improvement	-	Performance
Fox Meadow Middle School	Improvement	Improvement	-	Performance
Giberson Elementary School	Performance	Performance	-	Improvement
Harrison High School	Improvement	Improvement	-	Priority Improvement Y0
James Irwin Charter Elementary School	Performance	Performance	-	Performance
James Irwin Charter Middle School	Performance	Performance	-	Performance
James Irwin Charter High School	Performance	Performance	-	Performance
Monterey Elementary School	Priority Improvement	Performance WY2	-	Improvement
Mountain Vista Community School	Performance	Performance	-	Performance
Oak Creek Elementary School	Performance	Performance	-	Performance
Otero Elementary School	Performance	Performance	-	Performance
Panorama Middle School	Improvement	Priority Improvement Y1	-	Priority Improvement Y1
Sand Creek Elementary School	Performance	Performance	-	Performance
Sierra High School	Improvement	Improvement	-	Priority Improvement Y0
Soaring Eagles Elementary School	Performance	Performance	-	Performance
Stratton Meadows Elementary School	Performance	Performance	-	Performance
The Vanguard School (Elementary)	Performance	Performance	-	Performance
The Vanguard School (Middle)	Performance	Performance	-	Performance
The Vanguard School (High)	Performance	Performance	-	Performance
Turman Elementary School	Performance	Performance	-	Performance
Wildflower Elementary School	Performance	Performance	-	Performance
Harrison School District 2	Accredited	Accredited	-	Accredited

Since 2017, HSD2 has consistently had an average of 70% of its schools rated Performance. The District has been consistently rated Accredited since 2013. The Colorado school accountability system was paused for 2020 and 2021 due to the COVID-19 pandemic. The 2022 frameworks are part of a transition back to normal accountability, however, there are only half the elementary and middle school grade levels of growth data due to testing arrangements in 2021. Monterey and Carmel scored high enough to be removed from their performance watch clock. Harrison and Sierra high schools both missed the 95% participation rate cutoff and were lowered one level each from Priority Improvement to Turnaround status, year 0, a special designation for the transition year.

Student and Staff Demographic Data

Types of student demographic data reported includes percent of minority students, percent of students eligible for free or reduced lunch (FRL), percent of students on an individualized education plan (IEP) and percent of students who are English language learners (ELL). Types of staff demographic data reported includes teacher retention rates.

Student Demographic Data										
Student Group	2017-18		2018-19		2019-20		2020-21		2021-22	
	District	State								
Minority	75.1%	46.6%	75.3%	46.6%	76.4%	47.1%	78.4%	47.5%	73.9%	48.1%
FRL	74.8%	41.7%	73.4%	40.7%	75.3%	40.8%	75.9%	40.2%	60.6%	37.2%
IEP	10.7%	10.9%	11.3%	11.2%	11.9%	11.6%	12.3%	11.8%	11.2%	11.9%
ELL*	19.0%	14.1%	18.1%	13.8%	16.7%	13.5%	14.4%	12.9%	12.0%	12.4%

**ELL percent includes NEP, LEP, Monitor Year 1&2.*

Student demographic data shows that HSD2 has had a consistently larger population of minority and FRL eligible students compared to the State average. The ELL and IEP population has been consistently on-par with the State average. The addition of Vanguard charter schools noticeably contributed to lowering the District percent FRL.

Teacher Retention Data										
Statistic	2017-18		2018-19		2019-20		2020-21		2021-22	
	District	State								
Retention Rate	74.7%	83.9%	68.9%	83.6%	75.5%	84.2%	75.8%	85.7%	76.6%	82.9%

**Retention rates are based on beginning-of-year staff counts.*

Teacher retention data is always a year in arrears (i.e., the 2019-20 rate shows the number of teachers employed in the District in 2018-19 who returned to the District in 2019-20). Historically, HSD2's teacher retention rate has been lower than the State average. This is due in part to the fact that HSD2 employs many military families, who are highly mobile. New leadership began at the start of the 2018-19 school year, which was the year of lowest retention rate for the District. However, the retention rate has increased in each of the last three years under the new leadership.

Summary

Harrison School District Two is a diverse District, serving many minority students, low-income students, students with disabilities and students who are English language learners. Staff mobility is high, contributing to lower teacher retention rates compared to the State. Despite these factors, HSD2 has produced State assessment results that are, by and large, comparable with the State, as well as on-time graduation, completion and dropout rates on-par with the State. As a result, the majority of HSD2 schools have earned the highest performance framework rating given by CDE and the District has maintained an Accredited rating. In fact, several HSD2 schools have won awards based on their SPF results:

2017 - Governor's Distinguished Improvement Award: *Giberson Elementary School*

Centers of Excellence Award: *Fox Meadow Middle School, Oak Creek Elementary School, Sand Creek Elementary School*

John Irwin Award: *Soaring Eagles Elementary School*

English Language Proficiency Act (ELPA) Excellence Award: *(District-Wide Award)*

2018 - Centers of Excellence Award: *Atlas High School, Giberson Elementary School, Sand Creek Elementary School*

John Irwin Award: *James Irwin Elementary School, Soaring Eagles Elementary School*

2019 – Centers of Excellence Award: *Atlas Middle School, Atlas High School*

Governor's Distinguished Improvement Award: *Sand Creek International*

2022 – Governor's Distinguished Improvement Award: *Oak Creek Elementary, The Vanguard School (High)*

John Irwin Award: *The Vanguard School (Middle & High)*

High School Growth Award: *The Vanguard School (High)*



Glossary of Terms

Abatements

A complete or partial cancellation of a levy imposed by a government. Abatements usually apply to tax levies, special assessments and service charges.

Account

A record used to summarize all increases and decreases in an asset or any other type of asset, liability, fund equity, revenue or expenditure.

Accrual Basis

A basis of accounting which calls for recording revenue in the period in which it is earned and recording expenses in the period in which they are incurred (See also Modified Accrual Basis).

Ad valorem Taxes

Taxes levied on the assessed valuation of real and personal property located within the boundaries of the District which is the final authority in determining the amount to be raised for education purposes.

Amendment 23

A State Constitution amendment affecting State funding of K-12 education that was approved by Colorado voters in November 2000. The amendment provides for annual K-12 funding increases of at least the rate of inflation plus one percent for Fiscal Years 2001-2002 through 2010-2011 and annual increases thereafter of at least the rate of inflation.

Amortization Equalization Disbursement (AED)

An additional employer contribution to PERA intended to reduce the unfunded liability and amortization period to the PERA fund.

Appropriation

The setting aside by resolution of a specified amount of money for a fund with an authorization to make expenditures and incur obligations for specific purposes.

Association of School Business Officials International (ASBO)

An association that supports school business professionals through programs, services, advocacy and other educational resources.

Assessed Valuation (AV)

A percent of market value of residential and commercial property as determined by the county assessor. Property taxes are paid based on a property’s assessed valuation.

At-Risk

Students considered “at risk” of successfully completing their education and are usually based on Free Lunch data and English Language Learners that are not eligible for free lunch.

At-Risk Funding

Additional funding for districts based upon students participating in the Federal Free Lunch Program.

Balanced Budget

A budget in which planned revenues and other funds available (including beginning fund balance) equal or exceed planned expenditures.

Base Per Pupil Funding

The base amount of funding each year per student which is adjusted by inflation per Amendment 23.

Bonded Issue

In general, bond issues are voted on to pay the cost of school construction. The specific projects which these funds can be used for are stated on the ballot when the issue is presented to the public.

Budget

Summary statement of plans expressed in quantitative terms; a forecast of future events including anticipated revenue and expenditures and the expected financial position of a district at some future point in time.

Building Fund

The building fund is used to account for the proceeds of Bond Sales and revenues from other sources (interest earnings) and expenditures for capital outlay for land or existing buildings, improvement of grounds and replacement of equipment as authorized.

Capital Outlay

An expenditure, which results in the acquisition of fixed assets or additions to fixed assets which are presumed to have benefits for more than one year. It is an expenditure for land or existing buildings, improvements of grounds, construction of buildings, additions to buildings, remodeling of buildings; or initial, additional and replacement of equipment.

Capital Projects Funds

Used to account for and report financial resources that are restricted, committed or assigned to expenditure for capital outlay acquisitions or construction of major capital facilities and other capital assets (other than those financed by proprietary funds and trust funds). GASB 1300.106 and GASB Statement No. 54.

CARES Act

Passed by Congress in 2020, the economic relief package of over \$2 trillion, provides fast and direct economic assistance for American workers, families and small businesses; and preserves jobs for American industries.

Carryover Reserves

Reserves carried forward from the previous year for current year spending based on an approved carryover plan.

Categorical Programs

Specific programs that are funded separately from a district's total program funding under the School Finance Act. Examples include Vocational Education, Special Education, English Language Acquisition and Pupil Transportation. State funds for categorical programs are generally distributed based on a partial reimbursement of approved expenditures.

Center of Excellence Award

A yearly award given to public schools in Colorado that enroll a student population of which at least 75 percent are at-risk and demonstrate the highest rates of student longitudinal growth, as measured by the Colorado Growth Model.

Colorado Preschool Program Fund

This program is designed to strengthen the language development of preschool age children to increase their readiness to enter kindergarten.

College and Career Readiness Standards (CCRS)

Standards developed from the Common Core State Standards with the specific needs of the adult learner in mind. The CCRS align with today's high school equivalency exams and emphasize three key advances in English Language Arts (Complexity, Evidence, Knowledge) and Math (Focus, Coherence, Rigor).

Common Core State Standards

A consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them.

Coronavirus Aid, Relief and Economic Security (CARES) Act

The CARES Act was enacted in March 2020 as a \$2 trillion package of assistance measures including \$30.75 billion for an Education Stabilization Fund.

Coronavirus Disease of 2019 (COVID-19)

A respiratory infection caused by the novel coronavirus SARS-CoV-2. Common symptoms include fever, body aches, tiredness and difficulty breathing caused by pneumonia. The virus, and the disease it causes, has spread worldwide and been classified by the World Health Organization as a global pandemic.

Debt Service Funds

Used to account for and report resources that are restricted, committed or assigned to expenditure for principal and interest. Debt service funds should be used to report resources if legally mandated. The use of the Bond Redemption Fund for non-voter approved debt is not permitted by Colorado Revised Statutes. C.R.S. 22-45-103(b)(III) GASB 1300.107 and GASB Statement No.54.

Designated Purpose Grants Fund

This special revenue fund is a governmental fund used to track revenue sources that are restricted to specific expenditures. This fund accounts for the various Federal and State grants awarded to the District to accomplish specific activities. These programs are restricted as to the type of expenditures for which they may be used and normally have a different fiscal period than that of the District.

Digital Literacy

The ability to use information and communication technologies to find, evaluate, create and communicate information, requiring both cognitive and technical skills.

Educator Effectiveness

A performance evaluation system for teachers, administrators and other licensed education professionals.

Elementary and Secondary School Emergency Relief Fund (ESSRF)

Grants to State Education Agencies (SEAs) for the purpose of providing Local Educational Agencies (LEAs), including charter schools that are LEAs, with emergency relief funds that addresses the impact that Novel Coronavirus Disease 2019 (COVID-19) has had, and continues to have, on elementary and secondary schools across the nation.

Employee Benefits

Compensation, in addition to regular salary, provided to an employee. This may include such benefits as health insurance, life insurance, dental insurance, annual temporary leave, early retirement, Medicare and Public Employees Retirement Association contributions.

Encumbrances

An amount of money committed for the payment of goods and services ordered, but not yet paid for.

Fiscal Year

The period that a company or government uses for accounting purposes and preparing financial statements. For Harrison School District Two, a fiscal year is July 1st to June 30th.

Fiduciary Funds

Used to account for assets held by a governmental unit in a trustee capacity or as an agent for individuals, private organizations and/or other governmental units. The key distinction between trust funds and agency funds is that trust funds normally are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Formula Per Pupil Funding

Amount determined by adjusting base per pupil funding by factors that differentiate a district's demographic characteristics.

Full Time Equivalent

Full Time Equivalent (FTE) is used for both student and employee information. For student enrollment purposes, full time equivalent is based on the portion of a day that a student spends in an instructional setting. Half-day kindergarten students are considered 0.50 FTE. For staff position purposes, full time equivalent is based on the employee's work requirement in comparison to a whole day. A kindergarten teacher, for one session, teaching only half day is considered a 0.50 FTE.

Fund

A fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities, balances and changes therein, which are segregated for the purposes of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions or limitations.

Fund Balance

The difference between governmental fund assets and liabilities.

Funded Pupil Count

A district's pupil count, for funding purposes, under the current school finance act, which provides for an October 1 enrollment count within a district's school year. The funded pupil count is expressed in full time equivalent (FTE) pupils. An FTE count is designed to reflect the amount of time a student spends in an instructional setting.

Gallagher Amendment

An amendment to the Colorado Constitution concerning property tax. It set forth the guidelines in the Colorado Constitution for determining the actual value of property and the valuation for assessment of such property. This amendment was repealed in November 2020.

General Fund

General Fund is the primary fund to account for all financial resources, except those required to be accounted for in another fund.

Government Finance Officers Association (GFOA)

An organization of governmental finance officers whose mission is to enhance and promote the professional management of governmental financial resources by identifying, developing and advancing fiscal strategies, policies and practices for the public benefit.

Governmental Accounting Standards Board (GASB)

The Governmental Accounting Standards Board was established as an arm of the Financial Accounting Foundation in April 1984, to promulgate standards of financial accounting and reporting with respect to activities and transactions of state and local governmental entities. The GASB is the successor organization to the National Council on Governmental Accounting (NCGA).

Governor’s Emergency Education Relief Fund (GEERF)

Under the CARES Act, funding of \$3 billion goes to the Governors Emergency Education Relief Fund, which governors can use for “significantly impacted” school districts or higher education institutions.

Internal Service Fund

The Internal Service Fund may be used to account for the financing of goods and/or services provided by one department or agency to other departments or agencies of the school district or to other school districts, on a cost-reimbursement basis.

Instructional Supplies and Materials

Instructional supplies and materials include, but are not limited to, supplies, textbooks, library books, periodicals and other supplies and materials. Additionally, fixed assets for instructional purposes, transportation for students to and from school sponsored instructional activities and costs for repair or maintenance of instructional equipment are considered instructional.

Instruction

Instruction includes the activities dealing with the teaching of pupils.

Insurance Reserve Fund

This is a sub-fund of the General Fund and is used to account for the resources to self-insure the district’s liability, property and workers’ compensation insurance needs and provide overall risk management activities for the district.

Inter fund Transfer

Money taken from one fund and added to another fund. Inter fund transfers are not receipts or expenditures of the district.

Local Share

The portion of a district's total program funding contributed by local taxpayers of the district through property taxes and specific ownership taxes.

Mill Levy

The tax rate on real property per thousand dollars of assessed property value. (One mill produces \$1 in tax income for every \$1,000 of assessed property value).

Mill Levy Override

An election seeking taxpayer approval to increase property taxes for general operating expenses.

Modified Accrual Basis

The accrual basis of accounting adapted to the governmental fund-type measurement focus. Under it, revenues and other financial resource increments are recognized when they become susceptible to accrual, which is when they become both "measurable and available" to finance expenditures of the current period. "Available" means collectible in the current period or soon enough thereafter to be used to pay liabilities of the current period. Expenditures are recognized when the fund liability is incurred except for inventories of materials and supplies that may be considered expenditures either when purchased or when used as is the same with prepaid insurance and similar items that may be considered expenditures either when paid for or when consumed. All governmental funds, expendable trust funds and agency funds are accounted for using the modified accrual basis of accounting.

October Pupil Count

The annual process the district undertakes to provide count and demographic data for pupils in membership within the district. The per pupil funding that the district receives from the State is based upon this effort.

Other Post-Employment Benefits (OPEB)

Other Post-Employment Benefits (or OPEB) are benefits (other than pensions) that U.S. state and local governments provide to their retired employees. These benefits principally involve health care benefits, but also may include life insurance, disability, legal and other services.

Paraprofessional

Assists students by helping individuals or small groups of students with Reading, Writing, and basic Math skills, implementing instruction, reinforcing learning skills and reinforcing school-wide discipline procedures. A paraprofessional also assists instructors with preparation of classroom materials, monitoring students and evaluating, and recording student achievement.

Program Funding

The financial base of support for public education for school districts as calculated by the Public-School Finance Act of 1994, as amended. This funding consists of property tax, specific ownership tax and state equalization, (the state's portion of funding).

Property Tax

The general property tax is levied on land and buildings located within the school district. It is essentially a real estate or real property tax. Every owner of private and business property in the district pays this tax. Property owned by governmental, charitable and religious institutions are exempt from taxation.

Public Employees Retirement Association (PERA)

A retirement association created by C.R.S. 24-51-201. The purpose of PERA is to provide benefits to public employees when they retire or are disabled, or to the family at the employee's death. It serves as a substitute for social security and is funded on an actuarial reserve basis.

Pupil Enrollment

For funding purposes, under the Public-School Finance Act of 1994, the pupil enrollment is based on the October 1 enrollment count within the budget year. Up to a four-year average would be applied to declining enrollment districts. Pupil enrollment can be presented as the full count or on a full time equivalent (FTE) basis with half- time kindergarten pupils counted as 0.5 FTE.

Restricted Funds

Funds that are set aside for specific purposes and constitutional or legislative provisions. This includes reserves for the Debt Service and Colorado Preschool funds, as well as the required TABOR reserve.

Retained Earnings

An equity account reflecting the accumulated earnings of an enterprise or internal service fund.

Revenues

Funds received, generally from taxes or from a state or federal funding program, which are not loans and which do not cause an increase in a liability account.

Salaries

Amounts paid to employees of the district who are in positions of a permanent nature or hired temporarily, including personnel substituting for those in permanent positions. This includes gross salary for personal services rendered while on the payroll of the district.

School Assessment Report

The School Assessment Report (SAR) conducted by CDE was a time-based assessment and did not address the physical or operating condition of any equipment or facility in the state.

School Budget

Total site level budget amount for regular educational services. The budget is based on several student costs as well as staffing ratios, projected needs and contracted services. The budget includes costs of regular instruction, administration, mental health staff, teacher assistants, technicians, staff support, nurses, secretarial staff and custodians. Average costs per student will vary by school due to various factors: length of service and additional education for professional staff members, differences in utility costs and basic staffing requirements.

School Finance Act

The Public-School Finance Act of 1994 (as amended) outlines a Total Program Funding formula that determines how Colorado's 178 school districts are funded. Total Program Funding includes a base amount, which is the same for all school districts, plus additional amounts called factors. Factors vary by district and compensate for financial differences among districts, such as cost of living, size of the district, at-risk student population and personnel costs. Total Program Funding is comprised of three funding sources: base property taxes, local share of specific ownership taxes and state equalization (the State's portion of funding).

Section 504

Section 504 is part of the Rehabilitation Act of 1976 which applies to persons with disabilities. Section 504 is a civil rights act which protects the civil and constitutional rights of persons with disabilities. The law states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance.

Special Revenue Funds

Funds used to account for and report the proceeds of special revenue sources that are restricted or committed to expenditure for specified purposes other than debt service or capital projects. GASB 1300.105 and GASB Statement No. 54. A separate fund may be used for each restricted/committed source.

Specific Ownership Tax

An ownership tax based on the value of the vehicle and paid each year that the vehicle is registered. In Colorado, the tax is imposed on cars, trucks, trailers, mobile homes and special mobile machinery operated on state highways.

State Share

Funding provided by the state under the School Finance Act. The District's state aid (also known as state equalization) is the difference between its total program funding and local share.

Supplemental Amortization Equalization Disbursement (SAED)

An additional, gradual employer contribution to PERA, funded by monies otherwise available for employee wage increases.

Support Services Programs

Programs including special education, instructional support and other support services budgeted at the central level for supporting the overall operations of the district. (Examples include health, curriculum, central administration, finance, maintenance, transportation, etc.)

TABOR Reserve

A requirement under Article X, Section 20 of the Colorado Constitution that the district establish a reserve of 3 percent of its fiscal year spending, excluding bonded debt services, for emergencies.

Taxpayer's Bill of Rights (TABOR)

An amendment (Article X, Section 20) of the State Constitution that was approved by Colorado voters in November 1992. TABOR imposes certain tax and expenditure limits and requires an “emergency reserve.”

Tax Year

The calendar year in which tax bills are sent to property owners. The 2022 tax bills are sent to property owners in January 2023 and are reflected as revenue receipts to the school district in Fiscal Year 2022-2023.

Total Program Funding

Total program funding equals:

(funded pupil count x formula per pupil funding) + at-risk funding + online & ASCENT funding.

Transitional Colorado Assessment Program (TCAP)

Colorado’s standards-based assessment program for grades three through ten, based on the Colorado Academic Standards adopted by the State Board of Education in August 2011. The primary purpose of the assessment program is to determine the level at which Colorado students meet the Colorado Model Content Standards in the content areas assessed (math, writing, reading and science).

Uniform Mill Levy

The mill levy certified by the Colorado Department of Education to generate each school district’s share of total program funding from local property taxes. If the levy generates more than a district’s total program funding, the levy is reduced after first offsetting the district’s total program funding and any categorical program funding.

Acronyms and Abbreviations

ACT

American College Testing

ADA

Americans with Disabilities Act

AED

Amortization Equalization Disbursement

AP

Advance Placement

APEX

Advancing Professional Excellence

ARP

American Rescue Plan

ASBO

Association of School Business Officials

ASCENT

Accelerating Students through Concurrent Enrollment

ATU

Agreement of Trust and Understanding

AVID

Advancement Via Individual Determination

AVP

Area Vocational Programs

BOCES

Boards of Cooperative Education Services

CARES Act

Coronavirus Aid, Relief and Economic Security Act

CAS

Colorado Academic Standards

CCRS

College and Career Readiness Standards

CCSS

Common Core State Standards

CDE

Colorado Department of Education

CDHS

Colorado Department of Human Services

CDL

Colorado Department of Labor

CDMT

Collaborative Decision-Making Team

CEP

Community Eligibility Provision

CIA

Curriculum, Instruction and Assessment

CLDE

Culturally and Linguistically Diverse Education

CMAS

Colorado Measures of Academic Success

CO PSAT

Colorado Preliminary Scholastic Aptitude Test

CO SAT

Colorado Scholastic Aptitude Test

COVID-19

Coronavirus Disease of 2019

CPCD

Community Partnership for Child Development

CPP

Colorado Preschool Program

CRF

Coronavirus Relief Fund

CRRSA

Coronavirus Response and Relief Supplemental Appropriations

CRV

Current Replacement Value

CSAP

Colorado Student Assessment Program

CSML

Certification in School Management and Leadership

CTE

Career Tech Education

DAC

District Accountability Committee

DIBEL

Dynamic Indicators of Basic Early Literacy Skills

DP

Diploma Program

DPF

District Performance Framework

ECEA

Exceptional Children's Education Act

ECE

Early Childhood Education

EDKP

Extended Day Kindergarten Program

ELA/L

English Language Arts/Literacy

ELD

English Language Development

ELL

English Language Learners

ELPA

English Language Proficiency Act

EOY

End of Year

ESL

English as a Second Language

ESP

Educational Support Personnel

ESSA

Every Student Succeeds Act

ESSER

Elementary and Secondary School Emergency Relief

FAPE
Free Appropriate Public Education

FCRP
Facility Capital Renewal Plan

FDK
Full-Day Kindergarten

FEDS
Feeding, Eating, Drinking and Swallowing

FMP
Facility Master Plan

FPP
Financial Policies and Procedures

FRL
Free or Reduced Lunch

FTE
Full Time Equivalent

FY
Fiscal Year

GAAP
Generally Accepted Accounting Principles

GASB
Governmental Accounting Standards Board

GED
General Education Diploma

GEER
Governor's Emergency Education Relief

GFOA
Government Finance Officers Association

GO
General Obligation

GOULT
General Obligation unlimited tax

GT
Gifted and Talented

HCTF
Health Care Trust Fund

HHFKA
Healthy Hunger-Free Kids Act

HSD2
Harrison School District Two

IB
International Baccalaureate

IDEA
Individuals with Disabilities Education Act

IEP
Individual Education Plan

LEA
Local education agencies

LEP
Local Education Provider

MGP
Median Growth Percentile

NACSLB National Advisory Council on State and Local Budgeting	READ Reading to Ensure Academic Development
NCLB No Child Left Behind	S&P Standard and Poor's
NEP Non-English Proficiency	SAED Supplemental Amortization Equalization Disbursement
OE Operational Expectations	SPED Special Education
OCR Optical Character Recognition	SPF School Performance Framework
OPEB Other Post Employment Benefits	SRO School Resource Officer
PARCC Partnership for Assessment of Readiness for College and Careers	STEM Science, Technology, Engineering & Math
PERA Public Employees' Retirement Association	STEAM Science, Technology, Engineering, Art & Math
PI/TA Priority Improvement/Turnaround	SWD Students with Disabilities
PPCC Pikes Peak Community College	TCAP Transitional Colorado Assessment Program
PSAT Preliminary Scholastic Aptitude Test	TABOR Taxpayer's Bill of Rights
PTO Parent Teacher Organization	UIP Unified Improvement Plan
RDA Research, Data and Accountability	USDA United States Department of Agriculture

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