



Board Meeting Agenda

March 12, 2023, from 4:30 – 6:30 p.m.
430 Beacon Lite Rd., Suite 150, Monument, CO 80132

- I. PRELIMINARIES
 - A. Call to order
 - B. Roll call
 - C. Welcome to guests
 - D. Pledge of Allegiance
 - E. Public Comment

- II. APPROVAL OF AGENDA

- III. CONSENT AGENDA
 - A. Approval of February 2023 Board Meeting Minutes

- IV. ACTION ITEMS
 - A. Policy Review – Ken Witt
 - i. Student Attendance (No action with 1st reading revisions)
 - B. HSE Program Applications – Andy Franko
 - i. Inner City Enrichment Program
 - ii. Collegium Homeschool Enrichment
 - iii. Colorado Japanese Cultural Academy and School
 - iv. Cyber Cubed Training
 - v. Inkling Academy
 - C. Board Configuration – Ken Witt
 - i. James Salazar
 - ii. Board Election of Officers
 - D. Resolution – Ken Witt
 - i. House Bill 1310 and Senate Bill 131

- V. DISCUSSION ITEMS
 - A. Legislative Issues and Updates – Amy Atwood
 - B. School Presentation – Summit Home School Academy – Richelle McKim
 - C. Q2 Scorecards – Andy Franko
 - D. Frist Review of HSE Program Applications – Andy Franko
 - i. Nalu Homeschool Enrichment Program
 - E. Policy Review – Ken Witt
 - i. Student Attendance Revision

- VI. BOARD REPORTS
 - A. Education and Operations
 - B. Finance

- VII. ADJOURN



Regular Meeting of EDUCATION reENVISIONED BOCES
 430 Beacon Lite Rd., Suite 150, Monument, CO 80132 & Video Conference
 Tuesday, February 13, 2024, at 4:30pm
 Board President Lis Richard in the Chair, and Dee Frank acting as Secretary

Guests/Staff-Physically Present: Annette Ridgway, Ken Witt, Dee Frank, James Salazar, Jackie Burhans, James Howald

Guest/Staff-Electronic Participation: Stephenie Osman, Suzanne Romero, Rachel Meyer, Nicole Tiley, Kevin Chicks, Ben Stone, Paul Hicks, Jena Kim, Debra Nelson, Brad Miller, Kari Lee

Board of Directors Roll Call:

		Drosendahl, Bethany	Graham, John	Harris, Chelsy	Richard, Lis
Here			X	X	X
Not Here		X (Excused)			

Approval of Agenda:

Motion: Graham, moved to approve the agenda.

Second: Harris, second the motion

Motion Passed: 3 - 0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					

Approval of Consent

Agenda:

Motion: Graham, to approve the consent agenda as presented

Second: Harris, second the motion

Motion Passed: 3 - 0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					



Approval for Agenda Action Items:

IV.A.i.-HSE Program Applications – Education Service Center

Motion: Graham, moved to approve application on condition that they meet all the criteria on the checklist

Second: Harris, second the motion

Motion Passed: 3-0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					

IV.A.ii.-HSE Program Applications – Elevated Core Academy

Motion: Graham, to approve the application as presented by the Administration

Second: Harris, second the motion

Motion Passed: 3-0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					

IV.A.iii.-HSE Program Applications – Colorado Growth Academy

Motion: Graham, moves to approve the application for Colorado Growth Academy as recommended by Administration

Second: Richard, second the motion

Motion Passed: 3-0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					



IV.A.iv.-HSE Program Applications – The Alongside Academy

Motion: Graham, moves to approve the application for Alongside Academy as recommended by Administration

Second: Harris, second the motion

Motion Passed: 3-0

		Drosendahl	Graham	Harris	Richard
Voted AYE			X	X	X
Voted NAY					
Not at mtg.		X			
Abstain					

Adjourn:

President Lis Richard adjourned the meeting at 5:26 pm

Minutes Respectfully Submitted by: Dee Frank, Acting Secretary



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.B.i – HSE Programs Applications - Inner City Enrichment Program

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reENVISIONED BOCES Board was provided with a first review of homeschool enrichment applications for The Inner City Enrichment Academy.

Application Introduction:

The Inner City Enrichment Academy (ICEA) Home School Enrichment (HSE) program is a dedicated initiative to provide academic enrichment to underprivileged students in the Denver Metro Area. Currently serving 50 students in partnership with Inner City School, the program plans to double its student body within 2-3 years by extending services to homeschooled students. ICEA focuses on academic excellence, character development, and values to equip at-risk urban students for success, covering various subjects from Reading/Phonics to Computer Applications. The long-term vision includes expanding to include 7th and 8th grades while maintaining a safe and supportive learning environment.

Program Details:

The program's emphasis on academic excellence, character development, and active parent involvement aligns with the mission of the Education reENVISIONED BOCES Board to provide quality education to diverse urban communities. Despite some challenges outlined in the application, including clarity on mission and vision statements and expansion plans, the strengths of the program, such as clear program essence, and parent and community involvement, outweigh the challenges. With proper oversight and support, ICEA has the potential to make a significant positive impact on the education and future success of at-risk urban students in the Denver Metro Area.

Application Strengths:

- **Clear Program Essence:** The Executive Summary effectively captures the essence of the program and its goals.
- **Parent and Community Involvement:** The program emphasizes involving parents and the community, fostering a collaborative approach.
- **Population Understanding:** The application demonstrates a clear understanding of the targeted student population.
- **Financial Assumptions:** Revenue and expense assumptions in the budget appear reasonable.



- Positive Discipline Policy: The program outlines a positive discipline policy, though details are pending.

Application Challenges:

- Alignment with Inner City School: Concerns about aligning with Inner City School and program accessibility to external students.
- Educational Structure: Insufficient information on academic differentiation, curriculum implementation, and community partnerships.
- Hours and Calendar: Ambiguity regarding student attendance hours and incomplete program calendar information.
- Adoption of Parent Handbook: Unclear plans for adopting the parent handbook from Inner City School.
- Budget Information: Absence of a detailed budget with concerns about expenses and financial policies.
- Unrealistic Expense Distribution: Assumption of equal expense distribution over 12 months questioned.
- Missing Policies: Reference to financial policies without providing attachments.

Administrative Recommendation:

Despite the challenges outlined in the application, the Education reEnvisioned BOCES Board is encouraged to approve the Inner City Enrichment Academy (ICEA) Home School Enrichment Program. The program's commitment to academic excellence, character development, and active parent involvement aligns with the board's mission to provide quality education to underprivileged urban communities. With proper oversight and support, ICEA has the potential to make a significant positive impact on at-risk urban students in the Denver Metro Area.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with the Inner City Enrichment Program to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for the Inner City Enrichment Program as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.B.ii – HSE Programs Applications - Collegium HSE

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of homeschool enrichment applications for Collegium Homeschool Enrichment.

Application Introduction:

Collegium Homeschool Enrichment (CHE) is seeking approval to establish a program aimed at serving classical homeschool students in Colorado Springs, CO, and surrounding areas. The program, operating three days a week (MWF), aims to enhance the academic services offered at Collegium Homeschool Collaborative Program (CHCP) by providing additional enrichment opportunities in various subjects.

Program Details:

Collegium Homeschool Enrichment (CHE) is seeking approval to establish a program aimed at serving classical homeschool students in Colorado Springs, CO, and surrounding areas. The program, operating three days a week (MWF), aims to enhance the academic services offered at Collegium Homeschool Collaborative Program (CHCP) by providing additional enrichment opportunities in various subjects.

Led by Program Director Beth Saks and overseen by a board of directors with extensive experience in school administration, teaching, and homeschooling, CHE targets a student population of 100 from grades K-12. The program aligns with a classical education philosophy and employs the trivium system.

Application Strengths:

- **Clear Program Essence:** The Executive Summary effectively captures the essence of the program and its goals.
- **Parent and Community Involvement:** The program emphasizes involving parents and the community, fostering a collaborative approach.
- **Population Understanding:** The application demonstrates a clear understanding of the targeted student population.
- **Financial Assumptions:** Revenue and expense assumptions in the budget appear reasonable.
- **Positive Discipline Policy:** The program outlines a positive discipline policy, though details are pending.



Application Challenges:

- Alignment with Inner City School: Concerns about aligning with Inner City School and program accessibility to external students.
- Educational Structure: Insufficient information on academic differentiation, curriculum implementation, and community partnerships.
- Hours and Calendar: Ambiguity regarding student attendance hours and incomplete program calendar information.
- Adoption of Parent Handbook: Unclear plans for adopting the parent handbook from Inner City School.
- Budget Information: Absence of a detailed budget with concerns about expenses and financial policies.
- Unrealistic Expense Distribution: Assumption of equal expense distribution over 12 months questioned.
- Missing Policies: Reference to financial policies without providing attachments.

Administrative Recommendation:

While the application demonstrates promising strengths, addressing the highlighted challenges is imperative for ensuring the success and sustainability of Collegium Homeschool Enrichment. We recommend approving the application contingent upon the resolution of the outlined concerns. Further clarification and adjustments are necessary to ensure alignment with the mission and objectives of CHE. Upon approval, we recommend close monitoring and support to facilitate the program's development and implementation.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with the Collegium Homeschool Enrichment to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for the Collegium Homeschool Enrichment as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.B.iii – HSE Programs Applications - Colorado Japanese Cultural Academy and School

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of homeschool enrichment applications for the Colorado Japanese Cultural Academy and School.

Application Introduction:

The Homeschool Enrichment (HSE) program offered by the Colorado Japanese Language and Cultural Academy is designed to meet the increasing demand for Japanese language and cultural education in the United States. Targeting students **aged 5 to 18**, the program aims to **foster language proficiency, cultural understanding, and global connectivity**. The Academy's mission is to **provide world-class Japanese language programs in a supportive environment, encouraging a lifelong interest in language acquisition and promoting cultural sensitivity**.

The program focuses on three key components:

- **Basic Language Proficiency:** Through online group lessons, students will become familiar with the Japanese language, focusing on listening, speaking, reading, and writing skills.
- **Student-Centered Learning:** One-on-one lessons allow students to choose subjects of personal interest for discussions in Japanese, fostering non-traditional and out-of-the-box learning. This approach aims to make language acquisition enjoyable for students.
- **Cultural Competence:** The program exposes students to Japanese culture and ways of life through various activities, including attending local festivals, watching movies/documentaries, reading literature, and interacting with native speakers. This practical application enhances their intercultural competence.

At the end of the school year, the program aims to achieve specific language and cultural goals. For language proficiency, students are expected to develop basic oral skills, familiarize themselves with three types of Japanese letters, and grasp grammatical structures. In terms of cultural understanding, students will experience and share the rich heritage and traditions of Japanese culture, including festivals, foods, crafts, and more.

The Academy's vision is to create a community of globally-minded students proficient in multiple languages and cultures, ready to navigate the complexities of our interconnected world. The goals



include maintaining a high student attendance rate, ensuring parent satisfaction, and targeting a student population aged 5 to 18 with a goal of **10 students for the 2023-2024** school year. **The program is conducted online**, accessible to homeschoolers throughout Colorado, with promotion through social media platforms.

The curriculum comprises online group lessons and one-on-one lessons, totaling 4-5 hours per week for group lessons and 30 minutes to 1 hour per week for one-on-one lessons. The cultural program, led by the program director, encompasses diverse activities such as Japanese cooking, origami instructions, historical/traditional storytelling, seasonal festivals, a Kimono Runway show, Japanese karaoke, and opportunities to connect with others passionate about the language and culture.

Application Strengths:

- **Mission and Vision:** The program has a clear mission and vision, aiming to provide world-class Japanese language programs, fostering cultural understanding and global connectivity.
- **Cultural Enrichment:** The inclusion of cultural activities like Japanese cooking, origami, and festivals enhances the students' cultural competence, providing a holistic learning experience.
- **Community Engagement:** The program encourages participation in local Japanese festivals and gatherings, fostering community engagement and connecting students with native speakers.
- **Focus on Language Proficiency:** The program is designed to develop basic levels of oral proficiency in Japanese, incorporating both group lessons and one-on-one interactions with native speakers.

Application Challenges:

- **Measurability of Goals:** Concerns are raised about the lack of measurable goals, both in terms of language proficiency and cultural understanding, making it challenging to assess the program's success.
- **Incomplete Program Details:** Criticisms include a lack of detailed information on grades served, target student population, educational philosophy, specific staff, licenses, and curriculum breakdown.
- **Online-Only Format Concerns: Questions arise about the viability and acceptance of an online-only HSE program, especially considering state reporting requirements.**
- **Student Support and Discipline:** There are concerns about the lack of detailed plans for meeting individual student needs, adjusting lessons, and addressing discipline issues beyond asking students to leave the program.
- **Financial Planning:** The financial section raises concerns about the program's viability with less than 10 students and the need for a more developed Financial Policies and Procedures Manual.
- **Third-Party Language Program Oversight:** The reliance on a third-party language program provider in Japan raises questions about curriculum oversight and how this partnership will function.
- **Incomplete Information:** Various comments highlight incomplete sections in the proposal, such as the lack of attached letters of intent, insufficient evidence of support, and unclear financial procedures.



- Professional Development: Concerns are raised about the absence of a comprehensive professional development plan and unclear evidence of meeting the required 90 hours per semester for students.
- Lack of Specifics in Response: The response to some comments seems to lack specific details, leading to uncertainty about the program's structure, curriculum, and overall feasibility.

Administrative Recommendation:

The application does not yet meet the requirements for a part-time funded program due to the lack of detail of instructional delivery from the program operator to the students through methods that can be counted toward 90 hours of contact time. It is the administrative recommendation that the program not be approved until the instructional model can be implemented in-person with some online synchronous support.

Relevant Data and Expected Outcomes:

The administration will continue to work with the applicant to provide opportunity for the proposed program to be viable for funding and implementation.

Recommended Course of Action/Motion Requested:

Motion to **not approve** the homeschool enrichment program application for the Colorado Japanese Cultural Academy and School as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.B.iv – HSE Programs Applications - Cyber Cube Training

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reENVISIONED BOCES Board was provided with a first review of homeschool enrichment applications for the Cyber Cube Training.

Application Introduction:

The Homeschool Enrichment (HSE) program, offered by C Cubed Training, was **established in 2019** with a primary mission of training high school students in cybersecurity. The program is committed to bridging the rural education gap and empowering underserved and rural students in private and independent education systems in Colorado, particularly in 13 southern Colorado counties. The program provides a comprehensive education in **computer science and cybersecurity to students in grades 8-12**.

C Cubed Training **aims to train over 200 students annually within the next five years**, equipping them with skills to enhance their competitiveness in the post-graduation job market. The program operates with locally sourced instructors, fully equipped computer labs, and immersive training centers, ultimately striving for statewide coverage.

The overarching **vision is to be the premier provider of cybersecurity education**, fostering a generation of skilled professionals who safeguard digital landscapes globally. The mission emphasizes identifying and nurturing students in independent and private education systems in Southern Colorado with the aptitudes and abilities valued by employers in the field of cybersecurity.

The program focuses on providing quality **classroom instruction, after-school clubs, and small group functions** to cultivate the next generation of cyber defenders. Success is measured not only in grade performance but also in Cyber competitions, with the goal of achieving the top 10% of national rankings for senior-level students.

The program's success is highlighted by the fact that **every graduate has the opportunity to attend the college of their choice, often with scholarships, or enter immediate employment through partnerships with local industry leaders**. The curriculum includes a strong emphasis on practical experience, with graduates likely finding their first jobs at help desks, and gaining hands-on experience with real-world issues.



Outreach efforts involve personal visits to schools, summer camps, and Capture the Flag events, ensuring continuous engagement with students. The program also recognizes the importance of differentiated presentation, peer instruction, and mentorship to cater to diverse learning styles and paces. The program's academic calendar is structured into 6-hour modules, covering topics such as Intro to Computer Science, Microsoft tools, internet functionality, virtual private networks, virtual machines, and various operating systems. The second semester delves deeper into cybersecurity concepts and techniques, culminating in competitions and hands-on experiences.

Application Strengths:

- **Vision and Mission:** The program demonstrates a clear long-term vision and mission, aiming to train students in cybersecurity and bridge the rural education gap.
- **Success Track Record:** The program boasts a proven track record, citing that all graduates have attended their chosen colleges or found immediate employment.
- **Partnerships:** The program has established partnerships with industry leaders for immediate employment opportunities for graduates.
- **Adaptive Learning:** The program recognizes different learning styles, emphasizes differentiated presentation, and utilizes peer instruction, creating a student-centric approach.
- **Comprehensive Curriculum:** The curriculum covers a range of topics from digital literacy to advanced cybersecurity concepts, ensuring a well-rounded education.

Application Challenges:

- **Lack of Specifics:** The application doesn't provide information about program leadership, including the director and teacher of record.
- **Unclear Differentiation:** There's a concern about how the program differs from existing schools or programs. The application lacks clarity on the unique aspects that set it apart.
- **Lack of Program Culture Details:** The application does not provide information on the program's culture, target population, or specific courses offered. Faculty, staff, and partnership organizations associated with the program are not mentioned.
- **Incomplete Information:** There are missing attachments, such as a calendar, parent handbook, and employee handbook. Additionally, information about the current facility, professional development, and program leadership is incomplete.
- **Financial Concerns:** There are concerns about the financial aspects, including discrepancies in the number of students, unrealistic cash flow analysis, and underdeveloped financial policies and procedures. The budget doesn't include rent, even though facilities are not owned.

Administrative Recommendation:

Despite the challenges outlined, the Homeschool Enrichment program presents a compelling opportunity to address the critical need for cybersecurity education in rural Colorado. Its commitment to student success, partnerships with industry leaders, and adaptive learning approach are commendable. However, it is recommended that the board approve the application contingent upon addressing the identified challenges, particularly in clarifying enrollment goals, program leadership, differentiation, and financial policies. With proper adjustments and enhancements, HSE has the potential to make a significant impact on empowering students in cybersecurity education.



Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Cyber Cubed Training to negotiate a contract for educational services.

Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Cyber Cubed Training as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: IV.B.v – HSE Programs Applications - Inklings Academy

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES Board was provided with a first review of homeschool enrichment applications for the Inklings Academy.

Application Introduction:

The Homeschool Enrichment (HSE) program at Inklings Academy (IA) is designed to serve the homeschool community, connecting students with their peers and enhancing their home education experience through supplemental offerings. The program is based on the belief that quality education is fostered through lasting, authentic relationships between students and teachers. Inklings Academy supports and supplements parents' education efforts, recognizing each child's uniqueness and the need for a tailored approach.

The leadership and governance of the program are provided by **Program Director Brittany Daniel** and the **Board of Inklings Academy**. The program emphasizes professional development for leaders and teachers, including participation in conferences and reading relevant titles. The vision of the program is **to connect, enhance, and foster a thriving homeschool community, while the mission is to support homeschooling families, provide opportunities for peer engagement, and offer supplemental educational experiences.**

Inklings Academy has set specific goals to measure program success. These goals include achieving a 90% parent satisfaction rate through an annual survey, maintaining a 90% student attendance rate, documenting students' exposure to **new experiences through a yearbook**, and recognizing a student's educational enhancement through a presentation at the **"End of the Year Showcase."**

The program targets homeschooled **students aged 5 through graduation**, primarily within the **northeast Colorado region**. Inklings Academy collaborates with local churches, the 4-H extension agent, the public school district, the city recreation department, and the public library to provide diverse opportunities for students. Outreach efforts involve utilizing social media, personal profiles, partnerships with other homeschool groups, and coverage in the local newspaper.

Inklings Academy follows a teaching philosophy that aims to cultivate children's natural gifts by exposing them to diverse experiences and cultures. The **classroom culture is teacher-led** initially, transitioning to a



more **student-led environment** with hands-on elements. The class sizes are kept small to maintain a favorable student-to-teacher ratio.

The program **offers various activities, including art and science programs, special activity days, show & tell sessions, field trips, storytime & crafts, a banned book club, and family fellowship meals.** The curriculum incorporates elements from classical education, Charlotte Mason methods, and the Unschooling approach to provide a well-rounded educational experience.

Application Strengths:

- **Comprehensive Understanding:** The program demonstrates a good understanding of the population, community needs, and the desire for homeschooling support.
- **Clear Goals:** Despite some feedback on goal clarity, the program has set measurable goals, including attendance, parent satisfaction, and exposure to new experiences.
- **Community Support:** The program has strong support from local churches, the 4-H extension agent, public school district, and other community organizations.
- **Diverse Offerings:** The program offers a variety of classes and activities, including art, science, special activity days, field trips, and more.
- **Outreach Efforts:** The program utilizes various outreach strategies, including social media, partnerships with other homeschool groups, and coverage in the local newspaper.

Application Challenges:

- **Incomplete Information:** Some comments indicate that there is insufficient information, particularly regarding the program's specifics, curriculum, and how it will evolve over time.
- **Need for Goal Expansion:** Suggestions have been made to expand on the goals, providing more thorough explanations of what the program offers and its overall mission.
- **Enrollment Capacity:** Questions about how the program will accommodate enrollment exceeding facility capacity, especially considering the projected increase in rent.
- **Financial Transparency:** Concerns about financial transparency and separation of duties, suggest the need for clear financial policies and internal controls.

Administrative Recommendation:

Despite the challenges outlined, the Homeschool Enrichment program at Inklings Academy presents a valuable opportunity to support homeschooling families and provide enriching educational experiences for students. With adjustments to address the identified challenges, including strengthening the vision statement, providing more detailed information, expanding goals, addressing curriculum concerns, and ensuring financial transparency, the program has the potential to thrive and make a significant impact. Therefore, it is recommended that the board approve the application with the condition that the program addresses the identified challenges effectively.

Relevant Data and Expected Outcomes:

With board approval, the administration will begin working with Inklings Academy to negotiate a contract for educational services.



Recommended Course of Action/Motion Requested:

Motion to approve the homeschool enrichment program application for Inkilings Academy as recommended by the administration.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Ken Witt

Title of Agenda Item: IV.C Board Configuration – Ken Witt

Item Type: Action Discussion Information

Background Information, Description of Need:

As discussed last meeting, in February, the D49 board appointed John Graham as their representative on the ERBOCES board. It is now time to appoint a fifth member to the ERBOCES board.

Relevant Data and Expected Outcomes:

A candidate, James Salazar, has been identified, and was introduced at the February regular meeting. Multiple board members have since met with Mr. Salazar by way of getting to better know one another.

Motion Requested:

A motion is requested “to appoint James Salazar as at large member of the Board of Education of the Education reEnvisioned BOCES”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Ken Witt

Title of Agenda Item: IV.D Board Resolution – Ken Witt

Item Type: Action Discussion Information

Background Information, Description of Need:

The Colorado legislature has drafted and revised in committee bills HB-1310 and SB-131, both of which interfere with the authority of local boards of education to ensure the safety of their campuses.

Relevant Data and Expected Outcomes:

The board has expressed interest in opposing this legislation. A proposed Resolution is included for reading and vote.

Motion Requested:

A motion is requested “to approve the RESOLUTION OPPOSING LEGISLATION, INCLUDING HB-1310 and SB-131, THAT WOULD DECREASE A LOCAL SCHOOL BOARD'S ABILITY TO CONTROL SCHOOL SECURITY ON CAMPUS AND AT SCHOOL-SPONSORED EVENTS”.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: V.F – S1 Scorecards

Item Type: Action Information Discussion

Background Information, Description of Need:

Attached is a summary of the first-semester scorecards for Homeschool Enrichments and ER BOCES Schools and the rubric used to evaluate each indicator. The scorecard indicators provide detailed information about the performance of our partners in both the school and homeschool enrichment environments.

Key takeaways:

Strengths:

School and program operators are engaged in the process of educating students. Schools are conducting appropriate internal assessments, attending to students, and completing necessary reports to ensure all student needs are being met. With one exception (which has been corrected) HSEs provided an appropriate amount of instruction and contact time to meet the 90-hour requirement by the end of the semester. Evaluations of key instructors at the schools and HSEs were conducted.

Schools spent quality time reflecting on the middle-of-the-year assessment outcomes and delivered data summaries aligned with the school's Unified Improvement Plan. School leaders are thoughtful about the improvement process and set high expectations for strong student performance.

Overall, the financial position of our schools and programs is strong. Operators are managing enrollment and budgets positively. Schools and HSEs provided an amended budget to reflect the change from projected to actual revenue and expenses based on enrollment certification.

Schools and HSE's are partnering well with the ER BOCES to remain in compliance with the essential operational components required of each operator. New and returning operators are striving to perform well by submitting appropriate information and documentation in a timely manner.

Opportunities for Improvement:



Some indicators identified areas for individual school/HSE improvements. Because the overall success of schools and HSE is high, deficiencies are noticeable. The ER BOCES administration is working closely to address these areas while supporting the school/HSE operators. Specifically, during the Semester 1 review, attendance rates and middle-of-the-year (MOY) data are evaluated. The ER BOCES expectation is for HSEs and schools to achieve a 95% average daily attendance rate. As indicated in the scorecard outcomes, some improvements are needed in this area.

In addition, schools are required to conduct MOY assessments to evaluate the growth and performance of students. These two indicators provided a range of achievements. As noted in the data narratives, schools are achieving at various levels. This information provides the ER BOCES staff with important information to support the second-semester school improvement work.

The scale for the indicators is as follows:

Meets or exceeds expectations - 80% +
Area to watch or caution - 51%-79%
Area of concern - 0%-50%

Scorecard Rubric: See attached

Scorecard Outcomes: See attached

Relevant Data and Expected Outcomes:

At this time, these scorecard indicators are presented to board members as a part of our oversight as an authorizer.

Recommended Course of Action/Motion Requested:

No further action is required.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: VD – First Review of HSE Programs
i. NALU Homeschool Enrichment Program

Item Type: Action Discussion Information

Background Information, Description of Need:

The Education reEnvisioned BOCES has received a completed Homeschool Enrichment application from Nalu Homeschool Enrichment Program. NHEP seeks approval from the ER BOCES Board of Education to open in the Fall of 2024.

Nalu Homeschool Enrichment Program was reviewed by the ER BOCES team. The following information summarizes the findings from the review.

Summary:

Nalu Homeschool Enrichment Program is a homeschool-hybrid learning center catering to students in Kindergarten through 6th grade. It is modeled after the “**one-room schoolhouse**” with the aim of providing an educational experience that enriches children academically, experientially, and socio-emotionally.

The setting is relaxed, child-centered, and holistic. We believe that every child deserves to be treated with respect and kindness and that every student can learn. The aim is to provide opportunities for **growth and development in all aspects of life**. Our objective is to offer enriching educational opportunities in a flexible, comfortable environment. The curriculum is tailored to the individual child. We believe that collaboration is the key to real learning. We are committed to the success, confidence, and growth of the whole child. At Nalu Homeschool Enrichment Program we believe that children learn through a variety of experiences and that they learn best when given the freedom to follow their interests. With mindful guidance, students can tap into their strengths, find support for challenges, and receive instruction that is fitted to their unique person.



Nalu Homeschool Enrichment Program is founded on the principle that all children are creative, curious beings and deserve an education where they can retain their autonomy, spend time outdoors, be protected from bullying, and experience an individualized education. Childhood is a precious time in life and NHEP promotes the theory that children learn naturally and with proper guidance a love of learning is fostered.

The goal of Nalu Homeschool Enrichment Program is to **provide a caring, alternative approach to education** in a setting where children feel comfortable and can be completely themselves. Using a **multi-resourced curriculum**, we focus on the development of both academic and socio-emotional skills. Students experience the freedom to develop naturally through play, engaging in academic and social activities, and experience-based learning opportunities.

The Nalu Homeschool Enrichment Program is designed to support homeschooling families by offering a range of academic and extracurricular classes for students in **grades K-6**. The program aims to **provide both academic and social enrichment**, catering to families seeking additional support in subjects like **Math and Science, as well as opportunities for music, art, horseback riding, and swimming**.

Application Strengths:

- The program emphasizes a holistic approach to child development, aligning with its vision and mission statements.
- It offers diverse course offerings, including core subjects like Math and Language Arts, as well as extracurricular activities such as Music, Art, Horseback Riding, and Swimming.
- The program demonstrates flexibility with its "à la carte" format, allowing students to tailor their educational experience.
- It has a small but growing enrollment, indicating potential for expansion.
- The application includes policies and enrollment documents, showing organizational readiness.

Application Challenges:

- Lack of clarity on curriculum and teaching methodologies makes it difficult to understand what students will be learning.
- Unclear implementation of the hybrid learning model and tracking of attendance and instructional hours.
- Goals and objectives are listed but lack specificity in terms of measurement and evaluation.
- Concerns about program sustainability, staff training, and facility arrangements.
- Incomplete sections in the application, such as financial oversight and course offerings at each grade level.
- Budget Information: Absence of a detailed budget, with concerns about expenses, professional development, and financial policies.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Ken Witt

Title of Agenda Item: V.E Policy Review – JH Student Absences and Excuses

Item Type: Action Discussion Information

Background Information, Description of Need:

As part of our ongoing policy review practice, and due to timeliness of attendance records in discussions with programs, we submit policy JH – Student Absences and Excuses for review.

Relevant Data and Expected Outcomes:

This is the first reading with revisions.
No motion is requested at this time.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Andy Franko, Director of Education Operations

Title of Agenda Item: Operations Report

Item Type: Action Discussion Information

Background Information, Description of Need:

Operations Team

- The operations team has been working diligently to collect, review, and deliver recommendations on numerous HSE applications.
- Two school applications were received in March. One for a brick-and-mortar school whose operator is currently running a HSE with ER BOCES. The other is a virtual school who is seeking a multi-district online designation in Colorado. The applications are under review at this time.
- Andy attended the February SBoE meeting and School Finance Rule-making hearing and provided comments about the ER BOCES's position on the proposed rule changes.
- Andy also attended the annual charter school conference and presented twice on topics concerning school choice in Colorado.
- Stephenie has been working diligently to collect and review audit materials from each program in the ER BOCES portfolio.

Administrative Unit Work

- The BOCES staff attended the Special Education Directors Meeting regarding the Basics of Building a Body of Evidence and Proportionate Share Administrative Unit Training.
- The BOCES staff completed special program checks on all schools. An informal internal audit of student special program plans was conducted.
- The BOCES staff has ensured administration training for proctors who have students eligible for the state alternate assessment has been completed.

School Site Visits

- The BOCES staff continued site visits. FBR Foundation Homeschool Enrichment (HSE), Altitude Performance HSE, Good Counsel HSE, Front Range Construction HSE, Ascend College Prep, and Crossroads were completed in February. Site visits will continue through May 2024.

Induction

- The BOCES staff met with all teacher and administrator induction candidates.

English Learner Professional Development



- The BOCES staff started the first 6-week cohort of the state-approved English Learner Professional Development course required for teacher re-licensure.

Relevant Data and Expected Outcomes:

Our team is excited to embrace a servant leadership model as we work to ensure our schools are best prepared to meet the needs of their students.

Recommended Course of Action/Motion Requested:

No action is requested at this time.



BOARD of DIRECTORS MEETING AGENDA ITEM COVER SHEET

Board Meeting Date: March 12, 2024

Prepared by: Annette Ridgway

Title of Agenda Item: VI.B.-Finance Board Report

Item Type: Action Discussion Information

Background Information, Description of Need:

The Board of Directors needs to, at least quarterly, be informed of the financial position and performance of the organization and this report is intended to satisfy that legal requirement.

Relevant Data and Expected Outcomes:

2023-2024 Budget to Actual Variance Analysis, Grant Revenue and Expense Report, Balance Sheet, and High-Level Financial Trend Report are provided for board review.

Items of note for the month ended February 29, 2024:

\$2.1M grant funding for The Exceptional Children's Education Act (ECEA) and The Colorado Reading to Ensure Academic Development Act (READ) was distributed to Education Service Providers with qualifying students.

Columba Enrichment Program, previously unfunded for delays related to entity legal status and banking information, received fiscal-year-to-date funding of \$647K in February. This is noted solely as a timing incident; the amount was anticipated and aligned to budget.

Financial planning for Fiscal Year 2024-2025:

With the caveat that rulemaking recommendations currently before the Colorado State Board of Education may impact the portfolio of schools and programs authorized by ERBOCES, the organization anticipates significant growth in both student enrollment and in the number of schools and programs authorized by ERBOCES for the next fiscal year. Specific financial planning strategies are under consideration for the following:

- Personnel growth
- Facility Expansion Investment
- Organization Management Tool-application/software/platform
- Resources to "prefund" enrollment for new and existing schools and programs
- Resources for School Startup Loans