GUNNISON WATERSHED SCHOOL DISTRICT

Driven to Be the Difference

District Mission
Inspire growth and success for all students.

District Vision
We create opportunities for students to excel and connect to something bigger than themselves. By fostering curiosity, inspiring growth, and preparing students with the tools to succeed, we ensure they are ready to make a lasting impact at home and around the world.

Board Purpose
Reflecting the values of our communities, we provide trusteeship for the district's mission.

Board Goals
- Successful Students
- Strong Employees
- Engaged Community
- Healthy Finances
- Functional Facilities

Work Session
November 2, 2026
5:30pm
Crested Butte Community School

This meeting will be conducted in person and by distance using the video conferencing platform Google Meet. Please check the GWSD website for further instructions.

Items for Discussion

1. Staff Housing
    a. Cathie Pagano, Abundance Community Advisors
2. Superintendent Evaluation
    a. Jen Schoen, GWSD Human Resources Manager
    b. George Welsh, Rural Superintendent Academy
3. AI SOP
    a. Lucas Gerlock, GWSD Technology Director
    b. Katie Gallagher, GWSD Technology Integration Specialist
4. Board Training Course
    a. Bill Summers, Superintendent
5. School Calendar Committee Work
    a. Bill Summers, Superintendent

Abundance Community Advisors

PROPOSAL

Housing Plan Implementation: RE1-J School District

Revised October 20, 2026

Bill Summers
Superintendent
RE1-J School District
800 N. Boulevard St.
Gunnison, CO 81230

Cathie Pagano, FAICP CEP
Abundance Community Advisors
P.O. Box 232, Gunnison, CO 81230
cathie@abundancecommunityadvisors.com
970-275-9369

Dear Bill,

Thank you for the opportunity to propose a scope of work to support the School Board in meeting its housing goals for District staff.

Before founding Abundance Community Advisors, I was the Assistant County Manager for Community and Economic Development at Gunnison County. I have more than two decades of experience overseeing community development and I co-led the development of nearly 400 units of affordable and workforce housing.

The District's Housing Action Plan, developed with Williford LLC, includes a staff survey, an analysis of local conditions, and recommended steps to support recruiting and retaining staff. It is an excellent foundation for the District to build on, and the scope I've proposed builds on it.

The scope takes a stepwise approach in two phases. As we discussed, I plan to partner with Tributary Development, a Buena Vista developer of workforce housing, to prepare the financial modeling described in the scope. Tributary and I have worked together on other housing development in Gunnison. The first phase supports the staff survey and RFP the Board approved in September by comparing the District's options, so the Board can determine the best path forward with a clear picture of the units, costs, and risks of each approach.

I'd be happy to walk through it with you and revise it to better meet the District's needs.

Sincerely,

Catherine A. Pagano

Cathie Pagano, FAICP CEP
Founder | Principal

RE1-J School District Housing Scope of Work Proposal

Background. The District completed a Housing Action Plan in 2023–24 with a goal of 15-20 housing opportunities for staff, focused on rental units for households below 140% AMI. In September, the Board directed staff to close out the prior RFP for development of new units and create a new one seeking three to four units in projects already under construction or planned, through purchase or lease, funded by the Capital Reserve Fund. The Board also requested a new staff survey.

Pending Legislation. There are also several matters on the November ballot (Amendment 87, Proposition NN) that if passed may affect the District's financial picture. The BETTER program that was proposed by the State legislature in 2026 may be reviewed again in 2027 and would also impact the District's ability to fund affordable housing for staff.

There were several other pieces of legislation that passed in 2026 that support school district housing:

- Schools to Home Program, Colorado Housing & Finance Authority (CHFA): Helps Colorado public school employees purchase homes with down payment assistance.
- HOME Act (HB 26-1001): Streamlines the affordable housing development process on parcels less than 5 acres owned by school districts.

Approach. This scope seeks to provide the Board with a clear analysis of its options: purchasing units that are existing, under construction, or proposed; leasing units; or developing units on District property. The analysis will include: timeline, risk, financial requirements, and housing units. The scope will also analyze how the various options align with the Housing Action Plan goals.

Team. ACA will lead the engagement and will partner with Tributary Development, based in Buena Vista, a development management and advisory services group for workforce and affordable housing in Colorado's mountain and rural communities. Tributary will prepare the pro forma and financial modeling described in Phase 1.

Phase 1: Analysis of options

- Create an updated staff housing survey with the goal of identifying changing needs and preferences.

- Work with Board and Superintendent to identify the criteria and priorities the Board will use to compare housing options, such as units, speed, capital used, risk, and flexibility.
- Prepare a summary of projects under construction or proposed, including Whetstone and others in the pipeline, with known AMI restrictions and delivery dates.
- Provide updated 2026 AMI data and compare it to District salaries.
- Compare purchasing units, leasing, and developing District-owned units using pro forma models built on representative assumptions drawn from local market data and comparable projects, with low, base, and high scenarios. Include how the Capital Reserve allocation could be used (direct purchase, lease guarantees, gap financing, or contributions to partnership projects) and how many units each approach could produce.
- Analyze the terms and risks of each purchase category, including entitlement and financing risk, delivery against the summer 2028 target, capital tied up before delivery, etc.
- Prepare a memo reconciling the various options with the Housing Action Plan goals, covering what each option would and wouldn't achieve and which Action Plan tasks have been started.
- Meet with key local stakeholders (County, Valley Housing Fund, developers, realtors) about potential partnership opportunities.
- Present findings of Phase 1 to the Board.

Phase 2: Determine direction and next steps after the November 3 election and survey results

- Review what worked and didn't work for the Board in the prior RFP process.
- Recommend the scope and selection priorities for new district units, including whether it should seek unit purchases, leases, development partners for district owned land, or a combination.
- Work with District staff to analyze how the ballot results (Amendment 87, Proposition NN) and 2026 legislation affect District funding and options.
- Prepare a draft RFP for District review.

Notice of potential conflict of interest: ACA currently has a contract for services with the developers of West Thorn in Gunnison. ACA would not be able to advise the District on any matters related specifically to West Thorn.

Budget

Phase	Billing	Estimated hours	Fee
Phase 1: Analysis of Options	Hourly, not to exceed	120	$27,000
Phase 2: Direction, Survey Results, and Next Steps	Hourly, not to exceed	35	$7,875
Total		155	**$34,875**

Tentative Schedule

Month	Work
November 2026	Scope approved. Design and release the staff survey. Define evaluation criteria of housing options with the Board and Superintendent. Gather data on pipeline projects and comparable project types.
December 2026	Survey closes and results are analyzed. Pipeline briefing and AMI update. Pro forma modeling begins. Stakeholder meetings with local partners.
January 2027	Pro forma modeling and risk analysis continue. Interim update to the Superintendent on survey results and the pipeline briefing. Phase 1 findings and memo presented to the Board.
February 2027	Phase 2 begins. Phase 2 recommendation on RFP scope and selection priorities, including ballot and legislation analysis.

This schedule assumes District approval of the scope in November, distribution of the survey in November, and the Board's meeting calendar, and will be adjusted if those dates change.

Assumptions and exclusions

The hours and fees above rest on the following assumptions. If the scope changes, ACA will discuss any adjustment with the District before doing additional work.

- Phases 1 and 2 include up to three meetings with the Board, up to five local stakeholder meetings.
- Pro forma models use representative assumptions, not project-specific financials.

- Tributary Development will prepare the financial modeling under ACA's direction. ACA remains responsible for all deliverables, and the fees shown include Tributary's costs.

Standard Operating Procedure (SOP): District Use of Generative Artificial Intelligence (AI)

District: Gunnison Watershed School District
Effective Date: [Insert Date]
Applies To: All District Staff, Students, Contractors, and Third-Party Providers
Related Board Policies: GBEE (Staff Use of Technology), JRCB (Privacy and Protection of Confidential Student Information), JS (Student Use of the Internet and Electronic Communications)

Purpose & Scope

This Standard Operating Procedure (SOP) defines clear guidelines and best practices for the responsible, compliant, and secure use of Generative AI (GenAI) technologies across the school district. It supports District Policies GBEE, JRCB, and JS. It covers general GenAI software, language models, and specific protocols for AI notetakers and meeting recordings during online functions to ensure student privacy, regulatory compliance, AI literacy in staff and students and proper workplace/school conduct.

1. District Operations, Procurement, & Security

This section governs how AI software enters the district, how data is safeguarded, and how district oversight is maintained in accordance with District Policies GBEE and JRCB.

- **1.1 Tool Vetting & Approval Pathway:** AI tools, applications, browser extensions, or software features may not be used for district business or installed on district devices without prior review and formal approval by the Technology Department. Tools will be classified as: 1) staff use, or 2) staff and student use.
- **1.2 Approved vs. Prohibited Inventory:** The district maintains a published list of AI applications categorized as **Approved**, **With Restrictions**, or **Under Review**. Staff must verify a tool's status before creating accounts or inputting district data.
- **1.3 Prohibition on PII Input (Data Privacy & Compliance):** All users are strictly prohibited from entering or directing others to enter confidential or Personally Identifiable Information (PII) of any student, staff member, or individual into a GenAI tool. PII includes but is not limited to name, address, email address, telephone number, Social Security number, or other identifying details (34 CFR § 99.3; District Policies JRCB, GBEE, JS). Users should also avoid entering their own PII into GenAI tools.
- **1.4 Enterprise vs. Consumer Accounts:** Staff are prohibited from using personal or consumer AI accounts for district business. Staff must use district-managed accounts operating within closed environments to ensure that language models do not train on district data and that all data remains secure within our private enclave.
- **1.5 Public Records Obligations:** AI-generated transcripts, summaries, and meeting recordings created during official District functions may constitute public records subject to inspection under applicable open record laws (e.g., state public records acts/CORA). All recordings and AI records must comply with District retention policies.
- **1.6 Incident Reporting:** Any suspected data breach, exposure of confidential information via AI, or generation of harmful synthetic media must be reported immediately to the Technology Department and building administration.

2. Generative AI Notetakers & Online Meeting Recordings

This section governs the use of automated AI assistants, bots, and transcription features in online meetings.

- **2.1 Discretionary Use:** Staff members may utilize District-approved GenAI tools at their discretion according to the guidelines outlined in this SOP and related District Policies GBEE and JRCB.
- **2.2 Meeting Host Designation & Ownership:** To maintain data oversight and prevent meeting clutter, only the meeting organizer or an explicitly designated host is permitted to invite or enable an AI notetaker or recording tool on an online call. Individual attendees must not launch separate AI notetakers.
- **2.3 Approved Tools & Distribution:** The designated host must utilize a District-approved AI notetaking tool and is responsible for sharing generated notes, transcripts, or summaries with all meeting participants following the call.
- **2.4 Prohibition on Unvetted Bots:** AI notetaking tools, recording bots, and automated summary applications that have not gone through formal district vetting are prohibited from joining district-hosted virtual meetings (Google Meet, Zoom, Microsoft Teams).
- **2.5 Consent, Transparency & Right to Opt-Out:**
    - Host and participant notification is mandatory prior to initiating any AI transcription or recording. Meeting hosts must verbally announce the use of an AI notetaker at the start of the call.
    - Participants reserve the right to request that AI recording or summarizing features be turned off during meetings. If requested, the host must pause or turn off the AI tool.
- **2.6 Bot Attendance & In-Person Representation:** Staff may create or configure bots (automated internet agents). However, staff may not send a bot to a meeting instead of attending themselves. Staff are expected to attend online meetings and functions in person or actively online.
- **2.7 Confidential Meetings Prohibited (Strict Bans):** Pursuant to District Policy JRCB, AI bots and automated recording tools are strictly prohibited from attending or recording meetings that involve or could potentially involve discussions of confidential student information (e.g., IEP/504 meetings, disciplinary hearings, student counseling sessions), personnel evaluation discussions, legal consultations, and executive board sessions.
- **2.8 Storage & Record Retention:** All AI-generated transcripts, summaries, and recordings are official district records subject to public records laws and retention schedules. Stored files must reside exclusively on secure district cloud storage.

3. Generative AI & Staff (Professional & Administrative Use)

This section sets expectations for teachers, administrators, and staff using AI for daily work.

- **3.1 Human-in-the-Loop Requirement:** AI outputs must be treated as drafts. Staff members are fully responsible for the accuracy, appropriateness, and fairness of any final deliverable (e.g., lesson plans, newsletters, rubrics, reports) created with AI assistance.
- **3.2 Evaluative & High-Stakes Limitations:** AI tools may not be used as the sole or primary basis for evaluative decisions, such as grading student performance, writing employee evaluations, or making special education placement decisions.

4. Generative AI & Students (Classroom & Learning)

This section defines student access, academic integrity, and digital citizenship expectations pursuant to District Policy JS.

- **4.1 Age & Account Eligibility:** Student use of AI applications must align with COPPA age restrictions and district privacy agreements. Students under 13 may only interact with AI through district-approved, managed tools with appropriate consent.
- **4.2 Academic Integrity Framework:**
    - **Default Rule:** Students are expected to submit original work unless explicit permission is granted by the instructor for AI use.
    - **Teacher Discretion:** Educators have the authority to define the level of allowable AI assistance for specific learning activities (e.g., AI permitted for brainstorming, but prohibited for writing).
- **4.3 Critical AI Literacy:** Instruction involving student AI use must include foundational lessons on digital

citizenship, identifying algorithmic bias, recognizing factual "hallucinations," and practicing ethical citation.

- **4.4 Specialized Student Support & Practitioner Tools:** When AI tools are utilized by special education staff, mental health professionals, or service providers in a manner that processes identifiable student data, individualized education plans (IEPs), or counseling notes, practitioners must obtain explicit prior written consent from parents or legal guardians. Such tools must comply with FERPA, district privacy standards, and the prohibition on unvetted PII input (Section 1.3), and must never be used during confidential meetings (Section 2.7).

5. Resources & References

- COSN Gen AI Maturity Tool
- COSN Gen-AI-Readiness Checklist
- Colorado Roadmap for AI in K-12 Education: Guidance for Integrating AI Into Teaching and Learning
- Blueprint for An AI Bill of RIghts
- Artificial Intelligence and the Future of Teaching and Learning
- CU Tech Tips: Using AI Meeting Tools & CORA Obligations
- Common Sense Education: AI Toolkit for School Districts

AI Agreements

GUIDELINES FOR GWSD EDUCATORS

MUST KNOWS

- Only use tools that are on our approved list of digital applications for students.
- Do not share student/staff **Personal Identifiable Information (PII)** information with AI Systems.
- Check information generated by AI systems for accuracy, bias and appropriateness of use.
- Cite information generated by AI.
- AI Detectors are not to be used in GWSD.

LEVERAGING AI FOR YOUR WORK

Where appropriate and in an appropriate manner, staff should indicate if content has been generated by AI systems.

Use Generate AI to:

- Write quiz questions
- Generate exemplars
- Universally design lesson plans
- Translate text
- Change the reading level of text
- Create summaries of content
- Generate vocabulary lists from text
- Develop rubrics
- And much, much more...

BRINGING AI TO YOUR STUDENTS

Developing Understanding:

- What is generative AI and how does it work?
- What are the limitations of AI systems?
- What are the opportunities of AI systems?
- Be intentional, explicit and transparent with students about why AI is being used.

Creating Usage Expectations:

- What are the ethical, legal and privacy issues associated with AI?
- How do bias and misinformation show up in AI technologies?
- Why is proper citation of AI generated output important?

WHAT IS PII?

Includes, but is not limited to:

- Names
- ID numbers
- Birth Dates
- Addresses
- Social security numbers
- Grades, Medical information
- Discipline information

WORLD PREPARATION

GWSD College and Career Readiness Skills:

- Innovation
- Critical Thinking
- Curiosity and Inquiry
- Relevancy
- Collaboration
- Pereverance
- Communication
- Project Based Learning
- Flexibility
- Real World Experience
- Problem Solving
- Integrity

AI Agreements

GUIDELINES FOR GWSD EDUCATORS

TIPS FOR WRITING AI PROMPTS - PREP

Define each of the following in your prompt:		Example:
Prompt: Tell the AI what you want it to do for you.	→	**Prompt:** *Choice board*
Role: Give the AI a role.	→	**Role:** *8th grade students*
Explicit Instruction: Be specific, give the AI as much information as possible.	→	**Explicit Instruction:** *On the industrial revolution, including inventions made during the industrial revolution*
Parameters: Give the response in a specific format, tone, and/or length.	→	**Parameters:** *List each choice in 1-2 sentences*

What about evaluating the output? EDIT:
E = Evaluate for language, facts, structure.
D = Determine accuracy.
I = Identify bias and misinformation
T = Transform content to reflect new findings.

"Generate a choice board for 8th-grade students on the industrial revolution including inventions made during the industrial revolution. Please limit each choice to 1-2 sentences."

RESOURCES AND FREQUENTLY ASKED QUESTIONS (FAQS)

General Resources

Click the underlined link to the visit the resource

ISTE's Tips for School Leaders

Citing Content Generated by AI Systems:
- MLA Guide
- APA Guide

Dan Fitzpatrick's PREP Model

Google for Education: Advancing Education with AI

Common Sense Media: AI and Our Kids

The Artificial Intelligence for K-12 Initiative

ISTE's Artificial Intelligence in Education
- See Educator Guides

FAQs

How are additional generative AI applications approved? To request additional approval for any digital application that requires students to log-in or that involves a paid subscription (including generative AI applications) please fill out the Digital Tools Request Form (found on ClassLink in the Tech Support and Resources folder).

Why can't we use AI Detector Apps?
Detecting AI writing is an imperfect science. It is also challenging because generative AI is new and will continue to quickly evolve. AI Detectors have incorrectly but confidently labeled human written text as being from AI. Due to the unreliable nature of current AI Detectors, GWSD does not allow using detector applications (such as GPTZero, Turnitin, etc.) at this time.

AI Agreements

GUIDELINES FOR GWSD STUDENTS

GWSD GENERATIVE AI ACCEPTABLE USAGE SCALE

1 AI IS NOT USED	AI is not permitted in any capacity on this assignment. This assignment requires the student to complete every component using their own knowledge, skills, and creativity.	No disclosure statement required. May require an academic honesty pledge that AI was not used.
2 AI SUPPORTS IDEATION	AI is permitted on the assignment only for the purpose of initial inquiry, brainstorming, and to help generate ideas. This assignment requires the student to generate their own content to complete the assignment once their initial collaboration with AI is complete.	AI disclosure statement must be included disclosing how AI was used. Links or copies of chat(s) must be submitted.
3 AI SUPPORTS IMPROVEMENTS	AI is permitted on the assignment for the purpose of editing, analyzing data, and receiving feedback on original content. This assignment allows the student to utilize the feedback given from AI to edit and revise their original content, but no new content can be created by AI.	AI disclosure statement must be included disclosing how AI was used. Links or copies of chat(s) must be submitted.
4 AI ASSISTS CREATION	AI is permitted on the assignment to complete specified tasks. This assignment allows the student to use AI to complete components of the assignment as communicated by the teacher and requires human oversight in assessing accuracy of AI content	All AI created content must be cited using proper citation format (i.e. APA, MLA). Links or copies of chat(s) must be submitted.
5 AI ASSISTS ALL WORK	AI is permitted on this assignment in all capacities. This assignment allows the student to determine the level of use with AI needed to complete the assignment, and it requires human oversight in assessing accuracy of AI content.	All AI created content must be cited using proper citation format (i.e. APA, MLA). Links or copies of chat(s) must be submitted.

Adapted by Gunnison Watershed School District from Alex McMillan, Woodward Academy, from Vera Cubero's work for the North Carolina Department of Public Instruction (NCDPI) and from the work of Dr. Leon Furze, Dr. Mike Perkins, Dr. Jasper Roe FHEA, & Dr. Jason Mcvaugh. Link to original work.

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Deliverable:

- Produce a recommendation to the community, board, and district around a new calendar

Objective:

- Listen to all stakeholders to understand various perspectives
- Learn about relevant data, experiences, and beliefs
- Make a recommendation to the BoE

Day	Headline	Content
10/21	**Set Timeline and milestones**	• Framing • What questions do we need to ask about the process
November Work November 10th remotely 4:00 - 5:30 (paid)	**Naming & Listening** Empathy Interviews: 1. What would your ideal calendar and school week look like? Please name anything from a major change to a minor tweak. 2. What concerns might you have around a specific or a significant change? 3. If we do adjust the Wednesday Early Release, what would be your ideal partnership between X organization and GWSD school district? 4. If we make a change, how can we all come together to support students positively and proactively? 5. If we consider a 4-day week and data shows that it results in decreased academic success/outcomes, would you still want a 4 day week? 6. If a 4-day week results in longer school days or a longer school year for your student, would you still want a 4 day week?	• Listening: Cynical & Aspirational Narratives • Learning: Hearing from neighboring district (Alamosa) • Leading: Empathy Interviews • Select Interviewees

December Work December 16th at Lake School 2:15 - 3:45	1. Community Survey - one survey to students, parents, and community members	• Bill (with help from the staff) will draft for approval
January Work January 13th at CB 2:15 - 3:45	1. Survey Review plus Academic Impacts	• Survey Results • Learning: Academic Questions • Listening: Parents
February Work February 10th at Lake School 2:15 - 3:45	1. Draft Calendar Options	• Learning: Model Questions • Listening: Students
March Work March 25th remote meeting 4:00 - 5:30 (paid)	1. Operational Impacts a. Transportation b. Athletics and Activities c. Food Services d. Internships e. Professional Development f. Calendar Alignment g. Concurrent Enrollment h. Pay and Benefits i. Educator Retention and Attraction j. Long-term Impact on Finances	• Learning: Operational Questions • Listening: Educators
April Work April 28th at Lake School 2:15 - 3:45	1. Daycare Needs, Partners, and Resources	• Learning: Partnership Questions • Listening: Community • Leading: Initial Recommendation
May Work May 5th at CB	Recommendation Building	• Leading: Next Stage Recommendation Building

2:15 - 3:45		
Summer Work		
September 2027	Recommendation Presentation to the BoE	
October 2027	BoE Approval	
November 2027 - April 2028	• Community Coordination • Master Agreement Rewrite (Pay and Benefits) • District Logistics Updates	
August 2028	Implementation	